



Saint Paul Public Schools

Regular Meeting

Tuesday, June 23, 2015 5:30 PM

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

BOARD OF EDUCATION



Mary Doran
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Vice Chair



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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

June 23, 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.)
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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: June 23, 2015

TOPIC: Acknowledgement of Good Work Provided by Outstanding District
Schools and Employees

A. PERTINENT FACTS:

1. We are congratulating three schools for writing successful applications and winning \$100,000 Spotlight grants from Target and Greater Twin Cities United Way.

With its \$100,000 grant, **Como Park Elementary** will expand implementation of the Collaborative Action Research for Equity process, increasing teacher content knowledge and improve teaching practices. **Eastern Heights Elementary** will use its \$100,000 to reconfigure learning environments, grade by grade, with the resulting Learning Studios combining all grade level classrooms into one space. And **Washington Technology Magnet** will use its \$100,000 to purchase equipment, supplies, computer applications, and software required to offer classes of premier quality with a focus on hands-on learning through student experimentation.

We thank Target and the Greater Twin Cities United Way for their generosity, and we congratulate these schools once again on their award-winning applications.

2. **Jill Johnson**, a teacher at **Johnson Aerospace and Engineering High School**, recently received a 2015 DiscoverE Educator Award for her work teaching engineering to students. Johnson was one of three winners who received the honor at the National Academy of Sciences in Washington D.C. Honorees received \$2,000 and a 3M gift pack of classroom supplies.

Johnson began her career as an electrical engineer working as a research and development controls specialist, according to DiscoverE. She was discouraged by the lack of women and minorities in the engineering field and left her engineering career to bring new STEM learning opportunities to underserved students in Minneapolis and Saint Paul. At SPPS, she established a STEM camp for middle school students, which offers hands-on activities such as rockets and robotics programming, 3D printer projects and flying in the **Johnson High School** flight simulators. She also teaches an innovative course called Bridging Engineering and Education, which trains educators how to introduce K-12 students to engineering. Before working at Saint Paul Public Schools, **Johnson** helped create the Engineering Academy at Patrick Henry High School in Minneapolis.

DiscoverE is a nonprofit that helps unite, mobilize and support the engineering and technology volunteer communities. The Educator Awards “pays tribute to those who bring engineering to life for students in grades 6-12.” Engineers and engineering students are part of the nomination process.

3. **Gail Rosenow**, Business & Academy Finance Instructor at **Como Park Senior High School**, for receiving the Larson Financial Literacy Award from BestPrep on May 19.

BestPrep is an organization whose mission is to prepare Minnesota students with business, career and financial literacy skills through experiences that inspire success in work and life. The award is named for Diane Larson, who was a passionate advocate for financial literacy education and a member of the Star-Tribune Newspaper in Education Department. In her memory, BestPrep honors one teacher annually who they believe carries on Diane Larson's vision for financial literacy education. Kim Nelson, President of the General Mills Foundation presented Gail with her award at the May ceremonial luncheon. Please extend your congratulations to Gail for such an esteem honor and for all that she has done to serve our students and our community.

4. The Minnesota Department of Education (MDE) recognized 36 schools recently for their successful work using Positive Behavioral Intervention and Supports (PBIS), a data-driven program that provides districts and individual schools throughout Minnesota with training and technical support to promote improvement in student behavior, especially for students with challenging social behaviors. The schools receiving recognition as "Sustaining Exemplar Schools" are leaders in supporting positive behavior, improving school climate and increasing student achievement.

The schools from SPPS recognized by MDE are: **Farnsworth Aerospace Lower, Four Seasons A+ Elementary School, Galtier Community School, Jackson Elementary, Phalen Lake Hmong Studies Magnet and Saint Paul Music Academy.**

"I want to congratulate these 36 schools for finding innovative ways to proactively address behavior," said Commissioner Brenda Cassellius. "PBIS helps schools set clear expectations for students, teachers and families and new ways to address behavior issues. Each of these schools is leading the way for creating respectful and supportive school climates and the positive impact that work can have on student achievement."

Since its launch in 2005, PBIS has spread across the state and is currently being implemented by 523 Minnesota schools, or 27 percent of the state's nearly 2,000 schools. To establish a PBIS program, 80 percent of a school's teachers and staff need to agree to implement a more positive approach to discipline. Participating schools then receive intensive professional development, including instruction in how to monitor and track results. Data from participating schools show clear evidence of the program's success, specifically in reduced number of behavioral incidents, fewer student suspensions and increased levels of student engagement.

5. **Jean Ronnei**, Chief Operations Officer, for being named President of the School Nutrition Association (SNA). **Ronnei** has served in various leadership positions with SNA in recent years as Vice President in 2013-14 and President-Elect in 2014-15. SNA has more than 55,000 members who provide high-quality, low-cost meals to students around the country.

Ronnei has worked for Saint Paul Public Schools for more than 25 years. She was Director of Nutrition Services before becoming Chief Operations Officer.

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DATE:

June 23, 2015

TOPIC:

Acknowledgement of Good Work Provided by Outstanding District
Schools and Employees

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: June 23, 2015

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. Two students from **Open World Learning Community (OWL)** took first place for Senior Group for Documentary at the National History Day competition in Washington D.C. **Siena Leone-Getten** and **Pa Ying Lor**, who will both be juniors in the fall, competed June 17 in the final round with their project "Ella Baker: A Legacy of Grassroots Leadership." The team previously won state for their category, which earned them a spot at the nationals competing against 100 other projects nationwide, said OWL Principal David Gundale. The OWL students are the only Minnesota students to take first place nationally in any of the categories.
2. 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

May 19, 2015

I. CALL TO ORDER

The meeting was called to order at 5:34 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. O'Connell moved approval of the order of the main agenda. Mr. Hardy seconded the motion.

The motion was approved by the following roll call vote:

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

IV. PUBLIC COMMENT

- Xong Vang - Support for Phalen Lake Hmong Dual Immersion Program
- Seng Vue – Value of Jackson Elementary Dual Language Program in maintaining language and culture
- Sai Thao – Hmong PAC support for growing immersion programs at Jackson and Phalen Lake
- Bob Zick – Repression of free speech and harm to SPPS
- Karen Stupic – Linwood Monroe unity in community theme in support for the arts, MLL and DCD programs
- Kim Kroetsch -- Advocate to support arts mission of Linwood Monroe as well as special ed and language academy program
- Naima Haro – Advocate for funding for language program at Linwood Monroe along with arts and special ed programs
- Kristin Johnson – Support for arts at Linwood Monroe and diverse population of students
- Yesheworke Tedela – Support for Linwood Monroe
- Heidi Jensen – Support for DCD classroom at Linwood Monroe and arts in the school
- Charlie Kusch -- Concerns re challenges facing Groveland
- Chris Macgowan – Support for arts at Linwood Monroe and artists in residency
- Elizabeth Lake – Volunteer supports at Groveland and the school's community
- David R. McDonald – Groveland budget and per pupil allocation to the school

- Neha Lang – Adequate funding for school and basic requirements for a school
- Maly Lee – Value of Phalen Lake two way immersion program and Hmong special ed.
- Xiong Her & Mai Tee Lee – Support for Hmong language
- Tsianeng Vang – Support for Hmong language program
- Pangjua Xiong – Support for Hmong dual language program and cultural supports and expanding program to middle and high school
- Ma Ka Leepalalo – Value of Hmong program to the community
- Moslais Xiong – Hmong program doing great things for students in empowering them
- Kahah Vue – Students value the program for allowing them to learn to speaking own language
- Ying Xiong – Pride in having students speak Hmong
- Pa Loo Lor – Thanks for providing Hmong program in SPPS

V. RECOGNITIONS

BF 30072

Acknowledgement of Good Work Provided by Outstanding District Community Partners

Building Blocks Tutorial and Jill Jackson, Program Director, Reverend Dr. Tim Johnson, Pastor at Cherokee Park United Church and Reverend Joanne Sylvander, Chair of the Building Blocks Ministry Team at Cherokee Park United Church.

In 1989, Cherokee Park United Church began a volunteer-based, after school tutorial program for children attending public elementary schools on St. Paul's West Side. The program, which annually serves approximately 20 to 30 children, has developed a strong reputation for excellence in the community and beyond. The congregation of Cherokee Park United supports the program with their time, energy, resources, and prayers. They also secure the funding to operate the program. For the first twenty-five years of the program, Building Blocks tutoring took place at the church. In the fall of 2013, the program became part of the After School Collaborative Program at Riverview School.

The Building Blocks Tutorial program is ending after twenty-seven years.

BF 30073

Acknowledgement of Accomplishments of SPPS Students

Kao Soua Yang, a Senior at Johnson High School and **Anuouwapo Asaolu and Hassan Aden**, both Seniors at Harding, for being named Gates Millennium Scholars. The scholarship is a full-ride scholarship for both undergraduate and graduate studies. Only 1,000 students are accepted annually.

Funding more than 17,000 Gates Millennium Scholars since the inception of the program in 1999. GMS has awarded more than \$845,713,056 in scholarships between the 2000-2014 academic years

MOTION: Mr. Hardy moved the Board of Education recognizes Building Blocks Tutorial and Ms. Jackson, Program Director, Reverend Dr. Tim Johnson, Pastor and Reverend Joanne Sylvander, Chair of the Building Blocks Ministry Team, Cherokee Park United Church and the students, Kao Soua Yang, Anuouwapo Asaolu and Hassan Aden, for their outstanding work. Ms. Carroll seconded the motion.

The motion was approved by the following roll call vote:

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

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. O'Connell moved approval of the Order of the Consent Agenda with the exception of items C3 - Contract for Metro Transit Student Passes for Johnson Senior High School, E2 - Establishment of the Classified Position of Grounds Worker/Seasonal/ Temporary for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E-3 - Establishment of the Unclassified Position of Leadership Development Intern for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E4 - Establishment of the Unclassified Position of Translation Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E11 - Monthly Operating Authority and F1 - Request for Proposal (RFP) - No. 2015.00001 Temporary Help Services all of which were pulled for separate consideration. The motion was seconded by Ms. Carroll.

The motion was approved by the following roll call vote:

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

VII. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 21, 2015

MOTION: Ms. O'Connell moved approval of the Minutes of the Regular Meeting of the Board of Education of April 21, 2015. The motion was seconded by Ms. Carroll.

The motion was approved by the following roll call vote:

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

VIII. COMMITTEE REPORTS

A. Committee of the Board Meeting of May 5, 2015

The Legislative Update provided a review of the timeline for legislation and the status of the various bills before the House and Senate.

The Director of Facilities provided an overview of Phase 3 of the Facilities Master Plan in which schools and other district buildings develop their own plans on how to improve their buildings. Enrollment trends were looked at as was the design for the learning environment where spaces are student-centered, customizable and technology-enriched in order to meet the diverse needs of all students.

American Indian Parent Committee Resolution of Concurrence and the Office of Indian Education requested SPPS work with them on the following areas:

- Attendance and graduation
- Racial equity
- Staffing and resources to support to meet their students'

- Further implementation of Ojibwas and languages and
- Reinstatement of the quarterly wraparound meetings.

RECOMMENDED MOTION: That the Board accept the report pending the administrative response.

The motion was approved by the following roll call vote:

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

The FY 15 Quarterly Report for the Period ending March 31, 2015) provided an update on the current fiscal year 2014-15 budget and included a projection of Revenue, Expenditures and Fund Balance as of June 30, 2015. The changes outlined result in a projected unassigned fund balance of 5.2% which is within the 5% BOE policy for unassigned fund balance.

RECOMMENDED MOTION: That the Board approve the FY 15 Quarterly Report for the period ending March 31, 2015.

The motion was approved by the following roll call vote:

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

The Chief Financial Officer provided a report on the FY 16 budget at that point in time, noting it is still a work in progress based on law and the 1% increase projected to come from the legislature. She reviewed the preliminary plan to address the projected shortfall and provided greater detail on how the reductions would impact central administration programs, district-wide support programs and school service support programs. She reviewed staffing in the schools and how Title I reductions would impact SPPS.

RECOMMENDED MOTION: That the Board accept the report/update on the FY 16 budget.

The motion was approved by the following roll call vote:

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

Communications provided a demonstration of its new MySPPS app being piloted at 10 schools.

The Work Session included a board check-in, an update on the Superintendent's mid-year review, an update on student involvement with the Board and establishment of a work group to review Section 200 policies directed at the Board of Education.

MOTION: Mr. Hardy moved the Board accept the report on the Committee of the Board Meeting of May 5, 2015 and approve the minutes of that meeting as published. Ms. Carroll seconded the motion.

The motion was approved by the following roll call vote:

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

IX. SUPERINTENDENT'S REPORT

A. Dual Language/Immersion in SPSS

The Director of the Office of Multilingual Learners (MLL) provided an overview of the program. Elementary schools with dual language or immersion programs are Adams Spanish Immersion, Jie Ming Academy, Jackson Elementary, Phalen Lake Elementary, Riverview Elementary, Wellstone Elementary, L'Etoile du Nord French Immersion. Secondary schools are Battle Creek Middle School, Ramsey Middle School, Highland Middle School, Washington Technology, Harding Senior High, Central Senior High and Highland Senior High.

1. One-Way Immersion Programs

These programs begin with 100% of instruction and materials in the partner (target) language. The program was originally designed for students proficient in English. These schools are Adams, E'toile du Nord and Jie Ming.

2. Two-Way Immersion = Dual Immersion/Dual Language Immersion Programs

These programs combine English learners, bilingual students and native English speakers (ideal mix is 35% of each group). Both languages are used for academic instruction. Two-way schools are: Jackson (Hmong/English), Phalen Lake (Hmong/English), Wellstone Dual Immersion (Spanish/English) and Riverview Dual Immersion (Spanish/English).

3. Pathways

- Chinese (Mandarin) - Jie Ming (school wide) to Highland Middle to Highland Senior
- French Immersion - L'Etoile du Nord to Ramsey Middle to Central Senior
- Hmong Dual Language
 - o Jackson to Washington Middle (Hmong language and culture Levels I, II & III) to Washington Senior (Hmong language Level III & IV).
 - o Phalen Lake to Battle Creek Middle (Hmong language and culture Levels I, II & III) to Harding Senior (Hmong language Level III & IV).
- Spanish Immersion - Adams (1-way Immersion), Riverview & Wellstone (Dual Immersion) to Highland Middle to Highland Senior

4. Enrollment 2014-15

A total of 3,254 students are enrolled in language programs (9.1% growth from previous year). 771 in French Immersion, 657 in Hmong Dual Immersion, 113 in Mandarin Immersion and 1,713 in Spanish Immersion/Dual Language.

5. Hmong Dual Language Program is the first Hmong dual language (HDL) program in the nation. All HDL teachers are elementary licensed and highly proficient in Hmong and English. 90% of instruction is in Hmong and 10% in English at the beginning. English is added gradually with 50/50 Hmong/English by third grade through fifth grade.

Curriculum translations have been completed for Everyday Math (Grades K-1) and K-5 Writer's Workshop (K-5 learning targets and 45 books translated.). K-5 Mondo curriculum translations include 56 big books, 2,178 guided oral reading books and 46 charts and posters. Pre-K and K translations (in collaboration with the Office of Early Learning) include read-aloud books, vocabulary, guiding questions, solution kits and accountable talk bubbles. PreK-8 Hmong Toolkits translations include 40 articles Pre-K, 36 articles Grades 2-3, 40 titles grades 4-5 and 30 titles grades 6-8. 303 Reading A-Z leveled books have been translated, revised, edited, digitized with more being digitized currently.

The Developmental Reading Assessment (DRA II) has translated assessment levels 1-50 books and is being used to assess Hmong reading benchmarks. The assessment is administered three times/year.

A U of MN consultant has been utilized to provide three sessions of training with HDL teachers. The consultant has identified specific Hmong language skills to be taught and created PreK-5 Scope and Sequence/Pacing guides.

During the summer and into the 15-16 school year Skills Resource Binders will be gathered and created.

6. At the secondary level 332 students are involved in Hmong language and culture programs. History, culture and literacy units were developed for this in 2014.

QUESTIONS/DISCUSSION:

- A Board members asked administration to consider the future goal of having pathways through to each of the middle and high schools.
- Are these programs being marketed to non-Hmong students? Response: Yes, as are the other immersion programs.
- Are the Hmong pathways still in a start-up mode in the upper grades or are materials and classes in place? Response: For the secondary Hmong program, the original HDL students from Jackson are now approaching middle school at Battle Creek. Staff is working on curriculum for the secondary Hmong programs. This will be in a building mode for the next five years. As an example, in 1986 SPPS started the first Spanish Immersion and established pathways for the program. It took five years to get enough students to move into the upper classrooms. Teacher certification is always a challenge in finding those who have the language and the certification for the levels in math, science, etc.
- Does SPPS have any data that would assure people that the immersion programs are not negatively affecting math and reading scores? Response: The programs offer lifetime skills and test scores are showing growth. On the most current MCAs the Chinese immersion 3rd graders are showing incredible results. Jie Ming is the most diverse program in SPPS.
- Regarding curriculum materials, could SPPS lead a more formal collaborative across multiple districts/cities/states with Hmong populations with a shared platform and more shared materials? Response: Copyright law prevents SPPS from sharing translated documents such as Mondo, Everyday Math, etc. In-house materials are offered for sale to other districts at a minimal cost. Administration was encouraged to leverage collaboration and work across districts so everyone can get better. Staff indicated California and Wisconsin look to SPPS to lead the work in Hmong dual language and immersion. SPPS is currently working with Minneapolis to develop a Hmong proficiency test.
- The board thanked parents, teachers and kids for letting the Board know how important these programs are to them.
- Can a dollar value be placed on the books and curriculum created within SPPS in order to bring in revenue? Response: SPPS can sell them but not for a profit as it has non-profit status. Money gained from sales is used for further curriculum development.

- Is SPPS marketing the 40th anniversary of the Hmong arrival in the community, how is this being celebrated in the district and the schools? Response: Jackson and Phalen have been instrumental in performances at various celebrations throughout the city. Every time students are out in the community it is the students speaking for the program. The students are the best marketers of the programs.
- The dual Immersion pathway looks strong, what is it about French immersion that it drops so severely as students move into middle school? Response: First, it takes time to build middle and senior level participation. Also, many of the students want to pick up a third language as they move into middle or high school.
- Is the reason the Mandarin pathway is into Highland because Chinese is already offered there? Will there be capacity problems eventually by having the Spanish and the Mandarin pathways into Highland? Could the pathway be changed if there are capacity issues? Response: This is something that could flex if necessary however at this time SPPS has projected that it can accommodate the move of Jie Ming up to Highland Middle and Senior while still accommodating the Spanish pathway as well.
- Is there a chance to bring another high school into the immersion community? Response: Everything is possible but the Jie Ming pathway into Highland was done because Highland was the first high school to offer Mandarin so the resources are there already. Highland also had a grant to build up the middle school capacity. Currently SPPS cannot afford to diversify pathway locations due to budget limitations and the availability of teachers. There has to be careful consideration of where resources are placed.

B. Bridge View/Focus Beyond Presentation

1. Bridge View

The Principal of Bridgeview and Focus Beyond began her presentation with definitions of various acronyms used: BVS (Bridge View School), FBTA (Focus Beyond transition services), STEPS (Specialized transition employment planning service) MN NASET (National Alliance of secondary Education and Transition) and PAES LAB (Practical Assessment Exploration System).

She stated Bridge View exists to provide an enriching, individualized education for students in grades ECSE-12 with significant developmental cognitive disabilities to be transition ready. Its vision is to be a premier school that educates students with exceptional disabilities.

Bridge View offers standards based and functional academics, specialized supports to promote choice, voice and individuality, communications skills in preferred modalities and opportunities to shine.

The school's accomplishments include: Common Core Curriculum aligned to general education standards - I can standards, Readers/Writers Workshop and GANAG lesson plan formats, increased assessment scores school wide, an accessible playground built in 2014 and assistive technology growth (30 students using communication devices, 13 in trail).

2. Focus Beyond

The mission statement for Focus Beyond is to provide transition services for students with disabilities (ages 18-21) through collaborative partnerships that guide them through individualized pathways, promoting life-long learning as contributing members of their community.

Transition services increase outcomes for students in the areas of: employment, post-secondary education and training and independent living (home living, community participation and recreation and leisure). These services include embedded academics, communication and advocacy. The STEPS Program is utilized for high school Special ed evaluation. The program is community based.

Accomplishments of the program include:

- Coordination of all transition services under one roof with 98% of students having community experiences on a regular basis.
- There has been a 42% increase in competitive employment
- An increase in Community Job Training Sites to a total of 40
- PAES LAB-Vocational Assessment has run 140 students through the assessment for aptitudes and skills since 2012
- Increased Community Partnerships by 90% worked or volunteered.
- All seminars are community-based experiences and align to MN NASET Transition Standards

Both Bridge View and Focus Beyond believe in racial equity for all students of all abilities, culture and race can learn to their full potential. They focus on relationships, relevance, realness and rigor. Data is collected by race on post-school outcomes to drive programming. Have racial equity coffee talks for staff and will bring students in as well.

Future acceleration being developed for a life of independence for each individual include:

- Ground breaking for Miracle League Baseball Field
- BVS building master schedule of courses
- BVS solidifying a volunteer program
- FBTS expanding experiences to align with MN Career Wheel and Skills for the 21st Century (expansions of existing sites, schedule change for more experiences throughout the year for students, increasing partnerships and new contracts). A chart of the MN career fields, clusters and pathways was provided.

QUESTIONS/DISCUSSION:

- A Board member stated she was pleased to see the rigor put into the programs for kids and opportunities offered to them
- A major positive about students attending Focus Beyond and Bridge View is that the schools can look at the strength base of students and what their potential is. The schools welcome all students and the staff who care for the students want to help them achieve to their greatest potential.
- Has the new playground been fully paid for? Response: No, it is now in fund raising Phase 2 so it is still being worked on.
- The comment was made that Bridgeview is about "the smiles on kids faces".
- Talk a bit more about the career assessment component. Response: The career assessment has the value to enrich the lives of students, to help in collaborative planning for the students. Information gained from the assessment helps to move students along toward their goals more quickly. It has been an extremely valuable tool and has assisted in more students finding gainful employment.

C. Legislative Update

The Legislative Liaison stated the legislative session for K-12 is not yet over. The Governor has indicated he will veto the education bill as it currently stands. She talked about last minute negotiation efforts and the priorities the Governor would like to see in an education bill. There will be attempts to come to a resolution but if no agreement is reached the Governor will call a special session. She indicated historically a Governor will not call the legislators back until there has been agreement on an agenda (legacy, bonding, education are possibilities this year). A special session can only be called by the Governor but the legislators determine when adjournment happens. The Governor has until Friday to review bills, veto them, sign them or let them ride through without his signature.

She went on to review provisions in the Conference Committee Report that supported some of SPPS's legislative agenda.

QUESTIONS/DISCUSSION:

- Will the House get to 2%? Response: The House caucus would like to have a larger target but there is another group wanting to hold down the cost of government so the Speaker may have a challenge keeping the caucus together.
- The Mankato program was not funded how does that impact SPPS? Response: The House funded only the U of MN program. This does have cost implications for SPPS in in that its costs will not be reduced.
- What will be "on the table." Response: Anything can potentially be on table including the possibility of 2% on the formula.
- The Legislative Liaison was asked for advice as the Board moves to making decisions and considering alternatives to what administration has suggested for reducing the budget. What is the timeline at the Capitol? Should SPPS make a contingency plan? Response: Based on the past (which may not apply for this session), it would be safe to assume what was in the Conference Committee report would be kept: the 1.5 and compensatory linked, an increase in learning readiness offers a little flexibility. The larger increases happen in FY 17. Initially the QComp cap was taken off, now it is not off completely. SPPS could apply for the QComp program.
- If we have a plan A and B, what kinds of cuts would absolutely have to be put in place. Response: Until SPPS knows what the legislature is going to do, what is planned is the best that can be expected.
- A Board member commented it is a shame the legislators cannot seem to get their act together at the State level and get a budget built while SPPS has to have a budget in place by June 30 based not on fact but on projections.
- The Superintendent offered her thanks to the Governor for his support for universal Pre-K.

D. FY 16 Budget Update

The Chief Financial Officer stated school finance is a very complex area. She went on to review the SSSC 2.0 Goals and the FY 15-16 Budget Guidelines. She stated the FY 15-16 General Fund revenue is relatively flat compared to current year. The budget meets required contractual obligations. She stated 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 10/1 count) and higher poverty schools have greater access to categorical dollars than lower poverty sites. School enrollment also affects the dollars allocated.

1. **FY 2015-16 General Fund Preliminary Big Picture**

	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 December 2014 quarterly report). The \$2.5m use of fund balance for FY 15-16 has been accounted for in the projection.

2. **FY 15-16 General Fund Balance Recap**

Description	Amount (in Millions)
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)	\$29.8
Percent of Unassigned Fund Balance	5.2%

3. 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 at high poverty sites, Board resolution on staffing, content area class size	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
* Figures are in millions	

4. 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	\$249.3	3.2	1.3%
School Service Support	185.0	175.1	(9.9)	(5.3%)
District-wide Support*	102.0	104.6	2.6*	2.5%
Central Administration	4.1	3.9	(0.2)	(5.0%)
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.

6. FY 16 General Fund Budget Reductions & Impact

• CENTRAL ADMINISTRATION PROGRAMS

All Central Administration programs had a 5% reduction and an additional 2% reduction as no inflationary funding was allocated. Over impact is FTE reductions, fees for services reductions, other non-salary reductions.

Areas impacted include: Board of Education, Superintendent's Office, CEO, Chief Academics Officer, Chief of Operations, General Counsel, Office of Elementary and Secondary Education.

FY 15 Adopted	FY 16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
\$4,071,021	\$3,866,970	(\$204,051)	(5.0%)	(\$81,420)	(7.0%)

- **DISTRICT-WIDE SUPPORT PROGRAMS**

Overall impact is FTE reductions, fees for service reductions, delays in support services to schools and programs.

Areas impacted are: Office of Engagement, Finance, Enterprise Resource Planning, Office of Equity, Out for Equity, MRC, Family & Community Engagement, Communications, MIS, HR, REA, Referendum Technology, Technology Infrastructure, Operations & Maintenance, Grounds, Custodial, Safety & Security, Facility Planning/Leases/Health & Safety, Employee Benefits and Insurance

FY 15 Adopted	FY 16 Proposed	Difference Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
\$102,018,439	\$104,576,036	\$2,557,597	2.5%*	(\$661,591)	1.9%

*There is a 2.5% funding increase due to restricted funding for alternative facilities and health and safety, plus inflationary increases for employee benefits, insurance and utilities.

District-wide Support programs that had a 5% reduction and an additional 2% reduction as no inflationary funding was allocated: Office of Engagement, Finance, Enterprise Resource Planning, Family & Community Engagement, Communications, HR, REA, Grounds.

District-wide programs that were impacted by another funding source reduction:

- o Office of Equity - Title I reduction, resulting in a 22.4% overall reduction
- o Family & Community Engagement - Title I reduction, resulting in an additional 12.4% reduction.

District-wide Support programs that had a 2% reduction as no inflationary funding was allocated: MIS, Referendum Technology and Technology Infrastructure

District-wide Support programs that had limited inflationary increases or targeted reductions: Operations & Maintenance, Custodial, Safety & Security

- **SCHOOL SERVICE SUPPORT PROGRAMS**

Overall impact is FTE reductions, fees for service reductions, delays in support services to schools and programs.

Areas impacted are: Student Placement, Indian Ed, Valley Branch, American Indian Studies, TDAS, MLL, Substitutes, Athletics, Pre-K Support, Referendum Family Ed, School to Work, Special Education, Third Party Reimbursement, Instructional Services, Staff Development, Leadership Development, Achievement Plus, Career in Education, Counseling/Guidance, OCCR, Student Wellness, Attendance Action Center, Alternative to Suspension, Transportation, Referendum-PLTT, Peer Assistance/Review.

FY 15 Adopted	FY 16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
\$184,977,526	\$175,097,185	(\$9,880,341)	(5.3%)	(\$3,102,819)	(7.0%)

School Service Support programs that had a 5% reduction and an additional 2% reduction as no inflationary funding was allocated: Student Placement Center, Valley Branch, Substitutes, Referendum Family Education, Instructional Services, Third Party Reimbursement, Peer Assistance/Review, Counseling & Guidance Services, Attendance Action Center.

School Service Support programs that were impacted by another funding source reduction: Instructional Services - Title I reduction resulting in an additional 16.1% reduction.

School Service Support programs that had a 2% reduction as no inflationary funding was allocated: Indian Ed, American Indian Studies, Alternative to Suspension, Achievement Plus and Student Wellness.

School Service Support programs that had limited inflationary increases or targeted reductions: TDAS, MLL, Athletics, Pre-K Support, Special Ed, Staff Development, Career in Education, OCCR and Transportation.

7. **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

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

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 completed for the various groups and communities.

Questions/Discussion:

- A Board member stated that given what is happening with this legislative session it would be advisable for the Board to agree to schedule extra COB .
- Another suggested setting up a COB meeting with the budget the only discussion item. She stated the Board has not had a conversation about what its joint priority is, about what it wants to put money toward if changes are made in proposed reductions. What is important to keep and what the trade-offs might be. Response: The Superintendent stated administration has made its recommendations and has taken all steps necessary relative to staffing. That is done. A Board member responded the meeting would look at other areas that might allow administration to use additional money for particular issues.
- In the budget the assumption of 1% is not linked, correct? Response: Compensatory dollars have links to inflationary rate. SPPS assumed 1% on the general ed formula.
- Does administration intend to prepare the next draft with the assumptions that were in the Conference Committee report? What is the timing?
- Why, on May 19, is the Board still hearing from school communities who are asking questions that were supposedly explained last month? Is this just people advocating or does more education need to be provided? Response: SPPS did provide a video and asked principals to do engagement. Finance went to talk to parent meetings when the budget was presented. They worked with staff and parents to be sure they understood their budget. Staff have answered all questions posed to them. The fact is the one particular school is losing 81 students and thus three teachers. They are not alone, every school in the district is taking a hit.
- In the discussion about one time only costs last year, why can't SPPS use the total amount that was one time only, why is some carried over? Response: \$6.3 million is

carried over. Last year there were additional costs associated with the Creative Arts transition, changes made for OWL, the Montessori program, transition costs for Parkway Montessori and fall adjustments. SPPS did not cut the total \$6.3 million when fall adjustments were done because some costs are program related under SSSC 2.0. This involves costs for dual immersion teachers (staff is part of the program under SSSC), for special costs associated with aerospace, AP/IB allocations and support. The difference is those costs, which are part of a program, should be embedded in the school support program.

E. Human Resource Transactions

MOTION: Ms. Carroll moved the Board approve the Human Resource Transactions for the period April 1, 2015 through April 30, 2015 as published, The motion was seconded by Ms. Seeba.

The motion was approved by the following roll call vote:

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

X. **CONSENT AGENDA**

MOTION: Mr. Hardy moved approval of all items on the Consent Agenda with the exception of items C3 - Contract for Metro Transit Student Passes for Johnson Senior High School, E2 - Establishment of the Classified Position of Grounds Worker/Seasonal/ Temporary for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E-3 - Establishment of the Unclassified Position of Leadership Development Intern for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E4 - Establishment of the Unclassified Position of Translation Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E11 - Monthly Operating Authority and F1 - Request for Proposal (RFP) - No. 2015.00001 Temporary Help Services all of which were pulled for separate consideration. The motion was seconded by Ms. Carroll.

The motion was approved by the following roll call vote:

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

A. Gifts

BF 30074

Gift Acceptance from Travelers Insurance

That the Board of Education authorize the Superintendent (or Designee) to accept this gift to assure the alignment and sustainability of the Office of College and Career Readiness and the Department of Community Education.

BF 30075

Gift Acceptance from Travelers Insurance

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

B. Grants

BF 30076 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Amherst H. Wilder Foundation to increase parent engagement and to organize and support implementation of the PreK-3rd grade alignment process in SPPS; and to implement the project as specified in the award documents

BF 30077 Request for Permission to Accept a Grant from the Grotto Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant of \$3,000 from the Grotto Foundation and to implement the project as specified in the award documents

BF 30078 Request for Permission to Partner on a Grant Application to the Minneapolis and Saint Paul Regional Workforce Innovation Network, (MSP WIN) for a College Readiness Academy

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minneapolis and Saint Paul Regional Workforce Innovation Network, (MSP WIN) to provide college readiness skills to Adult learners from Adult Basic Education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30079 Request for Permission to Submit a Grant Application to the Minnesota Department of Education for an Integrated English Language Learner Civics Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for an English Language Civics Education Grant to provide literacy and civics education for New American Adult learners, to accept funds if awarded; and to implement the project as specified in the award documents.

BF 30080 Request for Permission to Submit a Grant Application to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education requesting approximately \$99,866; to accept the grant if awarded; and to implement the project as specified in the award documents.

BF 30081 Request for Permission to Submit a Grant Application to the Minnesota Department of Education, McKinney Vento Homeless Children and Youth to Facilitate the Enrollment, Attendance and Success in School

That the Board of Education authorize the Superintendent (designee) to submit an application to The Minnesota Department of Education McKinney Vento Homeless Children and Youth to facilitate the enrollment, attendance and success in school of homeless children and youth; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30082 Request for Permission to Submit a Grant Application to the Minnesota Department of Education for the School Improvement Grant Program

That the Board of Education authorize the Superintendent (designee) to submit School Improvement Grant applications to the Minnesota Department of Education to raise achievement at four Priority sites; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30083 Request for Permission to Submit a Grant Application to the National Park Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application requesting approximately \$8,000 each to the National Park Foundation; to accept the grant(s) if awarded; and to implement the project as specified in the award documents.

BF 30084 Request for Permission to Submit a Grant to The Saint Paul and F.R. Bigelow Foundations

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Saint Paul and Bigelow Foundations for approximately \$100,000; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 30085 Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

That the Board of Education authorize the Superintendent (designee) to submit an application to the Travelers Companies, Inc. for approximately \$20,000 to enhance and improve the Gateway to College program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30086 Request for Permission to Submit a Grant Application from Central High School to the Unsung Heroes Program

That the Board of Education authorize the Superintendent (designee) to submit these applications for project funding to Unsung Heroes; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30087 Request for Permission to Submit a Grant Application to the U.S. Army Corps of Engineers

That the Board of Education authorize the Superintendent (designee) to submit an application for the SAME Grant program; to accept funds if awarded, and to implement the projects as specified in the award documents

C. Contracts

BF 30088 Contract for Services Between Saint Paul Public Schools (SPPS) and Ramsey County Community Corrections for Providing Summer Term 2015 Educational Services to Students at the Boys Totem Town and Ramsey County Juvenile Detention Center.

That the Board of Education authorize the Superintendent (designee) to enter into a Contract for Services Agreement with Ramsey County Community Corrections and accept the County's offer, not to exceed, \$35,000 to support the Summer Term program at Boys Totem Town and the Ramsey County Juvenile Detention Center.

BF 30089 Request for Permission of Board of Education to Enter into a Renewal Service Agreement with EDmin for the DataZone Assessment Management System

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with EDmin to provide Data Zone. The total cost for services will be paid from the Instructional Services budget #01-005-610-000-6305-0000

D. Agreements

BF 30090 Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction With and to Act as Fiscal Agent for Saint Paul Community Literacy Consortium (SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes Through the Saint Paul Public Schools Adult Basic Education Program and Nine Consortium Members

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Education program and the Saint Paul Community Literacy Consortium.

BF 30091 Restructure Lease Agreement with Apple for iPad Airs and iPad Mini's
That the Board of Education authorizes the Superintendent (designee) to amend a restructured sole source Lease Agreement with Apple, Inc for iPad Airs and iPad Mini's, for a total of \$7,085,692 over the life of the lease

BF 30092 Request for Permission to Participate in Student Nurse Agreement with Presentation College
That the Board of Education authorizes the Superintendent to participate in a Student Nurses Agreement with Presentation College effective July 1, 2015, and continue through June 30, 2016, unless written notice to terminate this Agreement is given to the other party by June 1 of the preceding year.

E. Administrative Items

BF 30093 Designating Official with Authority to Authorize User Access to MDE Secure Websites
The Board of Education authorizes the Superintendent or designee to identify Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative as the Official with Authority for authorize user access to MDE secure websites

BF 30094 Approval of Renewal of Membership in the Minnesota State High School League
That the Board of Education adopt the attached resolution to renew the School District's membership in the Minnesota State High School League

BF 30095 Approval of Memorandum of Agreement with Minnesota Cement Masons, Plasterers, and Shophands Local No. 633 to Establish Terms and Conditions of Employment for 2015-2016
That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Minnesota Cement Masons, Plasterers, and Shophands Local No. 633 is the exclusive representative; duration of said agreement is for the period of May 1, 2015 through April 30, 2016.

BF 30096 Approval of Memorandum of Agreement with North Central States Regional Council of Carpenters, to Establish Terms and Conditions of Employment for 2015-2016
That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom North Central States Regional Council of carpenters is the exclusive representative; duration of said agreement is for the period of May 1, 2015 through April 30, 2016.

BF 30097 Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2015-2016
That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2015 through April 30, 2016.

BF 30098 Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2015-2016
That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters,

and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2015 through April 30, 2016.

BF 30099 Approval of Memorandum of Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2015-2016

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said agreement is for the period of May 1, 2015 through April 30, 2016.

F. Bids

BF 30100 Request for Proposal (RFP) – A206721-A - District-Wide Internet and Data Network Services.

That the Board of Education authorizes award of RFP No. A206721-A for District-Wide Internet and Data Network Services to CenturyLink for the lump sum of \$2,484,000, with two 1 year options to extend and that the Board of Education authorizes the Superintendent (designee) to enter a contract for district-wide internet and data network services with CenturyLink for 2 years at a cost of \$2,428,000, with two 1 year options to extend.

BF 30101 Request for Proposal (RFP) – A206770-A Information Technology Related Equipment

That the Board of Education authorize award of RFP No. A206770-A for Information Technology network related equipment to DataLink for \$4,661,250.89.

BF 30102 Bid No. A207271-A Highland Park Senior High Flooring Replacement
That the Board of Education authorize the award of Bid No. A207271-A Highland Park Senior High Flooring Replacement to Multiple Concepts Interiors (MCI) for the lump sum base bid of \$193,200.00.

BF 30103 Bid No. A207330-A Highland Park Senior High Piping Replacement
That the Board of Education authorize the award of Bid No. A207330-A Highland Park Senior High Piping Replacement to Schreiber & Mullaney for the lump sum base bid plus alternates no. 1 and 2 of \$1,269,340.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 30104 Contract for Metro Transit Student Passes for Johnson Senior High School

Director O'Connell indicated she had pulled this item to highlight the pilot at Johnson High School with the use of Metro bus passes to replace school busing. She indicated she had a concern there was no upper limit on the contract and no cost information. She asked what communications had taken place with parents and students and what is the timeline for other schools? Response: The cost is \$87.15/quarter/student or about \$350 per year per student based on transporting about 1000 students. Extensive communication was done to families and students before the school choice process and to current students and all feeder schools. Two parent meetings were held in January and February. Information was sent with the student packets and an orientation session for current students and for other incoming students have been scheduled.

Concern was expressed regarding the ending time for the pass (10:00 p.m.) as students might have jobs that take them past 10 p.m. -- it is too early. Response: The hours of operation for the pass are 5 a.m. to 10 p.m. This aligns with the curfew for the City and is consistent with Minneapolis' practice. Flexibility has been built in so as to avoid stranding students.

How does the per year per student cost compare to busing students? Response: Transportation has indicated it is comparable.

What is the timeline for expanding to other schools? Response: Administration is exploring options for expanding the program for the 2016-17 school year. A recommendation will be brought to the Board in October.

MOTION: Ms. O'Connell moved the Board of Education authorize the Superintendent (or Designee) to execute the contract between Metropolitan Council (Metro Transit) and Johnson Senior High School. Ms. Carroll seconded the motion.

The motion was approved by the following roll call vote:

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

BF 30105 Establishment of the Classified Position of Grounds Worker/Temporary for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Brodrick stated he had pulled this item as he had been aware the Tri Council Union representing grounds workers was concerned about this item. They feel the new position replicates work being done by current workers but at one-half the pay. He stated he recognized HR is working to resolve the concerns of the Tri Council and asked if action could be delayed to avoid arbitration on the issue? Response: Administration indicated they were close to reaching a workable solution. However, there is some urgency on the part of the district as the work still needs to be done and the position needs to be established to maintain the appearance of district properties. HR can continue to work on resolving the union's concerns even after the approval to establish the position. This is an entry level ground service worker position that does basic routine care of district lawns and fields and would involve two to three people. The urgency is getting to work cutting and maintaining grass now. Staff indicated the conversations with Tri Council have yielded understanding on both sides and would not be negated by establishment of this position. The wage rate was based on a job study done by HR and patterned after a job series used by the City.

Director Brodrick indicated he was aware SPPS has contracted with a private firm to do the work previously. He indicated the union could live with that as they wish to get a resolution to this issue. Their concern is the job described is very close to that of current SPPS grounds workers. They are concerned SPPS is heading toward privatization. Response: Administration indicated they had identified the two remaining issues and admitted they could have done a better job in distinguishing the differences between this job and permanent positions. Both SPPS and union have agreed this represents an entry level position and work is being done to develop a step process for an individual coming in to the entry position in order to make it possible to move to a full time functioning role.

It was noted this is an opportunity for unions to build on their base with youth and would provide experience for future jobs; it might be a way to grow their union.

Clarification was requested on the start and end date. Response: April 15 through the end of October. This work was previously done through seasonal school service workers. This year there is no one on the bench with call back rights.

Is there a concern about previously used benched seasonal employees, should the work go to current employees or is it open to anyone? Response: That is not an issue as there is no one in line who has rights to this job. The District needs an entry position to stratify the work.

It was noted by a Board member this is approving a position not a job description. SPPS can work closely with the Tri Council to clarify the job description and how the work is different at this pay scale. Counsel was asked if this is approved does the hourly rate stay? Response: The way it is worded that would be the minimum and administration could come back and ask for amendment. She noted the Board approves contracts, salary schedules in contracts and titles as well as the hiring of individuals within certain specified employment classes.

Is there a current labor agreement? Response: Yes, a new agreement was settled just before introduction of this position and SPPS does not typically negotiate the introduction of positions at the negotiation table.

Staff indicated overtime is currently being employed to cover some of this work. This is a reasonable action in alignment with what the City is doing and gives SPPS flexibility in budgeting for what needs to be done.

MOTION: **Mr. Brodrick moved the Board of Education of Independent School District No. 625 approve the establishment of the Grounds Worker/Seasonal/Temporary job classification effective May 19, 2015; that the Board of Education declare the position of Grounds Worker/Seasonal/Temporary as classified; and that the pay rate be \$14.00 hourly in the Tri-Council labor agreement. Ms. Carroll seconded the motion.**

The motion passed with the following roll call vote:

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

BF 30106 Establishment of the Unclassified Position of Leadership Development Intern for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Hardy stated he was concerned about establishing this position in this department when other cuts are being proposed. Is this the right time to bring in an intern? Response: The timing is right so people can take advantage of the program this year. SPPS is not hiring people from outside the organization but is inviting current staff so there is consistency in experience. This will, in essence, mirror the PD process for administrative interns. The nominee will bring their current salary into program. They can come from any bargaining unit within the district and will move from their current bargaining unit into ASAP. Administration and Legal are working on a MOA with ASAP and on a letter to the candidate coming into the program establishing all the parameters. This program is about the experience not the immediate payoff.

Concern was expressed about the move from one bargaining unit into another while maintaining salary in the old unit and the implications on future advancement, pay raises, etc. The Board requested follow-up on this issue in order to be certain it could be done. General Counsel indicated it was complicated which is why an MOA is needed and it may require a different MOA with each individual bargaining unit.

MOTION: **Mr. Hardy moved the Board of Education of Independent School District No. 625 approve the establishment of the Leadership Development Intern job classification effective May 19, 2015; that the Board of Education declare the position of Leadership Development Intern, as unclassified; and that the terms and condition of employment be**

established by a Memorandum of Agreement with the Association of Supervisory and Administrative Employees bargaining unit. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

BF 30107

Establishment of the Unclassified Position of Translation Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Hardy indicated he had pulled this for confirmation this is not a new hire but that SPPS has someone doing the work and this is a change in title. Response: Administration indicated this is not a new position but a reclassification of a current position where work is being done. In a district with so many of its community speaking a language other than English it was felt the position was needed in order to provide support and leadership for all translations (over 200,000 words/year in over 100 languages). The Translation Department is an example of best practice and is recognized as such throughout the state.

Does the change include a salary increase? Yes.

MOTION: Mr. Hardy moved, seconded by Ms. Carroll, that the Board of Education of Independent School District No. 625 approve the establishment of the Translation Manager job classification effective May 19, 2015; that the Board of Education declare the position of Translation Manager, as unclassified; and that the pay rate be Grade 18 of the 2014-2015 Saint Paul Supervisors' Organization standard ranges.

The motion passed with the following roll call vote:

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

BF 30108

Monthly Operating Authority

Director Hardy stated he had pulled this to express his concern about the use of overtime and the cost to the district. He expressed the wish to see the district keep employees as close to work/life balance as possible. Response: Some overtime is necessary in order to accomplish certain jobs at a given time by people with the expertise to do so. If overtime was not paid, the district would have to change work schedules and positions possibly creating inefficiencies and additional costs.

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

(a) General Account	#636155-638185	\$48,539,629.30
	#0001267-0001315	
	#7001148-7001192	
	#0000491-0000535	

(b) Debt Service	-0-	\$1,140.82
(c) Construction	-0-	<u>\$862,943.20</u>
		<u>\$49,403,713.32</u>

Included in the above disbursements are 2 payrolls in the amount of \$38,490,992.58 and overtime of \$170,656.84 or 0.44% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
US Bank		FHLB of Cincinnati Letter of Credit	
		No: 515729	5/1/2015

Additions:

Custodian	Cusip	Security	Maturity
US Bank		FHLB of Cincinnati Letter of Credit	
		No: 517834	5/2/2016

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 August 31, 2015.

The motion passed with the following roll call vote:

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

BF 30109

Request for Proposal (RFP) – No. 2015.00001 Temporary Help Services

Director Harding stated he had pulled this item as he wanted to be sure it is necessary. Response: SPPS is always looking at ways to reduce costs associated with this area. The amount projected under the new RFP is similar to past years. This is not an expansion but a way of augmenting existing staff, especially in the food service and custodial areas. The proposed vendor has been the incumbent and SPPS looks to add savings with lower scale than that in existence. This is also a part of the overall recruiting process through conversion from temporary to permanent.

MOTION: That the Board of Education authorize award of RFP No. 2015.00001 for Temporary Help Services to Dolphin Group for an estimated yearly amount of \$976,353.00.

The motion passed with the following roll call vote:

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

XI. OLD BUSINESS

A. Report on Sale of Bonds

BF 30110

Resolution Accepting Bid on Sale of \$15,000,000 General Obligation School Building Bonds, Series 2015A, Providing for Their Issuance and Levying a Tax for The Payment Thereof

The Springsted representative indicated the results of this sale were very good. She noted two of the initial refundings originally associated with this had been pulled from sale as the projected savings fell below expectation. These will be brought back at a later date when returns are more favorable in maximizing savings for taxpayers. The sale of the \$15 million building bond was awarded to R.W. Baird & Company with an interest rate of 3.3919%.

BF 30111 Resolution Accepting Bid on Sale of \$18,975,000 Taxable General Obligation School Building Refunding Bonds, Series 2015B, Providing for Their Issuance and Levying a Tax for the Payment Thereof

There were 10 bidders on this offering. It was awarded to Wells Fargo. The interest rate would be 1.5739% for a 7% savings (\$300,000/year).

BF 30112 Resolution Authorizing Execution of Second Amendment to Installment Purchase Contract and Second Supplement to Declaration of Trust and Accepting Offer of Sale of \$3,145,000 Refunding Full Faith and Credit Certificates of Participation, Series 2015C

This offering had four bidders and was awarded to RW Baird & Company at an interest rate of 1.2252% for a savings of \$70,000.

The representative indicated the District is doing these refundings for savings. The savings cannot be transferred to any other funds and go directly into debt service. Taxpayers benefit from these savings.

MOTION: Ms. O'Connell moved, seconded by Ms. Carroll, the Board of Education approved the Resolution Accepting Bid on Sale of \$15,000,000 General Obligation School Building Bonds, Series 2015A, Providing for Their Issuance and Levying a Tax for The Payment Thereof, the Resolution Accepting Bid on Sale of \$18,975,000 Taxable General Obligation School Building Refunding Bonds, Series 2015B, Providing for Their Issuance and Levying a Tax for the Payment Thereof and the Resolution Authorizing Execution of Second Amendment to Installment Purchase Contract and Second Supplement to Declaration of Trust and Accepting Offer of Sale of \$3,145,000 Refunding Full Faith and Credit Certificates of Participation, Series 2015C.

The motion passed with the following roll call vote:

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

XII. NEW BUSINESS

A. Project Labor Agreements

BF 30113 PLA for Installation of Additional Fire Sprinkler Piping and Heads to Sprinkle the Entire Building and Partial Replacement of Existing Corridor Ceilings and Lighting at St. Anthony Park Elementary School, 2180 Knapp Street

MOTION: Ms. Carroll moved the Board accept Administration's recommendation that a PLA be utilized for installation of additional fire sprinkler piping and heads to sprinkle the entire building and partial replacement of existing corridor ceilings and lighting at St. Anthony Park Elementary School, 2180 Knapp Street. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

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

Ms. Seeba	Yes
Mr. Hardy	Yes

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

- Mr. Brodrick requested additional information/clarification on the data on the five essentials for strengthening school. He indicated this could be in the weekly update.

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications -- None

XIV. FUTURE MEETING SCHEDULE

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

- 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

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

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

MOTION: **Ms. O'Connell moved the Board schedule an additional Committee of the Board meeting for Tuesday, May 26 at 4:30 p.m. Ms. Doran seconded the motion.**

The motion passed with the following roll call vote:

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

The purpose of the meeting would be work time on the budget to determine priorities, etc. The synopsis from the small group meeting would be the starting point. The consensus was the end time for the meeting would be 6:00 p.m.

The Superintendent took a moment to congratulate and recognize Christine Osorio as the new Superintendent for North St. Paul/Maplewood Schools. The Board offered their congratulations and wished her well.

XV. ADJOURNMENT

MOTION: Mr. Brodrick moved, Ms. Doran seconded the motion, the meeting adjourn.

The motion passed with the following roll call vote:

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

The meeting adjourned at 11:04 p.m.

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

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

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

June 9, 2015

I. CALL TO ORDER

The meeting was called to order at 4:04 p.m.

II. ROLL CALL

PRESENT: Mr. Brodrick, Mr. Vue, Ms. Carroll, Ms. Doran, Mr. Hardy (arrived 4:15), Ms. O'Connell, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

ABSENT: Ms. Seeba

III. APPROVAL OF THE ORDER OF THE AGENDA

MOTION: Ms. O'Connell moved approval of the Order of the Agenda. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

IV. NEW BUSINESS

A. Action on Non-Renewal of Probationary Teachers

This year there were a total of 46 employees recommended for non-renewal (all were teachers). Of the 46, 16 chose to resign prior to the recommendation for non-renewal going to the Board. All are performance non-renewals.

The Board, at the June 9 meeting, will be asked to approve the non-renewal of the remaining 20 probationary teachers. The Data Privacy Act prevents discussion of individual data, thus only summary data was provided. MN Statute 122A.41 (Cities of the first class) applied to SPPS. This defines the probationary period as the first three years of consecutive employment. During the probationary period, any annual teaching contract may or may not be renewed, for any reason.

Subd. 4(b) states "a probationary teacher is deemed to have been re-employed for the ensuing school year, unless the school board gives written notice before July 1 of the termination of employment. Therefore all non-renewal teachers must be notified prior to July 1.

The probationary period is a time for the District and the employee to determine if the employment relationship is meeting their expectations. Even though SPPS may non-renew for any reason, common reasons include:

- License - not fully licensed for the position which they held
- Performance - not meeting expectations (effective instruction, class room management, team work/professional behavior, etc.)

- Budget - vacancies are fewer than needed to place current staff
- Some combination or other relevant reasons (training)

All teachers recommended for non-renewal are notified in writing and given the option to meet with their Assistant Superintendent to discuss the reasons for the non-renewal. Assistant Superintendents then make their recommendations to the Superintendent. This year, like last year, probationary teachers recommend for non-renewal were given the option to resign their employment prior to their Assistant Superintendent making their recommendation to the Superintendent.

This year 23 (of which 8 resigned) probationary teachers recommended for non-renewal were supported through the Peer Assistance and Review Program. These teachers worked with a PAR consulting teacher who provided significant coaching and mentoring during the school year. Both the PAR consultant and the principal evaluated these teachers and the PAR consultant made a recommendation for non-renewal to the PAR Board. The PAR Board then provided recommendations to the Superintendent.

Teachers not served by PAR received a minimum of two observations, which were reviewed with the teacher. Teachers are provided assistance if they are not meeting standards of effective teaching. Supports included mentors and professional development.

Data was provided on where teachers were in the probationary period, their gender, ethnicity-non-renewals, ethnicity-all teachers and ethnicity-district wide. Data was also provided on probationary comparisons for the previous nine years.

QUESTIONS/DISCUSSION:

- What about the money going back into the schools, would that impact these people? Response: No, all are performance non-renewals. The money going back to schools will work down budgetary non-renewals
- The 46 includes 19 first year teachers, four third year and 23 second year probationary teachers.
- What process do teachers recommended for non-renewal have at their disposal? Response: They are given the option of speaking to their Assistant Superintendent in order to share their perspective. The Assistant Superintendent weighs this discussion and determines whether to support the non-renewal recommendation or to overturn the recommendation. If the Assistant Superintendent supports the recommendation, the only remaining option to the non-renewed teacher is to take the matter to the courts.
- Are there safeguards in terms of alleged bias by a principal? Response: The PAR consulting relationship is helpful as in many cases the PAR and the site administrator do separate evaluations to reduce the notion of bias. When a PAR does not exist the District relies on the Assistant Superintendents to provide an unbiased opinion on the process.
- What is the connection between the evaluation process and the PAR process? How are teachers supported and how many are supported through PAR? Response: Teachers are not assigned PARs; whenever possible a PAR is provided to all probationary teachers at some point during the three year process. PARs are very helpful in supporting new teachers. The PAR program is designed to be an aid to teachers. 23 probationary teachers had PARs this year and 10 had them last year. HR is still checking on the supports given to the remaining 13. 33 of the 46 had some PAR support over past three years.
- The 19 first years, is there a particular reason why they did not make it? Response: Usually for first year probationary teachers it is that they are under performing in the core areas of effective teaching. They are simply absent basic pieces of teaching skill sets. It was noted this information would be good feedback to colleges allowing them to shore up their programs in areas that appear to be weak. HR is now tracking what college probationary teachers are coming from so they can correlate teachers with colleges in order to assess program results at various colleges.

- Having quality teachers important, when HR is hiring it is assumed they pick the most qualified. How does SPPS compare to other districts in retention of teachers. Response: 6-8% is on par with other districts. SPPS needs to be early to the pool of qualified candidates get the most qualified candidates. If it is later it gets the best of what is left. SPPS must look to be at the front end of the process.
- Based on some of the feedback received, a Board members asked for assurance that there is a process in place to winnow out non-renewals based on personal opinion versus professional opinion. Response: Principals are required to do three observations of probationary teachers during a school year. The observations are not always done by the same person, they may also be done by a PAR or an Assistant Superintendent. This is about whether the individual can teach kids or not.
- Generally, in year one the District can weed out probationary teachers lacking in basic skill areas. In years two and three, previous evaluations are taken into consideration, the evaluator looks to see if something changed dramatically for the individual to bring about changes seen. SPPS is working toward a new TDE to reduce subjectivity and ensure all evaluations are using the same measures.
- Why does one school have four non-renewals? Response: Some schools have more probationary teachers in them than in others. Many schools have a larger percentage of new teachers than other sites.
- There are 10 special ed non-renewals, is that an inordinate numbers? Response: This year is a little disproportional. This year there was a focus on looking closely at special ed and due process, asking harder questions. SPPS continues to work with the program relative to support.

MOTION: **Ms. Carroll moved the Board of Education approve the non-renewal of the individuals listed on the HR Transactions for June 9, 2015. Ms. O'Connell seconded the motion.**

The motion passed with the following roll call vote:

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

V. ADJOURNMENT

MOTION: **Ms. Carroll moved the meeting be adjourned. Mr. Hardy seconded the motion.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 4:30 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
May 26, 2015**

PRESENT: Board of Education: John Brodrick, Jean O'Connell, Mary Doran, Chue Vue, Louise Seeba, Keith Hardy (arrived 4:40 p.m.) and Anne Carroll (arrived 4:42 p.m.)

Staff: Supt. Silva, M. Walker, E. Keenan, E. Agbamu, J. Peterson, M. Bierman, J. Ronnei, L. Cathey, R. Vernosh, J. Turner, N. Cameron, A. Collins, L. Sayles-Adams, S. Freeman, T. Melhus, P. Duffy, T. Battle, H. Ott

Other: T. Lonetree

I. CALL TO ORDER

The meeting was called to order at 4:34 p.m.

II. AGENDA

A. FY 16 Budget

1. Top Five Funding Priorities

Board members summarized their top five funding priorities.

- Mr. Brodrick - Only one – Keep cuts as far away from students as possible
- Ms. Seeba – AP, IB, Sports (helps build community and changes paths), CIS, rigorous course work
- Ms. Doran -- Family Engagement (Need to continue getting families involved at schools), Intervention Specialists (restore), Special Ed/MLL, job embedded PD, Finance Department (critical to functioning of district)
- Ms. O'Connell -- EAs/TAs in higher need schools, compliance and contract review support, Parent Academy (add back), Partner and Family Engagement (so don't lose momentum/relationships developed over past years)
- Mr. Vue – Classroom instruction, Community Engagement, Special Ed & MLL, Intervention Specialists (restore some)
- Mr. Hardy – Finance (support for district), Sports, Family Engagement (Crucial), Intervention Specialists, MLL, PLCs (though need redirection on how time used within schools)
- Ms. Carroll -- Full range of extra curriculars, Stakeholder engagement in its many forms, academic and behavioral support for all students, expanded and rigorous course work (more), Equity/PD and other supports to meet students' needs in ethical and equitable manner.

Major themes from the priorities list were: Community/Family Engagement, Rigorous, challenging course work, Extracurriculars, Finance, Intervention Specialists and keeping cuts as far from classrooms as possible.

COMMENTS/DISCUSSION POINTS:

- The CEO asked Board members for clarification on which of these items to maintain as proposed, restore to FY 15 levels or enhance as the discussion progresses.
- Board will not be able to answer some of this as have not gone to that level of detail in the budget.
- Some of this conversation would change if there is additional revenue or something else is receiving drastic cuts.

- Family engagement was noted in response to reductions as is Finance.
- A Board member noted that just because these items were pulled out as priorities, other items are not unimportant. There may need to be some additional conversation if there is added revenue or if there are cuts somewhere else.
- Rigorous course work – expand
- Family engagement – maintain, expand
- A Board member stated they agreed with the value of the identified priorities, however further discussion needs to happen regarding where they are at now and are they are functioning efficiently and economically.
- Staff noted the proposed budget now, as is, assumes 1% without compensatory and proposed reductions are to address the \$20 million shortfall. The cuts have been made, staff are being notified. The budget is balanced as it stands now. There is still the possibility of the legislature providing some added revenue. Options out there are receiving more funding, looking at OPEB differently, etc.
- Some concerns the Board has in looking for money in other areas are the concerns expressed by the community regarding direct support for teachers, layoffs, etc.
- Why would athletics take priority over additional staff to classrooms. Response: Research shows there is value to students in having after school offerings for middle school students. Athletics, activities, music, drama, all after school offerings expand the academic offerings for students providing greater opportunities to learn.

Staff provided a page of "Legislative Funding Scenario Estimates" and what would happen if additional revenue was received. Levels illustrated are current 1.0%, 1.5%, 1.5% plus OPEB, 2.0% and 2.0% plus OPEB. Learning Readiness (universal Pre-K) was not considered in the equations as its status is unknown at this point in time.

	Gen Ed Formula (Includes) Comp Ed	Less: 1.0% included in budget	Repurpose budgeted OPEB amount	Total Amount Available
1.0%	3,300,000	(2,400,000)	-	900,000
1.5%	5,000,000	(2,400,000)	-	2,600,000
1.5% + OPEB	5,000,000	(2,400,000)	1,000,000	3,600,000
2.0%	6,700,000	(2,400,000)	-	4,300,000
2.0% + OPEB	6,700,000	(2,400,000)	1,000,000	5,300,000

Staff noted the repurpose of OPEB at \$1 million (already budgeted in current budget) does add some funding but is not a recommended option long-term. An even less desirable option would be the use of the .2 from the fund balance (\$900,000).

Staff also provided a list of recommended items to restore with amounts that would occur at the various Legislative Funding Level Estimates. These items include: Fall adjustments, additional teachers to reduce use of study hall, security cameras, athletics, substitute increases, Community Engagement, American Indian 1.0 Dakota teacher, AVID, Finance, HR, library software license fees, SSSC 2.0 arts articulation, MLL-Interpreters, Special Education, TDE Observation FTE. Examples of how the additional funding at the various levels would affect some sites were provided as well.

The Superintendent reviewed her recommendations. She explained the fall adjustments are made once enrollment at various schools is known (classes offered, teacher location, students within school, etc.) Last year SPPS used 1.0 for the fall adjustment. The study hall option (6-12 and extended time) would be an increase in academic offerings (teachers) and a reduction to the number of students in study halls. This year the maximum for class size is 35 and the budget was predicated on this number. She moved quickly through the remaining recommendations. The CFO noted that if all funds were directed to the schools, there would be no contingency remaining for fall adjustments.

The Superintendent stated SPPS cannot go back to what it had in 2015. The fall adjustments might be an area where schools can pick up some supports. The contingency for fall adjustments is not currently built into the budget, but if there are

additional funds that will be put into the fall adjustment contingency. Fall adjustments will occur but without additional funding it could be pulling from one school for another.

Items for restoration were:

- Rigorous course work
- Focus on support in classrooms (EAs, TAs, Intervention Specialists)
- Be sure classroom support remains the same
- Increase CIS courses
- All of these items reflect the values of the Board.

2. Suggested Cuts/Reduction

Board members noted their recommended cuts/reductions. These are to be cuts beyond what has been done already.

- Mr. Brodrick - Take a hard look at the Offices of Communications, Equity, Leadership Development, Teaching & Learning, Engagement, College and Career Readiness, Technology. Have not seen evaluations done on the efficient functioning of these offices. Is the support getting to the buildings?
- Ms. Seeba - The Board needs to compare itself to other districts on size, cost, efficiencies. Is SPPS in line with supports? Special Ed, Family Engagement, Technology, Academics, job embedded PD, PEG. Can departments reorganize to minimize cost and maximize efficiencies.
- Mr. Hardy - OPEB, fund balance, Assistant Directors/Administrative Interns
- Ms. O'Connell - OPEB (\$1 million), Board Resolution (\$2.8 million), consolidation of departments to save management money
- Mr. Vue - Board Resolution (be sure bargaining unit fully understands why this is being done), OPEB, fund balance, would hope each department runs as efficiently as possible already
- Ms. Doran - Board Resolution (jobs not filled), one-time \$1 million OPEB, job embedded PD (concept fine, find less costly way to do it), disagree on Office of Equity, Special Ed
- Ms. Carroll -- Board resolution (delay implementation - reallocate to student support/intervention), perhaps across board small cuts to salary of professional and licensed staff to preserve more jobs, OPEB at \$1 million.

There was less consensus in this area, OPEB and Board Resolution and various departments (look for savings through efficiency) all received support.

The Superintendent indicated reorganization has been on-going but comparisons to other districts is difficult due to the magnitude of the SPPS district. She noted if there are further reductions in any departments it will be affecting people.

3. Impact of Funding Priorities and/or Cuts/Reductions

The CEO took time to clarify some issues raised during earlier discussion.

- This has been a difficult budget season, administrative departments were given their target which was no inflation and at least a 5% reduction and for some looking for even more efficiencies/reductions so departments have considered efficiency.
- On the evaluation of offices/departments – not all have been evaluated. The Office of Communications was reviewed several years ago which led to the reorganization of the office and its staffing. The majority of its work is in support of schools - their websites, publications, letters to families, interpreters, marketing, video/audio as well as various communications for the District.
- Family Engagement – The Chief Engagement Officer & her one support staff are listed under District-wide Support as is the Office of Family & Community Engagement. The office has not been evaluated as a whole but an evaluation of parent support/Parent Academy has been done over a number of years. It has become a nationally recognized model and one many districts are adopting.
- PEG - the contract is actually \$55,000.

- The Office of Equity comprises a number of equity areas: Out for Equity, EMID, the MRC, classroom partnerships and racial equity,
- The Administrative Interns are actually part of the teacher bargaining unit. They are not administrators but do support administration in the schools. Any reductions in this area would have a teacher impact. This is also a way for the District to grow its own assistant principals or principals through these positions.
- Added supports to classrooms bring up sustainability issues, restoration in some areas may create a funding cliff. As an example, a onetime shift of OPEB should be used only for something that does not extend over one year.
- Sustainability - with achievement and alignment SPPS has met class size requirements and contractual obligations. Sustainability comes into play with the proposed to use \$1 million of OPEB, the cost is being moved down the road for to be addressed later. That is unless it is used for a one-time cost, such as the cameras.
- The other assumptions in the budget are the use of the \$2.5 million unassigned fund balance. That is not sustainable over time unless there is a really great year in terms of finance. Using the .2% additional of unassigned fund balance is again a one-time only and funds may not be there next year to sustain this. The cost for the Board Resolution, if delayed, will have to be picked up at some point as well.

4. **Development of Final List**

The CEO stated the Board currently has a 1% proposal in front of them. Many of the things proposed will have an impact on personnel in terms of recalling or in notifying people their positions are no longer eliminated. If there are cuts being requested that are beyond the Superintendent's recommendations that will need to be adjusted, those need to be communicated now. If the Board is comfortable with the potential of the 1.5% from the legislature, even though we have no idea what might come from them, that would allow some room in what can be done now in preparation for Board adoption in June. The 1.5 + OPEB could also be done in preparation for June. The 2.0% or above recommendation is not something that could be done with certainty at this point. If the Board wants to see some of these changes before the Board adopts the budget, then as much direction as possible should be provided right now, particularly in personnel matters. That would be helpful to staff. At a certain point, there will be a limit on what can be done with personnel; particularly if timing goes past deadlines, and, SPPS is past many deadlines right now. It is past all deadlines for the teacher bargaining unit now.

The Board checked with General Council to be certain the Board could provide guidance to the Superintendent out of a COB meeting. She said that would be acceptable.

Director Brodrick asked for answers to specific questions posed by himself and Director Seeba. He went on to say in light of flat enrollment and the unpredictability of the legislature these problems are not going away. SPPS needs to begin to think about what he and Ms. Seeba suggested in making decisions about what are basics and what are extras. There will be some things SPPS will simply not be able to do any longer.

MOTION: Ms. O'Connell moved the Board provide guidance to the Superintendent to make a one-time-only use of the \$1 million OPEB fund from the FY 16 General Fund to be put toward those items the Superintendent deems most important. Also to make a change to the basic budget revenue assumptions from 1.0% without tie to compensatory to 1.5% with a tie to compensatory. This is revenue guidance only with no recommendation for expenditures. Mr. Brodrick seconded the motion.

The CFO indicated she was fairly comfortable with the 1.5%, it is a conservative estimate of what would come in along with the use of the OPEB \$1 million.

The Board indicated the Superintendent should come back with how the revenue would be prioritized for use. The CFO indicated the following items from the Superintendent's priority list were those that were in common with the priorities stated by the Board:

- Athletics
- Community Engagement
- AVID

- Finance
- HR
- MLL
- Special Ed -- for a total of \$1.1 million

Adding in the addition of teachers to increase academics and reduce study hall use for another \$1.1 million brings a total of \$2.2 million of the \$3.6 million. This is just a summary alignment of Superintendent's and Board priorities.

Clarification was sought on a discussion of expenditures and uncommitment of dollars.

RESTATEMENT OF THE

MOTION: Ms. O'Connell moved the Board provide guidance to the Superintendent to make a one-time-only use of the \$1 million OPEB fund from the FY 16 General Fund to be put toward those items the Superintendent deems most important. Also to make a change to the basic budget revenue assumptions from 1.0% without tie to compensatory to 1.5% with a tie to compensatory. This is revenue guidance only with no recommendation for expenditures. Mr. Brodrick seconded the motion.

The motion passed.

The Superintendent indicated there was now an additional \$3.6 million contingent above originally proposed budget.

The Board asked if there has been reasonable guidance to staff to proceed on expenditures. Superintendent indicated many of her priorities are aligned with Board's expressed priorities. Staff expressed concern that the next meeting is the June 9 COB where a budget will be presented for action to move on for BOE approval. The Superintendent indicated she did not have clear direction regarding the \$3.6 million. She asked for a decision today.

Ms. Carroll asked to put the Board Resolution back on the table in order to free up more funds to address the priorities that the Board has provided. The Resolution would be about \$1 million (the 10 unfilled positions) which would make the total \$4.6 million. This would delay further action on the Resolution for one year. Ms. O'Connell indicated she could support this if there was a review early in FY 17 budget cycle. The Director of HR indicated a funding issue was being created by adding additional positions as well as needing to readdress the Board Resolution positions at a future time.

MOTION: Ms. Carroll moved the Board delay implementation of the Board Resolution with regard to the 10 FY 16 positions in order to restore direct school staff for this budget cycle. Ms. Doran seconded the motion.

Motion passed 5 in favor, 2 against (Brodrick and Seeba).

There is now \$4.6 million available. What are the Board's directions to the Superintendent? The Board reviewed the Superintendent's recommendations indicating their priorities with regard to it.

- Fall Adjustment (assumed)
- Teacher increase to reduce study hall - higher on list
- Security cameras - further down list
- Athletics (secondary) - middle
- Substitute increases (got 7% cut and now increase in substitute wages) - okay where is
- Community Engagement - middle
- American Indian 1.0 Dakota teacher -- lower 1/3
- AVID - higher
- Finance - middle
- HR - lower

- Library software license fees - okay where is
- SSSC 2.0 Arts articulation - lower
- MLL - interpreters - higher
- Special Ed - higher
- TDE Observation FTE - okay where is.

The CEO indicated the initial priority list

- Athletics
- Community Engagement
- AVID
- Finance
- HR
- MLL
- Special Ed -- for a total of \$1.1 million

remains the same with slight changes in priorities: moving substitute increases higher, athletics moved down somewhat, security cameras were not on either list and HR was removed from first consideration.

5. Final Statement

MOTION: Ms. Carroll moved the Superintendent and her team present a budget proposal to the Board based on the priorities identified by the Board including an analysis of management structures and efficiencies. Ms. Seeba seconded the motion.

The motion passed.

The Board directed Administration take a hard look at the management level for consolidations possible through attrition.

Administration was instructed to have a final proposal available for the Board for June 9 COB meeting. They were asked to make time for further discussion on the budget and to lighten the agenda for June 9.

III. ADJOURNMENT

MOTION: Ms. Seeba moved the meeting adjourn; Ms. O'Connell seconded.

Motion passed.

The meeting adjourned at 7:19 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
June 9, 2015**

PRESENT: Board of Education: Mr. Brodrick, Mr. Vue, Ms. Carroll, Ms. Doran, Mr. Hardy, Ms. O'Connell, Ms. Seeba (arrived 4:45 p.m.)

Staff: Superintendent Silva, M. Walker, N. Cameron, J. Engan, A. Collins, J. Ronnei, L. Cathey, C. Osorio, H. Ott, M. Schrul, L. Sayles-Adams, J. Turner, S. Freeman, E. Agbamu, J. Peterson, P. Duffy, J. Statum-Allen, M. Dols, P. Matamoros, S. Reyes, L. Szech, M. Hoerth, J. Yannarely, B. Broady

Other: J. Bayerling, H. Brasel, T. Lonetree, J. Verges, P. Olivera, P. Nin, M. Marquez, B. Marquez, A. Luque, I Saldivar, J. Saldivar, M. Vega

I. CALL TO ORDER

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

II. AGENDA

A. FY 16 Budget Update

The CFO reviewed the goals and budget guidelines for the FY 2015-16 budget.

SPPS will receive an additional \$7,825,000 in revenue from the legislature; \$6,780,000 in General Fund and \$1,045,000 in Non-General Fund. This increase has been applied to the FY 16 budget proposal.

Description	Fund	Amount
General Ed Formula 2%	General	\$4,870,000
Compensatory Education 2%	General	1,600,000
Extended Time & Concurrent Enrollment	General	310,000
American Indian Aid	Non-General	200,000
School Readiness	Non-General	780,000
ECFE	Non-General	<u>65,000</u>
Total All Funds		\$7,825,000

FY 15-16 General Fund Preliminary Big Picture (in millions)

	FY 15 Adopted	FY 16 Preliminary	Difference
Revenue	\$529.1	\$534.8	\$5.7
Use of Fund Balance	8.1	2.5*	(5.6)
Expenditures	<u>537.2</u>	<u>537.3</u>	0.1
Balance	0	0	

* The ending FY 14-15 (6/30/15) Unassigned Fund Balance is projected to be 5.2% (as of the March 2015 quarterly report). The \$2.5 million use of fund balance for FY 15-16 has been accounted for in the projection.

FY 2015-16 General Fund Projected Shortfall Updated to Reflect Additional General Fund Legislative Revenue

Description	Amount in Millions
Inflationary increases to all expenditures (salary & benefits increases, utilities, contracts, supplies, equipment)	\$14.7
SSSC 2.0 support for program articulation at sites	1.8
Additional projected FY 16 contractual commitments for Kindergarten	

class size at high poverty sites, Board resolution staffing, content areas	
class size	<u>2.8</u>
TOTAL	\$19.3
Offset by original FY 16 projected revenue increase (included a 1% legislative assumption)	(1.3)
Offset by estimated additional General Fund legislative revenue increase	(4.4)
Unassigned Fund balance available to offset costs	<u>(2.5)</u>
TOTAL REVISED SHORTFALL	\$11.1

FY 2015-16 General Fund Proposal to Address Projected Shortfall of \$11.1 Million

Description	Amount
TOTAL REAIVED SHORTFALL	\$11.1
Most District Department/program budgets will receive 0% Inflationary increases along with 5% reduction	(7.0)
Reducing program budgets that have decreasing revenues	(4.7)
Reducing program budgets that have had operational efficiencies	<u>(3.8)</u>
BALANCE AVAILABALE	\$4.4
Repurpose FY 16 budgeted OPEB amount (1 year only)	1.0
Delay additional FY 16 Board Resolution staffing to fund direct classroom staff at sites (1 year only)	<u>1.0</u>
TOTAL BALANCE AVILAABLE	\$6.4

FY 15-16 General Fund Proposal to Allocate Additional Funding to Sites/Programs

Description	Amount
TOTAL BALANCE AVAILABLE	\$6.4
Allocations to schools, either a targeted allocation or a per pupil amount of \$65/student	(5.2)
Allocations to school service support programs directly allocated to schools (substitutes, MLL, Special Ed, Athletics)	(0.9)
Allocations to district-wide support programs (Community Engagements & Finance)	<u>(0.3)</u>
BALANCE AVAILABLE	\$0

FY 16 General Fund Big Picture - Expenditures

	FY 15 Adopted (in millions)	FY 16 Preliminary (in millions)	Difference	% Change
Schools	\$246.1	\$253.3	7.2	2.9%
School Service Support	185.0	176.0	(9.0)	(4.9%)
District-wide Support*	102.0	104.1	2.1*	2.0%
Central Administration	4.1	3.9	(0.2)	(5.0%)
TOTAL	\$537.2	\$537.3		

* 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.

FY 2015-16 General Fund Budget Reductions School Service Support Programs

Areas impacted are: Student Placement, Indian Ed, Valley Branch, American Indian Studies, TDAS, MLL, Substitutes, Athletics, Pre-K Support, Referendum Family Ed, School to Work, Special Education, Third Party Reimbursement, Instructional Services, Staff Development, Leadership Development, Achievement Plus, Career in Education, Counseling/Guidance, OCCR, Student Wellness, Attendance Action Center, Alternative to Suspension, Transportation, Referendum-PLTT, Peer Assistance/Review.

FY 15 Adopted	FY 16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
\$184,977,526	\$175,987,186	(\$8,990,340)	(4.9%)	(\$3,102,819)	(6.5%)

FY 2015-16 General Fund Budget Reductions District Wide Support Programs

Areas impacted are: Office of Engagement, Finance, Enterprise Resource Planning, Office of Equity, Out for Equity, MRC, Family & Community Engagement, Communications, MIS, HR, REA, Referendum Technology, Technology Infrastructure, Operations & Maintenance, Grounds, Custodial, Safety & Security, Facility Planning/Leases/Health & Safety, Employee Benefits and Insurance

FY 15 Adopted	FY 16 Proposed	Difference Amount	% Change	Inflation Amt Not Allocated	% Total Reduction
\$102,018,439	\$104,081,036	\$2,062,597	2.0%*	(\$661,591)	1.4%

*There is a 2.5% funding increase due to restricted funding for alternative facilities and health and safety, plus inflationary increases for employee benefits, insurance and utilities.

FY 2015-16 General Fund Budget Reductions Central Administration Programs

Areas impacted include: Board of Education, Superintendent's Office, CEO, Chief Academics Officer, Chief of Operations, General Counsel, Office of Elementary and Secondary Education.

FY 15 Adopted	FY 16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
\$4,071,021	\$3,867,470	(\$203,551)	(5.0%)	(\$81,120)	(7.0%)

Other factors influencing the budget are:

- Fiscal year end projections vs. actual revenue & expenditures impact 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
- Inflation.

QUESTIONS/DISCUSSION:

- May want to refer to the repurpose of the OPEB money as being freed up for current OPEB costs thus freeing up other General Fund amounts -- just so it is clear OPEB is being used for purpose intended.
- When will the Board see the other pieces – debt service, etc. Response: There will be a proposed Budget Summary Book before next weekend.
- It was noted the General Counsel took a heavy cut, theirs is a small budget for a large operation. Response: SPPS focused on cutting programs to keep cuts away from schools. The Superintendent gave examples of numbers cut within some other departments.
- How will reductions affect PLTT, what will be the impact on service expectations in technology services to the schools? Response: SPPS is adding 10 field techs to those currently in staff positions. This gives 42 field techs total for next year.
- Will response time change? Response: We can't provide the same support and services when we do not have the dollars to do it. SPPS may have to reconsider services in upcoming years.
- Will there be a significant change in response time? If so, will there be communication to affected parties so they know what expectations are? Response: The priority for support is to the schools and district teaching plans. The impact will hit administration more than PLTT in schools.
- Thanks were extended to the Finance Department for all the work involved in building the budget.
- Concern was expressed about the areas that are being hit – American Indian, special ed – concern was they were held flat and will still have to cut. Response: Even though the

Board has provided the one time OPEB and Resolution funds, SPPS will still have to address cuts again next year.

- The Board has freed up some money without knowing how it would be used, now that we have firmer detail we do not want to see a loss of support to classrooms – teachers, support staff, etc. How will the new revenues impact staffing at sites? Response: Administration indicated the added 1% would go to schools to address this.
- We are reducing budgets to programs that had decrease in revenues – Special Ed and MLL. Response: The case load count for special ed numbers is declining. SPPS receives formulaic funding from the State for this area. As counts go down, money goes down. SPPS still has to meet a minimum level of expenditures to meet guidelines. Also for ALC the per pupil amount the District is funding is greater than revenues received. SPPS needs to find ways to get more revenue in and/or live within revenue received.
- Staff indicated they were confident there would be few or no teacher impacts from the budget non-renewal process. This is an improvement of 15 teachers over previous projections. There will be some layoffs in paraprofessionals group. Overall, SPPS is seeing a reduction in number of layoffs. Schools have received information on new allocations and will provide information on how it will be used by June 11 at which point the final budget can be put together.
- Staff noted schools are bringing back TAs, mobility clerks and other positions.
- How will cuts in technology impact promises in connection with PLTT initiative? Response: SPPS will need to recalibrate if needed. It is important to remember SPPS is into year two of the device roll out. Management has had to reduce some positions but the Technology Department is prepared to deliver on its promise to schools. The plan is every school will have access to tech support for the roll outs. There has also been a revised focus in Teaching and Learning in terms of supporting personalized learning.
- A Board member noted she also did not support delaying the Board Resolution in conjunction with SPFT. Another Board member indicated she supported the use of Resolution monies as she was not prepared to layoff current employees to hire new employees. She was comfortable with delay in resolution to preserve current jobs.
- Concern was expressed about the equity work, with the proposed cuts how will the work move forward? Response: Equity lost three positions supporting schools. It is one of the budgets that received the most cuts. SPPS needs to create more in-house training capacity. For the positive some of the cut positions have moved to schools and can lead work there. SPPS will continue moving the equity work.
- Is SPPS at a point where it will begin to reduce the basic Beyond Diversity work or will it be pushed out for another full year? Response: With the staffing reductions there will be some reduction to the service delivery model. SPPS has made investments in its leaders building capacity in training and a knowledge base across schools to continue the work. The Equity Office will act in advisory capacity but will not be able to provide the same level of direct services as in the past. Beyond Diversity will continue to do monthly trainings, that will not change. SPPS will also continue to build internal capacity to do it as well as there is a capacity SPPS wants to meet each year. There will be a need to work more collaboratively with department leaders to do the work in consultation with the Equity Office. There will be a shift in the model and on-going work to build capacity to do the work.
- As some employees lose a position will they have a chance to bump to another opening or is there the possibility an employee could go to another position at lower salary? Response: Yes, for some units – they can interview for any open position across the district, Paras, TAs, EAs have bumping rights. Yes, there is the opportunity for people to move around, seniority moves the process.

MOTION: Ms. Seeba moved the Board approve the report presented on the FY 2015-2016 budget. Ms. Carroll seconded the motion.

The motion passed.

B. Latino Consent Decree (LCD) Parent Advisory Council Report & Recommendation

The LCD Parent Advisory Council provides their report to the SPPS Board under the directive of the LCD Stipulation, Section VIII - Program Evaluation and Monitoring which states "there shall be from time to time an evaluation made as to the home language background identification and assessment process and the other programs under this stipulation to assure District compliance with all areas under the LCD."

There are gaps between what the LCD stipulation states and what is actually done across the district. The last recorded Implementation Guide dates back to 1998. The current Implementation Guide, as it is today, does not address all the advancements, improvements and best practices in education. To ensure the LCD is implemented in the modern era in such a way as to meet its goal of advancing Latino students, closing the achievement gap and aligning to the District's strategic plan, the Council's goals are to:

- Create a plan for full implementation of the LCD
- Go beyond compliance
- Ensure that the Implementation Guide is created in a meaningful manner and
- Have positive outcomes for Latino students and families.

2014-15 Recommendations were:

1. Language Assessment:

- Student Information Form - Translation to work in collaboration with the Student Placement Center to translate the Declaration of Ethnic & Racial Background and the Declaration of Student Language forms. The LCD asked to have these forms translated into Spanish by 7/1/2015.
- Declaration of Formal Instruction - to work in collaboration with the Student Placement Center to create a new Student Intake Form or to insert a section in the Student Intake Form that relates to the Declaration of Formal Instruction for Latino students new to the country. It is important for teachers to recognize how many years students have with their home language when they enter class so they then can assess levels of experience for math, etc. The LCD asked that this information begin to be collected and sent to schools so grade level teams can use it to guide the instruction and/or seek resources to support the student's learning. If approved they asked that this section be in place by 7/1/2015 so the Placement Center can begin to gather the data.
- Spanish Language Assessment - to work in collaboration with the Department of REA to identify a test, explore, develop and implement a pilot testing program and to administer the test to Latino students new to the country only. This will help guide instruction in classroom in alignment in language student knows best especially in math. etc.

2. Educational Programs

- Cultural Heritage - to work in collaboration with the Social Studies Department on the Latino/Hispanic curriculum to create a Latino/Hispanic Curriculum Map (MN Standards). Support teaching of academic standards in content area, promote cultural knowledge and support information provided in the Progress Report Parent Guides and to be in compliance with District policy (racial equity). The LCD asked to have this map (K-5) available by January 2016.

3. Parental Contact

- Home Liaisons & Notices - to work in collaboration with HR, MLL and the LCD program on the requirements pertaining to parental contact and to review the number of staff guidelines, roles and responsibilities. This would minimize the impact when major conflicts arise between schools and parents, promote learning so parents can benefit from the LCD program and what the District has to offer, give parents the

information they are entitled to receive and provide an opportunity to attend district and community programs. They requested the revision by January 2015.

- To meet with the LCD staff regarding best practices in order to create engagement opportunities for staff and parents with the goal of holding three meetings during the school year. This is best practice and would provide an opportunity for LCD staff and parents to engage in open conversation that draws on each person's knowledge, skills and perspectives to help families and students in the schools and support the collective goals of the LCD program. If approved, the meeting should occur in the fall, winter and spring.

To expand awareness of LCD efforts, parent training sessions were held at six locations between October 2014 and May 2015.

The next steps outlined by the Council include:

- Continuing the task of evaluating and updating the LCD Stipulation Guide
- Select Steering Committee members by opening week (August 2015). The Steering Committee is made up of the 10 member LCD Parent Advisory Council, two LCD/EL teachers, two community members, two SPPS Departments/Programs and one from other programs.
- Meetings with Placement Center, REA, MRC social studies department.

QUESTIONS/DISCUSSION:

- It was noted the language assessment recommendations were good recommendations that would work for Latino students as well as other ethnic groups. The Declaration of formal instruction would be good for all new kids to district as well.
- The comment was made it is exciting to see how the work being done is increasingly collaborative and at a deeper and more comprehensive level, change is happening much faster.
- Item 5A – is this current practice to be continued? Response: This year there were no meetings and the LCD would encourage continuation as it helps inform others on what is being planned and organized. The LCD is focusing on meetings with staff so the whole story is communicated across the district. The LCD hopes to formalize these as an on-going commitment. Staff noted the meetings were suspended for the past year because of work on the Implementation Guide.
- Recommendation #4, the MN alignment map, what is it? Response: This maps the curriculum to make it equitable across the district. It looks at social studies standards and aligns it with grade level curriculum. It establishes a minimum knowledge and defines material for review to provide greater unity across the district along with more site based participation and involvement as required. This would progress in stages beginning in Kindergarten and progress up through the grades.
- Which recommendations will best help increase academic achievement for students? Response: Recommendation 2 would help students new to the country find which level they are at in formal education so teachers have a clear idea of how to work with the student. Also number 1 in order to figure out where a student is at in language and what type of work is needed. 1 and 2 are connected, too many forms are only in English. If they were available in Spanish (or other languages) SPPS would get better information to help instructors know where students are coming from.
- Have you found PLTT helped with learning this year? Response: Yes, definitely. The students learn at a faster rate than before, it has really helped in getting information to teacher and back. All tasks are submitted through iPads.
- What is this on the form about agriculture and fishing? Response: It is related to the migrant issue. Families with migrant status are eligible for added support and it is information that is reported to MDE..

MOTION: Ms Carroll moved the Board accept the report from the Latino Consent Decree Parent Advisory Council. Ms. Doran seconded the motion.
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The motion passed.

C. Standing Item: Policy Update

1. **Update on Rights & Responsibilities Handbook**

A diverse group of SPPS staff met throughout the spring to review current Handbook language and propose updates for the *SY 15-16 Rights and Responsibilities Handbook*.

The focus of the revisions was mostly clarification and compliance related updates. These are mainly due to the fact that in 2013 there were significant content changes made to the *Handbook*. The review group has expressed interest in a deeper review of the *Handbook* for SY 16-17 to make it more student and staff usable.

The proposed changes for SY 15-16 include updating the language in the *Handbook* to reflect SPPS' 1:1 iPad environment, clarifying language around PBIS and updating definitions in Level of Violations and Glossary of Terms to reflect current reporting requirements. A summary of the proposed changes was provided to the Board for their review.

QUESTIONS/DISCUSSION:

- A Board member stated they were encouraged that SPPS has a regular review cycle in place and with the depth of people participating. Staff indicated they intend to expand the depth of participation to more stakeholders (students, parents, teachers) next year.
- Is language being updated relative to the gender inclusion policy? Yes, it is being put in the area of harassment based on protected status. That data will be collected and reported to OCR.
- There is some trauma influenced home training being done for some employees, is that be incorporated as well? Response: That is not something the group has dealt with. It has mostly been PBIS, Campus, Personalized Learning around changes; that is something that could be considered in future.
- It was noted this would be an excellent first step in participation for the Board's student advisory group it is an area to get feedback from them.
- It was noted there is a need for active input by students, parents and teachers perhaps having them come up with agreed upon expectations as an end result. Response: The Handbook is just a tool, what is hoped is that schools are partnering with families on what it looks like in the school building. Administrators have asked for more time and training on how to use the Handbook as a tool to work toward how schools want to work, what is wanted/expected for schools and students.
- Designed engagement would be a valuable addition to the process..
- A Board member asked if staff was thinking about an e-version aspect of the Handbook that has interactive dimensions. Response: Staff is exploring ways to leverage technology relative to the Handbook.

Thanks were extended for the update.

D. Standing Item: PLTT Update - No report

E. Standing Item: SSSC 2.0 Update - No report

F. Work Session

1. **Board Check In**

Staff asked the Board for input on their desire for equity development for FY 15-16 and their goals for next year (now through January and then goals as Board transitions in January), areas of focus and reason for that focus. Comments included:

- Board desired one session during the summer months

- Start a conversation about the accountability piece in policies – Racial equity particularly has a need to put teeth around it
- Accountability/support to continue work on how Board members hold themselves accountable and moving to higher level
- Internal facilitation rather than outside at least for the next six months
- Need more school examples so can tell "the story" better
- It was suggested the group consider a shared school experience
- Participation in equity circle within a school(s)
- Utilizing skills to build on as move from Board to community member
- Interest in meeting with City Council, County Commissioners to share perspectives/results to yield output, plan, commitment.

In summary areas are: Develop ability to apply work both inside and outside of Board work, continue to have deep conversations to speak to work, understand how work looks in practice at schools, how work can be done with City/County to advance racial equity development/goals and identify and increase measures on Racial Equity Policy,

2. **Board Budget Review**

The Board reviewed the coming year budget and where cuts had been made within it.

3. **Update on Student Involvement with the Board**

Staff provided some background information comprising an article entitled "Ladder of Youth Voice" by Adam Fletcher describing eight levels of youth voice/participation. Staff then reviewed gathering information and Student Advisory Board recommendations along with other considerations that area being proposed.

The object of this effort is to develop a system to achieve authentic student voice in decision making relative to the Board. Within the spectrum of options for involvement having students serve in a consulting position might be the best option.

The Youth Leadership Team (through Community Education) is a group of secondary students who participate in year-long projects related to social justice. This might be an option already out there.

Staff provided a summary of the material provided. Students want:

- To be involved in decisions affecting them (curriculum and funding decisions).
- They want authentic power not just be a token.
- They want to be sure there is a diverse voice.
- They want to get something out of their participation such as leadership development opportunities (mentoring by Board members, skill development, access to leaders - District, City).
- This is seen as a prestigious opportunity for students.
- Staff recommended a student advisory board with representatives from each high school in the district as well as comprehensive schools, LEAP, AGAPE, Gordon Parks.
- Staff suggested the student member should also be part of their school's student council.
- Participation should be through an application process to achieve diversity of experiences and perspectives.

Decisions need to be made as to whether student(s) sit in on Board meetings, whether it would always be the same person or rotating among the group, Criteria would need to be established for the types of decisions students would be involved in and opportunities for development need to be ensured for participating students.

It was noted the Chicago Public Schools have a good model. The work group (Hardy, Carroll and Vue) will meet with staff to develop a proposal to be brought back to the full Board.

Questions/Discussion:

- The work group asked for guidance on representation versus engaging other students. If they are not elected, what would be expected of them? If chose Advisory route would the Board expect them to do consultation with youth in district?
- It would be nice if they would be open to input from students but not required to pursue input from students.
- There is a nuance around there being a requirement that this person consult with the student body/student governance organization in their building for key issues, etc. Something to make the connection back to group that has been elected within their school
- What is the timeline for this? Response: For the new school year. The applications out in September, if go that route. Another option would start terms in January (Juniors) serve January to January and remainder of Senior year serve in a advisory capacity to the current council. Budget to budget is another option. It could be school year to school year or across years. Junior Senior connection is good idea.
- How have other districts handled multiple age students on council.

4. **Policy Update - Section 200 - Board Policies**

Staff provided a chart summarizing the proposed changes to various Section 200 policies from the policy work group. Policies 204.01, 206.01 (policy and exhibit) and 209.00 will be brought forward to the next Board meeting.

The policy work group will work though the remaining policies and bring forward, for the next Board meeting, those policies that can be revised.

5. **Preparation for the July 20 Superintendent Mid-Year Evaluation**

The work group indicated they were meeting with the Superintendent and CEO to establish goals and process which will then be forwarded to the Board.

III. ADJOURNMENT

MOTION: Seeba. Motion passed.	Mr. Brodrick moved the meeting adjourn. The motion was seconded by Ms.
--	---

The meeting adjourned at 8:10 p.m.

Respectfully submitted by
Marilyn Polsfuss
Assistant Clerk



Saint Paul Public Schools Proposed FY16 Budget

Marie Schrul
Chief Financial Officer
June 23, 2015

Purpose

To present the final proposed FY16 Budget to the Board of Education for adoption.



FY16 Proposed Budget (Expenditures)

Total FY16
Proposed Budget
\$697.8

General Fund
\$525.3

General Fund
Fully Financed
\$36.9

Food Service
\$25.7

Community
Service
\$22.5

Community
Service Fully
Financed
\$4.2

Building
Construction
\$27.4

Debt Service
\$55.8

FY16 Proposed Budget numbers reflected in millions

FY 16 Proposed Budget Revenue and Expenditure Summary

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	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$80,324,301	\$522,765,875	\$525,265,875	(\$2,500,000)	\$77,824,301
General Fully Financed Fund	267,538	36,939,270	36,939,270	0	267,538
Food Service	2,140,879	25,706,000	25,706,000	0	2,140,879
Community Service	2,224,894	22,186,188	22,513,802	(327,614)	1,897,280
Community Service Fully Financed	826,045	4,220,623	4,220,623	0	826,045
Building Construction	23,017,920	27,062,000	27,400,000	(338,000)	22,679,920
Debt Service	45,258,113	41,172,000	55,750,650	(14,578,650)	30,679,463
Total All Funds	\$154,059,690	\$680,051,956	\$697,796,220	(\$17,744,264)	\$136,315,426

FY16 Proposed General Fund Big Picture – Expenditures

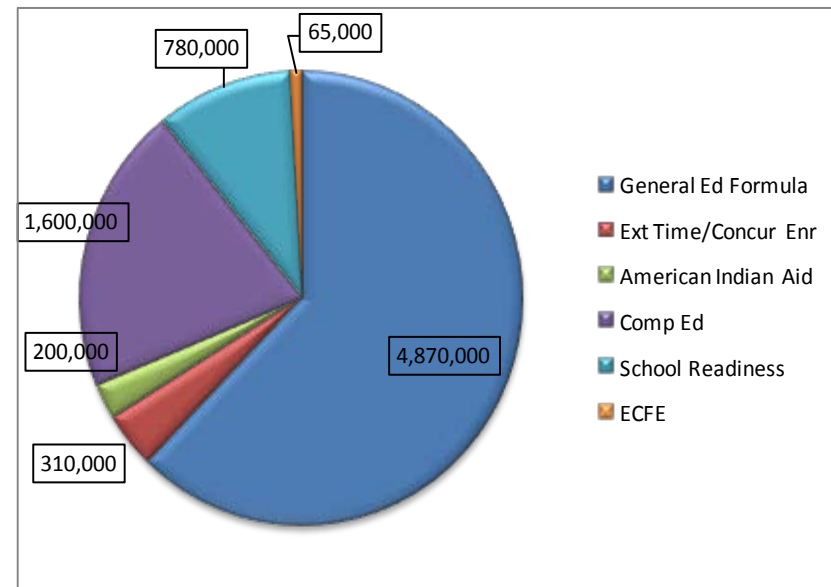
Area	FY15 Adopted	FY16 Proposed	Change	Percent Change
Schools	\$246,150,703	\$253,330,183	\$7,179,480	2.9%
School Service Support	184,977,526	175,987,186	(8,990,340)	(4.9%)
District-wide Support*	92,354,823	92,081,036	(273,787)	(0.3%)
Central Administration	4,071,021	3,867,470	(203,551)	(5.0%)
Total	\$527,554,073	\$ 525,265,875		

*District-wide support: The Pay As You Go Levy for alternative facilities deferred maintenance funding will be transferred to the Building Construction Fund in FY15 and future fiscal years. The FY16 Proposed budget reflects a \$12,000,000 transfer from General Fund to the Building Construction Fund.

Additional FY16 Revenue From Legislature

- \$7,825,000 in additional revenue from legislature
 - \$6,780,000 in General Fund
 - \$1,045,000 in Non-General Fund
- Has been applied to FY16 in this budget proposal

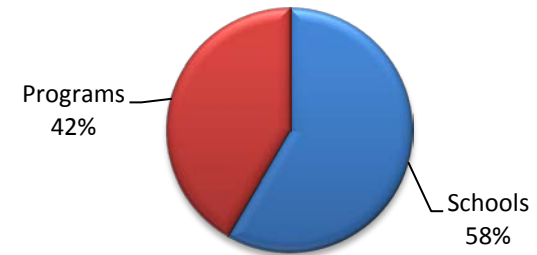
Description	Fund	Amount
General Ed Formula 2%	General	\$4,870,000
Compensatory Education 2%	General	1,600,000
Extended Time & Concurrent Enrollment	General	310,000
American Indian Aid	Non-Gen	200,000
School Readiness	Non-Gen	780,000
ECFE	Non-Gen	65,000
Total All Funds		\$7,825,000



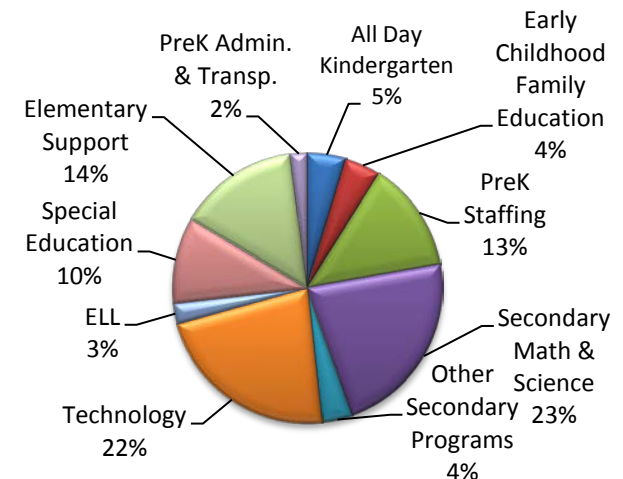
FY16 Proposed Referendum Plan

Description	Amount (in millions)
All Day Kindergarten	\$2.0
Early Childhood Family Education	1.9
Pre-K Staffing	5.8
Secondary Math & Science	9.8
Other Secondary Programs	1.6
PLTT/Technology	9.8
ELL	1.1
Special Education	4.5
Elementary Support	6.3
Pre-K Admin & Transportation	.9
Total	\$43.7

Plan by Category



Plan by Program



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
- 7 Community meetings through Office of Family & Community Engagement

Questions

Recommendation:

That the Board of Education adopt the FY16
Proposed Budget of \$697,796,220 as presented.

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Proposed 2015-16 Budget

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 625
BOARD OF EDUCATION**



Mary Doran
Chair



Keith Hardy
Vice Chair



Chue Vue
Clerk



Anne Carroll
Treasurer



John Brodrick
Director



Jean O'Connell
Director



Louise Seeba
Director



Valeria S. Silva
Superintendent

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Executive Summary

Transforming Saint Paul Public Schools to ensure excellence in every classroom of every school for every student, without exception or excuse.

Strong Schools, Strong Communities 2.0

Dear Friends of Saint Paul Public Schools,

In 2011, Saint Paul Public Schools (SPPS) began an ambitious journey to increase student achievement through the *Strong Schools, Strong Communities* (SSSC) strategic plan. We have accomplished much since then, transforming the way we operate our district and schools to ensure that students continue to be at the center of our decision making. But much more remains to be done.

We have now entered the second phase of our strategic plan, *Strong Schools, Strong Communities 2.0*. We continue to refine the strategies that will help us achieve our three strategic goals: Achievement, Alignment, and Sustainability.

Our efforts focus on:

- **Racial equity** and strategies to narrow the opportunity gap
- **Personalizing learning** through technology
- **Ensuring that every child graduates** ready for college or a career
- **PK-12 programs with connected pathways** that expands and aligns opportunities for students
- **Creating systems and business practices** that put student needs first.

We are making progress. Graduation rates in nearly all SPPS high schools exceed the Minnesota average. SPPS has significantly reduced the graduation rate disparity between white students and students of color. We have distributed 30,000 iPads to students and staff. In the first year of iPad use, 86 percent of students reported using their iPad outside of school for educational purposes, and 79 percent reported having more choices in what and how they learn. We deepened our racial equity work, with 90 percent of all *Beyond Diversity* trainings facilitated by SPPS staff. We also provided an array of professional development opportunities to strengthen teaching practices.

This is a challenging budget season for SPPS and districts across the state. Unfortunately, cost reductions are required to balance our 2015-16 budget. Our goal is to minimize the direct impact on schools and classrooms. The majority of department budgets, including central administration, were reduced by a minimum of 7 percent. Some department budgets were reduced by more than 15 percent.

We are grateful to those who advocated for greater state funding by taking time to call their legislators. Your efforts helped secure additional dollars that were allocated directly to schools and other priority areas. With your support, we will successfully navigate this difficult budget cycle and continue to offer exceptional opportunities for the young people of St. Paul.

Valeria S. Silva
Superintendent

SAINT PAUL PUBLIC SCHOOLS - STRONG SCHOOLS, STRONG COMMUNITIES

Saint Paul Public Schools (SPPS) long range goals are:



SPPS provides an outstanding education for some students. We can provide an outstanding education for all students.

Goal 1 creates the conditions for every school to transform learning by giving teachers not only a well-rounded curriculum, but the training, direction and support they need to deliver quality instruction to every student.



The Strong Schools, Strong Communities Plan assures that all students have quality choices in their own community.

Goal 2 recognizes that our current choice system does not do enough to address the achievement gap. In fact, ***data shows that students of color and low-income students perform as well or better in their community schools.***



Our traditional methods of balancing the budget that cut people and programs undermine our ability to implement our academic plan. The budget is our financial plan that must sustain our academic plan.

Goal 3 looks at the long-term success of our core functions – teaching and learning – and guides decisions based upon what we know will deliver results for students.

SAINT PAUL PUBLIC SCHOOLS AT A GLANCE

Saint Paul Public Schools, Minnesota's second-largest school district, offers a world of opportunities for a multi-cultural student population of more than 39,000 pre-kindergarten through grade 12 students. The District promotes lifelong learning, serving "students" from birth to age five and adults learning English, earning their diploma or their GED.

	ACTUAL	PROJECTED	STAFF BY FTE (2014-2015)	
STUDENT ENROLLMENT	2014-2015	2015-2016	K-12 Teachers	3,847
Early Education	799	790	Paraprofessionals	1,126
Kindergarten (Regular & Handicapped)	3,438	3,270	Support Staff	1,198
Grades 1-6	17,741	17,837	Principals and other district leaders	361
Grades 7-12 and Area Learning Centers	15,886	16,107	Total number of Staff	6,532
Total reported to State	37,865	38,004		
Early Kindergarten (Pre-Kindergarten)	1,800	1,800		
Total Enrollment	39,665	39,804		

STUDENT DEMOGRAPHICS

African American	11,458 or 30.3%
Asian American	11,947 or 31.6%
Caucasian American	8,494 or 22.4%
Latino American	5,274 or 14%
American Indian	692 or 1.8%
Special Education Students	5,988 or 15.8%
Eligible for Free or Reduced-Priced Meals	27,379 or 72.3%
English Language Learner (ELL) Students Served	13,011 or 34.4%

NUMBER OF SCHOOLS AND PROGRAMS (2014-2015)*

PreK-5 Sites	32
Dual Campus Sites	6
6-8 Sites	5
6-12 Sites	4
9-12 Sites	5
K-8 Sites	7
Special Education Sites & Other Program Sites	34
Grand Total	93

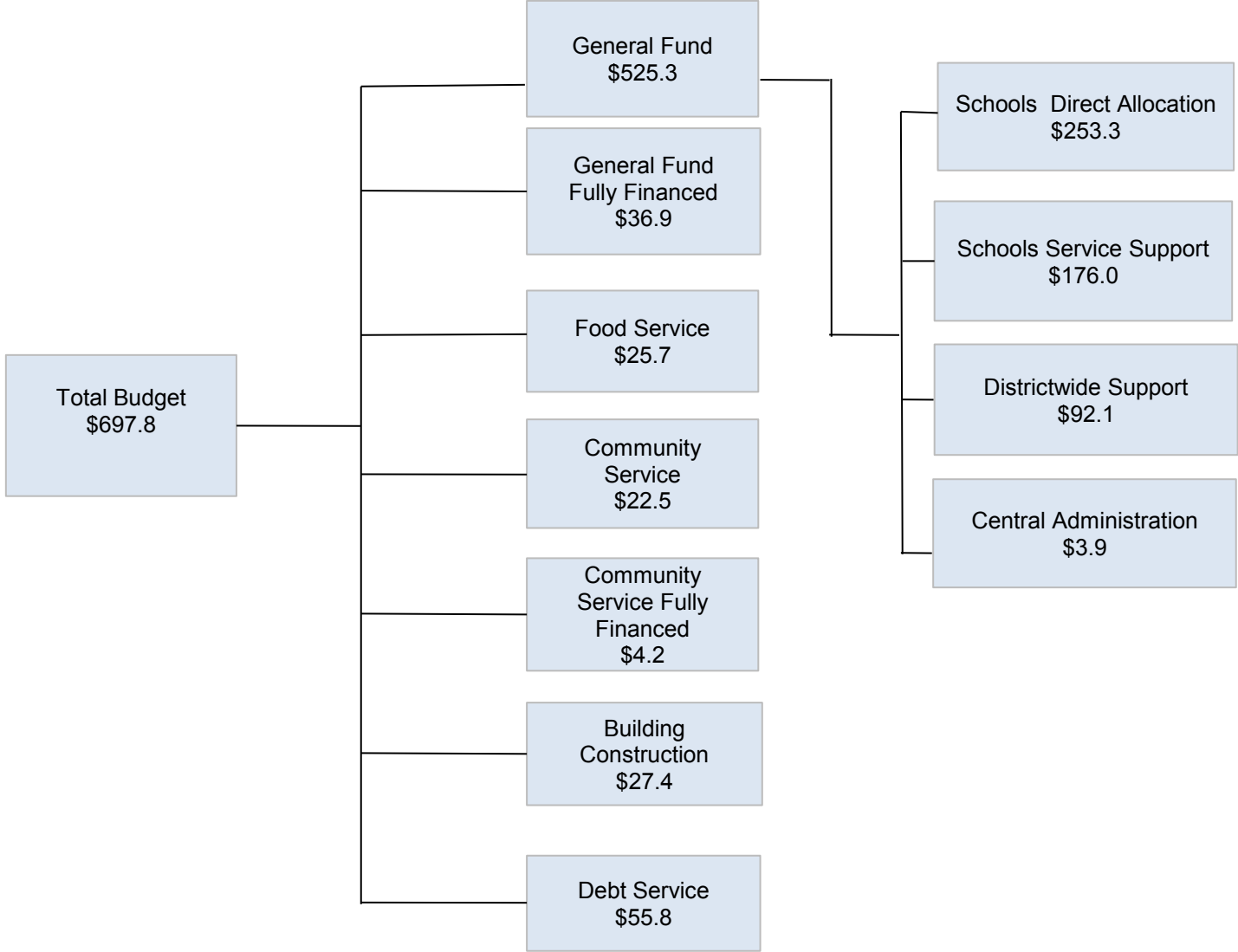
* Grades vary by site; This list does not include charter schools

REPORT ON REFERENDUM

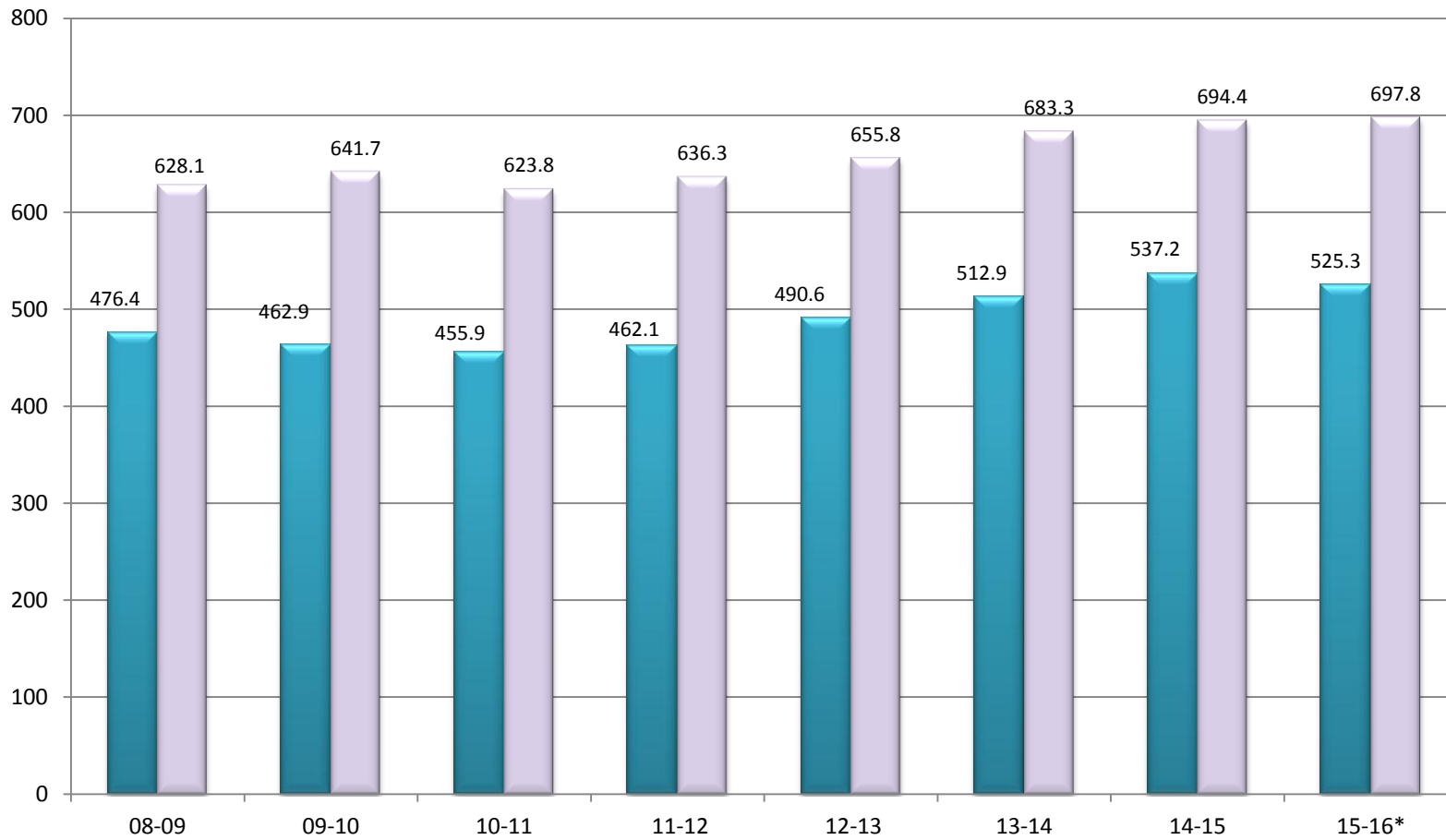
In fiscal year 2007-08, \$29.7 million was available through the Referendum for Continued Excellence. This referendum expired at the end of fiscal year 2012-13. It was renewed by the voters of Saint Paul in November 2012, with an additional \$9 million for Personalized Learning and will continue through FY21.

	2013-2014	2014-2015	2015-2016
Areas of Promise	Actual (in millions)	Plan (in millions)	Plan (in millions)
All Day Kindergarten	\$2.1	\$2.0	\$2.0
Early Childhood Family Education	\$2.9	\$1.9	\$1.9
Pre-Kindergarten	\$5.1	\$6.9	\$6.7
Secondary			
- Secondary Math & Science	\$7.6	\$8.9	\$9.8
- Other Secondary Programs	\$1.1	\$0.6	\$1.6
Technology	\$7.1	\$12.9	\$9.8
ELL	\$1.1	\$1.1	\$1.1
Special Education	\$4.6	\$4.6	\$4.5
Elementary Support	\$6.9	\$5.8	\$6.3
Allocation to Charter Schools	\$0.0	\$0.0	\$0.0
Total	\$38.5	\$44.7	\$43.7

**Saint Paul Public Schools
Total Budget Overview
Fiscal Year 2015-16 (In Millions)**



**Saint Paul Public Schools
History of Adopted Budget (in Millions)**



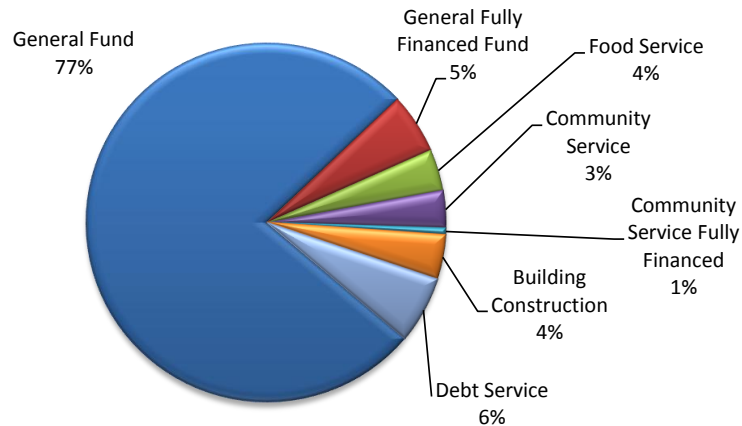
* Proposed

■ General Fund ■ Total Budget

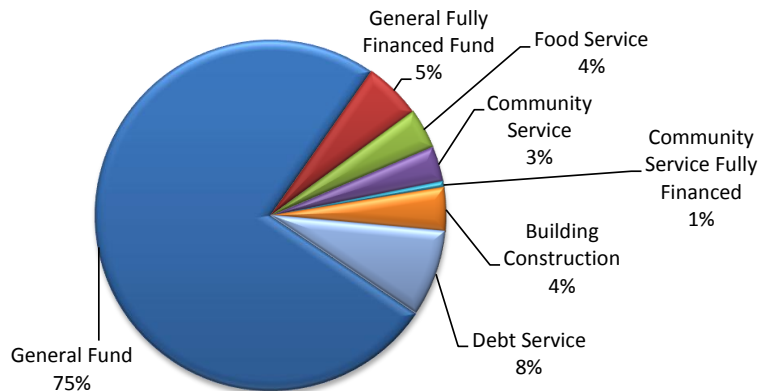
**Saint Paul Public Schools
Revenues and Expenditures Budget Summary
Projected for Fiscal Year 2015-16**

	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$80,324,301	\$522,765,875	\$525,265,875	(\$2,500,000)	\$77,824,301
General Fully Financed Fund	267,538	36,939,270	36,939,270	0	267,538
Food Service	2,140,879	25,706,000	25,706,000	0	2,140,879
Community Service	2,224,894	22,186,188	22,513,802	(327,614)	1,897,280
Community Service Fully Financed	826,045	4,220,623	4,220,623	0	826,045
Building Construction	23,017,920	27,062,000	27,400,000	(338,000)	22,679,920
Debt Service	45,258,113	41,172,000	55,750,650	(14,578,650)	30,679,463
	\$154,059,690	\$680,051,956	\$697,796,220	(\$17,744,264)	\$136,315,426

Percent of Total Revenues



Percent of Total Expenditures



Estimated beginning Fund Balance is based on March 31, 2015 Quarterly report

**Saint Paul Public Schools
Analysis of General Fund
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- Local revenue will increase by \$5.1 million or 5.4% related to the Pay 15 Levy. State and Federal revenue will increase slightly by \$0.5 million as the 2.0 percent formula increase was offset by projected reductions in programs providing targeted services. Overall General Fund revenue for Fiscal Year 2016 is projected to decrease by (\$6.4) million, or (1.2%). The primary contributor to the decrease is the transfer of (\$12.0) million of General Fund Levy to the Building Construction Fund. Pay As You Go Levy for alternative facilities deferred maintenance work will be transferred for Fiscal Year 2015 and future Fiscal Years.
- General Fund expenditures were originally projected to increase by \$0.1 million prior to the determination that Pay As You Go Levy must be transferred from General Fund to the Building Construction Fund. With the Pay As You Go transfer, the Adopted General Fund expenditures are decreasing by (\$11.9) million, or (2.2%).
- The expenditures exceed revenue by \$2.5 million. This difference will be covered by the use of unassigned fund balance.
- The unassigned fund balance for June 30, 2016 is projected to be \$28.1 million which represents 5.0% of projected general fund expenditures.

Saint Paul Public Schools
General Fund Revenue Budget
Fiscal Year 2016 as Compared to Fiscal Year 2015

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Local Revenues			
Local Certified Levy	\$91,272,110	\$94,002,980	\$95,374,600
Transfer Levy		(\$9,663,616)	(\$12,000,000)
Tuition	150,000	238,010	0
Other Local	3,366,800	5,590,812	4,551,500
Total Local Revenues	<u>\$94,788,910</u>	<u>\$90,168,186</u>	<u>\$87,926,100</u>
State Aid Revenues			
General Education Revenues			
Compensatory Education	\$69,945,493	\$69,945,493	\$69,662,318
Limited English Proficiency	8,175,484	8,175,484	7,327,671
Other General Education	275,965,110	262,985,519	284,889,435
Other State Aid Revenues			
Special Education Revenues	61,285,840	61,285,840	53,000,000
Integration	11,217,787	11,217,787	11,890,351
Literacy Aid	1,900,417	1,900,417	1,900,000
Other State Aid	1,338,658	1,338,658	1,670,000
Total State Aid Revenues	<u>\$429,828,789</u>	<u>\$416,849,198</u>	<u>\$430,339,775</u>
Federal Aid Revenues			
Third Party Billing	\$3,500,000	\$3,500,000	\$3,500,000
E-Rate Reimbursement	1,000,000	1,000,000	1,000,000
Total Federal Revenues	<u>\$4,500,000</u>	<u>\$4,500,000</u>	<u>\$4,500,000</u>
Total Revenues	<u><u>\$529,117,699</u></u>	<u><u>\$511,517,384</u></u>	<u><u>\$522,765,875</u></u>

**Saint Paul Public Schools
Proposed General Fund Budget
Fiscal Year 2015-16**

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

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	\$98,557,847	\$98,550,301	\$80,324,301
Revenues			
Local	\$94,788,900	\$99,831,802	\$99,926,100
Transfer (Levy)		(\$9,663,616)	(\$12,000,000)
State	429,828,789	416,849,198	430,339,775
Federal	4,500,000	4,500,000	4,500,000
Total Revenues	\$529,117,689	\$511,517,384	\$522,765,875
Expenditures			
Salaries and Wages	\$313,695,792	\$318,335,023	\$315,674,868
Employee Benefits	121,523,344	\$116,720,286	113,977,504
Purchased Services	34,622,367	\$37,122,289	36,398,436
Transportation Contracts	20,107,896	\$20,926,494	17,770,500
Supplies and Materials	32,263,787	\$21,579,071	35,919,174
Capital Expenditures	10,695,955	\$6,630,725	3,329,065
Debt Service	-	\$0	-
Other Expenditures	4,308,548	\$8,429,496	2,196,328
Total Expenditures	\$537,217,689	\$529,743,384	\$525,265,875
Fund Balance - Ending	\$90,457,847	\$80,324,301	\$77,824,301

**Saint Paul Public Schools
Analysis of General Fund Fully Financed
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- Fiscal Year 2016 Adopted budget for General Fund Fully Financed will decrease by (\$2.6) million or (6.53%) compared to Fiscal Year 2015. Turnaround St. Paul (federal) and AVID Expansion - Travelers grant (local) will be below the \$ 500,000 threshold for inclusion in the budgeting process for Fiscal Year 2016. Federal Title programs will decrease by (\$3.2) million or (11.71%). The Youth Career Connect grant (federal) began in Fiscal Year 2015 and will add \$1.3 million to the Fiscal Year 2016 Adopted budget. IDEA Part B (federal) will increase by \$.2 million for Fiscal Year 2016.
- The budgeting process for General Fund Fully Financed has a \$500,000 threshold for inclusion. As such, federal, state or local grants which are below the threshold are not included. Grants above the threshold are identified with revenue equaling expenditures resulting in no change to fund balance.
- All grants are submitted to the Board of Education for approval including small grants (less than \$500,000). As such, these small grants and revisions to grants are submitted to the Board of Education on a quarterly basis during the fiscal year.

Saint Paul Public Schools
Proposed General Fund Fully Financed Budget
Fiscal Year 2015-16

General Fund Fully Financed contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully financed funds are in a separate budget to facilitate reporting requirements.

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	465,358	267,538	267,538
Revenues			
Local	\$625,000	\$511,577	\$0
State	540,000	529,453	542,149
Federal	38,353,088	37,781,935	36,397,121
Total Revenues	<u>\$39,518,088</u>	<u>\$38,822,965</u>	<u>\$36,939,270</u>
Expenditures			
Title I - Basic	23,046,686	\$21,786,971	19,665,401
Title I - School Improvement	560,000	1,077,795	1,077,795
Title II - Part A	2,500,000	3,151,744	1,942,000
Title III - Bilingual Education	1,400,000	1,054,088	1,600,000
IDEA Part B - Special Education	8,989,620	7,791,742	9,258,320
JROTC	995,000	978,492	999,611
Carl D. Perkins Basic Grant	548,782	526,185	526,473
Gear Up/Get Ready	0	540,626	560,125
Turnaround St. Paul	853,000	750,668	0
Digital Works	0	183,640	0
Youth Career Connect	0	469,437	1,309,545
AVID Expansion- Travelers Grant	625,000	511,577	0
Total Expenditures	<u>\$39,518,088</u>	<u>\$38,822,965</u>	<u>\$36,939,270</u>
Fund Balance - Ending	<u>465,358</u>	<u>267,538</u>	<u>267,538</u>

**Saint Paul Public Schools
Analysis of Food Service Fund
Fiscal Year 2016 Compare to Fiscal Year 2015**

Nutrition Services Mission Statement: We create and serve foods that students get excited about! Our “Healthy Hits” are served with respect by a caring staff effectively managing resources.

- Nutrition Services’ goal is to offer healthy choices and introduce new foods and recipes to students every year.
- New breakfast and lunch items will be introduced this year (including summer) in an effort to increase participation.
- Nutrition Services will implement a strict 5-week cycle menu to control costs and inventory as well as increase variety.
- Expenditures will decrease by (\$0.6) million or (2.3%) in Fiscal Year 2016.
- Revenue will decrease by (\$0.6) million or (2.3%) for Fiscal Year 2016.
- Breakfast to Go continues to be available district-wide at no charge.
- The United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Grant will be discontinued in Fiscal Year 2016.
- The USDA allows for net cash resources of up to three months of average operating expenses (this is approximately \$6.0 million). The projected Fiscal Year 2016 fund balance is \$2.5 million which includes approximately \$1.0 million for inventory and retiree health insurance reserves.

**Saint Paul Public Schools
Proposed Food Service Fund Budget
Fiscal Year 2015-16**

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

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	\$ 3,941,901	\$ 2,913,182	\$ 2,140,879
Revenue			
Local	\$ 2,484,600	\$ 2,372,590	\$ 1,935,500
State	1,630,600	1,683,765	1,558,400
Federal	22,190,900	21,606,878	22,212,100
	\$ 26,306,100	\$ 25,663,233	\$ 25,706,000
Expenditures			
Salaries and Wages	\$ 8,772,600	\$ 8,644,696	\$ 8,388,100
Employee Benefits	3,234,250	3,243,478	3,188,500
Purchased Services	2,305,100	2,344,101	2,330,000
Non-Instruction	1,044,000	1,079,450	1,050,000
Portable Non-Instruction	-	25,475	25,000
Fuels	29,000	25,756	27,000
Food	7,700,000	8,775,503	7,562,400
Commodities	1,413,000	543,846	1,445,000
Milk	1,269,700	1,291,154	1,275,000
Capital Expenditures	488,700	406,077	359,000
Other Expenditures	49,750	56,000	56,000
	\$ 26,306,100	\$ 26,435,536	\$ 25,706,000
Fund Balance - Ending	\$ 3,941,901	\$ 2,140,879	\$ 2,140,879

**Saint Paul Public Schools
Analysis of Community Service Fund
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- Based upon current law, Fiscal Year 2016 revenue will increase by \$2.1 million or 10.43%. The revenue increase is specific to Early Childhood Family Education, Discovery Club and School Readiness.
- Fiscal Year 2016 expenditures will increase by \$1.7 million, or 8.22%, due to increased hourly licensed and non licensed staff necessary for additional Community Service programming and increased services across Community Service Programs.
- Fund Balance will decrease by (\$.37) million or (14.27%) from the projected \$2.2 million for Fiscal Year 2015. Fund balance is reserved by area with statutory limitations. The proposed fund balance for each area is under the statutory limitations.

**Saint Paul Public Schools
Proposed Community Service Fund Budget
Fiscal Year 2015-16**

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

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	\$ 2,225,765	\$ 2,597,641	\$ 2,224,894
Revenue			
Local	\$ 8,647,248	\$ 8,953,606	\$ 8,934,067
State	10,690,591	11,102,553	12,466,327
Federal	753,049	788,887	785,794
Fund Balance Transfer			
	<u>\$ 20,090,888</u>	<u>\$ 20,845,046</u>	<u>\$ 22,186,188</u>
Expenditures			
Salaries and Wages	\$ 11,234,173	\$ 11,206,844	\$ 12,308,110
Employee Benefits	3,418,257	3,672,776	3,839,972
Purchased Services	5,733,739	5,791,932	5,836,417
Supplies and Materials	311,215	372,886	452,060
Capital Expenditures		4,607	
Other Expenditures	106,788	168,748	77,243
Transfer of fund balance			
	<u>\$ 20,804,172</u>	<u>\$ 21,217,793</u>	<u>\$ 22,513,802</u>
Fund Balance - Ending	<u>\$ 1,512,481</u>	<u>\$ 2,224,894</u>	<u>\$ 1,897,280</u>

**Saint Paul Public Schools
Analysis of Community Service Fully Financed Fund
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- Fiscal Year 2016 Adopted budget for Community Service Fully Financed Fund will decrease by (\$0.6) million or (12.55%) compared to Fiscal Year 2015. Non Public Textbook Aid will be below the \$500,000 threshold for inclusion in the budgeting process for Fiscal Year 2016.
- The budgeting process for Community Service Fully Financed Fund has a \$500,000 threshold for inclusion. As such, federal, state, or local grants below the threshold are not included. Grants above the threshold are identified with revenue equaling expenditures resulting in no change to fund balance.
- All grants are submitted to the Board of Education for approval including small grants (less than \$500,000). As such, these small grants and revisions to grants are submitted to the Board of Education on a quarterly basis during the fiscal year.

Saint Paul Public Schools
Proposed Community Service Fully Financed Fund Budget
Fiscal Year 2015-16

The Community Service Fully Financed Fund must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services.

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	\$ 244,591	\$ 425,194	\$ 826,045
Revenue			
Local	\$ 2,079,688	\$ 2,305,094	\$ 1,946,351
State	1,867,904	2,826,301	1,502,419
Federal	879,000	1,683,041	771,853
Fund Balance Transfer			
	<u>\$ 4,826,592</u>	<u>\$ 6,814,436</u>	<u>\$ 4,220,623</u>
Expenditures			
Salaries and Wages	\$ 2,127,892	\$ 3,196,946	\$ 2,183,599
Employee Benefits	621,471	939,678	646,899
Purchased Services	1,100,216	1,429,345	1,158,800
Supplies and Materials	765,247	699,234	150,969
Capital Expenditures	20,000	80,277	20,000
Other Expenditures	191,766	68,105	60,356
Transfer of fund balance			
	<u>\$ 4,826,592</u>	<u>\$ 6,413,585</u>	<u>\$ 4,220,623</u>
Fund Balance - Ending	<u>\$ 244,591</u>	<u>\$ 826,045</u>	<u>\$ 826,045</u>

**Saint Paul Public Schools
Analysis of Building Construction Fund
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- In Fiscal Year 2014, the District issued \$15 million capital bonds in a General Obligation Bond (GOB) issue prior to June 30, 2014. Alternative Bonds were not issued in Fiscal Year 2014 and were replaced by the Pay As You Go Levy. The District received \$ 9.7 million Pay As You Go Levy in Fiscal Year 2015 for deferred maintenance projects.
- In Fiscal Year 2015, the District will issue \$15 million capital bonds in a General Obligation Bond (GOB) issue prior to June 30, 2015. The District will continue to issue \$15 million of capital bonds for capital improvement projects in support of Strong Schools, Strong Communities 2.0 initiatives.
- In Fiscal Year 2016, the District will issue \$15 million capital bonds in a General Obligation Bond (GOB) issue prior to June 30, 2016 to support the capital improvement projects in support of Strong Schools, Strong Communities 2.0 initiatives and the Facilities Master Plan. The Pay As You Go Levy of \$12 million will be transferred in Fiscal Year 2016 to the Building Construction Fund for deferred maintenance projects.
- Revenue in the Building Construction Fund is projected to increase by \$2.3 million due to the increase in the Pay As You Go Levy from prior year.
- Expenditures in the Building Construction Fund are projected to decrease as capital projects are completed and the Facilities Master Plan is implemented.
- The Building Construction Fund balance will decrease slightly as a net result of increased Pay As You Go levy revenue and a decrease in capital expenditures.

Saint Paul Public Schools
Proposed Building Construction Fund Budget
Fiscal Year 2015-16

The Building Construction Fund records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District. Minnesota statutes and federal arbitrage regulations govern use of the funds. Building Construction funds are held in trust and expended only for authorized projects. Resources may be used for general construction, building additions, architectural and engineering costs, equipment, and costs of floating a bond issue.

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	\$ 32,522,906	\$ 29,503,204	\$ 23,017,920
Revenue			
Sale of Bonds	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000
Transfer (Levy)	9,663,616	9,663,616	12,000,000
Miscellaneous	9,000	-	9,000
Investment Earnings	91,000	59,000	53,000
	<u>\$ 24,763,616</u>	<u>\$ 24,722,616</u>	<u>\$ 27,062,000</u>
Expenditures			
Salary and Wages	\$ 2,566,816	\$ 2,224,100	\$ 2,701,500
Employee Benefits	1,340,800	1,105,000	1,079,300
Purchased Services	1,831,419	3,004,800	2,600,000
Capital Expenditures	28,197,487	24,874,000	21,019,200
	<u>\$ 33,936,522</u>	<u>\$ 31,207,900</u>	<u>\$ 27,400,000</u>
Fund Balance - Ending	<u>\$ 23,350,000</u>	<u>\$ 23,017,920</u>	<u>\$ 22,679,920</u>

**Saint Paul Public Schools
Analysis of Debt Service Fund
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- The District will issue only capital bonds in Fiscal Year 2016 in the amount of \$ 15 million. The District will retire approximately \$40.4 million of existing debt, including \$15.2 million paid from the 2013B refunding issue escrow account in February 2016. The net result will be a decrease in the overall outstanding debt of the District by approximately \$ 25 million. This payment from the escrow account will result in a decrease of approximately \$14.5 million in the Debt Service Fund balance.
- During preparation for issuing new debt, the District will analyze existing debt to determine if any new bond refundings should be considered. Debt service refunding issues for Fiscal Year 2016 have not yet been determined and, consequently, no refunding proceeds have been projected for Fiscal Year 2016.
- Debt Service Fund revenue is projected to decrease by approximately \$3.95 million or 8.8%. This decrease is driven by scheduled payments of debt as provided to and approved by the Minnesota Department of Education.
- Debt Service Fund expenditures are projected to decrease by approximately \$2.4 million or 5.7%. This decrease is driven by scheduled debt redemptions and refundings which have restructured debt payments to retire principal earlier and reduce long term interest expense.

**Saint Paul Public Schools
Proposed Debt Service Fund Budget
Fiscal Year 2015-16**

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

	Adopted 2014-15	Projected 2014-15	Proposed 2015-16
Fund Balance - Beginning	\$ 3,661,883	\$ 3,661,883	\$ 6,233,733
Funds Held in Escrow	\$ 54,662,230	54,662,230	39,024,380
	<u>\$ 58,324,113</u>	<u>\$ 58,324,113</u>	<u>\$ 45,258,113</u>
Revenue			
Local	\$ 40,427,000	\$ 40,847,000	\$ 36,497,000
State	3,733,000	3,733,000	3,733,000
Federal	931,000	942,000	942,000
	<u>\$ 45,091,000</u>	<u>\$ 45,522,000</u>	<u>\$ 41,172,000</u>
Expenditures			
Principal-bond	\$ 26,740,000	\$ 26,740,000	\$ 26,600,000
Interest-bond	14,677,000	14,679,000	\$ 12,450,000
Other debt expense	100,000	98,000	\$ 100,000
Escrow Activity	17,070,000	17,070,000	\$ 16,600,650
	<u>\$ 58,587,000</u>	<u>\$ 58,587,000</u>	<u>\$ 55,750,650</u>
Fund Balance - Ending	<u>\$ 44,828,113</u>	<u>\$ 45,259,113</u>	<u>\$ 30,679,463</u>

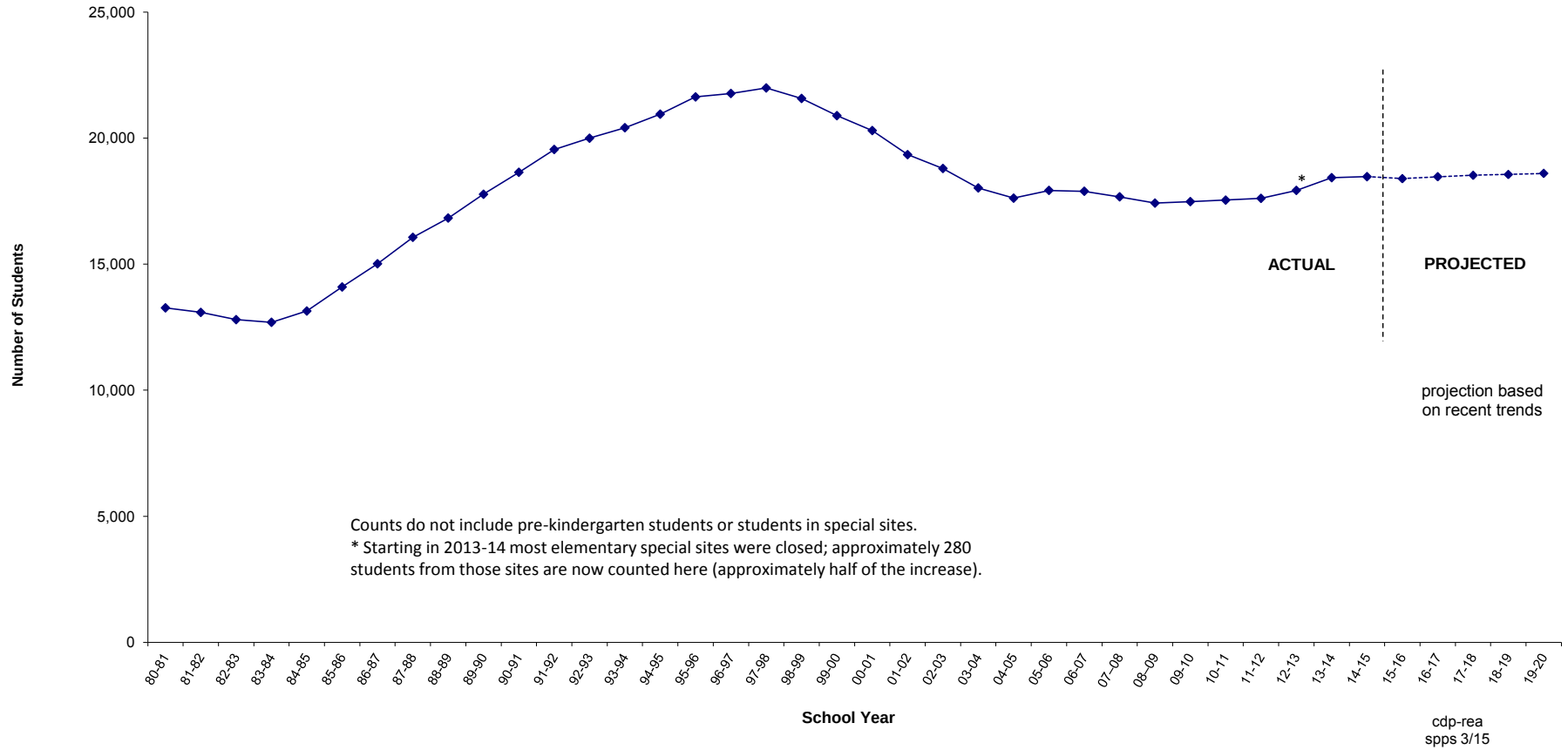


General Fund Supplemental Information

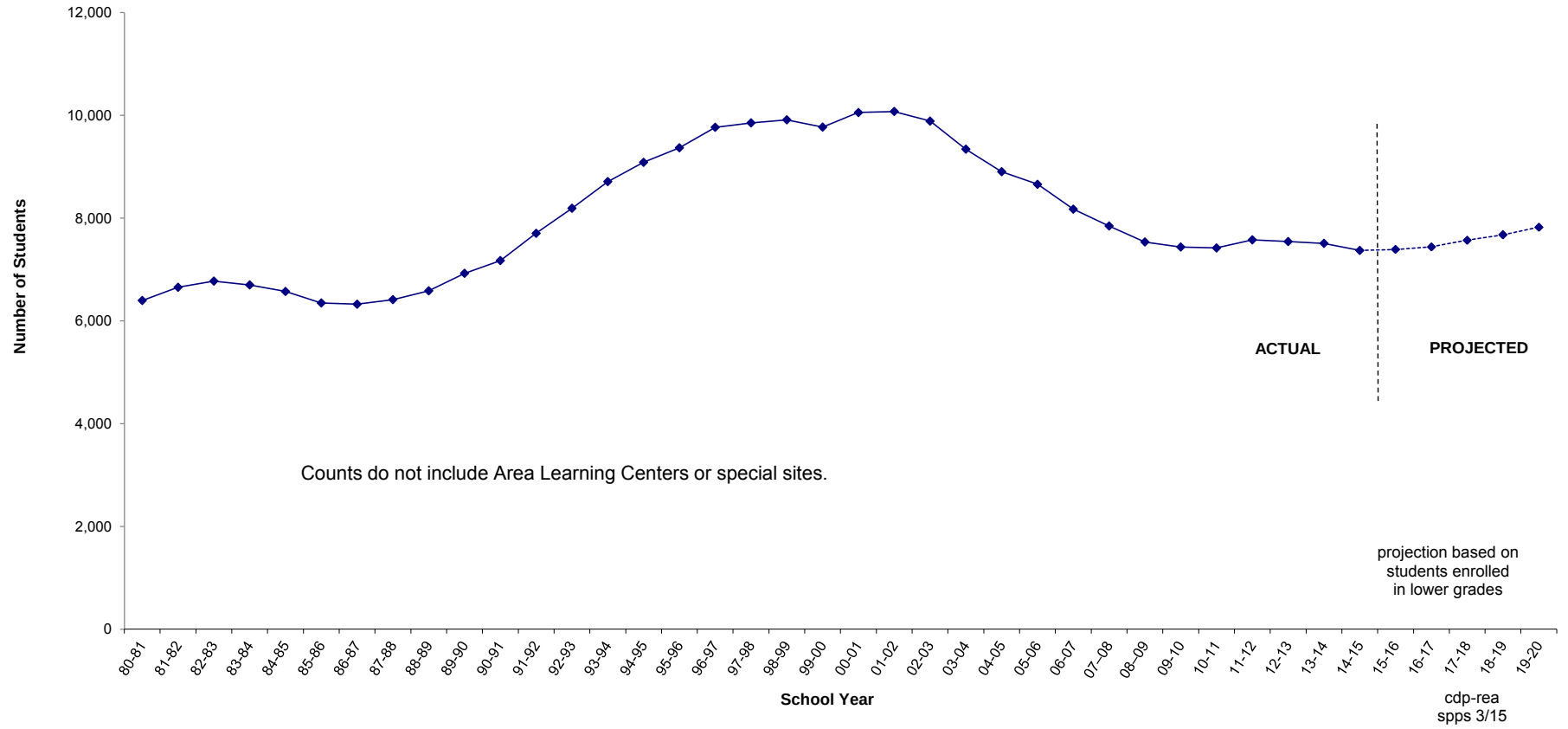
**Saint Paul Public Schools
Summary of Enrollment Trends**

- For Fiscal year 2014-15, Kindergarten enrollment is down after several years of increases. Kindergarten enrollment is expected to drop slightly again in Fiscal year 2015-16, then resume a slow increase.
- Following a few years' increases, enrollment in grades 1-5 is expected to remain fairly constant for the next few years.
- Middle school enrollment is expected to increase moderately at about 50 to 100 students per year.
- High school enrollment is expected to continue its increase for one more year, then level off for several more years.
- Enrollment shifts are not distributed uniformly among the schools in the District. Some schools will always have as many students as we can allow, while others have experienced significant enrollment decline.

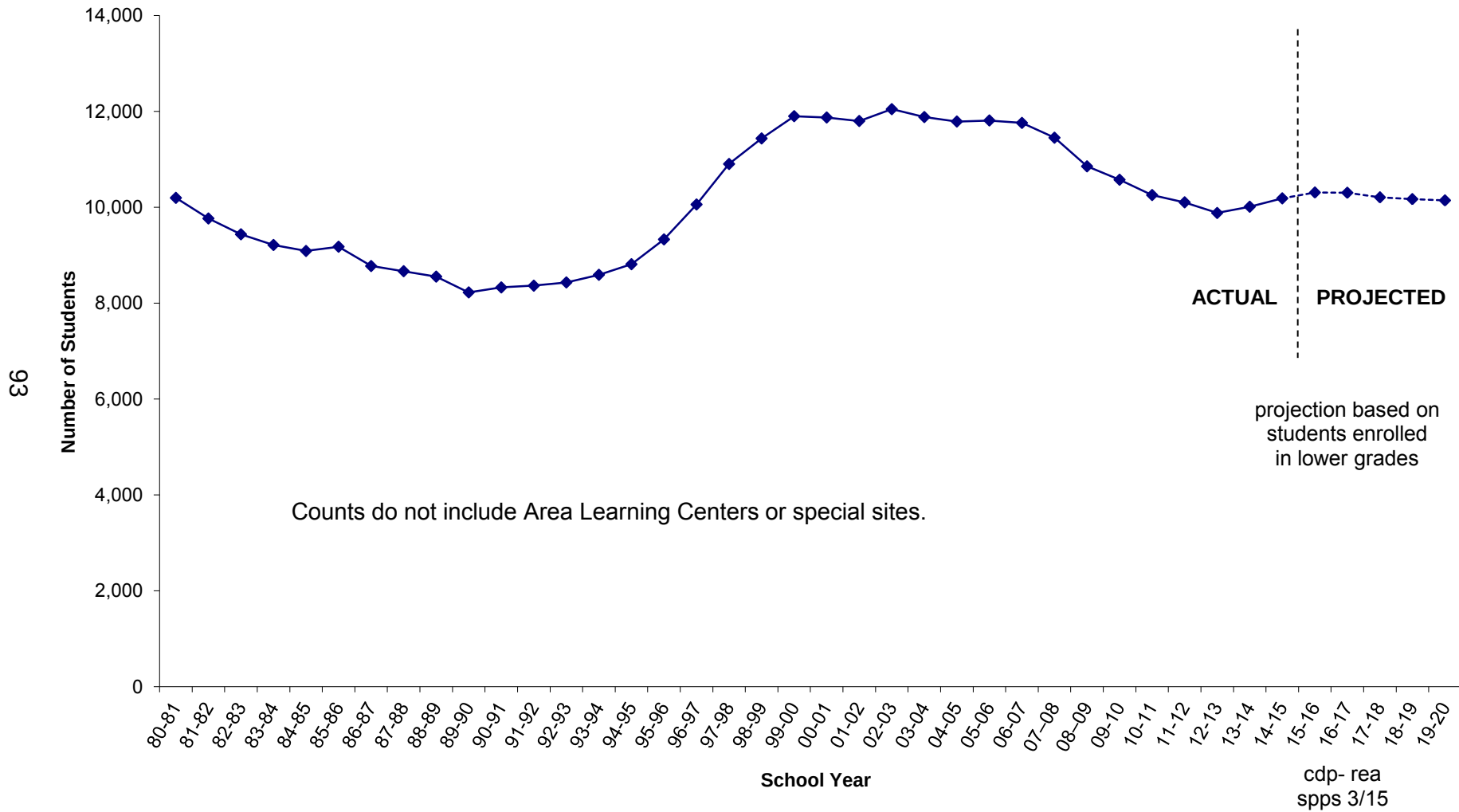
Saint Paul Public Schools Enrollment Trend Grades K-5



Saint Paul Public Schools Enrollment Trend Grades 6-8



Saint Paul Public Schools Enrollment Trend Grades 9-12



**Saint Paul Public Schools
Analysis of the School Staffing Allocations
Fiscal Year 2016 as Compared to Fiscal Year 2015**

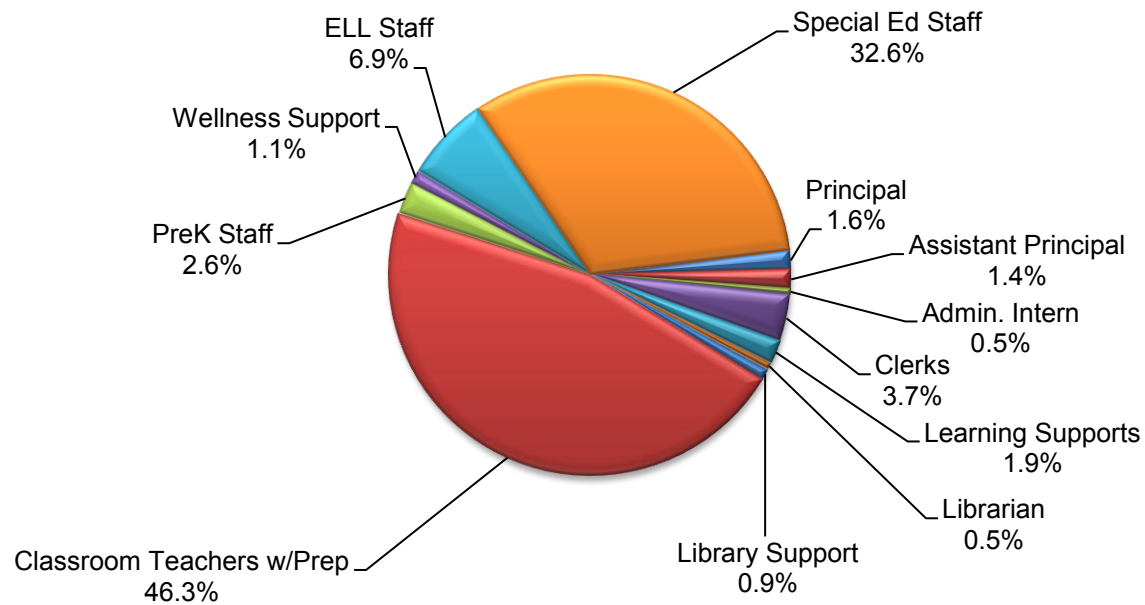
- For FY16, a central allocation method was utilized in support of the Strong Schools Strong Communities (SSSC) 2.0 Plan following the statutory requirements for federal and state funding. Differentiation criteria was used to allocate resources in an equitable way that targeted the needs in each school.
- In addition, staffing allocations were also based on class size ranges that met the terms of the contract signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers. The target class size ranges are as follows:

<u>Grade Level</u>	<u>High Poverty</u>	<u>Low Poverty</u>
Pre-K	20	20
Kindergarten	20 - 24	22 - 26
Grades 1 - 3	22 - 25	22 - 27
Grades 4 - 5	25 - 28	25 - 29
Grades 6 - 8	29 - 33	29 - 35
Grades 9 - 12	30 - 35	30 - 37

- High Poverty was determined by taking 30 traditional schools with the highest levels of poverty concentration per free and reduced lunch applications. This meets the terms of a Memorandum of Agreement (MOA) signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers.
- In addition to class size commitments, a Board Resolution was also approved to maintain a baseline of staffing supports (Nurses, Counselors, Librarians, Social Workers, and Library EAs) and add an additional 32 FTEs in 2014-2015. The FY16 budget maintained the FY15 level of staffing supports as all sites and programs had dedicated funding for these positions.
- In addition to staffing allocations based on criteria, sites also received SSSC 2.0 allocations for specific program articulation for their individual site. Program articulations include: Dual Immersion, Aerospace, Year Round, Middle School Support, AP/IB/MYP/PYP, iPad Accessories, PLTT Field Technicians, PLTT Technician TOSAs.
- The next four pages provide detail of the FTE allocations for FY16 by site.

**Saint Paul Public Schools
School Staffing Allocation Summary
Fiscal Year 2015-16**

School	Principal	Assistant Principal	Admin. Intern	Clerks	Counselors	Librarian	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
PreK-5 Sites	31.00	11.00	7.00	59.00	15.14	5.00	17.55	715.44	64.00	18.76	124.90	359.68	1,428.47
Dual Campus Sites	3.00	3.00	0.00	9.00	2.00	2.80	2.28	88.55	16.20	2.40	10.80	26.50	166.53
6-8 Sites	5.00	6.00	5.00	12.00	10.00	0.00	4.88	134.03	0.00	4.20	17.90	100.09	299.10
6-12 Sites	4.00	8.00	1.00	13.00	8.50	4.00	0.00	164.01	0.00	2.60	26.50	94.46	326.07
9-12 Sites	5.00	16.00	2.00	22.00	22.50	5.00	0.94	291.01	0.00	5.00	30.00	148.23	547.68
K-8 Sites	6.00	6.00	3.00	14.50	8.10	1.00	5.82	205.96	10.04	4.55	27.00	91.57	383.53
Other Sites	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	304.45	304.55
Grand Total	54.00	50.00	18.00	129.50	66.24	17.80	31.47	1,599.00	90.24	37.61	237.10	1,124.98	3,455.93



Fiscal Year 2015-2016 FTE Allocation Summary

Saint Paul Public Schools
Staffing Allocation Summary
Fiscal Year 2015-2016

School Name	Principal	Assistant	Admin.	Clerks*	Counselors	Librarian	Library	Classroom						Total FTEs
		Principal	Intern					Support	Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	
PreK-5 Sites														
410 Adams	1.00	0.00	1.00	1.50	1.00	0.00	0.75	34.85	0.00	0.80	3.00	3.80	47.70	
415 John A Johnson	1.00	0.00	1.00	2.00	1.00	0.00	0.38	19.99	1.94	0.67	2.00	19.34	49.32	
422 Battle Creek	1.00	0.00	0.00	2.00	0.00	0.00	0.38	21.08	0.00	0.65	4.00	13.00	42.11	
424 Benjamin E Mays	1.00	1.00	1.00	2.00	1.00	0.00	0.38	24.70	1.80	0.70	3.00	18.29	54.87	
425 Chelsea Heights	1.00	0.00	0.00	2.00	0.00	0.00	0.38	21.59	0.00	0.55	1.70	7.75	34.97	
428 Cherokee Heights	1.00	0.00	0.00	2.00	0.50	0.00	0.38	15.69	1.80	0.40	2.50	8.25	32.52	
431 Como Elementary	1.00	1.00	0.00	2.00	0.00	0.00	0.75	27.58	2.84	0.70	6.00	28.26	70.13	
433 Dayton's Bluff	1.00	0.00	1.00	2.00	1.00	0.00	0.38	18.91	2.70	0.60	2.00	11.21	40.80	
435 Expo	1.00	1.00	0.00	1.50	0.00	0.00	0.75	31.64	1.80	0.70	1.50	12.80	52.69	
449 Bruce Vento	1.00	1.00	0.00	2.00	0.00	0.00	0.75	27.88	3.74	0.75	9.00	14.32	60.44	
452 Eastern Heights	1.00	0.00	0.00	2.00	0.00	0.00	0.38	18.91	1.80	0.40	3.00	14.10	41.59	
460 Four Seasons	1.00	0.00	0.00	2.00	0.90	0.00	1.13	21.60	1.80	0.60	5.50	17.82	52.35	
464 Frost Lake	1.00	0.00	1.00	2.00	0.00	0.00	0.75	27.92	0.00	0.60	9.00	22.10	64.37	
467 Galtier	1.00	0.00	0.00	2.00	0.00	0.00	0.38	9.60	0.90	0.58	1.00	4.67	20.13	
476 Groveland Park	1.00	0.00	0.00	2.00	0.50	0.00	0.38	20.32	1.80	0.55	1.50	4.40	32.45	
482 Hamline	0.50	0.50	0.00	1.50	0.00	0.00	0.38	13.77	1.80	0.60	1.50	11.48	32.03	
488 The Heights	1.00	1.00	0.00	2.00	0.14	0.00	0.75	27.92	2.70	1.15	4.00	20.26	60.92	
491 Highland Park	1.00	0.00	0.00	2.00	0.50	0.00	0.38	19.10	0.00	0.67	2.00	2.35	28.00	
496 Highwood Hills	1.00	0.00	0.00	2.00	0.00	0.00	0.38	14.96	1.80	0.30	4.30	15.23	39.97	
493 J J Hill	1.00	0.00	0.00	1.50	0.00	0.00	0.38	19.48	6.30	0.35	0.50	4.00	33.51	
483 Jie Ming	0.50	0.50	0.00	1.00	0.00	0.00	0.38	8.44	0.00	0.00	0.50	0.00	11.32	
500 Jackson	1.00	1.00	0.00	2.00	0.00	1.00	0.38	22.30	3.74	0.45	6.50	3.75	42.12	
518 Horace Mann	1.00	0.00	0.00	1.50	0.00	1.00	0.38	20.03	0.00	0.30	1.00	3.90	29.11	
524 Maxfield	1.00	0.00	1.00	2.00	0.60	1.00	0.38	19.92	1.80	0.50	1.00	14.88	44.08	
527 Mississippi	1.00	1.00	0.00	2.00	1.00	0.00	0.38	23.99	2.70	0.65	9.00	17.61	59.33	
541 Phalen Lake	1.00	1.00	0.00	1.50	1.00	0.00	0.75	35.53	2.84	0.75	12.60	8.02	64.99	
545 Randolph Heights	1.00	0.00	0.00	1.50	0.50	0.00	1.32	22.83	0.00	0.67	1.30	3.30	32.42	
551 Riverview	1.00	0.00	0.00	2.00	0.50	0.00	0.38	19.28	1.80	0.77	4.00	7.65	37.38	
552 Wellstone	1.00	1.00	0.00	2.00	1.00	0.00	0.75	30.12	6.20	0.75	9.50	11.05	63.37	
557 St. Anthony Park	1.00	0.00	0.00	1.50	1.00	0.00	0.75	25.75	0.00	0.45	1.50	2.75	34.70	
558 St. Paul Music Academy	1.00	0.00	1.00	2.00	1.00	1.00	0.75	28.16	4.00	0.65	10.00	15.70	65.26	
578 Obama	1.00	1.00	0.00	2.00	2.00	1.00	0.38	21.60	5.40	0.50	1.00	17.64	53.52	
Total PreK-5 Sites	31.00	11.00	7.00	59.00	15.14	5.00	17.55	715.44	64.00	18.76	124.90	359.68	1,428.47	
Dual Campus Sites														
465 Crossroads Montessori	0.50	0.50	0.00	1.50	0.00	0.80	0.38	15.08	5.40	0.69	2.30	5.15	32.30	
466 Crossroads Science	0.50	0.50	0.00	1.50	1.00	0.00	0.38	18.99	1.80	0.00	1.50	7.25	33.42	
462 L'Etoile Du Nord Upper	0.50	0.50	0.00	1.50	0.00	0.50	0.38	19.16	0.00	0.85	1.00	1.75	26.14	

**Saint Paul Public Schools
Staffing Allocation Summary
Fiscal Year 2015-2016**

	School Name	Classroom						Classroom							Total FTEs
		Principal	Assistant Principal	Admin. Intern	Clerks*	Counselors	Librarian	Library Support	Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff		
	463 L'Etoile Du Nord Lower	0.50	0.50	0.00	1.50	1.00	0.50	0.38	9.92	0.00	0.10	1.00	0.50	15.90	
	533 Nokomis North	0.50	0.50	0.00	1.50	0.00	0.50	0.38	15.32	5.40	0.66	2.50	5.15	32.41	
	534 Nokomis South	0.50	0.50	0.00	1.50	0.00	0.50	0.38	10.08	3.60	0.10	2.50	6.70	26.36	
	Total Dual Campus Sites	3.00	3.00	0.00	9.00	2.00	2.80	2.28	88.55	16.20	2.40	10.80	26.50	166.53	
	6-8 Sites														
	310 Battle Creek Middle	1.00	2.00	1.00	3.00	3.00	0.00	0.75	32.70	0.00	0.90	8.00	27.32	79.67	
	330 Highland Park Middle	1.00	1.00	1.00	3.00	2.00	0.00	1.69	32.41	0.00	0.80	3.40	16.44	62.74	
	342 Murray	1.00	1.00	1.00	2.00	2.00	0.00	1.69	25.44	0.00	0.90	3.00	20.57	58.60	
	344 Parkway	1.00	0.00	1.00	2.00	1.00	0.00	0.00	18.28	0.00	0.70	2.00	18.34	44.32	
	345 Ramsey	1.00	2.00	1.00	2.00	2.00	0.00	0.75	25.21	0.00	0.90	1.50	17.42	53.78	
	Total 6-8 Sites	5.00	6.00	5.00	12.00	10.00	0.00	4.88	134.03	0.00	4.20	17.90	100.09	299.10	
	6-12 Sites														
	211 Creative Arts	1.00	1.00	0.00	2.00	1.00	1.00	0.00	19.80	0.00	0.20	1.00	7.80	34.80	
	225 Humboldt Secondary	1.00	2.00	1.00	3.00	2.50	1.00	0.00	46.87	0.00	1.00	10.50	38.20	107.07	
	250 Open	1.00	1.00	0.00	2.00	1.00	1.00	0.00	15.73	0.00	0.40	0.50	6.65	29.28	
	252 Washington Secondary	1.00	4.00	0.00	6.00	4.00	1.00	0.00	81.62	0.00	1.00	14.50	41.81	154.93	
	Total 6-12 Sites	4.00	8.00	1.00	13.00	8.50	4.00	0.00	164.01	0.00	2.60	26.50	94.46	326.07	
	9-12 Sites														
	210 Central	1.00	3.00	1.00	5.00	5.00	1.00	0.00	68.15	0.00	1.00	3.50	28.35	117.00	
	212 Como Park Senior	1.00	3.00	1.00	4.00	4.00	1.00	0.00	49.08	0.00	1.00	9.50	29.44	103.02	
	215 Harding	1.00	4.00	0.00	5.00	6.00	1.00	0.00	76.78	0.00	1.00	11.00	34.82	140.60	
	220 Highland Park Senior	1.00	3.00	0.00	4.00	3.50	1.00	0.00	45.58	0.00	1.00	2.50	18.75	80.33	
	230 Johnson	1.00	3.00	0.00	4.00	4.00	1.00	0.94	51.42	0.00	1.00	3.50	36.87	106.73	
	Total 9-12 Sites	5.00	16.00	2.00	22.00	22.50	5.00	0.94	291.01	0.00	5.00	30.00	148.23	547.68	
	K-8 Sites														
	579 American Indian	1.00	1.00	1.00	2.00	1.00	1.00	0.75	29.82	3.60	0.75	4.00	19.50	65.42	
	494 Capitol Hill	1.00	2.00	0.00	3.00	2.50	0.00	1.50	54.46	0.00	1.00	3.00	5.30	73.76	
	489 Hazel Park	1.00	1.00	1.00	2.00	1.60	0.00	0.75	32.00	1.80	0.40	4.00	10.25	55.80	
	458 Farnsworth Lower	1.00	0.00	0.00	1.50	0.00	0.00	0.38	25.32	1.80	0.65	5.50	3.63	39.78	
	315 Farnsworth Upper	1.00	1.00	0.00	2.00	2.00	0.00	1.69	26.03	0.00	0.65	4.50	18.03	56.90	
	510 Linwood - Monroe Lower	0.50	0.00	1.00	2.00	1.00	0.00	0.00	15.10	0.00	0.30	3.00	8.90	31.80	
	528 Linwood - Monroe Upper	0.50	1.00	0.00	2.00	0.00	0.00	0.75	23.22	2.84	0.80	3.00	25.96	60.07	
	Total K-8 Sites	6.00	6.00	3.00	14.50	8.10	1.00	5.82	205.96	10.04	4.55	27.00	91.57	383.53	
	Total Regular Sites	54.00	50.00	18.00	129.50	66.24	17.80	31.47	1,599.00	90.24	37.51	237.10	820.53	3,151.38	

**Saint Paul Public Schools
Staffing Allocation Summary
Fiscal Year 2015-2016**

School Name	Principal	Assistant Principal	Admin. Intern	Clerks*	Counselors	Librarian	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
Other Sites													
006 AGAPE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	1.10	1.20
999 Total Special Ed Sites	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	300.15	300.15
7xx Total Area Learning Ctrs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.10	2.10
677 EMID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
841 GAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	1.10
Total Other Sites	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	304.45	304.55
Grand Total	54.00	50.00	18.00	129.50	66.24	17.80	31.47	1,599.00	90.24	37.61	237.10	1,124.98	3,455.93

*All Clerk types combined (Minimum Clerk (11/12-Mo), Mobility Clerk, Attendance Clerk, 10-Mon Clerk)

**Saint Paul Public Schools
Analysis of School Allocations by Major Funding Sources
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- The schools will receive \$266,548,503 in total allocations for FY16. The percent received from each source is as follows:

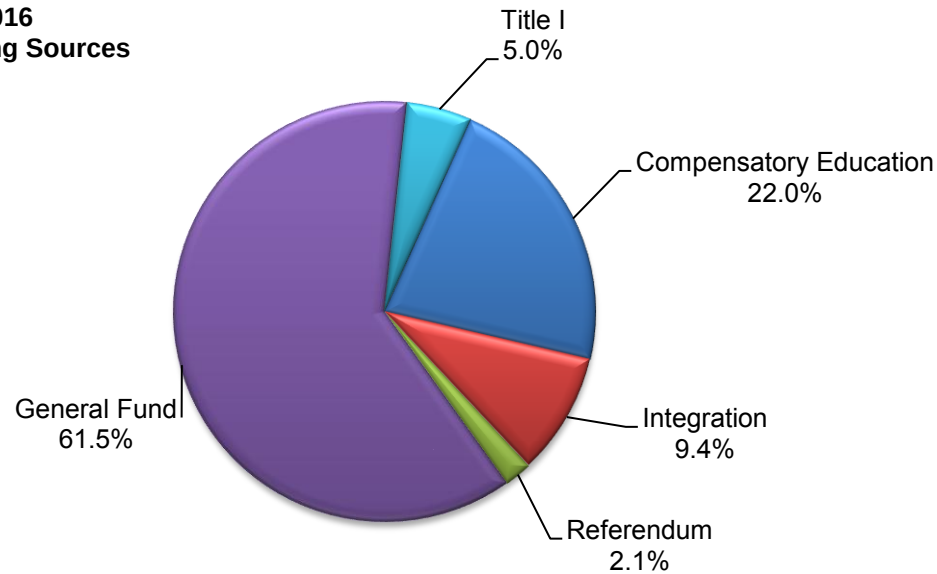
General Revenue	61.5%
Compensatory Education Revenue	22.0%
Referendum Revenue	2.1%
Integration Revenue	9.4%
Title I Revenue	5.0%

- School allocations have increased overall by approximately \$6.9 million. All schools do not receive the same amount of money per pupil because some school funding is categorical and has specific criteria on its spending.
- Compensatory Education revenue is based on the previous year's free and reduced enrollment count.
- In FY16, all secondary sites will continue to receive Title I funds.
- The next four pages provide detail of the school allocations by site, by major funding source.

**Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2015-16**

School	Enrollment	General Fund	Compensatory Ed	Referendum	Integration	Title I	Total Allocation
PreK-5 Sites	15,492	62,584,902	21,727,012	2,381,596	10,397,758	5,072,720	102,163,988
Dual Campus Sites	2,075	8,394,106	1,816,872	340,228	1,885,271	408,500	12,844,977
6-8 Sites	3,434	12,744,980	4,721,966	431,091	2,274,244	1,190,800	21,363,081
6-12 Sites	4,205	14,075,644	8,069,272	287,394	2,783,890	1,839,760	27,055,960
9-12 Sites	7,803	24,568,647	11,449,667	1,868,061	5,166,386	2,741,660	45,794,421
K-8 Sites	4,828	16,721,126	8,862,037	384,602	2,495,578	1,689,200	30,152,543
Other Sites	1,967	17,584,391	1,932,824	0	0	275,680	19,792,895
IntraSchool	0	4,000,000	0	0	0	0	4,000,000
Program Reallocation	0	2,502,340	0	0	0	0	2,502,340
Contingency	0	878,298	0	0	0	0	878,298
Grand Total	39,804	164,054,434	58,579,650	5,692,972	25,003,127	13,218,320	266,548,503

**Fiscal Year 2015-2016
Allocation by Major Funding Sources**



Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2015-2016

School Name	Enroll. w/PreK	General Fund	Compensatory Education	Integration	Referendum	Title I	Total Allocation
PreK-5 Sites							
410 Adams	710	3,057,030	737,253	145,812	301,433	201,000	4,442,528
422 Battle Creek	465	1,933,632	570,050	0	183,281	190,080	2,877,043
424 Benjamin E Mays	486	2,346,371	960,003	97,208	318,665	234,900	3,957,147
449 Bruce Vento	622	2,116,574	844,296	243,020	510,426	279,720	3,994,036
425 Chelsea Heights	448	1,926,239	400,075	0	177,458	83,600	2,587,372
428 Cherokee Heights	319	1,421,860	655,089	0	240,209	147,960	2,465,118
431 Como Elementary	585	2,387,060	941,202	0	441,697	231,660	4,001,619
433 Dayton's Bluff	430	1,769,924	769,266	0	346,700	188,460	3,074,350
452 Eastern Heights	410	1,646,818	588,530	0	282,830	165,240	2,683,418
435 Expo	714	2,848,053	575,694	0	403,076	0	3,826,823
460 Four Seasons	472	1,733,858	806,031	97,208	301,300	189,540	3,127,937
464 Frost Lake	599	2,343,417	869,241	0	238,540	248,940	3,700,138
467 Galtier	234	969,246	372,005	0	154,011	90,720	1,585,982
476 Groveland Park	465	1,911,281	405,223	0	299,355	0	2,615,859
482 Hamline	294	1,136,943	532,228	145,812	218,964	130,680	2,164,627
491 Highland Park	406	1,798,877	485,852	0	163,859	115,500	2,564,088
496 Highwood Hills	319	1,318,723	642,759	0	240,209	158,760	2,360,451
518 Horace Mann	406	1,936,709	316,105	0	163,859	0	2,416,673
493 J J Hill	502	1,745,220	338,561	0	606,010	0	2,689,791
500 Jackson	485	1,913,200	620,811	194,416	457,084	205,740	3,391,251
483 Jie Ming Mandarin	152	1,057,605	209,882	0	74,559	0	1,342,046
415 John A Johnson	414	1,876,630	823,709	0	311,923	197,100	3,209,362
524 Maxfield	407	1,693,735	794,048	194,416	279,933	176,040	3,138,172
527 Mississippi	532	1,971,727	882,681	194,416	385,508	240,300	3,674,632
578 Obama	535	1,801,182	1,153,145	291,624	551,918	248,400	4,046,269
541 Phalen Lake	769	2,667,252	1,117,925	291,624	510,574	338,040	4,925,415
545 Randolph Heights	485	2,135,938	390,261	0	189,114	0	2,715,313
551 Riverview	443	1,518,290	548,627	194,416	306,028	169,020	2,736,381
557 St. Anthony Park	525	2,332,297	451,982	0	216,182	0	3,000,461
558 St. Paul Music Academy	602	2,522,212	1,023,318	0	481,870	286,200	4,313,600
488 The Heights	618	2,407,768	888,299	0	418,484	253,800	3,968,351
552 Wellstone	639	2,339,231	1,012,861	291,624	622,699	301,320	4,567,735
Total PreK-5 Sites	15,492	62,584,902	21,727,012	2,381,596	10,397,758	5,072,720	102,163,988

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2015-2016

School Name	Enroll. w/PreK	General Fund	Compensatory Education	Integration	Referendum	Title I	Total Allocation
Dual Campus Sites							
465 Crossroads Montessori	395	1,389,263	270,680	97,208	511,091	95,500	2,363,742
466 Crossroads Science	419	1,558,167	576,779	97,208	285,746	162,000	2,679,900
462 L'Etoile Du Nord Upper	403	1,785,935	297,321	97,208	119,566	0	2,300,030
463 L'Etoile Du Nord Lower	207	1,079,682	213,907	48,604	119,964	0	1,462,157
533 Nokomis North	399	1,520,736	260,677	0	512,063	97,500	2,390,976
534 Nokomis South	252	1,060,323	197,508	0	336,841	53,500	1,648,172
Total Dual Campus Sites	2,075	8,394,106	1,816,872	340,228	1,885,271	408,500	12,844,977
6-8 Sites							
310 Battle Creek Middle	801	2,934,819	1,585,929	0	530,721	388,800	5,440,269
330 Highland Park Middle	842	2,923,401	778,983	191,596	557,544	197,500	4,649,024
342 Murray	661	2,519,225	877,902	0	437,797	198,000	4,032,924
344 Parkway	475	1,586,329	632,970	95,798	314,217	180,500	2,809,814
345 Ramsey	655	2,781,206	846,182	143,697	433,965	226,000	4,431,050
Total 6-8 Sites	3,434	12,744,980	4,721,966	431,091	2,274,244	1,190,800	21,363,081
6-12 Sites							
211 Creative Arts	529	2,134,403	681,567	0	350,621	171,720	3,338,311
225 Humboldt Secondary	1,189	3,592,554	2,562,602	287,394	787,460	574,560	7,804,570
250 Open	420	1,647,474	487,710	0	277,814	68,020	2,481,018
252 Washington Secondary	2,067	6,701,213	4,337,393	0	1,367,995	1,025,460	13,432,061
Total 6-12 Sites	4,205	14,075,644	8,069,272	287,394	2,783,890	1,839,760	27,055,960
9-12 Sites							
210 Central	1,872	5,980,276	1,805,424	431,091	1,239,626	501,500	9,957,917
212 Como Park Senior	1,348	4,238,396	1,969,571	335,293	892,837	505,500	7,941,597
215 Harding	1,995	5,802,151	3,900,242	478,990	1,321,054	914,760	12,417,197
220 Highland Park Senior	1,252	4,454,532	1,207,583	287,394	828,653	208,620	6,986,782
230 Johnson	1,336	4,093,292	2,566,847	335,293	884,216	611,280	8,490,928
Total 9-12 Sites	7,803	24,568,647	11,449,667	1,868,061	5,166,386	2,741,660	45,794,421
K-8 Sites							
579 American Indian	670	2,269,298	1,815,096	0	532,711	321,840	4,938,945
494 Capitol Hill	1,282	4,326,938	1,954,326	143,697	254,133	215,840	6,894,934

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2015-2016

School Name	Enroll. w/PreK	General Fund	Compensatory Education	Integration	Referendum	Title I	Total Allocation
489 Hazel Park	729	2,339,478	2,124,202	0	401,022	371,520	5,236,222
458 Farnsworth Lower	538	2,066,242	653,648	97,208	336,144	224,640	3,377,882
315 Farnsworth Upper	659	2,414,283	979,986	143,697	394,688	288,360	4,221,014
510 Linwood - Monroe Lower	312	1,508,439	400,720	0	115,236	93,500	2,117,895
528 Linwood - Monroe Upper	638	1,796,448	934,059	0	461,644	173,500	3,365,651
Total K-8 Sites	4,828	16,721,126	8,862,037	384,602	2,495,578	1,689,200	30,152,543
Total Regular Sites	37,837	139,089,405	56,646,826	5,692,972	25,003,127	12,942,640	239,374,970
Other Sites							
006 AGAPE	92	813,903	211,576	0	0	50,220	1,075,699
677 EMID	0	0	0	0	0	0	0
841 GAP	0	869,069	63,169	0	0	15,360	947,598
7xx Total Area Learning Centers	553	15,471,072	1,288,785	0	0	210,100	16,969,957
999 Total Special Ed Sites	1,322	430,347	369,294	0	0	0	799,641
Total Other Sites	1,967	17,584,391	1,932,824	0	0	275,680	19,792,895
IntraSchool		4,000,000					4,000,000
Program Reallocation		2,502,340					2,502,340
Contingency		878,298					878,298
Grand Total	39,804	164,054,434	58,579,650	5,692,972	25,003,127	13,218,320	266,548,503

**Saint Paul Public Schools
Analysis of General Fund Program Budgets
Fiscal Year 2016 as Compared to Fiscal Year 2015**

- The following three pages provide an analysis of the changes made to the General Fund programs from the Adopted FY15 budget to the Proposed FY16 budget.
- The allocation summary sheet provides information by major categories, with budget detail sheets including programs for each major category. Three categories have been established to more accurately represent the distribution of resources in the General Fund. They are as follows:

Central Administration - refers to programs necessary to support governance, policy & procedures, and staff support to the Superintendent.

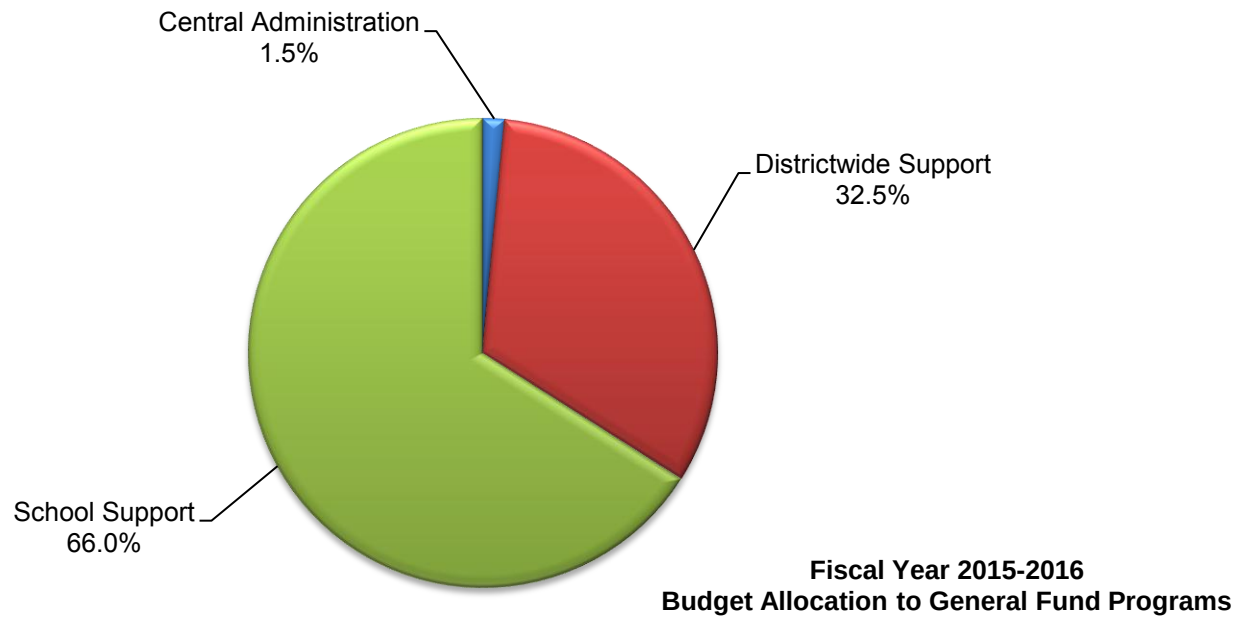
Districtwide Support - refers to programs that provide support to all areas of the district.

School Support - refers to programs that provide support services exclusively to schools.

- The FY15 Adopted Budget column represents the original allocation for the program. The FY15 Rollover column represents the changes to the Adopted budget due to projected salary increases, changes in legal and contractual obligations, and other inflationary increases. The Adjustments column represents additional relevant budgetary changes determined necessary during the budgeting process. The Reallocations column documents movement between Programs to internally realign funding.
- Changes to Districtwide Support relates to the Pay As You Go Levy for alternative facilities deferred maintenance funding which is to be transferred to the Building Construction Fund in Fiscal Year 2015 and future fiscal years. The FY16 Proposed budget reflects a \$12,000,000 transfer from General Fund to the Building Construction Fund.
- The total decrease in the General Fund programs budget is \$9.5 million. Of this amount, \$2.5 million was reallocated from the School Service Support program category to schools for the Dual Language/Immersion Program, 2015 Board Resolution Staffing and SSSC 2.0 School Support. The remaining \$7.0 million decrease included reductions in the following program categories: \$0.2 million in Central Administration, \$0.3 million in Districtwide Support, and \$6.5 million in School Service Support. Many program budgets were reduced by a minimum of 7 percent, with some programs being reduced by more than 15 percent.

**Saint Paul Public Schools
Allocation Summary of General Fund Programs
Fiscal Year 2015-2016**

Category	FY15 Adopted Budget	FY15 Rollover	Adjustments	Reallocations	FY16 Proposed Budget
Central Administration	4,071,021	4,071,021	(203,551)	0	3,867,470
Districtwide Support	92,354,823	103,397,217	938,519	(12,254,700)	92,081,036
School Support	184,977,526	185,585,429	(7,017,603)	(2,580,640)	175,987,186
Grand Total	281,403,370	293,053,667	(6,282,635)	(14,835,340)	271,935,692



Saint Paul Public Schools
Proposed General Fund Programs Budget Detail
Fiscal Year 2015-2016

No.	Programs by Category	FY15 Adopted Budget	FY15 Rollover	Adjustments/ Expansions/ Reductions	Reallocations	FY16 Proposed Budget	Difference
<u>Central Administration</u>							
010	Board of Education	745,184	745,184	(37,259)	0	707,925	(37,259)
020	Superintendent's Office	521,000	521,000	(26,050)	0	494,950	(26,050)
022	Chief Executive Officer	678,249	678,249	(88,682)	0	589,567	(88,682)
031	Office of Academics	306,131	306,131	(15,307)	0	290,824	(15,307)
033	Chief of Operations	281,600	281,600	(14,080)	0	267,520	(14,080)
034	Office of Elementary & Secondary Education	953,126	953,126	7,114	0	960,240	7,114
150	General Counsel's Office	585,731	585,731	(29,287)	0	556,444	(29,287)
	Subtotal Central Administration	4,071,021	4,071,021	(203,551)	0	3,867,470	(203,551)
<u>Districtwide Support</u>							
043	Office of Engagement	332,232	332,232	(45,112)	0	287,120	(45,112)
110	Office of Business & Financial Affairs	3,976,125	3,976,125	(522,456)	0	3,453,669	(522,456)
112	Enterprise Resource Planning	1,608,861	1,608,861	(80,443)	0	1,528,418	(80,443)
131	Office of Equity	230,000	230,000	0	915,000	1,145,000	915,000
131-4190	Out for Equity	172,802	172,802	22,048	0	194,850	22,048
131-9520	Multicultural Resource Center	177,000	177,000	17,000	0	194,000	17,000
134	Office of Family & Community Engagement	1,560,743	1,560,743	120,363	32,000	1,713,106	152,363
135	Office of Communications	1,667,683	1,667,683	(83,384)	0	1,584,299	(83,384)
141	Management Information Systems	1,516,974	1,516,974	0	(39,100)	1,477,874	(39,100)
160	Human Resources	3,582,713	3,582,713	(179,136)	0	3,403,577	(179,136)
190	Research Evaluation & Assessment	1,621,839	1,621,839	(81,092)	0	1,540,747	(81,092)
31-681	Referendum Technology	839,913	839,913	0	0	839,913	0
681	Technology Infrastructure	5,217,175	5,217,175	0	(62,600)	5,154,575	(62,600)
810	Operations & Maintenance	18,074,749	18,175,389	(903,769)	(100,000)	17,171,620	(903,129)
811	Grounds	822,775	822,775	(41,139)	0	781,636	(41,139)
812	Custodial	16,730,876	16,730,876	(200,000)	0	16,530,876	(200,000)
815	Safety & Security	2,732,769	2,748,663	(48,663)	0	2,700,000	(32,769)
850	Facility Planning, Leases & Health and Safety*	6,366,849	16,056,558	2,964,302	(12,000,000)	7,020,860	654,011
930	Employee Benefits	23,772,745	24,958,896	0	(1,000,000)	23,958,896	186,151
940	Insurance	1,350,000	1,400,000	0	0	1,400,000	50,000
	Subtotal Districtwide Support	92,354,823	103,397,217	938,519	(12,254,700)	92,081,036	(273,787)
<u>School Service Support</u>							
106	Student Placement Center	1,698,309	1,698,309	(84,915)	0	1,613,394	(84,915)
170	Print Copy Mail Center	0	0	0	0	0	0
196	Indian Education	207,348	207,348	0	0	207,348	0
203-9211	Valley Branch Environmental Learning Center	320,576	320,576	(16,029)	0	304,547	(16,029)

Saint Paul Public Schools
Proposed General Fund Programs Budget Detail
Fiscal Year 2015-2016

No.	Programs by Category	FY15 Adopted Budget	FY15 Rollover	Adjustments/ Expansions/ Reductions	Reallocations	FY16 Proposed Budget	Difference
211-0000	Other Schools Support	1,345,281	1,345,281	(622,500)	(722,781)	0	(1,345,281)
211-4195	American Indian Studies	449,294	449,294	0	0	449,294	0
218	Talent Development & Acceleration Services	792,253	792,253	(198,988)	(280,000)	313,265	(478,988)
219	MLL (Multilingual Learners)	22,080,499	22,080,499	(200,000)	0	21,880,499	(200,000)
219-9421	Dual Language/Immersion Program	559,965	559,965	0	(559,965)	0	(559,965)
271	Substitute Teachers	4,242,174	4,242,174	87,891	0	4,330,065	87,891
292	Boys/Girls Athletics	3,841,426	3,848,214	180,000	0	4,028,214	186,788
31-202	Pre-K Support	1,444,414	1,444,414	(547,221)	0	897,193	(547,221)
31-790	Referendum Family Education	1,978,978	1,978,978	(98,949)	0	1,880,029	(98,949)
399	School to Work	300,815	300,815	146,315	53,000	500,130	199,315
420	Special Education	92,494,384	92,494,384	(2,300,000)	0	90,194,384	(2,300,000)
420-4300	Third Party Reimbursement	908,106	908,106	(45,405)	0	862,701	(45,405)
420-9480	Peer Assistance & Review	300,000	300,000	(300,000)	0	0	(300,000)
610	Instructional Services	2,477,147	2,477,147	58,142	541,741	3,077,030	599,883
620	Library Media Center	160,041	160,041	0	(160,041)	0	(160,041)
640	Staff Development	904,381	904,381	(40,219)	(100,000)	764,162	(140,219)
640-4630	Office of Leadership Development	0	0	145,000	100,000	245,000	245,000
640-5906	Achievement Plus Initiative	337,000	337,000	0	0	337,000	0
640-9030	Career in Education	198,359	198,359	(7,268)	(53,000)	138,091	(60,268)
640-9480	Peer Assistance & Review	1,555,840	1,555,840	(77,792)	0	1,478,048	(77,792)
710	Counseling & Guidance Services	850,234	850,234	(42,512)	0	807,722	(42,512)
710-9710	Office of College & Career Readiness	1,061,903	1,061,903	(135,689)	0	926,214	(135,689)
720	Student Wellness	4,617,424	4,617,424	0	0	4,617,424	0
720-0015	Student Wellness (2015 Additional Staffing)	693,308	693,609	0	(693,609)	0	(693,308)
740-0015	Social Workers (2015 Additional Staffing)	515,115	525,985	0	(525,985)	0	(515,115)
740-1001	Attendance Action Center	550,406	550,406	(27,520)	0	522,886	(27,520)
740-9401	Alternative to Suspension	92,546	92,546	0	0	92,546	0
760	Transportation	29,000,000	29,589,944	(2,889,944)	(180,000)	26,520,000	(2,480,000)
31-682	Personalized Learning Through Technology	9,000,000	9,000,000	0	0	9,000,000	0
	Subtotal School Service Support	184,977,526	185,585,429	(7,017,603)	(2,580,640)	175,987,186	(8,990,340)
	Grand Total	281,403,370	293,053,667	(6,282,635)	(14,835,340)	271,935,692	(9,467,678)
	Centrally Allocated to Schools	246,150,703	246,150,703	3,397,140	3,782,340	253,330,183	7,179,480
	Building Construction Fund Grand Total	9,663,616			12,000,000		

FY 2015 and FY 2016 are adjusted for the transfer of Pay As You Go Levy from General Fund to the Building Construction Fund.



Adjustments and Reallocations

Saint Paul Public Schools
General Fund Budget Adjustments/Expansions/Reductions and Reallocations

Adjustments/Expansions/Reductions

Program No.	Program Name	Description	Amount
010	Board of Education	Administrative reduction	(37,259)
020	Superintendent's Office	Administrative reduction	(26,050)
022	Chief Executive Officer	Administrative reduction	(88,682)
031	Office of Academics	Administrative reduction	(15,307)
033	Chief of Operations	Administrative reduction	(14,080)
034	Office of Elementary & Secondary Education	Administrative adjustment	7,114
043	Office of Engagement	Administrative reduction	(15,112)
043	Office of Engagement	Prior Fiscal Year one time only allocation reduction	(30,000)
106	Student Placement Center	Administrative reduction	(84,915)
110	Office of Business & Financial Affairs	Administrative reduction	(175,456)
110	Office of Business & Financial Affairs	Prior Fiscal Year one time only allocation reduction	(467,000)
110	Office of Business & Financial Affairs	Legislative increase for compliance support	120,000
112	Enterprise Resource Planning	Administrative reduction	(80,443)
131-4190	Out for Equity	Funding transition of program to General Fund	22,548
131-4190	Out for Equity	Administrative reduction	(500)
131-9520	Multicultural Resource Center	Funding transition of program to General Fund	20,000
131-9520	Multicultural Resource Center	Administrative reduction	(3,000)
134	Office of Family & Community Engagement	Administrative reduction	(79,637)
134	Office of Family & Community Engagement	Legislative increase to restore program reductions	200,000
135	Office of Communications	Administrative reduction	(83,384)
150	General Counsel's Office	Administrative reduction	(29,287)
160	Human Resources	Administrative reduction	(179,136)
190	Research Evaluation & Assessment	Administrative reduction	(81,092)
203-9211	Valley Branch Environmental Learning Center	Administrative reduction	(16,029)
211-0000	Other Schools Support	Prior Fiscal Year one time only allocation reduction	(622,500)
218	Talent Development & Acceleration Services	Administrative reduction	(198,988)
219	MLL (Multilingual Learners)	Administrative reduction	(400,000)
219	MLL (Multilingual Learners)	Legislative increase for Karen interpreters	200,000
271	Substitute Teachers	Administrative reduction	(212,109)
271	Substitute Teachers	Legislative increase for Substitute pay increase	300,000
292	Boys/Girls Athletics	Legislative increase to restore Athletics in Schools	180,000
31-202	Pre-K Support	Administrative reduction	(547,221)
31-790	Referendum Family Education	Administrative reduction	(98,949)
399	School to Work	Funding program in General Fund	146,315
420	Special Education	Administrative reduction	(2,500,000)
420	Special Education	Legislative increase for Karen Paraprofessionals	200,000
420-4300	Third Party Reimbursement	Administrative reduction	(45,405)
420-9480	Peer Assistance & Review	Elimination of separate program allocation	(300,000)
610	Instructional Services	Administrative reduction	(131,858)
610	Instructional Services	Destiny software and staffing support	190,000
640	Staff Development	Administrative reduction	(40,219)
640-4630	Office of Leadership Development	New program in the General Fund	145,000

Saint Paul Public Schools
General Fund Budget Adjustments/Expansions/Reductions and Reallocations

640-9030	Career in Education	Administrative reduction	(7,268)
640-9480	Peer Assistance & Review	Administrative reduction	(77,792)
710	Counseling & Guidance Services	Administrative reduction	(42,512)
710-9710	Office of College & Career Readiness	Administrative reduction .5 FTE	(86,941)
710-9710	Office of College & Career Readiness	Administrative reduction	(48,748)
740-1001	Truancy Action Center	Administrative reduction	(27,520)
760	Transportation	Administrative reduction	(2,889,944)
810	Operations & Maintenance	Administrative reduction	(903,769)
811	Grounds	Administrative reduction	(41,139)
812	Custodial	Administrative reduction	(200,000)
815	Safety & Security	Administrative reduction	(48,663)
850-358	Facilities - Health & Safety	Certified Levy increase of restricted funding source	627,918
850-386	Facilities - Deferred Maintenance (Pay As You Go)	Certified Levy increase of restricted funding source	2,336,384
Total Adjustments			(6,282,635)

Reallocations

Program No.	Program Name	Description	Amount
131	Office of Equity	Transition of program to General Fund	1,045,000
131	Office of Equity	Transition to Schools	(130,000)
134	Office of Family & Community Engagement	Staffing transition to General Fund	32,000
141	Management Information Systems	To Instructional Services 1.0 FTE.	(139,100)
141	Management Information Systems	From Operations & Maintenance	100,000
211-0000	Other Schools Support	Transition to Schools	(722,781)
218	Talent Development & Acceleration Services	Funding transition to Schools	(280,000)
219-9421	Dual Language/Immersion Program	Transition to Schools	(559,965)
399	School to Work	From Career in Education .50 FTE Career Pathways	53,000
610	Instructional Services	From Library Media Center	160,041
610	Instructional Services	From Management Information Systems 1.0 FTE	139,100
610	Instructional Services	From Technology Infrastructure for Campus support	242,600
620	Library Media Center	To Instructional Services	(160,041)
640	Staff Development	To Office of Leadership Development	(100,000)
640-4630	Office of Leadership Development	From Staff Development	100,000
640-9030	Career in Education	To School to Work .50 FTE	(53,000)
681	Technology Infrastructure	To Instructional Services for Campus support	(242,600)
681	Technology Infrastructure	From Transportation	180,000
720-0015	Student Wellness (2015 Additional Staffing)	Transition to Schools	(693,609)
740-0015	Social Workers (2015 Additional Staffing)	Transition to Schools	(525,985)
760	Transportation	To Technology	(180,000)
810	Operations & Maintenance	To Technology	(100,000)
850	Facilities - Deferred Maintenance (Pay As You Go)	To Building Construction Fund	(12,000,000)
930	Employee Benefits	Funding transition to Schools	(1,000,000)
Total Reallocations			(14,835,340)



Appendices



STRONG SCHOOLS, STRONG COMMUNITIES 2.0 2014-2019

A Premier Education for All

The end of the 2013-2014 school year marks the completion of the first phase of the *Strong Schools, Strong Communities* strategic plan for improving the education of all students—without exception or excuse. We thank our families, students, staff, partners and the entire community for your support during this transition.

Three years ago, we began an ambitious journey to increase student achievement and improve the effectiveness and efficiency of our schools. Building on this work, Saint Paul Public Schools is starting the second phase of its strategic plan called *Strong Schools, Strong Communities 2.0* (SSSC 2.0), a five-year plan from 2014 to 2019. With the foundation in place, we will refine our focus and dig deeper to accelerate learning for all students through our three strategic goals:

 ACHIEVEMENT: Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions.	 ALIGNMENT: Coordinate school programs and supports to reinforce student learning.	 SUSTAINABILITY: Continue to be efficient and effective with our budget decisions to maximize classroom resources and create an academic plan focused on results.
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The following five focus areas have been identified as our top priorities for improvement through 2019:

Goal 1: Achievement

Racial Equity Transformation

The achievement gap, or rather the "opportunity gap," between students of color and white students in Saint Paul Public Schools is unacceptable. Racial inequity is a strong contributor to this educational disparity and must be directly addressed for all students to succeed academically. Under SSSC 2.0 we will continue to:

- **Change practices and systems** by identifying the barriers that make it harder for students of color to succeed and for their families to support their learning.
- **Value and invest in all students** by distributing school funds equitably to meet the needs of each school's student population.
- **Examine our personal racial beliefs** to better understand how they affect our students and families of color.

Personalized Learning

Personalized learning is a way of teaching that responds to the unique needs and abilities of each student. Personalized Learning provides students different ways to explore school subjects, express themselves, and show what they have learned. Students' voices and choices are supported in a technology-enriched environment. Under SSSC 2.0 we will continue to:

- **Establish personalized learning** as a key strategy to accelerate student achievement.
- **Provide technology tools** to more schools, teachers, and students.

- **Use more technology** to better meet students' digital learning styles.
- **Support and develop teacher capacity** around personalized learning.

Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources and experiences to prepare them to be successful in college and their careers. Under SSSC 2.0 we will continue to:

- **Ensure middle school students start planning for high school and beyond** by providing effective programs and resources.
- **Increase the opportunities for students to earn post-secondary credit** by improving high school programs, ensuring students meet college entrance requirements and succeed in college.
- **Expand existing and develop new career and technical education (CTE) programs** that prepare students for competitive careers that are in high demand.
- **Make grading, scheduling and graduation requirements consistent** across all schools.

Goal 2: Alignment

Excellent PK-12 Programs with Connected Pathways

Providing students with the best community schools and magnet programs possible is a top priority for the district. Those programs will continue from elementary to high school and provide students with the consistent education families expect. Under SSSC 2.0 we will continue to:

- **Create and expand** cultural, language, and specialized programs.
- **Ensure programs have clear pathways** from elementary through high school.
- **Provide all students opportunities to enroll in challenging classes** that develop their talent no matter which school they attend.
- **Increase pre-kindergarten opportunities** for more children.

Goal 3: Sustainability

Systems that Support a Premier Education

In order to provide a premier education to our students, we must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in and outside the classroom. Under SSSC 2.0 we will continue to:

- **Attract and retain students and families** by offering excellent programs and improved customer service.
- **Build and retain an exceptional workforce** by better supporting and valuing our employees.
- **Ensure our school buildings are equipped** to meet the learning needs of students.
- **Adopt financial and operational practices** that are more efficient and effective.
- **Use and refine a system to hold ourselves accountable** to our strategic goals and our community.

2015-2016 Budget Guidelines

Philosophy

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

Preparing Budget Calculations

Budget Model: A modified roll-over budget method will be used.

Revenue Projection: Revenue will be calculated using current law.

Inflation: The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

Enrollment: The Office of Research, Evaluation, and Assessment (REA) and the Finance Office will prepare overall enrollment projections.

Average Salary and Benefits Calculation Data: A table detailing the average salary and benefits will be provided for budget preparations.

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

Creating the Budget

Schools:

- Continuation of a refined blended Site-Based and Centralized funding method will be used for schools in FY16.
- Class size ranges will determine teacher FTEs.
- Office staffing (Principal, AP, Clerk) and other staffing are determined by enrollment and type of school.

Non-School Programs:

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

Compiling and Presenting the FY16 Budget

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

Fully Financed Budgets: Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.

Other Resources Allocated to Schools: The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

The Adopted Budget: Administration will present a balanced budget to the BOE. The budget for 2015-2016 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>).

Fiscal Year 2015-16 Budget Planning Timeline

February, 2015

Administration to consult with schools on budget planning (enrollment, class size, space) prior to budget distribution

March, 2015

Presentation of schedule to District leadership

Presentation of macro budget picture to Committee of the Board and the Board of Education

Distribute school budgets

Presentations to District leadership, Principals, teachers' union, DPAC, and community

Distribute tools and worksheet for General Fund programs

April, 2015

FY16 budget update to Committee of the Board and the Board of Education

Conduct budget review sessions with Principals, Assistant Superintendents, Human Resources, Business Office, & Title I

Submit budget documents to the Budget Office; Staffing documents to the Human Resources Department; Title I documents to the Department of Funded Programs

May, 2015

FY16 budget update to Committee of the Board and the Board of Education

June, 2015

FY16 budget update to Committee of the Board

Present proposed 2015-16 budget and budget summary book at the BOE meeting for Board adoption

Adopt 2015-16 Saint Paul Public Schools budget

**Saint Paul Public Schools
Pay 15 Levy Factors**

Levy information is submitted to the Minnesota Department of Education to calculate the maximum levy authorized in law. The Pay 15 calculation provided a maximum levy of \$136,516,590 million, a 1.08% increase from Pay 14. Board of Education action in September 2014, reduced the maximum levy to \$ 136,407,114 million, a 1.00% increase. In December 2014, the Board of Education held the Public hearing required by State law, reviewed the proposed Pay 15 Levy during a Committee of the Board meeting, and certified the Final Pay 15 Levy of \$ 136,407,114, at the December Board meeting.

Relevant Levy items:

- General Fund Levy - Pay As You Go was first introduced during the certification process for Pay 14 to transition funding of the alternative facilities (deferred maintenance) program from Debt Levy to the General Fund Levy. Continuation of Pay As You Go for Pay 15 along with Levy increases related to Health and Safety, Other Post Employment Benefits (OPEB) and Teachers Retirement Association (TRA) account for the General Fund Levy change from Certified Levy Pay 14 to Certified Levy Pay 15.
- Community Education Levy - A small change from Certified Levy Pay 14 to Certified Levy Pay 15.
- Debt Service Levy - Scheduled debt payments and Federal credits on qualified bonds helped to reduce the Debt Service Levy Pay 15.

Certified Pay 15 Levy Summary

	Pay 14 Certified Levy	Pay 15 Certified Levy	\$ Change	% Change
General Fund Levy	\$91,272,110	\$96,574,603	\$5,302,493	5.8%
Community Education Levy	3,457,227	3,435,950	(21,277)	-0.6%
Debt Service Levy	40,327,196	36,396,561	(3,930,635)	-9.7%
Total Fiscal 2015 All Levies	\$135,056,533	\$136,407,114	\$1,350,581	1.0%

Saint Paul Public Schools
Certified Levy Pay 2015 compared to Certified Levy Pay 2014

Appendix D

	Certified Pay 14	Certified Pay 15	Difference
GENERAL FUND			
REFERENDUM 1ST TIER	5,480,171	4,912,677	-567,494
REFERENDUM 2ND TIER	7,660,290	9,049,240	1,388,950
EQUITY LEVY	1,575,997	1,412,796	-163,201
LOCATION EQUITY	13,364,454	11,980,509	-1,383,945
TRANSITION LEVY	6,969,022	6,692,414	-276,608
STUDENT ACHIVEMENT	766,124	759,948	-6,176
OPERATING CAPITAL	3,501,508	3,701,676	200,168
INTEGRATION LEVY	5,163,198	4,896,744	-266,454
REEMPLOYMENT LEVY	654,762	546,391	-108,371
SAFE SCHOOLS	1,619,618	1,499,623	-119,995
CAREER TECHNICAL	674,383	714,325	39,942
OTHER POST EMPLOYMENT BENEFITS (OPEB)	16,133,634	17,867,649	1,734,015
HEALTH & SAFETY	5,078,620	6,556,168	1,477,548
ALTERNATIVE FACILITIES	9,663,616	12,000,000	2,336,384
BUILDING/LAND LEASE LEVY	281,400	291,741	10,341
HEALTH BENEFIT LEVY	600,000	600,000	0
TRA LEVY	11,810,748	13,859,767	2,049,019
SEVERANCE LEVY	788,013	829,034	41,021
1ST TIER REFERENDUM ADJUSTMENT	106,020	-217,227	-323,247
2ND TIER REFERENDUM ADJUSTMENT	0	1,273,823	1,273,823
LOCATION EQUITY ADJUSTMENT	0	-999,303	-999,303
EQUITY ADJUSTMENT	-46,626	-164,943	-118,317
TRANSITION ADJUSTMENT	-227,836	-291,252	-63,416
OPERATING CAPITAL ADJUSTMENT	31,591	31,758	167
INTEGRATION ADJUSTMENT	-43,691	-398,904	-355,213
REEMPLOYMENT ADJUSTMENT	-395,584	-645,238	-249,654
SAFE SCHOOL ADJUSTMENT	37,646	-5,242	-42,888
CAREER TECHNICAL LEVY ADJUSTMENT	-124,546	0	124,546
ANNUAL OPEB ADJUSTMENT	0	1	1
HEALTH & SAFETY LEVY ADJUSTMENT	0	-827,210	-827,210
LEASE LEVY ADJUSTMENT	-180,031	-255,320	-75,289
OTHER GENERAL ADJUSTMENT	0	0	0
ABATEMENT LEVY ADJUSTMENT	751,846	540,856	-210,990
ADVANCE ABATEMENT ADJUSTMENT	-422,237	362,102	784,339
TOTAL GENERAL FUND	91,272,110	96,574,603	5,302,493

Saint Paul Public Schools
Certified Levy Pay 2015 compared to Certified Levy Pay 2014

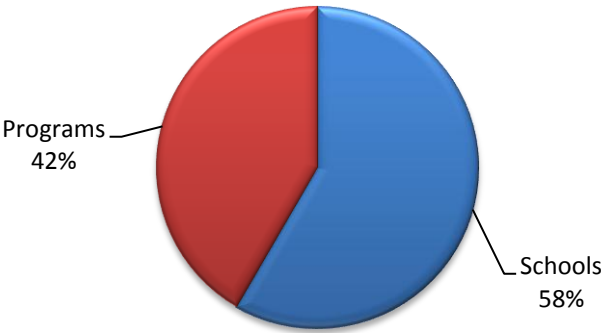
Appendix D

COMMUNITY SERVICE FUND	Certified Pay 14	Certified Pay 15	Difference
BASIC COMMUNITY ED. LEVY	1,966,916	1,966,916	0
EARLY CHILDHOOD FAMILY	890,372	867,872	-22,500
HOME VISITING LEVY	38,646	38,741	95
DISABLED ADULT LEVY	30,000	30,000	0
SCHOOL AGE CARE	500,000	500,000	0
EARLY CHILDHOOD FAMILY ADJUSTMENT	0	-10,012	-10,012
HOME VISITING ADJUSTMENT	222	94	-128
SCHOOL AGE CARE ADJUSTMENT	-5,564	-2,954	2,610
ABATEMENT LEVY ADJUSTMENT	59,439	32,134	-27,305
ADVANCE ABATEMENT ADJUSTMENT	-22,804	13,159	35,963
TOTAL COMMUNITY SERVICE	3,457,227	3,435,950	-21,277
DEBT SERVICE FUND	Certified Pay 14	Certified Pay 15	Difference
DEBT SERVICE LEVY	39,585,029	35,747,234	-3,837,795
ABATEMENT LEVY ADJUSTMENT	932,717	503,313	-429,404
ADVANCE ABATEMENT ADJUSTMENT	-190,549	146,014	336,563
TOTAL DEBT SERVICE	40,327,197	36,396,561	-3,930,636
TOTAL (ALL FUNDS)	135,056,534	136,407,114	1,350,580

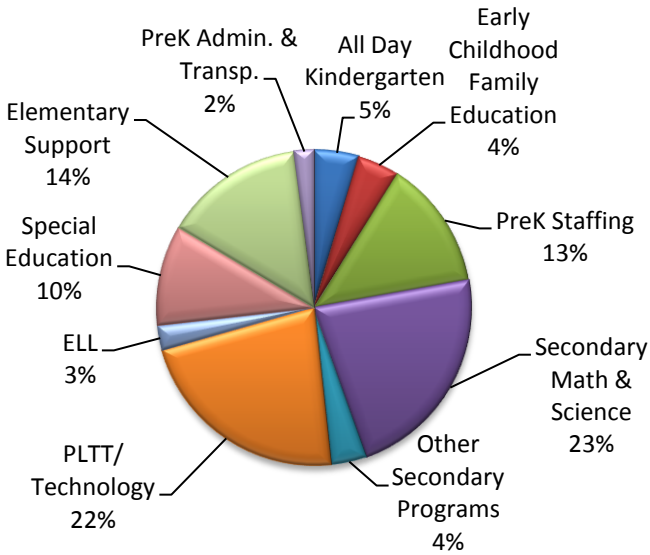
Saint Paul Public Schools
Fiscal Year 2015-2016 Referendum Plan (in millions)

Program Description	Amount
All Day Kindergarten	\$2.00
Early Childhood Family Education	1.90
PreK Staffing	5.80
Secondary Math & Science	9.80
Other Secondary Programs	1.60
PLTT/Technology	9.80
ELL	1.10
Special Education	4.50
Elementary Support	6.30
PreK Administration & Transportation	0.90
	<u><u>\$43.70</u></u>

Plan by Category



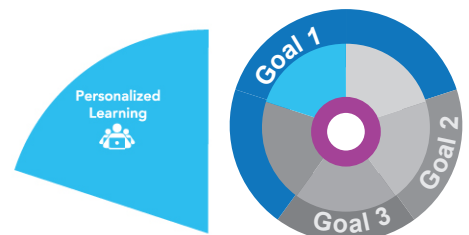
Plan by Program



GOAL 1: Achievement

Personalized Learning

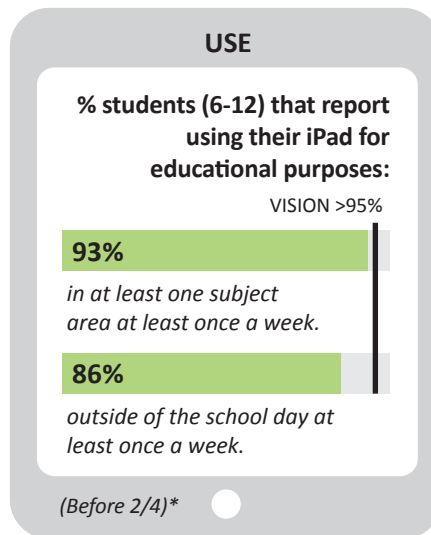
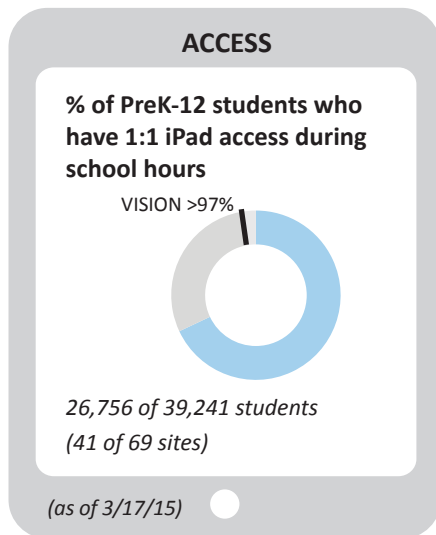
DISTRICTWIDE DATA (SY 2014-15)



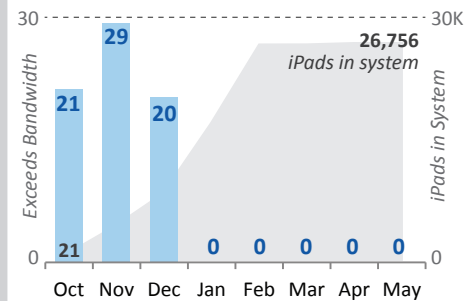
Vision Card Levels



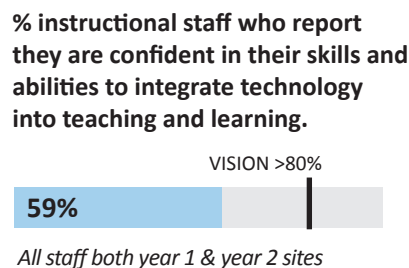
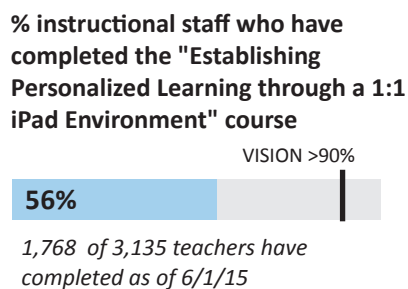
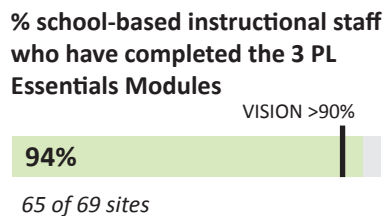
TOOLS



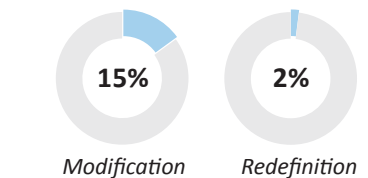
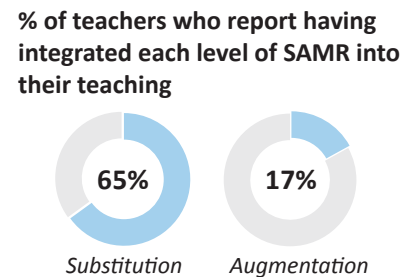
Number of times per month network capacity exceeds 80% of available bandwidth for one hour or more



CAPACITY BUILDING

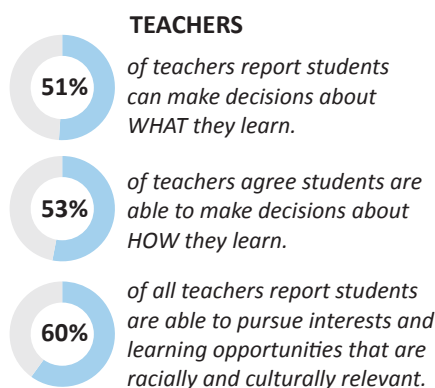
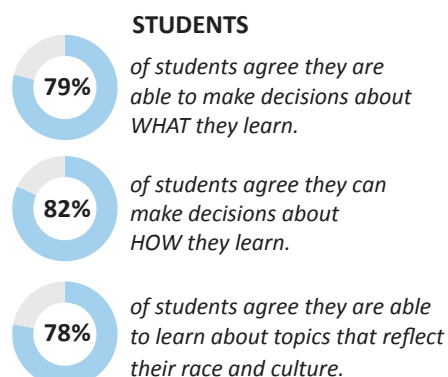


81% of teachers at sites receiving iPads before 2/4 are confident in technology integration.



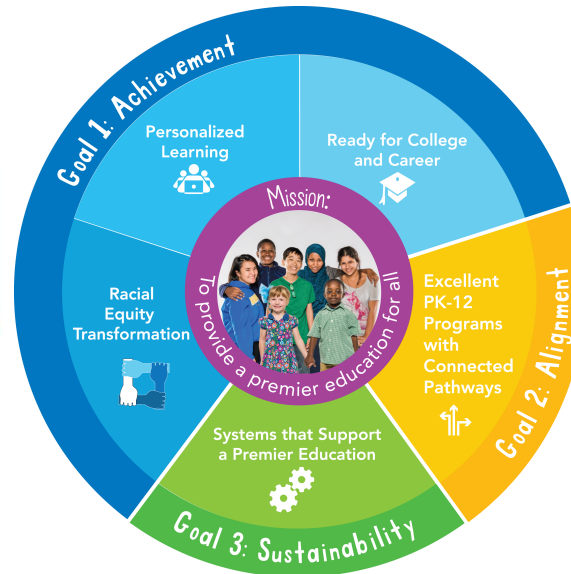
Apple's Educational Technology Profile (ETP) based on schools receiving their iPads before winter break.

TEACHING & LEARNING



82% of teachers receiving iPads before 2/4 agree students are able to pursue interests and learning opportunities that are racially and culturally relevant.

*Includes sites receiving iPads on or before 2/4/15 and for students it is based on 11 of the 16 sites in grades 6-12.



Personalized Learning VisionCard 2015

Idrissa Davis – Deputy Chief, Office of Technology Services

Kate Wilcox-Harris – Assistant Superintendent, Office of Personalized Learning

Hans Ott – Director, Office of Teaching and Learning

SPPS Board of Education

June 23, 2015



Purpose

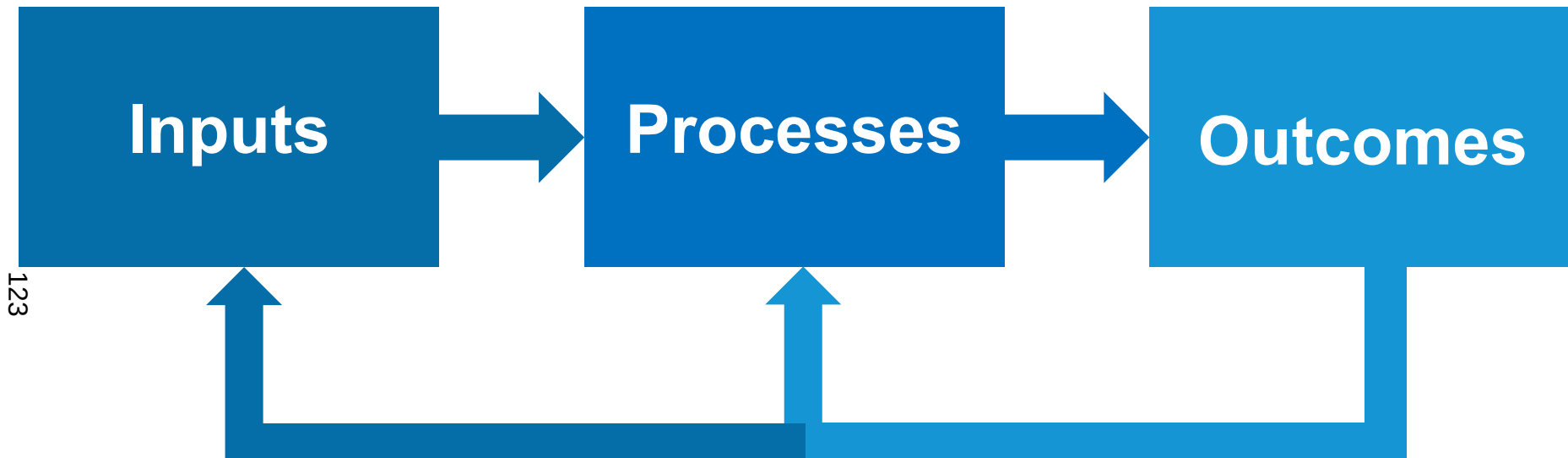
The purpose of this presentation is to share the 2015 VisionCard for the SSSC 2.0 focus area: Personalized Learning

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Vision Card Levels



Continuous Improvement (TeamWorks model)



To improve Outcomes, VisionCards focus on
Outcomes and Processes

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.



Presentation Structure

1. Tools
2. Capacity Building
3. Teaching and Learning

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	VisionCard Measure	Data Collection	Timeline	Vision Level
TOOLS				
1	% of PreK-12 students who have 1:1 iPad access during school hours	Casper student iPad enrollment & Campus enrollment file	May 1st (sometime in the spring after year 1 iPads are handed out)	>97%
2	% students (grades 6-12) report using their iPad for educational purposes in at least one subject area at least once a week.	Supplemental questionnaire for students grades 6-12	January & February 2015	>95%
3	% students (grades 6-12) report using their iPad for educational purposes outside of the school day at least once a week.	Supplemental questionnaire for students grades 6-12	January & February 2015	>95%
4	Number of times per month network capacity exceeds 80% of available bandwidth for one hour or more	Monthly report from Technology Services	Monthly	baseline only
CAPACITY BUILDING				
5	% school-based instructional staff who have completed the 3 PL Essentials Modules	Over the course of the school year as the modules are required	Following implementation expectations	>90%
6	% instructional staff who have completed the "Establishing Personalized Learning through a 1:1 iPad Environment" course	PDEExpress records (for both course completions and teacher/staff totals)	At the end of the school year when the final course completed.	>90%
7	% instructional staff who report they are confident in their skills and abilities to integrate technology into teaching and learning.	Supplemental questionnaire for teachers	January & February 2015	>80%
8	% of teachers who report having integrated each level of SAMR into their teaching	Apple ELP survey	January & February	baseline only
TEACHING AND LEARNING				
9	% who report students are able to make decisions about WHAT they learn (STUDENT REPORT)	Supplemental questionnaire for students grades 6-12	January & February 2015	baseline only
10	% who report students are able to make decisions about WHAT they learn (TEACHER REPORT)	Supplemental questionnaire for teachers	January & February 2015	baseline only
11	% who report students are able to make decisions about HOW they learn (STUDENT REPORT)	Supplemental questionnaire for students grades 6-12	January & February 2015	baseline only
12	% who report students are able to make decisions about HOW they learn (TEACHER REPORT)	Supplemental questionnaire for teachers	January & February 2015	baseline only
13	% who report students are able to pursue interests and learning opportunities that are racially and culturally relevant (STUDENT REPORT)	Supplemental questionnaire for students grades 6-12	January & February 2015	baseline only
14	% who report students are able to pursue interests and learning opportunities that are racially and culturally relevant (TEACHER REPORT)	Supplemental questionnaire for teachers	January & February 2015	baseline only

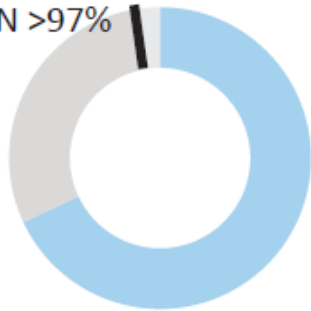
Tools Metrics

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ACCESS

% of PreK-12 students who have 1:1 iPad access during school hours

VISION >97%



26,756 of 39,241 students
(41 of 69 sites)

(as of 3/17/15)

Baseline only:

Currently we are on-track to reach Vision Level by end of Year 2 deployment, January 2016.

Tools Metrics: *Access*



[Click to play](#)



Tools Metrics

128

USE

% students (6-12) that report
using their iPad for
educational purposes:

VISION >95%

93%

*in at least one subject
area at least once a week.*

86%

*outside of the school day at
least once a week.*

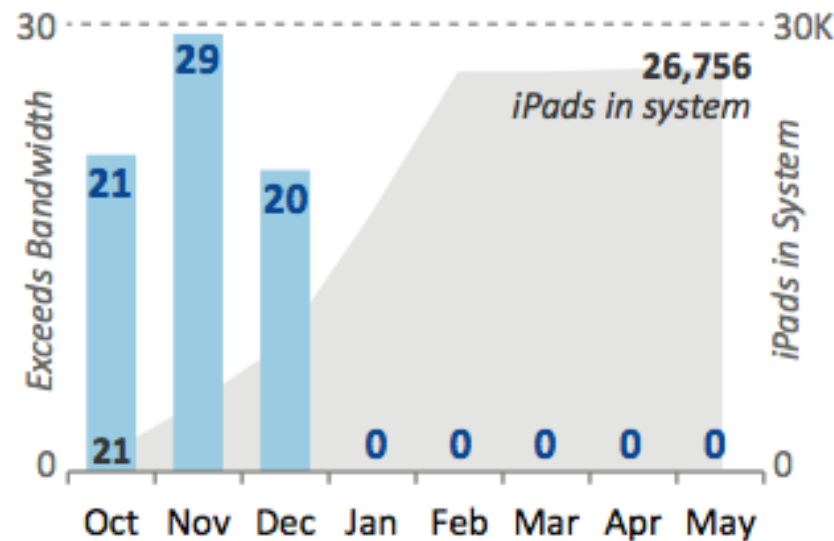
(Before 2/4)*

Progress Level:

This is an early
indicator of
successful
adoption of 1:1
iPads by both
students and
teachers.

Tools Metrics

Number of times per month network capacity exceeds 80% of available bandwidth for one hour or more



Baseline only:

Even as iPads were added to the system, network capacity improved.

Capacity Building Metrics

**% school-based instructional staff
who have completed the 3 PL
Essentials Modules**

VISION >90%

94%

65 of 69 sites

The Vision Level has been achieved.

Capacity Building Metrics

% instructional staff who have completed the "Establishing Personalized Learning through a 1:1 iPad Environment" course



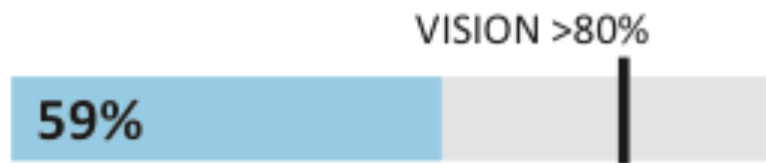
1,768 of 3,135 teachers have completed as of 6/1/15

Baseline:

Only Year 1 teachers were expected to take this course.
Overall goal is 90% by end of Year 2 Roll Out, met Year 1 milestone.

Capacity Building Metrics

% instructional staff who report they are confident in their skills and abilities to integrate technology into teaching and learning.



All staff both year 1 & year 2 sites

Baseline:
81% of teachers at sites receiving iPads before 2/4 are confident in technology integration.

Capacity Building Metrics - *SAMR Integration at SPPS*

Substitution	Augmentation	Modification	Redefinition
Tech acts as a direct tool substitute, with no functional change.	Tech acts as a direct tool substitute, with functional improvement.	Tech allows for significant task redesign.	Tech allows for the creation of new tasks, previously inconceivable.
<i>cup of coffee</i>	<i>latte</i>	<i>caramel macchiato</i>	<i>pumpkin spice</i>
			

Image by Jonathan Brubaker, [Tech tips for Education](#)

Substitution

Technology acts as a direct tool substitute, with no functional change.



Mary Casserly-Smith
@CasserlyMary

Follow

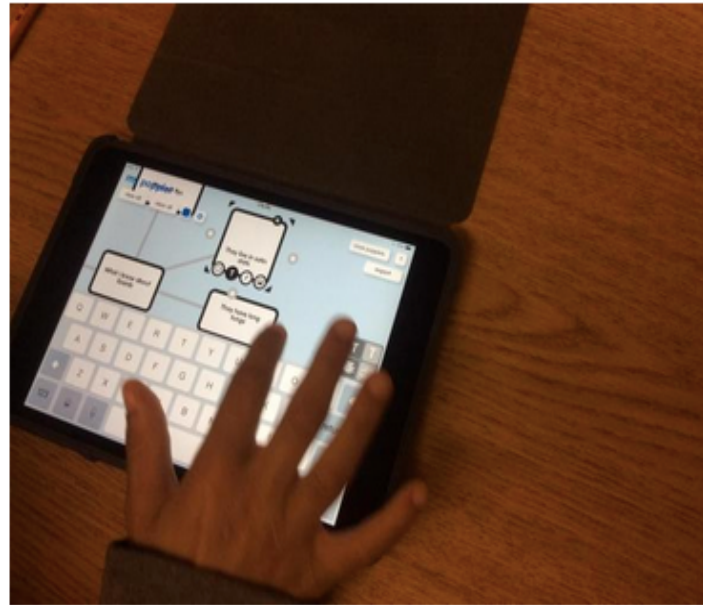
4th graders entering data in Numbers
#sppspl



Meg King-Abraham
@megcurteach

Follow

2nds are writing their K of K-W-L for their
animal research project. #chtigers



Augmentation

Technology acts as a direct tool substitute, with functional improvement.

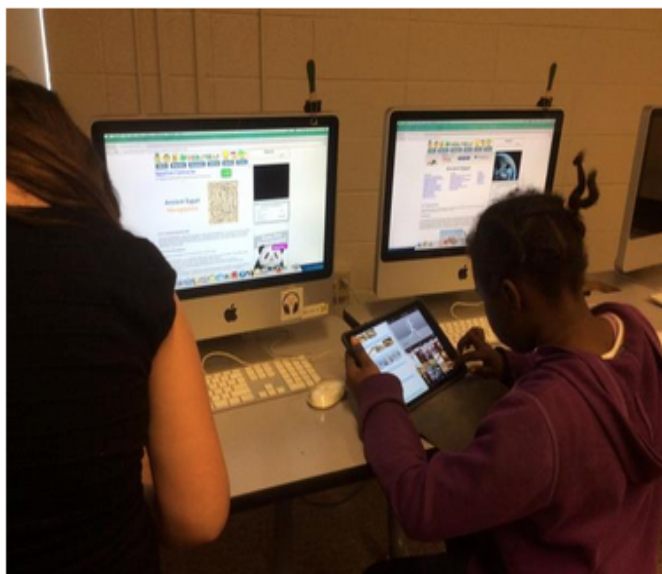


Meg King-Abraham

@megcuriteach

Follow

3rds are creating iMovie trailers with information they have learned about ancient Egypt #chtigers



Catherine Rich @SPPSThajKhuRich · Mar 24

Learning new word wall words. I write it, illustrate it, and use it in a sentence. 1st gr making meaning. #PhalenLake



Modification

Technology allows for significant task redesign.



Megann King-Abraham
@techteachtiger

Follow

2nds are practicing recording video to prep for literary review projects in Keynote. #2fra #chtigers



Heidi Swanson
@ms_HeidiSwanson

Follow

Preparing art to exhibit @SPACrawl. Using iMovie to reflect. Galtier 4/5 graders display art this weekend! #spps

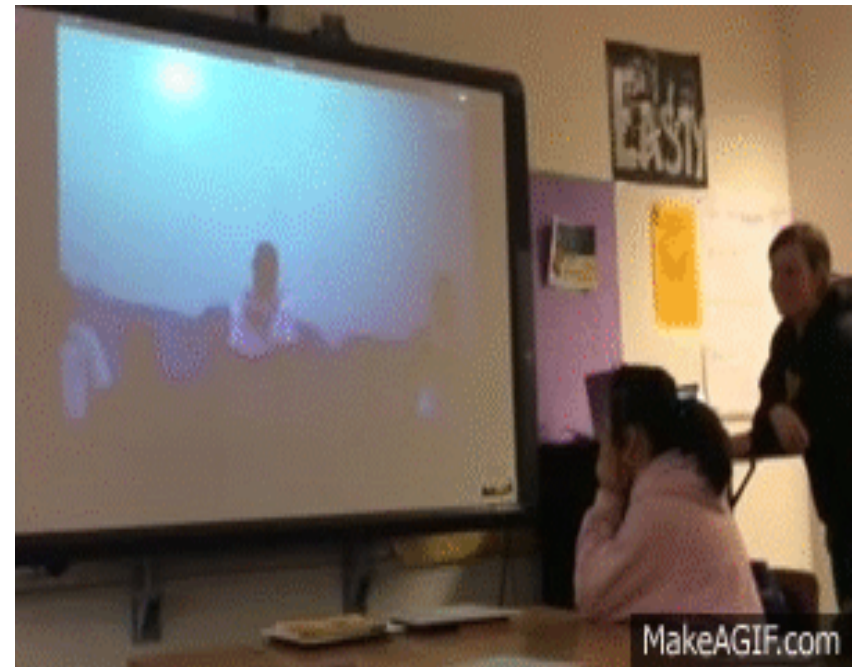


Redefinition

Technology allows for the creation of new tasks, previously inconceivable.

Washington 9th grade math students:

- Skyped with students in Uganda
- Shared stories and culture
- Recorded statistics and data
- Used iPads to document and present findings via video
 - student-made documentary, linked [HERE](#). ([Google Link](#))



Capacity Building: *SAMR*

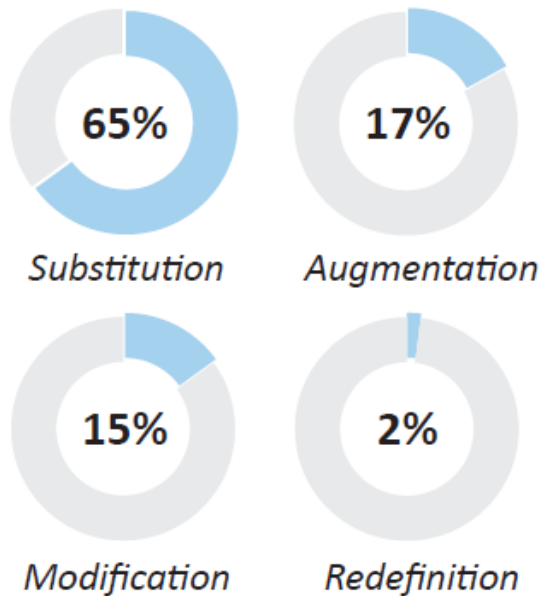


[Click to play](#)



Capacity Building Metrics

% of teachers who report having integrated each level of SAMR into their teaching



*Apple's Educational Technology Profile (ETP)
based on schools receiving their iPads
before winter break.*

Baseline only:

As expected,
Substitution is
the form of
integration used
most frequently.

Capacity Building

Teacher and Principal Perspective

Mississippi Creative Arts Magnet School

Stephanie Draayer, 5th grade teacher

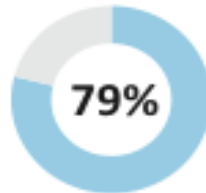
Simone Sagar, DCD Self-Contained and Resource
Intermediate Teacher

Be Vang, Principal

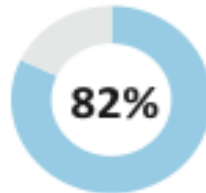


Teaching and Learning Metrics, Students

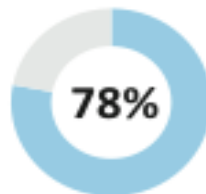
STUDENTS



of students agree they are able to make decisions about WHAT they learn.



of students agree they can make decisions about HOW they learn.



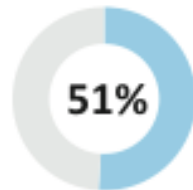
of students agree they are able to learn about topics that reflect their race and culture.

Baseline only:

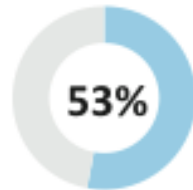
Students find opportunities for voice and choice in the classroom.

Teaching and Learning Metrics, Teachers

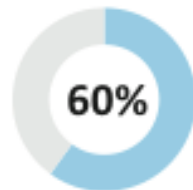
TEACHERS



of teachers report students can make decisions about WHAT they learn.



of teachers agree students are able to make decisions about HOW they learn.



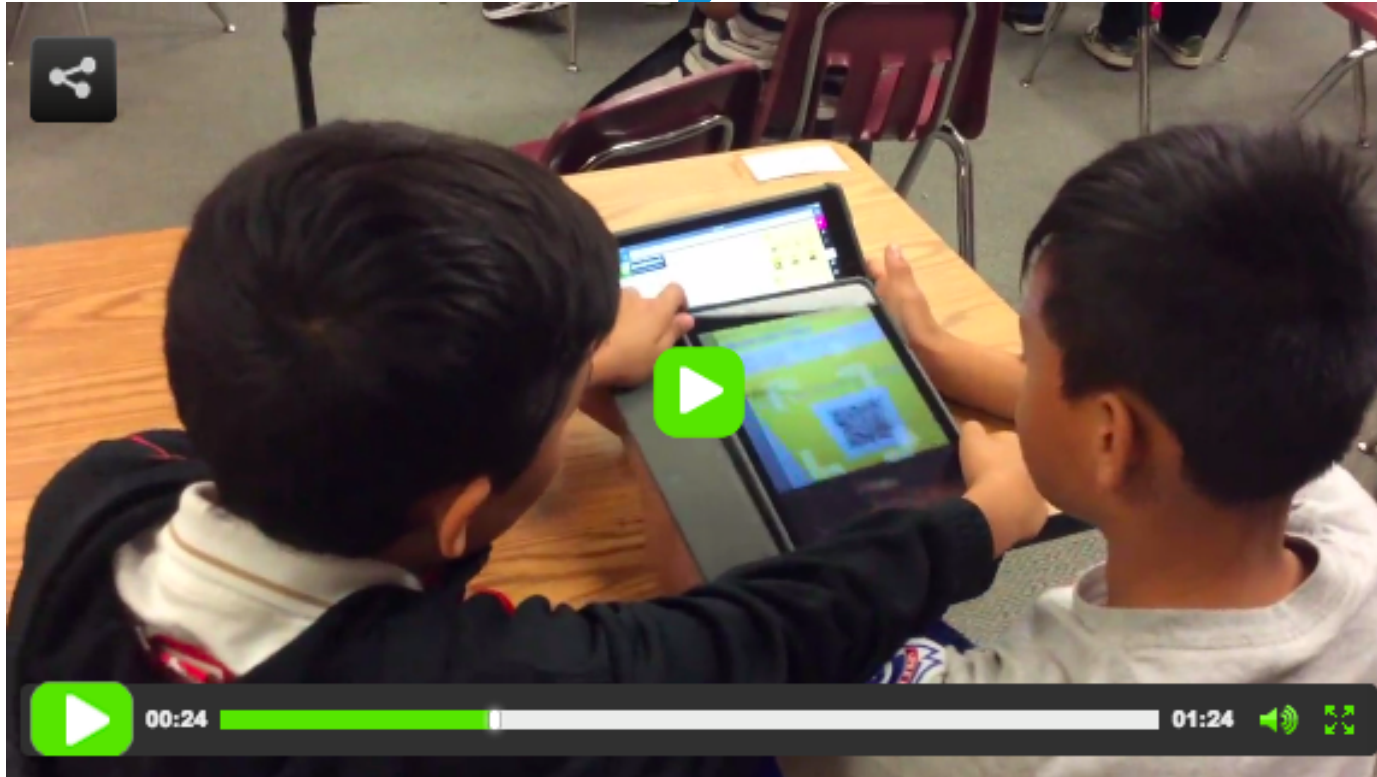
of all teachers report students are able to pursue interests and learning opportunities that are racially and culturally relevant.

Baseline only:

82% of teachers receiving iPads before 2/4 agree students are able to pursue interests and learning opportunities that are racially and culturally relevant.

Teaching and Learning

Personalized Learning with iPads



[Click to play](#)



Questions?



HUMAN RESOURCE TRANSACTIONS

(May 1, 2015 through May 31, 2015)

June 23, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jorgenson, E. A.	Electrician	05/26/2015	\$42.13	Como Service Center
Cook, G. E.	Maintenance Supervisor	06/01/2015	\$32.97	Como Service Center
Welhaven, C. J.	Supervisory	05/11/2015	\$26.54	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lorenzen, R.	Central Administrator Career Progression	04/21/2015	\$47.38	Plato Admin Offices
Vernosh, R. M.	Superintendency From: Central Administrator	04/27/2015	\$54.84	Colborne Admin Offices
Moua, L.	Custodian Career Progression	05/26/2015	\$24.61	Highland Park Senior
Catarra, S. M.	Nutrition Services Personnel Career Progression	05/18/2015	\$13.71	Cherokee Heights
Motz, K.	Technical Career Progression	03/07/2015	\$30.77	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dutton, K. B.	Classroom Teacher	05/07/2015	\$25.96	271 Belvidere Bldg

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Butler, K. J.	Classroom Teacher	06/05/2015	Plato Admin Offices
Gontarek, C.	Classroom Teacher	05/23/2015	271 Belvidere Bldg
Griffin, L.	Classroom Teacher	05/15/2015	Como Park Senior High
Grostephan, G. N.	Classroom Teacher	05/15/2015	Jie Ming Mandarin Immersion
Hanson, B.	Classroom Teacher	05/29/2015	Linwood Monroe Arts Upper
Harrison, E. J.	Classroom Teacher	06/11/2015	Highland Park Middle
Johnson, R.	Classroom Teacher	05/12/2015	Gordon Parks High - ALC
Lee, M.	Classroom Teacher	05/12/2015	American Indian Magnet
Minnema, E. E.	Classroom Teacher	04/28/2015	Humboldt Secondary
Schmidt, A. C.	Classroom Teacher	05/15/2015	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
June 23, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Schmitz, T. S.	Classroom Teacher	05/22/2015	Nokomis Montessori North
Slater, K. M.	Classroom Teacher	05/29/2015	Wellstone Elementary
Sward, M. L.	Classroom Teacher	05/01/2015	Washington Tech Secondary
Sylvester, S.	Classroom Teacher	05/06/2015	Como Park Senior High
Whitney, R. M.	Classroom Teacher	05/12/2015	Highland Park Middle
Yang, M.	Classroom Teacher	05/21/2015	Farnsworth Aerospace Lower
Freeberg, J. A.	Early Education Teacher	05/14/2015	Maxfield Elementary
Handrahan, J.	Special Education Teacher	05/14/2015	Focus Beyond (18-Adult)
Voeller, C.	Special Education Teacher	04/10/2015	Boys Totem Town
Carter, C. J.	Education Assistant	05/05/2015	Battle Creek Middle
Taylor, M. A.	Education Assistant	05/13/2015	Focus Beyond (18-Adult)
Carter, L. M.	Teaching Assistant	05/04/2015	271 Belvidere Bldg
Perry, M. L.	Teaching Assistant	04/13/2015	Journey's Secondary
Yang, K.	Teaching Assistant	05/11/2015	Nokomis Montessori North
Ly, I. O.	Clerical	05/05/2015	Colborne Admin Offices
Wenker, K. A.	Custodian	04/27/2015	Hamline Elementary
Bryan, L. O.	Nutrition Services Personnel	05/07/2015	Four Seasons A+
Florez, A. H.	Nutrition Services Personnel	04/09/2015	Adams Spanish Immersion
Hagos, H. G.	Nutrition Services Personnel	05/14/2015	Johnson Senior High
Khottavongsa, K.	Nutrition Services Personnel	05/04/2015	Como Service Center
Lewis, V. R.	Nutrition Services Personnel	04/07/2015	Como Service Center
Mann, J. V.	Nutrition Services Personnel	04/13/2015	The Heights Community School

HUMAN RESOURCE TRANSACTIONS
June 23, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McHie, T. M.	Nutrition Services Personnel	04/23/2015	St. Paul Music Academy
Smith, A. D.	Nutrition Services Personnel	04/27/2015	Como Service Center
Vasquez, A.	Nutrition Services Personnel	05/05/2015	St. Paul Music Academy
Murray, D. S.	Professional Employee	05/02/2015	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., K. K.	Assistant Principal	04/30/2015
M., S. C.	Classroom Teacher	05/07/2015
P., R.	Classroom Teacher	06/01/2015
Y., V.	Classroom Teacher	05/07/2015
L., V. A.	Principal	04/30/2015
S., P. A.	Special Education Teacher	05/15/2015
B., L. M.	Education Assistant	06/01/2015
G., B. R.	Education Assistant	04/27/2015
X., W.	Education Assistant	05/26/2015
O., S. E.	Teaching Assistant	11/05/2014

SABBATICAL LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Tinucci, M. E.	Teacher on Special Assignment	08/29/2015	Title I Fed Program Offices

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Frank, K. A.	Nurse	04/24/2015	\$37.44	Johnson Achievement Plus

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cellura, J. J.	Classroom Teacher	05/11/2015	Highland Park Elementary
Falcon, E.	Classroom Teacher	04/30/2015	Highland Park Middle
Lonetree Brovold, N.	Classroom Teacher	05/20/2015	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
June 23, 2015

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Jaworski, M. E.	Early Education Teacher	05/13/2015	271 Belvidere Bldg
Revoir, J.	Early Education Teacher	05/13/2015	271 Belvidere Bldg
Licona Gervich, A. S.	Special Education Teacher	04/30/2015	Riverview School
Voeller, C.	Special Education Teacher	05/11/2015	Boys Totem Town
O'Connor, M. R.	School/Community Professional	05/11/2015	Linwood Monroe Arts Upper
Moua, K.	Education Assistant	05/11/2015	Benjamin Mays/Museum
Yang, Z.	Education Assistant	05/11/2015	Phalen Lake Hmong Studies
Curtis, S. L.	Teaching Assistant	05/18/2015	Highland Park Senior
Onayiga, N.	Teaching Assistant	05/06/2015	Mississippi Creative Arts
Fennell, J. R.	Clerical	05/18/2015	Colborne Admin Offices
O'Neil, J. P.	Custodian	05/11/2015	Washington Tech Secondary
Petersen, M. T.	Electrician	05/18/2015	Como Service Center

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Childs, G.	Classroom Teacher From: Teacher on Special Assignment	08/22/2015	\$47.87	Highland Park Elementary

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cross, T. E.	Classroom Teacher	06/13/2015	Galtier Elementary
Young, S.	Classroom Teacher	06/13/2015	Linwood Monroe Arts Upper
Richardson, M.	ELL Teacher	06/13/2015	The Heights Community School
Conlin-Warner, M.	Special Education Teacher	06/13/2015	Harding Senior High
Davis, E.	Special Education Teacher	06/13/2015	Hazel Park Preparatory
Isachsen, J.	Special Education Teacher	06/13/2015	Hazel Park Preparatory
Meryhew, T. A.	Teacher on Special Assignment	06/18/2015	Plato Admin Offices

HUMAN RESOURCE TRANSACTIONS
June 23, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bergstrom, J.	Education Assistant	06/13/2015	Expo for Excellence
Furman, T.	Education Assistant	05/21/2015	Central Senior High
Lee, Y.	Education Assistant	06/13/2015	St. Paul Music Academy
Morris, D.	Education Assistant	07/04/2015	Ronald M Hubbs Center
Anderson, K.	Teaching Assistant	06/13/2015	American Indian Magnet
Quirk Becker, P.	Teaching Assistant	06/13/2015	Homecroft Early Learning Center
Sausen, P.	Teaching Assistant	06/11/2015	Cherokee Heights
Sawyer, K.	Teaching Assistant	06/10/2015	Groveland Park
Demarre, M.	Clerical	05/29/2015	Title I Fed Program Offices
Layer, M. P.	Nutrition Services Personnel	05/16/2015	Johnson Achievement Plus
Meza, J.	Supervisory	06/13/2015	Colborne Admin Offices
Andren, N. L.	Technical	08/01/2015	Colborne Admin Offices

CHANGE IN RETIREMENT DATE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nilles, K.	Classroom Teacher	06/16/2015	271 Belvidere Bldg
Lathrop, J. K.	Nutritional Services Personnel	12/1/2015	Four Seasons A+

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Adler, E. D.	Classroom Teacher	06/13/2015	Wellstone Elementary
Brown, P.	Classroom Teacher	06/13/2015	Highland Park Senior
Fenlon, E. E.	Classroom Teacher	06/13/2015	American Indian Magnet
Gerber, D. J.	Classroom Teacher	06/13/2015	Creative Arts Secondary
Giebner, P.	Classroom Teacher	06/13/2015	Benjamin Mays/Museum
Manz, G. M.	Classroom Teacher	06/13/2015	Highwood Hills
Mayer, S. C.	Classroom Teacher	06/13/2015	Linwood Monroe Arts Upper
Mena, M. T.	Classroom Teacher	06/13/2015	Johnson Achievement Plus

HUMAN RESOURCE TRANSACTIONS
June 23, 2015

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moreno Gamez, A. P.	Classroom Teacher	06/13/2015	Highland Park Senior
Nguyen, H.	Classroom Teacher	06/13/2015	Humboldt Secondary
Olson, B.	Classroom Teacher	05/30/2015	Murray Middle
Piety, B. L.	Classroom Teacher	06/13/2015	Capitol Hill Magnet
Veilleux, C. M.	Classroom Teacher	06/13/2015	Nokomis Montessori South
Weissner, A. A.	Classroom Teacher	06/13/2015	Creative Arts Secondary
Zeppa, J. Z.	Classroom Teacher	06/13/2015	Cherokee Heights
Ajagbe, R. O.	Nurse	06/13/2015	Battle Creek Elementary
Chan, S. B.	Principal	07/01/2015	Eastern Heights
Vue, M. N.	Psychologist	05/07/2015	Como Park Elementary
Hook, A. E.	Social Worker	09/09/2015	Murray Middle School
Bartlett, D. K.	Special Education Teacher	06/13/2015	Cherokee Heights
Chung, S.	Special Education Teacher	07/11/2015	Farnsworth Aerospace Upper
Hartman, S. M.	Special Education Teacher	06/13/2015	Journey's Secondary
Lasar, N. T.	Special Education Teacher	06/13/2015	RiverEast Elem/Secondary
Morland, A.	Special Education Teacher	06/13/2015	Como Park Elementary
Putt, S. R.	Special Education Teacher	06/13/2015	RiverEast Elem/Secondary
Sinner, A. M.	Special Education Teacher	08/28/2015	Maxfield Elementary
Badeau, A. R.	Speech Pathologist	05/08/2015	L'Etoile du Nord Upper
Arroyo, V.	School/Community Professional	06/10/2015	Linwood Monroe Arts Upper
Ekstrand, B. J.	Education Assistant	06/10/2015	Four Seasons A+
Xiong, K. Z.	Education Assistant	06/11/2015	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
June 23, 2015

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Chesher, C.	Teaching Assistant	06/10/2015	Expo for Excellence
Dill, S. M.	Teaching Assistant	06/10/2015	Wellstone Elementary
Dykes, R. A.	Teaching Assistant	06/13/2015	St. Paul Music Academy
Freeman, M. M.	Teaching Assistant	05/02/2015	Como Park Senior High
Grimaud, C.	Teaching Assistant	05/14/2015	L'Etoile du Nord Upper
Yang, M.	Clerical	05/09/2015	Colborne Admin Offices
Anderson, A. R.	Nutrition Services Personnel	02/14/2015	Washington Tech Secondary
Buckner, J. F.	Nutrition Services Personnel	09/02/2014	Riverview School
Jenniges, D. E.	Nutrition Services Personnel	08/26/2014	Horace Mann School
Lor, M. X.	Nutrition Services Personnel	08/26/2014	The Heights Community School
Schlukebier, J. A.	Supervisory	06/17/2015	Ronald M Hubbs Center
Schmidt, B. R.	Supervisory	05/14/2015	Como Service Center
Norton, C. R.	Technical	06/27/2015	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lohrey, M. O.	School/Community Professional	06/11/2015	RiverEast Elem/Secondary
Lyon, K. K.	School/Community Professional	06/11/2015	RiverEast Elem/Secondary
Dahir, H. M.	Teaching Assistant	05/22/2015	271 Belvidere Bldg
Reed, M. A.	Teaching Assistant	05/02/2015	Battle Creek Middle
Parker, G. M.	Clerical	05/12/2015	Colborne Admin Offices
Walker, L. L.	Clerical	05/01/2015	RiverEast Elem/Secondary

NON-RENEWAL OF PROBATIONARY CONTRACT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Severs, P.	Special Education Teacher	06/13/2015	Battle Creek Middle

MEMORANDUM

TO: Board of Education Directors

FROM: Valeria Silva
Superintendent of Schools

DATE: June 23, 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 June 22, 2015:

Ryan Vernosh Director of Communications, Marketing and Development
(\$94,744-\$130,000 salary range)

2. Appoint the following individual to the following Superintendency position effective June 29, 2015:

Kate Wilcox-Harris Chief Academic Officer
(\$126,506-\$171,500 salary range)

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

DATE: June 23, 2015

TOPIC: Grand Piano Donation to Creative Arts Secondary School

A. PERTINENT FACTS:

1. Private donation from Michael & Debbie Engleman of a Young Chang 5'9" model 175 grand piano valued at \$6,500 by Wells Piano
2. Piano to be donated to Creative Arts Secondary School Theatre
3. This project will meet the District strategic plan goals of Sustainability.
4. This item is submitted by Robin Lorenzen, Music & Arts Program Manager

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to accept the donation of above piano for Creative Arts Secondary School

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

DATE: June 23, 2015

TOPIC: Gift Acceptance from Friends of Groveland Park.

A. PERTINENT FACTS:

1. A gift of \$10,000 was received at Groveland Park Elementary School in June of 2015.
2. The gift was received from Friends of Groveland Park. This donation is for use at Groveland Park Elementary.
3. This money will be used for: Classroom supplies.
Budget No: 19-476-291-000-6140-0000.
4. This gift will meet the target area goal of "supporting student achievement."
5. This item is submitted by Rebecca Pedersen, Principal, Groveland Park Elementary School; and Sharon Freeman, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Groveland Park Elementary to accept this gift from Friends of Groveland Park to aid in the support of student achievement.

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

DATE: June 23, 2015

TOPIC: Request for Permission to Submit a Grant to 3M for the Gateway Academy STEM Summer Camp

A. PERTINENT FACTS:

1. 3M is currently accepting grants for programs that increase primary and secondary student achievement in STEM and drive access and academic success to ensure educational equity.
2. The Office of Academics, Office of College & Career Readiness and Career and Technical Education, have prepared an application for the 2016 Gateway Academy STEM Summer Camp. This is a day camp program designed to inspire students to learn more about science, technology, engineering and math. The proposed plan includes a two-week day-camp experience for 150 students at a single school site with meals provided by the federal summer meal program. SPPS is requesting approximately \$81,791 for this project and will serve as the fiscal agent.
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 of the Office of College and Career Readiness; Jackie Turner, Chief Engagement Officer; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to 3M for approximately \$81,791 to fund the 2016 Gateway Academy STEM Summer Camp; 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: June 23, 2015

TOPIC: Adequate Yearly Progress (AYP) Grant Extension Application Year 4

A. PERTINENT FACTS:

1. This is a request to submit an application extension for Year 4 of the Title I Adequate Yearly Progress (AYP) Grant. The amount of the grant request will be \$1,214,427.00.
2. The grant provides support to Focus and Priority schools with a focus on:
 - Establishing and developing school leadership teams that guide the process of continuous improvement.
 - Facilitating data mining, needs assessment, root cause analysis, in a continuous improvement process, and
 - Implementation of evidence-based practices that lead to improved teaching and learning.
3. This project will meet the District target area goal/goals of achievement.
4. This item is submitted by Cheryl Carlstrom, Director of Title I Federal Programs and School Improvement; Paul Holm; Supervisor of Turnaround Schools; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the AYP extension; 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: June 23, 2015

TOPIC: Request for Permission to Submit Grant Application to Kids in the Game from Crossroads Elementary

A. PERTINENT FACTS:

1. Kids in the Game is a nonprofit organization focused on inspiring kids to thrive in life through sports. It provides financial assistance to help youth from low-income families of all abilities gain access to after school sports programs and physical education programs in schools. Kids in the Game raises awareness of the importance of athletics in developing future leaders, with skills and values that transfer from the sports field into the classroom, workplace, family and community.
2. Crossroads Elementary has prepared an application requesting approximately \$2,000 for a GO Grant from Kids in the Game. Funding will be used to purchase pedometers and other equipment that will provide data that inspires students to improve physical activity and understand the relationship between physical fitness and academic success.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Celeste Carty, principal; Jackie Turner, Chief Engagement Officer; Sharon Freeman, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant request to Kids in the Game for funds to support purchase of fitness equipment at Crossroads; 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: June 23, 2015

TOPIC: Request for Permission to Submit Grant Applications to the Lois Lenski Covey Foundation from Benjamin E. Mays and Saint Paul Music Academy

A. PERTINENT FACTS:

1. The Lois Lenski Covey Foundation advances literacy and fosters a love of reading among underserved and at-risk children and youth. Its Library Grant Program awards grants, earmarked for purchasing books, to libraries and agencies that serve economically or socially at-risk children, have limited book budgets, and demonstrate real need.
2. Two SPPS schools have prepared applications to the Lois Lenski Covey Foundation.

Benjamin E. Mays (Amy Vogel) needs books about national and international geography and countries. The request is for approximately \$1,400.

Saint Paul Music Academy (Patricia Thiets) needs nonfiction books for research. The request is for approximately \$2,400.

3. These projects will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Kirk Morris and Barbara Evangelist, respective principals of Ben Mays and SPMA; Jackie Turner, Chief Engagement Officer; Sharon Freeman and Andrew Collins, respective Assistant Superintendents; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit requests to the Lois Lenski Covey Foundation for funds to support book purchases at Benjamin E. Mays and Saint Paul Music Academy; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: June 23, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Carl D. Perkins Funding

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting application for allocations through the Carl D. Perkins Vocational and Applied Technology Education Act.
2. The Office of Academics, Office of College & Career Readiness, Career and Technical Education, has prepared an application for \$547,962 to meet the goals of: building programs of study, effectively utilizing employer, community and education partnerships, improving services to special populations, providing for a continuum of service provisions for enabling student transitions, and sustaining the consortia structure of secondary and postsecondary institutions.

The Carl Perkins grant is formula-based on census data and total number of students enrolled in secondary schools. Saint Paul Public Schools will serve as the fiscal agent for the secondary portion of grant funds.

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 of the Office of College and Career Readiness; Jackie Turner, Chief Engagement Officer; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$547,962 for FY 2015-2016 from the Carl D. Perkins Vocational and Technology Education Act; 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: June 23, 2015

TOPIC: Request for Permission to Submit Grant Application to Minnesota Department of Education from Hubbs Center (Adult Basic Education)

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) makes available funding to adult basic education programs that combine English language instruction, civics instruction, workforce preparation, and workforce training for adult English language learners. Programs supported by this MDE funding prepare adult English language learners to work in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
2. Hubbs Center for Adult Basic Education has prepared a request for approximately \$50,000 to support its 2,300 adult English learners by developing nine thematic teaching modules that focus on teaching life skills that can directly impact students' ability to get a job, retain a job, be involved in his/her community and children's school, and learn independently.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Lynn Gallandat, Director of Community Education; 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 request to Minnesota Department of Education for funds to support preparation of adult English learners for self-sufficiency; 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: June 23, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Academically-Linked Out-of-School-Time (OST) Activities at Five District Schools

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications to extend projects that establish, sustain and/or enhance high quality afterschool learning opportunities statewide as part of the 21st Century Community Learning Center Program (Cohort 5). Successful applicants will provide a wide range of high-quality enrichment opportunities designed to complement the regular academic program of participating youth during those times when school is not in session, including before school, after school, evenings, school release days and summer.
2. SPPS intends to extend its Cohort 5 application to provide academically-linked Out-of-School-Time (OST) activities at five high-need district schools: American Indian Magnet (AIM), Farnsworth Upper, Murray Junior High, Ramsey Junior High, and Washington Technology Magnet.

The project will continue to provide more than 450 hours of year-round school-linked OST programming to students in grades 5 through 8 at each school. Half of project programming will consist of standards-based academic classes taught by licensed teachers in collaboration with the ALC to reinforce concepts and skills taught during the day. The other half will consist of fun, age-appropriate enrichment activities provided primarily by community-based partners and designed to improve school connectedness and enhance 21st century learning skills.

3. This project is requesting approximately \$1,757,982 over two years to accomplish the aforementioned goals. St. Paul Community Education will serve as the fiscal agent for this project.
4. This project will meet the Strong Schools, Strong Communities goal of alignment.
5. This item is submitted by Kristin Keller, Supervisor, Community Education; Lynn Gallandat, Director, Community Education; 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 extension to the Minnesota Department of Education to provide academically-linked Out-of-School-Time (OST) activities at five high-need district schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: June 23, 2015

TOPIC: Request for Permission to Submit Applications to NEA Foundation from
Two SPPS Teachers

A. PERTINENT FACTS:

1. NEA Foundation supports new ideas and practices to strengthen teaching and learning. The Foundation's goal is to fund and share successful strategies to educate and prepare students for bright and rewarding futures. The Foundation has several deadlines each year, all of which are published in The Bridge.
2. Two SPPS teachers have prepared applications for NEA Foundation grants.
Jennifer Eisele of Capitol Hill has prepared a Student Achievement request for approximately \$5,000 to guide student experiences in writing and producing one-act plays around the theme of "Surviving Middle School." Students will work with playwrights and theater professionals as mentors; students will develop and focus their voice at a pivotal time in their development. The final plays will be recorded with the intent of sharing them with incoming middle schoolers in our K-8 school, and potentially other middle schools in our district.

Hans Swemle, Work-Based Learning Coordinator at Journeys, is requesting a Student Achievement grant for approximately \$5,000 to fund a scholar in residence for a culinary arts class for students with emotional/behavioral disabilities. The scholar will help students apply classroom skills such as reading, writing and math to cooking.
3. Both projects will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan and Dan Wolff, respective principals of Capitol Hill and Journeys; Jackie Turner, Chief Engagement Officer; Lisa Sayles-Adams and Elizabeth Keenan, respective Assistant Superintendents; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit two applications to the NEA Foundation on behalf of teachers Jennifer Eisele and Hans Swemle; to accept the grant(s) 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: June 23, 2015

TOPIC: Request for Permission to Accept a Grant to Washington Technology Magnet School from Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
2. With funding partner Verizon, Project Lead the Way has awarded \$20,000 to Washington Technology Magnet School to implement the PLTW Gateway Introduction to Computer Science units for middle schools.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mike McCollor, Washington principal; Jackie Turner, Chief Engagement Officer; Theresa Battle, Assistant Superintendent; Stacy Gray Akyea, Director, Research, Evaluation, and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept \$20,000 from Project Lead the Way for Washington Technology Magnet School; and to implement the projects as specified in the award documents.

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

DATE: June 23, 2015

TOPIC: Request for Permission to Submit Grant Applications to Toshiba America Foundation from Capitol Hill and Central

A. PERTINENT FACTS:

1. Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students.
2. Two SPPS schools have prepared applications to Toshiba.

Capitol Hill (Katie Meier): The Middle School Makerspace for STEM Education will add engineering projects for all 6th, 7th and 8th grade students at Capitol Hill Magnet school. Engineering projects taking place in the new Makerspace lab will increase with complexity as students move through middle school. The Makerspace is a gathering place where science, technology, engineering, art and math meet. The request is for approximately \$11,000.

Central: The Health of the Mississippi River in St. Paul: A Place-Based Statistics Project (Ryan Backman) seeks to give statistics students an opportunity to apply their knowledge of data collection and analysis to a real issue: water quality of the Mississippi River. On a boat trip on the river, students will use digital sensors to sample various water quality measures including conductivity, dissolved oxygen, temperature, and pH. Upon their return, students will collaborate to produce a formal report of their findings: numerical and graphical displays of data, interpretation, and recommendations. The request is for approximately \$5,000.

3. These projects will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan and Mary Mackbee, respective principals of Capitol Hill and Central; Jackie Turner, Chief Engagement Officer; Lisa Sayles-Adams and Theresa Battle, respective Assistant Superintendents; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit requests to Toshiba America Foundation for funds to support a Makerspace at Capitol Hill and a statistic project at 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: June 23, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Travelers Foundation to Support Freedom Schools 2015

A. PERTINENT FACTS:

1. The Travelers Foundation is accepting education grants that support the goal of improved academic and career success for underrepresented youth.
2. Saint Paul Public Schools has prepared an application for funds to support Freedom Schools 2015, a program of the Office of Alternative Education. Freedom Schools, originally created by the Children's Defense Fund, aims to eliminate summer learning loss, with a special focus on improving reading scores through cultural alignment. This grant request is for approximately \$20,000 from the Travelers Foundation.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Rev. Dr. Darcel Hill, CDF Freedom Schools Executive Director and Special Projects Coordination; Jackie Turner, Chief Engagement Officer; Jon Peterson, Director, Office of College and Career Readiness; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Travelers Foundation for funds to conduct Freedom Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: June 23, 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. Saint Paul Public Schools request permission to submit a grant application to the Travelers Companies to enhance and improve the Gateway to College program as it continues to serve underrepresented students. The grant amount requested is approximately \$20,000.
3. This project will meet the Strong Schools, Strong Communities goal of Sustainability.
4. This item is submitted by Darren Ginther, Program Manager, Office of College and Career Readiness; Jon Peterson, Director, Office of College and Career Readiness; 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 Travelers Companies, Inc. for approximately \$20,000 to enhance and improve the Gateway to College program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: June 23, 2015

TOPIC: Agreement with City of Saint Paul Police Department for Shared Costs of School Resource Officers (SRO's)

A. PERTINENT FACTS:

1. The current agreement between the District and the City of St. Paul Police Department for shared costs of police officers to provide school resource officer services in the District's facilities expires July 1, 2015.
2. The administration has been negotiating a new agreement to run the period of July 1, 2015 through June 30, 2016. Nine School Resource Officers have been negotiated and the Post Orders have been amended.
3. Responsibility for SRO's is under the direction of Security and Emergency Management.
4. Funding for the District's share of costs for this agreement will be provided from the Security and Emergency Management budget (both the dedicated Safe Schools Levy and general fund revenue). Distribution of costs will be as follows:

FY16	
City of St. Paul Share	\$100,000
ISD 625 Share	<u>\$854,214</u>
Total Not to Exceed	\$954,214
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education consider and authorize the Chair and Clerk to execute an agreement with the City of St. Paul Police Department to provide School Resource Officers for services to the Saint Paul Public Schools for the term July 1, 2015 through June 30, 2016 in accordance with all terms and provisions of said agreement.

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

DATE: June 23, 2015

TOPIC: Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities for providing the Bell Power Scholars Academy.

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a memorandum of understanding with the YMCA of the Greater Twin Cities to provide educational services for 200 youth at Maxfield Elementary to combat summer learning loss and improve the academic success of children through the Bell Power Scholars Academy program.
2. The Bell Power Scholars Academy is a summer learning program, operated as a collaborative Scholars Academy, and is designed to deliver the BELL-model summer learning approach through the YMCA network.
3. Current students will be recommended by the principal/teacher, based on YMCA and ALC criteria.
4. The program is a six week, five day per week program focused on providing math, literacy, and STEM for youth entering 1st-5th grades. The program will also provide enrichment opportunities such as physical movement, arts, music, nutrition, leadership, service projects, careers, and field trips.
5. This project will meet the District strategic plan goal/goals of achievement by helping to improve the academic readiness and success of children in low-income environments and help to prohibit summer learning loss.
6. This item is submitted by – Jon Peterson, Director of the SPPS Office of College and Career Readiness.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities to provide summer educational services at Maxfield Elementary to combat summer learning loss and improve the academic success of children.

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

DATE: June 23, 2015

TOPIC: Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake

A. PERTINENT FACTS:

1. Memorandum of Understanding (MOU) shall be for a three-year period.
2. Saint Paul Public Schools (SPPS) seeks to provide its students with additional individualized reading intervention and to do this in a way that invests the community in students' achievement. Reading Partners has a proven history of providing structured, volunteer-based tutoring with positive results for students. Both parties resolve to enter into this MOU to develop a relationship between SPPS and Reading Partners.
3. The MOU will cover four SPPS schools: Benjamin E Mays, Hamline Elementary, Maxfield Elementary and Phalen Lake. The District shall provide a dedicated space at each of the mentioned school campus.
4. The District agrees to pay a fee of \$10,000 per year for each participating school to total \$40,000 per year. The Office of Academics will pay a total of \$24,000 and each mentioned school will pay \$4,000 per year.
5. This MOU will meet the District's target area goal of achievement.
6. This item is submitted by Andrew Collins, Assistant Superintendent; and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and enter into a Memorandum of Understanding with Reading Partner's.

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

DATE: June 23, 2015

TOPIC: Request Permission to Amend the Statewide Health Improvement Program (SHIP) Grant Agreement

A. PERTINENT FACTS:

1. Ramsey County on behalf of the Saint Paul - Ramsey County Public Health will award the District an additional \$24,420.00 to enhance and implement the Wellness Policy 533.00 to promote healthy eating and physical activity. The original grant was for \$200,000.00, which will bring the grand total of the grant to \$224,420.00.
2. The funding is awarded to Ramsey County by the State of Minnesota Department of Health (MDH) Statewide Health Improvement Program (SHIP).
3. This project supports schools and staff to implement the Wellness Policy 533.00.
4. The agreement period is from November 1, 2013, through October 31, 2015.
5. This project supports the District goal to ensure high academic achievement for all.
6. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to accept grant funds of \$24,420.00 from Ramsey County to promote healthy eating, physical activity, and active school days by working with building Wellness Champions and the District Wellness Team.

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

DATE: June 23, 2015

TOPIC: Classroom Technology Purchase for Creative Arts High School

A. PERTINENT FACTS:

1. As part of the Creative Arts High School renovation project, the District purchased classroom technology equipment for installation by the contractor on the project.
2. Tierney, a vendor on the state contract, has quoted classroom technology equipment for 5 classrooms for a total of \$147,773.00 including interactive projectors, controllers, speakers and other devices needed for classroom connection.
3. The purchase is over \$100,000 and board approval is required.
4. The quotes have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from an approved Capital Bonds project, budget code 06-005-870-000-6402-6030.
6. The purchases meet 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 purchase of classroom technology equipment for Creative Arts High School from Tierney for the total amount of \$147,773.00.

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

DATE: June 23, 2015

TOPIC: Flexible Learning Year Re-Application for Crossroads Montessori and Crossroads Science

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) requires completion of a re-application for a Flexible Learning Year (FLY) program to continue.
2. Crossroads Montessori and Crossroads Science elementary schools will remain on a year-round calendar and must submit a FLY re-application to MDE, with Board approval, by July 1, 2015.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Celeste Carty, Principal, Crossroads Montessori and Science; and Sharon Freeman, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve submission of the Flexible Learning Year (FLY) re-application for Crossroads Montessori and Crossroads Science elementary schools.

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

DATE: June 23, 2015

TOPIC: Furniture Purchase for Hazel Park Preparatory School and Ramsey Middle School

A. PERTINENT FACTS:

1. Per the District furniture replacement plan, Hazel Park Preparatory and Ramsey Middle School are scheduled to receive new tables and music chairs.
2. Innovative Office Solutions, a vendor on the state contract, has quoted for Hazel Park, 586 tables and 50 music chairs for a price of \$174,468.74 and Ramsey Middle School, 500 tables and 60 music chairs for a price of \$138,798.32.
3. The purchase is over \$100,000 and board approval is required.
4. The quotes have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Facilities Department Operating Budget, budget code 01-005-810-000-6406-0000.
6. The purchases meet 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 purchase of furniture for Hazel Park Preparatory and Ramsey Junior High from Innovative Office Solutions, LLC for the total amount of \$313,267.06.

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

DATE: June 23, 2015

TOPIC: Insurance - General Liability & Crime, Educators Legal Liability, Excess Liability, Auto

A. PERTINENT FACTS:

1. The District is insured for general liability and crime, educators legal liability, excess liability, and auto coverage. The current policy term is July 1, 2014 through June 30, 2015.
2. A policy was negotiated for the renewal period of July 1, 2015 through June 30, 2016. The terms and conditions of the offered policy are the same as the current policy.
3. Funding for this service agreement will be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
4. This project will meet the District strategic plan goal of sustainability.
5. 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 renew a 12-month policy for general liability and crime, educators legal liability, excess liability, and auto insurance coverage with Wright Specialty/Catlin Insurance Company for the policy term July 1, 2015 through June 30, 2016.

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

DATE: June 23, 2015

TOPIC: Insurance - Information Security and Privacy Liability

A. PERTINENT FACTS:

1. The District is insured for information security and privacy liability coverage. The current policy term is July 1, 2014 through June 30, 2015.
2. A policy was negotiated for the renewal period of July 1, 2015 through June 30, 2016. The terms and conditions of the offered policy are the same as the current policy.
3. Funding for this service agreement will be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
4. This project will meet the District strategic plan goal of sustainability.
5. 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 renew a 12-month policy for information security and privacy liability insurance coverage with Beazley Breach Response/Lloyds of London Syndicate for the policy term July 1, 2015 through June 30, 2016.

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

DATE: June 23, 2015

TOPIC: Insurance - Property

A. PERTINENT FACTS:

1. The District is insured for property coverage. The current policy term is July 1, 2014 through June 30, 2015.
2. A policy was negotiated for the renewal period of July 1, 2015 through June 30, 2016. The terms and conditions of the offered policy are the same as the current policy.
3. Funding for this service agreement will be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
4. This project will meet the District strategic plan goal of sustainability.
5. 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 renew a 12-month policy for property insurance coverage with Affiliated FM for the policy term July 1, 2015 through June 30, 2016.

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

DATE: June 23, 2015

TOPIC: Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2015-2016

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2015, through April 30, 2016.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has six regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2014-2015 budget year (May 1, 2015 – June 30, 2015): \$3,712
 - in the 2015-2016 budget year (July 1, 2015 – April 30, 2016): \$18,560
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Jim Vollmer, Assistant Director of Employee/Labor Relations, Laurin J. Cathey, Executive Director of Human Resources; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2015 through April 30, 2016.

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

DATE: June 23, 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 April 1, 2015 – April 30, 2015.

(a) General Account	#638186-639784 #0001316-0001375 #7001193-7001236 #0000536-0000581	\$72,907,375.08
(b) Debt Service	-0-	\$2,350.00
(c) Construction	-0-	<u>\$560,909.73</u>
		<u>\$73,470,634.81</u>

\$5,980,112.46 Health Insurance wires for March are included in April instead of March. Actual cash was wired in March but paperwork was delayed in Business Office for processing on PeopleSoft before the month closed.

Included in the above disbursements are 2 payrolls in the amount of \$37,772,598.35 and overtime of \$145,799.69 or 0.39% of payroll.

(d) Collateral Changes	
Released:	None
Additions:	None

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

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

DATE: June 23, 2015

TOPIC: Settlement of Litigation

A. PERTINENT FACTS:

1. LifeSpan of Minnesota commenced a lawsuit against the School District in November 2012 in Ramsey County District Court (Case Number 62-CV-12-9218).
2. The litigation can be settled for a payment of \$67,000 to LifeSpan, on the terms set forth in a mediated Settlement Agreement.
3. This settlement supports the District's target area of aligning resource allocation to District priorities.
4. This item is submitted by Nancy L. Cameron, General Counsel; Elizabeth Keenan, Assistant Superintendent of Specialized Services; and Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the settlement of the above referenced lawsuit; authorize its Chair to sign the Settlement Agreement; and authorize School District administration to issue payment.

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

DATE: June 23, 2015

TOPIC: RFP # A153538-E - Renewal of Request for Non-Food Disposable Supplies

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of non-food disposable supplies with Trio Supply.
2. The original contract was approved for a one-year period, beginning August 1, 2012 through July 31, 2013, for the estimated value of \$526,549. The contract was renewed August 1, 2013 through July 31, 2014 for the estimated value \$574,310. The contract was renewed for the period of August 1, 2014 through July 31, 2015 for the estimated value of \$600,000.
3. The Nutrition Services Department requests authorization to renew the contract for the period August 1, 2015 through June 30, 2016. The estimated value of the contract is \$600,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6401-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP #A153538-E with Trio Supply for the furnishing and delivery of non-food disposable supplies for the period August 1, 2015 through June 30, 2016, for an estimated value of \$600,000.

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

DATE: June 23, 2015

TOPIC: RFP # A153556-E -- Renewal of Request for Prime Vendor for Groceries

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of groceries with Indianhead Foodservice Distributor.
2. The original contract was approved for a one year period, beginning August 1, 2012 through July 31, 2013 for the estimated value of \$3,060,000. The contract was renewed for the period of August 1, 2013 through July 31, 2014 for the estimated value of \$3,605,000. The contract was renewed for the period of August 1, 2014 through July 31, 2015 for the estimated value of \$3,800,000.
3. The Nutrition Services Department requests authorization to renew this contract for the period of August 1, 2015 through June 30, 2016. The estimated value of the contract is \$4,500,000. The increase value is due to a more comprehensive use of this contract to more efficiently manage products through one vendor instead of multiple vendors.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP # A153556-E with Indianhead Foodservice Distributor for furnishing and delivery of grocery items and supplies for the period of August 1, 2015 through June 30, 2016, for an estimated value of \$4,500,000.

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

DATE: June 23, 2015

TOPIC: Renewal of Request for Bid # A200284-E -- Petite Bananas

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of petite bananas with Russ Davis Wholesale, Inc.
2. The original contract was approved for a one year period, beginning September 1, 2013 through August 31, 2014, for the estimated value of \$186,450. The contract was renewed for the period of September 1, 2014 through August 31, 2015 for an estimated value of \$210,000.
3. The Nutrition Services Department requests authorization to renew the contract with Russ Davis Wholesale, Inc. for a one year period, beginning September 1, 2015 through June 30, 2016, for the estimated value of \$245,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of Bid # A200284-E with Russ Davis Wholesale, Inc. for furnishing and delivery of petite bananas for the period of September 1, 2015 through August 31, 2016, for an estimated value of \$245,000.

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

DATE: June 23, 2015

TOPIC: Bid # A207476-A -- Prime Vendor Contract for Dairy and Juice Products

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received bid offers to establish a prime vendor contract for furnishing and delivery of dairy and juice products for a one year period beginning August 1, 2015 through June 30, 2016.
2. The following bids were received:

Agropur, Inc.....	\$1,715,429
Hastings Co-Operative Creamery Company.....	\$1,723,945
3. The Nutrition Services Department requests authorization to establish a contract with Agropur, Inc for a one year period, beginning August 1, 2015 through June 30, 2016, for the estimated value of approximately \$1,715,429.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6495-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid #A207476-A to Agropur, Inc for the furnishing and delivery of dairy and juice products for the period of August 1, 2015 through June 30, 2016, for an estimated value of \$1,715,429.

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

DATE: June 23, 2015

TOPIC: Bid No. A207550-A Baker Center Building Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the building renovations of the Baker Center.
2. The following bids were received for the lump sum base bid plus alternate number 1:

	<u>Lump Sum Base Bid</u> <u>Plus alternate No 1</u>
McFarland Construction Company	\$1,922,000.00
Parkos Construction	1,935,800.00
Terraf Construction	1,984,000.00
ECCO Construction	1,985,100.00
Morcon Construction	2,093,500.00
Maertens Brenny	2,095,800.00
James Steele Construction	2,150,000.00
JPMI Construction	2,215,000.00
3. Alternate number 1 is the addition of work on the boiler at Cherokee Elementary School.
4. Bids have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Capital Bonds, budget codes 06-005-870-000-6520-6030.
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. A A207550-A Baker Center Building Renovation to McFarland Construction Company for the lump sum base bid and alternate number 1 for \$1,922,000.00.

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

DATE: June 23, 2015

TOPIC: Bid # A207620-A -- Prime Vendor Contract for Fresh Bakery Products

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received a bid offer to establish a prime vendor contract for furnishing and delivery of fresh bakery products for a one year period beginning August 1, 2015 through June 30, 2016.
2. The following bid was received:

Bimbo Bakeries USA.....\$239,225
3. The Nutrition Services Department requests authorization to establish a contract with Bimbo Bakeries USA, for a one year period beginning, August 1, 2015 through June 30, 2016, for the estimated value of \$239,225.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid # A2072620-A to Bimbo Bakeries USA for the furnishing and delivery of Fresh Bakery Products for the period August 1, 2015 through June 30, 2016, for an estimated value of \$239,225.

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

DATE: June 23, 2015

TOPIC: Bid No. A207623-A St. Anthony Park Fire Sprinkler and Fire Alarm Upgrade

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the fire sprinkler and fire alarm upgrade at St. Anthony Park Elementary.

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

	<u>Lump Sum Base Bid</u>
RAK Construction	\$446,642.00
Construction Results Corporation	454,940.00
Black & Dew, LLC	480,000.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Health and Safety Levy, budget code 01-005-850-363-6520-0000.
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. A207623-A St. Anthony Park Fire Sprinkler and Fire Alarm Upgrade to RAK Construction for the lump sum base bid of \$446,642.00.

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

DATE: June 23, 2015

TOPIC: Bid No. #A207663-A - Type III School Transportation

A. PERTINENT FACTS:

1. This Bid establishes the rates for Type III (inspected vans, cars and taxis) School Transportation, primarily used for the Project Reach program.
2. The periods of the contracts are from July 1, 2015 to June 30, 2016.
3. Type III service is expected to cost the District approximately \$1,000,000.00 for the 2015-2016 School year.
4. Rates for Type III School Transportation have remained consistent with school year 2014-2015. The average rate is \$240.00 per 5 hour to/from transportation.
5. Bid award will be to all vendors listed below and will start with the lowest cost vendor and move to the next lowest cost vendors depending on vendor capacity. This contract will be used on an "as needed" basis.
6. Bids have been reviewed by Bradley Miller, Purchasing Manager.
7. This supports the District Strategic Goal of aligning resources to district priorities through a safe and efficient student transportation system.
8. This item is submitted by Tom Burr, Director of Transportation, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to establish contracts and to award service based on responses to Bid No. #A-207663-A for Type III School Transportation for Fiscal Year 2015-2016.

St Paul Public Schools
Type III Bid Rates (5/26/15 bid opening)
2015-16 School Year as of 5/26/15

to and from school	7 pass.	7 pass.	10 pass.	10 pass.	Lift	Lift	7 pass.	10 pass.	Lift	1/4 Hours	10 pass.	Lift	Para	
Company	to school	from school	to school	from school	to school	from school	1/4 Hours	1/4 Hours	1/4 Hours					
Taxi Services, Inc.	\$55.00	\$55.00	NO BID	NO BID	\$85.00	\$85.00	\$25.00	NO BID	\$40.00	\$40.00				
United Transportation Services	\$55.00	\$60.00	\$65.00	\$70.00	\$65.00	\$70.00	\$12.00	\$15.00	\$15.00*	\$15.00*	*2hr min			
Global Public Services, LLC	\$60.00	\$60.00	\$80.00	\$80.00	\$80.00	\$80.00	\$13.00	\$22.00	\$22.00	\$22.00	*2hr min			
Universal Transit	\$65.00	\$70.00	\$75.00	\$80.00	\$80.00	\$85.00	\$17.00	\$22.00	\$25.00	\$20.00*	*2hr min			
Oromiya - OTS	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	\$10.00	\$10.00	\$10.00	\$10.00				
ABC Transportation	\$70.00	\$75.15	\$80.00	\$85.00	NO BID	NO BID	\$8.00	\$10.00	NO BID	NO BID				
Express Travel Services	\$70.00	\$70.00	NO BID	NO BID	\$80.00	\$80.00	\$17.00	NO BID	\$20.00	\$12.50*	*2hr min			
Frontier Transportation	\$72.00	\$72.00	NO BID	NO BID	NO BID	NO BID	\$12.00	NO BID	NO BID	16/17 bid	*2hr min			
Rift Valley Transportation	\$74.50	\$79.50	\$87.50	\$91.80	\$90.00	\$95.00	\$10.00	\$10.00	\$10.00	\$10.00	24.00*			
Elmo Transportation	\$75.85	\$75.85	NO BID	NO BID	NO BID	NO BID	???	NO BID	NO BID	NO BID				
Halo Transportation	\$86.00	\$86.00	\$95.00	\$95.00	NO BID	NO BID	\$10.00	\$10.00	NO BID	\$24.00	16/17 bid			
Countryside Transport	\$97.50	\$97.50	NO BID	NO BID	NO BID	NO BID	\$18.00	NO BID	NO BID	NO BID				
Monarch Bus Service	\$110.00	\$110.00	\$115.00	\$115.00	NO BID	NO BID	\$12.00	\$12.00	NO BID	\$35.00*	*1.5hr min			
American Logistics Company	alternate	alternate	alternate	alternate	alternate	alternate	alternate	alternate	alternate	\$25.00*	2hr min			

Midday	minimum	maximum	7 pass.	10 pass.	Lift	7 pass.	10 pass.	Lift	1/4 Hours	10 pass.	Lift
Company			Midday	Midday	Midday	Midday	Midday	Midday	1/4 Hours	1/4 Hours	1/4 Hours
Taxi Services, Inc.		80	\$50.00	NO BID	\$70.00	\$25.00	NO BID	\$40.00			
United Transportation Services		20+	\$50.00	\$60.00	\$65.00	\$10.00	\$15.00	\$18.00			
Global Public Services, LLC		8	\$40.00	\$46.00	NO BID	\$15.00	\$15.00	NO BID			
Universal Transit		15	\$60.00	\$65.00	\$75.00	\$15.00	\$17.00	\$22.00			
Oromiya - OTS		26	\$40.00	\$50.00	\$50.00	\$10.00	\$10.00	\$10.00			
ABC Transportation			NO BID	NO BID	NO BID	NO BID	NO BID	NO BID			
Express Travel Services		10	\$40.00	NO BID	\$50.00	\$10.00	NO BID	\$20.00			
Frontier Transportation			\$50.00	NO BID	NO BID	\$12.00	NO BID	NO BID			
Rift Valley Transportation		16	\$43.00	\$49.00	\$60.00	\$10.00	\$10.00	\$10.00			
Elmo Transportation		7 to 8	\$75.85	NO BID	NO BID	\$75.00	NO BID	NO BID			
Halo Transportation		No Limit	\$40.00	\$40.00	NO BID	\$10.00	\$10.00	NO BID			
Countryside Transport		3	\$80.00	NO BID	NO BID	\$16.50	NO BID	NO BID			
Monarch Bus Service		10	\$110.00	\$115.00	NO BID	\$12.00	\$12.00	NO BID			

Notes:
American Logistics

\$65.00 per trip, inclusive of 12 miles. \$2.50 per mile beyond 12 miles. \$25.00 per student using a wheelchair

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

DATE: June 23, 2015

TOPIC: Request for Yogurt Products

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department is a member of the Minnesota School Food Buying Group (MSFBG). This buying group is managed through the Anoka Hennepin School District. Saint Paul Public Schools has a joint purchasing agreement with the Anoka Hennepin School District. The MSFBG awarded yogurt products to Upstate Niagara Cooperative Inc. The Nutrition Services Department requests authorization to purchase yogurt through the pricing established by the MSFBG bid process.
2. As a member of MSFBG, the Nutrition Services Department requests authorization to purchase yogurt products with pricing established through the MSFBG bid process. The estimated value of these purchases is \$275,000.
3. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize purchases with Upstate Niagara Cooperative Inc. for the furnishing and delivery of yogurt for the period July 1, 2015 through June 30, 2016, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process.

Board of Education Resolution

Implementation of March 18, 2014 Staffing Supports Resolution

Preamble

As we balance the needs of our schools and St. Paul's children with other budget priorities, we have determined that we must delay implementation of the addition of 5 licensed Media Specialist FTEs and 5 Elementary School Counselor FTEs for the 2015-16 school year (fiscal year 2016) that we committed to in our March 18, 2014 Staffing Supports Resolution.

We have been unable to recruit and hire enough licensed media specialists and other specialized staff to fulfill all of our 2014-15 (fiscal year 2015) resolution commitments. Since making those commitments, we have added 32 full-time licensed positions to the budget: 10 licensed media specialist FTEs, 7 licensed school nurse FTEs, 10 elementary school counselor FTEs, and 5 school social worker FTEs. We have continued to budget for those additional positions, 11 of which we have been unable to fill, in the 2015-16 budget.

The Board of Education recognizes the need to maintain key support positions in our schools. We have decided that keeping existing positions in schools is preferable to laying off current staff in order to try to fill additional new positions at this time.

Resolved, that the Board of Education delay the implementation of the 2015-16 staffing additions noted in its March 18, 2014 Staffing Supports resolution in order to allocate \$1,000,000 to maintain existing classroom support staff in the fiscal year 2016 budget.

Resolved, that the Board will review this issue at the beginning of the budget cycle for 2016-17 (fiscal year 2017).

Section 200 Board Policy Amendments

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Board of Education Meeting

June 23, 2015

Policy Amendments – First Reading

- The following policies are being presented for amendments:
 - **203.00** Annual Organizational Meeting and Selection of Officers
 - **204.01** School Board Meeting Agenda
 - **206.01** Public Participation
 - **209.00** Development, Adoption, Implementation and Monitoring of Policies
 - **211.00** Board Member Development
- The following policy is being presented for rescission:
 - **213.00** Board of Education Professional Development

203.00 Annual Organizational Meeting and Selection of Officers

- The proposed amendments include:
 - Additional clarity regarding responsibilities of the Vice Chair
 - Requiring acknowledgement of section 200 Board policies

204.01 School Board Meeting Agenda

- The proposed amendments include:
 - Updates to timing for submission of agenda items and delivery of supporting document
 - Removal of caveats to the order of business

206.01 Public Participation

- The proposed amendments include:
 - Rescission of the current policy and accompanying exhibit
 - Replacing with new policy for public participation
 - Guidelines for a new public participation process are under development

209.00 Development, Adoption, Implementation and Monitoring of Policies

- The proposed amendments include:
 - More succinct statement regarding development of policy
 - Updates to public comment on policy proposals

211.00 Board Member Development

213.00 Board of Education PD

- 211.00 and 213.00 are redundant
- The proposed amendments include:
 - Rescission of policy 213.00
 - Adding the two statements from Policy 213.00 to Policy 211.00

Questions?



Adopted: 1974 Saint Paul Public Schools Policy 203.00
Revised: 6/17/2008; 8/18/2015

203.00 ANNUAL ORGANIZATIONAL MEETING AND SELECTION OF OFFICERS

SELECTION OF OFFICERS

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1. At the time established on the agenda of the annual January organizational meeting to select officers, the currently serving Chair shall call for nominations from the Board for the Chair for the new calendar year. The Chair shall be elected by a majority roll-call vote. However, in the case of only one nomination, the Chair may declare, absent objection, the election of the Chair by unanimous consent.
2. Following the election of the Chair, the Chair shall conduct the nomination and election of the Vice-Chair, the Clerk, and the Treasurer by the method fixed in this policy for the nomination and election of the Chair.
3. No director shall hold the same Board office consecutively for more than two terms.

VICE-CHAIR'S RESPONSIBILITIES.

The Vice-Chair of the Board shall preside at Committee of the Board meetings and meetings in the absence of the Chair or at the request of the Chair.

ABSENCE OF CHAIR AND VICE-CHAIR AT A MEETING OF THE BOARD.

In the absence of the Chair and Vice-Chair at a duly called meeting of the Board, the Clerk shall call the roll. If the Clerk establishes a quorum, the Board shall nominate and elect by majority vote a Chair Pro Tempore, who shall preside at the meeting until the Chair or Vice-Chair arrives.

ACKNOWLEDGEMENT OF BOARD POLICY

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At the annual January organizational meeting, Board members will be asked to sign a form that they have reviewed all 200-level Board policies.

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LEGAL REFERENCES:

Minn. Stat. § 123B.14

CROSS REFERENCES:

203.01, Non-Voting Auxiliary Officers of the Board
204.00, School Board Procedures: Rules of Order

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

Proposed Policy:

Proposed Policy Revision:

203.00 ANNUAL ORGANIZATIONAL MEETING AND SELECTION OF OFFICERS

First Reading	<u>June 23, 2015</u>
Second Reading	
Third Reading	

COMMENTS:

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

203.00 ANNUAL ORGANIZATIONAL MEETING AND SELECTION OF OFFICERS

SELECTION OF OFFICERS

1. At the time established on the agenda of the annual January organizational meeting to select officers, the currently serving Chair shall call for nominations from the Board for the Chair for the new calendar year. The Chair shall be elected by a majority roll-call vote. However, in the case of only one nomination, the Chair may declare, absent objection, the election of the Chair by unanimous consent.
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The Vice-Chair of the Board shall preside at Committee of the Board meetings and meetings in the absence of the Chair or at the request of the Chair.

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In the absence of the Chair and Vice-Chair at a duly called meeting of the Board, the Clerk shall call the roll. If the Clerk establishes a quorum, the Board shall nominate and elect by majority vote a Chair Pro Tempore, who shall preside at the meeting until the Chair or Vice-Chair arrives.

ACKNOWLEDGEMENT OF BOARD POLICY

At the annual January organizational meeting, Board members will be asked to sign a form that they have reviewed all 200-level Board policies.

LEGAL REFERENCES:

Minn. Stat. § 123B.14

CROSS REFERENCES:

203.01, Non-Voting Auxiliary Officers of the Board
204.00, School Board Procedures: Rules of Order

Adopted: 1974

Saint Paul Public Schools Policy

204.01

Revised: 4/5/1994; 6/17/2008; 8/18/2015

204.01

SCHOOL BOARD MEETING AGENDA

1. The Assistant Clerk, in consultation with the Superintendent and Chair, shall develop, prepare and arrange the order of items for the final agenda for each school board meeting.
2. The recommended procedure is as follows:
 - Items to be placed on the agenda must be received by the Assistant Clerk, Chair or Superintendent no later than ~~eight (8)~~ five (5) days prior to the Board meeting.
 - The agenda and supporting documents will be delivered to each Board member not less than ~~five (5)~~ four (4) days prior to the scheduled meeting of the Board of Education.
 - Items may be added to the agenda by a motion adopted at the meeting.
3. Agenda items shall fall under one or more of the current Strategic Plan Goals as established by administration and the Board of Education.
4. The order of business of the Board of Education shall be established by Board action. with the following caveats:
 - ~~Public Comment shall be a special order of the day for a particular hour (time certain) which shall be printed on the agenda for each regular meeting.~~
 - ~~The dates and times of successive meetings of the Board and/or committee of the Board meetings shall be printed on the agenda of each regular meeting.~~

LEGAL REFERENCES:

Minn. Stat. § 13D.01

Minn. Stat. § 123B.09, subd. 7

CROSS REFERENCES:

Proposed Policy:

204.01 SCHOOL BOARD MEETING AGENDA

Third Reading

203

Adopted: 1974 *Saint Paul Public Schools Policy* 204.01
Revised: 4/ 5/ 1994; 6/ 17/ 2008; 8/ 18/ 2015

204.01 SCHOOL BOARD MEETING AGENDA

1. The Assistant Clerk, in consultation with the Superintendent and Chair, shall develop, prepare and arrange the order of items for the final agenda for each school board meeting.
2. The recommended procedure is as follows:
 - Items to be placed on the agenda must be received by the Assistant Clerk, Chair or Superintendent no later than five (5) days prior to the Board meeting.
 - The agenda and supporting documents will be delivered to each Board member not less than four (4) days prior to the scheduled meeting of the Board of Education.
 - Items may be added to the agenda by a motion adopted at the meeting.
3. Agenda items shall fall under one or more of the current Strategic Plan Goals as established by administration and the Board of Education.
4. The order of business of the Board of Education shall be established by Board action.

LEGAL REFERENCES:

Minn. Stat. § 13D.01
Minn. Stat. § 123B.09, subd. 7

CROSS REFERENCES:

Adopted: 1074
Revised: 6/17/2008; 8/18/2015

Saint Paul Public Schools

206.01

206.01 PUBLIC PARTICIPATION ~~IN BOARD MEETINGS~~

~~The St. Paul Public Schools Board of Education (Board) shall hear public commentary from any interested person pursuant to the guidelines established by the Board.~~

The St. Paul Public Schools Board of Education welcomes public contribution in district and Board decisions. There are opportunities for public participation in various site-based, districtwide, and community-wide decisions. Community members are encouraged to learn more from schools and the district, and participate in the decisions that affect them. Any interested person will be able to provide commentary to The Board, according to guidelines established by The Board.

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LEGAL REFERENCES:

Adopted: 1074 Saint Paul Public Schools 206.01
Revised: 6/ 17/ 2008; 8/ 18/ 2015

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LEGAL REFERENCES:

CROSS REFERENCES:

209.00 DEVELOPMENT, ADOPTION, IMPLEMENTATION AND MONITORING OF POLICIES

DEVELOPMENT OF POLICY

~~Policies may be proposed by a school board member, employee, student, parent, or resident of the school district.~~ Proposed policies or ideas shall be submitted to the superintendent or Board Chair for consideration for placement on the agenda. The superintendent shall prepare the text for the first reading.

ADOPTION OF POLICY

1. The Board shall give notice of a proposed amendment, rescission, or adoption of policy by placing the amendment, rescission, or adoption resolution on the Board agenda for three successive readings.
2. The amendment, rescission, or adoption resolution shall be read at the first reading. Amendments may be offered at the first, second, and third reading. The vote on the amendment, rescission, or adoption shall take place at the third reading.
3. The Superintendent shall establish procedures to inform the public of proposed policies or substantive policy revisions. This procedure shall provide for the broad dissemination of pending policy issues and shall further provide for a system that will allow for and encourage public comment regarding these issues.
4. The proposals shall be distributed and public comment shall be allowed, according to Board guidelines, ~~at both meetings~~ prior to final school board action.
5. A majority vote of the total membership of the school board shall be required to amend, rescind, or adopt a policy. A policy shall take effect as of the date of its Board action, unless otherwise specified in the text of the resolution or the wording of the motion.
6. In the event of an emergency, a new or amended policy may be adopted by a majority vote of a quorum of the school board at the first or second reading. A statement regarding the emergency and the need for immediate adoption of the policy shall be read and included in the minutes. The emergency policy shall expire within one year of the emergency action. Before the expiration date, the Board may adopt the emergency policy permanently by means of the procedure detailed above.

POLICY REVISIONS WITHOUT THREE READINGS

1. Revisions that are required owing to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.

2. A Board director may request to remove such policy revision from the consent agenda and require that it be considered in three successive readings, as prescribed above. No second or vote shall be required to effect the removal of a policy revision from the consent agenda.
3. Minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to:
 - stakeholders
 - policy owner
 - contact person

IMPLEMENTATION OF POLICY

1. The superintendent shall implement Board policies and develop administrative procedures, guidelines, and directives to provide greater specificity and consistency in the process of implementation. These procedures, guidelines, and directives, including employee and student handbooks, shall be subject to periodic review by the Board.
2. Each Board member shall have access to the policy manual and a copy shall be placed in the office of each school. Manuals shall be available in the central office and online and made available for reference purposes to other interested persons.
3. It shall be the responsibility of the Superintendent, employees designated by the Superintendent, and individual Board members to keep policy manuals current.

REVIEW OF EXISTING POLICIES

1. Policies must be reviewed on a periodic basis. The objective of the review is to determine whether the policy is still consistent with:
 - Best practice
 - The strategic direction of the District and
 - Changes in local, state or federal policy and legislation; and
 - Whether the policy meets the needs of students, families and staff.
2. The review cycle may vary depending on the policy type and its scope, but three (3) years would be typical and there must be no more than five (5) years between policy reviews.

LEGAL REFERENCES:

Minn. Stat. § 123B.02, subd. 1

Minn. Stat. § 123B.09, subds. 1 & 7

CROSS REFERENCES:

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

Proposed Policy:

Proposed Policy Revision:

**209.00 DEVELOPMENT, ADOPTION, IMPLEMENTATION AND
MONITORING OF POLICIES**

First Reading **June 23, 2015**

Second Reading _____

Third Reading _____

COMMENTS:

Saint Paul Public Schools
360 Colborne Street

**209.00 DEVELOPMENT, ADOPTION, IMPLEMENTATION AND
MONITORING OF POLICIES**

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2. The review cycle may vary depending on the policy type and its scope, but three (3) years would be typical and there must be no more than five (5) years between policy reviews.

LEGAL REFERENCES:

Minn. Stat. § 123B.02, subd. 1
Minn. Stat. § 123B.09, subds. 1 & 7

CROSS REFERENCES:

Adopted: 1974 Saint Paul Public Schools Policy 211.00
Revised: 9/1/1992, 6/17/2008; 8/18/2015

211.00 BOARD MEMBER DEVELOPMENT

ORIENTATION OF MEMBERS-ELECT OR APPOINTEES

1. At the earliest possible convenience after the election or appointment of a new director of the Board of Education, the Chair and the Superintendent shall have made arrangements for an orientation program for the member(s)-elect or appointee(s). The orientation program shall familiarize the member(s)-elect or appointee(s) with (a) the policies and practices of the Board, (b) the scope of the Board's duties and responsibilities, (c) the fundamentals of parliamentary procedure, (d) the conflict-of-interest statutes, and (e) other laws and rules that govern the official actions of members of the public body. The superintendent shall furnish Board-members elect and appointees with copies of Board policies, collective bargaining agreements, copies of the administration's current strategic plan and goals, the District budget, information regarding district facilities and operations and other materials related to the governance of the District.
2. The Board authorizes the attendance of new members and appointees who have taken the oath of office at state meetings for new board members and/or other state training and orientation meetings. Upon statement of the several members furnished at the next succeeding meeting of the public body in accordance with Policy 409.00, the Board shall authorize the reimbursement of actual expenses incurred in training and orientation to the performance of their duties.
3. The Board shall invite members-elect to attend as observers the meetings of the Board of Education before they take the oath of office.

CONTINUING PROFESSIONAL DEVELOPMENT OF DIRECTORS

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board desires all members to participate in school-board and related workshops and activities sponsored by local, state and national school boards associations, as well as in the activities of other educational groups.
3. Each director who attends a member-development activity shall make a report of their service at the next regular Board meeting that follows their last participation either by making an oral report at the meeting or by submitting a written report to the Assistant Clerk for inclusion in the Board Book. Materials of interest acquired at the activity shall be made available to the Board by submitting it to the Assistant Clerk for

Comment [T1]: From Policy 213.00, which will be rescinded.

Comment [T2]: Redundant with section 1 above.

inclusion in the Board Library.

34. The Board shall annually plan and budget for participation in such professional development activities. To the extent that Board policy and district budget allocations permit, the Board will reimburse the necessary expenses of its members who attend meetings pertaining to school activities and the objectives of the Board.

Comment [T3]: From Policy 213.00, which will be rescinded.

LEGAL REFERENCES:

Minn. Stat. § 123B.09, subd. 2

CROSS REFERENCES:

213.00, Board of Education Professional Development
409.00, Travel Expense Reimbursement

211.00 BOARD MEMBER DEVELOPMENT

ORIENTATION OF MEMBERS-ELECT OR APPOINTEES

1. At the earliest possible convenience after the election or appointment of a new director of the Board of Education, the Chair and the Superintendent shall have made arrangements for an orientation program for the member(s)-elect or appointee(s). The orientation program shall familiarize the member(s)-elect or appointee(s) with (a) the policies and practices of the Board, (b) the scope of the Board's duties and responsibilities, (c) the fundamentals of parliamentary procedure, (d) the conflict-of-interest statutes, and (e) other laws and rules that govern the official actions of members of the public body. The superintendent shall furnish Board-members elect and appointees with copies of Board policies, collective bargaining agreements, copies of the administration's current strategic plan and goals, the District budget, information regarding district facilities and operations and other materials related to the governance of the District.
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4. The Board shall annually plan and budget for participation in such professional development activities. To the extent that Board policy and district budget allocations permit, the Board will reimburse the necessary expenses of its members who attend meetings pertaining to school activities and the objectives of the Board.

LEGAL REFERENCES:

Minn. Stat. § 123B.09, subd. 2

CROSS REFERENCES:

213.00, Board of Education Professional Development

409.00, Travel Expense Reimbursement

Adopted: 6/17/2008
Revised:

Saint Paul Public Schools Policy

213.00

~~213.00 BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT~~

- ~~1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.~~
- ~~2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.~~

Rescind policy and add points above to Policy 211.00 Board Member Development

LEGAL REFERENCES:

CROSS REFERENCES:

BOARD ACTION

I move the Board of Education schedule the following dates for Committee of the Board and Board of Education meetings for the first half of 2016.

PROPOSED MEETING DATES 2016

COB

January 5 - 5:15 p.m.

February 9

March 8

April 12

May 3

June 7 - 4:45 p.m.

July 12

BOE

January 5 Annual - 4:30 p.m.

January 19

February 23

March 22

April 19

May 17

June 7 Non-Renewals - 4:00 p.m.

June 21

July 12 - 6:30 p.m.

August 23

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted)

- 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)

- July 21
- September 8
- October 6
- November 10
- December 1