



Saint Paul Public Schools

Regular Meeting

Tuesday, November 17, 2015 6:05 PM

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

BOARD OF EDUCATION



Mary Doran
Chair



Keith Hardy
Vice Chair



Chue Vue
Clerk



Anne Carroll
Treasurer



John Brodrick
Director



Jean O'Connell
Director



Louise Seeba
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Keith Hardy, Vice Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination

MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

November 17, 2015
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 17, 2015

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. This summer the Board voted to create a **Student Advisory Team**. They will work on projects assigned by the Board, Administration, as well as projects suggested by their peers. They hope that their voices and presence reflect positively on SPPS students and the district. The group, comprised of 13 SPPS students, will serve as a pilot for future teams. The students on the Advisory Team are as follows:

**Astrid Steiner-Manning, Central, 10th grade
Isabel Riemer, Highland, 12th grade
Keith Eicher, Como, 12th grade
Kyeh Paw, Washington, 10th grade
Marcelus Ifonlaja, Harding, 12th grade
Mikhail Prasolov, Highland, 12th grade
Rogelio Salinas, Highland, 12th grade
Ruby Sutton, Central, 11th grade
Serena Jing, Central 11th grade
Serene Lewis, Highland 10th grade
Skyler Kuczaboski, Harding, 10th grade
Xe Chang, Highland, 12th grade
Zoe Sblendorigiebel, Como, 12th grade**

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The girls' soccer team was city champion. Amanda Sell is the coach. The team roster consists of:

Maggie Alcaron	Vivien McCallum
Kathleen Bacigalupi	Neul McDonnell
Claudia Blau	Lia Meeter-Biggs
Yasmeen Caballero	Lillian Mulvaney
Olivia Coughlan	Natalie Norquist
Claire Dwyer	Liv Rosten
Quinn Dwyer	Julia Rynkiewich
Brinna Faughnan	Daniela Salas
Maetzin Gutierrez	Sara Sirag
Shealin Heider	Sophia Skinner
Maddy Igo	Nora Taubert
Emma Larson	Isabella Vazquez
Audrey Martinez-Stewart	Seylon Versalles-Shiggs

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

B. RECOMMENDATION:

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

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

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

A. PERTINENT FACTS:

1. **Murray Middle School** – The volleyball team was city champion. Marshall Little is the coach. The team roster consists of:

Carter Brown	Morgan Nichols
Leandra Dahlke	Demya Riley
Claire Driscoll	Dinnea Riley
Hannah Hausman	Kamora Shambley
Bailey Huepenbecker	Jada Sklar
Jada James	Anisa Smith Moreno
Phelameena Lee	Nora Thomey
Magdalena March	Keyera White
Margaret Moseek-Morrison	Brianna White

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

B. RECOMMENDATION:

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

A. PERTINENT FACTS:

1. **Washington Middle School** – The boys' soccer team was city champion. Htee Htoo is the coach. The team roster consists of:

Dhiraj Basnet	Hsar La May
Moo Nay Blut	Christ Moo
John Coronado Reyes	Kae Moo
JuanCarlos Flores Morales	Sail Moo
Doh Han	Juan Renteria
Poe Shi Hsi	Pedro Renteria
Rohit Koirala	Jamie Rivas Rivas
Htoo Lat	Soe Su
Htin Lin Lu Wace	
Johan Lopez Ortega	Muaxou Xiong

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

B. RECOMMENDATION:

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

A. PERTINENT FACTS:

- 1, **Washington Middle School** – The flag football team was city champion. Jon Schuh is the coach. The team roster consists of:

Tylir Brookins	Beejay Hang	Monte Mesidor
Devon Buege	Willie Handerson	Elijah Payne
Dylan Buege	Tony Her	Jesus Pilego
David Cheng	Frost Herr	Tyraun Sain
Quentavies Dickerson	Brenden Lankford-Johnson	Dameco Trapps
Curtis Favors	Collin Lee	Devon Williamson
Dejon Hall	Dominick Lee	Richard Yang

2. This item will meet the District target area goals of accelerating the path to excellence.
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DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' cross-country athlete – Ammanuel Roba was a State Qualifier. Michael Reneau is the coach.
2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The football team was city champion. Scott Howell is the coach. The team roster consists of:

Opemipo Aghenu	Abdirahman Hirmoge	Abdikalak Muse
Ishma'il Ahmem	Mubarek Hussein	Zak Muse
Elijah Barlow	Taariq Hutchinson-Carroll	Mon C. Non
Keymani Bellaphant	Rory Ierien	Hassen Osman
William Blakey	Quincy Irmiter	Elky Ratliff
Noah Bowie	Jalen Jackson	Kylan Saffold
Thorsen Cramer-Borneman	Markus Jackson	Emmanuel Smith
Xavier Davis	Archie Jacob	Christian Taylor
Owen Donnelly	Ethan Johns	Voncleve Tonge
Truman Emmings	Eric Kuta	Marco Tognon
Tez English	Ethan Levin	Chris White
Jamal Galato	Jacquis Lyles	Weston Wickstrom
Glenn Graddy Jr.	Jordyn May-Banashak	Will Wickstrom
Anthony Greer	Xavier McCoy	Saveontae Williams
Jon Gubbrud	Latrell Montour	Rashad Wilson
Sam Gubbrud	Chapale Moody	Ja'Quantay Winston
Devin Hamilton	Isaac Morales	Chen Yang
Robert Harvin	Jet Moua	CJ Yang
Yeabsira Zeleke		

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

B. RECOMMENDATION:

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

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' soccer team was city champion. Jorey Erickson is the coach. The team roster consists of:

Carlos Albornoz Ruiz	Avery Larsson
Daniel Casement	Quinn Mack
Aiden Cavanaugh	Andrew Mullen
Andrew Dulles	Julien Oxenham
Yonis Egal	Quinn Tempas
Binyame Endale	Berhane Tesfamichael
Elijah Grow-Hanson	Gaw Yeng Thao
Salih Hashim	Karl VueBenson
Ian Heegaard	Joseph Wriedt
William Hintz	Fue Xiong
Ararso Hussen	

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

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A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' soccer team was city champion. Anthony Jacobs is the coach. The team roster consists of:

Fischer Anderson	Sally Hand
Sarah Arnet	Eleanor Heberlein
Ellie Casement	Mei Hecht
Abby Celander	Charis Lee
Frankie Cerkenik	Clara Mack
Sunniva Dunagan	Abigail Moseman
Helena Elwell	Kate Rogers
Anika Gardner	Hannah Smith
Mae Guetschow	Lisa Torstenson

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

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A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' swim team was city champion. Emily Blasko is the coach. The team roster consists of:

Anna Bassett	Madison Hare	Leah Rivera
Elizabeth Bergmann	Beria Haugen	Bella Rohde
Maya Black	Emily Hite	Claire Newhouse
Amanda Bluem	Lily Ingersoll	Giovana Sarmiento
Mary Cerkenik	Ingrid King	Alana Sayers
Morgan Christianson	Vilde King	Helena Schnitzer-Barry
Giulia DeLuca	Sophia Lipset-Dean	Pazau Thao
Anika Dunkel	Ellie Malmon-Andrews	Athena Wilson
Isabella Fairman	Ruby McCormick	Dama Wlaschin
Claudia Feilmeyer	Emma Nelson	
Lillian Franzen	Grace Nelson	
Claudia Geidd	Alena Oxenham	
Emersyn Goetz	Rhetta Power	
Isabella Gonzales	Adryan Riesgraf-Mahon	

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B. RECOMMENDATION:

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

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' tennis player – Zoe Klass-Warch was a State Qualifier. Garry Clark is the coach.
2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Como Park Senior High School** – The boys' cross-country runner – Innocent Murwanashyaka was a State Qualifier. Tim Kersey is the coach
2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Como Park Senior High School** – The boys' soccer team were State Qualifiers. Jonah Fields is the coach. The team roster consists of:

Mohamud Adan
Abdi Burka
Tha Dah
Isreal Guzman Castillo
Bwe Doh Htoo
Law Htoo
Robin Htoo
Danga Hurumo
Tyler Johnson

Lu Kah
Nate Stover
Daw Bleh Taw
Sunny Vang
Kaneh Win
Chue Meng Yang
Ryan Yang
Kevin Yao

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

B. RECOMMENDATION:

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Como Park Senior High School** – The volleyball team was city champion. Kim Smisek is the coach. The team roster consists of:

Olivia Berven
Rebekah Hausman
Emily LaCroix-Dalluhn
Rachel Love
Desha Lynch
Alisha Nordman
Sinead O'Duffy
Alexis Schuck
Elianna Wiersma
Delilah Wolf

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

B. RECOMMENDATION:

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

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Harding Senior High School** – The girls' tennis team was city champion. Koua Yang is the coach. The team roster consists of:

Putida Kupaphan
Yuu Yuu Maung
Nayni Paung
Amany Reynolds
Yee Thao
Ia Vang
Lily Vang
Douachee Vue
Xee Vue
Zena Vue
Bae Wa
Kelly Yang
Yeeko Yang

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

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. **Highland Park Senior High School** – The boys' cross-country team was city champion. Micah Mather and Abram Donovan were State Qualifiers. Brad Moening is the coach. The team roster consists of:

Abram Donovan
Ben Earl-Moseley
Sid Gross
Collin Hartogh
Kris Johnson
Matt Lorah
Micah Mather
Oliver Paleen
Tristin Schultz

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

B. RECOMMENDATION:

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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 17, 2015

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park Senior High School** – The girls’ cross-country team was city champion. Brad Moening is the coach. The team roster consists of:

Caroline Harding
Keiko Hilmo
Linnea Krall
Erica Meyers
Erin Moening
Maeve Moening
Amarah Otto
Libby Pearson
Anna Schmidt

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

B. RECOMMENDATION:

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

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

October 20, 2015

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT:

Mr. Hardy, Ms. O'Connell, Mr. Brodrick, Mr. Vue, Ms. Carroll, Ms. Doran, Ms. Seeba, 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 the Board approve the Order of the Main Agenda as published. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

IV. RECOGNITIONS

BF 30234. Acknowledgement of Good Work Provided by Partners

1. **Lisa Maloney-Vinz, Kris Taylor and Jamice Obiany**o from Ecolab for the generous grants they recently awarded to many of our schools. Ecolab has notified 149 SPPS teachers that they will receive a total of \$244,000 in Visions for Learning grants. This year Ecolab made 103 awards totaling \$162,270 to elementary school teachers from 29 schools and the Multicultural Resource Center, Belwin Outdoor Learning and the Office of Teaching and Learning. Among the top grant winners, The Heights Elementary received 12 Visions for Learning grants and Benjamin Mays received 11.

A total of \$81,730 was granted to 46 secondary school applicants, including nine at Washington Technology Magnet School and four each at Battle Creek Middle School, Central High School, Humboldt High School, Johnson High School, and Parkway Montessori School.

BF 30235 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Gina Lesser**, social studies teacher at **Washington Technology Magnet**, is the winner of the 2014-15 Norma Rowe Model UN Teacher Award. The award is given to an outstanding Model UN teacher each year. The criteria for the award are: long-term commitment and devotion for the program; hard work and time spent on preparing for the conference; enthusiasm and creativity in incorporating the curriculum and setting high standards for

students.

2. **Juanita Ortiz**, an LCD/Latino Culture Teacher at **Phalen Lake Hmong Magnet School**, is Minnesota's Latino Teacher of the Year. Ortiz has taught at SPPS for 10 years. She was nominated for the award by Navigate MN which is a resource organization created to help immigrant Minnesota students pursue higher education.
3. **Karen Pappas**, first grade teacher at **Four Seasons Elementary**, was recognized with WCCO's *Excellent Educator* award.
4. **Mary Dorow**, third grade teacher at **Como Park Elementary**, for receiving the 3M Innovative Economic Educator Award.. This award recognizes educators who create lessons that approach the teaching of economics with creativity at the elementary and secondary levels. **Dorow's** award-winning learning activity, "Scarcity, Water Usage in Production & Consumption, Making Choices," introduces third grade students to the economic concept of scarcity. Students learn how water is used in everyday consumption, as well as for agricultural and industrial products. Students simulate how to conserve and allocate water as a resource and learn how children use water in water-scarce regions of the world.

MOTION: Mr. Hardy moved the Board offer their congratulations to all applicants and awardees and extend their thanks to Ecolab for its many years of support for the students of SPPS, through grants to their teachers. He also moved the Board recognize the staff acknowledged above for their contributions and outstanding work. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Carroll moved the Board approve the Order of the Consent Agenda with the exception of Items D2 - Permission to Enter Into a Lease Agreement for School Buses, E1 - Active Employee and Early Retiree Health Insurance, E2 - Employee Dental Insurance Annual Renewal, E3 - Employee Life Insurance Renewal and E6 - Post Age 65 Retiree Health Insurance Annual Renewal which were pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion passed with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of September 22, 2015

MOTION: Ms. O'Connell moved the Board approve the Minutes of the Regular Meeting of the Board of Education of September 22, 2015 as published. The motion was seconded by Ms. Doran.

The motion passed with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of October 6, 2015

The Board received an in-depth look in the presentation of Revisiting School Start Times along with administration's leading recommendation for start times for SY 2016-17. The Board requested further study of the school start time issue with a report at the October 20 Board meeting.

The Board heard the Final FY 15 Budget Revision approved it with the following recommended motion for the Board meeting.

RECOMMENDED MOTION: That the Board of Education approve the final FY 15 budget revisions as presented.

The motion passed with the following roll call vote:

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

An update on the Pay 16 Levy was provided. The CFO indicated SPPS had filed for an extension on the District's levy with Ramsey County and MDE until October 7. MDE made some late adjustments related to TIF and was still updating the SPPS debt levy with another update due to SPPS the next day.

Administration reviewed its Administrative Response to the Latino Consent Decree Report, addressing each of the recommendations made by the Latino Consent Decree parent advisory committee.

RECOMMENDED MOTION: That the Board of Education accept the administrative response to the Latino Consent Decree Report.

The motion passed with the following roll call vote:

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

The Calendar Committee provided an update with their recommendations for the next three-year cycle of SPPS calendars - 2016-17, 2017-18 and 2018-19 along with similar recommendations for Crossroads.

RECOMMENDED MOTION: That the Board approve the calendars as presented.

The motion passed with the following roll call vote:

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

Staff provided an update on the Facilities Master Plan and an in depth review of SPPS Athletics' Current Reality and Vision for Future.

The meeting ended with a Board check-in and an update on the new business model being proposed for EMID.

MOTION: Mr. Hardy moved the Board accept the report on the October 6 Committee of the Board meeting and approve the minutes as published. The motion was seconded by Ms. Doran.

The motion passed with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Spotlight on Student Growth

The Assistant Director of REA presented background information on student growth.

- Proficiency – did a student reach the target score – It is a bar/standard set for a grade level and measures the change from this year compared to previous years in terms of percentage of students reaching the target score. (I.e., if 4 out of 10 surpassed the given target that would indicate 40% proficiency. An example would be the Minnesota Comprehensive Assessment (MCA) which has targets linked to grade-level standards)
- Percent Proficient - reflects what percentage of students reaching the target.
- Change in Percent Proficient measures how this year compares to previous years in terms of the percentage of students reaching the target score. It also compares students who took the test last year as a group to different students who took the same level test this year, as a group..
- Individual Student Growth – measures how much did a given student improve from the previous measurement. The MCA growth model measures a student's year to year change in score compare to others with the same score on the previous test. This is the same individual growth model used for the Minnesota Department of Education's Multiple Measurement Rating (MMR) for the "growth" and "achievement gap reduction" domains.
- Percent Making Growth – measures what percentage of students made growth that was about the same or higher than other students with the same score over the previous test. MDE assigns categories Low, Medium and High to group the individual student growth results. A student making medium growth or high growth is not necessarily making enough growth to reach proficiency. Growth is measured in two ways: individually and compared to others with similar starting points.

In 2015, SPPS saw the largest percentages (>40%) of students making high MCA growth in Math at L'Etoile du Nord (41%), Como Elementary (56%) and Phalen Lake (59%). In Reading at Como Elementary (41%), Horace Mann (45%) and L'Etoile du Nord (45%).

Over the past four years SPPS has seen large percentages of students (>30%) making high MCA growth in Math at Como Park Elementary (4/4), Phalen Lake (4/4), Horace Mann (4/4), Groveland Park (4/4), Chelsea Heights (4/4), St. Anthony Park (3/4), Randolph Heights (3/4), St. Paul Music Academy (3/4) and Washington Tech (3/4). In Reading at Como Park Elementary (4/4), Phalen Lake (3/4), Horace Mann (4/4), Groveland Park (4/4), Chelsea Heights (3/4), St. Anthony Park (4/4), Randolph Heights (3/4), Capitol Hill (3/4) and Open (3/4).

Over the past four years SPPS has seen the large percentages of students (>30%) making high MCA growth in both Reading and Math at Como Park Elementary (8/8), Phalen Lake (7/8), Horace Mann (8/8), Groveland Park (8/8), Chelsea Heights (7/8), St. Anthony Park (7/8) and Randolph Heights (6/8).

The Principal of Como Park Elementary then made a presentation on what the school has done to make such consistent high growth over the past four years. She indicated the entire school has a strong belief in its students and strives to achieve a world class education for all them. They work to maintain the momentum of the work being done with the students. They utilize a system of standards (common core areas) to guide instruction, differentiate instruction through the multi-tier supports of personalized learning and have implemented a "care" process of culturally relevant teaching with a focus on rigor, relationship and realness. Two students also offered their perspective on why they loved Como Park Elementary.

QUESTIONS/DISCUSSION:

- For clarification of the growth model, you will see high growth at schools where there is a lot of growing to do as well as at schools where there is less growing to do. Correct? Response: Yes, at any starting point there will always be some percentage of low, medium and high growth – it is curve.
- If a school starts at low proficiency, to close the gaps the school would need to have consistently high growth for most of its kids; is that correct? Response: Yes and if a school wants to close the gaps you also want to see which groups of students are making high growth.

B. Revisiting School Start Times

Staff stated later start times at secondary schools show benefits for students that are research based and that are also desired by many families in the SPPS community. It was noted SPPS must operate with a three tier systems with or without Metro Transit, two tiers are not viable as it would require an additional 100 plus buses and drivers above those already contracted for. Additionally, a later start at secondary would also push some elementary schools earlier.

The purpose of the presentation was to present Administration's leading recommendation and new alternatives for school start times for SY 2016-17. As background, over the years SPPS has heard from many families about later start times for secondary students. Teens have later sleeps patterns, which are largely biological, not behavioral and research shows later school start times for teens have many benefits.

In 2014, SPPS engaged in an extensive discussion with the SPPS community "Rethinking School Start Times." SPPS received thousands of responses from students, families and staff. Feedback was mixed regarding the proposed changes to start times. A two tier system was discussed but was, and is still, not feasible. The Board voted to approve the recommendation not to change start times for the 2015-16 school year. SPPS Administration committed to continue considering the topic.

As a starting point for the 2015-16 school year, SPPS launched a pilot program at Johnson High School to begin to evaluate a later start time (8:30 a.m.) and the use of Metro Transit Student Passes for transportation. Early indicators have been positive: 1,100 Metro Transit passes have been distributed, there have been no reports of issues on the buses, 25% of

opt-out students have switched to Metro Transit and there has been increased participation in after-school activities. Students will be surveyed in fall and in the spring to gauge impacts of the later start time.

SPPS will continue to work with Metro Transit, with the mutual interest of expanding the partnership when circumstances permit. Multiple SPPS schools could be served well by Metro Transit bus routes and the LRT green line. Unfortunately, final analysis by Metro Transit revealed that it does not have the capacity to add service to another SPPS comprehensive high school.

As a result, several recommendations have been developed and are broken out into options.

1. **OPTION #1 Leading Recommendation - Continue Working with Metro Transit for Expansion**
 - Johnson HS starts at 8:30 and partner with Metro Transit
 - Keep current three tier set-up with most other secondary schools at 7:30 start
 - Keep all elementary schools at 8:30 and 9:30 starts
 - Continue working with Metro Transit and revisit when partnership expansion options are available.

Implications of the leading recommendation are no cost increase over current structure (besides annual inflation), allows time to continue studying pilot at Johnson High School, keeps open the possibility of change in the future and it will not require multiple start time changes for elementary students as Metro Transit becomes able to partner at more schools. The downside is teens still be waking up before research-based recommended time and much of the community, eager to see transition to later start time for secondary students, will be disappointed.

2. **Alternative Option #2 - Change Start Times**
 - Secondary schools go to 8:35 start
 - Community elementary and some regional magnets go to 7:45 start, with no bus pick-up before 7:00 a.m.
 - District-wide magnets, some regional magnets stay at 9:30 start
 - Continue partnering with Metro Transit at Johnson HS

This will result in later start times for all secondary schools (8:35 a.m.) and later start times for the first tier (7:45 a.m.) Start times may eventually change again (after Metro Transit is able to expand its partnership) with 90% of schools having a new start time (25 elementary will have to move to first tier, 7 elementary schools will move to third tier) and the cost would be a \$2 million increase due to less efficient routes. It would impact family time, shift childcare needs for many families, have impacts on staff and stability of schools, would require reconfiguration of EDL bussing, which may require longer rides home and create scheduling challenges for games at Parks and Rec sites.

3. **Alternative Option #3 - Discontinue Analysis**
 - This would keep the current structure for the foreseeable future
 - It would conclude analysis of changing start time structure

This would end the uncertainty of school start times but not be responsive to secondary students and parents and it is not in the best interests of adolescent students.

4. **Alternative Option #4 (a Hybrid Option) - Later Start for One More HS and Early Start for Five Elementary Schools**
 - One additional high school goes to 8:30 start with yellow bus transportation.
 - Five community elementary schools go to a 7:45 start with no bus pick-up before 7:00 a.m.
 - All other schools stay with current schedule

- Continue partnering with Metro Transit at Johnson HS

The following would be considered when selecting the five community elementary schools to move to a 7:45 a.m. start:

- One school from every Area except Area D
- Mix of high and low poverty schools
- Mix of PK-5 and K-5
- Number of bus routes
- Location of school size of pickup area

This would allow SPPS to go to a Phase 2 of changing start times, even without Metro Transit. It would allow SPPS to learn from the earlier start time for elementary schools and secondary parents may appreciate the continued movement toward system-wide change.

Negative implications would be:

- Only two secondary schools would have a later start
- The communities for the selected early start elementary schools will likely be displeased
- Tight timing does not allow for adequate community engagement
- Some of the elementary families may try to transfer to a different school to avoid going to school earlier
- A potential increase in number of teacher transfer requests disrupting continuity of staff
- After school services will be impacted by only a few elementary schools moving to earlier start times
- It increases the challenges in scheduling games at Park and Rec sites (currently SPPS must be off fields by 5:00 p.m. for adult leagues).

5. Alternative Option #5 (a second Hybrid Option) - Later Start for Three More High Schools and Early Start for 13 Elementary Schools

- Three additional high schools go to an 8:30 start with yellow bus transportation
- 13 community elementary schools go to a 7:45 start, with no bus pick up before 7:00 a.m.
- All other schools stay with current schedule
- Continue partnering with Metro Transit at Johnson HS

This allows SPPS to go to a Phase 2 of changing start times, even without Metro Transit and secondary parents may appreciate the continued movement toward system-wide change.

Middle schools and three schools with 9-12 would still have early start, more elementary schools would be impacted and it greatly increases the challenges in the scheduling of games at Park and Rec sites.

Staff indicated the next steps would be to continue communicating about the leading recommendation and alternatives to the SPPS community, continue to re-engage with subject matter experts, receive feedback from stakeholders, present a final recommendation to the Board at the November 11 COB meeting and make a final decision for SY 16-17 at the following November Board meeting.

QUESTIONS/DISCUSSION:

- A Board member asked "does the Board want to change start times or not for next year?" Responses: Ms. Doran - Yes, Ms. Seeba - Yes, Ms. O'Connell - Yes, Mr. Brodrick - undecided, Ms. Carroll - continue the conversation, Mr. Vue - need more information on the impact to elementary schools, Mr. Hardy - Yes.

- If Option 5 were implemented (the three additional high schools), which ones of the four would be chosen? With Johnson, already implemented, that leaves four additional 9-12 schools: Como, Central, Harding and Highland. One of them would not be included. Response: That would need to be worked out. The Superintendent noted Washington has to stay at the 7:30 start because of its extra hour.
- A Board member noted she saw the benefit in trying option 4 or 5. She indicated she felt SPPS should not go all or nothing. The District needs to test one of those options to see impacts to the elementary schools, to see if it all works and to understand all the other impacts that might occur. Response: There will need to be extensive conversations to clarify what is happening with the affected communities.
- A Board member noted SPPS needs to make a decision that is right for kids and needs to consider impacts on all ages. If option 4 or 5 is chosen it will signal to the SPPS community that this is direction the Board and SPPS wants to go. It behooves the District to move forward with a smaller step to test how it will all work.
- Another Board member indicated he would go with option 2 or 3, either make the change or stop talking about it. If the decision is made to move forward he would need to know if there is any research about putting young kids on buses earlier in morning and impacts on their learning, how serious would daycare issues be for many lower income parents, the impact on athletics, how it will affect families who depend on older sibling to do sibling sitting during the afternoon time and what about unattended time for some students? This will be a divided issue, probably 50% in favor and 50% against.
- A Board member indicated they had reopened the start time issue because there was a pathway with the apparent willingness of Metro Transit to partner with SPPS. It is extremely unfortunate that Metro Transit could not accommodate any further expansion for SPPS students. If this moves forward with one of the options outlined, several things are necessary: 1) if a change is made for next year it needs to be part of a larger, long-term process defined with a multi-year plan (scenarios sketched out, etc). 2) There needs to be a more inclusive process around which elementary schools would change their start time, there needs to be a consultative process with the schools (there might even be volunteers) with the Board making the final decisions on who will change. 3) For the long term, either 4 or 5 is an option if the process is more inclusive in decision making. Concern was expressed about early dismissal for kids and how to make the process easier on people when change is made.
- It was noted it is clear later start times for secondary is good and should be no problem if it can be done with minimal impact on elementary kids. Staff was cautioned to move slowly so they really know the full impact of what would be done.
- Are 8:30, 9:30, 10:30 too crazy for start times? Response: Yes
- Are there any articles that show data from districts that have later start times? What is the academic impact - positive or negative. Is that information out there? If SPPS moves elementary start time will the earlier start time impact students? Response: Staff indicated they were not aware of any statistics linking that to academic gains. Some research does indicate academic improvements but it would be difficult to isolate early start time as a single item as there are so many variables.
- Have there been any studies regarding impact on employees with this types of switch of schedule? Response: Studies report some challenges with staff in the first year as adjustments are made but after the first year staff are largely happy with the change.
- Staff was encouraged to track academic gains relative to these changes, if made.
- There was a brief review of interactions with Metro Transit. At this point there is no certainty relative to Metro Transit's ability and timing to expand its services for SPPS students.
- Option 2, the \$2 million increase, why does moving secondary to 8:30 push so many elementary schools to earlier or later start times? Response: There are more high school students than elementary students so more buses are needed. It is basically switching the current first tier to second tier and current second tier to first.
- It was noted research indicates elementary students need 10 to 11 hours of sleep in K-1 and 8 to 9 hours for other elementary grades.

- Staff stressed a decision on start times must be made before the School Choice Fair catalog goes into production.
- The Board noted the consensus seemed to be to move in the direction Options 2, 4 or 5. They asked if more information regarding those options would be available at the November 10 COB meeting as they wanted to know what would be coming forward. They again noted there needed to be a multi-year framework included to move forward with.

C. Update on Pay 16 Levy

School levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. Unlike cities and counties, the Pay 16 school levy funds the 2016-17 school year that will be adopted next June. Based on last year, levies comprise 20% of the school budget.

Levy changes are driven by several factors. The largest, for the operating category, is tax base growth resulting in less State aid for nearly all equalized levies. Others are statutory pension contribution increase of \$1.6 million and an OPEB increase of \$1.3 million; changes in debt and other facility formulas, including \$15 million in bond sale, and the new long-term facility maintenance (LTFM) category and enrollment projections.

SPPS levy categories are:

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

The proposed pay 16 levy ceiling is as follows:

<u>Levy Category</u>	<u>Certified Pay 15 Levy</u>	<u>Estimated Maximum Pay 16 Levy Ceiling 10/7/15</u>	<u>Difference</u>
Operating	\$45,652,773	\$47,242,112	\$1,589,339
Pension/OPEB/Contractual	33,156,451	36,133,492	2,977,041
Facilities	54,161,940	54,572,087	410,147
Community Service	<u>3,435,950</u>	<u>3,260,938</u>	<u>(175,012)</u>
TOTAL-All Levy Categories	\$136,407,114	\$141,208,630	\$4,801,515
Percent Change			3.52%

Charts showing Estimated Annual Property Tax Impact at 3.52% Levy Increase, Estimated Annual Property Tax Impact Commercial/Industrial at 3.52% Levy Increase were provided to show the impact on St. Paul citizens.

Schools levy to provide revenue that helps fund cost of staff (salary and benefits), school supplies, OPEB and pension obligations, health and safety projects, facilities maintenance, debt service obligations and other expenses. Schools can only levy what is authorized by law.

Factors impacting school levies include such things as changes to the tax base, Legislative changes to formulas and equalization factors, pension contribution changes required by law, capital bonding, refunding of bonds, abatements, health and safety projects, lease costs, employment changes that drive severance and unemployment levies, OPEB obligations and fiscal disparities and tax increment financing (TIF) changes.

QUESTIONS/DISCUSSION:

- What would the estimated change be on the median residential property if there was no increase in market value? Response: Very flat or close to zero. Even the impact of the 3.52% on median property value residential unit is minimal. The Board was reminded SPPS has control over the levy but no control over market value changes.
- The Board's thanks were extended to the finance team for all the work done, especially with all the delays in numbers from the State.

D. Human Resource Transactions

MOTION: Ms. Carroll moved approval of the HR Transactions for the period September 2, 2015 through October 1, 2015. Mr. Vue seconded the motion.

The motion passed with the following roll call vote:

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

IX. **CONSENT AGENDA.**

MOTION: Ms. O'Connell moved the Board approve the Order of the Consent Agenda with the exception of Items D2 - Permission to Enter Into a Lease Agreement for School Buses, E1 - Active Employee and Early Retiree Health Insurance, E2 - Employee Dental Insurance Annual Renewal, E3 - Employee Life Insurance Renewal and E6 - Post Age 65 Retiree Health Insurance Annual Renewal which were pulled for separate consideration. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

A. Gifts

BF 30236 Acceptance of Monetary Gift to Open World Learning Community
That the Board of Education approves the acceptance of the monetary gift of \$5,000.00 presented to Open World Learning Community from Open World Learning Community PTA.

B. Grants

BF 30237 Request for Permission to Submit Applications to Metro Educational Cooperative Service Unit (Metro ECSU) from the Office of Specialized Services

That the Board of Education authorize the Superintendent (designee) to submit two applications requesting approximately \$2,000 each to the Metro ECSU/Region 11 program; to accept the grant(s) if awarded; and to implement the project as specified in the award documents.

BF 30238 Request for Permission to Submit Application to Minnesota Humanities from NEA Foundation to SPPS Multicultural Resource Center

That the Board of Education authorize the Superintendent (designee) to submit this application to the Minnesota Humanities Center on behalf of the Center for Teaching and Learning; to accept a grant if awarded; and to implement the project as specified in the award documents.

BF 30239 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

That the Board of Education authorize the Superintendent (or Designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30240 Request for Permission to Accept Award from NEA Foundation to SPPS Multicultural Resource Center

That the Board of Education authorize the Superintendent (designee) to accept the NEA Foundation's grant of \$5,000 to the SPPS Multicultural Resource Center; and to implement the project as specified in the award documents.

BF 30241 Request for Permission to Accept a Grant from Scholastic Reading Club
That the Board of Education authorize the Superintendent (designee) to accept a grant from Scholastic Reading Club; to accept funds, and to implement the projects as specified in the award documents.

BF 30242 Request for Permission to Submit Grant Application to YMCA Mission Impact Council from Johnson Senior High

That the Board of Education authorize the Superintendent (designee) to submit a request to the YMCA Mission Impact Council; to accept the grant if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 30243 Request Permission to Enter Into a Contract With the Minnesota Literacy Council on Behalf of the Saint Paul Literacy Consortium for 2015-2016

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2015-16 fiscal year to be accounted for in budget 04-005-520-322-6305-8522.

BF 30244 Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support

That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services for behavioral specialist support at five sites for SY 2015/2016; and to implement the services as specified in the contract.

D. Agreements

BF 30245 Agreement Between Saint Paul Independent School District #625 and Minnesota Department of Education for Electronic Screening Initiative Providing Information to MDE on the Effectiveness of Using Electronic Devices to Perform Developmental and Social-Emotional Screening of 3 - 5 Year Olds.

That the Board of Education authorize the Superintendent to accept funds of \$5,000.00 from Minnesota Department of Education (MDE) or participating in their Electronic Screening Initiative.

BF 30246 Agreement Between SPPS and the City of St. Paul for School Patrol Program

That the Board of Education authorize the Superintendent to enter into the agreement with the City of St. Paul to provide a police officer to coordinate the St. Paul Public Schools patrol program for school year 2015/2016.

E. Administrative Items

BF 30247 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective October 20, 2014, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30248 Monthly Operating Authority

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

(a) General Account	#646129-646990	\$29,549,244.23
	#0001521-0001569	
	#7001371-7001403	
	#0000716-0000738	

(b) Debt Service	-0-	\$0.00
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(c) Construction	-0-	<u>\$2,436,345.83</u>
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\$31,985,590.06

Included in the above disbursements are 2 payrolls in the amount of \$16,783,066.44 and overtime of \$36,775.75 or 0.22% of payroll.

(d) Collateral Changes

Released: None

Additions: None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 30, 2016.

F. Bids - None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 30249. Enter Into a Lease Agreement for School Buses

Director Doran asked why Transportation was going to lease agreements vs. purchasing? Response: The Chief of Operations indicated the department is looking at the process of using leases vs. purchasing in order to keep a steady influx of Special Ed buses. It is intended to level budgeting, depreciation and wear and tear out. This year SPPS will replace, via lease, 6 of the 35 buses it owns.

When costs for buses are amortized over time how does leasing compare to purchase?

Response: Looked at in terms of a cost benefit analysis, it is a wash.

MOTION: Ms. O'Connell move the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.) for six school buses for a total of \$352,765.00 over a five year lease. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

Mr. Hardy	Yes
Ms. O'Connell	Yes

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

<u>BF 30250.</u>	Active Employee and Early Retiree Health Insurance
<u>BF 30251.</u>	Employee Dental Insurance Annual Renewal
<u>BF 30252.</u>	Employee Life Insurance Renewal
<u>BF 30253.</u>	Post Age 65 Retiree Health Insurance Annual Renewal

Director Doran asked for clarification on increase and change from last year? Response: For the upcoming year medical and dental rates increased on the bottom line cost to district. For 2015 SPPS saw a decrease in premium (11.5% on medical and 9% for dental) For 2016 (Year 2 of multi-year agreements) rate caps are in place and there is a 4% increase for medical and a 3% increase for dental. From a dollar perspective from where SPPS started 2 years ago costs are still 7% below the baseline of 2014 and 5% below the dental baseline for 2014. Life insurance is a voluntary product and SPPS regularly looks at other vendors for better price. The decision this year was to stay with Securion, both because of quality of service and price. SPPS will see no change in rates.

Director Doran indicated she had pulled these at the budget is a major responsibility of the Board and work is beginning for consideration of the 2016-17 budgets these cost increases would impact. Staff indicated this is a \$2.6 million increase across all benefits.

MOTION: Ms. O'Connell moved the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2016, at the proposed premium renewal rates. That the Board of Education approve the contract for active employee dental insurance coverage with HealthPartners effective January 1, 2016, at the proposed renewal rates. That the Board of Education approve the contract for employee life insurance with Minnesota Life with no change in premium renewal rates and that the Board of Education approve the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2016, at the proposed premium rates. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

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

1. Ms. O'Connell stated she had attended the Council of Great City Schools Annual Conference and that she will send notes to Board members on the Board governance items discussed there.
2. Ms. Carroll stated she had attended the PEG Summit and would report back to the group. She extended kudos to the Director of Facilities for his presentation to the St. Paul Chapter of the Institute of Architects on the FMP process.

3. Mr. Hardy reminded everyone November 3 was election day and asked everyone to vote.
4. Mr. Hardy encouraged administration to continue to present subjects to the Board highlighting what is going well in the schools.

XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings
(6:05 unless otherwise noted)
 - October 27 - Special Closed - CANCELLED
 - November 9 - Special Closed 4:30 p.m.
 - November 10 - Special 4:30 p.m.
 - November 17 - Special Closed 4:00 p.m.
 - November 17
 - December 15 - Special Closed 4:00 p.m.
 - December 15
- B. Committee of the Board Meetings
(4:30 unless otherwise noted)
 - November 10 – 5:00 p.m.
 - December 1

XIV. ADJOURNMENT

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

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:36 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
November 10, 2015

I. CALL TO ORDER

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

II. ROLL CALL

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

Mr. Brodrick & Ms. Seeba joined the meeting at 4:33 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Carroll moved the Board approve the Order of the Main Agenda as published. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

IV. NEW BUSINESS

BF 30254 Canvass of the November 3 Election Returns on ISD 625 School Board Elections

The board reviewed the Abstract of Votes Cast at the November 3, 2015 School District General Election and passed the following resolution:

**RESOLUTION CANVASSING RETURNS OF VOTES OF
INDEPENDENT SCHOOL DISTRICT NO. 625 GENERAL ELECTION**

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the District held on November 3, 2015, was in all respects duly and legally called and held.
2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four year term vacancies on the Board of Education caused by expiration of term on January 4 next following the general election; as follows:

Mary Vanderwert	17,777
Zuki Ellis	15,290
Jon Schumacher	14,652
Steve Marchese	14,524
Keith Hardy	8,548
Linda Freeman	5,914

Greg Copeland	4,468
Scott Raskiewicz	2,810
Aaron Antony Benner	2,660
Write-In Votes	1,047

3. Mary Vanderwert, Zuki Ellis, Jon Schumacher and Steve Marchese, having received the highest number of votes, are elected to four year terms beginning January 5, 2016.
4. The School District Clerk is hereby authorized to certify the results of the election to the Ramsey County Auditor.

MOTION: Ms. Doran moved the Board of Education adopt the resolution on the canvass of the 2015 election results as published. The motion was seconded by Ms. Carroll.

The motion was approved 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

V. ADJOURNMENT

MOTION: Ms. O'Connell moved the meeting adjourn, seconded by Ms. Carroll.

The motion was approved 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 4:36 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
November 10, 2015**

PRESENT:

Board of Education: Directors Brodrick, Vue, Doran, O'Connell, Hardy, Seeba and Carroll

Staff: Superintendent Silva, P. Duffy, J. Peterson, I. Davis, M. Walker, K. Wilcox-Harris, S. Freeman, N. Cameron, A. Collins, M. Bierman, J. Allen, T. Parent, L. Sayles-Adams, J. Ronnei, L. Cathey, M. Schrul, T. Melhus, M. Hoerth, L. Keenan, E. Agbamu, J. Turner, T. Battle, J. Bobolink, T. Burr

Other: M. Vanderwert, Z. Ellis, S. Marchese, T. Lonetree, J. Verges, L. Harper

I. CALL TO ORDER

The meeting was called to order at 5:01 p.m.

II. AGENDA

A. Legislative Recommendations for the 2016 Session

The SPPS Legislative Liaison stated the 2016 session is a non-budget year with a focus on bonding. The tax and transportation bills are still on the table. The Governor will have supplemental budget recommendations based on November and February forecasts. The legislative session must end by May 23, 2016. All members are up for re-election in 2016.

She went on to say focus is the key with areas of focus on:

1. Voluntary Pre-K funding priorities include:

- Funding voluntary school-based half-day and full-day four year programs on a per pupil basis
- Ensuring the ability to scale programs as needed based on the community
- Providing incentives for shared curriculum, training and PLCs with private center and in-home child care and
- Continuation of learning readiness for at-risk three-year olds.

Early learning enrollment for SPPS shows:

- 1,708 students in Pre-K classrooms (Special Ed 7% [16 to 17% when all students are identified]; 71% free/reduced lunch and 51% ELL)
- 289 students in Montessori Pre-K (8% Special Ed, 68% free/reduced lunch and 47% ELL)
- 593 children on the waiting list
- 342 have priority consideration for special ed, free/reduced lunch and ELL
- 184 are waiting for the full day programming.
- 58 classrooms operating (10 all day programming)

2. Special Education funding focus areas are:

- The SPPS cross subsidy for special education is over \$900 per pupil (average cost per student \$2800)
- The state-wide cross subsidy is estimated at \$584 million for FY 15 and will rise to \$656 million by FY 19.

- The regular and excess cost formula must better recognize the cost and concentration of special education students and the tuition billing for intermediate and charter schools serving concentration of special education students.
 - Any new mandates must be funded in the year of service requirement
 - The State should maximize Medical Assistance (MA) reimbursement for health related services in IEP's.
3. Areas of focus for **Teacher Development and Evaluation** include:
- Provision for on-going teacher development revenue for non-QComp districts (funding was only for one year).
 - Revenue to support EAs and TAs to obtain teacher license (especially in high need areas) using tuition assistance and/or stipends
 - Support for policies and programs to maintain and expand College in School (CIS) teachers
 - Amendment of the Board of Teaching Rule to allow world language teachers with secondary license to teach middle school without annual waiver.
3. Other areas of focus are:
- Testing – Require State to
 - Pay directly for annual administration of the ACT test
 - Repeal requirement for new high school writing test
 - Provide flexibility for districts to administer assessments in the way that is most efficient for them (e.g. paper and pencil, on line)
 - Continue use of multiple measures (e.g. attendance, graduation) including growth models.
 - Provide resources to support district use of formative assessments.
 - Metro Transit Sales Tax
 - Support the Metro Transit dedicated 1/2 cent sales tax. The revenue will be used to add equipment and expand routes, increase ridership and provide more access for school and work and meet the demand for millennials who drive less and chose more transit options.
 - This is an important investment for the regional economy

Questions/Discussion:

- What is current Special Ed subsidy? Response: \$900/pupil or approximately- \$36 million total (2014 information).
- Where is the District relative to IDEA who were supposed to fund 40%, where is that now? Response: They are funding at 16% so it has gotten worse.
- The Metro Transit (MT) sales tax, does this have anything to do with the bus barn? Would the sales tax address this issue? Response: Metro Transit has several factors they need to address: They need to add buses but have no budget to buy more. and they need to build a "bus barn" to house any new additions.
- Would this sales tax make a difference in issues preventing MT from meeting students' transportation needs? Response: MT would not guarantee, even if it had more funding, that it would accommodate SPPS routes. In talking with Met Council there is no guarantee for this either, funds could be used for other purposes. Without added resources MT cannot add capacity at all.
- If it got the half cent sales tax would MT expand routes to transport students, is there enough route structure available now to meet student needs? Response: That information is not available. MT is not promising anything.
- College in Schools (CIS), how does this new ruling affect teachers? Does it create problems licensing teachers, do they need to get another degree, etc. Response: the Higher Learning Committee says, to teach CIS, teachers need a masters in the content area and 15 graduate credits in the content area. The U of MN has a whole program where CIS teachers work directly with the department in the area they teach. The whole structure ensures rigor and training. Few CIS teachers have a master in their content area or the 15 credits. The U of MN will need to take a look at equivalencies in areas of

training. MNSCU does not have capacity to add the course work necessary for teachers to get their 15 credits. MNSCU now has a requirement of 13 credits. MNSCU is looking at equivalency to allow credit for documented work done by teachers. This is particularly problematic in the career and technical areas.

- SPPS also needs to look at how it can collaborate with SPFT on pre-K and testing areas. Should something be added regarding the Accuplacer test? Response: The Commissioner of Ed does not want anyone to use Accuplacer but there is nothing available to replace it at high school level. MNSCU is looking at its use of the test as well. What it is replaced with needs to be available to students; Accuplacer is available online. SPPS should have a stand regarding Accuplacer and should make finding a replacement a high priority.
- Will the requirement for the high school writing test be repealed? Response: It is too early to guess how that will play out. There is no funding for the test and no appropriation for developing the test. At this time, MDE has not started development of the test due to lack of funding.
- American Indian Education, is there any possibility of getting more funding for Indian Ed programs? Response: The Commissioner of Education is excited about the work going on around American Indian education programs, so it may be in the supplemental budget recommendations. There is a lot of interest in this.
- The Board requested Administration provide them a copy of the update legislative agenda. They also asked Administration to let current and new board members know specifically how they can help advocate for this agenda (contact legislators, comment at hearings, etc.).
- If SPPS could have a two tier bus system it would be a win win situation. Response: This could only be done if MT is in the picture and with more money.
- What about the legislature helping on this? What are the possibilities of MT taking on its obligation to provide mass transit for the metro area in order to allow students to start school at a reasonable hour? What are the chances with the legislature and MT? Response: The Legislative Liaison indicated she had talked to lobbyists. The transportation bite was huge last year, proposals for the bill are very different and everyone will be running for election next year so increasing budgets is not a high priority. If enough mayors and counties get behind the Met Council and provide more support for a provision tying the transportation issue with regional economies and the world's best workforce, maybe. There is support around the initiative from a long-term standpoint as more millennials are riding mass transit there should be better support in the future. There has to be a strong belief in the importance of having mass transit to get to work and school. The issue could become part of trade-offs if there is a transportation bill at the end of session. It all depends on where priorities are for new taxes. Work will be done to try to make it one of the Governor's budget recommendations. Demographics are aligning right for this over time.
- In the last session, MT had a bus barn in the bonding bill. If it is still in the request for capital bonding would that be an issue to support? Response: The Legislative Liaison stated she would need to make some calls to see what the bonding agenda is.

MOTION: Ms. Doran moved the Committee of the Board Recommend the Board of Education accept the Legislative Recommendations for the 2016 Session with the proposed revisions. Ms. Seeba seconded the motion.

The motion passed.

B. Administrative Response to American Indian Resolution of Concurrence

Staff provided Administrations response to the American Indian Resolution of Concurrence given to the Board on April 4, 2015. They stated, "the district respects the resolution put forth by the Parent Committee, and although pleased to be able to fulfill some requests, they regretted they are not able to fulfill every portion of the resolution at this time. It is their hope the Parent Committee does not view this in a negative manner, but rather as an identification

of continuing goals to work towards as both move forward together. The district appreciates the continuing process of the Parent Committee Resolution and the Administrative Response as it serves as a vehicle for clear and positive communication that benefits the SPPS American Indian students and their families.

*The Resolution expressed the parents' concerns about the **attendance and graduation rates** of American Indian students in SPPS. They requested that the Research, Evaluation, and Assessment Department work with the Parent Committee and Indian Education to develop a reporting structure to ensure that they receive **timely and consistent information on all Native students**. Administration responded:*

1. REA will provide, on a quarterly basis, summary data on attendance in alignment with SPPS' current reporting calendar. In addition, John Bobolink, will be added to the enrollment monitoring communication list for the beginning of the year enrollment monitoring. Early enrollment monitoring does not include racial designations, however it would be useful to provide these daily reports as schools with larger populations of American Indian students can be monitored and/or contacted by Indian Education program staff.
2. REA will provide to Indian Education program staff, individual student level data via existing data reporting structures for requested students which will include:
 - Students that have self identified as American Indian via Campus
 - Students that are identified via Indian Education with a Indian Education "flag"
3. The SPPS Office of College and Career Readiness (OCCR) will support in providing quarterly data, by high school, and by grade level, for all American Indian students in an aggregate and non-identifiable format, in the following areas:
 - On Track to Graduate
 - Transition
 - Tests
 - Credit Recovery
 - Credit Recovery and Tests
 - Cannot Graduate by June of the Senior Year

A sample of quarterly data that the OCCR will supply to the Indian Education Department team and the teams located within the Academics Division and REA was provided..

OCCR is proposing to use the quarterly data to aggressively market opportunities like Evening High School (EHS), Summer Term (S-Term) and S-Term at Saint Paul College (SPC) as opportunities for American Indian students to successfully recover credits not earned during the core academic day and/or year. We would also propose to work collaboratively with the School Counselor in the Indian Education Program to provide technical assistance and training on how to create the 9-12 Graduation Progress Data Tables for quarters 3 and 4 for the purpose of building organizational capacity in both collecting, analyzing, and using data to improve how we serve our American Indian scholars and increase the percentage and number of American Indian High School graduates.

Additionally, the OCCR Department of Post-Secondary Partnerships will commit to working more closely with the Indian Education Department to analyze, plan for, and implement more opportunities for American Indian students to enroll in and complete

advanced/accelerated course-work in high school, including, but not limited to the following:

- International Baccalaureate (IB)
- College in the Schools (CIS) through the University of Minnesota
- Concurrent Enrollment with Fond du Lac Tribal and Community College for Ojibwe 3 at Harding High School
- Advanced Placement
- Career and Technical Education (CTE) courses and Advanced CTE courses
- Power of You (PoY)
- Career Pathways Academy (CPA)
- Gateway to College (GtC) Area Learning Center at SPC
- CLEP Exams

As such, it will be imperative that the OCCR team and, more specifically, the Department of Graduation Progress and Acceleration, meet with the team members of the American Indian Education Program on a regular basis to mindfully inquire about the post-secondary aspirations of American Indian students in SPPS and progress monitor our attainment of the goals we set based on the standards and commitments that we collaboratively make with one another. It is important to the OCCR that the cultural values, Native/Indigenous perspectives, and multiple identities, clan, tribal affiliations of the American Indian community be valued, listened to, and honored so that we might work in tandem to increase graduation and college and/or career readiness for each American Indian student in SPPS.

The current graduation rates for SPPS American Indian students are unacceptable and the OCCR's ongoing commitment to improving both graduation rates and college and/or career readiness for all American Indian students enrolled in SPPS will be a top priority moving forward. The Director of the OCCR will be the primary point of contact, along with the Supervisor in the OCCR, with the American Indian Department and team, moving forward, and will ensure that appropriate supports and, internal to the OCCR, accountability measures are implemented to increase graduation and college and/or career readiness for our American Indian students.

Staff provided an "Initial College and Career Supports Plan for American Indian Students":

- 3.5 FTE College and Career counselors: proactive counseling with an identified group of American Indian students at the schools that have College and Career counselors. **Measurable Goal:** College and Career counselors on a weekly basis with a case-load of American Indian students at each school that has a College and Career counselor.
- Professional Development for school counselors: Darren Ginther, OCCR Supervisor, will reach out to John Bobolink, Director of Indian Education and Kerrie Troseth, Counselor for Indian Education, to identify the best ways to provide ongoing American Indian specific professional development for school counselors. **Measurable Goal:** American Indian staff will collaborate with OCCR staff to provide professional development at three PLC counselor meetings during the 2015-16 School Year.
- Gateway to College ALC at Saint Paul College: Darren Ginther will connect with Kerrie Troseth on identifying American Indian/Native students for enrollment into the

Gateway to College program. This intentionality will be for identifying American Indian students (American Indian/Native) for earning college credits through dual enrollment at Gateway to College at Saint Paul College. **Measurable Goal:** enroll three American Indian students into the Gateway to College ALC at Saint Paul College in the second term of School Year 2015-16.

- Initiate concurrent enrollment course for Ojibwe 3 at Harding High School through the partnership with Fond du Lac Tribal and Community College. **Measurable Goal:** begin the concurrent enrollment course in Ojibwe 3 at Harding by the 2nd Semester of School Year 2015-16.
- Quarterly Progress Reports for American Indian students by school, by grade level, and by student in aggregate and non-identifiable format. **Measurable Goal:** three progress reports created and disseminated for School Year 2015-16.

*The parent committee expressed belief that there may be Native students who are eligible for but not receiving the **interventions** that are available to address truancy, behavior issues, and academic failure, for example through the SAT process. As such they felt better training and education may be needed to help District and school staff understand that Indian Education services are supplemental and Native students should therefore be served by all of the standard programs and interventions that are used for students of any other race. They also requested additional resources to support home visiting, Check and Connect, and/or other advocacy staff to serve Native students. Finally, they requested that the District work with the Parent Committee, Indian Education, and the community to better understand and address the basic needs of these students and their families and to develop better wraparound systems to serve and engage these students who are struggling with truancy and not on track to graduate.*

The district responded it agrees with the Parent Committee that further attention needs to be given to ensure that American Indian students are receiving the academic, truancy and attendance intervention services that they are eligible for. SPPS also acknowledges that the role of Indian Education Program services as supplemental. Indian Education staff should be informed and included in all interventions provided to American Indian students, but it should be the work of building staff to provide these services and interventions, as is the case for students of other ethnic backgrounds.

Staff indicated SPPS is in the process of developing a district wide SAT referral process that includes a referral form on CAMPUS. This will allow it to gather data which will inform the district as to how many SAT referrals are being made and for which students. The district will continue to educate and reach out to building level staff around the unique supplemental nature of Indian Education services.

The district stated it was aware that the Indian Education Program has implemented their own Check & Connect program, and will reach out to all Check & Connect coordinators in the district to collaborate and support the efforts of the Indian Education program. SPPS has developed a partnership with the American Indian Family Center to provide culturally relevant mental health services at Harding and to expand on the partnership that already exists at AIMS for Tier 3 Intervention. Also, the Office of Family Engagement created a staff position dedicated to working with American Indian families experiencing attendance issues. This school year work will focus on 6th grade American Indian students attending schools other than the American Indian Magnet School.

Staff indicated the District welcomes the opportunity to work with the Parent Committee, Indian Education, and the community to better understand and address the basic needs of American Indian students and their families and to develop better wraparound systems to serve and engage students who are struggling with truancy and not on track to graduate.

The district acknowledged the historical impact educational systems have had on American Indian people throughout history, and even though the district feels that great strides have been made to improve education for American Indian students, the district realizes there is much more work ahead for everyone as they explore ways to improve the current systems affecting SPPS American Indian students.

The Parent Committee indicated is appreciated the district's plan to address their concerns for this request and would further appreciate additional updates throughout the school year.

*With regard to the District's racial equity code, the parent group requested the District update its policy to ban the wearing of **racist mascots** in all SPPS sites and programs by students and staff. Specifically, they are in support of the Harding student resolution to ban the R- and that the reasons behind the ban are communicated effectively and empathetically to ultimately build the District community's inclusiveness.*

Administration responded the district has a dress code policy - 501.03 - Student Code Dress.

The policy includes a tenet that states the following: There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.

As the Harding students eloquently stated in their February 2015 resolution to the Board of Education regarding an incident that occurred at their school when a fellow student wore a Washington R-word jersey at school, such apparel can create classroom and school disorder. The current district policy, addresses this point; however, this policy can be supported with a procedure to provide more consistent enforcement of the dress code policy. The Assistant Director for Strategic Planning and Policy, will collaborate with students, schools, and administrative departments to develop a procedure for student dress code that will be in alignment with the District's Rights and Responsibilities Handbook. This procedure will be reviewed at the next quarterly meeting.

The Parent Committee stated it admired the work of the American Indian Student Advisory Council at Harding in bringing to light the historical significance of the "R-word", it's usage and symbolism on sporting apparel and the school disorder it can create. The Parent Committee would like the District to understand how important it is for this committee to stand behind and support the efforts of their American Indian students. They strongly urged the District to continue conversations to include a banning of the "R-word" within district policies.

*With regard to the parent group's request to learn more about the **racial equity** teams* Administration indicated the Office of Equity is available to share the work of racial equity teams within the district and the impact this work has made for American Indian students. The Director indicated she would welcome the opportunity to meet with the Indian Education Parent Committee to discuss equity, as has been done in the past. Administration provided a list of several projects that the Office of Equity is currently providing.

*With regard to **culture and language**, the parent committee requested the District consider*

funding 1.0 FTE for a Lakota language teacher to allow for one full-time teacher at each site – AIMS and Harding – and for more advanced language instruction. (Currently there is 1.0 FTE split between the two schools and only one level of Lakota is offered.)

The district stated it respects the request of the Indian Education Parent Committee and will explore possible funding sources within the district for a fulltime L/Dakota language teacher in order to allow for a full time teacher at both AIMS and Harding. They understood the Parent Committee's intention for the Resolution to affect change for the immediate school year. However, budgets for the next school year are provided to building Principals in March, this is the time when school personnel and course offerings are finalized for the next school year. The addition of a L/Dakota language teacher would at earliest be considered for the 2016-2017 school year. In order to make the Parent Committee and Administrative Response process more immediately effective in the future, it would be optimal for us to align this process with the district's budgetary timeline.

Administration went on to say teachers are traditionally funded and hired through the individual schools they work at based on the needs of the school. At this time the one L/Dakota language course offering at Harding High School does not warrant the hiring of a full time teacher. Likewise the four sections of L/Dakota language at AIMS does not warrant a full time teacher. It is the combination of course offerings between the two schools that does warrant one full time L/Dakota language teacher between the two schools. If additional sections of L/Dakota language, or other classes with a L/Dakota based content were to be added to the course offering, then the need for a teacher with knowledge of L/Dakota language & culture could be considered. Additionally, the district will explore options to add L/Dakota language and culture based courses.

Administration stated Saint Paul Public Schools supports the work of Indigenous and World Language teachers throughout the district through a lead teacher on special assignment in the Office of Teaching and Learning. This work is grounded in the proficiency guidelines and the World-Readiness Standards for Learning Languages from the American Council on the Teaching of Foreign Languages. Over the 2015-2016 school year the Indigenous and World Language curriculum will be going through the curriculum review process, reviewing and enhancing each program's support for student success, with attention to the particular needs that indigenous language education presents. Intentional collaboration between the Office of Teaching and Learning, the Indian Education Program and the work with the Indian Education Parent Committee will be a part of this review process.

The Parent Committee responded it would like the District to seriously explore funding possibilities to provide a L/Dakota language teacher at the American Indian Magnet and Harding High School. As the only school district in the state, and possibly the nation, to provide a PreK through 12 opportunity to study both Ojibwe and L/Dakota Language, these course offerings should be viewed as a source of pride and fully supported by the District to implement for the 2016-17 school year.

*With regard to the **demonstration grant** that Indian Education received, the parent committee encouraged the District and Indian Education to use these resources to design, implement, and study a rigorous model for American Indian AVID as well as the early childhood language immersion program. They requested the District's matching funding to support these efforts plus providing technical assistance, support, and oversight as needed*

from staff across various departments with relevant expertise to ensure the best experience possible for their students and families as well as successful outcomes.

The district stated it respected the request of the Indian Education Parent Committee for the district to support the Indian Education programming provided through the Federal

Demonstration grant. The Office of Early Learning and Office of Teaching & Learning have assisted the Indian Education Program in the program development and implementation of the Caa/Mitig Federal Demonstration grant PreK and AVID programming. Beginning in the Spring of 2015, Office of Early staff worked alongside the AIMS cultural specialists to integrate Lakota and Ojibwe language into existing Areas of Study, vocabulary cards and center based materials. Office of Early Learning and AIMS cultural staff co-created lesson plans specific for morning meetings, small group instruction and skill based transitions. In addition, the OEL and AIMS staff partnered to plan and implement a family welcome event in August 2015.

The Indian Education Program has also included a Check & Connect component in alignment with the district's effort to bring this model program to the district. The Indian Education program has secured the Evaluation services of The Systems Improvement Group under the University of Minnesota's Institute on Community Integration. The Systems Improvement Group will work with the Indian Education Program to create a logic model and evaluation plan. Results of this evaluation will be shared with the Indian Education Parent Committee, and all interested parties on a yearly basis. Administration expressed its regret that the district does not have the ability to provide matching funding at this time. However, Saint Paul Public Schools will continue to support Advancement Via Individual Determination (AVID) offerings at American Indian Magnet and Harding High School by continuing to provide the funding for the American Indian Studies program at these schools. To further support the success of American Indian students SPPS district AVID staff will directly support Angie Harper at Harding High School, who is AVID trained, to embed adaptive AVID components into the work she is involved in. Research shows that students who maintain ongoing work through AVID and AVID trained staff over the course of their secondary programming have an increased likelihood of success beyond high school graduation.

The Parent Committee strongly encouraged the District to provide matching funding for the 2015-17 school year.

*The parent group requested the District reinstate the **quarterly wraparound meetings** with various District departments and/or implement other strategies to ensure the District's administrative response to our Resolution is attended to. They requested that the Chief Academic Officer or the Indian Education Program Supervisor report the results of that meeting and the District's process on the administrative response to the Parent Committee on a quarterly basis.*

Administration stated the Indian Education Program Supervisor will work collaboratively with the Office of Family Engagement to re-establish the quarterly wrap-around meetings. The Indian Education Program Supervisor is available for results and updates from these meeting at anytime, but will be reported at the Indian Education Parent Committee meetings. The Indian Education Program Supervisor has also been invited to attend the monthly Leadership meetings, comprised of the different district departments overseen by the Chief Academic Officer. Quarterly Wrap-around meetings are currently schedule for October 20, 2015,

January 19, 2015, April 19, 2015, and July 19, 2015. This schedule will continue in the follow school year, and meetings will be co-facilitated by the Chief Engagement Officer and the Chief Academic Officer.

Questions/Discussion:

- The Director of Indian Education and the Chair of the Parent Committee provided some additional comments regarding the Administrative Response.
 - They stated there is a need to dig deeper to get preliminary data to capture those students in need before the end of the first grading quarter to address their needs before it is too late. They stated they wished to receive student data at the beginning of each year and every other month thereafter. They appreciated the District's willingness to cooperate in this. They want to have measurable outcomes to see over a period of years to identify where gaps are and how to improve/address them and to partner with the District to achieve this. Administration indicated Indian Education is getting their own data dashboard this year.
 - Regarding additional PD for school counselors, Student Assistant Teams are part of the IEP process. The committee want these teams to get a clear message that when they are dealing with Indian students, if there are staff in place, it is their duty to see the processes are carried through per Indian Ed Supplementary Support process. This needs to be more unified across the district moving forward. Counselors need to be provided with American Indian PD.
 - The parent committee encourage the Board to get behind the mascot issue. Administration indicated they were proposing the new Student Advisory Team take this issue on as one of their first projects. The parent committee stated SPPS will be pioneering in this area. They stated this is a "cry for respect."
 - They expressed their appreciation for the racial equity teams willingness to help support Indian students.
 - They provided additional background on the need for an additional L/Dakota language teacher indicating SPPS sets the bar for other districts across the nation by offering both Ojibwe and Lakota language PreK through 12. Indian Education is looking for the District to support an additional L/Dakota teacher to further engage students in their language and culture. It is important to provide Indian students a sense of cultural continuity in support of familial culture and a sense of belonging. All of that helps to give students a sense of personal value, lack of which lends to the adolescent suicide rate among American Indians. The committee challenged the board and district to provide a timeline on their commitment to find funding for this and from whom. They stated that within Minnesota there is a dialectical difference between Lakota and Dakota and the community is losing its first speakers who provide a history of the Dakota language as a living history and world view. The Indian community is working on a Dakota language revitalization and this is an opportunity for the District to embrace this.
 - Administration asked how Indian Education was spending its \$126,000 grant. They replied it is not enough to provide services to all 694 American Indian students in St. Paul and that the grant must serve all Indian groups within the St. Paul community. It will be used for some program costs, staff development, evaluation of the program, hiring six new academic supports (tutors/mentors), some student activities, for the Check and Connect Program along with a marketing and promotional piece to promote what Indian Education does and providing a positive message to Indian students. They are looking for a partnership with the District and asking for a timeline to make the matching fund request within the upcoming budget cycle. Administration announced upcoming community budget sessions which the community might want to attend..
- Would the additional L/Dakota language teacher position be hard to fill? Response: There is enough programming on language revitalization and people working on getting licensure in the Metro area to find someone however the Dakota reservations are picking up licensed teachers and giving better pay than SPPS. It will be somewhat more difficult than finding a Spanish or French teacher.

- If you look at funding number 5 and 6 in the upcoming budget conversations what would the number be? Response: Around \$150,000.
- For #2 – it seems SPPS is not doing a good job of identifying students who need help. Why is there a problem identifying students? Response: It is not that they are not identified, they need to be identified sooner. In the past staff had to manually pull their own information because Indian data is so small a part of the data set it is not seen in the data; Indian students fall through the cracks. Administration stated it would be providing student information to Indian Education so data will be there for use now..
- Board members requested staff send this report to the newly elected board members – as it is or will be a budget issue.
- What are the next steps –what is happening in other schools across the district, how can the Board help to get Indian students to a higher academic level? Response: Students are in the same situation regardless of school and this is true across the nation. The Miriam Report examined education for American Indian students and found the educational system had and is failing these students. Good results do seem to happen when culture and language are included. It is a fact that every dollar allotted to Indian Ed must be fought for. American Indian people are resilient and survivors, they know how to adapt to changes. American Indian kids are not seeing themselves represented in school settings. The new demo grant will allow Indian Ed to examine the various pieces, deal with immediate issues and build toward a bigger picture. There are enough committed parents who will push for accountability from the American Indian Program so there is a need to have good evaluation to know where the program is at. There is a need to create partnerships within the community, district and within the program.
- How many of students failing classes are a result of poor attendance? Response: A large percentage of them. At some point these students do not feel welcome in class which contributes to lack of attendance or there is an incident that puts them off or frightens them out of attending. Students are coming to school and not being seen, they are present but not seen. There is a need to find out how to zero in on these kids to bring them into the setting and make them understand what is needed to succeed. Knowing about their history and roots helps and that is part of the racial equity work. There needs to be understanding not all kids fit into a certain box and need a different kind of intervention. If you look at Latino and Latin American kids you will find the same degree of failures. Teachers and staff all over this nation do not have a good understanding about native history, thought, culture. Again, that is equity training work. There is a need to push equity more for teachers. Racial equity work needs to include more student voices. Students need to be seen and heard. Staff needs to take action with interventions for each child.
- A Board member stated they were pleased to see more intentionality around these issues throughout the years;. She was hopeful with the smaller count number that kids can be identified and help can be provided. She extended the Board's thanks for all the work accomplished.

MOTION: Ms. Carroll moved the Committee of the Board Recommend the Board of Education accept the Administrative Response to the American Indian Resolution of Concurrence as presented. The motion was seconded by Mr. Brodrick.

The motion passed.

C. School Start Times

The Assistant Director of Strategic Planning and Policy stated the purposed of the presentation was to support the Board in its discussion of the five options for school start times for the SY 16-17 leading to a Board motion for the Regular Board meeting on November 17.

The options were:

Option Description	Later Start Time for more Secondary Schools	Start Time Changes for Elementary Schools	Cost Increase
Leading Recommendation Option #1 - Continue working w/ Metro Transit for expansion	No	No	--
Option 2 - Change start times system-wide	Yes - All middle & high schools	Yes - 25 schools earlier, 7 schools later	\$2 Mil.
Option 3 -- End discussion with No Change	No	No	--
Option 4 -- Expand later start to 1 high school and early start for 5 elementary schools	Yes - 2 additional high school w/ yellow buses	Yes - 5 or 6 elementary schools earlier	--
Option 5 -- Expand later start to 3 high schools and go to early start for 10 elementary schools	Yes - 3 additional high schools w/ yellow buses	Yes - 10 elementary schools earlier	--

1. Leading Recommendation - Option 1 Continue working with Metro Transit for expansion. Johnson High School would start at 8:30 a.m. and partner with Metro Transit. SPPS would keep the current three tier set-up with most other secondary schools at 7:30 start. All elementary schools would remain at 8:30 and 9:30 starts. SPPS would continue to work with Metro Transit and revisit start times when partnership expansion options are available.

Implications of Option 1:

- Positive
 - No cost increase over current structure (besides annual inflation)
 - Allows time to continue studying pilot at Johnson
 - Keeps open the possibility of change in the future
 - Will not require multiple start time changes for elementary schools as Metro Transit becomes able to partner at more schools
- Negative
 - Teens still waking up before research based recommended time
 - Much of the community is eager to see transition to later start for secondary students.

2. Option 2 - Change Start Times (7:45, 8:35, 9:30). Secondary schools would go to 8:35 start. Community elementary and some regional magnets would go to 7:45 start with no bus pick-up before 7:00 a.m. District-wide magnets and some regional magnets would stay at the 9:30 start. SPPS would continue partnering with Metro Transit at Johnson.

Implications of Option 2:

- Positive
 - Later start for all secondary schools (8:35 a.m.) meeting research-based health benefits for adolescents and meeting community expectations for later start times.
 - The first tier would have a later start (7:45 a.m.), 15 minutes later than the change proposed last year.
- Negative
 - Start times may eventually change again after Metro Transit is able to expand the partnership.
 - 78% of schools would have a new start time (25 elementary schools will move to first tier and 7 elementary schools would move to the third tier).
 - There would be a \$2 million increase due to less efficient routes

- It would impact family time
 - It would potentially cause shifts in childcare needs for many families
 - It would have impacts on staff and stability of schools
 - It would require reconfiguration of EDL bussing, which may require longer rides home.
 - It would create scheduling challenges for games at Parks & Rec sites.
3. Option 3 - Discontinue Analysis and keep the current structure for the foreseeable future. Conclude the analysis of changing start times structure.

Implications of Option 3:

- Positive
 - It would end the uncertainty of school start times
 - Negative
 - It is not responsive to secondary students and parents
 - It is not in the best interest of adolescent students
4. Option 4 (Hybrid Option) - Later start for one more high school and early start for five elementary schools. One additional high school would go to an 8:30 start with yellow bus transportation. Five community elementary schools would go to a 7:45 start, with no bus pick-up before 7:00 a.m. All other schools would stay on the current schedule. SPPS would continue partnering with Metro Transit for Johnson HS.

The following would be considered in the selection of the early start elementary schools.

- One school from every Area except Area D
- Mix of high and low poverty schools
- Mix of PK-5 and K-5
- Number of bus routes
- Location of school and size of pick-up area.

Implications of Option 4:

- Positive
 - Allows SPPS to go to a Phase 2 of changing start times, even without Metro Transit
 - It allows SPPS to learn from the earlier start time for elementary schools
 - Parents of secondary students may appreciate SPPS's continued movement toward system-wide change.
 - Negative
 - Only two secondary schools have a later start time
 - The communities selected for the early start elementary schools will likely be displeased
 - Tight timing does not allow for adequate community engagement
 - Some of the elementary families may try to transfer to a different school to avoid going to school earlier
 - There could be a potential increase in the number of teacher transfer requests disrupting continuity of staff
 - After school services will be impacted by only a few elementary schools moving to earlier start times
 - It would increase the challenges of scheduling games at Parks and Rec sites (currently SPPS must be off fields by 5:00 p.m. for the adult leagues).
5. Option 5 (Hybrid Option) - Later start for three more high schools and early start for 10 elementary schools. Three additional high schools would go to an 8:30 start with yellow bus transportation. 10 community elementary schools would go to a 7:45 start with no bus pick-up before 7:00 a.m. All other schools would stay with the current schedule. SPPS would continue partnering with Metro Transit for Johnson HS.

Implications of Option 5:

- Positive
 - It allows SPPS to go to a Phase 2 of changing start times, even without Metro Transit
 - Parents of secondary students may appreciate SPPS's continued movement toward system-wide change
- Negative
 - Middle schools and three schools with 9-12 would still have early start times
 - More elementary schools would be impacted
 - It greatly increases the challenges in the scheduling of games at Park & Rec sites.

Over the years, SPPS has heard from many families about later start times for secondary students. Teens have later sleep patterns, which are largely biological, not behavioral. Research shows later school start times for teens have many benefits.

In 2014, SPPS engaged in an extensive discussion with the SPPS community, "Rethinking School Start Times." Thousands of responses from students, families and staff were received. The feedback was mixed regarding the proposed changes to start times. A two-tier system was discussed at that time but was and still is not feasible. The Board voted to approve a recommendation not to change start times while asking Administration to commit to continued consideration of the topic.

In SY 15-16, Johnson High School launched a pilot program evaluating a later start time (8:30) and the use of Metro Transit Student Passes for transportation. Early indicators are positive. 1,100 Metro Transit passes were issued. There have been no reports of issues on the buses. 25% of the opt-out students have switched to using Metro Transit and there has been increased participation in after-school activities. Students will be surveyed in the fall of 2015 and the spring of 2016 to gauge the impacts of a later start time.

SPPS has continued working with Metro Transit with a mutual interest in expanding the partnership. Multiple SPPS schools are served well by Metro Transit bus routes and the LRT green line. Unfortunately, final analysis revealed that Metro Transit does not have the capacity to add service to another SPPS comprehensive high school.

Questions/Discussion:

- Why is Option 1 - working with MT when it appears there is no partnership at this time? Why is that the leading recommendation? Response: The Superintendent stated she believes SPPS can work with MT. SPPS should not expect MT to take all kids right now but SPPS should ask kids how they would utilize MT and see how that would impact MT. The MT opportunity is needed by kids and is working at Johnson..
- A Board member stated she felt that unless SPPS moves somewhere with school start times to indicate their importance there will be no reason for MT to change its priorities. She could support that priority through option 4 so SPPS could have information for parents by School Choice time. Currently there does not seem to be a great sense of urgency on either part.
- Another Board member stated if SPPS does nothing there is no pressure however the opposite could happen, if SPPS provides yellow buses it could relieve the pressure on MT. If SPPS says this high school will move next year it could then have a specific conversation with MT on how they might provide some form of transport option for students.
- Why does SPPS need to negotiate with MT as to who needs a bus pass? Response: There is no need to, they can be purchased.
- Why should SPPS support MT's request for a half cent sales tax, would that move them in SPPS's direction?

- A Board member stated the Board has discussed the various options and expressed appreciation for the impacts chart, Options 1 and 3 seems to have the least impact but do not address the reason for the conversation in the first place. Options 4-5 seem about the same but in reality would present very different challenges. Parents are still concerned about the impact to elementary kids with earlier start time. Safety and the impact on kids and families are concerns. She felt the Board still does not have enough information on the impact on younger kids. Response: Currently there is no credible research that links elementary school start time and advantages and disadvantages. It does not exist. What there is is more about hearing from families or talking with districts who have done it for a period of time.
- I am comfortable with option 4, it is doable. There is a partnership with the City with programming and the fields that need to be shared. Feel it would be a good starting point.
- Parks and Rec will not give up adult league money, that is very lucrative for Parks and Rec. We can hope conflicts can be solved. High schools take the fields between 2 and 4 now. This currently seems to be working for Johnson. Response: SPPS has been able to manage it so far but it really depends on the season. Spring will see greater potential for conflicts. The impacts depend on the season and the sport and whether schools are in or out of the conference.
- If everything shifts, what would be the academic impact if students miss last period? Response: That is happening currently. There are study halls and hopefully for most students that is their last period.
- If SPPS moves start time for middle and high schools that is better for them. There will be problems needing to be addressed. Response: SPPS is working with partners on this.
- A concern heard from Park and Rec is many students who work in recreation centers are high school students and if they are not out of school, who will work with the kids.
- #4 is doable, get more bang for buck under #5. The goal of a later start time would help more kids.
- If SPPS went with option 1, what is timeline for conversations with stakeholders (MT and City) and would there be time next year so there can be a viable plan to move more high schools to a later start time for 17-18? Response: The MT option is not promising. There could be hope to have some kind of hybrid options available for next school year. Hopefully SPPS will know more if a Transportation bill is passed. There are also the surveys of students at Johnson so SPPS can learn more about how students use MT. There could be a poll of the other high schools to see how many students would be interested in having a MT pass and where those numbers are greatest. SPPS can survey current high school students and continue its conversations with MT regardless of what happens with the Transportation bill.
- What would SPPS do with families of elementary students? It appears elementary families have not understood this would impact them. Response: SPPS would need to engage parents and educate them about the impacts and allow staff time to reach accommodation with the changes. SPPS cannot afford to add more after school student contact time for elementary students.
- If the ultimate goal is to have middle and high school students district-wide have later start times, what is accomplished by doing this in a piecemeal fashion? Response: One thing would be to learn what would happen with elementary students without changing to the system-wide option 2. SPPS could learn from adjusting just a few. It would also allow partners to adjust their systems and programs, staffing model, etc. SPPS will need to adjust as well and these changes will impact other programs/partners down the line. They would like to have time to make these adjustments as they will need to service kids coming to them at different times.
- Have your heard from staff that teachers do not know they will be impacted by this? Response: There have been lots of conversations, there has been broad communication, much speculation about who it will be and what does it mean. People want to know when, how, what and who - then it gets personal and they can review their options.

- The Assistant Superintendents indicated that elementary schools with no changes makes life the same, easier. If SPPS makes quick change, it will be a change for families and depending on the school, may create attendance issues for schools with high poverty students. It may increase staff instability for a time. Staff needs to know and understand impacts so if someone needs to opt out and find a different position they can do so. It may also impact teacher/student relationships within schools.
- A Board member stated everyone has heard the science around start times, it is not debatable. The people SPPS has heard from have been overwhelmingly secondary families. There is a higher concentration of EL students at elementary. SPPS has not looked at the impacts at poverty level. Free and reduced is higher at elementary than secondary. SPPS hears less from families in poverty, EL, people of color and SPPS must know more of how changes would impact them.
- A Board member stated she feared the impact on elementary students. If SPPS change is slow and incremental it can be assessed however if it is not done across the district it could become an equity issue.
- If the purpose were student achievement and closing gaps we know elementary kids are getting poorer and there are more students of color. Can we be sure we are not exacerbating the problem. Staff reviewed the district demographics.
- SPPS is 70% kids of color. We know there is increasing poverty in the community. The majority of kids in St. Paul attend SPPS. High poverty and more kids of color and the achievement gap is not closing. SPPS is leaving it to families to figure out how to cope with impacts of the earlier start. It will not benefit children's academic achievement without MT coming in. SPPS needs to think about the end game and we know MT is 4-5 years out at minimum.. That puts elementary kids at risk.
- In my four years on the Board, I have known changing start times is the right thing to do. It is systemically irresponsible not to do so. SPPS is at the forefront in most instances and should know changing start times is the right thing to do for kids.
- Elementary kids will be impacted and we do not know how and there is no data to help in that area..
- For Options 4 and 5 high school principals are aware of the research, etc. There is no disagreement about the research but there is also the importance of after school activities. As policy makers we do not understand why MT cannot serve St. Paul students. Changing start times benefits high school students but not without the benefits of a MT bus pass. SPPS is a system so impacts hit all in one way or another. A long while back high school did start at 8:30 then SPPS went to centralized busing and here we are now.
- The end game could be that MT gets on board and then fewer elementary schools would need to change.
- Most of current research has been the impact on secondary, it is also important to look at impact on elementary. The ability to take MT adds a layer of equity for access to jobs and activities beyond sports. It would be beneficial to assess SPPS demographic groups of student in elementary to see where areas of greatest impacts might be..
- In general, transportation needs to even out three routes, middle school complicates things. SPPS would have elementary moving earlier with MT. With Options 2, 4 and 5 there will be elementary schools that need to go to a 7:45 start.
- A Board member stated she felt a need to do a reset and look at having Administration establish a plan that would look at benefits of later start times for high school and maybe middle school and look with MT and without along with options that include community and family input. Then bring the plan to the Board next July being sure it is a multi-year plan..

MOTION: **Ms. Carroll moved, for discussion purposes, acceptance of Option #1. Ms. O'Connell seconded the motion.**

- The motion will need to be fleshed out to incorporate some of the discussion items.
- Opinion - Feel doing the right thing for kids by moving forward to change start times

- Statement - Do not want to see Administration come back having five options on the table again.
- Opinion - Like option 1 to gain further input/knowledge on impact to elementary. Would also entertain Option 4 with an assessment of impacts on secondary and elementary kids
- Opinion - Administration will not have enough data by October 2016
- Superintendent - Either do it or don't
- If have to make change Option 4 would be second choice.
- Option 4 - this option to get data, to get feedback from elementary schools. Would like timeline if continue to move to change all schools.
- What is specific game plan if go with option 1? If do this, Administration cannot come back with multiple options, come with one option. Like option 4 as believe in pilots.
- There is value in seeing how this would work with a smaller subset.
- Board needs to create a committee with staff and begin work on this. The new board needs to get involved. There needs to be more parent and community involvement. This would be a way to start new Board in on how to do true community involvement that measures what needs to be measured. How will everyone manage the transitions. If move to full scale what can SPROKETS do, Parks and Rec, Be sure to get communities of color and poverty involved. Need to hear the voices of those not usually heard from.
- The work done around engagement of parents and communities was exceptionally well done for this issue. Conversations are in addition to some really good work that has been done. SPPS has many on both ends who love or hate the change options.
- Going forward need to frame issue differently – different questions to be addressed, how manage transitions and changes so do not harm academic achievement of students.
- Any other information the Superintendent should bring to the presentation at BOE? Response: The big appeal for secondary students is MT, it gives them all transport options for after school, work, activities and weekends.
- Impact chart needs to be addressed at the BOE, motion can be done during Superintendent's report.

RESTATEMENT OF MOTION with call for voice vote:

Ms. Carroll moved acceptance of Option #1. Ms. O'Connell seconded the motion.

The motion passed with the following voice vote:

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

Motion passed with four in favor, one abstention and two no votes.

It was noted additional work would be done on the initial motion to clarify Board expectations for Administration.

FINAL MOTION TO BE BROUGHT BEFORE THE BOARD OF EDUCATION ON 11/17/15

The Committee of the Board recommended the Board of Education select Option 1, to retain existing start times for the 2016-17 school year. Further, by the summer of 2016, the Board expects Administration to bring forward a multi-year plan with clear outcomes, to continue aggressively pursuing a Metro Transit partnership as part of a long-term solution, and to engage internal stakeholders and SPPS's many community partners to find ways to have fewer negative impacts and more positive benefits for both elementary and secondary as the change to the start

time process moves forward. The option does not preclude the administration from actively pursuing other pilots with Metro Transit in the 2016-17 school year that may prove viable.

- D. Standing Item: Policy Update - None
- E. Standing Item: PLTT Update - None
- F. Standing Item: SSSC 2.0 Update - None

G. Work Session

1. **Establish date for closed BOE meeting**

The Board opted to have two closed meetings the evening of December 8.

2. **Board Check-In**

It was suggested stakeholders might be encouraged to explore and report on transit experiences within the MT system to SPPS. It would provide information to SPPS and perhaps put some pressure on MT.

3. **Discussion on Accountability Relative to the Racial Equity and Bullying Policies**

- How does SPPS hold people accountable? Response: Administration expects adults to interrupt bullying when seen.
- Section 4 in the Racial Equity policy is on accountability. How can we strengthen the accountability portion of each policy. How do policies intersect with Vision Cards? Response: The Racial Equity accountability section is the most clear. Monitoring around the Strategic Plan looks at elements that support racial equity and can be found on all cards. Bullying preventions metrics for leadership, staff role, student engagement are harder to quantify,
- Outcome metrics on racial equity and bullying are not on the Vision Cards. There are internal plans for goals and outcomes, they are more process outcomes. One area is the curriculum adoption process that is now looking for more culturally relevant materials.
- Can the Board put words to how to measure how SPPS is carrying out the Racial Equity policy and how that transfers to "soft" areas, expectations
- Monitoring and pushing the conversation on how policy outlines areas to be looked at, how it shows up on performance evaluation.
- The Board has no mechanism in place to further evaluate policy implementation on very important policies. It should move back to the process of picking several high impact critical policies and look at monitoring them in a cycle.
- Baseline pieces need to happen to ensure training is being done to reach expectations of both policies..
- Administration needs to be sure to point out areas of proactivity and prevention that are working and expand them across the system.
- Staff should consider a Vision Card on School Climate.

4. **Future Board Sessions**

The Board discussed possible dates/locations for a Board Retreat. No decision was reached.

III. ADJOURNMENT

MOTION: Ms. Doran moved the meeting adjourn; seconded by Ms. O'Connell. The motion passed.

The meeting adjourned at 10:06 p.m.

Respectfully submitted,
Marilyn Polsfuss, Assistant Clerk

REVISITING SCHOOL START TIMES 2015 DISCUSSION



Regular Board Meeting
November 17, 2015

Purpose

- The purpose of this presentation is to:
 - Summarize the process of the 2015 school start times decision
 - Present the five options that were proposed to the Board
 - Set-up Board discussion that is to culminate in a vote on the motion developed at COB



Recap of 2014 Discussion

- In 2014, SPPS engaged in an extensive discussion with the SPPS Community – *“Rethinking School Start Times”*
 - Received thousands of responses from students, families, and staff
 - The Board voted to approve recommendation not to change start times
 - SPPS Administration committed to continue considering the topic



Continued Analysis

- SY15-16, Johnson High School launched a pilot program evaluating:
 - Later start time – 8:30
 - Metro Transit Student Passes for transportation
- Continued working with Metro Transit, with mutual interest of expanding partnership
 - Unfortunately, final analysis revealed that Metro Transit does not have the capacity to add service to another SPPS comprehensive high school



Presentation of Proposals

- At the October 6th COB, three options were presented
 - Option 1 (Leading Recommendation): No changes, but continue working with Metro Transit for expansion
 - Option 2: System wide change
 - Option 3: No changes and end discussion
- At the October 20th Regular Board meeting, two hybrid options were presented
 - Option 4: 1 high school later, 5 elementary schools earlier
 - Option 5: 3 high schools later, 10 elementary schools earlier



At-a-Glance Comparison of Options

Option Description	Later Start Time for more Secondary Schools?	Start time changes for Elementary Schools?	Cost Increase
Option #1: Continue Working with Metro Transit for Expansion	No	No	--
Option #2: Change Start Times System wide	Yes – all middle and high schools	Yes – 25 schools earlier, 7 schools later	\$2M
Option #3: End Discussion with No Change	No	No	--
Option #4: Expand later start to 1 high school and early start for 5 elementary schools	Yes – 1 additional high school w/yellow buses	Yes – 5 or 6 elementary schools earlier	--
Option #5: Expand later start to 3 high schools and go to early start for 10 elementary schools	Yes – 3 additional high schools w/yellow buses	Yes – 10 elementary schools earlier	--

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Committee of the Board on November 10th

- The five options were presented again, along with a chart detailing the impacts each option had on multiple subgroups of students.
- Considerations included:
 - Afternoon/evening time out of school
 - After school programming
 - Childcare
 - Research-based recommendations
 - Stability of school staff
 - School choice
 - Cost
 - Metro Transit



Committee of the Board on November 10th

- Affirmed importance of aligning secondary start times with research-based recommendations
- Expressed responsibility to consider impacts to all student groups



COB Motion

The Committee of the Board recommended the Board of Education select Option 1, to retain existing start times for the 2016-17 school year. Further, by the summer of 2016, the Board expects Administration to:

- Bring forward a multi-year plan with clear outcomes,*
- Continue aggressively pursuing a Metro Transit partnership as part of a long-term solution,*
- Engage internal stakeholders and SPPS's many partners to find ways to have fewer negative impacts and more positive benefits for both elementary and secondary as the start time process moves forward.*

This option does not preclude administration from actively pursuing other pilots with Metro Transit in the 2016-17 school year that may prove viable.



Pay16 Levy Update

Board of Education

Marie Schrul

Chief Financial Officer

November 17, 2015



Purpose



To update the Board of Education on the
Pay16 levy

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Unlike cities and counties, the Pay16 school levy funds the 2016-2017 school year that will be adopted next June
- Based on last year, levies comprise 20% of school budget

What is Driving Levy Changes?

- Tax base growth results in less state aid for nearly all equalized levies—largest factor for operating category
- Statutory Pension contribution increase of \$1.6 million and OPEB increase of \$1.3 million
- Changes in Debt, and other Facility formulas, including \$15 million in bond sale and new long term facilities maintenance (LTFM) category
- Enrollment projection updates

SPPS Levy Categories

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

Proposed Pay16 Levy Ceiling

(Updated as of 10/7/15)



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Levy Category	Certified Pay 15 Levy	Estimated Maximum Pay16 Levy Ceiling 10/7/15	Difference
Operating	\$45,652,773	\$47,242,112	\$1,589,339
Pension/OPEB/Contractual	33,156,451	36,133,492	2,977,041
Facilities	54,161,940	54,572,087	410,147
Community Service	<u>3,435,950</u>	<u>3,260,938</u>	<u>(175,012)</u>
Total – All Levy Categories	\$136,407,114	\$141,208,630	\$4,801,515
Percent Change			3.52%

Estimated Annual Property Tax Impact

3.52% Levy Increase

(assuming a 4.5% increase in market value)

Home Estimated Market Value	Pay 2015 ISD 625 Property Taxes	Estimated Pay 2016 ISD 625 Property Taxes	Estimated Change in School Tax
75,000	282.21	295.82	13.61
100,000	417.65	444.75	27.10
151,500 [median]	715.07	755.37	40.30
200,000	995.25	1,048.17	52.92
300,000	1,572.84	1,651.59	78.75
400,000	2,150.44	2,255.01	104.57
500,000	2,703.10	2,825.16	122.06

This information is prepared by Ramsey County, Property Records and Revenue



Estimated Annual Property Tax Impact

Commercial/Industrial

3.52% Levy Increase

(assuming no change in market value)



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Commercial/Industrial Estimated Market Value	Pay 2015 ISD 625 Property Taxes	Estimated Pay 2016 ISD 625 Property Taxes	Estimated Change in School Tax
100,000	572.65	594.04	21.39
200,000	1,218.40	1,264.42	46.02
500,000	3,374.05	3,502.48	128.43
1,000,000	6,967.38	7,232.72	265.34

This information is prepared by Ramsey County, Property Records and Revenue

Q&A Review

Why do school boards levy?

- To provide revenue that helps fund cost of staff (salary and benefits), school supplies, OPEB & pension obligations, health and safety projects, facilities maintenance, debt service obligations and other expenses
- Schools can only levy what is authorized by law

Q&A Review

What factors impact school levies?

- Changes in tax base
- Legislative changes to formulas and equalization factors
- Pension contribution changes required by law
- 75 • Capital bonding, refunding of bonds, abatements, health and safety projects, lease costs
- Employment changes that drive severance and unemployment levies
- OPEB obligations
- Fiscal disparities & Tax increment financing (TIF) changes

Pay 16 Levy Calendar

	Date	Action
✓	August-early September	District submits levy information to MDE
✓	September 7	MDE provides preliminary calculations
✓	September 8	COB discusses Pay16 levy
✓	September 22	BOE sets ceiling for Pay16 levy
✓	September 28	JPTAC (Joint Property Tax Advisory Committee) adopts joint levy
✓	September 30	SPPS provides Pay16 levy ceiling data to Ramsey County and MDE
	October 1 – November 15	Ramsey County calculates taxes and prepares tax statements
	November 13	Ramsey County mails tax statements
	December 1	SPPS holds public hearing
	December 15	BOE certifies Pay16 levy
	December 31	SPPS certifies Pay16 levy to Ramsey County

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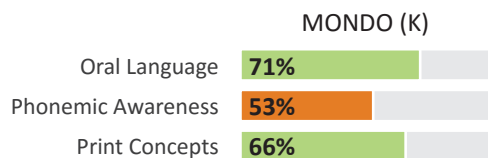
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Questions

Growth & Proficiency

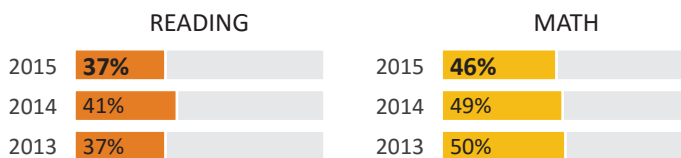
School Readiness: Mondo Bookshop Assessment Fall 2014

[VISION > 75% at or above Benchmark Target]



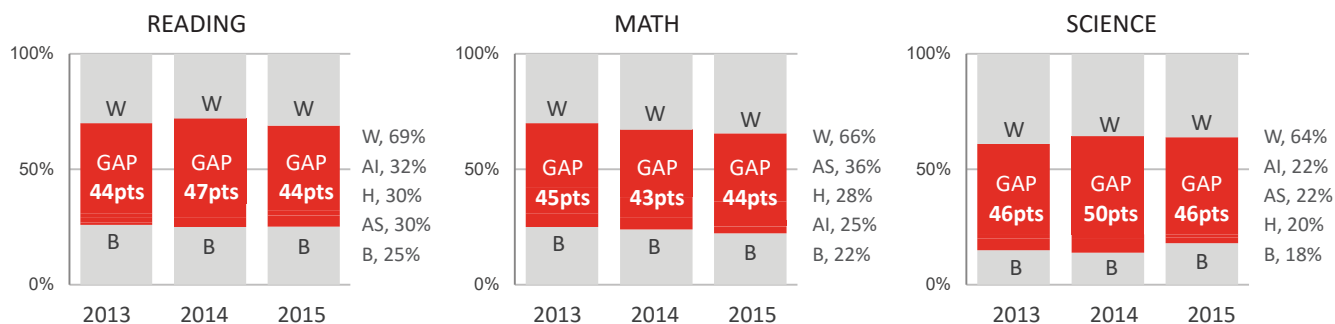
MCA+MTAS 3rd Grade: % proficient

[VISION > 75%]



MCA+MTAS (total grades 3-8, 11): Largest % gap between race/ethnic groups [VISION < 10 percentage pts]

Race/Ethnicity: AI: American Indian, AS: Asian American, B: Black, H: Hispanic, W: White



% of students graduating in four years

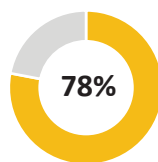
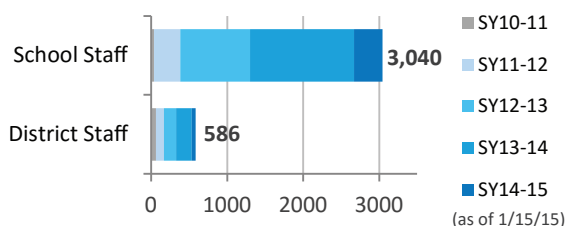
[VISION = 80%]



Racial Equity Transformation

1/20/2015

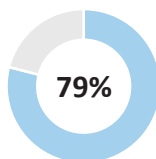
Staff completing foundational racial equity professional development



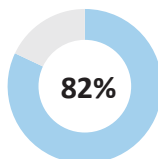
of Central administrators have implemented racial equity department-wide as of 1/15/15 (n=23)
[VISION = 90%]

Personalized Learning

6/17/2015



of students agree they are able to make decisions about **WHAT** they learn.
[VISION = Baseline only]



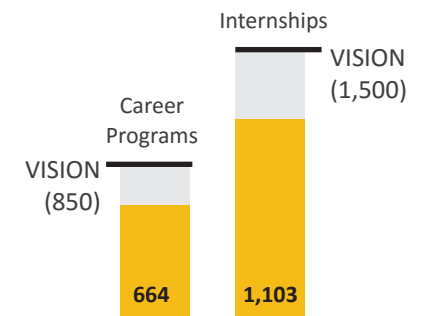
of students agree they can make decisions about **HOW** they learn.
[VISION = Baseline only]

Ready for College & Career

3/12/2015

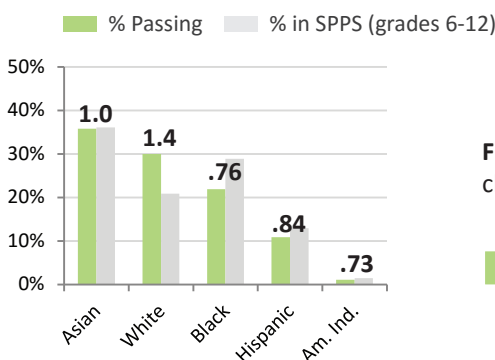
Career and Technical Education (CTE):

Students participating in...



Advanced Courses (grades 6-12) Proportionality Ratios by Race

[student group % of those enrolled (or passing) classes / % of student group in district]



Financial Readiness: % of graduating class who completed a FAFSA



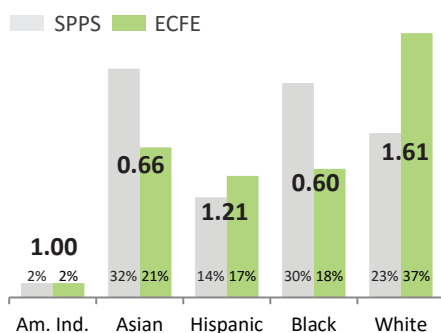
Excellent PK-12 Programs with Connected Pathways

4/20/2015

ECFE Participation:

Proportionality ratio by race

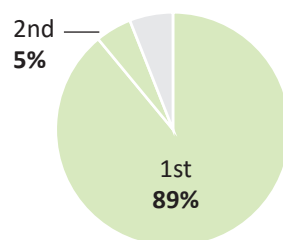
VISION >.75 all groups



Kindergarten Choice:

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

VISION >85%



Continued Enrollment In SPPS:

% staying enrolled in SPPS across transition grades

VISION >85%

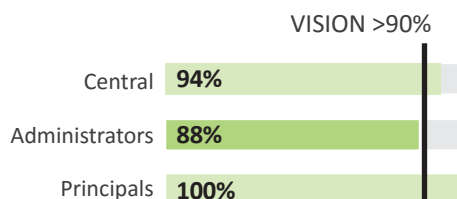


Systems the Support a Premier Education

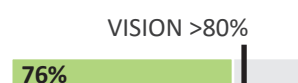
8/17/2015



% rated at or above standard on last evaluation

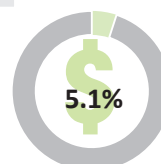


PAR: % of PAR supported teachers who rate the overall program as Good or Excellent



% of unassigned general fund balance

VISION >5%



World's Best Workforce

SPPS Annual Report

Regular Board of Education Meeting
November 17, 2015

Purpose

The purpose of this presentation is to present SPPS's **World's Best Workforce Annual Report** for school year 2014-15 for approval by the School Board.



World's Best Workforce

- The World's Best Workforce (WBWF) Plan is required by Minnesota statute, section 120B.11
- The aim of the statute is to ensure every school district is making strides to improve student performance
- Ultimate goal is to ensure Minnesota's students in the future will become the "world's best workforce"



WBWF – Five Goals

- The WBWF Plan must address the following five goals:

83

All
children
are ready
for school

All
third
graders
can read at
grade level

All
racial and
economic
achievement
gaps are
closed

All
students
are ready
for college
and career

All
students
graduate
from high
school

Strong Schools, Strong Communities 2.0

- SPPS is in the second phase of our strategic plan, *Strong Schools, Strong Communities 2.0*

- **Three overarching goals:**



- **Five Focus Areas:**

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

85

- Saint Paul Public Schools**
LEARNING OPPORTUNITIES

Achievement & Equity

DISTRICTWIDE DATA (SY 2012-13)

Goal 1 achievement

VISIONCARD LEVELS
None | Concern | Review | Progress | Vision

Race/Ethnicity: AI: American Indian, AP: African American, AS: Asian American, C: Caucasian, H: Hispanic

PERCENT PROFICIENT

MCAP

READING

VISION: >75% Proficient

MATH

SCIENCE

ALL* 37%
GR 3 37%
GR 5 43%
GR 8 38%

ALL* 64%
GR 3 50%
GR 5 44%
GR 7 41%
GR 8 41%

ALL* 27%
GR 5 54%
GR 8 52%

MAP GROWTH

% students (grades 3-5) making average GROWTH+
(VISION: >70% of students make growth)

Reading

Math

MCAP-M (VISION: None specified)

READING

MATH

WRITING

ALL 37%
GR 3 37%
GR 5 43%
GR 8 38%

ALL 49%
GR 3 50%
GR 5 44%
GR 7 41%
GR 8 41%

ALL 70%
GR 5 54%
GR 8 52%

MAP GROWTH

% students (grades 3-5) making average GROWTH+
(VISION: >70% of students make growth)

Reading

Math

MCAP-AF (VISION: None specified)

READING

MATH

WRITING

ALL 37%
GR 3 37%
GR 5 43%
GR 8 38%

ALL 49%
GR 3 50%
GR 5 44%
GR 7 41%
GR 8 41%

ALL 70%
GR 5 54%
GR 8 52%

MAP GROWTH

% students (grades 3-5) making average GROWTH+
(VISION: >70% of students make growth)

Reading

Math

MCAP-AS (VISION: None specified)

READING

MATH

WRITING

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GR 3 37%
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Reading

Math

MCAP-HI (VISION: None specified)

READING

MATH

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Math

MCAP-AP (VISION: None specified)

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GR 8 52%

MAP GROWTH

% students (grades 3-5) making average GROWTH+
(VISION: >70% of students make growth)

Reading

Vision

Three Components

- So how are these three components tied together?

SSSC 2.0
is the destination



Where we want go?

**Road trip
analogy**

WBWF
is the route



How will we get there?

VisionCards
are the odometer



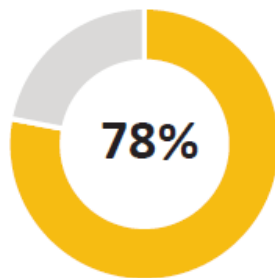
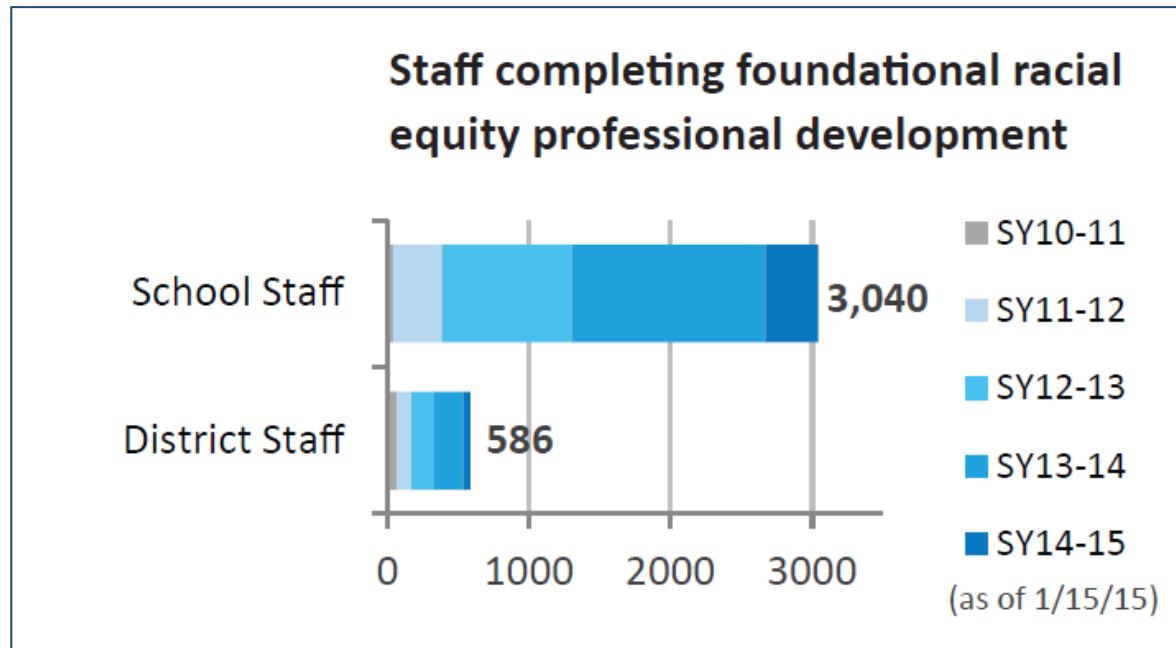
*How far have we gone?
How much farther do we
need to go?*

Racial Equity Transformation - Programs

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Racial Equity Transformation					
Racial Equity Professional development		x	x	x	x
School-specific work led by school Equity Teams		x	x	x	x
Racially equitable curriculum		x	x	x	x
Joint racial equity training		x	x	x	x
Parent Academy	x	x	x	x	x
Parent Advisory committees		x	x	x	x



Racial Equity Transformation - Metrics



of Central administrators have implemented racial equity department-wide as of 1/15/15 (n=23)
[VISION = 90%]

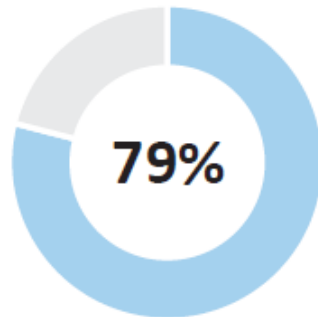
Personalized Learning - Programs

68

Programs/Initiatives		WBWF Goals			
	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Personalized Learning					
Student learning in a 1:1 iPad environment		x	x	x	x
Professional development for teaching in a 1:1 iPad environment		x	x	x	x

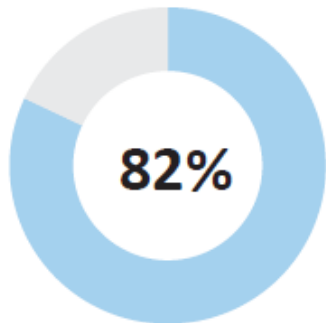


Personalized Learning - Metrics



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

[VISION = Baseline only]



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

[VISION = Baseline only]

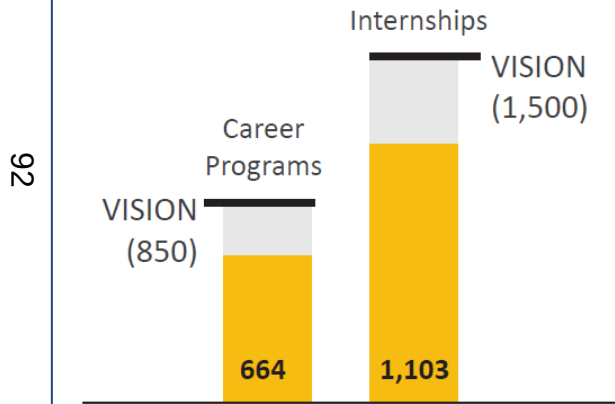
College and Career - Programs

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Ready for College and Career					
Focus on Freshman			x	x	x
Naviance			x	x	x
Specialized courses such as: CTE, AP, IB, and AVID				x	x



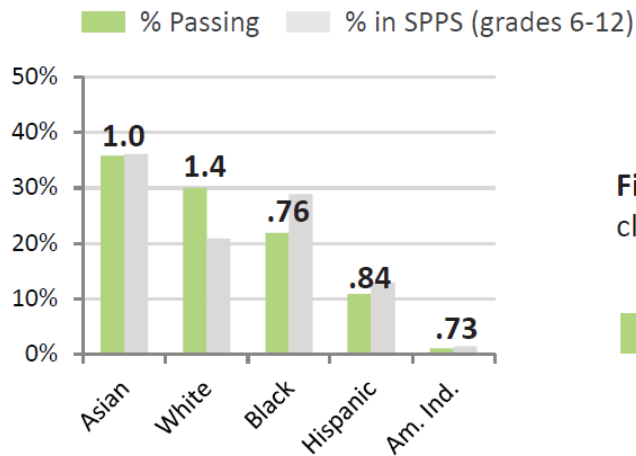
College and Career - Metrics

Career and Technical Education (CTE): Students participating in...

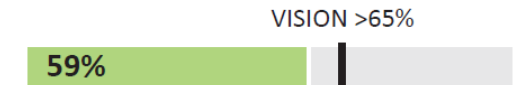


Advanced Courses (grades 6-12) Proportionality Ratios by Race

[student group % of those enrolled (or passing) classes / % of student group in district]



Financial Readiness: % of graduating class who completed a FAFSA



Programs and Pathways - Programs

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Excellent PK-12 Programs and Connected Pathways					
Specialized programs with Articulations	x	x	x		
Pre-K	x	x			
Alternative education opportunities: Extended Day Learning and S-Term		x	x		x

33



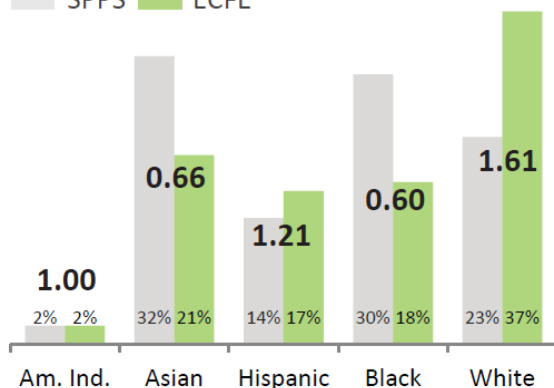
Programs and Pathways - Metrics

ECFE Participation:

Proportionality ratio by race

VISION >.75 all groups

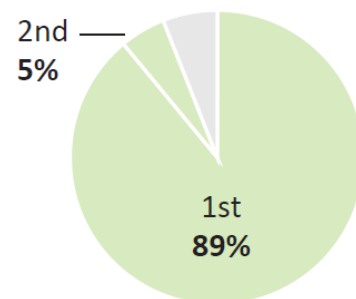
■ SPPS ■ ECFE



Kindergarten Choice:

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

VISION >85%



Continued Enrollment In SPPS:

% staying enrolled in SPPS across transition grades

VISION >85%



Systems - Programs

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Systems that Support a Premier Education					
Peer Assistance Review (PAR) program		x	x		x
Teacher Development and Evaluation (TD&E) program		x	x		x
Principal and administrator performance reviews		x	x		x
Facilities Master Plan	x		x		

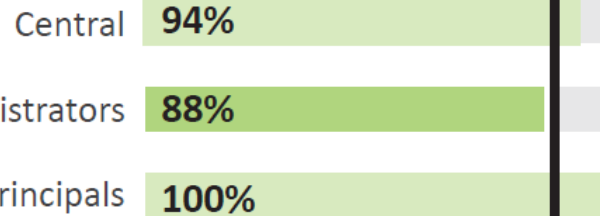


Systems - Metrics



**% rated at or above standard
on last evaluation**

VISION >90%



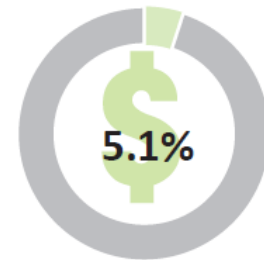
**PAR: % of PAR supported teachers who rate
the overall program as Good or Excellent**

VISION >80%



**% of unassigned general
fund balance**

VISION >5%

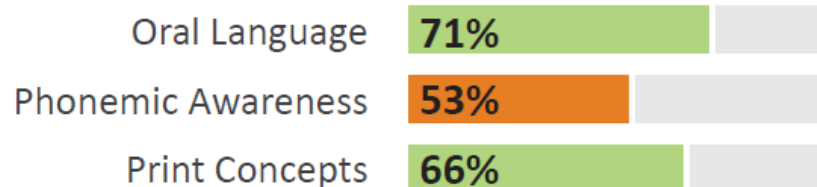


Growth and Proficiency - Metrics

School Readiness: Mondo Bookshop Assessment Fall 2014

[VISION > 75% at or above Benchmark Target]

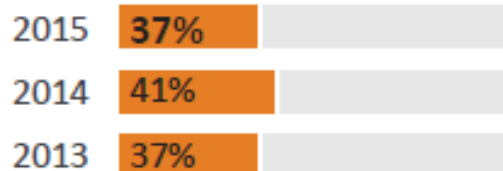
MONDO (K)



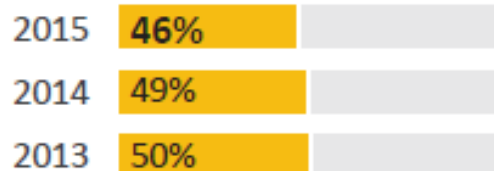
MCA+MTAS 3rd Grade: % proficient

[VISION > 75%]

READING



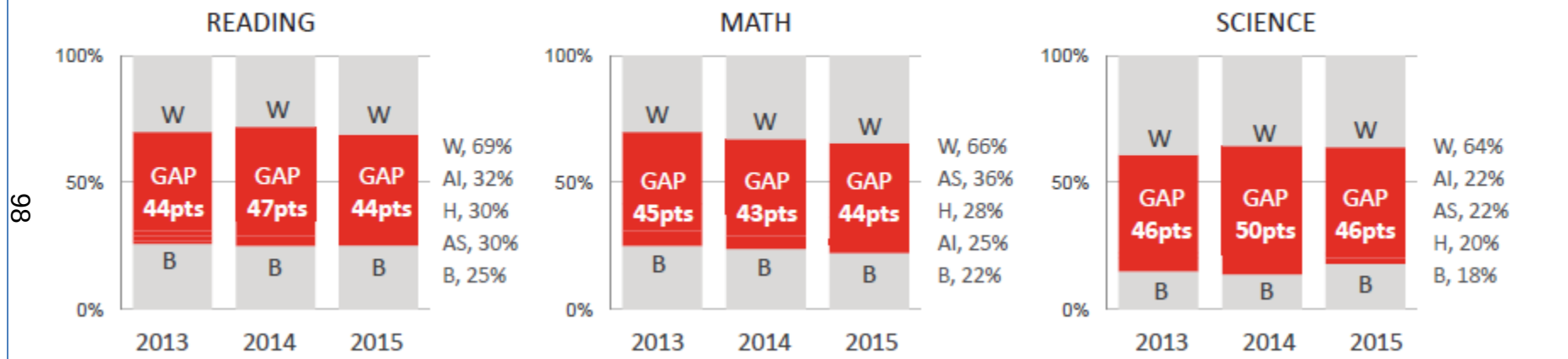
MATH



Growth and Proficiency - Metrics

MCA+MTAS (total grades 3-8, 11): Largest % gap between race/ethnic groups [VISION < 10 percentage pts]

Race/Ethnicity: AI: American Indian, AS: Asian American, B: Black, H: Hispanic, W: White

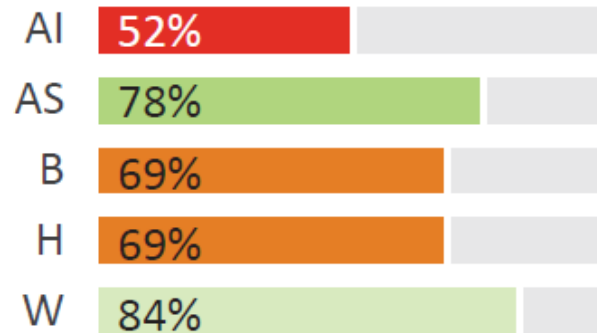


Growth and Proficiency - Metrics

% of students graduating in four years

[VISION = 80%]

All Students 76%



Growth and Proficiency VisionCard

- The full Growth and Proficiency VisionCard can be found in the Board Book and will be posted online at:
<http://accountability.spps.org/strongschools>



Questions?

Full report can be found at:

<http://accountability.spps.org/spp>

Office of Strategic Planning and Policy
(651) 767-8295



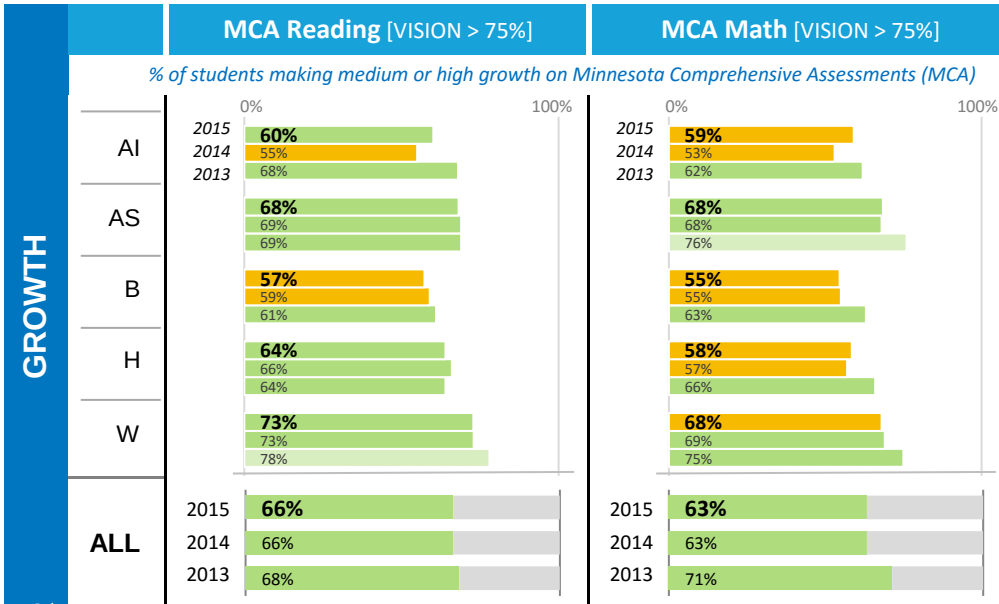
Goal 1: Achievement

Growth & Proficiency

DISTRICTWIDE DATA (SY 2014-15)

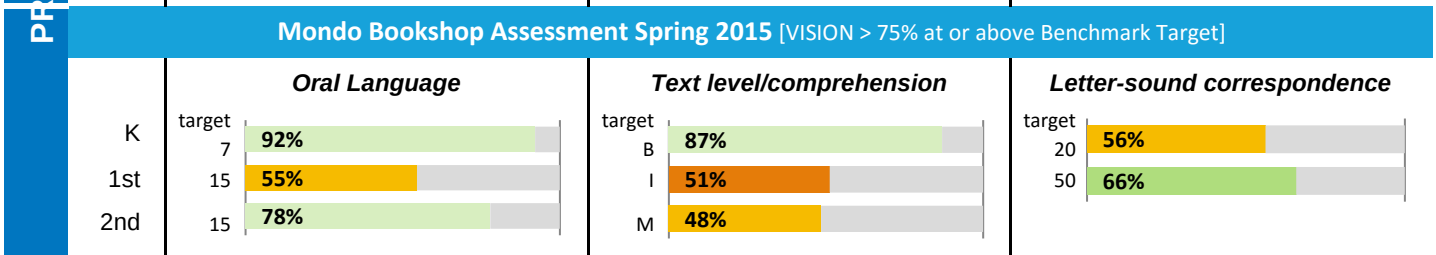
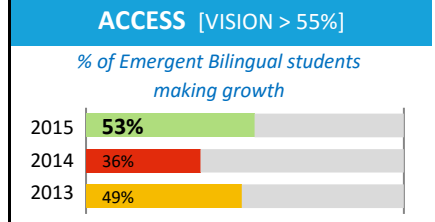


VisionCard Levels

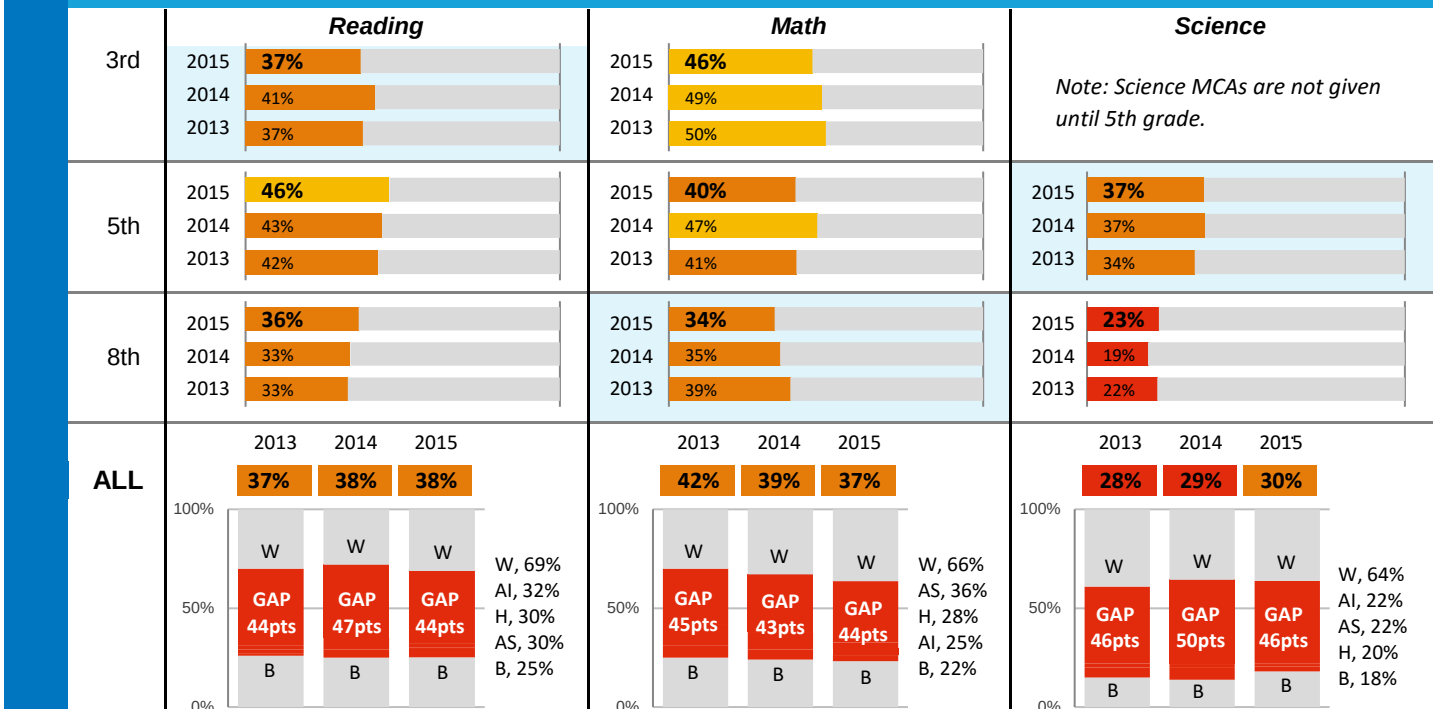


Race/Ethnicity:

AI: American Indian
AS: Asian American
B: Black
H: Hispanic
W: White



MCA + MTAS + MOD* [VISION > 75% proficient, GAP < 10 percentage points]



*NOTE: MCA-MOD was discontinued in 2015.

Achievement and Integration

SPPS Annual Report

Regular Board of Education Meeting
November 17, 2015



Purpose

The purpose of this presentation is to present SPPS's **Achievement and Integration Annual Report** for school year 2014-15 for approval by the School Board.



Achievement and Integration for Minnesota

- The Achievement and Integration (AI) program is required by Minnesota statute, section 124D.861 and 124D.862
- The purpose of the program is to:
 - pursue racial and economic integration,
 - increase student achievement,
 - create equitable educational opportunities,
 - reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.



SY 2014-15 Goals and Results

- The goals are specific to the Achievement and Integration (AI) plan
 - These goals are different than the AYP goals, MMR results and other indicators
 - These goals are a part of a MDE approved AI plan
- SPPS set very aggressive targets for proficiency gains and gap decreases
- School Year 2014-15 is year 1 of the three year plan
 - The slides point out progress needed in next two years to meet three-year goals



District Achievement Goals – MCA Reading

- **Proficiency Increase Goal:** The academic achievement of students, as measured through the percent proficient on the MCA READING, will increase according to overall Achievement and Integration Plan goals

	American Indian	Asian	Hispanic	Black	White
SY2014-15 results	+1 pts 	+4 pts 	+1 pts 	-- 	-2 pts 
Progress needed to meet 3-year goal (2017)	+12 pts	+10 pts	+11 pts	+15 pts	+11 pts

District Achievement Goals – MCA Reading

- **Gap Decrease:** The proficiency gap as measured on the MCA READING for each student group compared to highest performing student group, will decrease as follows:

	American Indian	Asian	Hispanic	Black
SY2014-15 results	-3 pts 	-6 pts 	-3 pts 	-2 pts 
Progress needed to meet 3-year goal (2017)	-1 pts	Goal met	-2 pts	-4 pts

District Achievement Goals – MCA Math

- **Proficiency Increase:** The academic achievement of students, as measured through the percent proficient on the MCA MATH, will increase according to overall Achievement and Integration Plan goals

	American Indian	Asian	Hispanic	Black	White
SY2014-15 results	-6 pts 	-4 pts 	-5 pts 	-2 pts 	-2 pts 
Progress needed to meet 3-year goal (2017)	+20 pts	+20 pts	+18 pts	+18 pts	+13 pts



District Achievement Goals – MCA Math

- **Gap Decrease:** The proficiency gap as measured on the MCA MATH for each student group compared to highest performing student group, will decrease as follows:

	American Indian	Asian	Hispanic	Black
SY2014-15 results	+4 pts ●	+2 pts ●	+3 pts ●	-- ●
Progress needed to meet 3-year goal (2017)	-7 pts	-7 pts	-5 pts	-5 pts

District Integration Goals

Goal	3-year Goal (2017)	SY14-15 Result
By the 2017 school choice process, 90% of Reflecting St. Paul (RSP) Seats go to RSP-eligible students	90%	98% 
During each school choice season, staff from the Student Placement Center will participate in 250 or more outreach events with a focus on engaging families that are eligible for Reflecting St. Paul	250	150 
The number of students participating in Classroom Partnership Program will increase by 25% for each of the next three years. This includes both partnerships between SPPS and other EMID districts AND between racially isolated and other SPPS schools.	1,516	795 
SPPS will participate (10 – 12 teachers) in AVID training with EMID districts each year	10 – 12	12 
SPPS AVID classrooms will participate in the Classroom Partnerships program.	Yes	Yes 

111



Racially Identifiable Schools

- A school is designated as a Racially Identifiable School (RIS) if its percentage of students of color is 20 points or more higher than the district average for schools serving the same grade levels
- The RIS(s) for SY14-15 were: Bruce Vento, Maxfield, Mississippi, Obama, Phalen Lake, Riverview, and Wellstone
- Three schools no longer have that designation for SY15-16: Vento, Maxfield, and Wellstone

RIS Achievement Goals

- Proficiency, as measured by the MCA READING, will increase by (see below) by school year 2016-17

School	SY14-15 Result		Progress needed to meet 3-year goal (2017)
Bruce Vento	--		+9 pts
Maxfield	-2 pts		+11 pts
Mississippi	-5 pts		+14 pts
Obama	+2 pts		+7 pts
Phalen Lake	+1 pt		+8 pts
Riverview	-7 pts		+16 pts
Wellstone	+3 pts		+6 pts

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RIS Integration Goals

- Goal: Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

School	SY14-15 Result	
Bruce Vento	Yes	
Maxfield	Yes	
Mississippi	Yes	
Obama	Yes	
Phalen Lake	Yes	
Riverview	Yes	
Wellstone	Yes	

Next Steps

- Report results to Minnesota Department of Education
- Use results to inform district improvement strategies
- Further engage with administration, staff, and families at each RIS, especially regarding the use of Integration revenue allocation at their schools



Questions?

Full report can be found at:

<http://accountability.spps.org/spp>

Office of Strategic Planning and Policy
(651) 767-8295



HUMAN RESOURCE TRANSACTIONS
(October 2, 2015 through November 1, 2015)
November 17, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Begley, B. C.	Classroom Teacher	10/02/2015	\$48.62	Nokomis Montessori South
Juedes, M. E.	Classroom Teacher	10/19/2015	\$25.61	Highwood Hills
Lowry, J. P.	Classroom Teacher	10/20/2015	\$28.52	Murray Middle School
Fischbach, J. M.	Special Education Teacher	10/01/2015	\$32.12	Como Park Senior High
Monn, A. J.	Special Education Teacher	10/14/2015	\$28.52	Jackson Preparatory
Auginash, J. M.	School/Community Professional	10/12/2015	\$27.40	Harding Senior High
Lander, C. A.	School/Community Professional	10/19/2015	\$23.11	RiverEast Elem/Secondary
Sanders, A. N.	School/Community Professional	10/19/2015	\$25.28	RiverEast Elem/Secondary
Wellenstein, L. M.	School/Community Professional	11/02/2015	\$21.95	Harding Senior High
Hersi, O. D.	Education Assistant	10/03/2015	\$28.58	Humboldt Secondary
Jordan, L. M.	Education Assistant	10/26/2015	\$17.48	Four Seasons A+
Carlson, A. A.	Teaching Assistant	10/07/2015	\$12.99	Creative Arts Secondary
Christopher, E. A.	Teaching Assistant	09/19/2015	\$11.79	Homecroft Early Learning Ctr
DeVoe, R. A.	Teaching Assistant	10/27/2015	\$13.59	Cherokee Heights Elementary
Feld, S. E.	Teaching Assistant	10/27/2015	\$14.71	St. Paul Music Academy
Forsberg, J. R.	Teaching Assistant	10/26/2015	\$14.52	RiverEast Elem/Secondary
Foster, S. N.	Teaching Assistant	10/26/2015	\$12.39	Central Senior High
Hawkins, R.	Teaching Assistant	10/03/2015	\$15.25	Murray Middle School
Higbee, J. L.	Teaching Assistant	10/19/2015	\$13.52	Highland Park Elementary
Kaul, T. J.	Teaching Assistant	10/12/2015	\$11.79	St Anthony Park
Kostman, T. B.	Teaching Assistant	10/14/2015	\$12.86	L'Etoile du Nord Lower

HUMAN RESOURCE TRANSACTIONS
(October 2, 2015 through November 1, 2015)
November 17, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Leaf, A. P.	Teaching Assistant	10/19/2015	\$13.99	Obama Service Learning
Martin, J. A.	Teaching Assistant	10/26/2015	\$15.25	St. Paul Music Academy
Meyers, D. R.	Teaching Assistant	10/13/2015	\$11.79	Obama Service Learning
Moe, T. Z.	Teaching Assistant	10/19/2015	\$12.43	St. Paul Music Academy
Moore, P.	Teaching Assistant	10/07/2015	\$12.39	Mississippi Creative Arts
Plata, T. M.	Teaching Assistant	10/08/2015	\$15.25	Johnson Senior High
Risberg, P. W.	Teaching Assistant	10/07/2015	\$12.99	Adams Spanish Immersion
Smith, J. J.	Teaching Assistant	10/05/2015	\$14.25	Riverview School
Tschida, C. R.	Teaching Assistant	10/06/2015	\$15.25	Como Park Elementary
Washington, M. R.	Teaching Assistant	10/05/2015	\$14.71	Frost Lake Elementary
Yang, C.	Teaching Assistant	10/08/2015	\$12.86	Nokomis Montessori North
Yang, M.	Teaching Assistant	09/19/2015	\$13.59	Homecroft Early Learning Ctr
Lang, L. J.	School Bus Driver	10/12/2015	\$21.41	Colborne Admin Offices
Lynch, S. M.	Clerical	10/28/2015	\$22.38	Homecroft Early Learning Ctr
Vang, L.	Clerical	10/13/2015	\$13.37	Johnson Senior High
Warner, N. M.	Clerical	10/12/2015	\$16.61	Farnsworth Aerospace
Wright, R. M.	Clerical	09/29/2015	\$19.97	Ramsey Middle School
Cannedy, T. M.	Nutrition Services Personnel	10/13/2015	\$11.21	Battle Creek Middle
Casale, R.	Nutrition Services Personnel	10/13/2015	\$11.21	Humboldt Secondary
Green, R. J.	Nutrition Services Personnel	10/13/2015	\$11.21	American Indian Magnet
Hall, S. L.	Nutrition Services Personnel	10/19/2015	\$14.10	Randolph Heights

HUMAN RESOURCE TRANSACTIONS
(October 2, 2015 through November 1, 2015)
November 17, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Helsper, M. L.	Nutrition Services Personnel	10/13/2015	\$11.21	Riverview School of Excellence
Herrera, A. M.	Nutrition Services Personnel	10/13/2015	\$11.21	International Academy - LEAP
Sanchez, M.	Nutrition Services Personnel	10/13/2015	\$11.21	Como Service Center
Selmon, W. J.	Nutrition Services Personnel	10/13/2015	\$11.21	Horace Mann School
Steen, V. A.	Nutrition Services Personnel	10/05/2015	\$11.21	Como Service Center
Thompson Lichtenberg, D.J	Nutrition Services Personnel	10/13/2015	\$11.21	Open World Learning Community
Traen, L. S.	Nutrition Services Personnel	10/05/2015	\$11.21	Como Park Senior High
Watson, M. D.	Nutrition Services Personnel	10/05/2015	\$11.21	Bruce F Vento Elementary
Adrian, M. S.	Painter	10/17/2015	\$30.12	Como Service Center
Baker, A.	Professional Employee	11/16/2015	\$30.84	Colborne Admin Offices
Roth, L. E.	Professional Employee	11/04/2015	\$37.48	Colborne Admin Offices
Barry, J. A.	Technical	10/19/2015	\$25.04	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thomas, T. M.	Classroom Teacher From: Teaching Assistant	10/01/2015	\$25.61	Highwood Hills
Redmond, J. L.	School/Community Professional From: Teaching Assistant	10/03/2015	\$19.14	RiverEast Elem/Secondary
Jaco, T. J.	Teaching Assistant Career Progression	10/17/2015	\$14.89	Wellstone Elementary
Yang, J. K.	School/Community Professional Career Progression	10/17/2015	\$22.83	Farnsworth Aerospace
Brooks-Babcock, C. M.	Education Assistant From: Teaching Assistant	08/31/2015	\$18.89	Daytons Bluff Achievement Plus

HUMAN RESOURCE TRANSACTIONS
(October 2, 2015 through November 1, 2015)
November 17, 2015

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Campobasso, D. L.	Supervisory From: School/Community Professional	09/23/2015	\$42.14	Washington Tech Sec
Moser, A. M.	Supervisory From: School/Community Professional	09/23/2015	\$41.35	Harding Senior High
Kirchstein, S. M.	Promotion From: Nutrition Services Personnel	09/05/2015	\$26.52	Como Service Center
Kozlowski, I. M.	Promotion From: Nutrition Services Personnel	10/17/2015	\$26.52	Como Service Center
Schmidt, K. A.	Nutrition Services Personnel Career Progression	10/03/2015	\$24.16	Rondo Education Center
Walsh, S. K.	Supervisor From: School/Community Professional	09/23/2015	\$41.35	Rondo Education Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ebel, K. A.	Classroom Teacher	10/22/2015	\$27.34	Riverview School
Messmer, S. A.	Classroom Teacher From: Teaching Assistant	10/17/2015	\$25.61	Battle Creek Middle
Randall, J. S.	Classroom Teacher	10/26/2015	\$33.82	Johnson Senior

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cooley, K. J.	Classroom Teacher	10/17/2015	Wellstone Elementary
Danks, D.	Classroom Teacher	11/03/2015	Homecroft Early Learning Ctr
Erickson, J. L.	Classroom Teacher	10/20/2015	Washington Tech Sec
Fox, M. A.	Classroom Teacher	10/31/2015	Humboldt Secondary
Herrera, L.	Classroom Teacher	10/29/2015	John A. Anderson
O'Connor, M. A.	Classroom Teacher	10/03/2015	L'Etoile du Nord Lower
Rivera, C. M.	Classroom Teacher	09/17/2015	Adams Spanish Immersion
Spanjers, D.	Classroom Teacher	11/26/2015	Highwood Hills
Young, L.	Classroom Teacher	09/21/2015	Nokomis Montessori North
Campbell, E. M.	Early Education Teacher	11/03/2015	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
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November 17, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mathews, R. D.	Early Education Teacher	11/07/2015	Phalen Lake Hmong Studies Mgnt
Ludtke, A. M.	Special Education Teacher	10/01/2015	271 Belvidere Bldg
Turnbull, M.	Social Worker	10/20/2015	Galtier Elementary
Cmo, M.	Special Education Teacher	10/31/2015	Gillette Children's Hospital
Max, A. J.	Special Education Teacher	10/31/2015	271 Belvidere Bldg
Wannarka, R. E.	Special Education Teacher	10/30/2015	Boys Totem Town
Flowers, A.	School/Community Professional	11/11/2015	Bruce F Vento
Agwu, U. R.	Education Assistant	10/21/2015	Homecroft Early Learning Ctr
McAllister, H.	Education Assistant	10/27/2015	Washington Tech Sec
Peters, K.	Education Assistant	10/14/2015	Belwin Outdoor Science
Sandholm, K. M.	Education Assistant	10/29/2015	Homecroft Early Learning Ctr
Stowers, S.	Education Assistant	10/27/2015	Battle Creek Middle
Casebeer, S.	Teaching Assistant	10/30/2015	Riverview School
Fischer, J.	Teaching Assistant	09/09/2015	Highland Park Middle
Vang, K.	Teaching Assistant	10/14/2015	International Academy - LEAP
Wendt, V.	Teaching Assistant	10/06/2015	Como Park Elementary
Williams-Davis, C. J.	Teaching Assistant	10/06/2015	Expo for Excellence
Butler, S.	Teaching Assistant	11/05/2015	Hazel Park
Yang, A.	Teaching Assistant	10/07/2015	Como Park Elementary
Claus, L. C.	Nutrition Services	10/06/2015	Washington Tech Sec

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Siraji, Z. M.	Nutrition Services Personnel	09/01/2015	Creative Arts Secondary School
Supinski, P. M.	Nutrition Services Personnel	09/30/2015	Harding Senior

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lee, B.	Education Assistant	10/26/2015	\$30.00	Battle Creek Middle

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Skoglund-Ogawa, M.	ELL Teacher	10/19/2015	\$26.44	Frost Lake Elementary
Hing, V.	Teaching Assistant	10/21/2015	\$15.25	Como Park Elementary
Martinez Perez, R. G.	Teaching Assistant	10/03/2015	\$12.39	Creative Arts Secondary
Woods, D. M.	Teaching Assistant	10/26/2015	\$13.52	Central Senior High
Ashton, A. P.	Custodian	10/12/2015	\$15.74	The Heights Community
Rudnick, D. J.	Custodian	10/19/2015	\$15.74	Washington Tech Sec
Copeland, N. J.	Nutrition Services Personnel	10/27/2015	\$11.51	Washington Tech Sec
Erickson, J. L.	Classroom Teacher	10/23/2015		Washington Tech Sec
Moua, G. C.	Classroom Teacher	10/12/2015		No Assigned Bldg - Misc
Sopiwnik, C. D.	Classroom Teacher	10/05/2015		Adams Spanish Immersion
Vukson, M. R.	Classroom Teacher	10/19/2015		Humboldt Secondary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
George, H. C.	Principal	10/12/2015	Four Seasons A+
Warnest, L. S.	Classroom Teacher	10/05/2015	1780 W. 7th Street
Chavez, D.	Special Education Teacher	10/12/2015	Washington Tech Sec
Xayamongkhon, L.	Special Education Teacher	10/05/2015	271 Belvidere Bldg

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Larson, C. F.	School/Community Professional	10/26/2015	Daytons Bluff Achievement Plus
Listner, V. J.	Teaching Assistant	10/21/2015	Frost Lake
Niska, L.	Teaching Assistant	10/21/2015	Bridge View
Patterson, M. L.	Teaching Assistant	10/22/2015	Bridge View
Vang, K.	Teaching Assistant	10/27/2015	International Academy - LEAP
Gress, G. A.	Carpenter	09/22/2015	Como Service Center
Lynaugh, M. J.	Custodian	10/05/2015	Frost Lake Elementary
Wallraff, P.	Custodian	10/05/2015	Ronald M Hubbs Center
Bohmer, M. M.	Nutrition Services Personnel	10/12/2015	Ramsey Middle School
Garrido, M. R.	Professional Employee	10/12/2015	Colborne Admin Offices
Spellerberg, M. K.	Professional Employee	10/15/2015	Colborne Admin Offices

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hill, J. M.	Classroom Teacher	07/01/2015	\$47.70	Riverview School of Excellence

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Stowers, D. J.	Teaching Assistant	10/29/2015	\$15.25	Battle Creek Middle

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
S., B. L.	Special Education Teacher	10/15/2015	Central Senior High
S., B. L.	Special Education Teacher	11/27/2015	Central Senior High
S., S. L.	Special Education Teacher	11/27/2015	Focus Beyond (18-Adult)
S., S. L.	Special Education Teacher	12/23/2015	Focus Beyond (18-Adult)
S., S. L.	Special Education	12/30/2015	Focus Beyond (18-Adult)

HUMAN RESOURCE TRANSACTIONS
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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
S., S. L.	Special Education Teacher	01/18/2016	Focus Beyond (18-Adult)
S., S. L.	Special Education Teacher	01/29/2016	Focus Beyond (18-Adult)
S., S. L.	Special Education Teacher	03/25/2016	Focus Beyond (18-Adult)
S., S. L.	Special Education Teacher	04/04/2016	Focus Beyond (18-Adult)
S., S. L.	Special Education Teacher	05/30/2016	Focus Beyond (18-Adult)
V.,B.	Special Education Teacher	10/28/2015	Journeys Secondary
V.,B.	Special Education Teacher	10/29/2015	Journeys Secondary
V.,B.	Special Education Teacher	10/30/2015	Journeys Secondary
C., S.	Education Assistant	10/15/2015	Frost Lake Elementary

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Holmquist-Burks, K.	Principal	07/02/2016	JJ Hill Montessori Magnet
Hatlevig, R.	Teacher on Special Assignment	06/17/2016	No Assigned Bldg - Misc
Nicklay, D. J.	Special Education Teacher	06/14/2016	Focus Beyond (18-Adult)
Bohn, C.	Classroom Teacher	11/07/2015	Bruce F Vento
Hepola, A.	Classroom Teacher	08/20/2016	Crossroads Montessori
Inkala, R.	Classroom Teacher	06/14/2016	Ronald M Hubbs Center
Kruger, K. E.	Classroom Teacher	06/14/2016	Highland Park
Leiknes, J.	Classroom Teacher	11/04/2016	No Assigned Bldg - Misc
Hamann-Tulien, P.	Teaching Assistant	10/24/2015	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Krinke, B.	Teaching Assistant	11/01/2015	The Heights Community
Millar, S. J.	Teaching Assistant	01/01/2016	Bridge View
Rufenacht, D.	Teaching Assistant	01/02/2016	Bridge View
Jackson, J.	Clerical	01/01/2016	Highland Park Middle School
Portnova, I. G.	Clerical	12/03/2014	Colborne Admin Offices
McNaughton, M.	Nutrition Services Personnel	01/30/2016	Como Service Center
Cafilisch, G. M.	Painter	10/01/2015	Como Service Center
Peterson, D. C.	Professional Employee	01/09/2016	No Assigned Bldg - Misc

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Andress, E. M.	Classroom Teacher	11/26/2015	Ronald M Hubbs Center
Powers, R. A.	Classroom Teacher	10/24/2015	Riverview School
Sawyer, A. J.	Classroom Teacher	11/14/2015	Eastern Heights
Schnieders, C. A.	Classroom Teacher	10/13/2015	Benjamin Mays/Museum
Parling, F. N.	ELL Teacher	10/31/2015	St. Paul Music Academy
Fleischhacker, B.	Special Education Teacher	10/24/2015	RiverEast Elem/Secondary
O'Gara, E.	Special Education Teacher	11/07/2015	The Heights Community
Zieske, C. P.	Special Education Teacher	10/24/2015	Farnsworth Aerospace Upper
Riley, K. S.	School/Community Professional	10/27/2015	Farnsworth Aerospace Upper
Brandt, M.	Teaching Assistant	09/28/2015	L'Etoile du Nord Lower
Groth, N. M.	Teaching Assistant	09/05/2015	The Heights Community
Khang, N.	Teaching Assistant	06/10/2015	Nokomis Montessori North

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nepstad, D. D.	Teaching Assistant	10/31/2015	Highland Park Senior
Simeon, H.	Teaching Assistant	10/24/2015	Battle Creek Elementary
Evans, S. M.	Clerical	10/31/2015	Homecroft Early Learning Ctr
Kaufenberg, A. L.	Clerical	10/17/2015	Homecroft Early Learning Ctr
Copeland, N. J.	Nutrition Services Personnel	08/25/2015	Washington Tech Sec
Hempel, D. A.	Professional Employee	11/07/2015	Como Service Center
Lahlum, J. C.	Professional Employee	10/09/2015	Plato Admin Offices
Wiberg, C. H.	Professional Employee	10/08/2015	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Asplund, S. L.	Classroom Teacher	11/20/2015	Battle Creek Middle
Foley, E. E.	Classroom Teacher	10/03/2015	Highwood Hills
Rapp, K. L.	Classroom Teacher	10/15/2015	Johnson Achievement Plus Elem
Abdella, G.	Teaching Assistant	10/06/2015	International Academy - LEAP
Ampey, S. S.	Teaching Assistant	09/09/2015	Harding Senior High
DeVoe, R. A.	Teaching Assistant	10/29/2015	Cherokee Heights
Dozier, F. A.	Teaching Assistant	09/09/2015	Harding Senior
Olson, M. P.	Teaching Assistant	09/09/2015	Focus Beyond (18-Adult)
Soles, N. F.	Teaching Assistant	07/01/2015	Nokomis Montessori North
Thompson Lichtenberg, D. J.	Nutrition Services Personnel	10/16/2015	Open World Learning Community

HUMAN RESOURCE TRANSACTIONS
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DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
L., L. M.	Teaching Assistant	10/14/2015	
M., D. J.	Teaching Assistant	10/15/2015	
B., S.	Teaching Assistant	11/13/2015	
S., M. A.	Custodian	10/03/2015	
J., E. Y.	Nutrition Services Personnel	10/30/2015	

November 17, 2015

MEMORANDUM

To: Board of Education Directors

From: Valeria Silva
Superintendent of Schools

RE: Motion to Adopt Personnel/Position Recommendations

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

1. Establish the following Superintendency positions effective November 30, 2015:

<u>New Title</u>	<u>Salary Range</u>
Executive Director, Office of College& Career Readiness	\$100,689 - \$152,000

2. Appoint the following individuals to the following Superintendency positions effective November 30, 2015:

Executive Director, Office of College & Career Readiness	Jon Peterson
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3. That the 2013 – 2015 Terms and Conditions of Professional Employment for the Members of the Superintendency be amended to comply with the foregoing.

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

DATE: November 17, 2015

TOPIC: Ratification of Gift Accepted from General Motors (GM) to the Saint Paul High School Automotive Program in the Amount of \$5,582.50

A. PERTINENT FACTS:

1. GM has gifted a 2010 Chevy Malibu valued at \$5,582.50 to the High School Automotive program to be used in classroom instruction and student training.
2. This gift was accepted by Administration and will benefit the students of the secondary Automotive Program, which serves students district-wide, by providing the instructional tools and training that meets current industry standards and further prepares students for internships, careers and postsecondary success.
3. This will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Jon Peterson, Director, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education ratifies the administration's action, to accept the gift of the 2010 GM Chevy Malibu valued at \$5,582.50, to the Saint Paul High School Automotive Program, to advance and support educational programming for students and staff in preparing for the transition to postsecondary enrollment and completion.

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

DATE: November 17, 2015

TOPIC: Acceptance of a Gift from Peacemaker Minnesota

A. PERTINENT FACTS:

1. \$7300 was awarded to Linwood Monroe Arts Plus for the 2015-16 school year to be added to 19-510-000-000-5096-0000.
2. LMAP will be a partner school with Peacemaker Minnesota in the goal for school to be a safe place where students can learn and develop positive relational skills.
3. This project will meet the District strategic goal of Achievement.
4. This item is submitted by Principal Bryan E. Bass.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Peacemaker Minnesota.

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

DATE: November 17, 2015

TOPIC: Request for Permission to Submit a Grant Application to 3M for the STEP Program.

A. PERTINENT FACTS:

1. 3M is currently accepting grant applications through the STEP program to increase the number of students pursuing science or technical fields after graduation.
2. SPPS has prepared an application to continue this partnership where high school juniors and seniors are provided classroom and work experiences that apply science to real world corporate application.

Thirty-six students will be chosen through an application process to participate in the classroom learning and 9-12 week summer internship program.

SPPS is requesting approximately \$218,236 over one year to accomplish the aforementioned goals.

3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Kathy Kittel, Career and Technical Education Program Manager; Ryan Vernosh, Director of Marketing, Communications, and Development; Stacey Gray-Akyea, Director of Research, Evaluation, and Assessment; Jon Peterson, Director of College and Career Readiness; Kate Wilcox-Harris, 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 to increase the number of students pursuing science or technical fields after graduation; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 17, 2015

TOPIC: Request for Permission to Accept Grant from Allina Foundation for School Wellness Activities and Materials

A. PERTINENT FACTS:

1. Allina Foundation has invited Saint Paul Public Schools to apply for funding for school wellness programs that emphasize healthy eating, active living and mental health.
2. Student Health and Wellness submitted a request for \$15,000 to help promote the SPPS Wellness Policy through the Wellness Champions program. The Wellness Policy calls for a Wellness Committee/Wellness Champion at every district site, which includes schools and non-student administration sites. Champions file a yearly Wellness Action Plan that supports the Policy through areas such as Physical Activity, Healthy Eating/Nutrition and Employee Health. The funding will provide mini-grants that allow schools greater latitude in their wellness work.
3. These projects will meet the District target area goal of achievement.
4. This item is submitted by Mary Yackley, Student Health and Wellness Supervisor; Ryan Vernosh, Director of Communications, Marketing & Development; Elizabeth Keenan, Assistant Superintendent; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this award for wellness activities from the Allina Foundation; and to implement the projects as specified in the award documents.

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. The Bush Foundation is currently accepting grant applications for Community Innovation grants to support communities to use problem-solving processes that lead to more effective, equitable and sustainable solutions.
2. SPPS has prepared an application for funds to implement restorative practices in the 6th Grade at Ramsey Middle School. Saint Paul Public Schools will serve as fiscal agent for the project. SPPS is requesting approximately \$131,031 over one year to accomplish this goal. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Teresa Vibar, Principal, Ramsey Middle School; Ryan Vernosh, Director of Marketing, Communications, and Development; Stacey Gray-Akyea, Director of Research, Evaluation, and Assessment; Lisa Sayles-Adams, Assistant Superintendent; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Bush Foundation to implement restorative practices at Ramsey Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 17, 2015

TOPIC: Request for Permission to Accept a Grant from the Erikson Institute

A. PERTINENT FACTS:

1. The Erikson Institute offers grants that work to improve the care and education of children from birth to age eight through community partnerships, academic programs, research and more.
2. Saint Paul Public Schools Office of Early Learning has prepared an application for funds to provide coordination and implementation of teacher professional development for the i3: Midwest Expansion of Child Parent Center grant. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$20,000. Staff in that department researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Lori Erickson, Interim Assistant Director, Office of Early Learning; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Erikson Institute for funds to implement teacher professional development for the i3: Midwest Expansion of Child Parent Center grant; and to implement the project as specified in the award documents.

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

DATE: November 17, 2015

TOPIC: Request for Permission to Submit a Nomination for the Local Government Innovation Award

A. PERTINENT FACTS:

1. The Local Government Innovation Awards are sponsored by the Humphrey School of Public Affairs Public and Nonprofit Leadership Center, the League of Minnesota Cities, the Minnesota Association of Townships, the Association of Minnesota Counties, and the Minnesota School Board Association. The Awards honor schools, municipalities, and counties that innovate to improve services. This year's Awards will honor up to 20 local government entities, and one overall winner in each category will be awarded a \$5,000 grant from the Bush Foundation.
2. Saint Paul Public Schools has nominated its district-wide personalized learning initiative for the award.
3. This project meets the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Kate Wilcox-Harris, Chief Academic Officer; Ryan Vernosh, Director, Communications, Marketing and Development; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit this nomination; to accept the grant if awarded; and to further SPPS personalized learning efforts with the funding, per the grant agreement.

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. The Minnesota Department of Agriculture, in collaboration with Blue Cross Blue Shield of Minnesota, is currently accepting grant applications for projects that increase sales of Minnesota agricultural products to elementary schools, secondary schools, and child care providers, thereby increasing access to fresh, local foods for Minnesota students.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to purchase a sous vide machine for the district's Nutrition Center. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$65,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of sustainability
4. This item is submitted by Stacy Koppen, Director, Nutrition Services; Ryan Vernosh, Director, Communications, Marketing and Development; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to purchase a sous vide machine for the district's Nutrition Center; 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: November 17, 2015

TOPIC: Request for Permission to Submit Application to Minnesota Humanities
from SPPS Office of Teaching and Learning

A. PERTINENT FACTS:

1. The Minnesota Humanities Center has launched a competitive grant opportunity through the Minnesota State Legacy Amendment Fund. To support the Humanities Center's ongoing work in education, it is accepting proposals for initiatives that enhance student engagement in education by making space for absent narratives. Absent narratives bring into public life the stories and experiences of people and communities that are often left out or marginalized. Research shows that students and families are more engaged in school when the school culture reflects their experiences and perspectives.
2. The Office for Teaching and Learning has prepared an application for funds to support the creation of English Language Arts units that incorporate absent narratives. The project will support teachers with curricular resources, culturally responsive instructional tools and common assessments; analyze common assessments and student work to guide instruction and raise rigor for all students; and deepen the district's approaches to accessing and using absent narratives via culturally responsive teaching, themes, lessons, formative assessments, and student activities.
3. This project meets the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Hans Ott, director of the Center for Teaching and Learning; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit this application to the Minnesota Humanities Center on behalf of the Center for Teaching and Learning; to accept a grant if awarded; and to implement the project as specified in the award documents.

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

DATE: November 17, 2015

TOPIC: Request for Permission to Accept a Grant from the University of Minnesota Monarch Lab.

A. PERTINENT FACTS:

1. The University of Minnesota Monarch Lab offers Schoolyard Garden grants to support conservation by helping to cultivate a generation of students who will care about nature and promoting schoolyard gardens, which help in the creation of habitat for important pollinators, as well as other invertebrates, birds, and even some mammals.
2. The Monarch Lab has issued grants to teachers in four district schools: Central (\$2,000), Adams (\$3,500), Washington (\$3,500), and Harding (\$15,000), for a total of \$24,000. The money will be used to create schoolyard gardens that attract Monarch butterflies.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Mackbee, Principal, Central High; Heidi Bernal, Principal, Adams Spanish Immersion; Mike McCollor, Principal, Washington Technology Magnet; Doug Revsbeck, Principal, Harding Senior High; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Sharon Freeman, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant for \$24,000 from the University of Minnesota Monarch Lab for the purposes of educating students at the schools listed above about Monarch butterflies and other aspects of the natural world, and to implement the project as specified in the award documents.

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

DATE: November 17, 2015

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Education to Improve Re-entry Outcomes for Justice-Involved Youth.

A. PERTINENT FACTS:

1. The U.S. Department of Education is accepting applications for programs to improve outcomes for justice-involved youth through career and technical education (CTE) programs, reentry services, and employment training opportunities.
2. SPPS intends to align multiple agencies to create and support a career pathway specific to the needs of justice-involved youth, including programming in residential facilities and upon reentry into community high schools.

The project will provide guidance counseling for youth at Boys Totem Town and Juvenile Detention Center toward high school graduation and career development; one-to-one mentoring and support through staff navigators; an Extended-Day Learning program at Boys Totem Town to earn stackable career credentials; and further career and college exploration opportunities in the community high school and at Saint Paul College.

3. This grant is for approximately \$1,173,979 over three years to accomplish the aforementioned goals.
4. This project will meet the Strong Schools, Strong Communities goal of achievement.
5. This item is submitted by Ryan Vernosh, Director, Communications, Marketing & Development; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Elizabeth Keenan, Assistant Superintendent, Specialized Services; Jackie Turner, Chief Engagement Officer; Kate Wilcox-Harris, 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 U.S. Department of Education for funding to improve juvenile justice reentry outcomes; 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: November 17, 2015

TOPIC: Lease Agreement with West Side Community Organization

A. PERTINENT FACTS:

1. The West Side Community Organization (WSCO) desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to WSCO.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing January 1, 2016 and terminating December 31, 2017, with two (2) – one (1) year extensions.
 - b. The District will lease approximately four hundred forty five (445) square feet of dedicated space at 209 West Page Street to WSCO for the purpose of providing an action oriented, neighborhood based organization empowering residents to participate in and advocate for solutions to West Side community issues.
 - c. Rent for this term will be Seven Thousand One Hundred Seventy Two and 16/100 Dollars (\$7,172.16) annually. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning resource allocation to district priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and West Side Community Organization to lease space at the Baker Center, 209 Page Street, St. Paul, MN for the term January 1, 2016 through December 31, 2017, with annual rent of Seven Thousand One Hundred Seventy Two and 16/100 Dollars (\$7,172.16) annually subject to all other terms and conditions of said agreement.

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

DATE: November 17, 2015

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective December 1, 2014, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: November 17, 2015

TOPIC: MN Trades Academy

A. PERTINENT FACTS:

1. The District has the opportunity to be a part of a ground breaking educational experience for students looking for a career in the building and construction trades.
2. A collaboration of partners has developed the MN Trades Academy which is a unique collaboration of government, education, labor & industry and nonprofit agencies working to strengthen the rich diversity of the city by providing a career pathway into building and construction trades for primarily youth (16-21 years old) with barriers to employment, females, people of color and other interested youth.
3. The MN Trades Academy will be funded by support from some of the partner organizations listed below and other Grant opportunities. No funding is being requested from SPPS.
4. The MN Trades Academy is planning on serving 12 - 24 students during a ten week summer program before their Junior or Senior year.
5. The partner organizations involved with the MN Trades Academy are:
 - a. City of Saini Paul
 - b. Saint Paul Department of Parks and Recreation - Right Track
 - c. Saint Paul Public Schools
 - i. Office of College and Career Readiness
 - ii. Career and Technical Education (GTE)
 - iii. Facilities Department
 - d. MN Department of Labor and Industry
 - e. The Saini Paul Building and Construction Trades Council
 - f. Association of General Contractors
 - g. Construction Careers Foundation
 - h. Construct Tomorrow
6. This project will meet the District strategic plan goals of Achievement.
7. This item is submitted by Jon Peterson, Office of College and Career Readiness, Tom Parent, SPPS Facilities Department Director, Jean Ronnei, Chief Operations Officer, Kate Wilcox-Harrix, Chief Academic Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the District to be a part of the MN Trades Academy and that the Superintendent execute the MN Trades Academy Charter.

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

DATE: November 17, 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 September 1, 2015 – September 30, 2015.

(a) General Account	#646991-648296 #0001570-0001619 #7001404-7001448 #0000739-0000767	\$44,868,469.47
(b) Debt Service	-0-	\$3,750.00
(c) Construction	-0-	<u>\$2,116,825.42</u>
		<u>\$46,989,044.89</u>

Included in the above disbursements are 2 payrolls in the amount of \$32,540,535.03 and overtime of \$57,119.94 or 0.18% 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 February 29, 2016.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Date: November 17, 2015

Subject: Project Labor Agreement

TF
11.9.2015

Project Title: Partial Flooring Replacement at Rondo

Project Description: This project includes a partial flooring replacement.

Estimated Cost: \$420,000.00

Estimated Start Date: June 13, 2016

Estimated Project Length: 12 weeks

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *Time sensitive work*

Final Action

The BOE directs that a PLA

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

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

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Date: November 17, 2015 *TF 11.9.2015*
Subject: Project Labor Agreement

Project Title: Replacement of Exterior Glazing at Rondo

Project Description: This project includes replacement of exterior glazing units and flashing to prevent erosion of the building envelope.

Estimated Cost: \$1,076,000.00

Estimated Start Date: June 13, 2016

Estimated Project Length: 12 weeks

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		
Associated General Contractors of Minnesota			X	
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Time sensitive, dollar amount.

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *Technically complex multi-craft work*
- *Time sensitive work*

Final Action

The BOE directs that a PLA

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

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



FACILITIES MASTER PLAN

BOE Motion: Facility Improvement Priorities

Criteria for the Prioritization of Facility Improvement for Saint Paul Public Schools, District 625, to Create 21st Century Schools

Recitals

In 2008, Saint Paul Public Schools' Facilities Department conducted a Facility Condition and Educational Adequacy Assessment that identified deficiencies across all district's building systems and programs. . With 60 percent of district buildings being more than 60 years old, most schools were designed in an era not suited to 21st century teaching and learning. As a result, in 2014, the Facilities Department began an in-depth Facility Master Plan (FMP) process that included community input to address educational and facility needs.

The FMP process identified community-supported facility Vision, Principles, and Standards to guide building projects over the next 10 years. An independent demographic study was also part of the FMP process. Alignment of facilities with the 47 Standards, existing and anticipated educational programs, and demographics informed a Dynamic Program for each building. This document sets capacity and quantitative expectations for instructional and core space expectations in alignment with the specific reality of the portfolio of buildings within SPPS.

During the FMP planning process, each school site had an opportunity to work with architects to determine site priorities for each school facility based on the quantitative targets of the Dynamic Program, qualitative standards and school community's input. As a result of this work, the district's Facility Department has identified work scopes to align the FMP's Vision, Principles, and Standards with site priorities. Work scopes are a set of constructible and efficient improvements. As with road improvements where one would not reconstruct a road without doing needed repairs and upgrades to the utilities below, these work scopes include building systems and condition work, as well.

To prioritize work across the district, the following criteria were considered and selected to identify projects that are student centered, impactful and efficient:

1. **Permanent Construction:** Learning environments are to be of permanent construction and existing temporary structures are to be phased out.
2. **Growth and Alignment:** Alignment to projected programmatic and enrollment needs are addressed.
3. **Quality Learning Spaces:** The overall improvement in the quality of instructional space that supports student learning.
4. **Identifiable Main Entries:** Safe and respectful main building entries that welcome students and community into our buildings.

5. **Building Condition:** The condition of building systems, as determined by the Facility Condition Assessment, support healthy student and staff environments.
6. **Core space:** The quantity and quality of core functional spaces such as gyms and cafeterias support student learning and wellness.
7. **Overall Alignment:** Considerations to the overall improvement to the building and site should align with functional and programmatic needs as determined by the Facility Condition Assessment and the Facility Master Plan process.

Additional criteria may be considered to address the following:

- a. **Enrollment enhancement opportunity:** A new or fully modernized school may be used as an opportunity to attract students.
- b. **Geographic Distribution:** School renovation work should be distributed across the district to ensure there is equity in school improvements.
- c. **Large Impact:** The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community, or a major part of the city, in addition to meeting other criteria, may be a determining factor on giving the work scope priority.
- d. **Partnership Opportunities:** Partnerships can be financial, technical, joint-use and/or joint development and may take some time to mature. The opportunity for a partnership that has been developed and is funded may mean that a particular facility needs renovations or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration.
- e. **Program Requirements:** A new school district program imperative might require a major facility renovation in order to offer that academic program in a quality way. Equity of access to programs and support for programs will be a key consideration.

The building diagrams that are associated with each sites' work scope are conceptual in nature. As projects progress into the design phase, it is anticipated that further school community engagement may modify final buildings plans.

It is not intended that these criteria provide an arithmetic scoring formula for determining the order of school construction and renovation. It is expected that each phase of the work will involve the interplay of dynamic factors and that careful analysis and judgment will be used to balance the criteria.

INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL PUBLIC SCHOOLS

RECOMMENDED MOTION

I move the Board of Education schedule three special Closed Board of Education Meetings for Tuesday, December 8, 2015.

- The first meeting to convene at 4:00 p.m. for the purpose of the Board rendering its decision on a proposed student expulsion pursuant to Minnesota Statutes Section 121A.47, subdivision 13.
- The second meeting to convene at 4:30 p.m. for the purpose of considering offers or counteroffers for the sale of the Riverside site, on Albion Street.
- The third meeting will convene immediately after the adjournment of the second meeting. This meeting will be for the purpose of the Superintendent's Annual Evaluation.

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- December 8 - 4:30 p.m. - Special Closed - Consideration of Offer re: Riverside Site
- December 8 - Immediately Following Above - Special Closed - Superintendent Evaluation
- December 15 - Special Closed - CANCELLED
- December 15
- January 5 - Annual Meeting 4:30 p.m.
- January 19
- February 23
- March 22
- April 19
- May 17
- June 14 - Non-Renewals - 4:00 p.m.
- June 21
- July 12 - 6:30 p.m.
- August 23

Committee of the Board Meetings

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

- January 5 - 5:15 p.m.
- February 9
- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12