



Saint Paul Public Schools

Regular Meeting

Tuesday, April 21, 2015 5:30 PM

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

BOARD OF EDUCATION



Mary Doran
Chair



Keith Hardy
Vice Chair



Chue Vue
Clerk



Anne Carroll
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John Brodrick
Director



Jean O'Connell
Director



Louise Seeba
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ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Keith Hardy, 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 understand the relationship between their lives and the lives of others,
And the relevance of their educational experiences to their roles in society.**

MEANINGFUL CONNECTIONS

**Learners will understand the relationship between their lives and the lives of others,
and the relevance of their educational experiences to their roles in society.**

RESPECTFUL ENVIRONMENT

The learning environment will be safe, nurturing and equitable for our diverse learners.

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

April 21, 2015
5:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. PUBLIC COMMENT** (Time Certain 5:30 p.m.)
- V. RECOGNITIONS** (Immediately Following Close of Public Comment.)
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 6
 - B. Acknowledgement of Accomplishments of SPPS Students 7
- VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VII. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of March 17, 2015 8
- VIII. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of April. 7, 2015 25
- IX. SUPERINTENDENT'S REPORT**
 - A. FY 16 Budget Update 40
 - B. Language Immersion Program Overview - Removed from Agenda for later presentation
 - C. Overview of School Selection Season 67
 - D. SSSC 2.0 Monitoring: Programs and Pathways 79
 - E. Personalized Learning Update 102
 - F. Human Resource Transactions & Personnel Recommendations 117
- X. 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.

A. Gifts

1. Gift Accepted from Dakota Community and Technical College to the Saint Paul High School Automotive Program Valued in the Amount of \$12,500 125
2. Gift Acceptance from GCCFC 2006-GG5 St Paul Plaza, LLC 126

B. Grants

1. Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Program from Central High School 127
2. Request for Permission to Submit a Grant Application to the Collaborative Research Center for American Indian Health 128
3. Request for Permission to Submit a Grant Application to Greater Twin Cities United Way 129
4. Request for Permission to Submit School Lunch Equipment Grant Applications to the Minnesota Department of Education 131
5. Request to Submit a Grant Application to Open Your Heart to the Hungry and Homeless 132
6. Request for Permission to Submit a Grant to the Robins, Kaplan, Miller & Ciresi Foundation for Children 133
7. Request for Permission to Submit a Grant Application to the Travelers Companies, Inc. 134

C. Contracts

1. Authorization for Amendment III to the Contract with Public Consulting Group, Inc. 135
2. Nature At Work Inc. Contract Extension 136

D. Agreements

1. Renewal of Lease Agreement for Space at 694 North Prior Avenue 137
2. Enter Into a Lease Agreement for Early Childhood Family Education Multi-Functional School Activity Buses 138

E. Administrative Items

1. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations 139
2. Monthly Operating Authority 140
3. Request for Permission to Release RFP to Local Financial Institutions to Establish a Financial Branch in Both Highland Park Senior High School and Johnson Senior High School 141

F. Bids

1. Bid No. A207126-A District Wide Elevator Service and Maintenance Contract 142

2. Bid No. A207193-A Murray Middle School Parking Lot Improvements	143
3. Bid No. A207260-A Galtier Roof Replacement	144

XI. OLD BUSINESS

XII. NEW BUSINESS

A. Project Labor Agreement(s)	
1. PLA - Highland Park Middle School - Replacement of Restricted, Degraded Supply and Waste Piping	145
B. Resolution Approving Trustee Appointment to Minnesota School District Liquid Asset Fund Plus	147
C. Resolution Providing for the Competitive Negotiated Sale of \$46,550,000 General Obligation School Building and Refunding Bonds, Series 2015A;	148
D. Resolution Providing for the Competitive Negotiated Sale of \$18,975,000 Taxable General Obligation School Refunding Bonds, Series 2015B	156
E. Resolution Providing for the Competitive Negotiated Sale of \$3,145,000 Refunding Full Faith and Credit Certificates of Participation, Series 2015C	164

XIII. BOARD OF EDUCATION

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

XIV. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 unless otherwise noted)	172
B. Committee of the Board Meetings (4:00 unless otherwise noted)	173

XV. ADJOURNMENT

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

DATE: April 21, 2015

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. The **Saint Paul Public Schools Receives the Minnesota Department of Education 2015 School Finance Award:** The Minnesota Department of Education (MDE) released its list of school districts that received the 2015 School Finance Award, in which Saint Paul Public Schools made the list. Each year, MDE reviews each school district for criteria in the following areas: timely submission of financial data, compliance with MN statutes, presence of select indicators of fiscal health, and accuracy in financial reporting. The Finance team is pleased to share this great news with the Board, the District and the community.
2. **Donnell Gibson**, a Johnson Senior High School graduate and special education teaching assistant at Battle Creek Middle School, is being called a hero after he rescued a North End family from a burning house on April 1. Gibson told the Star Tribune that he knew he had to do something when he saw the fire — and the children. According to the Star Tribune, *“Gibson, 29, pulled a U-turn, jumped out of his car and began shouting for the children to get away from the house. Instead, they ran inside. Gibson ran in after them and pulled them out, then ran back in — over and over again — to rescue the rest of the family — about 10 members in all. And he got every one.”*
3. **Kathy Kittel**, SPPS Career and Technical Education Program Manager, recently received the Special Needs Personnel Outstanding Career and Technical Direct Service Provider of the Year Award from the Minnesota Association of Career and Technical Education. The award recognizes a person who has made a major contribution to the development and/or growth of career and technical education for students with special needs. Kittel has worked with students and families at SPPS since 1991. Kittel received the award in February.
4. **Christine Vang**, Principal at Como Park Elementary, for receiving the 2015 Minnesota Elementary School Principals' Association (MESPA) Division Leadership Achievement Award. This leadership award honors principals whose exemplary leadership and sustained efforts have made noteworthy contributions to the operation of effective school learning programs -- improving education, their communities, and their profession. Vang was recognized by her colleagues on February 5, 2015, at the MESPA Awards Banquet – held at the DoubleTree by Hilton Bloomington Hotel during the annual MESPA Institute, the statewide convention of Minnesota's elementary and middle level principals.
5. This item is submitted by Michelle J. Walker, Chief Executive Officer

B. RECOMMENDATION:

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

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

DATE: April 21, 2015

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. **Alexander Roman**, a senior at Harding Senior High School, for being accepted into all eight Ivy League schools -- including Harvard University, which has one of the lowest acceptance rates at 6 percent of all applicants, and Columbia University at 7 percent. In total, Alexander has been admitted to 20 colleges across the country.

At Harding, Alexander is active on the Knight Crew, which helps ninth-graders get acquainted with high school, and the Genius Squad, which helps with the school-wide iPad setup at Harding. For three years, he played baseball and was the starting first baseman. Alexander also is a youth leader at his church.

2. **Peter Yang**, a senior at Johnson Senior High School, for being awarded the 2014 Youth Frontiers Character Award. Yang has served as a small group leader on multiple Youth Frontiers' Respect and Kindness retreats in Saint Paul, and was chosen for the award because of his strong work ethic, positive attitude and aptitude for leadership. Yang received an iPad and a \$3,000 scholarship from Luther Automotive during the sixth-annual Ethical Leadership Luncheon.
3. This item is submitted by Michelle J. Walker, Chief Executive Officer

B. RECOMMENDATION:

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

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

March 17, 2015

I. CALL TO ORDER

The meeting was called to order at 5:31 p.m.

II. ROLL CALL

PRESENT: Mr. Hardy, Ms. O'Connell, Mr. Brodrick, Mr. Vue, Ms. Carroll, Ms. Doan, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

Ms. Seeba arrived at 5:33 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Carroll moved the Board approved the Order of the Main Agenda with the exception that the Old Business Item - Gender Inclusion Policy be addressed immediately prior to Committee Reports. The motion was seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

IV. PUBLIC COMMENT

- E. Santibanez – Support for Gender Inclusion Policy
- M. Baxter-Zink – Support for Gender Inclusion Policy
- S. Lopez – Support for Gender Inclusion Policy
- R. Tushaus – Support for Gender Inclusion Policy
- M. Burton-Santibanez – Support for Gender Inclusion Policy
- N. Hartshorn - Gender Inclusion Policy effect on transgender students
- L. Montemayor - Support for Gender Inclusion Policy
- M. Meyer - Support for Gender Inclusion Policy from Out Front Minnesota
- L. Shellenberger – Support for extension of Superintendent's contract and the value of family engagement to District
- Sylvia Bartley - African American Leadership Forum – Support for extension of Superintendent's contract and District's support for Special Education students
- J. Martin - NAACP/Black Pastors - Support for Superintendent's contract and her willingness to address the hard conversations/issues
- J. Lonstein - Superintendent's contract
- S. Marchese – Support for Gender Inclusion Policy & Superintendent's contract relative to upcoming elections and extension of contract
- J. Kerr - Friends and Amigos of The Baker Center – Thanks to District for improving the building as community center

- M. Carlson - Announcement of ST. Paul Youth Services Ambassadors for Youth Academy and thanks for working with SPYS on intervention programs in the schools.
- A. Luque - Statement on behalf of Latino Consent Decree in support of the work of Superintendent Silva
- E. Gale, SPPS Gender & Sexual Diversity PAC – Support for Gender Equity Policy
- G. Copeland - Opposition to extension of Superintendent's contract
- J. Banks – Caucus for Change - Resolution in support for Gender Inclusion Policy

V. RECOGNITIONS

BF 30014

Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards, Championships and Qualified for State Tournament Participation

1. Capitol Hill Magnet - Girls' Basketball Team - Middle School City Champion
2. Washington Technology Magnet - Wrestling Team - Middle School City Champion
3. Washington High School - State Tournament Qualifier - Taw Lo Moo
4. Johnson High School - Boys' Basketball Team City Champion & State Champion Runner Up
5. Johnson High School - Wrestling Team State Tournament Qualifier - Luis Cirilo
6. Highland Park High School - Alpine Ski Team State Tournament Qualifier - Ellie Johnson
7. Highland Park High School - Girls' Gymnastics Team - City Champion
 - a. Two State Tournament Qualifiers - Madisyn Hammick & Kit Wenzel
8. Highland Park High School - Boys' Nordic Ski Team State Tournament Qualifier - Harrison Pretel
9. Highland Park High School - Girls' Nordic Ski Team - City Champion & Qualified for State Tournament Finishing 12th
10. Highland Park/SPA High Schools - Boys' Co-op Swim Team - City Champion
 - a. State Tournament Qualifier - Eliot Aust
11. Highland Park High School - Wrestling Team - State Tournament Qualified - Billy Merth
12. Harding Senior High School - Wrestling Team - Two State Tournament Qualifiers - Jet Mi Ka & Keinnan Thacker
13. Como Park High School - Girls' Basketball Team - City Co-Champions
14. Central High School - Girls' Basketball Team - City Co-Champions
15. Central High School - Boys' Nordic Ski Team - City Champion & Qualified for State Tournament Finishing 15th
16. Central High School - Boys' Swim Team - Four State Tournament Qualifiers - Ian Conery, William Dean, David Grundmeier & Jock Tuttle
17. Central High School - Wrestling Team - City Champion
 - a. Two State Tournament Qualifiers - Harvey Bradley Jr. & Zachary Ferguson

MOTION: **Director Hardy moved the Board recognize and congratulate the coaches, teams and individuals for their accomplishments. Director O'Connell seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Absent
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: **Ms. Carroll moved the Board approve the Order of the Consent Agenda as published. The motion was seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Absent
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

VII. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of February 17, 2015

MOTION: Ms. O'Connell moved the Board approve the Minutes of the Regular Meeting of the Board of Education of February 17, 2015 as published. The motion was seconded by Director Seeba.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Absent
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

VIII. COMMITTEE REPORTS

A. Committee of the Board Meeting of March 3, 2015

The Chief Financial Officer provided an overview of the **Preliminary 2016 General Fund Budget** for Board members. Details will be provided during the Superintendent's Report.

The Supervisor, Student Health and Wellness provided an update on the **Wellness Policy Implementation**. The policy has a direct effect on student achievement through the close link between health and academic success. Key areas of the Wellness Policy are Physical Activity, Healthy Eating and Nutrition and Staff Wellness and Family Involvement.

RECOMMENDED MOTION: That the Board accept the Wellness Policy Implementation Update report.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

Staff then presented an overview of the services and supports **Out for Equity** provides to students, families and staff in SPPS. Out for Equity is a school-based program that strives to maintain a safe and welcoming school environment that fosters positive self esteem, respect for others and academic success for all lesbian, gay, bisexual, transgender, queer and questioning students, staff members and families. Out for Equity is empowering students, staff and families to transform the educational experiences of LGBTQ+ students and families.

One recommendation for revision to the **Gender Inclusion Policy** was reviewed.

The **Work Session** included a Board Check-In, consultation with the General Counsel on how to deal with disrespectful comments/behavior during public comment at board meetings and initial discussion on Student Representation on the Board /Student Leadership Opportunities. A Board Work Group was established to look at different formal structures and the link between structure and addressing specific issues. Four areas will be researched: "formal" structures, school-based youth leadership structures to address specific issues, inter-school/city youth councils and the youth council established by the St. Paul Chief of Police.

MOTION: Mr. Hardy moved the Board accept the Report on the Committee of the Board meeting of February 3, 2015 and approve the minutes of that meeting as published. Ms. O'Connell seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

IX. SUPERINTENDENT'S REPORT

A. SSSC 2.0 Monitoring: College & Career Readiness

This report addresses Focus Area 3 under SPPS Goal #1: Achievement. It also works toward the goals set forth in the SPPS Racial Equity Policy and the "World's Best Work Force" legislation that upon graduation students should be ready for any form of post-secondary education (two or four year college/university or career track employment).

The report began with an overview of the five pillars of College and Career Readiness: Academic, Admissions, Career, Financial and Personal/Social that together make up the "Ramp-Up To Readiness" standards and the foundation belief that all students can and should be prepared for post-secondary education. The "pillars" were developed through a collaboration among the U of MN, Minnesota state colleges and universities and secondary teachers. Washington, Humboldt and Highland are all incorporating the "Ramp Up for Readiness" standards.

The Academic Pillar is to ensure students have the knowledge and skills to succeed in first-year, credit bearing courses at a technical college, a community college or a four-year college or university. Measures in this area are:

- Passing 8th Grade Algebra
 - o Percent of students who passed Algebra by the end of 8th grade - 73% (Vision is >80%)
 - o The largest gap in passing rates by race/ethnic group (Vision <10%) - is between Asian (86%) and Black (55%) = 31% gap.
- Percent of students with two or more failed core classes - Vision <15%
 - o Middle School - 25% (Stable)
 - o Focus on Freshman - 36% (Critical)

The Admissions Pillar assesses the students' ability to meet admissions requirements at a range of postsecondary institution that are a match for their goals and interests. Measures are:

- ACT - Percent of students with a composite score of 21 or higher (Vision >65%) - Concern 37%

- Naviance - Percent of students completed recommended components for grade level [Grades 9-12] (Vision >90%) - Critical 51%

SPPS is expanding the use of Naviance, an online tool for College and Career Readiness. It is available to all SPPS students grades 6-12. It assists in applying to college, searching for scholarships, exploring careers, provides interest and strength assessments and aligns with the World's Best Workforce legislation that requires a personalized learning plan for every student.

The Career Pillar assists students' ability to identify careers that match personal, financial and other goals and an understanding of the skills, credentials and experiences required to succeed in those careers.

Career & Technical Education (CTE) Students participating in:

- Career Programs (Vision 850) - 664 (Stable)
- Internships (Vision 1,500) - 1,103 (Stable)

The Financial Pillar provides information to students so they can assess their ability to cover the cost of the first term of study at a postsecondary institution through savings, loans, work-study and financial aid.

- Advanced Courses Proportionality Ratios by Race (student group % of those enrolled [or passing] classes / %of student group in district) - Vision is >.75 representation by all groups.
 - o Advanced Career & Technical Education (CTE) Courses (grades 9-12)
 - Asian - .85
 - White - 1.3
 - Black - .86
 - Hispanic - 1.2
 - American Indian - 1.3
 - o Advanced Courses (grades 6-12)
 - Asian - 1.0
 - White - 1.4
 - Black - .76
 - Hispanic - .84
 - American Indian - .73
- Financial Readiness - Percent of graduating class who completed a FAFSA (Vision >65%) - Progress 59%

Last year, SPPS students earned \$2.2 million worth of post-secondary credits while still in high school.

The Personal & Social Pillar helps students to set educational goals and monitor progress toward them and creates relationships with peers and adults that support academic success.

- Senior Survey - Percent feeling supported and encouraged by teachers (Vision >95%) - Progress 89%

Gateway to College is a new SPPS ALC and is part of a national network inside the community college setting. It offers students who have or are thinking of leaving school a second chance to finish high school. St. Paul College has set up a community of learners that provides an opportunity for students to receive a high school diploma while attending college. These students earn some high school credits and some dual credits. Research indicates that students who earn 12 college credits in high school have greater chance of earning a degree from a two or four year post-secondary school.

The 2014 SPPS graduation rate was 76%. There have been increases in overall graduation rates for six years and graduation rates for all student groups increased from 2013 to 2014. . The largest percentage gap in the four-year cohort rate between race/ethnic groups (Vision < 10%) is between White (84%) and American Indian (52%); a 32% gap. The gap between

Black and White students decreased 3% last year. The graduation rates for Asian, Free and Reduced and Special Education have increased steadily since 2009. Some additional figures are:

- Four-year Graduation Rate – Vision for this area is >80%
 - o AVID All Four Years – 100% graduation rate
 - o AVID – Some – 90% graduation rate
 - o No AVID – 74% graduation rate
 - o Percent of students graduating in four years – at Progress 76%
- Drop-Out Prevention – students entering Gateway to College program each year (Vision >45 students) – at Vision with 51 students

QUESTIONS/DISCUSSION:

- Under the proportionality ratios on advanced courses and passing rates, do the advanced courses represent all advanced courses? Response: On chart on the left represents advanced CTE courses (just the students in those courses). The chart on the right, Advanced Courses 6-12 includes AP, IB College in the Schools and students doing post secondary work. It does not include the Advance CTE students.
- A Board member stated she wanted to "challenge the vision" and see a stronger one in future. Response: Staff indicated they too felt this was the case and will be raising the bar.
- Graduation rates and the decrease in the gap between blacks and whites. The Black went up 3%; did all groups go up or did some decrease? Response: All student groups went up, the gap was not closed by one group falling lower it is that the African American group went up more.
- The Financial Pillar slide, this includes Advanced PSEO, AP, IB correct? Response: All students in high school (traditional and ALC) are counted for this measure.
- What is being done to increase the participation of students of color in advanced courses, how are you getting them involved in taking these classes? Response: A plan is in the development process with an initial work plan, mission and vision for SPPS to engage in an early college high school model. This is planned to launch in the fall of 2016. It will increase opportunities for students of color and American Indian students to take college credit courses. SPPS hopes to launch this program at all high schools and is currently analyzing who partners should be. One additional strategy researches are looking into is a development model to college readiness. This would address the belief gap of students who have aspirations to go to college but do not have a view of themselves actually in college through mentors (college students and professors) who look like students in the school. This would involve affinity groups (established through SPPS racial equity work) to provide these students with an image that people, like themselves, can and have achieved post-secondary and career success. Other avenues are programs such as AVID and Gateway to College that introduce students to the skills to enable them to make it into college.
- The percent of students failing two or more core courses, how are they being helped? Response: Students currently taking classes in high school and not performing has been happening for a long time. In the past data was not available on how many students were actually failing; that data is now available. The "Freshman Initiative" catches students early so deficiencies can be addressed immediately. There is also more awareness that kids need to be successful and additional supports are being provided where necessary. Administration offered kudos for the "Focus on Freshmen" effort that is a focus of high school and middle school principals. There is not a principal in SPPS who does not know course pass rates in the middle and high schools. It is important to provide something different for freshmen to help them thrive academically, socially and personally, to help them succeed. SPPS is also engaged with community partners. One effort in this area was the development of a play on the transition to middle school which was presented at each comprehensive high schools. The common idea is that in middle school students focus on making friends, Project Success puts forward the idea that in middle school students' interests and goals tend to change and offers insight into how to

stop some friendships as students move in different directions. Another effort is to get all parents of 9th graders to participate in the in Parent Academy.

- Are parents called or messages gotten to them when their child is falling behind?
Response: Yes.

B. Preliminary 2016 Budget Overview (General Fund)

The Chief Financial Officer reviewed the **key planning assumptions** for the 2016 budget.

- The SSSC 2.0 Plan is first consideration in funding
- Class size ranges will determine teacher FTEs
- The budget will be built on current laws
- A blended site-based and centralized funding method will be used for schools
- A table detailing the average salary and benefits will be provided for budget preparation
- The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with Board policy.
- Non-school programs will be reported into three categories: Central Administration, District-wide Support and School Service Support.
- Fully financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-16 school year will be included in the adopted budget and
- The FY 2015-16 budget must be approved by the Board by June 30, 2015.

Factors which could influence the budget are:

- Third quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue – compensatory and Title I (one year lag in this)
- Bond ratings and
- Funding has not kept up with inflation.

The FY 2015-16 General Fund Preliminary Big Picture (Revenue flat)

	FY 15 Adopted (in millions)	FT 16 Preliminary (in millions)	Difference	Percent Change
Revenue	\$529.1	\$528.2	\$ (0.9)	(0.2%)
Use of Fund Balance	8.1	2.5*	(5.6)	(69.1%)
Expenditures	<u>537.2</u>	<u>530.7</u>	(6.5)	(1.2%)
Balance	\$0	\$0		

- * The ending FY 2014-15 (6/30/15) Unassigned Fund Balance is projected to be 5.2% (as of the December 2014 quarterly report). The \$2.5 million use of fund balance for FY 15-16 has been accounted for in the projection.

The CFO summarized **considerations for balancing the FY 2015-16 budget**, they were:

- Maintaining SSSC 2.0 commitments
- Maintaining current class size commitments and funding the change in the high poverty Kindergarten range to 20-24 in 2015-16.
- Maintaining the Board resolution on the additional 32 FTEs for staffing support plus an additional 10 FTEs in 2015-16
- Eliminating one time only allocations
- Reviewing areas where there has been cost savings due to efficiencies
- Addressing program expenditures where revenue has decreased
- Reviewing program reductions in Central Administration, District-wide Support Services and School Service Support areas
- Keeping the reductions as far away from the classroom as possible.

In the area of staffing the schools:

SSSC 2.0 class size ranges at higher poverty sites are:

<u>Grade</u>	<u>FY 16 Target Ranges</u>
Pre-K	20
Kindergarten	20-24
1-3	22-25
4-5	25-28
6-8	29-33
9-12	30-35

The higher poverty threshold is the top 30 schools per the teacher's contract (these change from year to year). Effective FY 2015-16, the Target Range for Kindergarten changed to 20-24.

SSSC 2.0 class size ranges for lower poverty sites are:

<u>Grade</u>	<u>FY 16 Target Ranges</u>
Pre-K	20
Kindergarten	22-26
1-3	22-27
4-5	25-29
6-8	29-35
9-12	30-37

Site staffing criteria for FY 15-16 has the following **site configurations**: Pre-K-5, K-8, Dual Campus, 6-8, 6-12 and 9-12. **Staffing categories** are:

- Principal
- Assistant principal
- Administrative intern
- Clerk (minimum, additional 10 month, mobility and attendance)
- Learning support (counselors)
- Library support
- SSSC 2.0 site staff for program articulation.

FY 2015-16 additional site staffing supports per Board Resolution are:

<u>Position</u>	<u>FY 15 FTEs</u>	<u>FY 16 Additional FTEs</u>	<u>Total Additional FTEs</u>
Licensed media specialists	10	5	15
Elementary school counselors	10	5	15
Licensed school nurses	7	-	7
School social workers	5	-	5
TOTAL	32 FTEs	10 FTEs	42 FTEs

The CFO then reviewed the budget adoption schedule. Schools and programs will roll out at the same time, March 27 and are due back from both on April 24.

QUESTIONS/DISCUSSION:

- What is the actual cost of the contractual resolution? Response: The rounded cost for each FTE is approximately \$100,000 with benefits and base salary. So that would be about \$4.2 million. The comment was made that this definitely affects site flexibility.
- A Board member commented that it appeared there were still areas with "unknowns" yet the budgets will go to schools and programs in 10 days. How hard will schools and programs be hit? Response: Budgets go to the schools based on projections on enrollment and other known or projected factors. The projections change as information becomes available as it has always done in the past. Allocations are sent to schools and that is the starting point. Time is provided for schools and programs to make adjustments

that need to be made. This is not the first time schools and programs will have seen the budget as they have been working with administrative staff to look at enrollment scenarios and what their FTEs will look like or what enrollment will be like. This has been worked on over the past few months. Revenue is very dynamic and is changing regularly, the SPPS Legislative Liaison keeps finance informed as information becomes available on legislation. Again, budgets are dynamic and will continue to change as they evolve. Administration is trying to limit the impact to the schools as much as possible. The Board will receive an update before budgets go out so they can see what allocations look like for schools and programs.

- A Board member stated he wanted to avoid surprises to the schools and programs and that the Board will not know where it is at in terms of the actuality of the budget. Response: The Board will have access to budget charts earlier this year than ever before. Finance projects the budget on known facts and on best projections made from information available. Changes will involve some of the "nice to do" and SPPS will be in a position of having to go back to what it must do legally and contractually.
- Another Board member stated last year the Board did not see the preliminary budget until April 4. It now has the big picture numbers and does have an indication SPPS will try to avoid reducing the amount of funds going to schools. The Board has more information now than it had at this time last year and the District is trying to get information to schools sooner rather than later.
- When the budget allocations go to the schools, will schools with PTO/PTA review the budget with the school community? Response: Yes and they will also work with staff and their budget planning teams within the building along with representatives from Finance and HR.
- When will the Board see the budget as a whole? Response: At the April 7 COB meeting.
- As SPPS goes out to various groups, will that include community meetings? Response: Yes, the Finance team is being added to each PAC agenda to address the budget.
- At those presentations, will the group be able to provide input on the budget? Response: Staff will be sharing components of the budget and information on the factors affecting the budget. The presentations will be less about gathering feedback because there is not a lot of flexibility there. School communities are somewhat more about decisions but, again there is not a lot of flexibility in decisions on the budget but feedback on decisions is gathered. With contractual obligations all schools must have access to phy ed, music and art; contracts are governing much in the way of allocations and limits flexibility though class size restrictions. This puts the system in a tough position with not a lot of funds to move around, that is the reality; the money is targeted and is the same amount as in 2008, 2009.
- A Board member suggested that it might be helpful to invite a state leader to the various community meeting to address funding from the state level.
- Staff stated some schools may have an impact based on enrollment and reduction in Title I or other funding, much depends on enrollment at a site and other funds.
- Staff indicated it planned to work with PACs and individual school parent communities on the overall budgeting process, how funding works, etc. A basic Budgeting 101.

C. 2015-16 Calendar

The Director of Teaching and Learning indicated a revision had been made to the 2015-2016 School Calendar due to the fact that Rosh Hashanah runs from September 13 through September 15 in 2015. The first day of Pre-K and Kindergarten had originally been scheduled to occur on Monday, September 14. Due to this conflict it is recommended that the Pre-K and Kindergarten start time be changed from September 14 to Thursday, September 10, 2015.

In support of future three year calendars a list of key religious holiday dates has been obtained for the next six years. The Calendar Committee will connect with Parent Advisory Councils and survey families, staff and administrators during the planning process for the next set of yearly calendars.

QUESTIONS/DISCUSSION:

- The Board extended their thanks for the work done by staff in creating these calendars along with thanks for resolving this issue.
- As staff looks out will it note holidays or look at other holidays outside the Jewish and Christian faith where there might be conflicts. Response: Staff has not made a decision in this area at this point but it does want to create knowledge of various holidays and is looking at multiple faiths in the process.

MOTION: Ms. O'Connell moved the Board of Education accept the recommended change to the 2015-16 calendar. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

D. Human Resource Transactions

MOTION: Ms. Carroll moved the Board approve the Human Resource Transactions for the period February 1, 2015 through February 28, 2015 as published. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

X. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board approve all Consent Agenda Items as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

A. Gifts

BF 30015 Helen Podruska Donation

We request the board approval to accept this monetary gift donation to support student achievement.

BF 30016 Target Take Charge of Education

We request the board approval to accept this monetary gift donation to support student achievement.

B. Grants

BF 30017 Request for Permission to Submit a Grant Application to 3M for the STEP Program

That the Board of Education authorize the Superintendent (designee) to submit an application to 3M to increase the number of students pursuing science or technical fields after graduation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30018 Request for Permission to Submit Grant Application to Jeffers Foundation from Adams Spanish Immersion

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Jeffers Foundation for funds to support a schoolyard garden at Adams Spanish Immersion; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30019 Request for Permission to Submit Grant Application to Ezra Jack Keats Foundation from Belwin Outdoor Science

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Ezra Jack Keats Foundation for funds to support a Reading Trail at Belwin Outdoor Science Center; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30020 Request for Permission to Submit Grant Application to Lowe's Toolbox for Education from Capitol Hill Magnet

That the Board of Education authorize the Superintendent (designee) to submit a grant to Lowe's Toolbox for Education for funds to support a Maker Space at Capitol Hill; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 30021 Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Creative Arts Secondary School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support a spoken word residency at Creative Arts Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30022 Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Open World Learning

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support an original puppet theater production based on Cajas de Carton by Francisco Jimenez; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30023 Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Saint Paul Music Academy

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support "Building S-T-E-A-M through the Arts," a collaborative, multi-disciplinary arts project involving Saint Paul Music Academy, Hamline and Como Elementary Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30024 Request for Permission to Accept a Grant from The Minnesota Department of Natural Resources for Archery in the Schools

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Minnesota Department of Natural Resources; to accept funds and to implement the project as specified in the award documents.

BF 30025 Permission To Accept A Grant From Oak Grove Capital
That the Board of Education authorize the Superintendent (designee) to accept grant funds from Oak Grove Capital to fund the Gordon Parks High School Speech Team

BF 30026. Request for Permission to Accept a Grant from the Robins, Kaplan, Miller & Ciresi Foundation for Children
That the Board of Education authorize the Superintendent (designee) to accept a grant from the Robins, Kaplan, Miller & Ciresi Foundation for Children to fund a communication plan; and to implement the project as specified in the award documents.

BF 30027. Request for Permission to Submit Grant Application to Toshiba America Foundation from Capitol Hill Magnet
That the Board of Education authorize the Superintendent (designee) to submit a grant to Toshiba America Foundation for funds to support a Maker Space at Capitol Hill; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30028 Request for Permission to accept a Grant from the Twin Cities Opera Guild for Capitol Hill Magnet School
That the Board of Education authorize the Superintendent (designee) to accept a grant from The Twin Cities Opera Guild; to accept funds and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements

BF 30029 Approval to Enter into an Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus
That the Board of Education authorize the Superintendent (designee) to enter into an agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period of July 1, 2015 through July 1, 2018 at a cost not to exceed \$250,000 each year.

BF 30030 Entering into Food Service Agreements with Various Schools and Programs
That the Saint Paul Public Schools' Board of Education authorizes the Superintendent (designee) to enter into agreements to provide food service for non-Saint Paul district schools and programs.

E. Administrative Items

BF 30031 Application for Child and Adult Care Food Program Funds
That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for CACFP funds for the 2015-2016 school year and, if granted, to accept such funds.

BF 30032 Authorization to Enter into a Collaboration with Minnesota State University, Mankato
That the Board of Education authorize the Superintendent to accept the collaboration and to approve the \$60,000 Income Contract with Minnesota State University, Mankato.

BF 30033 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective March 26, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30034 Increase Lunch Prices to Students Paying Full Price

That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2015.

- Grades PreK-5 lunch to \$2.15
- Grades 6-8 lunch to \$2.30
- Grades 9-12 lunch to \$2.50

BF 30035 Application for Minnesota Kindergarten Milk Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for MMKP funds for the 2015-2016 school year and, if granted, to accept such funds.

BF 30036 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period January 1, 2015 – January 31, 2015.

(a) General Account	#632653-634358	\$52,161,486.08*
	#0001159-0001216	
	#7001068-7001103	
	#0000418-0000459	
(b) Debt Service	-0-	\$33,083,349.09
(c) Construction	-0-	\$1,202,054.33
		<u>\$86,446,889.50</u>

*Included in the above disbursements are 2 payrolls in the amount of \$36,321,335.97 and overtime of \$103,970.70 or 0.29% of payroll.

(d) Collateral Changes

Released:

<u>Custodian</u>	<u>Cusip</u>	<u>Security</u>	<u>Maturity</u>
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-50	2/27/2015
Additions:	None		

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending June 30, 2015.

BF 30037 Approval of 2015-2016 School Calendar Change

That the Board of Education approve the a change in the Pre-K and Kindergarten start date to Thursday, September 10th, 2015 from the current adopted start date of Monday, September 14th, 2015. This will minimize the impact to families and students.

BF 30038 School Nutrition Program

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for SNP funds for the 2015-2016 school year and, if granted, to accept such funds.

BF 30039. Application for Summer Food Service Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for SFSP funds and, if granted, to accept such funds.

F. Bids

BF 30040 Bid No. A206852-A Highland Complex Electrical Service Replacement

That the Board of Education authorize award of Bid No. A206852-A Highland Complex Electrical Service Replacement to Premier Electric Corporation for the lump sum base bid plus alternate no. 3 for \$1,223,500.00.

BF 30041 Bid No. A207056-A Gym Floor Replacement at Humboldt Senior
That the Board of Education authorize an award of Bid No. A207056-A Gym Floor Replacement at Humboldt Senior to Anderson Ladd for the lump sum base bid plus alternate no. 2 for \$141,600.00.

XI. OLD BUSINESS

BF 30042 Third Reading: Gender Inclusion Policy

Administration brought Policy 500.00 Gender Inclusion before the Board for its third and final reading. The policy is the culmination of over a year's worth of research, outreach and drafting. Two parallel paths of outreach were used: Involvement (policy) and Consultation (procedures). The use of racial equity protocols and tools uncovered trends of marginalization based on gender. The initial focus was on student athletics but student and family outreach lead to a shift toward a more comprehensive approach to gender inclusion.

The need for this policy was clear with staggering levels of bullying, harassment, exclusion and other offensive behavior directed toward transgender and gender non-conforming students. There was also a growing legal precedence at local, state and federal levels.

The policy submitted for its third reading is firmly grounded in the voices of SPPS youth and family. The youth of SPPS have consistently asked:

- To be treated with dignity
- To have their humanity seen
- For consistent use of preferred names and pronouns
- For equitable access to facilities
- For adults to rethink arbitrary groupings based on sex and
- To have their truth heard and understood.

QUESTIONS/DISCUSSION:

- Thanks were extended to everyone who helped to put policy together.
- The Board stated it was honored for the chance to bring one of the first gender inclusion policies forward for the district. Thanks were extended for the work in creating this policy.
- This is a landmark decision and as SPPS proceeds it must be supportive and protective of all, particularly teachers. It will need to pay close attention to implementation of procedures.
- This Policy is personal and intentional in addressing support for marginalized students, everyone deserves an education. The hope is this will help make this district safe for all students.

MOTION: Ms. Carroll moved the Board of Education amend the original motions to substitute the following language in the Ensure Gender Inclusiveness section. Substitute language for Item 2: Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a compelling pedagogical tool. Substitute language for Item 3: Provide all students the opportunity to participate in co-curricular and extracurricular activities, in a manner consistent with their gender identity, including but not limited to intramural and interscholastic athletics. Director O'Connell seconded the motion.

The motion to amend was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

MOTION: Mr. Hardy moved the Board of Education approve Policy 500.00 Gender Inclusion with the language as amended. Ms. O'Connell seconded the motion.

The policy was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

XII. NEW BUSINESS

BF 30043 Renewal of Superintendent's Employment Contract for the Period December 16, 2015 through December 15, 2018

MOTION: **Mr. Vue moved the Board of Education approve the Superintendent's employment contract for the period December 16, 2015 through December 15, 2018. The motion was seconded by Ms. O'Connell.**

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	No
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

B. Project Labor Agreements

BF 30044 PLA for Baker Community Center Building Renovation
BF 30045 PLA for Galtier Community School Roofing Replacement
3. PLA for Murray Middle School Parking Lot Paving Replacement

MOTION: Ms. Carroll moved the Board accept Administration's recommendation that a Project Labor Agreement be used with the Baker Community Center project and that no PLA be used for either the Galtier Community School roofing replacement or the Murray Middle School parking lot paving replacement. Mr. Hardy seconded the motion.

- Mr. Brodrick indicated he would like to see a PLA used not only for the Baker project but for the Galtier roof as well and moved to amend the original motion.
- The question was raised as to why there is so little input from labor groups asked for a response. Response: The Chief Operations Officer indicated Facility Services has tried to encourage the groups to provide their input but have not been able to get responses.
- Clarification on the roofing project was requested. Response: This project will take 10 weeks for a cost of \$600,000. It is not a complex project, just a skylight and roofing project. There are few trades involved so administration does not feel a PLA is needed as it does not anticipate work stoppages, etc.
- Clarification was asked for on what a yes vote means. Response: Yes would mean the District would be doing PLAs for two projects.

MOTION: **Mr. Brodrick moved, seconded by Ms. Seeba, that the Board amend the original motion to include the use of a PLA on the Galtier Community School roofing replacement.**

The motion to amend was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	No
Ms. Carroll	No
Ms. Doran	No

AMENDED MOTION: Ms. Carroll moved the Board approved the use of Project Labor Agreements for the Baker Community Center project and the Galtier Community School roofing replacement project and that no PLA be used for the Murray Middle School parking lot paving replacement. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	No
Ms. Carroll	Yes
Ms. Doran	Yes

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

- A request was made that the Board have regular discussion on athletic participation by sport and by gender so they can see 1) what extracurricular activities actually cost (facilities, services, etc). 2) Whether participation increases/drops off in next 6 months or so. 3) Look at question of facilities (better facilities for students in areas best suited for them) 4) Partnerships, etc.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Ms. Carroll offered praise for Battle Creek following her recent visit. She indicated she saw rigorous instruction and engaged learners. Everyone there believed in the kids and taught them accordingly.
- Mr. Hardy recognized Julie Schultz-Brown for her service as she leaves SPPS at the end of the month.

XIV. FUTURE MEETING SCHEDULE

A. Action to Schedule Special Board of Education Meetings

MOTION: Ms. O'Connell moved the Board of Education schedule Special Board of Education Meetings, pursuant to Minnesota Statutes Section 123B.09, Subd. 6 for: April 21, May 19, June 23, July 21, August 18, September 22, October 20, November 17 and December 15, 2015. The meetings would begin at 4:00 p.m. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

B. Board of Education Meetings (5:30 unless otherwise noted)

- April 21 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- May 19 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- June 9 - Special (Non-Renewals) 4:00 p.m.
- June 23 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- July 21 - Special 4:00 p.m.. Regular BOE 5:30 p.m.
- August 18 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- September 22 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- October 20 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- November 17 - Special 4:00 p.m. Regular BOE 5:30 p.m.
- December 15 - Special 4:00 p.m. Regular BOE 5:30 p.m.

C. Committee of the Board Meetings (4:00 unless otherwise noted)

- April 7
- May 5
- June 9
- July 21
- September 8
- October 6
- November 10
- December 1

XV. ADJOURNMENT

MOTION: **Mr. Brodrick moved, seconded by Ms. O'Connell, the meeting adjourn.**

The motion was approved with the following roll call vote:

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

The meeting adjourned at 9:46 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
April 7, 2015**

PRESENT: Board of Education: J. Brodrick, M. Doran, K. Hardy, J. O'Connell, C. Vue, A. Carroll. Director Seeba arrived at 5:51 p.m.

Staff: M. Walker, R. Hagen, A. Pier, Z. Vang-Lee, A. Collins, I. Davis, L. Sayles-Adams, J. Statum Allen, M. Thao, J. Peterson, R. Vernosh, C. Osorio, M. Schrul, J. Ronnei, J. Engen. N. Cameron, L. Cathey, J. Turner, M. Bierman, E. Agbamu, K. Wilcox-Harris, H. Ott, S. Gray Akyea, J. Munnich, L. Thao, E. Keenan, A. van Eichten, C. Vang, T. Battle, A. Pier

Other: C. Mac Donald, J. Riebe, J. Schurtz, P. Vang, A. Xiong, C. Scharst, J. Lahn, M. Nguyen,, E. Young, Z. Vang Lee, C. Lee, B. Lee, P. Chan, M. Vang, V. Holia Lee, J. Verges, A. Juvewitsch

I. CALL TO ORDER

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

II. AGENDA

A. GASB 67/68 Accounting & Financial Reporting for Pensions

Representatives from SPTFRA And PERA provided the report stating the new GASB Rules impact the reporting of pension liabilities by pension plans and school districts but do not fundamentally change the underlying information or school districts' financial obligations. SPTFRA and PERA implemented the new GASB 67-Financial Reporting for Pension Plans requirements for the fiscal year ended June 30, 2014. School districts will implement the new GASB 68 - Accounting and Financial Reporting for Pensions requirements for the fiscal year ended June 30, 2015.

The following is the timeline for implementation for all parties:

- GASB 67/68 measurement period began June 2013
- The actuarial valuation measurement date was June 30, 2014
- Retirement systems released the July 1, 2014 actuarial valuation results on December 2, 2014 and retirement systems transmitted the results to school districts.
- School districts use the July 1, 2014 valuation results for reporting June 30, 2015.
- School district CAFRs with GASB 68 results published late in 2015.

There is a one-year lag in school district reporting of GASB 68 results (i.e., school districts, in their FY 2015 reporting, will use FY 2014 actuarial valuation results from SPTRFA and PERA).

There is a major reporting change in that SPPS financial statements will now include net pension liability (NPL). This is similar to the unfunded liability SPTRFA and PERA have been reporting for many years. Previously, SPPS financial statements reflected only its required pension contributions. Pension expense will be calculated generally as the difference between beginning NPL and ending NPL. The SPPS finance team will also be required to provide a significantly greater number of footnote disclosures and supplementary information in its annual financial reports.

Finance provided information on how NPL is determined and allocated for SPPS with the resulting total NPL to be reflected on SPPS financial statements (SPTRFA + PERA) of \$460,309,000 for 6/30/2015 financial reporting.

The information disclosed under the new GASB Rules is not new; pension liabilities have always been disclosed by SPTRFA and PERA. What is new is that each school district will now have to report a proportionate share of this liability on their financial statements. The new rules affect financial reporting, not SPTRFA's or PERA's funded status. The reported pension liabilities have no impact on funding, contribution rates or local tax levies.

Pension expenses are not crowding out essential services as local government employers and school districts have always budgeted for pension payments. Pension costs are not bankrupting the school district, cities or counties. Pension liabilities will continue to be paid down by employees and employers through scheduled contributions to the funds, much like amortizing a home mortgage.

Credit rating agencies (Moody's, Fitch, S&P) have made positive comments regarding Minnesota's pension plans, particularly following the 2010 and 2013 pension reforms that reduced Minnesota pension liabilities by \$6.44 billion. Minnesota exercises financial discipline and has a history of correcting problems proactively and whenever needed. Employer pension contributions in Minnesota are only 2% of state and local spending versus 3.7% nationally. Minnesota teachers and other public employees contribute more than most other states. SPTRFA and the State Board of Investments have highly successful investment programs with proven long-term track records.

QUESTIONS/DISCUSSION:

- Board members commended SPTRFA and PERA on their fiscal management of the funds.
- Where will this be reported on the financial statements? Response: It is mostly financial reporting for the governmental side of the financial statements and will involve several more pages of extensive footnotes.
- Will this be part of the budget? Response: No, it is part of the SPPS annual financial statements prepared for the Board, administration and the auditors. It is generally reported out to the Board during the audit presentation in December or January of a given year.
- A Board member stated it is helpful to see this more clearly stated for everyone. It represents and reflects how committed SPPS is to its employees over time and represents SPPS values.
- What about bond ratings, is the reason it makes no difference because it affects everyone in the same way and reflects data already in existence? Response: Yes.
- The Board requested this be brought to them also as an interim discussion as yearly calculations are done so they can stay on top of the evolution of this new reporting requirement and any implications that may evolve.
- The SPTRFA representative stated communications on this are critical as it has the potential of being a lightning rod for people attacking pension plans. All plans within Minnesota have agreed to utilize a standard fact sheet of discussion points when addressing this issue. She handed out copies to all Board members.

B. Update on Plans for Summer Term (S-Term) 2015

S-Term's purpose is to work collaboratively with families, staff and community partners to provide focused, alternative learning opportunities for Area Learning Centers (ALC) eligible students in order to prevent summer learning loss.

In S-Term 2014 the following adaptations were made: Moving with Math was introduced, culturally responsive teaching was integrated into all programs, Children's Defense Fund Freedom Schools were expanded and a comprehensive program evaluation has been created and results made available.

S-Term 2015 Session 1 runs from June 15 to July 9 (18 days, 108 ALC hours). Summer Term 2 runs from July 13 to August 6 (19 days, 114 ALC hours). CDF Freedom Schools run from July 13 to August 21 (30 days, 210 ALC hours) and SPPS multi-district programs (MDP) run on various dates depending on the program.

S-Term sessions 1 and 2 run six hours daily five days per week and programming runs for approximately four weeks. Teaching staff are paid for seven hours per day (including prep). CDF Freedom Schools (Session II only) runs seven hours daily five days per week. Programming runs for a total of six weeks. Staff are paid per the program model via employer-employee agreements.

Only students living in the Saint Paul Promise Neighborhood may enroll in STS 1 and CDF Freedom Schools during STS 2. All other students may choose only one of the following options: STS 1, STA 2 or CDF Freedom Schools. An exception is that students in grades 9-12 who need to recover more than six quarter credits may attend both STS 1 and STS 2. The maximum number of recoverable quarter credits is 12. "Jump Up" programming for grade 8 students transitioning into 9th is provided only during STS 2.

A chart of Summer Term 2015 sites was provided. The timeline for S-Term 2015 is:

- S-Term dates announced at School Choice Fair - January 10
- Summer Term Guide and Registration Forms sent/distributed in March
- Priority deadline for registration - April 15
- S-Term enrollment information sent to Transportation - May 1
- Operations & logistics - confirmation letter including session, site assignment and transportation information mailed to families - May 25
- Professional development for staff - June 11.

QUESTIONS/DISCUSSION:

- How many students attended last year? Response: The duplicated count was 11,200 for STS 1 and 2.
- What efforts have been made to reach families and encourage them to utilize summer term for their students? Response: Communications has greatly increased outreach on the website. All eligible students have been contacted in multiple ways through mailings, counselor outreach at the schools and a pre-populated registration form for use during parent teacher conferences. The mailer has been streamlined and the process made easier with all forms going to Student Placement where the data is entered. This speeds up the process and ensures greater accuracy.
- What was enrollment for enrichment programs last year? Response: The State says SPPS cannot offer enrichment only, it must be offered in conjunction with other academic courses (math, reading, etc.). An estimate would be (in K-8) approximately 8,000 students.
- Credit recovery for the higher grades, how does S Term help with remedial skills in math and reading? Response: At high school the curriculum is written for literacy and math as SPPS cannot find enough high school teachers to teach higher math and science courses. There is still some work to do on rigor with the high school level offerings.
- Culturally responsive teaching for teachers, is this open only to those teaching summer terms or is it open for regular teachers as well? Response: The training done for S Term is additional training for most teachers. All SPPS training being done is built within the framework of culturally responsive teaching.
- Is work being done on providing PD without pulling teachers out of the classroom? Response: Work is being done on finding solutions/alternative in this area at this time.
- Is training open for non-S Term teachers? Response: The PD on June 11 is open to S Term teachers and teachers not teaching summer term. It is also open to EAs, TAs and substitutes. It is open to Freedom School staff as well.
- How do the eligibility restrictions affect Freedom Schools and the Jump-Up programming? Response: Extra efforts have been placed on recruiting students who

are eligible. Families can choose to have their student participate and assistance can be provided to determine how they qualify for S Term. Basically, anyone who needs or wants to, and who meets the eligibility criteria, can participate.

- A Board member stated she appreciated the expansion of Freedom Schools again this year by opening a program on the east side and continuing the offering at Rondo.
- Staff indicated work has begun in providing some assistance/input to Break Through Twin Cities in a collaborative effort.

C. Review of Asian Student Academic Performance

The Asian Affinity Group began meeting in January 2014; its purpose is to inform and impact issues for the community and to address the academic needs of all students. The SPPS data inquiry started with an increased concern about the academic performance of Asian students, an increase of concerns about the absent narrative of Asian students and as a collaborative effort to address the predictability of lower academic outcomes among Asian students.

The inquiry framework included demographic data (who are the students and families), enrollment data (what are the school choice patterns of families), attendance, discipline and course data (how are students interacting in the school climate), ACCESS, MCA, graduation data (what are the achievement patterns) and ACT/post-secondary data (to what extent are students college and career ready after SPPS).

1. Demographics

- Approximately one-third of students are Asian.
- More than one in five students are Hmong
- Generally, the percentages increase as grades increase; highest percentage at grade 11 (40.7%)
- Almost three out of four students are identified as EL (69.0%); twice the district total (34%).
- Approximately one out of ten students are identified as SPED; below district total (16%)
- Percentage of SPPS students by race: Asian 31%, Black 23%, White 17%, Hispanic 11% and American Indian 1%.
- Asian Racial Population by home language (10/1/14 enrollment)
 - o 64.5% Hmong
 - o 17.5% Karen
 - o 2.6% Vietnamese
 - o 1.2% Cambodian
 - o 0.8% Burmese
 - o 0.6% Karenni
 - o 0.2% Lao
 - o 0.1% Thai
 - o 13.0% Other (including English)
- There are 11,931 Asian students in SPPS (a breakdown by grade was provided) constituting 31.5% of student population.
- Students identified as SPED -- over the past five years there has been a slight reduction from 11.6% to 11.0%. (Speech and language represent the most common identifier for these students.)
- The ELL five year trend has gone from 74.7% to 69.0%
- The EL identified as SPED five year trend has gone from 9.7% (1117) to 7.8% (927)

2. School Choice Patterns

- More than half of students live in areas A and C
- More students are from out of district (3%) than area D (2%)
- Approximately 4000 St. Paul resident students enroll outside of SPPS (a list of the highest enrolled ten outside schools was provided.)
- Enrollment by Area - Asian Students

- o Out of District 359 (3%)
- o Area A - 3068 (25%)
- o Area B - 2182 (18%)
- o Area C - 3164 (26%)
- o Area D - 283 (2%)
- o Area E - 1376 (11%)
- o Area F - 1862 (15%)

3. Interaction in School Climate

- There is a steady trend of lowest absence rates
- Very small percentages of students suspended and more males suspended than females
- Suspensions occur at middle grades
- Approximately one in four students identified in grades K-5; but less receiving services
- Approximately one in five students passing advanced courses, consistently higher for females
- Approximately 10% of staff are Asian, considerably lower than student population
- Percent absent 11 or more days was approximately 13% (data was broken down by grade and gender)
- Suspension by gender (2013-14) -- Female - 0%, Male 1%, All Asian Students - 1% (this was broken down by grade with numbers concentrated in Grades 7-9)
- Gifted and Talented identified/received GT services -- as of 10/1/14

K-5	1277 (24.8%)
6-8	432 (18.8%)
9-12	592 (13.7%)
All Grades	2301 (19.6%)
- Number of students passing advanced courses (Secondary) 2010-14 has remained more or less constant at 19% for females and 17% for males.
- Asian Employees in building -- administrators 12 (9.8%), instructional staff 462 (9.5%) and all other 7 (5.0%).

4. Achievement Patterns

- Approximately one-third EL at level 3 and another one-third at level 4
- MCA math proficiency is highest in grade 5 (45.6%) and lowest at grade 11 (25.5%)
- Almost four out of five students graduate in four years; higher for students with Southeast Asian home language
- Graduation is considerably higher for females than males.
- ACCESS Composite by Level -- L1 - 9.8% (856), L2 - 14.0% (1042), L3 - 29.4% (2238), L4 - 33.6% (2495), L5 - 10.7% (847) and L6 - 2.6% (208).
- Spring 2014 MCA Reading Proficiency by Grade:

	Does Not Meet	Partially Meets	Meets	Exceeds
Grade 3	51.4%	21.8%	23.7%	3.1%
Grade 4	48.6%	32.6%	16.1%	2.7%
Grade 5	33.2%	28.7%	33.4%	4.7%
Grade 6	42.3%	22.6%	28.2%	6.9%
Grade 7	47.1%	26.3%	21.4%	5.2%
Grade 8	50.2%	26.2%	20.5%	3.2%
Grade 10	41.0%	27.1%	25.7%	6.2%

- Spring 2014 MCA Math Proficiency by Grade:

	Does Not Meet	Partially Meets	Meets	Exceeds
Grade 3	34.1%	26.3%	31.1%	8.5%
Grade 4	31.0%	24.0%	32.5%	12.5%
Grade 5	29.4%	25.0%	34.3%	11.3%

Grade 6	37.6%	29.4%	27.7%	5.3%
Grade 7	29.7%	30.0%	30.2%	10.1%
Grade 8	29.9%	27.2%	29.1%	13.8%
Grade 11	48.8%	25.7%	20.3%	5.2%

- 2014 Graduation Rate by Gender:

	<u>Asian</u>	<u>SE Asian Home Language</u>
Female	464 (82%)	430 (88%)
Male	431 (74%)	409 (78%)
Total	895 (78%)	839 (83%)

5. College and Career Ready after SPPS

- More than half of students are consistently enrolling in post-secondary
- Percentage of students enrolling in college has decreased in the last two years; coinciding with increasing graduation rates
- Most students currently attending post-secondary attend a two-year school
- Students attending four-year post-secondary, attend a public school within the state.
- Average ACT composite score for 12th grade Asian Students (2010-2014) has gone from 18 to 17 for females and held steady at 18 for males.
- Percentage of students enrolling in college by graduating class: 2008 - 65%, 2009 - 63%, 2010 - 66%, 2011 - 69%, 2012 - 64%, 2013 - 58% and 2014 - 57%.
- A chart was provided showing SPPS 2014 graduates post-secondary enrollment (fall 2014).

6. Conclusions/Emerging Themes:

- Asian students comprise the largest student racial group in SPPS; mostly Hmong home language
- Families are heavily concentrated in the north and east regions of the district
- Considerably high attendance and low suspensions
- Make up two-thirds of emergent bilingual students (EL); mostly levels 3 and 4
- Considerable numbers of students are enrolled outside of SPPS
- In general, less than half of students are proficient on state assessments and other achievement measures
- As graduation rates increase, post-secondary enrollment is decreasing
- There appears to be a gender gap.

Next steps are:

- Continue analysis with emphasis on student voice
- Identify and address systemic barriers that serve to maintain the status quo for academic outcomes
- Continue engagement with Asian Affinity group
- Participate in broader community conversation focused on supporting Asian students in SPPS
- Engage in a research collaboration with Dr. Bic Ngo, U of MN College of Education

QUESTIONS/DISCUSSION:

- Thanks were extended to staff for meeting the data request on Asian students so promptly and thoroughly.
- Staff stated students are not where they need to be but the data allows a look at their information in a new way. Each group has a unique set of challenges. This is an initial conversation; further conversations must be in conjunction with the community. SPPS is open to partnerships in looking at the data and for solutions.
- How many students within the ELL classes are staying too long in these classes? Response: Administration is assessing Hmong students born in the US who do not speak Hmong yet are in ELL classes. ELL has Federal guidelines and under them refusal of services has consequences. To be identified for ELL services the first factor is

another language other than English. Administration is looking into how to exit students in ELL in a timely manner. Parents can exit their students from ELL services as can the individual student at any time however that has to be done every year.

- A comment was made that the 4000 students not enrolled in SPPS was an interesting figure and efforts should be made to learn why families are choosing options other than SPPS..
- For GT testing, are parents being informed they can have their child retested in first grade? Response: SPPS does universal testing in Kindergarten and 2nd grade. Parents can request their student be tested or have a portfolio assessment. That request can be made up to 5th grade. Teachers can also request testing or portfolio assessment.
- Does SPPS send flyers in native languages or have interpreters call homes so parents know this is an option? Response: Yes, the information is translated in the primary languages.
- A Board member stated she looks forward to subsequent conversations and deeper dives into this area. The challenge is finding answers that are universally workable. In future conversations, specifics relative to GT and SPED as well as supplemental language services to get at what each area is trying to accomplish, what are the benefits to students and what are the challenges? Further, to look at how services are provided to ensure students are accessing mainstream curriculum to help close gaps. One issue may be that students do not meet the academic language criteria. Look at who does not get access to what because they do not pass tests as youngsters; they may be missing the academic pieces until they enter Kindergarten. Look at areas of intersectionality and the issues of trauma on a student's ability to be successful needs to be considered as well.
- A Board member felt the accelerated class data seemed to diverge from VisionCard data and she would like to see it unpacked a bit more. Response: Staff checked the VisionCard data and found it was reporting something different from what was being presented on this area in this presentation.
- The question was asked if all groups have gone down in enrollment in post-secondary? Could it be the economy? Response: Since 2009 when the stimulus was introduced, there has been a steady recovery in jobs and in the last months more jobs have become available. More students are availing themselves of a career right out of high school. It was noted this correlates with MNSCU data.
- A Board member asked if the kind of jobs students are taking are life sustaining? Response: Staff indicated this was a issue for broader discussion.
- A Board members stated Asian staff in the district comprise about 10%. This is one concern area that needs more support in recruiting Asian instructional leaders and offering role models for students to move into instructional areas as a career choice.
- The 4000 students enrolled outside SPPS – can something be done to get more information on this? Can exit data gathering be done to know why they are leaving, etc. Where are the break points? What can be done to get information and reverse the trend? Response: The top school on the list was designed to promote college preparation and academic success. Something is known about some of the top 10 schools as they were previously SPPS monitored charters. Families are finding these schools welcoming and supportive of what they looking for. SPPS needs to learn what it is they are offering or not and what can be enhanced in SPPS to address this. SPPS is also finding some families are coming back and choosing to stay with SPPS as well. There is definitely more to learn about engaging with families on their choices.
- Is there any information on the schools SPPS knows they are losing students to? How are those schools doing? Is there data? Response: Again, some were charter schools under SPPS authority and the data suggested they are not doing any better than SPPS and from what MDE reports, charters are generally not any better than SPPS.
- Staff indicated some of the baseline data in this area will be addressed under the Pathway VisionCard. As SPPS has talked to families from charter schools, they seem to be choosing charters more because of staff and how welcome they feel and less on achievement data. They feel they are wanted there.

- When you talk about Asian students in ELL percentage-wise and also in SPED, is the issue in terms of misidentification? Response: Labeling on the language issue, is a major factor in special needs student; many are ELL identified based on speech and language. SPPS is looking to see whether it is over-identifying on this somehow. The second highest identifier is in information processing.
- How does SPPS plan to reach out to Asian students to address issues and challenges, to hear the student voice? Response: Recruiting is currently underway among Hmong students to put on a Hmong Youth Summit to help address some of these issues (October 13 - MEA weekend).

D. Facilities Master Plan Update

The FMP Vision is for versatile, equitable, healthy environments that balance the factors of creating authentic, engaging and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world. The FMP Planning Process is currently in Phase 3 (January-June 2015) in which schools and other district buildings develop their own plans on how to improve their buildings. School teams include the principal, AP, head engineer, teachers, parents, students and community members, total actual participants will be 465. The workshops are scheduled in March and May with 4 hour sessions at each. Facilities is working with schools within particular pathways.

The framework for March workshops are:

- Major program elements remain (grade levels served per building (e.g. Pre-K - 5, 6-8, etc.) the exception is adding Pre-K where possible.
- Attendance boundaries; class size ratios
- Special Education service models
- Programs and Pathways (IB, Dual Immersion, Montessori, etc.)
- Joint use sites and specifics
- Not everything discussed will be funded
- Need to understand big picture to align resources and explore, if needed, additional resources
- SPPS is striving for equity in all its facilities.

Facility teams will review site information, floor plans and facility condition data, apply district facility standards to school priorities, develop framework for comparing buildings across the district and take the information provided from the workshops to guide future of the school.

1. Facility Principles and Standards

Overarching themes are (1) quality of instructional space and enhancing the built environment's role in creating school culture, (2) equity of building systems and conditions and (3) alignment of growth and capacity.

2. Emerging themes in district areas are:

- Area A - large gathering spaces, better signage for main office locations, entrances
- Area B - capacities of buildings and classrooms being overcrowded; not enough space for program support; transportation conflicts (pedestrians, buses, vehicles) and cafeteria space to serve students.
- Area C & D - larger classrooms to allow for flexibility; more natural light in learning spaces and better defined main entrances
- Area E - varied, flexible space to work collaboratively; clear, recognizable, welcoming entrances that are equitable between bus and parent drop-off; classrooms with daylight and views.
- Area F1 - large, flexible gathering spaces and assembly areas; updates to spaces (furniture, windows, fixtures, flooring) and buildings' appearance
- Area F2 - Better defined entrances to buildings and more classroom space.
- Alternative Learning - more classrooms of greater size and full kitchens for expanded lunch options

- Creative Arts - adequate variety of performance spaces, buildings that reflect the creative, dynamic energy of students.
- Language Immersion - flexibility in classroom for small and large groups, break-out groups outside classrooms; softer lighting, acoustics in corridors and classrooms to create more calming school environment
- Montessori - more parking for staff and parents; better parent drop-off areas; outdoor classroom space; assembly space for whole school and monument signs.

The Board will receive updates on the FMP at the May - July COB meetings. During the summer the Facilities Department will work on refining floor plans, creating cost-estimate scenarios and review construction efficiencies. In the Fall, the Board will be asked to provide input on funding and resource allocation, establish district-level priorities and review schedule and time-sensitive action(s). In December 2015 the FMP will be completed with recommendations provided for Board action.

QUESTIONS/DISCUSSION:

- Will you share summarized information from the first meeting at the second meeting? Response: Yes, overall themes will be shared. The second session will provide opportunity for participants to ask questions that may not have been answered, review commonalities among pathways and track priorities and issues defined for each site.
- A Board member encouraged administration to take the opportunity to generate broader excitement around the FMP. It was suggested information should be provided earlier so the community feels it has a chance to participate. Response: Information is in all the schools so families have access to it. Findings, process and project points are all on the website. The website also provides a way for those who cannot participate in the workshops to provide input.
- How are you engaging staff differently? Response: Great effort has been made to ensure the process has a connection to end users. Administration is talking with teachers and teachers are hearing what students have to say. Teachers, building administrators and head engineers are all included in the process.
- The Board stated it needs to have a workshop to look at overall issues and consider demographic impacts, how to handle pre-K, etc. When would you need the Board together and for how long? Response: There is inherent vulnerability in the process, we are asking communities to help define the problems but we need everyone at the table to define solutions. All of the pieces of the puzzle need to be identified before deeper engagement by the Board, we need to define deeper issues first.
- A Board member noted this is a very well managed process providing for substantial groups of voices at the table. It is also designed to manage expectations and provides the public with historic reference points in the areas of facility maintenance and improvement.
- Another Board member stated SPPS needs to create leverage by working with the County and City. He suggested moving to participate in County site development work groups and in the Arena Task Force that is being put together. SPPS needs to be ready to talk with City and County in these areas.
- It was noted Pre-K will be a big facilities issue. When will that be discussed? Response: It will be rolled in with the elementary presentation. Administration is letting folks know the district wants to expand Pre-K options and is starting that planning now. We hope to define what is efficient and plausible, to define the gaps so we know where SPPS can go and to look at other solutions that might be out there.
- It was suggested SPPS needs to develop criteria to compare schools to each other. There will be those wanting bright new buildings so SPPS must become expert on how to make old schools beautiful, attractive and exciting to meet those expectations and not create community expectations of "all new". SPPS has one million square feet that will turn over 100 years old over the next 10 years so the challenge is there.

E. FY 2016 Budget Update

The FY 2016 budget aligns with the SSSC 2.0 goals of (1) Achievement for all students, (2) Alignment of school programs and (3) Sustainability to optimize classroom resources and academics. SSSC 2.0 focus areas are racial equity transformation, personalized learning, ready for college and career, excellent Pre-K-12 programs with connected pathways and systems that support a premier education.

The CFO reviewed the 2015-15 budget guidelines. In general the revenue for the FY 2015-16 general fund is relatively flat compared to current year. The budget meets required contractual obligations. All schools do not receive the same amount of money per pupil because some school funding is categorical (having specific criteria on its spending), funding for Comp Ed and Title I follows the students on a one year delay (previous year's October 1 count) and higher poverty schools have greater access to categorical dollars than lower poverty sites. School enrollment affects the dollars allocated.

1. A preliminary look at the **FY 2015-16 General Fund Big Picture** shows:

	FY 15 Adopted (in millions)	FY 16 Preliminary (in millions)	Difference	% Change
Revenue	\$529.1	\$530.4	\$1.3	0.25%
Use of Fund Balance	8.1	2.5*	(5.6)	(69.1%)
Expenditures	537.2	532.9	(4.3)	(0.8%)
Balance	\$0	\$0		

*The ending FY 14-15 (6/30/15) Unassigned Fund Balance is projected to be 5.2% (as of the 12/2014 quarterly report). The \$2.5 million use of fund balance for FY 15-16 has been accounted for in the projection.

2. **FY 16 General Fund Big Picture - Revenue:**

	FY 15 Adopted (in millions)	FY 16 Preliminary (in millions)	Difference	% Change
Revenue Comparison	\$529.1	\$530.4	\$1.3	0.25%
General Ed (All Other Sources)	402.5	400.5	(\$2.0)	(0.5%)
Alt Facilities Levy (Pay As You Go)	9.7	12.0	2.3	23.7%
OPEB Levy	16.1	17.9	1.8	11.2%
Integration Revenue	16.3	16.4	0.1	0.6%
Operating Capital/Health & Safety	14.6	15.4	0.8	5.5%
Compensatory Education Aid	69.9	68.2	(1.7)	(2.4%)
TOTALS	\$529.1	\$530.4	\$1.3	0.25%

3. **Fund Balance**

Fund balance is a residual, assets over liabilities (equity). It can be part Restricted and part Unrestricted. Additional revenue will increase fund balance while additional expenditures will decrease it. It plays an essential role to mitigate current and future risks. Unrestricted (unassigned) fund balance level is crucial in long-term financial planning. Credit agencies monitor Unassigned fund balance to determine creditworthiness. They favor an increased level of fund balance. The SPPS Board sets an Unassigned General Fund balance of at least 5% of annual general fund expenditures.

Fund balance categories for SPPS (projected as of 6/30/15) are:

- **Non-Spendable** - includes amounts not in spendable form (inventory & pre-pays) \$1.4*
- **Restricted** - includes amounts that are subject to externally enforceable legal restrictions outside the control of local government (OPEB Trust) 15.9
- **Committed** - includes amounts constrained for a specific purpose using its

highest decision-making authority, the School Board (severance, Retiree Health insurance)	27.9
• Assigned - includes amounts constrained with the intent to be used for a specific purpose, authorized by the School Board or individual authorized by the governing body (Next year operations, SSSC 2.0 initiatives, Site carryover)	14.8
• Unassigned - Board Policy sets the minimum at 5% of annual General Fund expenditures	30.0
	<u>or 5.2%</u>
Total Fund Balance (estimated as of 6/30/15)	\$90.0
* in Millions	

Recap of FY 2015-16 Fund Balance	
Projected Revenue	\$530.4
Projected Use of Fund Balance	2.5
Projected Expenditures	532.9
Unassigned Fund Balance (est. as of 6/30/15)	30.0
Percent of Unassigned Fund Balance	5.2%

4. **FY 2015-16 General Fund Projected Shortfall Maintaining FY 2014-15 levels** (no changes)
- Inflationary increases to all expenditures (i.e., salary & benefit increases utilities, contracts, supplies and equipment) \$14.7*
 - If the District retained all one-time only expenditures and expenditures for school and program transitions 6.3
 - Additional projected FY 16 contractual commitments for Kindergarten class size and Board resolutions 2.8
 - TOTAL \$23.8
 - Inflation offset by a projected revenue increase (1.3)
 - Unassigned Fund balance available to offset costs (2.5)
 - TOTAL SHORTFALL \$20.0
- * In Millions

Preliminary Plan to Address FY 15-16 General Fund Projected Shortfall

- Most District departmental/program budgets will receive 0% inflationary increases along with a 5% reduction \$(7.0)
- Reducing one time only expenditures that supported school and program transitions in the 2014-15 school year (4.5)
- Reducing program budgets that have decreasing revenues (4.7)
- Reducing program budgets that have had operational efficiencies (3.8)
- TOTAL REDUCTION (\$20.0)

5. **FY 16 General Fund Big Picture - Expenditures**

	FY 15 Adopted (in millions)	FY 16 Preliminary (in millions)	Difference	% Change
Schools	\$246.1	\$248.6	2.5	1.0%
School Service Support	185.0	175.3	(9.7)	(5.2%)
District-wide Support	102.0	105.1	3.1*	3.0%
Central Administration	4.1	3.9	(0.2)	(4.8%)
TOTAL	\$357.2	\$532.9		

* District-wide support: there is a funding increase due to restricted funding for alternative facilities and health & safety, plus inflationary increases for employee benefits, insurance and utilities.

6. **Staffing the Schools**

SSSC 2.0 class size ranges at higher poverty sites are:

Grade	FY 16 Target Ranges
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Pre-K	20
Kindergarten	20-24
1-3	22-25
4-5	25-28
6-8	29-33
9-12	30-35

The higher poverty threshold is the top 30 schools per the teacher's contract (these change from year to year). Effective FY 2015-16, the Target Range for Kindergarten changed to 20-24.

SSSC 2.0 class size ranges for lower poverty sites are:

<u>Grade</u>	<u>FY 16 Target Ranges</u>
Pre-K	20
Kindergarten	22-26
1-3	22-27
4-5	25-29
6-8	29-35
9-12	30-37

Site staffing criteria for FY 15-16 has the following site configurations: Pre-K-5, K-8, Dual Campus, 6-8, 6-12 and 9-12. Staffing categories are:

- Principal
- Assistant principal
- Administrative intern
- Clerk (minimum, additional 10 month, mobility and attendance)
- Learning support (counselors)
- Library support
- SSSC 2.0 site staff for program articulation.

FY 2015-16 additional site staffing supports per Board Resolution are:

<u>Position</u>	<u>FY 15 FTEs</u>	<u>FY 16 Additional FTEs</u>	<u>Total Additional FTEs</u>
Licensed media specialists	10	5	15
Elementary school counselors	10	5	15
Licensed school nurses	7	-	7
School social workers	5	-	5
TOTAL	32 FTEs	10 FTEs	42 FTEs

7. **School Budget Worksheets and Allocations** include:

- Summery page of allocations
- Special Education staffing detail
- MLL staffing detail
- Class Size staffing detail
- SSSC 2.0 Program Articulation support (dual immersion, AP/IB/MYP/PYP, Aerospace and iPad accessories)

8. **FY 2015-16 Title I Budget Projection** indicates a reduction of \$3.9 million.

- \$2.1 million in carryover funds from post ARRA funding are gone creating a funding cliff (without post ARRA funds and special waivers, impacts of Title I reductions would have been felt sooner)
- \$1.8 million in Title I funds due to Minnesota receiving less of the Federal share (Minnesota has fewer students in poverty as compared to other states with higher concentrations of poverty)
- FY 16 budget base estimated on previous year reduction of 6%.

The FY 2015-16 New Title I Budget Model works to:

- Minimize impact directly to schools, programs took majority of Title I cuts, schools only 2%
- New model distributes Title I funds to schools to lessen the impact of cuts
- Tiered approach funds all eligible Title I schools and minimizes the impact on schools with high concentrations of poverty.

By law SPPS must fund 75% or greater F&R.

Model:

Percentage Concentration (>=)	75% F&R	50% F&R	40% F&R
Percent of the PPFU	100%	93%	70%
Per Pupil Amount	\$540.00	\$500.00	\$380.00

Overall schools saw about a 2% decrease.

9. **Other factors** influencing the budget are:

- Third quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Funding has not kept up with inflation.

The CFO reviewed the budget adoption schedule and engagement efforts to introduce the budget to various groups and communities.

QUESTIONS/DISCUSSION:

- The CEO stated this was a challenging budget cycle needing to deal with reductions. Administration's primary emphasis was to reduce impacts to schools but there will still be impacts to schools. Programs will need to make tough decisions and administration will need to make decisions about good programs that are nice to have but may need to be streamlined or curtailed. This is just the beginning of the decision process.
- A Board member stated she liked the approach to the Title I situation. She stressed her concern about the point that impacts are to programs not schools. Obviously there will also be impacts to school so she cautioned against creating the impression there will be no impacts. What are examples of programs needing to be streamlined or cut and what is the decision process? Response: Every department will have some reduction, most programs administrators will look at how to absorb that impact in a non-salary manner first but may end up with FTE reductions. One of the biggest areas impacted is the Teaching and Learning Department every program under that department will have to make some reduction or consolidation and do more with less. The biggest impact on the academic side is not only in staff reduction but in re-envisioning how to provide services to schools. For Special Ed and MLL, where services have to be provided to students and schools are the primary provider, administration looked to minimize the impacts there and is looking to administrators for decisions on how to implement and where reductions can be made best. The Leadership Team will review all planning being done on the budget to make sure SPPS provides as much service as possible with the least domino-effect impact to other areas.
- How many people? Response: We do not know yet. There are two parts to that (1) how many will be impacted in some way (licensure issues, etc.) and (2) are there staff that will be eliminated.
- A Board members asked administration to look at what is spent in total on athletics and is there a way to see a 5% reduction in that area and what would it mean? What is the athletic budget for the district? Response: Budget is a little under \$4 million. The reduction currently is that inflation has not been allocated to that budget.
- Over the next couple of years inflation will continue to be a major issue. SPPS has used fund balance the last couple years, enrollment is flat and will be flat for a period of time,

what does that mean for SPPS? Response: Yes to the factors. Inflation is a huge factor across the entire state educational system. Other driving forces are salary and benefit commitments. In terms of enrollment for the next three to five years, there will not be a significant increase in enrollment but beyond that enrollment does begin to increase. SPPS does not expect any major changes from the legislature so it will have to manage commitments made and not make more that would not be sustainable.

- Clarification was requested on support services changes. What does school service support mean to families? Response: School service includes such things as Special Education, MLL, Student Placement, the Engagement Office, Instructional Support, Teaching and Learning, transportation, the planetarium, Belwin - any area having direct support to schools. For Special Ed administration looked at targeted adjustments it considered its two major funding sources, Federal one-time money and the State. For the State, in order to receive reimbursement the money has to be spent initially. About 50% of a teacher expense for special ed is paid by SPPS. Staffing was considered based on paraprofessionals, IEPs and caseloads (SPPS is currently maintaining at less than maximum caseload) in order to allocate staffing to schools. Administration is looking at certain schools and how this will impact the future as well while not impacting the same schools again. Administration has not mandated who, what or where to cut, the principals understand where their staffing is at and are working through a decision-making process on where to make reductions.
- Kindergarten and class sizes decisions were important despite how expensive it is, however, are iPads worth the cuts? Response: This FTE increase is just the additional contractual commitment this year, not the entire commitment. The levy was voted on by the community and SPPS committed it to be used specifically in the area of technology. Technically SPPS can use levy money on anything but it has promised the community to use it in specific areas and should meet those promises.
- What is the funding formula for students now? Response: We are using current law, \$5,831 per pupil with 1% added.
- This is a difficult budget and the Board will have to approve it in the end. Decisions are being made collectively for the best benefit of students. All decisions will be tough to make, there are no easy issues. It will continue to be difficult if nothing changes in the revenue stream. More information will be provided as the budget progresses and develops and as legislative decision become clearer.
- A Board member stated that if the Board anticipates a need for more Board discussion we should look at scheduling an extra meeting before next month if necessary.
- Staff noted SPPS has met class size criteria as specified in the contract.

F. Standing Item: Policy Update - No Presentation

G. Standing Item: PLTT Update - No Presentation

H. Standing Item: SSSC 2.0 Update - No Presentation

I. Work Session

1. Board Check-In

Board members reviewed their reaction to Superintendent Silva's application for Superintendent position with another district.

2. Report from Student Involvement Work Group

Clarification was made on who was assigned to this work group and, due to commitments of same people to involvement with #3, a new group will be formed for this area. The Chief Engagement Officer was asked to provide the Board with information on what groups/organizations are out there currently before work progresses in this area.

3. Report from Superintendent Mid-Year Review Work Group

The group is looking at how others do evaluations and what it should look like with goals in place. The group felt VisionCards represent score cards for district and should be used as part of the evaluation structure. Additionally, they felt the current evaluation in the areas of strategic, managerial, leadership and relationships should be part of the process as well. A third meeting is scheduled to assess direction and then to begin to build how

the evaluation will look. They noted this year's mid-year evaluation will follow the previous format and the new process will begin in December. They anticipate an additional report at May COB.

Board members were asked to let the Board secretary know their availability in July.

4. Board Attendance at April-May Recognition Events
Board members reviewed upcoming recognition events and graduations and committed to representation at each.

III. ADJOURNMENT

MOTION:	Mr. Brodrick move, Ms. Doran seconded, adjournment of the meeting.
----------------	---

The motion passed

The meeting adjourned at 9:47 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk



FY16 General Fund Budget Update

Board of Education
April 21, 2015

Marie Schrul
Chief Financial Officer

Purpose

To provide an update on the FY 2015-2016
General Fund budget to the Board of Education

Agenda

- Framing the discussion: *Strong Schools, Strong Communities 2.0*
- FY 2015-16 Budget Guidelines
- General Budget Information
- FY 2015-16 General Fund Big Picture
- Fund Balance
- Staffing the Schools
- Title I
- Other Influencing Factors
- FY 2015-16 Budget Adoption Schedule
- Community Engagement Information

42



Strong Schools, Strong Communities 2.0

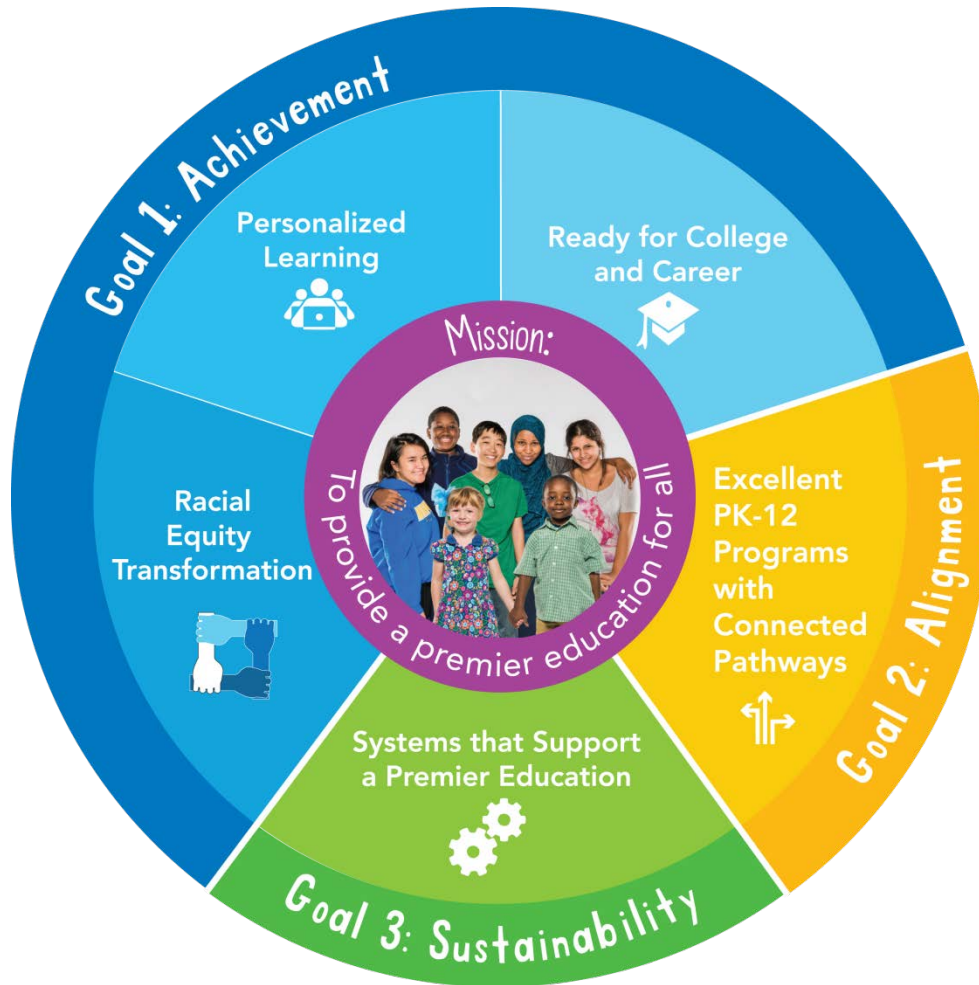
Goal 1: Achievement for all students

Goal 2: Alignment of school programs

Goal 3: Sustainability to optimize classroom resources and academics



SSSC 2.0 Focus Areas



Focus Areas

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that Support a Premier Education

FY 2015-16 Budget Guidelines

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.
- The FY 2015-16 budget must be approved by the Board of Education by June 30, 2015.

The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org/2015-16>).



General Budget Information

- FY 2015-16 General Fund revenue is relatively flat compared to current year
- The budget meets required contractual obligations
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated



FY 2015-16 General Fund

Preliminary Big Picture

	FY15 Adopted (in millions)	FY16 Preliminary (in millions)	Difference	% Change
Revenue	\$ 529.1	\$530.4	\$ 1.3	0.25%
Use of Fund Balance	8.1	2.5*	(5.6)	(69.1%)
Expenditures	537.2	532.9	(4.3)	(0.8%)
Balance	\$0	\$0		

*The ending FY 2014-15 (June 30, 2015) Unassigned Fund Balance is projected to be 5.2% (as of the December 2014 quarterly report). The \$2.5m use of fund balance for FY2015-16 has been accounted for in the projection.



FY16 General Fund

Big Picture - Revenue

General Fund	FY15 Adopted	FY 16 Preliminary	\$ Difference	% Change
Revenue Comparison	\$529.1	\$ 530.4	\$ 1.3	0.25%

General Fund	FY 15 Adopted	FY 16 Preliminary	\$ Difference	% Change
General Education (All Other Sources)	\$ 402.5	\$ 400.5	(\$ 2.0)	(0.5%)
Alt Facilities Levy (Pay as you Go)	9.7	12.0	2.3	23.7%
OPEB Levy	16.1	17.9	1.8	11.2%
Integration Revenue	16.3	16.4	0.1	0.6%
Operating Capital/Health & Safety	14.6	15.4	0.8	5.5%
Compensatory Education Aid	69.9	68.2	(1.7)	(2.4%)
Totals	\$ 529.1	\$ 530.4	\$ 1.3	0.25%

48



Fund Balance Explanation

- Fund Balance is a residual, assets over liabilities (think of it as equity).
- Fund balance can be part Restricted and part Unrestricted.
- Additional revenue will increase fund balance while additional expenditures will decrease it.
- It plays an essential role to mitigate current and future risks.
- Unrestricted (unassigned) fund balance level is crucial in long term financial planning.
- Credit agencies monitor Unassigned fund balance to determine creditworthiness. They favor an increased level of fund balance.
- **SPPS Board Policy sets an Unassigned General Fund balance of at least 5% of annual general fund expenditures**



The District's Fund Balance Categories

Projected as of June 30, 2015

Description	Amt (\$M)
Non-spendable Includes amounts not in spendable form (Inventory, Prepaids)	\$1.4
Restricted Includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (OPEB trust)	15.9
Committed Includes amounts constrained for a specific purpose using its highest decision-making authority, the School Board (Severance, Retiree Health Insurance)	27.9
Assigned Includes amounts constrained with the intent to be used for a specific purpose, authorized by the School Board or individual authorized by the governing body (Next Year Operations, SSSC 2.0 Initiatives, Site Carryover)	14.8
Unassigned Board Policy sets the minimum at 5% of annual General Fund expenditures	30.0 or 5.2%
Total Fund Balance (estimated as of June 30, 2015)	\$90.0



FY 2015-16 General Fund Fund Balance Recap

Description	Amount (\$M)
Projected Revenue	\$530.4
Projected Use of Fund Balance	<u>2.5</u>
Projected Expenditures	\$532.9
Unassigned Fund Balance (estimated as of 6/30/15)	\$30.0
Percent of Unassigned Fund Balance	5.2%

51



FY 2015-2016 General Fund

Projected Shortfall

Maintaining FY 2014-2015 levels (no changes)

Description	Amt (\$M)
Inflationary increases to all expenditures (i.e. salary & benefit increases, utilities, contracts, supplies, and equipment)	\$14.7
If the District retained all one-time only expenditures and expenditures for school & program transitions	6.3
Additional projected FY16 contractual commitments for Kdgn class size & Board resolutions	<u>2.8</u>
Total	\$23.8
Inflation offset by a projected revenue increase	-1.3
Unassigned Fund balance available to offset costs	<u>-2.5</u>
Total Shortfall	\$20.0

52

Preliminary Plan to Address FY 2015-2016 General Fund Projected Shortfall

Description	Amount (\$M)
Most District departmental/program budgets will receive 0% inflationary increases along with a 5% reduction	\$(7.0)
Reducing 1 time only expenditures that supported school and program transitions in the 2014 – 2015 school year	(4.5)
Reducing program budgets that have decreasing revenues	(4.7)
Reducing program budgets that have had operational efficiencies	<u>(3.8)</u>
Total Reduction	\$(20.0)

53



FY16 General Fund

Big Picture - Expenditures

Area	FY15 Adopted	FY16 Preliminary	Change	Percent Change
Schools	\$246.1	\$248.6	2.5	1.0%
School Service Support	185.0	175.3	(9.7)	(5.2%)
District-wide Support	102.0	105.1	3.1*	3.0%
Central Administration	4.1	3.9	(0.2)	(4.8%)
Total	\$537.2	\$ 532.9		

* District-wide support: there is a funding increase due to restricted funding for alternative facilities and health & safety, plus inflationary increases for employee benefits, insurance, and utilities





Staffing the Schools

Funding for SSSC 2.0

SSSC 2.0 Class Size Ranges

Higher Poverty Sites

Grade	FY16 Target Ranges
Pre-K	20
KG	20 – 24
1 – 3	22 – 25
4 – 5	25 – 28
6 – 8	29 – 33
9 - 12	30 - 35

Higher Poverty threshold is the top 30 schools per the teacher's contract
Effective FY2015-16, the Target Range for KG changed to 20-24

SSSC 2.0 Class Size Ranges

Lower Poverty Sites

Grade	FY16 Target Ranges
Pre-K	20
KG	22 - 26
1 – 3	22 – 27
4 – 5	25 – 29
6 – 8	29 – 35
9 - 12	30 - 37



FY16 Staffing Criteria

Site Configurations

- PreK – 5
- K – 8
- Dual Campus
- 6 – 8
- 6 – 12
- 9 - 12

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Clerk
 - Minimum
 - Additional 10 month
 - Mobility
 - Attendance
- Learning Support (Counselors)
- Library Support
- SSSC 2.0 Site Staff for Program Articulation

FY2015-16 Additional Site Staffing Supports per Board Resolution

Position	FY 15 FTEs	FY16 Add'l FTEs	Total Add'l FTES
Licensed Media Specialists	10	5	15
Elementary School Counselors	10	5	15
Licensed School Nurses	7	-	7
School Social Workers	5	-	5
Total	32 FTEs	10 FTEs	42 FTEs

59



FY 2015-16 Title I Budget Projection

- Reduction of **\$3.9** million
 - **\$2.1** million in carryover funds from post ARRA funding are gone creating a funding cliff
 - Without post ARRA funds and special waivers, impacts of TI reductions would have been felt sooner
 - **\$1.8** million in Title I funds due to MN receiving less of the federal share
 - MN has less students in poverty as compared to other states with higher concentrations of poverty
 - FY 16 budget base estimated on previous year **reduction of 6%.**

60



FY 2015-16 New Title I Budget Model

- To minimize impact directly to schools, programs took majority of Title I cuts, schools only 2%
- New model to distribute TI funds to schools to lessen the impact of cuts
- Tiered approach funds all eligible TI schools and minimizes the impact on schools with high concentrations of poverty

Title I Model to Allocate Funds to Schools			
Percentage Concentration - ($\geq$)	75% F & R	50% F & R	40% F & R
Percent of the PPFU	100%	93%	70%
Per Pupil Amount	\$540.00	\$500.00	\$380.00

Other Influencing Factors

- 3rd quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Funding has not kept up with inflation

29



FY 2015-16 Proposed Budget Adoption Schedule

Date	Description
09FEB-09MAR	Administration to consult with schools on FY 2015-16 planning (enrollment, class size, space) prior to budget distribution
02MAR	Presentation to District leadership at Cabinet meeting
03MAR	Presentation of the FY 2015-16 Preliminary General Fund budget to the Committee of the Board
27MAR	Distribute school allocations Distribute General Fund program allocations
30MAR–22JUN	Presentations to various groups
24APR	School budgets returned General Fund program budgets returned
Mid-APR	HR Staffing worksheets due
23JUN	Budget adopted by Board of Education

23



Engagement Information

- Principal toolkit includes:
 - Allocation worksheet with directions and supporting documentation
 - Talking Points
 - PowerPoint draft that can be tailored to their site to use with staff and community
 - Budget Video
- Business office website (businessoffice.spps.org)
 - FAQ & who to contact
 - Board presentations posted in Budget section
- Community meetings scheduled through Office of Family & Community Engagement (dates on next slide)

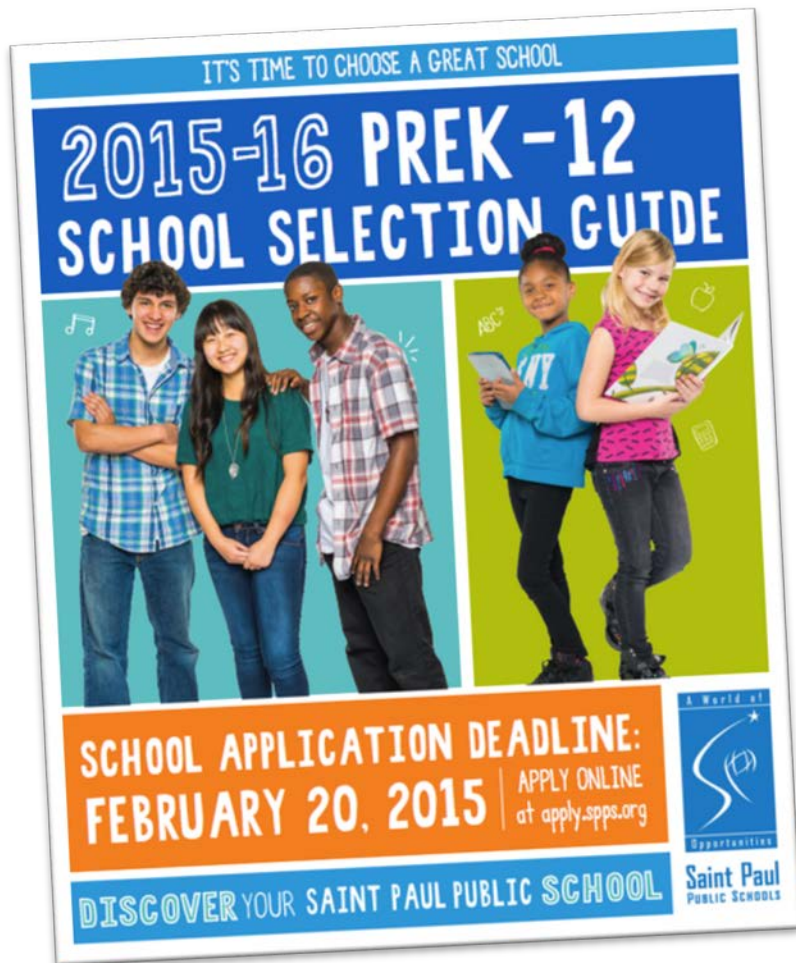
Family Engagement Meetings

Date	Group	Location
April 14	District-wide	360
April 15	Special Education	360
April 24	Somali	360
May	Latino Consent Decree	360
May	American Indian, Gender and Sexual Diversity, and Hmong	360
May	Parents of African American	360
May	Karen	360

25



Questions?



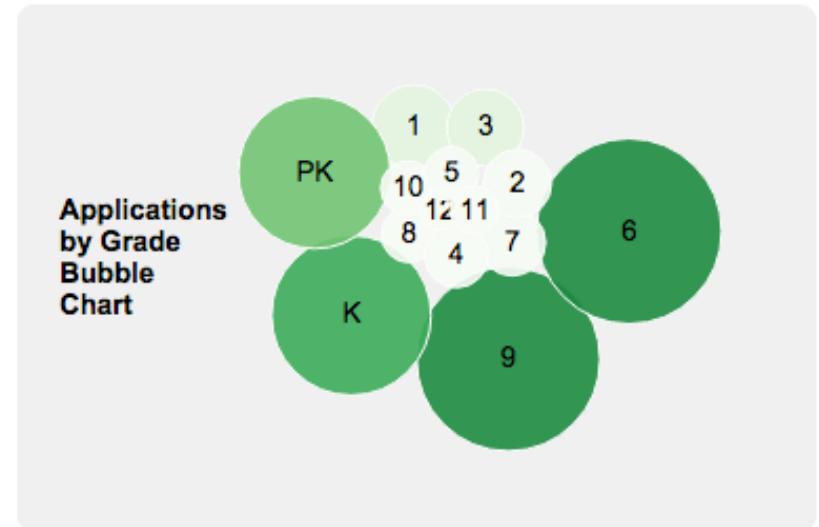
SCHOOL CHOICE SEASON

2015-16 Lottery Results



Lottery Facts

- Completed March 25, 2015
- **6,557 on-time** participated
- **2,809 Reserved Seats**
- **99 late applications**
57% received their choices



Admission Priorities

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

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

Taken from page 6 of 2015 School Selection Guide

Kindergarten Lottery Results

- 1,565 participated
- 89% of students placed received their first choice ▼
- 94% of students were placed
92 no placement



1st- 12th Grade Lottery Results

- 3,543 students participated
- 74% placed 1st or 2nd choice ↓
- 2809 Reserved Seats



Pre-Kindergarten

- 1,447 students ↑
- 73% placed ↓
- 386 students on waiting list ↑



Application Increase

- Jie Ming
- Open World
- Parkway



Schools with Waiting List (doesn't include PK)

Elementary	K-8	Middle	High School
JJ Hill (86) ↓	Capitol Hill (600) ↑	Highland Park Middle (51)	Central (167) ↑
St. Anthony Park (39) ↑	Farnsworth (66) ↓	Open* (156) ↑	Washington (117) ↓
Nokomis (53)			Highland Park Sr. (64)

*grades 6-12



Reflecting St. Paul



- 325 Applicants ↑
- 78% received 1st choice ↑
- 98% of seats filled ↑

Capitol Hill, Chelsea Heights, Expo, Groveland, Highland Park, Horace Mann, Jie Ming Mandarin, JJ Hill, L'Etoile du Nord, Randolph Heights, St. Antony Park



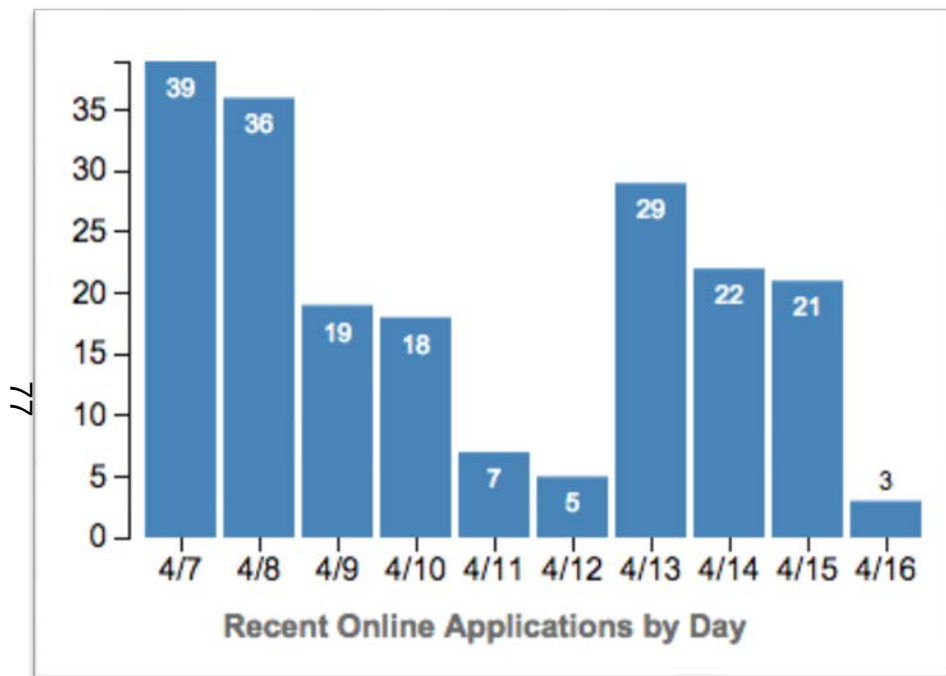
School Choice Process



- 700 Surveys Completed
- School Selection Guide Helpful
- School Choice Fair Helpful
- Majority used online to complete application
- Priorities/Lottery/Waitlist



What's Next



- **700+ late** applications
- Phone Calls
- Site-based Outreach
- **175 New KG** Applicants
- Summer Recruitment
- School Choice Process Planning
 - Choice Fair
 - School Open Houses



Questions/Comments



GOAL 2: ALIGNMENT

Excellent PK-12 Programs with Connected Pathways



Vision Card Levels



SCHOOL READINESS

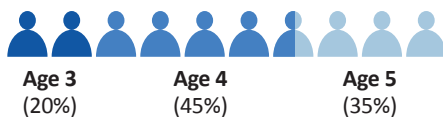
Promise Neighborhood Daycare

Partnership: Number of providers using SPPS early childhood workshop model



Early Childhood Readiness Screening

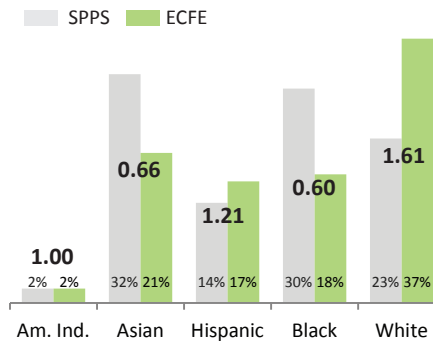
% screenings by age



2,244 children screened

ECFE Participation:

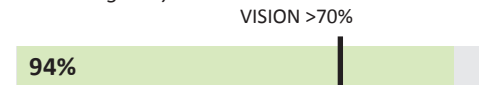
Proportionality ratio by race
VISION >.75 all groups



SCHOOL CHOICE

On Time Kindergarten Applications:

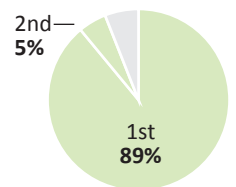
% of total projected seats (including PK continuing to K)



Kindergarten Choice:

% families that are awarded first or second choice school for K

VISION >85%



CONTINUED ENROLLMENT AND ENGAGEMENT

Continued Enrollment In SPPS:

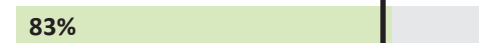
% staying enrolled in SPPS across transition grades

VISION >85%



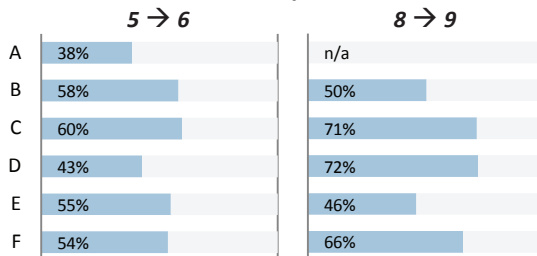
S-Term (Summer) Attendance Rate

VISION >80%



Continued Enrollment In Pathway: % staying enrolled in Pathway across transition grades

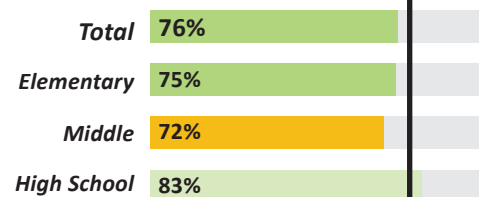
Community/Area



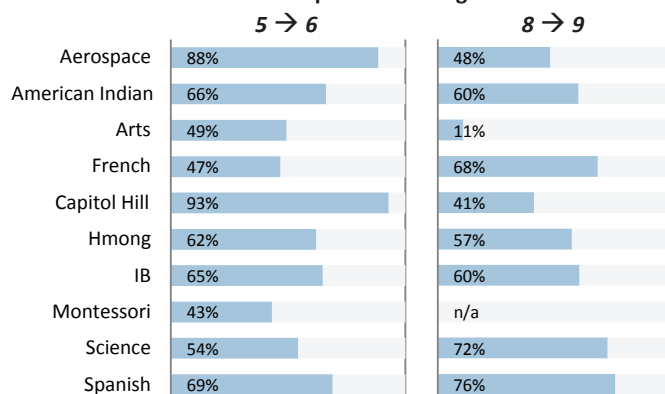
Extended Day Learning (EDL)

Attendance Rate

VISION >80%

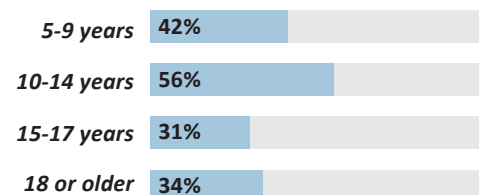


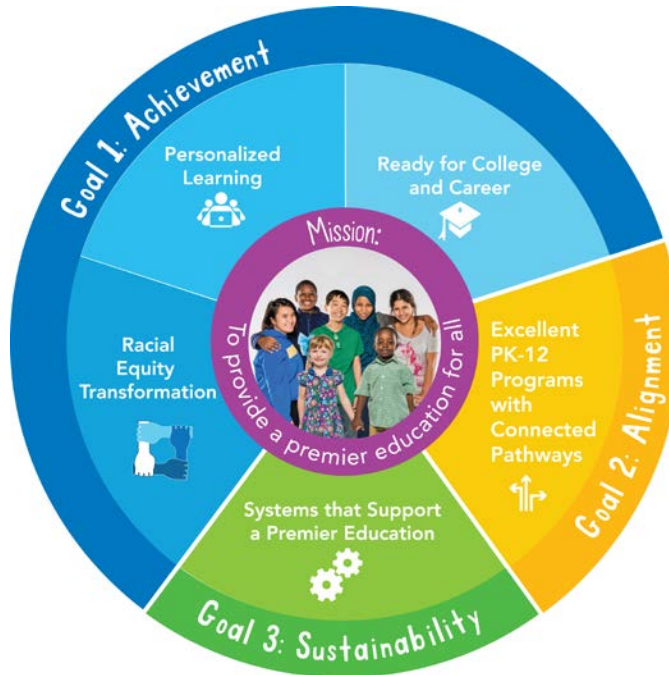
Specialized Program



Out of School Activity Participation:

% of SPPS students involved in out of school activities via Sprockets





08

Programs and Pathways VisionCard 2015

Jackie Turner – Chief Engagement Officer
Lisa Sayles-Adams – Assistant Superintendent

SPPS Board of Education
April 21, 2015

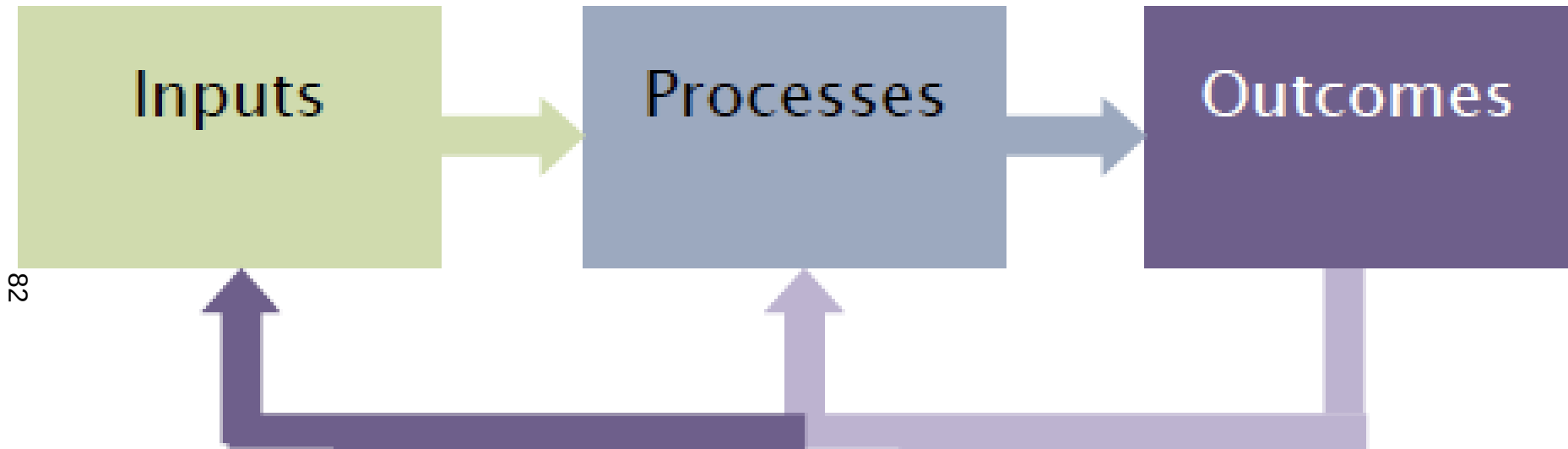


Purpose

- The purpose of this presentation is to present the 2015 VisionCard for the SSSC 2.0 focus area:
Excellent PK-12 Programs with Connected Pathways



Continuous Improvement (TeamWorks model)



To improve Outcomes, VisionCards focus on
Outcomes and Processes

Presentation Structure

- School Readiness
- School Choice
- Continued Enrollment
- Engagement



School Readiness Metrics

Promise Neighborhood Daycare

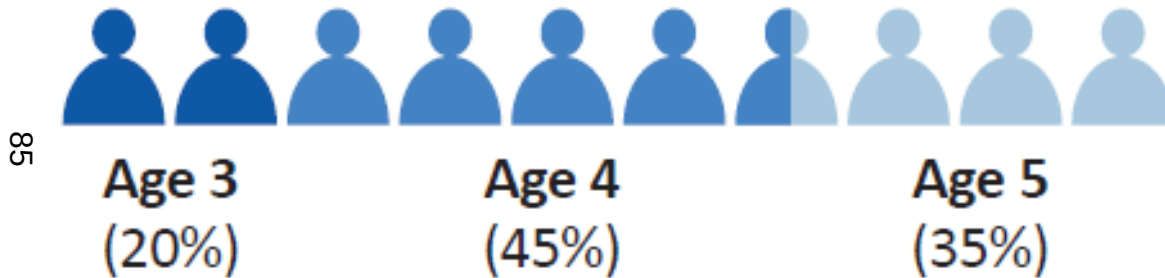
Partnership: Number of providers using
SPPS early childhood workshop model



Baseline only: SPPS is partnering with 3 out of 18 providers in
Promise Neighborhood

School Readiness Metrics

Early Childhood Readiness Screening % screenings by age



2,244 children screened

Baseline only: 35% of children screened are 5 years old

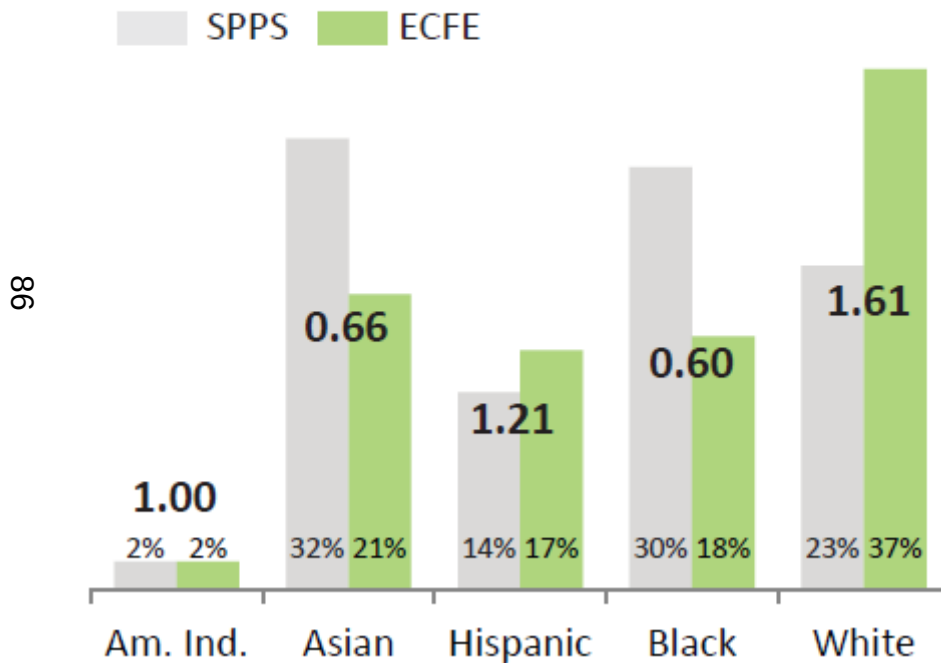


School Readiness Metrics

ECFE Participation:

Proportionality ratio by race

VISION >.75 all groups



Progress VisionCard Level. Black and Asian students are under-represented in ECFE



School Choice Metrics

On Time Kindergarten Applications:
% of total projected seats *(including PK continuing to K)*

VISION >70%

94%

Surpassed Vision Level for on-time KG applications

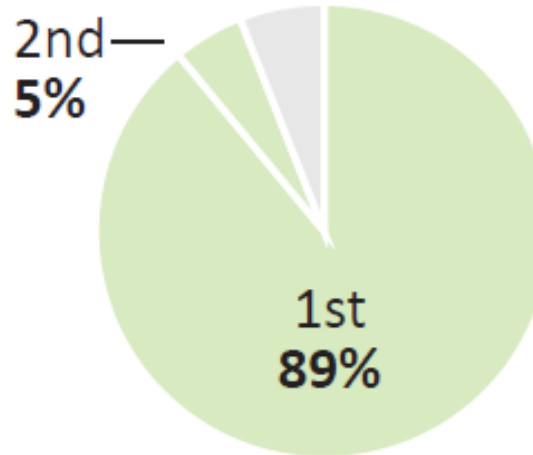


School Choice Metrics

Kindergarten Choice:

% families that are
awarded first or
second choice
school for K

VISION >85%



Surpassed Vision Level: 94% of families received first or second choice school



Continued Enrollment Metrics

Continued Enrollment In SPPS:
% staying enrolled in SPPS across
transition grades [VISION >85%]

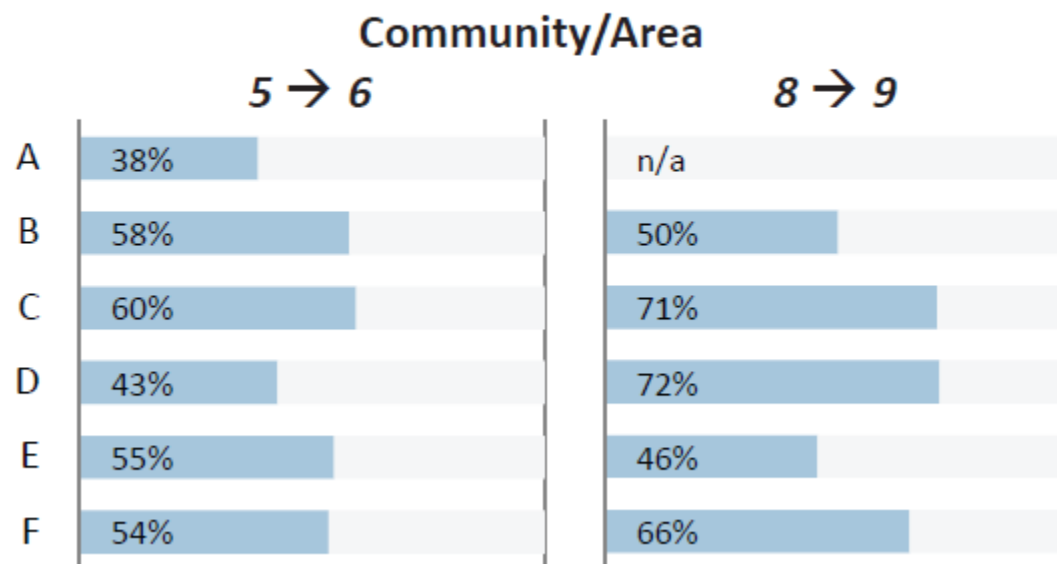


Stable and Progress
VisionCard levels for continued
enrollment in SPPS



Continued Enrollment Metrics

Continued Enrollment In Pathway: % staying enrolled in Pathway across transition grades



* Oct 2013 to Oct 2014

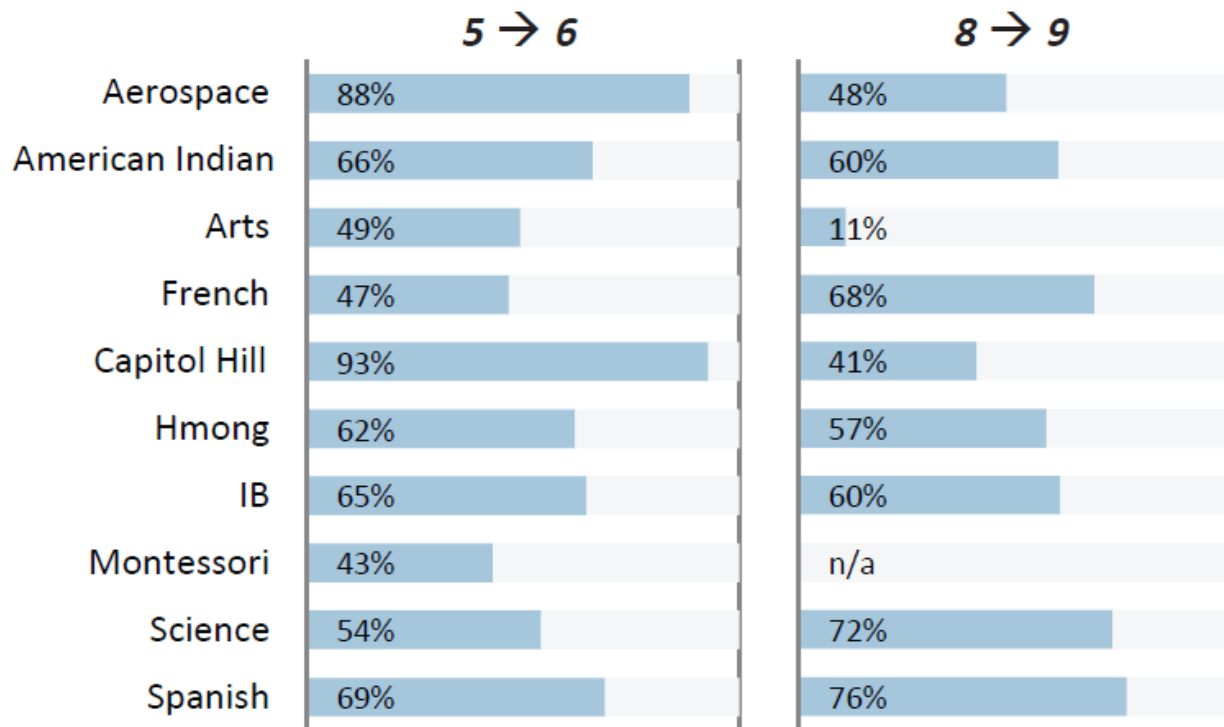
Baseline only for 2015.
 Overall, 52% stay in community pathway for middle school.
 Overall, 56% stay in community pathway for high school.



Continued Enrollment Metrics

Continued Enrollment In Pathway: % staying enrolled in Pathway across transition grades

Specialized Program



* Oct 2013 to Oct 2014

Baseline only for 2015.

Overall, 63% stay in program pathway for middle school.

Overall, 56% stay in program pathway for high school.

Continued Enrollment Metrics

Student Placement Exit Survey

- New metric with data available for 2016 VisionCard
- Survey to all families that have left during current school year
- We want to learn why they left the district



Spotlight: Transitioning to Middle Schools



GOOD THINGS HAPPEN IN THE MIDDLE!

93



Saint Paul
PUBLIC SCHOOLS

A World of Opportunities

Communications to Families

May	July	August
- flyers and postcards to 5th graders - Launch Middle School website spps.org/middle	Custom flyers on school websites	- flyer emailed to families of incoming 6th graders - Newsletter mailed to families - School Open Houses - Welcome calls from school
Use social media to promote “Good Things Happen in the Middle” campaign		



Spring Transition Activities and Support

- Spring events for 5th graders
 - Visits, tours, & shadows
 - Middle School pathway principal & parent presentations
 - Middle School Showcase Events
- Transition Lessons for 5th graders
 - Academic preparation
 - Social-emotional preparation
 - Practical preparation



Fall Transition Support

- Open House events
- Parent Orientations
- Camp 6 replaced with first day/weeks activities
- First day/week activities include:
 - Meeting teachers and school staff
 - Following new middle school schedule
 - Finding and practicing use of lockers
 - Learning about school expectations



Transition Locker and Virtual Tours

- Lockers will be available at all elementary schools
- Locker contents include:
 - Combination lock
 - Organization binders
 - School maps for every middle school
 - FAQ
- Targeted support for special education and ELL students
- Virtual tour



Student Engagement/Involvement Metrics

S-Term (Summer) Attendance Rate

VISION >80%

83%

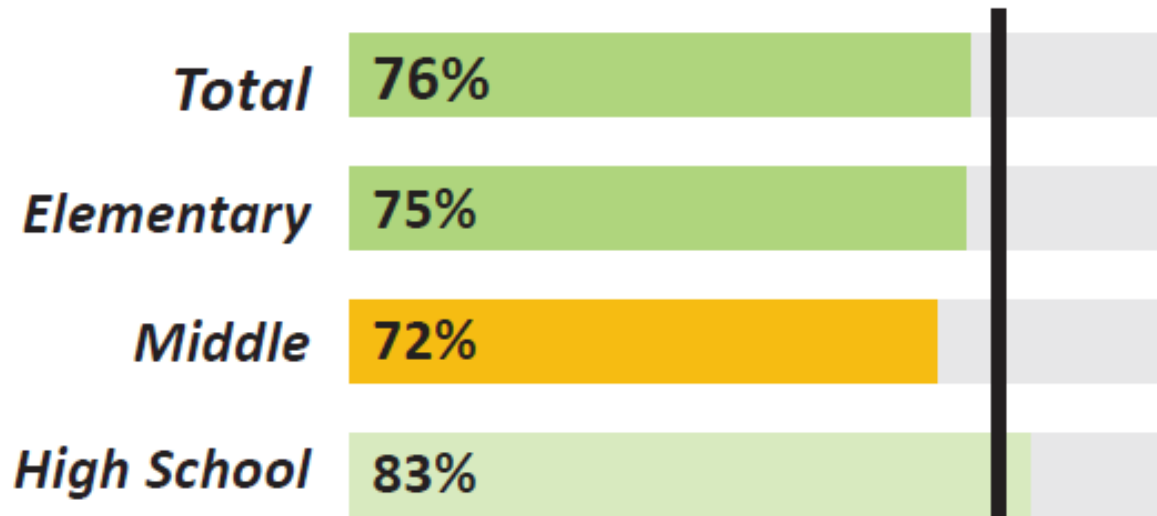
Vision Level reached for S-Term attendance rate



Student Engagement/Involvement Metrics

Extended Day Learning (EDL) Attendance Rate

VISION >80%



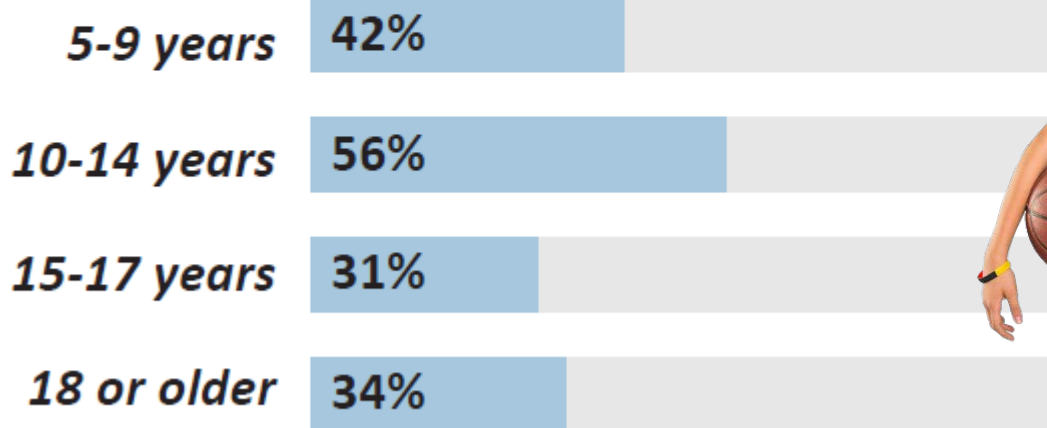
Vision Level reached for EDL participation
for high school



Student Engagement/Involvement Metrics

Out of School Activity Participation:
% of SPPS students involved in out of school activities via Sprockets

100



Baseline only for 2015





Questions?



Personalized Learning and iPad Update

Board of Education update; April 21, 2015

Idrissa Davis

Deputy Chief of Technology Services

Hans Ott

Director of Office of Teaching and Learning

Kate Wilcox-Harris

Assistant Superintendent for Personalized Learning



The Office of Personalized Learning | 657-744-7107 | pl@spps.org | personalizedlearning.spps.org | twitter.com/spps_PL

Personalized Learning and Racial Equity

Personalized Learning Mission:

Transform the teaching and learning experience at Saint Paul Public Schools to be **student-centered**, **customizable** and **technology-enriched** in order to meet the diverse needs of all students.

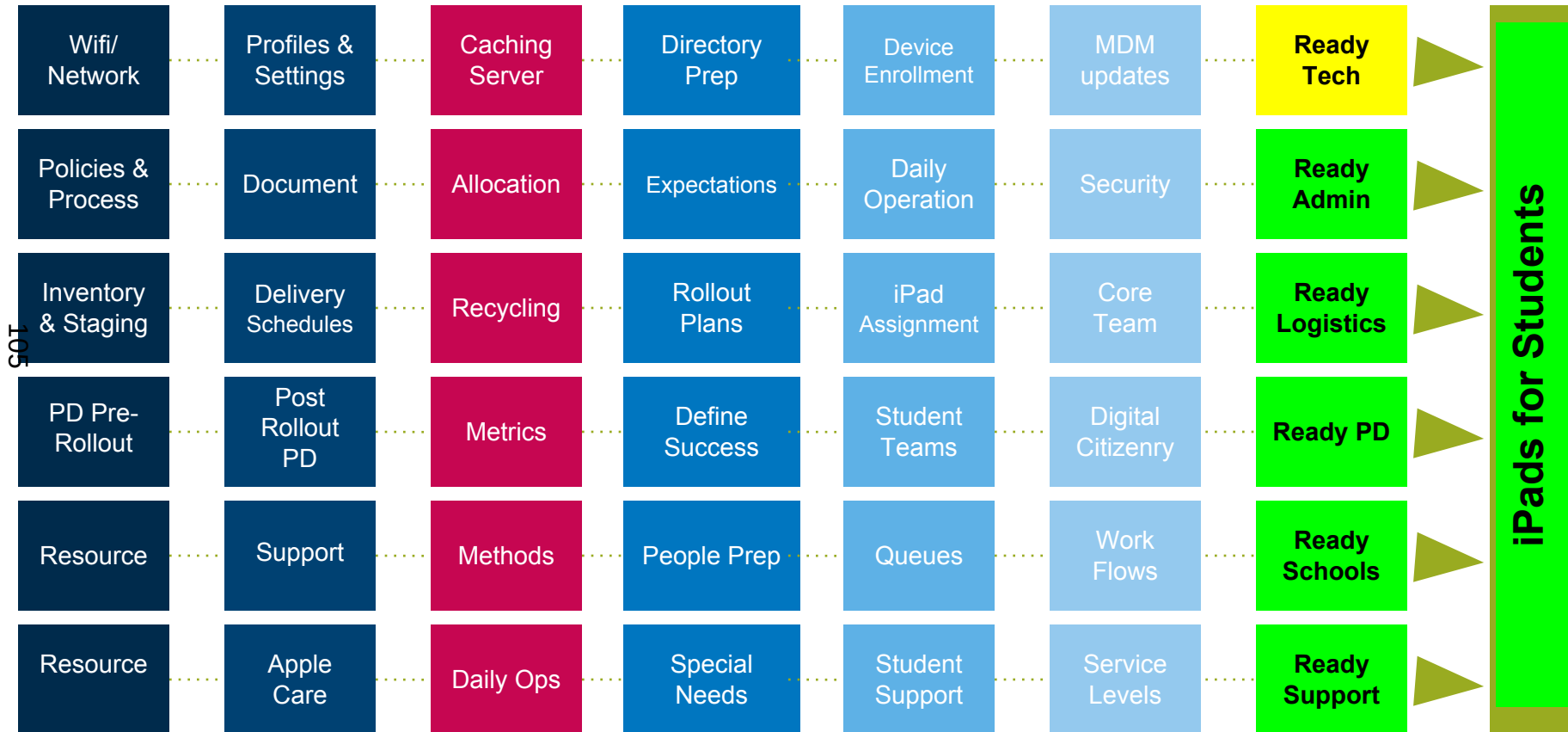


Agenda

- Project Management Overview
- Ready Tech: Infrastructure
 - Bandwidth RFP
 - JAMF Update
 - AppleCare Update
- Professional Development
- Measuring Success



Project Management Overview



Ready Tech: Infrastructure

- Bandwidth Update
 - Wrapping up RFP for bandwidth & equipment provider
- JAMF Update
 - Implementing new load balancer strategy
 - Rollout of customized SPPS App Store
 - Concurrent enrollment for volume purchasing

Ready Tech: Device Repairs

- AppleCare Update
 - Student use of AppleCare
 - Staff use of AppleCare

Handout Status: 41 of 41 Sites Complete

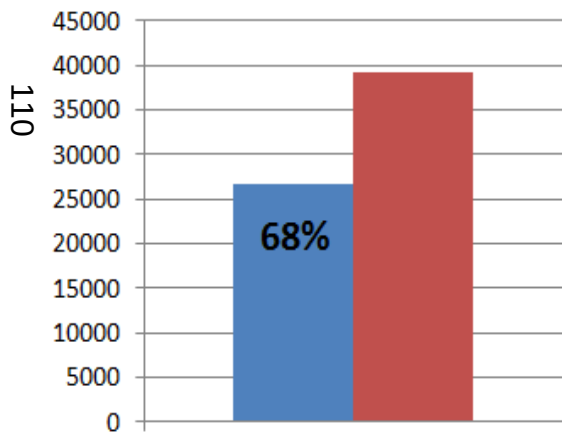
Parkway	10/9	Linwood-Monroe	1/6	Gordon Parks	1/26	RiverEast	2/12
Eastern Heights	10/23	Highland HS	1/12-13	Harding HS	1/27-28	Capitol Hill - PK-5, 6-8	2/12, 17
OWL	11/6	Frost Lake	1/14	Riverview	1/29	St Anthony Park	2/18
Humboldt	11/3-4	Hamline/Jie Ming	1/15	Obama	1/30	LEAP	2/19
Central	11/24-25	Jackson	1/20	Washington	2/2-4	Chelsea Heights	2/19
Murray	12/2	Mississippi	1/20	Crossroads	2/5	Highland Middle	2/23
Galtier	12/4	Journeys	1/21	Phalen Lake	2/5	Horace Mann	2/25
Johnson	12/8-9	Cherokee Heights	1/21	Farnsworth - Lower	2/9	Adams	2/26
Como	12/15-17	John A. Johnson	1/22	Farnsworth - Upper	2/10	Boys Totem Town	3/19
Agape	1/6	Maxfield	1/22	Randolph Heights	2/11		

2015 Handout Preliminary Schedule

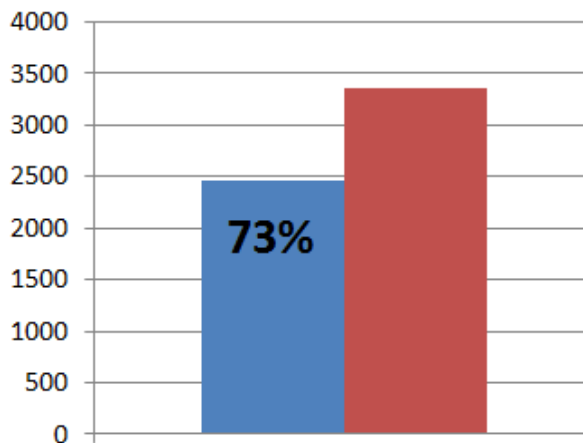
October	November	December
Creative Arts	Battle Creek Middle	Highwood Hills
Vento Elementary	Battle Creek Elementary	Groveland
The Heights Community	Como Park Elementary	Paul & Sheila Wellstone
Benjamin E. Mays	Saint Paul Music	American Indian Magnet
Focus Beyond	Ramsey	Nokomis North and South
Four Seasons	Daytons Bluff	Highland Elementary
	Expo Elementary	JJ Hill
	L'Étoile du Nord	
	Hazel Park	
	JDC	
	Bridgeview	

iPad Enrollment to Date

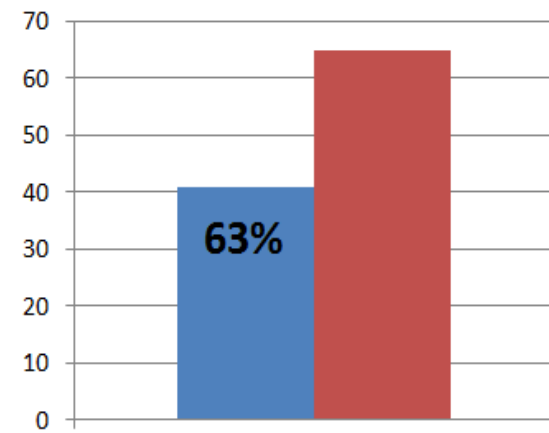
68% Students
(26,622 of 39,241)



73% Teachers & Staff
(2,459 of 3,362)



41 of 65 Sites



Transforming Learning: Randolph Heights



Mr Buetow's 5th Gr. @RHSDragon5B · Mar 11

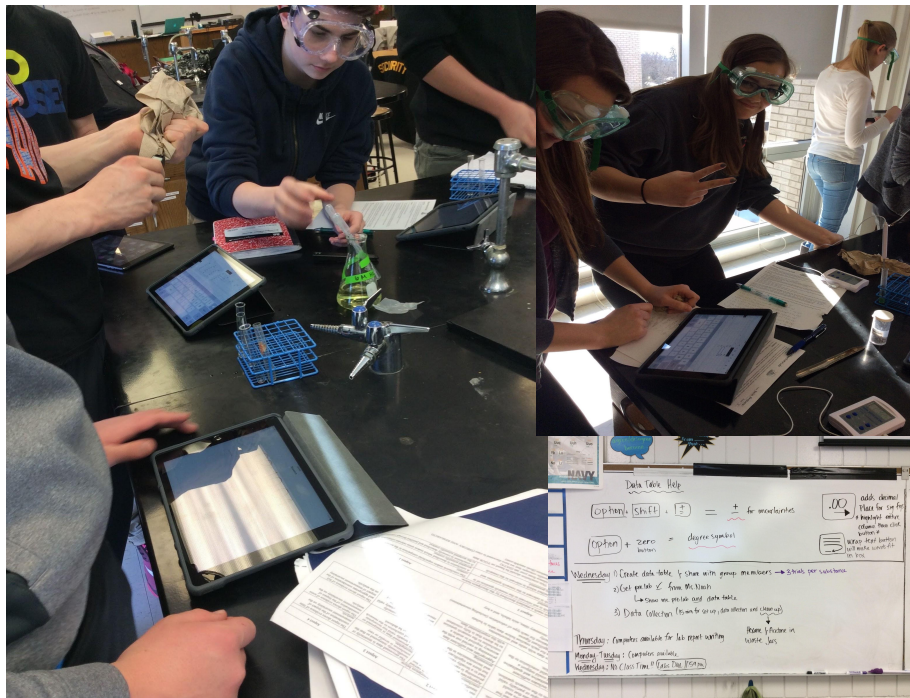
Book commercials are coming soon! We are working hard using @adobevoice to get them ready. Stay tuned! #SPPS @SPPS_PL



[View more photos and videos](#)

[Watch video](#)

Transforming Learning: Highland Park



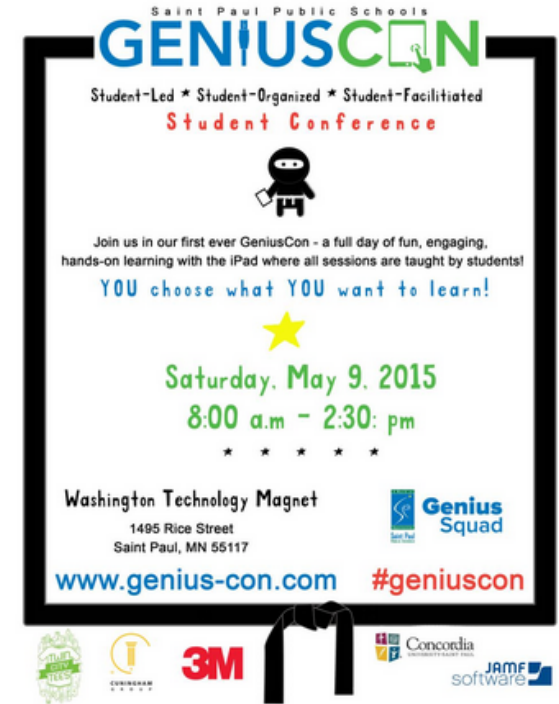
[Watch Teacher Perspectives Video](#)

[Watch Student Perspectives Video](#)

Genius Squad

- Selection and planning
 - 198 grades 6-12; 52 members PreK-5
- Latest GS activities
 - General Mills & GeniusCon
 - Helping with iPad for Educator events

113



Professional Development

April-May	June-August
• District Coaches Training, all departments • Deepening understanding of iPad Core apps through after school and Saturday classes • Special sessions for Principals • Online course development • PD for Year 2 staff begins: <i>Establishing a 1:1 environment</i> course returns	• Four-day iPad Institutes with Apple PD specialists • iPad Cafe events provide for teacher voice and choice • Personalized Learning Institute • PD for Year 2 staff continues: <i>Establishing a 1:1 environment</i> course returns • HOOPLA II, technology integration workshops by SPPS teachers, for SPPS teachers

Measuring PL Success Would:

Indicator	Evidence
Closing technology gap	• 26,622 (68%) of all SPPS students have iPad enrolled in Casper • Wireless upgrades on schedule • Year 1 student device handout completed Feb.26 • Year 2 teacher handout launches Feb. 27
Preparing teachers	• Drop in PD as part of every student handout • Multiple sessions on iPad basics and core apps • Online version of <i>Establishing 1:1 iPad environment</i> course launched
Personalizing learning through technology	• Moodle course introducing PL district-wide in progress • Apps vetted for alignment with SPPS Units of Study • Instructional departments reviewing curriculum and instruction to integrate PL • Teacher exploration underway: substitution and modification of instruction from SAMR

Questions

Office of Personalized Learning

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HUMAN RESOURCE TRANSACTIONS
(March 1, 2015 through March 31, 2015)
April 21, 2015 (Revision #3)

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
DuBois, N. A.	Central Administrator	03/26/2015	\$48.51	Title I Funded Programs
James, A. J.	Classroom Teacher	02/27/2015	\$50.96	Obama Service Learning
Lor, D. A.	Classroom Teacher	03/23/2015	\$25.61	Battle Creek Middle
Michael, A. M.	Classroom Teacher	03/06/2015	\$25.61	Hazel Park Preparatory
Roessler, C. R.	Classroom Teacher	03/02/2015	\$25.61	Hazel Park Preparatory
Skaar, J. M.	Classroom Teacher	03/09/2015	\$35.77	Capitol Hill Magnet
Grandstrand, R. C.	Nurse	03/09/2015	\$33.82	Linwood Monroe Arts Upper
Moua, C.	Nurse	03/09/2015	\$26.51	Student Placement Center
Goggleye, T.	Principal	08/03/2015	\$52.73	American Indian Magnet
Phillips, J. M.	Social Worker	03/02/2015	\$30.18	Murray Middle School
Bellanger, L. M.	School/Community Professional	03/23/2015	\$23.92	Open World Learning Community
Bendickson, K. E.	School/Community Professional	03/23/2015	\$24.20	Open World Learning Community
Crosby, A. E.	School/Community Professional	03/31/2015	\$20.85	1780 W. 7th Street
Lorenz, M. M.	School/Community Professional	03/17/2015	\$25.16	Open World Learning Community
Campbell, J.	Superintendency	04/27/2015	\$60.10	Colborne Admin Offices
Davis, T. L.	Education Assistant	03/16/2015	\$15.19	Humboldt Secondary
Baker, T. J.	Teaching Assistant	04/06/2015	\$12.17	Johnson Achievement Plus
Cervantes, S. C.	Teaching Assistant	03/09/2015	\$14.28	Highwood Hills
Franklin, L. M.	Teaching Assistant	03/25/2015	\$13.76	RiverEast Elem/Secondary
Jordan, A. L.	Teaching Assistant	03/26/2015	\$12.76	Washington Tech Secondary
Massie, J. M.	Teaching Assistant	03/02/2015	\$13.47	Harding Senior High
McGraw, S. R.	Teaching Assistant	03/09/2015	\$11.58	Nokomis Montessori North
Reed, C. M.	Teaching Assistant	03/13/2015	\$13.17	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
April 21, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Riese, M. M.	Teaching Assistant	03/02/2015	\$13.28	The Heights Community School
Johnson, S. M.	Clerical	03/09/2015	\$13.60	Colborne Admin Offices
Zepeda, C. E.	Clerical	03/23/2015	\$19.19	Homecroft Early Learning Center
Hecht, J. J.	Custodian	03/30/2015	\$15.31	Humboldt Secondary
Thao, X.	Custodian	03/25/2015	\$15.31	Battle Creek Elementary
Crawford, D.	Technical	03/16/2015	\$22.56	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gerdin, K.	Central Administrator	12/10/2014	\$47.28	Ronald M Hubbs Center
Petschen, R.	Clerical Career Progression	03/23/2015	\$29.13	Colborne Admin Offices
Aviles, V. B.	Custodian Career Progression	03/09/2015	\$23.79	Hazel Park Preparatory
Edelstein, B.	Custodian Career Progression	03/09/2015	\$23.79	Johnson Achievement Plus
Hamm, R. L.	Custodian Career Progression	03/09/2015	\$23.79	Battle Creek Middle
Poole, C. D.	Custodian Career Progression	03/09/2015	\$23.79	L'Etoile du Nord Upper
Koppen, S. M.	Supervisory From: Nutrition Services Personnel	03/17/2015	\$45.70	Como Service Center
Carbonneau, C.	Supervisory From: Professional Employee	02/19/2015	\$39.38	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Huerth, C.	Speech Pathologist	03/09/2015	\$28.52	Bridge View

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Campbell, M.	Classroom Teacher	03/11/2015	Journey's Secondary
Chang, T. Y.	Classroom Teacher	03/18/2015	Crossroads Montessori
Hadley, M. E.	Classroom Teacher	03/06/2015	Four Seasons A+

HUMAN RESOURCE TRANSACTIONS

April 21, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hansen, E. J.	Classroom Teacher	03/18/2015	Harding Senior High
Hartzell, A.	Classroom Teacher	03/07/2015	Battle Creek Elementary
Lach Kameya, S.	Classroom Teacher	03/18/2015	Harding Senior High
Lamb, J.	Classroom Teacher	03/28/2015	Johnson Senior High
Lao, W.	Classroom Teacher	02/28/2015	Bruce F Vento Elementary
Lonetree Brovold, N.	Classroom Teacher	03/24/2015	American Indian Magnet
Maschke-Jordan, M.	Classroom Teacher	03/19/2015	Como Park Elementary
McCleerey, S. A.	Classroom Teacher	03/24/2015	Central Senior High
Nilius, J. C.	Classroom Teacher	03/03/2015	Nokomis Montessori South
Polga, X. L.	Classroom Teacher	03/14/2015	Jie Ming Mandarin Immersion
Sabota, K. A.	Classroom Teacher	02/21/2015	Highland Park Senior
Webb, C. J.	Classroom Teacher	03/10/2015	Humboldt Secondary
Weller, J. D.	Classroom Teacher	03/24/2015	Creative Arts Secondary
Young, K. M.	Classroom Teacher	02/28/2015	Highland Park Senior
Anderson, L.	Special Education Teacher	03/13/2015	Journey's Secondary
Hinz, C. M.	Special Education Teacher	03/13/2015	Journey's Secondary
Leon, M. T.	Special Education Teacher	02/25/2015	Wellstone Elementary
Boyle, Z. L.	School/Community Professional	03/17/2015	RiverEast Elem/Secondary
Mondry, L.	Education Assistant	02/24/2015	Johnson Senior High
Jahns, K. M.	Teaching Assistant	03/05/2015	Eastern Heights
McEwen, M. L.	Teaching Assistant	03/24/2015	Bridge View
Hollins, N. R.	Clerical	02/27/2015	Central Senior High
Lynaugh, M. J.	Custodian	03/11/2015	Frost Lake Elementary

HUMAN RESOURCE TRANSACTIONS
April 21, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Farrankop, W. A.	Nutrition Services Personnel	03/17/2015	Washington Tech Secondary
Lamb, F. A.	Nutrition Services Personnel	01/23/2015	Maxfield Elementary
Stevenson, C. V.	Nutrition Services Personnel	03/14/2015	Journey's Secondary

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., D.	Classroom Teacher	03/12/2015
J., G.	Classroom Teacher	03/25/2015
M., D.	Classroom Teacher	02/23/2015
T., W.	Education Assistant	03/11/2015
J., M.	Custodian	03/18/2015

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sherman, J. M.	ELL Teacher	03/16/2015	\$31.01	Parkway Montessori & Community Middle
Ellington, E.	Teaching Assistant	03/23/2015	\$15.00	Johnson Achievement Plus
Her, H.	Teaching Assistant	03/09/2015	\$13.35	Nokomis Montessori South

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Courtney, M. G.	Classroom Teacher	03/17/2015	Washington Tech Secondary
Hadley, M. E.	Classroom Teacher	03/04/2015	Four Seasons A+
Jannett, C. B.	Classroom Teacher	03/04/2015	Highland Park Elementary
Nilius, J. C.	Classroom Teacher	03/06/2015	Nokomis Montessori South
Pierson, H. R.	Classroom Teacher	03/16/2015	Wellstone Elementary
Webb, C. J.	Classroom Teacher	03/23/2015	Humboldt Secondary
Young, K. M.	Classroom Teacher	03/04/2015	Highland Park Senior
Hinz, C. M.	Special Education Teacher	03/25/2015	Journey's Secondary

HUMAN RESOURCE TRANSACTIONS
April 21, 2015

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moses, B. A.	School Bus Driver	03/03/2015	Colborne Admin Offices
Hollins, N. R.	Clerical	03/09/2015	Central Senior High
Tapio, M.	Clerical	03/02/2015	Como Park Senior High
Roy, D. L.	Nutrition Services Personnel	03/23/2015	Rondo Education Center

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, S. M.	Clerical	03/24/2015	\$13.60	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hubin, D.	Education Assistant	03/23/2015	\$23.45	Focus Beyond (18-Adult)
Peterson, R. L.	Teaching Assistant	03/09/2015	\$18.08	Crossroads Science

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A. D.	Classroom Teacher	03/16/2015
K., C. W.	Education Assistant	Two Days

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ferber, C. R.	Classroom Teacher	03/21/2015	Nokomis Montessori North
Strand, L. M.	Classroom Teacher	06/27/2015	Johnson Senior High
Zahedi-Jasbi, B.	Classroom Teacher	06/13/2015	Ronald M Hubbs Center
Obasi, Q. C.	Nurse	06/13/2015	Highwood Hills
Anderson, L.	Special Education Teacher	04/01/2015	Journey's Secondary
Johnson, A. M.	Special Education Teacher	02/27/2016	Como Park Elementary
Vu, G.	Education Assistant	06/11/2015	271 Belvidere Bldg
Cicalello, B.	Teaching Assistant	06/10/2015	Linwood Monroe Arts Upper
Otto, C.	Teaching Assistant	06/11/2015	Rondo Education Center
Gustafson, J. S.	Clerical	06/20/2015	Humboldt Secondary
Moe, S.	Clerical	06/18/2015	Humboldt Secondary

HUMAN RESOURCE TRANSACTIONS
April 21, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Verdeja, M.	Clerical	07/01/2015	Hamline Elementary
Bibeau, K. E.	Custodian	03/21/2015	Farnsworth Aerospace Upper
Hesse, W.	Custodian	07/06/2015	Crossroads Science
Holborn, G. L.	Custodian	06/14/2015	Como Service Center
Miller, A. L.	Custodian	03/21/2015	Central Senior High
McCabe, V. M.	Nutrition Services Personnel	06/04/2015	Como Service Center

CHANGE IN RETIREMENT DATE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Larsen, M.	Classroom Teacher	06/13/2015	Jackson Preparatory

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bernal, D. R.	Classroom Teacher	03/21/2015	Humboldt Secondary School
Haycraft, H. J.	Classroom Teacher	06/13/2015	Galtier Elementary
Yang, C. X.	Nurse	03/21/2015	Student Placement Center
Mims, A. L.	Special Education Teacher	03/06/2015	Bridge View
Grant, C. L.	Education Assistant	03/06/2015	Humboldt Secondary School
Parrilla, M.	Teaching Assistant	03/14/2015	Johnson Achievement Plus
Riese, M. M.	Teaching Assistant	03/20/2015	The Heights Community School
Smith, C. C.	Teaching Assistant	03/21/2015	Obama Service Learning
Xiong, B.	Teaching Assistant	03/05/2015	Highwood Hills
Lee, N.	Clerical	04/09/2015	Colborne Admin Offices
Branchaud, C. L.	Nutrition Services Personnel	02/12/2015	Farnsworth Aerospace Upper
Smith, C. J.	Nutrition Services Personnel	03/20/2015	Crossroads Science
Stepun, S. M.	Nutrition Services Personnel	02/21/2015	Washington Tech Secondary
McKeough, S. A.	Professional Employee	03/28/2015	Como Service Center

HUMAN RESOURCE TRANSACTIONS
April 21, 2015

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mariani, C.	School/Community Professional	04/15/2015	Rondo Education Center
Spotted Thunder Granados, L. A.	School/Community Professional	03/20/2015	American Indian Magnet
Kelly, S. A.	Teaching Assistant	03/27/2015	Johnson Achievement Plus
Johnson, S. M.	Clerical	03/14/2015	Colborne Admin Offices
Benner, J. K.	Nutrition Services Personnel	03/06/2015	Parkway Montessori & Community Middle
Villegas-Eckert, F. L.	Nutrition Services Personnel	03/04/2015	Como Service Center
Clark, E. R.	Supervisory	03/26/2015	Colborne Admin Offices

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., L. M.	Teaching Assistant	03/24/2015

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Barrett, J. D.	Speech Pathologist	03/06/2015	Bridge View

MEMORANDUM

TO: Board of Education Directors

FROM: Valeria Silva
Superintendent of Schools

DATE: April 21, 2015

RE: Motion to Adopt Personnel/Position Recommendation

That the Board of Education adopt the Superintendent's recommendation and in connection therewith:

1. Appoint the following individual to the following Superintendency position effective April 27, 2015:
Director of Communications, Marketing and Development Joe Campbell
2. Approve the following Principal appointment effective August 3, 2015:
Principal, American Indian Magnet Todd Goggleye

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

DATE: April 21, 2015

TOPIC: Gift Accepted from Dakota Community and Technical College to the Saint Paul High School Automotive Program Valued in the Amount of \$12,500

A. PERTINENT FACTS:

1. Dakota County Technical College has offered to give 25 LENOVO computers valued at \$12,500.00 to the High School Automotive program to be used in classroom instruction.
2. This gift will benefit the students of the Saint Paul High School Automotive Program, which serves students district-wide, by providing the instructional tools and training that meets current industry standards and further prepares students for internships, careers and postsecondary success.
3. This will meet the District strategic plan goals of achievement alignment and sustainability.
4. This item is submitted by Kathy Kittel, CTE Program Manager; Dan Mesick, POSA, Department of Post Secondary Partnerships; Jon Peterson, Director, Office of College and Career Readiness; Christine Osorio; Chief Academic Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education accepts 25 computers as a gift valued at \$12,500.00 from Dakota County Technical College for the Saint Paul High School Automotive Program to advance and support educational programming for students in preparing for the transition to postsecondary enrollment and completion.

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

DATE: April 21, 2015

TOPIC: Gift Acceptance from GCCFC 2006-GG5 St Paul Plaza, LLC

A. PERTINENT FACTS

1. A \$30,000.00 gift was received from GCCFC 2006-GG5 St Paul Plaza, LLC.
2. This donation is a fifteen foot classroom planetarium for use at the Como Planetarium.
3. The acceptance of this grant requires an in-kind donation by SPPS Facilities Department staff for the disassembly, relocation, and reassembly of the unit. This effort is estimated at approximately 90 hours of staff time and \$50 of materials.
4. This gift will meet the strategic plan goals of Achievement and Sustainability.
5. This item is submitted by John Iverson, Como Planetarium, Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Como Planetarium to accept this gift from GCCFC 2006-GG5 St Paul Plaza, LLC to aid in the support of student achievement.

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

DATE: April 21, 2015

TOPIC: Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Program from Central High School

A. PERTINENT FACTS:

1. The City of Saint Paul Neighborhood STAR program is currently accepting grant applications for projects that improve neighborhoods, including capital projects to improve infrastructure. The Transforming Central project is designed to reshape the urban landscape of Saint Paul Central High School.
2. Central High School has prepared an application for funds for infrastructure improvements such as: paved walkways, lighting improvements along pathways, landscape restoration, and new directional and interpretive signs. This grant is for approximately \$152,400.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and SUSTAINABILITY.
4. This item is submitted by Mary Macbee, Principal, Central High School; Julie Schultz Brown, Director, Communications, Marketing and Development; Tom Parent, Director of Facilities; Theresa Battle, Assistant Superintendent; Jean Ronnei, Chief of Staff; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the City of Saint Paul Neighborhood STAR program for funds to reshape the urban landscape of Saint Paul Central; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Collaborative Research Center for American Indian Health

A. PERTINENT FACTS:

1. The Collaborative Research Center for American Indian Health (CRCAIH) is currently accepting applications to fund trans-disciplinary research that will address health disparities by American Indians in Minnesota.
2. In partnership with the University of Minnesota East Metro American Indian Diabetes Initiative, Saint Paul Public Schools has prepared an application to formally evaluate efforts to reduce health disparities in the American Indian community with diabetes. The total value of the subcontract proposed is approximately \$5,124. The University of Minnesota will serve as the fiscal agent for any funds awarded.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by John Bobolink, Supervisor, Office of Indian Education; Christine Osorio, Chief Academic Officer; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the University of Minnesota for approximately \$5,124 to reduce health disparities in the American Indian Community; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2015

TOPIC: Request for Permission to Submit Grant Applications to Greater Twin Cities United Way

A. PERTINENT FACTS:

1. Greater Twin Cities United Way (GTCUW), in collaboration with Target Corporation, is accepting applications for the Spotlight Initiative Grant. The goal of the Spotlight Grants is to identify and reward high-performing schools that have demonstrated their ability to support learning and achievement for low-income students of color.
2. The following schools have prepared Spotlight Initiative grants applications for approximately \$100,000 each:
 - Adams Spanish Immersion
Expand the Descubriendo Nuestro Mundo (Discovering Our World) kindergarten model to first and second grades
 - Central High School
Expand and enhance the African American Male Initiative
 - Chelsea Heights
Year of arts residencies
 - Como Elementary
Expand implementation of the Collaborative Action Research for Equity process, increase teacher content knowledge and improve teaching practices
 - Como Senior High School
Create Como Center for Student Support (CCSS) to meet academic and social-emotional needs for Como students, with particular focus on literacy reinforcement in 9th and 10th grade
 - Crossroads Science
Overhaul and update the Science Inquiry Zone (I-Zone) by replacing old equipment and technology to build a STEM (Science, Technology, Engineering, Math) foundation for teaching and learning
 - Eastern Heights
Reconfigure learning environments, grade by grade, with the resulting Learning Studios combining all grade-level classrooms into one space
 - Harding High School
Build on past tutoring successes embedded in current ninth grade AVID, math and English classes, to build on and further develop an existing pattern of intense individual support utilizing both one on one and group experiences

DATE: April 21, 2015
TOPIC: Request for Permission to Submit a Grant Application to Greater Twin Cities United Way
Page 2

- Highland Elementary
Support the IB PYP curriculum through investment in materials and professional development
- Johnson High School
School-day intervention program utilizing one-on-one tutorials for approximately 275 students, with emphasis on increasing their course passing rates and academic achievement in math and reading
- Open World Learning
Become credentialed through Expeditionary Learning by the 2016-2017 school year, the same year our first Expeditionary Learning class graduates
- Phalen Lake Elementary
Offer a newly created Hmong Performance Arts class during Rotation providing students in grades K-5 with opportunities to further develop their literacy skills through the performing arts
- Saint Paul Music Academy
Bring Innocent Classroom training to the school in 2015-16 and complete the playground
- Washington Secondary
Purchase the equipment, supplies, computer applications, and software required to offer classes of premier quality with a focus on hands-on learning through student experimentation

Saint Paul Public Schools will serve as the fiscal agent for any grants awarded. No local match funding is required.

3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Theresa Battle, Assistant Superintendent; Andrew Collins, Assistant Superintendent; Sharon Freeman, Assistant Superintendent; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Greater Twin Cities United Way for the Spotlight Initiative; to accept funds, if awarded; and to implement the projects as specified in the award documents.

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

DATE: April 21, 2015

TOPIC: Request for Permission to Submit School Lunch Equipment Grant
Applications to the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education School Lunch Equipment Grants will be used to purchase a pass thru refrigerator, steam table, two convection ovens and a serving counter unit. This grant is for approximately \$47,267.
2. Bridge View, Bruce Vento, and LEAP have prepared applications to provide replace equipment in their school kitchen and lunch rooms. Saint Paul Public Schools will serve as the fiscal agent for any grants awarded.
3. This project will meet the District strategic plan goal of SUSTAINABILITY.
4. This item is submitted by Stacy Koppen, Director, Nutrition Services; Jackie Turner, Chief Engagement Officer; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Minnesota Department of Education for approximately 47,267 for school lunch equipment; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2015

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

A. PERTINENT FACTS:

1. Open Your Heart to the Hungry and Homeless, a Twin Cities-based nonprofit organization, is now accepting applications for grants to support education-related needs of children and youth without permanent homes. The purpose of this funding program is to remove barriers for homeless youth to participate in school and to improve student academic success.
2. Project REACH (Realizing the Educational Achievement of Children experiencing Homelessness) of Saint Paul Public Schools has prepared an application requesting approximately \$5,000. Funds will be used to purchase backpacks, school supplies and uniforms for the increasing number of SPPS students identified as homeless.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Anne McNerney, Project REACH Supervisor; Sherry Carlstrom, Director Title I Federal Programs; Jackie Turner, Director of Engagement; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a request for funding to Open Your Heart to the Hungry and Homeless; to accept the grant if awarded; and to implement the project as specified in the award documents.

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

DATE: April 14, 2015

TOPIC: Request for Permission to Submit a Grant to the Robins, Kaplan, Miller & Ciresi Foundation for Children

A. PERTINENT FACTS:

1. The Robins, Kaplan, Miller & Ciresi Foundation serves as a catalyst for creative, innovative, and systems-changing programs to achieve a long-term impact in promoting education and equitable opportunities for all of Minnesota's children and youth.
2. Saint Paul Public Schools has prepared an application for funding to support Children's Defense Fund (CDF) Freedom Schools in 2015. This grant is for approximately \$50,000.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Jon Peterson, Director of the Office of College and Career Readiness; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Robins, Kaplan, Miller & Ciresi Foundation to fund CDF Freedom Schools 2015 in SPPS; to accept the funds if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

A. PERTINENT FACTS:

1. The Travelers Companies, Inc. is currently accepting applications that improve academic and career success for underrepresented youth, specifically targeted at public schoolchildren in grades five through 12 and in transition to post-secondary education.
2. The Office of Academics, Office of College and Career Readiness, Career and Technical Education, have prepared an application for approximately \$69,500 to cover part of the costs of implementing the Academy of Finance at Como Park Senior Park High School. These costs include: a .5 AoF site coordinator, buses to field trip events, attendance at the NAF Next Conference, curriculum development, instructional supplies, food and snacks for AoF events, AoF polo shirts for students , recruiting items and the 9th grade summer team building camps.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, Career and Technical Education; Jon Peterson, Director, Office of College and Career Readiness; Christine Osorio, Chief Academic Officer; Jackie Turner, Chief Engagement Officer; and Michell Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Travelers Companies, Inc. for approximately \$69,500 to cover part of the costs of implementing the Academy of Finance at Senior Park High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2015

TOPIC: Authorization for Amendment III to the Contract with Public Consulting Group, Inc.

A. PERTINENT FACTS:

1. On August 19, 2008, the Board authorized award of RFP No. A9242-G and a contract to Public Consulting Group, Inc., for automated third party reimbursement services. This contract assists the District in receiving reimbursement for health related services for students who are in special education.
2. On April 14, 2009, the Board authorized an Amendment from June 1, 2009, through June 30, 2013, to the Public Consulting Group contract that added the EasyIEP and Section 504 modules. These modules are electronic web based systems for the required documentation and management of Individualized Education Program (IEP) plan and Section 504 services.
3. Amendment II from July 1, 2013, through June 30, 2015, includes the third party reimbursement services, and the EasyIEP (electronic Individualized Education Program) and 504 modules. The EasyIEP module is \$120,000/year for maintenance, support and hosting costs. The cost for the 504 module is \$7000/year for maintenance, support and hosting. The cost for the third party reimbursement claiming fee is \$7.80 per claim per student per month. Pricing is listed for optional modules/services, including: hours bank, scanning and faxing, student behavior management, progress monitoring, response to intervention, and assessment data.
4. Amendment III from July 1, 2015, through June 30, 2016, includes the electronic Individualized Education Program (IEP), Third Party Reimbursement, and the 504 modules. The price remains the same as in Amendment II. The contract may be extended annually based on mutual written agreement.
5. This project will meet the District's Strong Schools Strong Communities goals to improve education for all students without exception or excuse through Achievement, Alignment and Sustainability.
6. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve Amendment III to the contract with Public Consulting Group, Inc. for the services in accordance with the terms and conditions of Amendment III for as long as the services support the District's application infrastructure and systems.

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

DATE: April 21, 2015

TOPIC: Nature At Work Inc. Contract Extension

A. PERTINENT FACTS:

1. Nature At Work has been under contract with Saint Paul Public Schools assisting in the implementation and upgrade of both the Finance and Human Capital Management (HCM) sides of the People Soft system and has proven to be a critical asset leading to the success of this process.
2. Nature At Work has been intermittently on this assignment since February of 2014. The estimated amount of the new contract is expected to exceed \$100,000.
3. In addition to the People Soft technical support work being done, the District is beginning its final phase (phase IV) of ERP system implementation which includes the Hyperion budget planning and forecasting application. The tentative project period is May 2015 – Dec. 2015. Nature At Work will be used to assist with technical support.
4. There is need to continue Nature At Work's engagement through December 31, 2015 to facilitate a successful Hyperion implementation effort and to assist with People Soft updates and development support.
5. This project will meet the District target area goals of each of the following:
 - ACHIEVEMENT
 - ALIGNMENT
 - SUSTAINABILITY
6. This item is submitted by Marie Schrul, Chief Financial Officer, and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to extend the contract for Nature At Work's engagement through December 31, 2015 at a total engagement cost not to exceed \$264,000.

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

DATE: April 21, 2015

TOPIC: Renewal of Lease Agreement for Space at 694 North Prior Avenue

A. PERTINENT FACTS

1. The district currently leases space at 694 N. Prior Avenue, Saint Paul, Minnesota, 55114 as district furniture warehouse space.
2. The current lease expires on July 31, 2015.
3. The District wishes to renew the lease of 694 N. Prior Avenue.
4. Terms and conditions of the lease renewal include the following:
 - The lease term will be Twelve (12) months commencing August 1, 2015.
 - The district's leased space will consist of approximately 17,774 square feet.
 - Base rent will be \$6,146.84 per month (\$73,762.09 annually). In addition, the district shall also pay its' pro-rata share of operating expenses based on actual costs. Operating expenses are currently estimated at \$3,243.75 per month (\$38,925.00 annually).
5. There are no options to renew at the end of the term.
6. Funding will be provided from the lease levy, budget code 01-005-850-302-6370-0000.
7. This lease will meet the strategic plan goals of Alignment and Sustainability aligning resource allocation to district priorities.
8. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to renew a Lease Agreement with Colliers International for lease of space in the facility located at 694 N. Prior Avenue, Saint Paul, Minnesota, 55114, for a twelve (12) month term commencing August 1, 2015, and in accordance with all other terms and conditions of said agreement.

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

DATE: April 21, 2015

TOPIC: Enter Into a Lease Agreement for Early Childhood Family Education
Multi Functional School Activity Busses

A. PERTINENT FACTS:

1. Permission to enter into a lease agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.).
2. This project will meet the District strategic plan goal of increased achievement by increasing equitable education. It will provide transportation to families in Early Childhood Family Education who have no other transportation to Early Childhood Family Education classes.
3. This will be a four-year lease for three Multi Functional School Activity Busses with the total cost being \$102,674.24.
4. Funding for the lease will come out of the Early Childhood Family Education Budget.
5. This item is submitted by Donald Sysyn, Supervisor, Early Childhood Family Education, Lynn Gallandat, Director, Department of Community Education, and Jackie Turner, Chief Engagement Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.) for Early Childhood Family Education for a total of \$102,674.24 over a four year lease.

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

DATE: April 21, 2015

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 Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective April 30, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: April 21, 2015

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 February 1, 2015 – February 28, 2015.

(a) General Account	#634359-636154 #0001217-0001266 #7001104-7001147 #0000460-0000490	\$54,755,364.50
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$681,539.43</u>
		<u>\$55,436,903.93</u>

Included in the above disbursements are 2 payrolls in the amount of \$38,243,317.83 and overtime of \$162,865.62 or 0.43% of payroll.

(d) Collateral Changes

Released:	None
Additions:	None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending July 31, 2015.

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

DATE: April 21, 2015

TOPIC: Request for Permission to Release RFP to Local Financial Institutions to Establish a Financial Branch in both Highland Park Senior High School and Johnson Senior High School

A. PERTINENT FACTS:

1. Individuals require basic financial knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. A lack of financial literacy results in lower standards of living, hinders prosperity, and can dramatically affect the stability of our economy. A joint effort is necessary to achieve financial literacy—no single organization or sector can achieve the goal of providing financial literacy for all.
2. Currently, Saint Paul Public Schools present theoretical financial information to student's within units in Economics, Business, Family and Consumer Science and Career Seminar courses; however, students benefit from practical applied learning opportunities.
3. The Career and Technical Education Program would like to issue an RFP to financial institutions in Saint Paul to recruit a partner to work with Saint Paul Public Schools in establishing a financial branch at both Highland Park Senior High School and Johnson Senior High School in the 2015-2016 school year.
4. This project will meet the District target goals of high achievement for all students and meaningful connections. Additionally, it will further address the deepening and broadening of CTE as put forth in SCSC 2.0.
5. This item is requested by Kathy Kittel, Program Manager, Career and Technical Education; Dan Mesick, Principal on Special Assignment, Office of College and Career Readiness; Jon Peterson, Director, College and Career Readiness and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to release an RFP to financial institutions with-in the Saint Paul Public Schools' boundaries and the review committee select a partner based upon the RFP selection criteria.

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

DATE: April 21, 2015

TOPIC: Bid No. A207126-A District Wide Elevator Service and Maintenance Contract

A. PERTINENT FACTS:

1. This contract provides all labor, materials, equipment for the service and maintenance of all district elevators.

2. The following bids were received for the annual lump sum contract bid:

	<u>Annual Lump Sum Bid</u>
Minnesota Elevator	\$118,440.00
Schindler Elevator	123,600.00
KONE	141,600.00
Schumacher Elevator	142,380.00
All City Elevator	153,132.00
Metro Elevator	165,840.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Facilities Department Operations and Maintenance Operating Capital Budget 01-005-810-302-6350-0000.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A207126-A District Wide Elevator Service and Maintenance Contract to Minnesota Elevator for the annual lump sum of \$118,440.00.

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

DATE: April 21, 2015

TOPIC: Bid No. A207193-A Murray Middle School Parking Lot Improvements

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the parking lot improvements at Murray Middle School.
2. The following bids were received for the lump sum base bid plus alternate no. 1:

	<u>Lump Sum Base Bid</u>
	<u>Plus alternate no. 1</u>
Fitol Hinz, Inc	\$304,700.00
Buck Blacktop	363,897.00
Midwest Asphalt	434,250.00
FPI Paving	453,000.00
Bituminous Roadways	491,000.00
3. Alternate no.1 is a deduct for reclaiming the existing bituminous pavement and underlying aggregate base for re-use.
4. Bids have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Pay As You Go Alternative Facilities Levy, budget codes 01-005-850-386-6510-6993.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A207193-A Murray Middle School Parking Lot Improvements to Fitol Hinz, Inc for the lump sum base bid plus alternate no. 1 of \$304,700.00.

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

DATE: April 21, 2015

TOPIC: Bid No. A207260-A Galtier Roof Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the roof replacement at Galtier Elementary School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Thomas Finn Company	\$696,000.00
Palmer West Construction	751,800.00
Berwald Roofing	753,300.00
Central Roofing Company	764,800.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Pay As You Go Alternative Facilities Levy, budget codes 01-005-850-386-6520-6393.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A207260-A Galtier Roof Replacement to Thomas Finn Company for the lump sum base bid of \$696,000.00.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Highland Park Middle School Piping Replacement Project

Project Description: Replacement of restricted, degraded supply and waste piping throughout.

Estimated Cost: \$1,700,000.00

Estimated Start Date: June 2015

Estimated Project Length: 10 weeks

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	
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:

- *Proximity and overlapping of trades on an adjacent PLA 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.

ST. PAUL SCHOOL DISTRICT #625
St. Paul, Minnesota

Member _____ introduced the following resolution and moved it adoption:

RESOLUTION APPROVING TRUSTEE APPOINTMENT

Whereas, Jean O'Connell has been elected to serve as voting Trustee of the Minnesota School District Liquid Asset Fund Plus (the "Fund") for a term expiring at the annual meeting to be held following the conclusion of the fiscal year of the Fund ending on June 30, 2015; and

Whereas, St. Paul School District #625 supports this action on behalf of Jean O'Connell:

NOW, THEREFORE, BE IT RESOLVED by St. Paul School District #625;

Jean O'Connell's service as Trustee for MN Districts Liquid Asset Fund Plus is approved.

The motion for the adoption of the foregoing Resolution was duly second by Member _____, and upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

WHEREUPON said Resolution was declared duly passed and adopted.

Adopted the _____ day of _____, 2015 by the School Board of St. Paul School District #625.

ST. PAUL SCHOOL DISTRICT #625

By: _____

Attest: _____
Chair

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



Board File No. _____

Date _____

RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED
SALE OF \$46,550,000 GENERAL OBLIGATION
SCHOOL BUILDING AND REFUNDING BONDS, SERIES 2015A;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue \$46,550,000 General Obligation School Building and Refunding Bonds, Series 2015A (the "Bonds"), of which (i) a portion, not to exceed \$15,000,000, shall be issued pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to finance the acquisition or betterment of District facilities, and (ii) the remaining portion shall be issued to refund (a) the February 1, 2019 through February 1, 2028 maturities of the District's General Obligation School Building Bonds, Series 2007A, dated November 1, 2007; and (b) the February 1, 2020 through February 1, 2029 maturities of the District's General Obligation School Building Bonds, Series 2008A, dated December 1, 2008; and

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

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

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

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

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

4. Guarantee of Payment.

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

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

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

EXHIBIT A

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

TERMS OF PROPOSAL

\$46,550,000*

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

**GENERAL OBLIGATION SCHOOL BUILDING AND REFUNDING BONDS,
SERIES 2015A**

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the Bonds will be received on Tuesday, May 19, 2015, until 10:00 A.M., Central Time, at the offices of Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota, after which time proposals will be opened and tabulated. Consideration for award of the Bonds will be by the School Board at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

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

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

OR

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

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

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

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

DETAILS OF THE BONDS

The Bonds will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing February 1, 2016. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

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

2017 \$ 520,000	2021 \$3,405,000	2025 \$4,000,000	2029 \$2,675,000	2033 \$ 910,000
2018 \$ 540,000	2022 \$3,545,000	2026 \$4,155,000	2030 \$ 830,000	2034 \$ 945,000
2019 \$1,845,000	2023 \$3,685,000	2027 \$4,265,000	2031 \$ 855,000	2035 \$ 975,000
2020 \$3,270,000	2024 \$3,850,000	2028 \$4,385,000	2032 \$ 885,000	2036 \$1,010,000

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

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

BOOK ENTRY SYSTEM

The Bonds will be issued by means of a book entry system with no physical distribution of Bonds made to the public. The Bonds will be issued in fully registered form and one Bond, representing the aggregate principal amount of the Bonds maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository of the Bonds. Individual purchases of the Bonds may be made in the principal amount of \$5,000 or any multiple thereof

of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Bonds. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The purchaser, as a condition of delivery of the Bonds, will be required to deposit the Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable SEC regulations. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The District may elect on February 1, 2025, and on any day thereafter, to prepay Bonds due on or after February 1, 2026. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Bonds of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be prepaid. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All prepayments shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. In addition, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Bonds when due if the District is unable to make a principal or interest payment. The proceeds will be used to (i) finance various capital improvements to existing District facilities and grounds; (ii) refund the February 1, 2019 through February 1, 2028 maturities of the District's General Obligation School Building Bonds, Series 2007A, dated November 1, 2007; and (iii) refund the February 1, 2020 through February 1, 2029 maturities of the District's General Obligation School Building Bonds, Series 2008A, dated December 1, 2008.

BIDDING PARAMETERS

Proposals shall be for not less than \$46,550,000 (Par) plus accrued interest, if any, on the total principal amount of the Bonds. No proposal can be withdrawn or amended after the time set for receiving proposals unless the meeting of the District scheduled for award of the Bonds is adjourned, recessed, or continued to another date without award of the Bonds having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity must be 98.0% or greater. Bonds of the same maturity shall bear a single rate from the date of the Bonds to the date of maturity. No conditional proposals will be accepted.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the lowest bidder is required to submit a good faith deposit to the District in the amount of \$465,500 (the "Deposit") no later than 1:00 P.M., Central Time on the day of sale. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The lowest bidder shall be solely responsible for the timely delivery of their Deposit whether by check or wire transfer. Neither the District nor Springsted Incorporated have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

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

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

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

AWARD

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

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

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Bonds. If the Bonds qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of

such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Bonds shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Bonds.

CUSIP NUMBERS

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

SETTLEMENT

On or about June 11, 2015, the Bonds will be delivered without cost to the purchaser through DTC in New York, New York. Delivery will be subject to receipt by the purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Saint Paul and Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Bonds has been made impossible by action of the District, or its agents, the purchaser shall be liable to the District for any loss suffered by the District by reason of the purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

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

OFFICIAL STATEMENT

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

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts and interest rates of the Bonds, together with any other information required by law. By awarding the Bonds to an underwriter or underwriting syndicate, the District agrees that, no more than seven business days after the date of such award,

it shall provide without cost to the sole underwriter or to the senior managing underwriter of the syndicate (the "Underwriter" for purposes of this paragraph) to which the Bonds are awarded up to 25 copies of the Final Official Statement. The District designates the Underwriter of the syndicate to which the Bonds are awarded as its agent for purposes of distributing copies of the Final Official Statement to each Participating Underwriter. Such Underwriter agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with all Participating Underwriters of the Bonds for purposes of assuring the receipt by each such Participating Underwriter of the Final Official Statement.

Dated April 21, 2015

BY ORDER OF THE SCHOOL BOARD

/s/ John Brodrick
Clerk

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



Board File No. _____

Date _____

RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED
SALE OF \$18,975,000 TAXABLE GENERAL OBLIGATION
SCHOOL BUILDING REFUNDING BONDS, SERIES 2015B;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District"), has heretofore determined that it is necessary and expedient to issue \$18,975,000 Taxable General Obligation School Building Refunding Bonds, Series 2015B (the "Bonds"), to refund the February 1, 2017 through February 1, 2021 maturities of the District's General Obligation Refunding Bonds, Series 2005B, dated December 1, 2005; and

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

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

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

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

4. Guarantee of Payment.

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

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

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

EXHIBIT A

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

TERMS OF PROPOSAL

\$18,975,000*

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

**TAXABLE GENERAL OBLIGATION SCHOOL BUILDING
REFUNDING BONDS, SERIES 2015B**

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the Bonds will be received on Tuesday, May 19, 2015, until 10:00 A.M., Central Time, at the offices of Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota, after which time proposals will be opened and tabulated. Consideration for award of the Bonds will be by the School Board at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

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

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

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY[®]. For purposes of the electronic bidding process, the time as maintained by PARITY[®] shall constitute the official time with respect to all proposals submitted to PARITY[®]. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY[®] for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of proposal.* Neither the District, its agents nor PARITY[®] shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or

ensure electronic access to any qualified prospective bidder, and neither the District, its agents nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Bonds, and PARITY® is not an agent of the District.

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

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

DETAILS OF THE BONDS

The Bonds will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing February 1, 2016. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

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

2017	\$4,680,000	2018	\$4,745,000	2019	\$4,820,000	2020	\$2,850,000	2021	\$1,880,000
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* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Bonds or the amount of any maturity in multiples of \$5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per \$1,000 of Bonds as that of the original proposal. Gross spread is the differential between the price paid to the District for the new issue and the prices at which the securities are initially offered to the investing public.*

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

BOOK ENTRY SYSTEM

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

owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The purchaser, as a condition of delivery of the Bonds, will be required to deposit the Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable SEC regulations. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The Bonds will not be subject to payment in advance of their respective stated maturity dates.

SECURITY AND PURPOSE

The Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. In addition, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Bonds when due if the District is unable to make a principal or interest payment. The proceeds will be used to refund the February 1, 2017 through February 1, 2021 maturities of the District's General Obligation Refunding Bonds, Series 2005B, dated December 1, 2005.

TAXABILITY OF INTEREST

The interest to be paid on the Bonds is includable in the income of the recipient for purposes of the United States and State of Minnesota income taxation.

BIDDING PARAMETERS

Proposals shall be for not less than \$18,851,663 plus accrued interest, if any, on the total principal amount of the Bonds. No proposal can be withdrawn or amended after the time set for receiving proposals unless the meeting of the District scheduled for award of the Bonds is adjourned, recessed, or continued to another date without award of the Bonds having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity must be 98.0% or greater. Bonds of the same maturity shall bear a single rate from the date of the Bonds to the date of maturity. No conditional proposals will be accepted.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the lowest bidder is required to submit a good faith deposit to the District in the amount of \$189,750 (the "Deposit") no later than 1:00 P.M., Central Time on the day of sale. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The lowest bidder shall be solely responsible for the timely delivery of their Deposit whether by check or wire transfer. Neither the District nor Springsted Incorporated have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its

sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

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

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

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

AWARD

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

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

BOND INSURANCE AT PURCHASER'S OPTION

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

CUSIP NUMBERS

If the Bonds qualify for assignment of CUSIP numbers such numbers will be printed on the Bonds, but neither the failure to print such numbers on any Bond nor any error with respect

thereto will constitute cause for failure or refusal by the purchaser to accept delivery of the Bonds. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the purchaser.

SETTLEMENT

On or about June 11, 2015, the Bonds will be delivered without cost to the purchaser through DTC in New York, New York. Delivery will be subject to receipt by the purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Saint Paul and Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Bonds has been made impossible by action of the District, or its agents, the purchaser shall be liable to the District for any loss suffered by the District by reason of the purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

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

OFFICIAL STATEMENT

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

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts and interest rates of the Bonds, together with any other information required by law. By awarding the Bonds to an underwriter or underwriting syndicate, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the sole underwriter or to the senior managing underwriter of the syndicate (the "Underwriter" for purposes of this paragraph) to which the Bonds are awarded up to 25 copies of the Final Official Statement. The District designates the Underwriter of the syndicate to which the Bonds are awarded as its agent for purposes of distributing copies of the Final Official Statement to each Participating Underwriter. Such Underwriter agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a

contractual relationship with all Participating Underwriters of the Bonds for purposes of assuring the receipt by each such Participating Underwriter of the Final Official Statement.

Dated April 21, 2015

BY ORDER OF THE SCHOOL BOARD

/s/ John Brodrick
Clerk

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



Board File No. _____

Date _____

RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED
SALE OF \$3,145,000 REFUNDING FULL FAITH AND CREDIT CERTIFICATES OF
PARTICIPATION, SERIES 2015C;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District"), has heretofore determined that it is necessary and expedient to issue \$3,145,000 Refunding Full Faith and Credit Certificates of Participation, Series 2015C (the "Bonds"), to refund the February 1, 2017 through February 1, 2021 maturities of the District's Full Faith and Credit Certificates of Participation, Series 2006C, dated November 1, 2006; and

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

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

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

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

4. Guarantee of Payment.

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

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

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

EXHIBIT A

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

TERMS OF PROPOSAL

\$3,145,000*

**Refunding Full Faith and Credit Certificates of Participation, Series 2015C
Evidencing the Proportionate Interest of the Registered Owners Thereof
in Installment Payments to be Made by**

Independent School District No. 625

Saint Paul, Minnesota

Pursuant to an Installment Purchase Contract

(Minnesota School District Credit Enhancement Program)

(Book Entry Only)

Proposals for the Certificates will be received on Tuesday, May 19, 2015, until 10:00 A.M., Central Time, at the offices of Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota, after which time proposals will be opened and tabulated. Consideration for award of the Certificates will be by the School Board at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

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

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

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY[®]. For purposes of the electronic bidding process, the time as maintained by PARITY[®] shall constitute the official time with respect to all proposals submitted to PARITY[®]. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY[®] for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of proposal.* Neither the District, its agents nor PARITY[®] shall have

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

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

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

DETAILS OF THE CERTIFICATES

The Certificates will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing February 1, 2016. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

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

2016	\$1,050,000	2017	\$1,035,000	2018	\$1,060,000
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* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Certificates or the amount of any maturity in multiples of \$5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per \$1,000 of Certificates as that of the original proposal. Gross spread is the differential between the price paid to the District for the new issue and the prices at which the securities are initially offered to the investing public.*

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

BOOK ENTRY SYSTEM

The Certificates will be issued by means of a book entry system with no physical distribution of Certificates made to the public. The Certificates will be issued in fully registered form and one Certificate, representing the aggregate principal amount of the Certificates maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository of the Certificates. Individual purchases of the Certificates may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as

registered owner of the Certificates. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The purchaser, as a condition of delivery of the Certificates, will be required to deposit the Certificates with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable SEC regulations. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The Certificates will not be subject to payment in advance of their respective stated maturity dates.

SECURITY AND PURPOSE

The Certificates will be special obligations of the District for which the District will pledge its full faith and credit and certain ad valorem taxing powers to the payment of the installment payments due under an installment purchase contract. The District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute to guarantee the payment of the principal and interest on the Certificates when due if the District is unable to make a principal or interest payment. The proceeds will be used to refund the February 1, 2017 through February 1, 2021 maturities of the District's Full Faith and Credit Certificates of Participation, Series 2006C, dated November 1, 2006.

BIDDING PARAMETERS

Proposals shall be for not less than \$3,129,275 plus accrued interest, if any, on the total principal amount of the Certificates. No proposal can be withdrawn or amended after the time set for receiving proposals unless the meeting of the District scheduled for award of the Certificates is adjourned, recessed, or continued to another date without award of the Certificates having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity must be 98.0% or greater. Certificates of the same maturity shall bear a single rate from the date of the Certificates to the date of maturity. No conditional proposals will be accepted.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the lowest bidder is required to submit a good faith deposit to the District in the amount of \$31,450 (the "Deposit") no later than 1:00 P.M., Central Time on the day of sale. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The lowest bidder shall be solely responsible for the timely delivery of their Deposit whether by check or wire transfer. Neither the District nor Springsted Incorporated have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its

sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

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

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

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

AWARD

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

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

BOND INSURANCE AT PURCHASER'S OPTION

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

CUSIP NUMBERS

If the Certificates qualify for assignment of CUSIP numbers such numbers will be printed on the Certificates, but neither the failure to print such numbers on any Certificate nor any error with respect thereto will constitute cause for failure or refusal by the purchaser to accept delivery of

the Certificates. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the purchaser.

SETTLEMENT

On or about June 11, 2015, the Certificates will be delivered without cost to the purchaser through DTC in New York, New York. Delivery will be subject to receipt by the purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Saint Paul and Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Certificates shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Certificates has been made impossible by action of the District, or its agents, the purchaser shall be liable to the District for any loss suffered by the District by reason of the purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

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

OFFICIAL STATEMENT

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

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts and interest rates of the Certificates, together with any other information required by law. By awarding the Certificates to an underwriter or underwriting syndicate, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the sole underwriter or to the senior managing underwriter of the syndicate (the "Underwriter" for purposes of this paragraph) to which the Certificates are awarded up to 25 copies of the Final Official Statement. The District designates the Underwriter of the syndicate to which the Certificates are awarded as its agent for purposes of distributing copies of the Final Official Statement to each Participating Underwriter. Such Underwriter agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with all Participating Underwriters of the Certificates for purposes of assuring the receipt by each such Participating Underwriter of the Final Official Statement.

Dated April 21, 2015

BY ORDER OF THE SCHOOL BOARD

/s/ John Brodrick
Clerk

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted)

- May 19 - Special 4:00 p.m.
- May 19
- June 9 - Special (Non-Renewals) 4:00 p.m.
- June 23 - Special 4:00 p.m.
- June 23
- July 21 - Special 4:00 p.m.
- July 21
- August 18 - Special 4:00 p.m.
- August 18
- September 22 - Special 4:00 p.m.
- September 22
- October 20 - Special 4:00 p.m.
- October 20
- November 17 - Special 4:00 p.m.
- November 17
- December 15 - Special 4:00 p.m.
- December 15

Committee of the Board Meetings

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

- May 5
- June 9
- July 21
- September 8
- October 6
- November 10
- December 1