



Saint Paul Public Schools

Regular Meeting

Tuesday, December 15, 2015 6:05 PM

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

BOARD OF EDUCATION



Mary Doran
Chair



Keith Hardy
Vice Chair



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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

December 15, 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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- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
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The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

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

DATE: December 15, 2015

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Polly Pampusch**, an English Language teacher at Chelsea Heights Elementary and LEAP High School Extended Day Program, is one of eight winners of the 2015 Saint Paul Sidewalk Poetry Contest. Her poem, *Our Escape*, is about a Hmong mother escaping Laos with her children. The poem will be stamped in a Saint Paul sidewalk this spring
2. **Anne McInerney**, was presented with a **Career Achievement Award** on November 2, 2015 by the **Minnesota School Social Worker Association (MSSWA)**. Anne is currently Saint Paul Public School's District Homeless Liaison, Project REACH/Fostering Connections Supervisor. She has been with the program since 2013 and has worked in Saint Paul Public Schools for 18 years. Anne has worked at RiverEast as the Team Lead for 9 years prior, as well as a school social worker at Maxfield Elementary School and American Indian Magnet School.

Anne has served as the President of MSSWA for five years and the Legislative chair for ten years. She continues to be active as a leader serving to organize the "Day on the Hill" each year. Ann is currently the President of the School Social Work Association of America (SSWAA), a national association for school social workers. Ann has been involved in developing the School Social Work manual in Minnesota, as well as the National Model for SSWAA. She is involved with the legislative committees for both groups.

In addition to her duties as Supervisor of Project REACH/Fostering Connections, Ann provides training for the district in Youth Mental Health First Aid and Early Warning Signs of Mental Health.

3. This item is submitted by Michelle J. Walker, Chief Executive Officer

B. RECOMMENDATION:

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

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

November 17, 2015

I. CALL TO ORDER

The meeting was called to order at 6:07 p.m.

II. ROLL CALL

PRESENT:

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

Mr. Hardy joined the meeting at 6:10 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Brodrick moved the Board of Education approve the Order of the Main Agenda. The motion was seconded by Ms. Carroll.

The motion was approved by the following roll call vote:

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

IV. RECOGNITIONS

BF 30255 Acknowledgement of Good Work by Students

This summer the Board voted to create a **Student Advisory Team**. The team will work on projects assigned by the Board, Administration, as well as projects suggested by their peers. 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**

Administration indicated the team had voted to include a review of school resource officers as one of their projects this year to provide student perspectives regarding SROs in SPPS.

MOTION: Ms. Carroll moved the Board offer its congratulations to the students comprising the Student Advisory Team and their thanks for the students willingness to participate.

The motion was approved by the following roll call vote:

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

BF 30256 Recognition of Schools, Teams, Individuals, and Coaches in Our St. Paul Public Schools That Have Won Athletic Awards and Championships.

Administration announced Mr. Jerry Keenan had been inducted into the Minnesota State High School League Hall of Fame. The Board and administration offered their congratulations.

1. **Highland Park Middle School** – The girls' soccer team was city champion. Amanda Sell is the coach.
2. **Murray Middle School** – The volleyball team was city champion. Marshall Little is the coach.
3. **Washington Technology Middle School** – The boys' soccer team was city champion. Htee Htoo is the coach.
4. **Washington Technology Middle School** – The flag football team was the city champion. Jon Schuh is the coach.
5. **Central High School** – Boys' cross-country – Ammanuel Roba was a State Qualifier. Mike Reneau is the coach.
6. **Central High School** – The football team was the Twin Cities District – Maroon Division Champions. Scott Howell is the coach.
7. **Central High School** – The boys' soccer team was city champion. Jorey Erickson is the coach.
8. **Central High School** – The girls' soccer team was city champion. Anthony Jacobs is the coach.
9. **Central High School** – The girls' swim team was city champion. Emily Blasko is the coach.
10. **Central High School** – Girls' tennis - Zoe Klass-Warch was a State Qualifier. Garry Clark is the coach.
11. **Como Park High School** – Boys' cross-country – Innocent Murwanashyaka was a State Qualifier. Tim Kersey is the coach.
12. **Como Park High School** – The boys' soccer team were State Qualifiers. Jonah Fields is the coach.
13. **Como Park High School** – The girls' volleyball team was city champion. Kim Smisek is the coach.
14. **Harding High School** – The girls' tennis team was city champion. Koua Yang is the coach.
15. **Highland Park High School** – The boys' cross-country team was city champion. Micah Mather and Abram Donovan were State Qualifiers. Brad Moening is the coach.
16. **Highland Park High School** – The girls' cross-country team was city champion. Brad Moening is the coach.

MOTION: Ms. Carroll moved the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments. Mr. Hardy seconded the motion.

The motion was approved by the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. O'Connell moved the Board approve the Order of the Consent Agenda with the exception of Item D1 – Lease Agreement with West Side Community Organization and E2 -- Minnesota Trades Academy which were pulled for separate consideration. Mr. Hardy seconded the motion.

The motion was approved by the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of October 20, 2015
- B. Minutes of the Special Meeting of the Board of Education of November 10, 2015

MOTION: Ms. O'Connell moved the Board of Education approve the Minutes of the Regular Board Meeting of October 20, 2015 and the Special Board of Education Meeting of November 10, 2015 as published. Ms. Seeba seconded the motion.

The motion was approved by the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of November 10, 2015

The first item on the agenda was Legislative Recommendations for the 2016 Session. The Legislative Liaison walked the Board through the recommendations. The Board made several recommendations for additions and requested an updated copy be provided to them.

RECOMMENDED MOTION: That the Board accept the Legislative Recommendations for the 2016 Session with the proposed revisions.

The motion was approved by the following roll call vote:

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

Administration then provided their Response to American Indian Resolution of Concurrence. The American Indian Parent Committee provided their response to administration's comments.

RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the American Indian Resolution of Concurrence as presented.

The motion was approved by the following roll call vote:

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

Further review and in-depth discussion on School Start Times followed. This was addressed in the Superintendent's Report at this meeting at which time Board action was taken.

The Work Session included establishing dates for two closed Board meetings, a Board check-in and a Discussion on Accountability Relative to the Racial Equity and Bullying Policies

The approval of the report on the November 10 COB was delayed until after the School Start Time Update was addressed in the Superintendent's Report.

MOTION: Mr. Hardy moved the Board accept the report on the November 10 Committee of the Board meeting and approve the minutes of that meeting as published. Ms. Carroll seconded the motion.

The motion was approved by the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. School Start Times

Staff recapped the 2014 Rethinking School Start Times discussion. Analysis continued in 2015 and a pilot was launched at Johnson High School with a later start time of 8:30 a.m. along with a partnership with Metro Transit Student Passes for transportation. SPPS had hoped to continue to work with Metro Transit with a mutual interest in expanding the partnership. Unfortunately in late 2015, Metro Transit stated their final analysis revealed they did not have the capacity to add service to another SPPS comprehensive high school.

At the October 6 COB, three options were presented: #1 - No changes but continue to work with Metro Transit for expansion, #2 - System-wide change and #3 - No changes and end discussion. At the October 20th regular Board meeting, two hybrid options were presented: #4 - One high school later, five elementary schools earlier and #5 - Three high schools later and 10 elementary schools earlier.

Staff presented a chart outlining the five options. The only one with a cost was #2 with an additional cost of \$2 million.

At the COB meeting of November 10, 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 and Metro Transit. The Board affirmed the importance of aligning secondary start times with research-based recommendations and expressed responsibility to consider the impacts to all student groups.

The proposed motion was read.

MOTION: Ms. O'Connell moved 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 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. The motion was seconded by Ms. Carroll.

Director Seeba offered an amended motion. Following discussion on the form of the motion she requested it be revised to a "Motion to Replace" which stated:

MOTION TO REPLACE: Ms. Seeba moved the Board direct Administration to adopt option 4 as presented to the Board, with the following further direction:

- To view this decision through a lens of racial equity when making decisions including choosing the high school for a later start time and elementary schools with a changed start time.
- To work closely with the five elementary schools and the high school that may have times changed to minimize the impact on families and staff at those schools.
- If possible, to consider options for a later start time for elementary schools instead of an earlier start.
- To conduct surveys of families from chosen elementary schools (no later than Spring 2016) to gather the anticipated impact on start time changes on their children's and family schedule.
- For those families whose start time is changed to an earlier start time, follow the effects of a 7:45 start time on those elementary children, e.g., academic achievement, attendance and direct feedback from parents.
- To use the information gathered to make sure all start time changes have the least amount of negative impact on families. The motion was seconded by Ms. Doran.

Clarification was sought from the General Counsel on the process between the two motions. She indicated once the replacement motion was dealt with the Board would move back to the original motion if the replacement had not been passed

The Chair indicated she wanted to limit **comment on the replacement motion to two minutes per Board member. A vote was called for on this proposal.**

The time limit proposal was approved by the following roll call vote:

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

DISCUSSION:

- This is one of the more challenging decisions we will make as Board members. In doing some 'unofficial' polling on what effect a pilot would have it was a boon for some and for others an inconvenience to hardship. There needs to be a pilot done to be sure the process is implemented with integrity and success at both elementary and secondary

levels. I feel it is important to have a pilot, that a look is taken at change at the high school level and that a look be taken at impact to elementary students and families as well.

- A later start time is undoubtedly beneficial to secondary students, however there is still the concern about the impact on elementary kids (they are kids who are more vulnerable because important learning experiences take place at the early ages). I feel SPPS has not done good engagement with elementary families. As this moves forward it must be done in the right way so a cautious approach seems appropriate and will get us there in the end.
- Speaking against the motion I am concerned this would be the second step toward moving 10,000 elementary children to an earlier start time. 75% of SPPS families are in deep poverty and struggling. It is difficult for them now to get kids to school even with later start times. This would create an additional burden for these families. This cannot be done carelessly, we cannot walk this back once begun. It should be done right and for all, that was the deal with Metro Transit, 18 months of work together to deliver for both secondary and elementary families. Then after 18 months Metro Transit says it cannot do it. But to say secondary kids are more important than 10,000 elementary is not right.
- I will vote in favor of the replacement motion. I abstained at the COB meeting because I was undecided. My concerns were alleviated by the literature provided today. This is the first step to be taken in going to later start time for secondary students. I believe SPPS can, in the near future, have all secondary and elementary students starting at a later time. I understand the obstacles of a two tier bus system but it is best for all kids to go to school at a reasonable time in the morning.
- I will vote against the motion to replace, I believe high schools should go to a later start and am pleased SPPS is doing the pilot with Johnson. It is clear Metro Transit passes provide greater equity options for kids than moving them on yellow buses. It also offers the option to reduce the number of elementary schools with start time changes. To me a pilot using yellow buses is nowhere near optimal and I want to keep the pressure on Metro Transit. The City of St. Paul needs to be more forceful on transit issues facing the East Metro. If we choose to do this with yellow buses in a non-optimal way that does not bring the true benefits Johnson students are seeing with their pilot, SPPS is doing a big disservice to the rest of SPPS students and that is why I will vote against this motion.
- I will be voting for the replacement motion. It is a vote for what is best for SPPS students not for what is best for administration. We gave administration an additional year to study this and they came back with the same recommendation. Kids are losing out. There are valid concerns about elementary school children and I do not want to minimize and dismiss those. The limited research available seems to indicate an early start can be better for elementary age student achievement. This is our responsibility, it is not Metro Transits', to do this for our kids. We are failing kids by not moving to later start times. There have been headlines since September about drugs and violence in SPPS schools, Johnson is not one of these - later start times are working there, we need to move forward with this.
- I have stayed firm on the 8:30 start time. We gave administration another year to work with Metro Transit who came back at the last hour stating they could not do it. We also asked for other options with yellow buses to know if that was viable. These are the options we have been given and I am under the impression that if we can move one high school and five elementary with yellow buses I feel confident in that vote.

The vote was called for.

RESTATEMENT OF MOTION TO REPLACE:

Ms. Seeba moved the Board direct Administration to adopt option 4 as presented to the Board, with the following further direction:

- **To view this decision through a lens of racial equity when making decisions including choosing the high school for a later start time and elementary schools with a changed start time.**
- **To work closely with the five elementary schools and the high school that may have times changed to minimize the impact on families and staff at those schools.**

- If possible, to consider options for a later start time for elementary schools instead of an earlier start.
- To conduct surveys of families from chosen elementary schools (no later than Spring 2016) to gather the anticipated impact on start time changes on their children's and family schedule.
- For those families whose start time is changed to an earlier start time, follow the effects of a 7:45 start time on those elementary children, e.g., academic achievement, attendance and direct feedback from parents.
- To use the information gathered to make sure all start time changes have the least amount of negative impact on families. The motion was seconded by Ms. Doran.

The motion failed with the following roll call vote:

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

The Chair stated the consideration would move back to the original motion and that she would again like to limit discussion to two minutes, Board members agreed to this with the request to allow the Superintendent two minutes to speak as well.

RESTATEMENT OF ORIGINAL MOTION:

Ms. O'Connell moved 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 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. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

DISCUSSION:

- It is important that Administration work with all the various partners to make the eventual later start time for secondary schools. Administration should come back to the table with how it will work and how it will be successful. It is important to have a pilot to see how it works and then move forward to implement the plan further with success. I was hesitant to support the replacement motion because there is a very short timeline to implement the changes for the 16-17 school year.
- This option gives SPPS time to do it right. Engagement has not been adequate, we need to do better job as this moves forward. We need to minimize the impact to elementary students and make the pilot work for the elementary schools. Option 1 is not to do what was done before but start looking at ways to bring later start time to secondary schools with minimal impact to elementary schools and see how that is working.
- This is not a plan to study a change; this motion is to plan change thoughtfully and look at ways to do it system-wide. When you do change piecemeal, the disruption is massive. When you change something this important it needs to be done properly system-wide as quickly as possible for both the secondary and elementary. This is not to delay it is to

plan it and do it properly. System-wide change takes time. This needs to be thoughtfully planned with ways to mitigate impacts.

- If we have decided not to take positive action on this issue and will delay the move toward later start times for adolescent students. If we have to have this delay I want the delay to be delay worthwhile with the ultimate goal to benefit both secondary and elementary students. I share concerns about the impact on elementary students. I am convinced SPPS can do things if it puts its mind to it and focuses on it. I think we should focus on starting high schools at 8:15 or 8:30 and elementary afterwards.
- I believe, as elected officials, we have not done our job to influence an East Metro transit option in a coordinated way. I believe we have an opportunity to help our students with changing start times but also to change public transportation access for a large part of our community and it needs to be done quickly in a focused and pragmatic way. I ask Board members, both those leaving and the new, to put this on your priority list. It is our decision to take care of our kids, we have a lot of resources as a community that go to Metro Transit and we do not receive commensurate service from Metro Transit as that provided to the western metro areas. We need to work on that.
- I am very, very disappointed. This is the right thing to do for all our kids. I call on the new Board to put this at the top of the list for next year. We need to not be surprised when we have low attendance, violence, drugs, poor health, mental health issues when we are not doing the one thing that has research to support it. Colleagues have chosen to continue to talk about it and here SPPS is, no further and continuing to talk. Stop the chatter and start the doing.
- I want to commend Board members for their respectful dialogue this evening. I am disappointed because this is now two years away from implementation. Families asked the Board not to kick this down the road again and we did just that. This was one of the things I wanted to change and now I am still waiting and it is still not resolved.
- The Superintendent said SPPS has not been sitting on this issue. The biggest concern is the schools affected by the 7:45 start time have not gotten any information. Also the teachers who work in those schools will have their life changed with earlier starts. I do not want to have teachers moving from one school to another to take advantage of a later start time. SPPS does not have money to do later starts for all. 7:45 staff will have to make many different arrangements. It may be they cannot do it. We have just had a lot of students changing areas and things are now working with that change. I am concerned about movement and transition of staff. I believe SPPS can do the 7:45 start time. SPPS can deliver full implementation to move both high schools and middle schools.

B. Pay 16 Levy Update

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 projection updates.

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:

Levy Category	Certified Pay 15 Levy	Estimated Maximum Pay 16 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	3,435,950	3,260,938	(175,012)
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.

School boards 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.

Ramsey County mailed tax statements on November 13. SPPS will hold a public hearing on its portion of the levy on December 1. On December 15 the Board will certify the final Pay 16 levy and SPPS will certify this amount to Ramsey County by December 31.

C. World's Best Work Force Annual Report

The World's Best Work Force (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. The ultimate goal is to ensure Minnesota's students in the future will become the "world's best work force." The WBWF has five goals:

1. All children are ready for school
2. All third graders can read at grade level
3. All racial and economic achievement gaps are closed
4. All students are ready for college and career and
5. All students graduate from high school.

SPPS's Strong Schools, Strong Communities 2.0, the second phase of its strategic plan, has three overarching goals: Achievement, Alignment and Sustainability. It also has five focus areas:

1. Racial equity transformation
2. Personalized learning
3. Ready for college and career
4. Excellent PK-12 programs with connected pathways
5. Systems that support a premier education.

A system for monitoring progress towards reaching the goals of SSSC 2.0 are the VisionCards. Over 80 performance metrics are organized on six VisionCards. Each card is presented to the Board annually on a set schedule throughout the year.

The three components are tied together. The SSSC 2.0 is where SPPS wants to go. The

WBWF is how it will get there and the VisionCards measure how far it has gone and how much further it needs to go.

1. Racial Equity Transformation - Programs

Programs/Initiatives	WBWF Goals				
	#1	#2	#3	#4	#5
Racial Equity Transformation					
Racial Equity Professional Development (PD)		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

- 3,040 school staff and 586 District staff have completed foundational racial equity PD
- 78% of central administrators have implemented racial equity department wide as of 1/15/15 (Vision is 90%)

2. Personalized Learning - Programs

Programs/Initiatives	WBWF Goals				
	#1	#2	#3	#4	#5
Personalized Learning					
Student learning in a 1:1 iPad environment		X	X	X	X
PD for teaching in a 1:1 iPad environment		X	X	X	X

Personalized Learning - Metrics

- 79% of students agree they are able to make decisions about WHAT they learn (Vision - Baseline only)
- 82% of students agree they can make decisions about HOW they learn (Vision - Baseline only)

3. College and Career - Programs

Programs/Initiatives	WBWF Goals				
	#1	#2	#3	#4	#5
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 Career Programs - 664 (Vision - 850) and Internships - 1,103 (Vision 1,500).
- Advanced Courses (Grades 6-12) Proportionality Ratios by Race (Student group % of those enrolled [or passing] classes / % of student group in district). Percent passing Asian 1.0%, White 1.4%, Black .76%, Hispanic .84% and American Indian .73%.
- Financial Readiness (% of graduating class who completed a FAFSA) - 59% (Vision >65%).

4. Programs and Pathways - Programs

Programs/Initiatives	WBWF Goals				
	#1	#2	#3	#4	#5
Excellent PK-12 Programs & 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

Programs and Pathways - Metrics

- ECFE Participation - Proportionality ratio by race (Vision >.75 all groups): American Indian - 1.00, Asian - .66, Hispanic - 1.21, Black - .60 and White 1.61.
- Kindergarten Choice - % of families that are awarded first or second choice school for K (Vision >85%): First - 89%, Second-5%.
- Continued Enrollment in SPPS - % staying enrolled in SPPS across transition grades (Vision >85%). PreK-K - 84%, 5 to 6 - 81%, 8 to 9 - 84%.

5. Systems - Programs

Programs/Initiatives	WBWF Goals				
	#1	#2	#3	#4	#5
Systems that support a premier education					
Peer Assistance Review (PAR) program		X	X		X
Teacher Development & Evaluation (TD&E) program		X	X		X
Principal & administrator performance reviews		X	X		X
Facilities Master Plan	X		X		

System - Metrics

- % rated at or above standard on last evaluation (Vision >90%): Central administrators 94%, administrators 88% and principals 100%.
- PAR: % of PAR supported teachers who rate the overall program as Good or Excellent (Vision >80%) - 76%.
- % of unassigned general fund balance (Vision >5%) – Actual is 5.1%.

6. Growth & Proficiency - Metrics

- School Readiness: Mondo Bookshop Assessment Fall 2014 (Vision >75% at or above Benchmark Target): Oral Language - 71%, Phonemic Awareness - 53%, Print Concepts - 66%.
- MCA+MTAS 3rd Grade % proficient (Vision >75%): Reading 2015 - 37%, Math 2015 - 46%.
- MCA+MTAS (total grades 3-8, 11) - largest % gap between race/ethnic groups (Vision <10 percentage points). Reading 2015 - 44 pts between White and Black; Math 2015 44 points between White and Black; Science 2015 - 46 points between White and Black. The gap, while still large, is closing.
- % of students graduating in four years (Vision 80%): All students - 76%, American Indian 52%, Asian 78%, Black 69%, Hispanic 69%, White 84%.

D. SPPS Monitoring: Vision Card: Growth & Proficiency

The Visioncard was included in the Board Book as information. The metrics were reported out in the WBWF report.

QUESTIONS/DISCUSSION:

- On college and career readiness, is the focus from the State to have students ready to enter and be accepted to college and ready to start their career. Or, is it to have sustained success and graduation and sustained success in their career? Is it entry or

sustained? Response: It is all of those –what is measured here is to ensure students

graduate from high school and through Naviance we are making sure students have completed modules that prepare them to enter into college and the specialized courses (AP/IB). That is how students get college ready so they can be successful on entry. The CTE is around certification to help students be career ready upon graduation. AVID provides successful study skills students can take with them into college.

- Is SPPS being measured by the State on successful graduation rates from college and post secondary and sustained careers? Response: In this report we are looking at metrics within SPPS. There is data available that looks at students after they enter college That is not measured in the WBWF. This is about what is happening now, within the SPPS schools.
- A Board member stated she believes that as math teachers continue the use of iPads we will start to see improvements in the math results.
- In the area of college and career – why, under specialized courses, is there no "x" under All Racial and Economic achievement gaps are closed Response: There could be a check there. There is a case for it with racial equity and closing the achievement gap, College in the Schools program is a perfect example.
- As SPPS continues to look at these as a mechanism to move things forward the challenge is an "x" which means what. If you look at racial and ethnic gaps they are quite significant. If you asked where are we now the answer would be not where we need to be but it is getting significantly better every year. As SPPS moves on and thinks about these goals and district work, look at the "so what" inside that cell. What went wrong and what is not working, what is working -- you can then measure progress. Measuring with a little more precision might be more helpful.
- SPPS is measuring 3rd grade reading. As one looks at the metrics after third grade metrics drop overall. What is the plan to improve reading beyond 3rd grade? We need to understand why SPPS is losing gains after 3rd grade. Is there a literacy plan? I would like to have a conversation on what the plan is to improve literacy across the board. I request that for a future meeting.
- What plan is there right now to be sure students are reading at grade level by 3rd grade? Response: The Chief Academic Officer and Director of Teaching and Learning have a literacy plan to get to level by 3rd grade. For those not at grade level after 3rd grade there are intervention supports and SPPS is expanding its reader writer program to the middle grades. That is helping students to catch up at those levels. There are also Intervention supports at the high school level, particularly for EL and native English speakers who are struggling with reading. The approach is to build those skills as they are learning their content. We want to be sure students are on track for graduation and that they are receiving their content even while they are developing their reading skills.

E. Achievement and Integration (AI) Annual Report (SY 14-15)

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 and reduce academic disparities based on students' diverse racial, ethnic and economic background in Minnesota public schools.

The goals are specific to the AI plan; they are different than the AYP goals, MMR results and other indicators. These goals are part of an 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. Progress will be needed in the next two years to meet three-year goals.

1. **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 AI Plan goals.

	American Indian	Asian	Hispanic	Black	White
SY 2014-15 Results	+1 pt	+ 4 pts	+ 1 pt	--	-2 pts
Progress needed to meet 3-year goal (2017)	+12 pts	+10 pts	+11 pts	+15 pts	+11 pts

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
SY 2014-15 Results	-3 pts	-6 pts	-3 pts	- 2 pts
Progress needed to meet 3-year goal (2017)	-1 pt	Goal met	-2 pts	-4 pts

2. **MCA Math**

Proficiency Increase Goal - the academic achievement of students, as measured through the percent proficient on the MCA Math, will increase according to overall AI Plan goals.

	American Indian	Asian	Hispanic	Black	White
SY 2014-15 Results	- 6 pts	- 4pts	- 5 pts	- 2 pts	- 2 pts
Progress needed to meet 3-year goal (2017)	+20 pts	+20 pts	+18 pts	+18 pts	+13 pts

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
SY 2014-15 Results	+ 4 pts	+ 2 pts	+ 3 pts	--
Progress needed to meet 3-year goal (2017)	- 7 pts	- 7 pts	- 5 pts	-4 pts - 5 pts

3. **District Integration Goals**

Goal	3-Yr Goal (2017)	SY 14-15 Result
By the 2017 school choice process, 90% of Reflecting St. Paul (RSP) seats go to the 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 RSP	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 & 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 Partnership program	Yes	Yes

4. **Racially Identifiable Schools (RIS).**

This is a school designated as a 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 SY 14-15 were: Bruce Vento, Maxfield, Mississippi, Obama, Phalen Lake, Riverview and Wellstone. Three schools no longer have that designation for SY 15-16: Vento, Maxfield and Wellstone.

RIS Achievement Goals - proficiency, as measured by MCA Reading, will increase by (see below) by SY 16-17.

School	SY 14-15 Results	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

RIS Integration Goals - Conduct one parent learning activity (such as Parent Academy) each year through SY 2016-17.

School	SY 14-15 Results
Bruce Vento	Yes
Maxfield	Yes
Mississippi	Yes
Obama	Yes
Phalen Lake	Yes
Riverview	Yes
Wellstone	Yes

5. **Next Steps** include reporting the results to the Minnesota Department of Education. Use the results to inform district improvement strategies and further engage with administration, staff and families at each RIS, especially regarding the use of Integration revenue allocation at their schools.

QUESTIONS/DISCUSSION:

- When consulting with families about integration revenue do you ask how to use the revenue for instruction, staffing or what? Response: SPPS primarily works with parent advisory councils to review integration plans. SPPS has not traditionally asked about the actual budget plan but more about goals and strategies. At RIS schools revenue is used for specific staffing so the conversation might be how to use the allocation for specific staffing at a site.
- A Board member stated he wanted to be assured SPPS is not closing the gap by hurting top performing students but by taking poorer students and moving them up. For future visuals there are three ways to close the gap – moving lower students up, moving higher performing students down or a combination of both. He wanted to be sure we are not failing any SPPS student. Response: That is the goal, to close gaps by having all students achieve more and those at the bottom achieve more, faster.
- For MCA math there is a continued large gap particularly at middle schools. How is SPPS helping those students in particular to improve math proficiency? Response: SPPS is currently looking at its curriculum and curriculum cycle to be sure it is rigorous. Each year the data is reviewed, a plan is created and communicated to schools so they can support their students at the school site. Numbers and operations is the area tested most heavily and SPPS does strategic professional development to support teachers for

this. One of the greatest areas of loss with the budget cuts was coaches in the schools to model curriculum, and assist teachers within the schools. Math content in middle school is much more advanced now than what was there in the past. There is concern that elementary teachers are not all comfortable teaching high level math so SPPS has been working to increase skill levels for elementary teachers. This is an issue across the nation.

- How is SPPS using personalized learning to help middle school students comprehend numbers etc. Response: Concentration on numbers and operations lessens at the end of middle school and algebra takes over. In middle school there is a balance approach between operations, numbers and algebraic formulae. Secondary leads are working on resources in that area. Over the summer SPPS had secondary teachers at a week long workshop starting with racial equity in the math classroom. SPPS has established a math structure utilizing "menu" options to build math skills.
- RIS are there metrics to measure how successful SPPS is in moving this? Response: In many cases these schools have a specific program for language (i.e., Hmong, Spanish) and you find a concentration of ethnic groups at those schools, by default that causes the issue.
- Certain schools that by default will have large number of students of color – is there anything tracking those schools for the integration plan? Would it help to isolate those schools to get a better picture? Response: Through the goals established SPPS is tracking things on a yearly basis. We could discuss other metrics the Board would like to see in addition to the goals defined.
- Looking at the presentation it is hard to tell how well SPPS is doing in getting balanced demographics, is there a way to track to see if the integration plan is working or not. Response: The plan and metrics are what MDE has approved as measures of integration goals submitted by SPPS. As the State looks at the plan it looks at these metrics. The State creates the RIS designation. The District has argued school with a particular program that attract students from across the district may draw more students from a specific demographic. The State does not exempt that from the consideration of the metrics. The State looks to see if efforts are exclusionary or if programs have the effect of segregation whether or not that was the intent. SPPS is bound by the way the State defines racially isolated schools and what SPPS has submitted as a way to measure our goals. The change in the legislation asks SPPS to address not only demographics of the schools but also the metrics around achievement at schools

F. Human Resource Transactions

MOTION: Ms O'Connell moved approval of the HR Transactions for the period October 2, 2015 through November 1, 2015 and the establishment of a Superintendency position, effective 11/30/2015, of Executive Director, Office of College and Career Readiness with the appointment of Jon Peterson to that position. Also that the 2013-15 Terms and Conditions of Professional Employment for the Members of the Superintendency be amended to comply with the foregoing. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

Clarification was sought regarding certain promotions outlined within the HR Transactions.

IX. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board approve all items on the Consent Agenda with the exception of Item D1 – Lease Agreement with West Side Community Organization and E2 -- Minnesota Trades Academy which were pulled for separate consideration. Ms. Doran seconded the motion.

The motion was approved by the following roll call vote:

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

A. Gifts

BF 30257 Ratification of Gift Accepted from General Motors (GM) to the Saint Paul High School Automotive Program in the Amount of \$5,582.50

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

BF 30258 Acceptance of a Gift from Peacemaker Minnesota
That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Peacemaker Minnesota.

B. Grants

BF 30259 Request for Permission to Submit a Grant Application to 3M for the STEP Program

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

BF 30260 Request for Permission to Accept Grant from Allina Foundation for School Wellness Activities and Materials

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.

BF 30261 Request for Permission to Submit a Grant Application to the Bush Foundation

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.

BF 30262 Request for Permission to Accept a Grant from the Erikson Institute
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.

BF 30263 Request for Permission to Submit a Nomination for the Local Government Innovation Award

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.

BF 30264 Request for Permission to Submit a Grant Application to Minnesota Department of Agriculture

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.

BF 30265 Request for Permission to Submit Application to Minnesota Humanities from NEA Foundation to SPPS Office of Teaching and Learning

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 30266 Request for Permission to Accept a Grant from the University of Minnesota Monarch Lab.

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.

BF 30267 Request for Permission to Submit a Grant Application to the U.S. Department of Education to Improve Re-entry Outcomes for Justice-Involved Youth

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.

C. Contracts - None

D. Agreements - 1 Item Pulled (see below)

E. Administrative Items

BF 30268 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 December 1, 2014, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30269 Monthly Operating Authority

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	\$44,868,469.47
	#0001570-0001619	
	#7001404-7001448	
	#0000739-0000767	
(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

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.

F. Bids - None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 30270

Lease Agreement with West Side Community Organization

Mr. Brodrick and Mr. Hardy asked to pull this item.

- Thanks were extended to staff and community leaders for bringing this effort about and to make use of the Baker Center for the West Side.
- A question on the advisability of acquiring and renovation properties and moving tenants out of private taxpaying properties was raised. Is there a conflict involved? Response: When looking at community-based organizations being part of the Baker Center it was as much for the community's benefit as SPPS. It was to create a welcoming facility that is representative of the community. WESCO asked to be part of the new model. SPPS is covering its costs while offering benefit to the community by having the organizations within SPPS schools to serve the families. It is clear SPPS can inadvertently become competition with the business community so there needs to be sensitivity when contracts are involved/signed.
- Thanks were again extended to the staff and community partners for doing the work in a meaningful way with a collaborative solution meeting family, student and community needs.

MOTION: Mr. Hardy moved 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. Ms. Carroll seconded the motion.

The motion was approved by the following roll call vote:

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

BF 30271

MN Trades Academy

The item was pulled to extend congratulations and thanks to the various partners for developing and implementing this academy.

MOTION: Ms. Doran moved 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. Ms. O'Connell seconded the motion.

The motion was approved by the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes

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

X. OLD BUSINESS - None

XI. NEW BUSINESS

A. Project Labor Agreements

<u>BF 30272</u>	Project Labor Agreement for the Partial Flooring Replacement Year 3 at Rondo Education Center, 580 Concordia Ave, Saint Paul, MN 55103
<u>BF 30273</u>	Project Labor Agreement for the Replacement of Exterior Glazing Units and Flashing to Prevent Erosion of the Building Envelope at Rondo Education Center, 580 Concordia Ave, Saint Paul, MN 55103.

MOTION: Ms. O'Connell moved the Board of Education accept Administration's recommendation that a PLA be utilized for both projects. The motion was seconded by Ms. Carroll.

The motion was approved by the following roll call vote:

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

B. Facilities Master Plan: Criteria for Prioritization of Facility Improvement for SPPS to Create 21st Century Schools

The Director of Facilities stated SPPS is now moving into Phase 4 wrapping up details of the FMP Plan with specific defined steps/actions.

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:

- Enrollment enhancement opportunity: A new or fully modernized school may be used as an opportunity to attract students.
- Geographic Distribution: School renovation work should be distributed across the district to ensure there is equity in school improvements.
- 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.
- 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.
- 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.

QUESTIONS/DISCUSSION:

- This needs to be on the COB agenda for December in order to look at more specific things involved in this long range plan and resolution relative to FMP.

MOTION: Ms. O'Connell moved the Board of Education approve the Criteria for Prioritization of Facility Improvement for SPPS to Create 21st Century Schools as presented. Ms. Doran seconded the motion.

The motion was approved by the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Ms. Seeba requested administration look at what achievement and trends are for growth and for students broken down by race, free reduced lunch, special ed, etc. and by school. May see successes in some schools that are not showing up. Results to be provided to the Board.

B. Items for Future Agendas

- Review of literacy and math plan on list for future agendas

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

A. Action to Schedule Special Closed Board of Education Meetings

MOTION: Ms. Doran moved 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.

The motion was seconded by Ms. O'Connell.

The motion was approved by the following roll call vote:

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

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

- December 1 - 6:00 p.m. Public Hearing on SPPS Levy
- December 8 - 4:00 p.m. - Special Closed - Consideration of Student Expulsion
- 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

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

- December 1 - 4:30 p.m.
- January 5 - 5:30 p.m.
- February 9
- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12

XIV. ADJOURNMENT

MOTION: **Ms. Carroll moved the meeting adjourned. The motion was seconded by Mr. Brodrick.**

The motion was approved by the following roll call vote:

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

The meeting adjourned at 9:38 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
December 1, 2015

I. CALL TO ORDER

The meeting was called to order at 6:01 p.m.

II. ROLL CALL

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

Mr. Hardy joined the meeting at 6:04 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Carroll moved the Board accept the order of the Main Agenda as published. Ms. Doran seconded the motion.

The motion passed with the following roll call vote:

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

IV. OLD BUSINESS

A. Administration Presentation on the Pay 16 Levy

The Chief Financial Officer stated State Statute requires all local governments (cities, counties and school districts) to hold a public hearing prior to finalizing their levy authority and allow for public comment. This hearing must follow the release of the proposed tax notices from the county (mailed on November 13 this year). The notice provides information on estimated taxes as well as market value and other homestead adjustments.

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) revenue category and enrollment projection updates.

SPPS levy categories are:

- Operating -- general levies that support school academic 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 programs 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	3,435,950	3,260,938	(175,012)
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 assuming a 4.5% increase in market value, Estimated Annual Property Tax Impact Commercial/Industrial at 3.52% Levy Increase were provided to show the impact on St. Paul citizens.

School boards 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.

V. PUBLIC HEARING

The following individual came before the Board to make public comment regarding the levy.

- Eugenie de Rozier – asked if there was "wobble room" for SPPS maximum needs. She stated costs and fees are going up across the board for St. Paul residents and the levies keep increasing. She asked the Board to consider an occasional "break from levy" to offer respite to the residents of St. Paul.

VI. ADJOURNMENT

MOTION: Ms. O'Connell moved the meeting adjourn. The motion was seconded by Ms. Seeba.

The motion passed with the following roll call vote:

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

The meeting adjourned at 6:20 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
December 1, 2015**

PRESENT: Board of Education: M. Doran, J. Brodrick, K. Hardy, J. O'Connell, A. Carroll
Mr. Vue joined the meeting at 4:36 and Ms. Seeba at 4:56

Staff: Superintendent Silva, M. Walker, M. Schrul, J. Engen, T. Battle, PL. Duffy, I. Nelson, J. Peterson, R. Vernosh, J. Ronnei, M. Gilbert, K. Davis, H. Ott, T. Parent, S. Freeman, A. Collins, J. Turner, M. Herth, M. Bierman, N. Cameron, L. Sayles-Adams, R. Simonson, C. Schjei, K. Walsh

Other: T. Lonetree, J. Vergas, J. McClure, P. Hemmen, J. Schumacher, C. Flowers, D. Sepeda, A Carter

I. CALL TO ORDER

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

II. AGENDA

A. Levy Update

The Chief Financial Officer focused on the Pay 16 Levy Proposal. One factor for the levy increase is a tax base value increase of approximately 4.5% in many residential properties in St. Paul. Enrollment changes have had an impact as well. The pension/OPEB increase is made up of \$1.6 million in pension obligations due to a legislative increase in TRA over 2 years. The OPEB increase is an additional \$1.3 m. The increase to Facilities reflects a change in calculation of the new long term facilities maintenance calculation reflecting another legislative change. Community service decreased slightly. Administration is proposing a \$4.8 million increase over last year or a percentage increase of 3.52% These monies fund needed areas in the district budget, areas the District is obligated to cover.

The proposed pay 16 levy ceiling is as follows:

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

MOTION: Ms. Doran moved acceptance of the report; Ms. Carroll provided the second.

The motion passed.

B. Facilities Master Plan for 21st Century Learning

The Superintendent thanked the Director of Facilities for the work done on the Facilities Master Plan.

The Director of Facilities stated SPPS is now in Phase 4 of the FMP where it begins finalizing the District's plan for making building and land improvements; sharing the plan with families, students, staff, partners and the community.

The FMP Vision is versatile, equitable, healthy environments that balance the factors creating authentic, engaging and personalized learning experiences to sustain the SPPS academic mission and deepen connections to its communities and the world. The SPPS SSSC 2.0 and the FMP share the goals of Achievement, Alignment and Sustainability.

Major Outcomes to date have been:

1. Engagement Efforts that involved 818 community participants, 2,753 attendee participation hours, 14 school pathways and 68 building project plans having been accomplished during the earlier phases of the planning process.
2. Near-term capacity issues have been addressed in areas of critical focus due to known growth/demand. This included several community-centered elementary schools due to sustained demand, space availability and efficiency in growth and operation and Grades 6-8, particularly in Area A. 6-8 solution outcomes ruled out additional K-8 schools. Options include building a new middle school or converting an elementary school to a middle school (this may require construction of a new elementary school). The District is currently assessing the academic outcomes of all options. In 2015, there will be public discussion of all viable options with plans to have a solution in place by 2019.
3. Long-term growth needs
 - Future areas of focus to accommodate sustained growth and alignment to educational models include:
 - o Creative Arts K-12 Pathway - the school's sustained popularity draw from across the city. Work will be done to better align grade delineation at Linwood Monroe dual campus (move PreK-4 to lower campus) to help the Grade 6-8 issue.
 - o Hamline, Galtier, Jie Ming - Galtier and Hamline cannot fill enrollment based on current programming and projections. Jie Ming continues to add a grade per year, plus larger Kindergarten classes. SY 2017-18 cannot fit Jie Ming and Hamline in the same building. The District is currently discussing options with stakeholders and expects a final decision in 2016 on all three programs.
 - Future areas of focus to accommodate programmatic growth and legislative opportunities.
 - o Steady growth in the number of PreK classrooms
 - o PreK/Early Learning Hubs as centers for program growth at select sites
 - o At best, at the end of the FMP SPPS would have the space for 50% of the four-year-olds in the City in an all-day service module.
4. Administrative Space - plans are to vacate all lease space used for professional staff.
 - Reduce overall non-school area by approximately 40,000 square feet
 - Eliminated lease costs, fund any costs necessary to accommodate additional staff in existing SPPS spaces
 - Increase efficiency of existing operations by reducing the footprint of the Nutrition Center by 1/3 while enhancing preparation capacity and incorporate logical and efficient adjacencies and support.

Outcomes of the effort will be widespread with among other things varied space, clear main entries, outdoor learning settings, greater daylight availability and views, appropriately scaled space, student gathering space, flexible and adaptable space and specialized services space.

SPPS total revenue for FY 16 is \$680 million. Of this, 4% is in the capital fund. The traditional funding paradigm for facilities is use of \$30 million annually to fund the:

1. Health and Safety Levy (\$4 million) funds health and safety projects. The funding is restricted, requiring MDE approval and is planned in one-year intervals, 18 months prior.
2. Alternative Facilities Levy (\$11 million) funds deferred maintenance. This is restricted funding requiring MDE approval. It is planned in two-year intervals, 12 months prior. A 10 year list is required.

3. Capital Bonds (\$15 million) funds betterment of school facilities. This is also restricted funding requiring Board approval (MDE approval if combined into projects over \$500k). These are planned in one-year intervals, 18 months prior.

Facility maintenance and improvement needs require:

1. Proactive Facility Condition monitoring and an aggressive major repair/replacement program that only speaks to maintaining assets SPPS currently owns.
2. Targeted improvements are critical to academics - program expansion/alignment (e.g., career and technical education), improvements to meet academic needs (white boards, digital network improvement, appropriate spaces, etc.), acoustic improvements.
3. Targeted improvements are critical to the function of SPPS buildings and long-term financial stewardship (expanded fire suppression systems, building automation systems and energy improvements).

To accomplish this, a balanced funding framework is required. SPPS will move toward:

1. Development of a continuously updated Major Repair/Replacement (MRR) program with dependable, consistent funding that averages 2% to 4% of Current Replacement Value (CRV) of the entire portfolio.
2. Targeted, efficient capital improvements to support academics and building function, identified 3-5 years in advance of need, funded distinctly from MRR.
3. Preventative and demand maintenance operations funding in order to realize best performance and lowest life cycle cost of building systems.

Current funding streams allow SPPS to identify the appropriate funding levels for its needs balanced with its overall financial health. Needs and funds will ebb and flow, but need to average within industry best practice range for major repair/replacement. This will require close coordination with debt schedules. Other facets include standing matching grant opportunities and the Energy Improvement Revolving Loan Fund. SPPS facilities, as they are today, would cost \$2.1 million to replace.

SPPS is moving toward a Five-Year Maintenance and Capital Plan involving a new planning and implementation process wherein every year the Board of Education will review and accept five years' of major projects based on criteria and priorities set at the FMP Committee's annual meeting(s). Projects will be inclusive of all funding sources.

The FMP Committee's charge is to give a community perspective and input on FMP priorities, synthesize district strategic direction and how it impacts FMP decisions and recommend formal changes to the SPPS Facilities Master Plan.

Projected use of FY 16 Capital Bonds would be to:

1. Start work on large scale projects - approximately eight sites, largely due to alignment to enrollment. This will require additional year funding to complete.
2. Alignment to current LTFM opportunities - Johnson Senior High and Linwood Monroe Upper
3. Technology Improvements - critical building systems and network infrastructure (WAN improvement, building automation systems, etc.) and continued roll-out of instructional A/V (white boards, interactive projectors, video distribution, etc.).

To accomplish this the Board of Education will need to:

1. In December 2015
 - Create Long Term Facilities Maintenance & Capital Structure to ensure SPPS continually has a five-year capital plan with specific projects and budgets defined
 - Accept the 2015 Facilities Master Plan (exclusively digital with dynamic content)
 - Approve the FY 16 Capital Bonds. This would be an annual approval, disconnected from other funding vehicles.
2. In March 2016 (and annually thereafter):
 - Accept the five-year Facilities Maintenance and Capital Improvement Plan (FY 17-22) - appended every year in a rolling plan).

- Approve the annual revenue structures (LTFM, capital bonds, Certificates of Participation, grants, etc.)

QUESTIONS/DISCUSSION:

- As you continue, it is important to remind people this is not the first time SPPS has had an FMP, however it is a significant change in the structure, design and certainly the community engagement around it. This is a much more comprehensive effort and it is awesome.
- If SPPS will have a five year plan that commits projects to the community how will that jive with yearly decisions about the levy? The 2% to 4% we should have in relation to the \$2.1 billion in assets, that translates to \$42 to \$84 million. Is that comparing it to the \$30 or the \$15? Response: It is a combination of both.
- How would we change the levy over time, would this take the current total of \$30 and move toward \$42 or \$84 or would it be combined debt service and capital? Response: Part is the commitments SPPS makes. Right now SPPS is required to submit to MDE a 10 year outlook. What we are looking to do is to elevate the specificity to communicate to the communities so people know what is on-going development. It is not being looked at as two pots of money anymore but as a mutually reinforcing set of needs. The CFO added SPPS will take the current funding as is and project a schedule out 10 to 20 years looking for opportunities for future funding. SPPS needs to consider not only legislative changes but the revenue stream. As a district revenue is made with taxation or enrollment. SPPS needs to look at opportunities for expiring debt on the debt schedule and bond possibilities along with length and timing. Both bonds and LTFM funds sit within the levy portion that is funded through taxation so SPPS must be very aware of how that impacts. SPPS is doing various costing studies now and working with Springsted to look at bonds and refundings and the impact that has on the debt schedule over time. 3 years out SPPS is stable; we are now working to move the study out to 10 to 20 years.
- So, if you are thinking in the 2-4% range (\$42-\$84 million) is that in comparison to the current \$30? Response: No, pull the \$30 off that number.
- SPPS needs 2%-4% per year to maintain overall facilities. It is now levying the maximum at 3.52%. If SPPS moves to the 2%-4% committed to facilities how will that work if SPPS cannot exceed the maximum the state specifies? Where would the money come from? Response: A couple places, when you issue debt or bonds or COPs a debt schedule is put together for the State which will increase the levy over time. The other piece is the long-term maintenance revenue (a new opportunity). SPPS has gone to pay as you go. The limitation there is working with the State to increase that funding. It is a combination of those two areas. These would fall into the Facilities area of the levy.
- Will SPPS be able to get enough funds to cover this long-range plan? Response: It is working out a schedule over time and making sure that three to five years out SPPS has the funding and funding streams and is working with the State to ensure the two funding categories noted above are there to meet the District's needs. SPPS would levy for those dollars and include that in the levy proposal when that information is given to the State.
- This would mean next year SPPS would be looking at a levy proposal of greater than 3.52%? Response: Again, as a caution, SPPS does not know what outside influences will be from the legislature that might impact on other levy categories. There are many factors that play into the bottom line levy dollar amount. Administration will be looking at the plan over the next several months Administration will provide as much data as it can as different factors become known.
- In working with the City or County and their impacts, can SPPS get any synergy from that? Is that being taken into consideration? Are there other opportunities there? Is SPPS taking into consideration the other municipalities/entities that may be impacted by various decisions/projects? Response: SPPS is in a different position now as a District to leverage that information. Some is proactive and some reactive. With our five year plan, SPPS can work with local entities to supplement the benefits accrued in work being done/planned. On the proactive side as an example, through this process SPPS identified needs for access to exterior athletic facilities. This was a way to understand

what is SPPS responsibility and what falls to outside resources/entities. SPPS is working to expand those relationships to identify how to work together to reach a mutually beneficial outcome. SPPS is always in a counter planning cycle to the City so it is in a strong position knowing what is known now to influence plans and become an active partner in the on-going process

- Thanks were extended to Facilities for its inclusive style of engagement.
- In March Facilities will bring to the Board its first major presentation for approval. Will that include direct input from community groups and how will that influence the plan? Response: Community input in facilities-based decisions takes several forms: First is at the site level to articulate district level standards/needs at each site. That provided a chance for the site community to "roll up their sleeves" and articulate their needs. That provides the basis for the plan. That was a very hands on process. As it moves to a five year plan, it formalizes/institutionalizes the engagement to the plan. This utilizes the FMP Committee taking the knowledge and engagement of the earlier groups and moving it forward and balancing needs throughout the district. The Board adopted the process for creating a hierarchy of needs to direct the plan and process moving forward at the November Board meeting.
- What about Hamline, Galtier and Jie Ming? Response: The community has put together a two phase process beginning with active recruitment for Galtier and Hamline. From this the community hopes to see if the two programs can be sustainable on their own. Once the data is in from the choice cards, the data will be reviewed to see if the area can sustain both schools. If it cannot the second phase is to bring a recommendation forward for a strong, viable community school for the Midway area. The community has been very active in the process. Facilities has made a commitment that it recognizes certain facets of the plan cannot be finalized now, context is changing so it needs to remain flexible to address the evolving situation.
- A Board member stated she appreciated the process undertaken and how methodical Facilities has been with the process. Looking at places like Galtier which has been completely remodeled and working with parents at Open World when that was being moved. How that happened is another indication of how this District works with parents and the community to make spaces more open for learning even down to the furniture.. She looks forward to having more schools moving to look like those spaces and updating them to enhance student learning.
- A Director stated the Facilities team has done great work.
- A Board member indicated he had concerns about the District's ability to sustain the plan and hoped the Board would get more concrete answer to that. He stressed SPPS needs to assure equity of facilities for public school kids in St. Paul. Mostly because it is the right thing to do and, secondly, to meet the competition for enrollment from outside education sources (privates, charters, other districts).
- He indicated he was confused about where the Board will be in December and what will be decided upon. Thought that at December 15 meeting the Board would be looking at an encompassing resolution on the five year plan and a glimpse of some work scopes (projects). He stated it feels like the Board is poised to make decision, where do we go from here? Response: On December 15 the Board will create a long-term facilities maintenance and capital structure. SPPS is a constantly evolving organization. Decisions being made here are continuous and on-going, there will not be a grand reveal. The March five year comprehensive plan will be "the reveal" for the start of the process.
- Having an all encompassing long-term plan takes the politics out of the process. People are, however, anxious to find out what the plans are. Response: The encompassing actions in December will be acceptance of the FMP, the second is structural change with a rolling five year plan for facilities inclusive of community engagement and the third is action on the 15-16 capital bonds.
- An information request was made that as the process moves forward the Board will need more detailed graphics on how the funding works, where it comes from and how it will be paid for.

C. Standing Item: Policy Update - None

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

F. Work Session

1. Black Lives Matter curriculum

This was an idea presented to a Board member by Duchess Harris, author of a book on Black Lives Matter. Minneapolis is looking at bringing the book in as part of their curriculum and Ms. Harris asked if SPPS would be interested in doing something similar.

The book is an issues book and is part of series. There is a teacher at Washington who teaches 7th grade reading and an African American literature class (AVID for young men) after school. SPPS is looking at how the book might be used in some areas to bring in multiple perspectives and, through Teaching and Learning, see how it would align with the standards. SPPS is looking to Teaching and Learning for guidance on how it would fit with social studies, ELA, etc. SPPS has a process for adopting curriculum materials. It is used as a supplemental piece in some class rooms or a text to meet culturally relevant standards. This needs to be done intentionally. SPPS is hearing more students voices articulating inequities.

QUESTIONS/DISCUSSION:

- How does SPPS advance the curriculum within or with a different adoption process that responds more quickly so SPPS can insure the curriculum is relevant over time with flexibility to bring alternative perspectives? Response: That is a driving force, particularly this year, to make the curriculum relevant culturally, ethnically and timely. SPPS is doing it around Native American units of study in conjunction with the Minnesota Historical Society. PD time with teachers is also a challenge. SPPS does do well in incorporating it within the curriculum it is sharing. It also makes teachers comfortable about bringing other perspectives in. With the Literacy curriculum teachers have voice and choice on what they can bring into the classroom. SPPS is working to keep the curriculum open and flexible for students. SPPS is able to be timely and encourages students to produce their own voice. One to one technology allows students to access to great number of resources. Equity and Teaching and Learning are working on bringing in materials that are edgy for middle and high school students in particular. Materials need to be used in an intentional respectful way. There is value in helping staff navigate the variety of text used in classrooms to do this.

2. PAC Discussions

Staff stated they were working on accumulating the minutes from the various 2014 meetings. The Chair reiterated that once materials have been gathered, they were to be reviewed and summarized into major areas of concern and then reviewed for their relation to policies and/or procedures.

III. ADJOURNMENT

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

The motion passed.

The meeting adjourned at 5:54 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk



School Choice Season

December 15, 2015

Chief Jackie Turner

Choice Fair Outreach/Recruitment

Postcard Mailings

- Birth PreK in SPPS
- 3 & 4 year old city wide

Guidebook

- 3 & 4 year old
- Transition grades
- Community drops

Media

- Ads
- Social Media
- News Articles
- Happening Now
- Email/text
- APP

122 Community Presentations

News Articles

- Pioneer Press
- Star Tribune



School Choice Fair - Sat, Jan. 9, 2016

Survey

- Location
- Target Audience

Washington Tech Magnet

- Familiar location
- Great parking
- Welcoming design



School Choice Season Support

- Training (In person & webinar)
- Galtier/Hamline
- Cherokee



Choice Fair

- Early Childhood Screenings
- Demonstration Rooms
- On Spot Tour Scheduled
- Family Activity Space
- ROTC & WEB Engagement
- Book Distribution



Secondary Choice Season Support

- Open House Best Practices
- School One-Pagers
- Student Placement
- Videos
- Shadow Events
- Charter Schools

42



Next Steps

- Survey
- Assessment
- Input from Staff
- Application Impact



IT'S TIME TO CHOOSE A GREAT SCHOOL!



ON-TIME
APP DEADLINE:
FEB. 16, 2016



Personalized Learning Through Technology

Report to the Board of Education

December 15, 2015

Idrissa Davis

45

Deputy Chief of Technology Services

Hans Ott

Director of Office of Teaching and Learning



Mission

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



How: Personalized Learning



[Video Link](#)

Agenda

SSSC 2.0 Personalized Learning Tasks Update

1. **Establish personalized learning as a key strategy** to accelerate student achievement.
2. **Provide technology tools** to more schools, teachers, and students.
3. **Use more technology** to engage students in learning.
4. **Support and develop teacher capacity** around personalized learning.

Infrastructure Update



1. Establish personalized learning as a key strategy to accelerate student achievement.

Defining Teaching and Learning Framework

50

Our HOW...

Personalized Learning



Our WHY...

Racial Equity Transformation



Our WHAT...

College and Career Readiness



SPPS Personalized Learning Essentials

51

 Tailored instruction	 Student Voice and Choice	 Engagement in a Technology-Rich Environment
Teachers: ● customize instructional strategies using range of information about individual learners ● provide multiple pathways ● build relationships, relevancy and incorporate multiple racial perspectives	Students: ● join teachers directing their educational experiences ● make decisions about means/ methods ● pursue racially/culturally relevant interests/opportunities	Technology facilitates: ● collaboration ● creativity and innovation ● communication and collaboration ● critical thinking and problem solving ● research

Developing Aligned Resources



Minnesota
Humanities
Center

Absent Narratives Resource Collection

access to ready-to-use materials created and developed by
the Minnesota Humanities Center and its partners

MHC Home |

Relations: Dakota & Ojibwe Treaties

[Relationships](#)[Treaties](#)

Relationships

[Land](#)[Family Ties](#)[Business Interests](#)[Video Gallery](#)

Video Gallery



A Reconstituted Village



Allotment



Ojibwe Family



Connection to Land



Exercising Land Use and Other
Rights



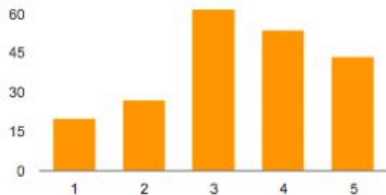
Historic Sites

Collaborating Across Departments

School counselors use iPads with students for self assessments, data collected informs practice

How much do you know about how the brain affects your feelings and behaviors?

53



Nothing at all: 1	20	9.7%
2	27	13%
3	62	30%
4	54	26.1%
A lot: 5	44	21.3%

Do you use the core breathing practice to calm yourself?

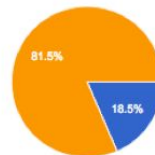


Always	23	11.2%
Sometimes	112	54.4%
Never	31	15%
I don't know what the core breathing practice is.	40	19.4%

Mind Up Lesson 2: Sample Questions- Brain & Behaviors Knowledge

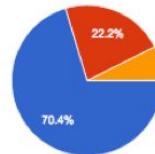
(Based on 60 student responses)

Which part of the brain is like the quarterback?



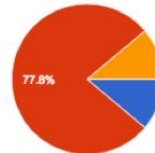
Amygdala	5	8.3%
Hippocampus	0	0%
Prefrontal Cortex	22	36.7%

Which part of your brain is like a blocker?



Amygdala	19	31.7%
Hippocampus	6	10%
Prefrontal Cortex	2	3.3%

Which part of your brain is like the coach?



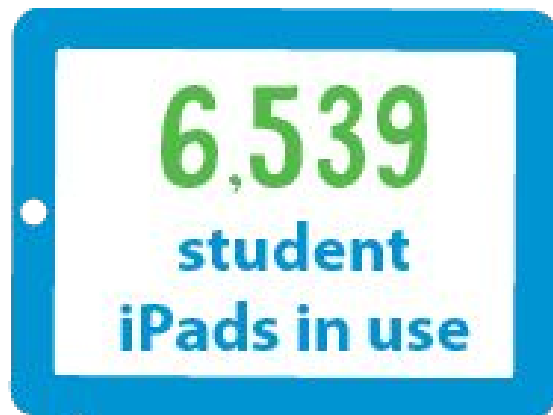
Amygdala	3	5%
Hippocampus	21	35%
Prefrontal Cortex	3	5%

2. Provide technology tools to more schools,
teachers and students.

iPads to all Students by February 2016

Deployment Progress December **2014**

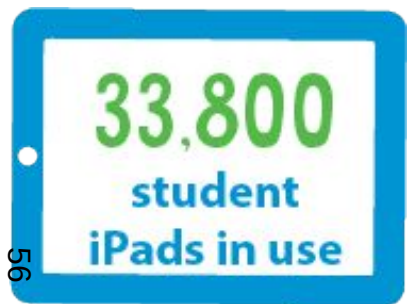
55



AT



Deployment Progress by December 2016



AT



WITH

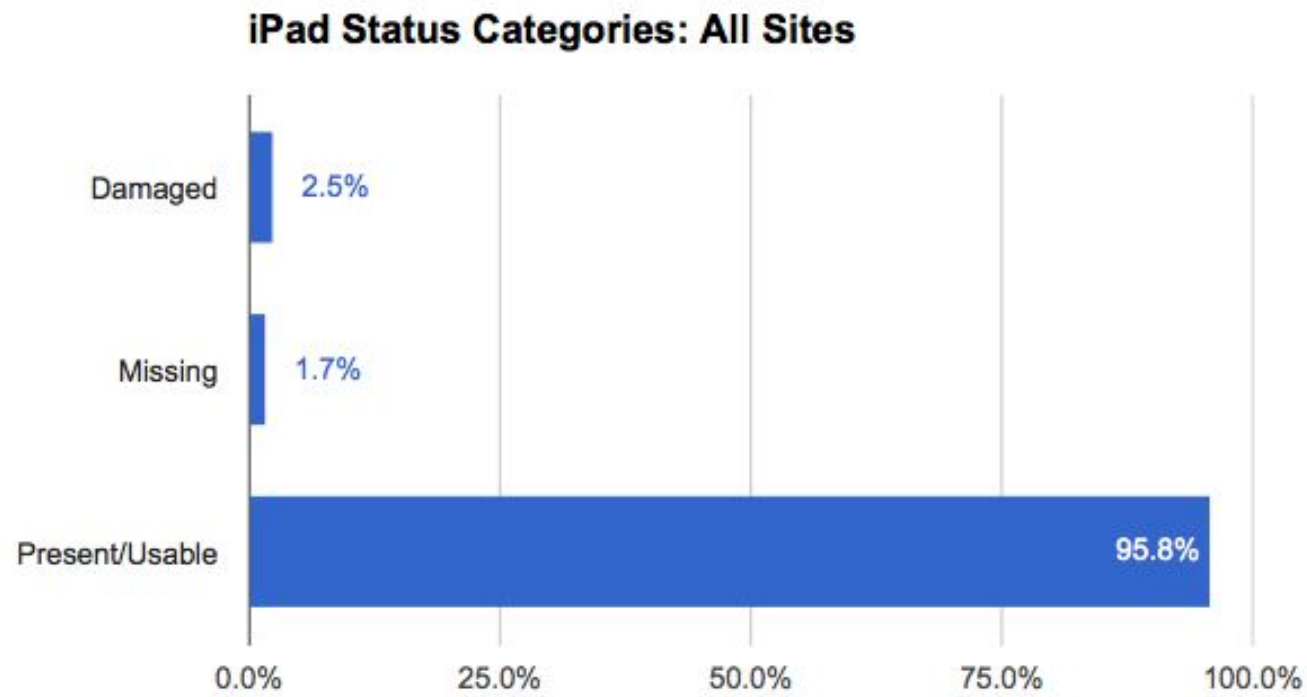


sites and programs left

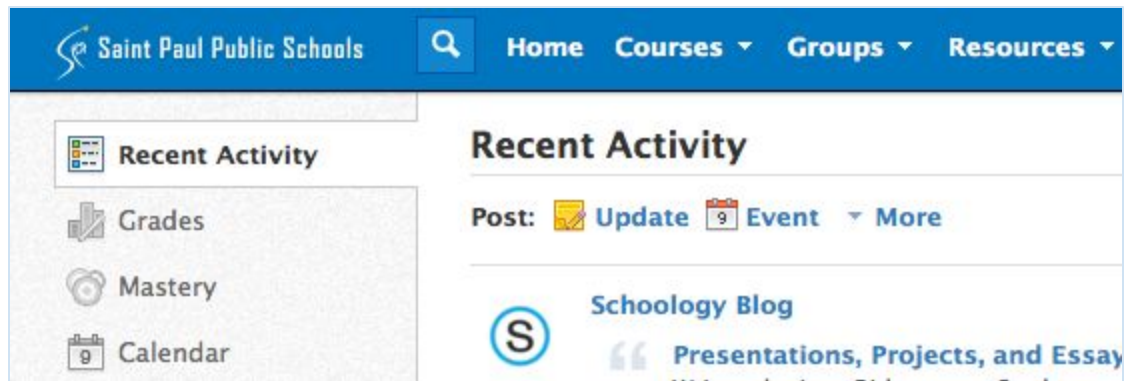
=

80% increase this year

Low Loss/Damage Rate Since Inception



Schoology



- Tool for communication, work flow and many other features
- On track for Semester 2 access, all secondary schools

Schoology: Usage at Pilot Sites

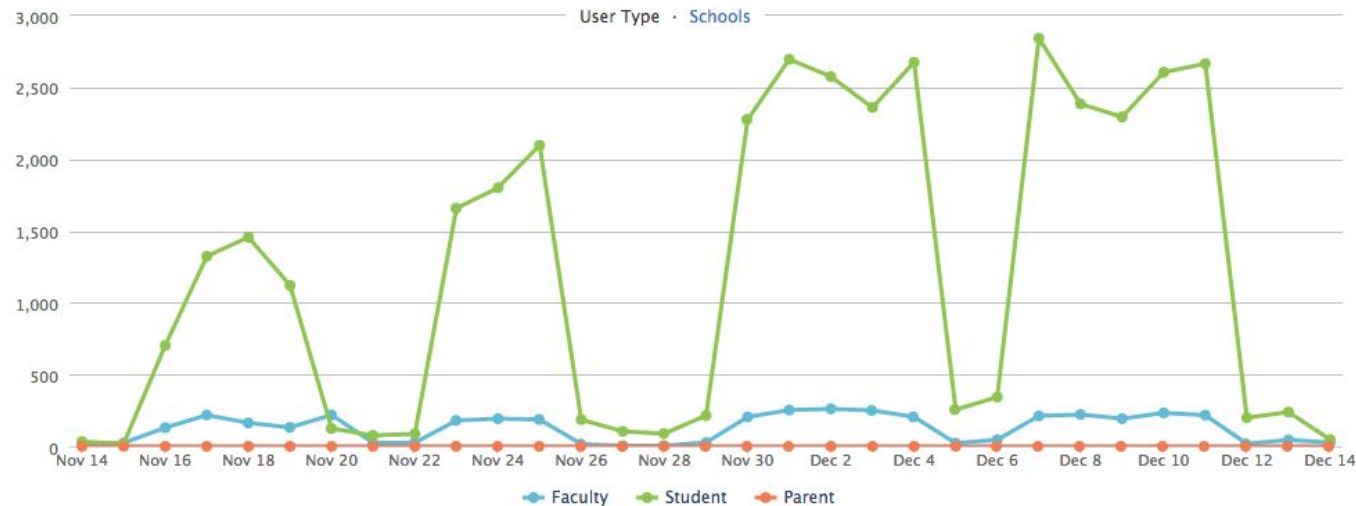
School Analytics

School Users System Logs

4 3,970 2,943 32

All Schools ▾ Last 30 Days ▾ Web & Mobile Analytics ▾ Data as of Dec 15, 2015 (May take up to 24 hours to populate)

41,519 Total Visits	698,510 Page Views Avg 175.95 Per User	00:11:37 Avg. Time Per Visit	4,646 Comments Posted Avg 1.17 Per User	13,787 Submissions Avg 3.47 Per User	5,965 Files Uploaded Avg 1.50 Per User
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Students and Teachers Love Schoology

“I can look ahead to all of my classes at the beginning of the day to see what we are going to be doing. I like that.” - A.C., student

“Schoology keeps everything organized. All of my class stuff is always there.” - L.D., student

“I love that everything is in one place. Discussions in my Robotics Group are awesome and have been taken over by the kids.” - D.N., teacher

“Students have a choice in how they want to do the assignment and submit it in Schoology. They can submit photos, videos, Google Drive docs, etc.” - J.C., teacher

White House ConnectED Library Challenge

"To create or strengthen partnerships so that every child enrolled in school can receive a library card."



SPPL & SPPS Will Expand Existing Partnership

...to provide every
SPPS student and
teacher with a SPPL
eCard.



3. Use more technology to engage students
in learning.

Substitution, **A**ugmentation, **M**odification, **R**edefinition

After a month with iPads Bruce Vento students are:

- **Preschool:** using Seesaw for **student portfolios** and **parent communication**
- **Kindergarten:** **creating patterns** out of relevant materials
- **First grade:** accessing **teacher-created lesson videos** through QR codes; **learning about the Pledge of Allegiance** through a teacher-created TinyTap game
- **Intermediate grades:** **publishing writing** using GarageBand; combining GarageBand and iMovie for **multimedia presentations** of student work
- **Fourth grade:** using Pages to create a display for **International Culture Night** on African Masks, including a QR code linked to a related song
- 64 • **Fifth grade:** collecting and presenting information (in many formats) for a **choice-based research project**; completing a Keynote **presentation on the history of slavery** through the lens of resistance, rebellion, and resiliency.
- **Art class:** **documenting work and reflecting** on progress with Google Drive
- **Social Studies:** increasing **participation in classroom conversation** with TodaysMeet
- **Many classes:** using Nearpod for direct instruction, small group instruction, and assessment; PicCollage or Skitch as options for showing understanding; annotating "Selfies" to share their hopes and dreams, Kahoot for review and informal assessment, Educreations to draw and record their understanding

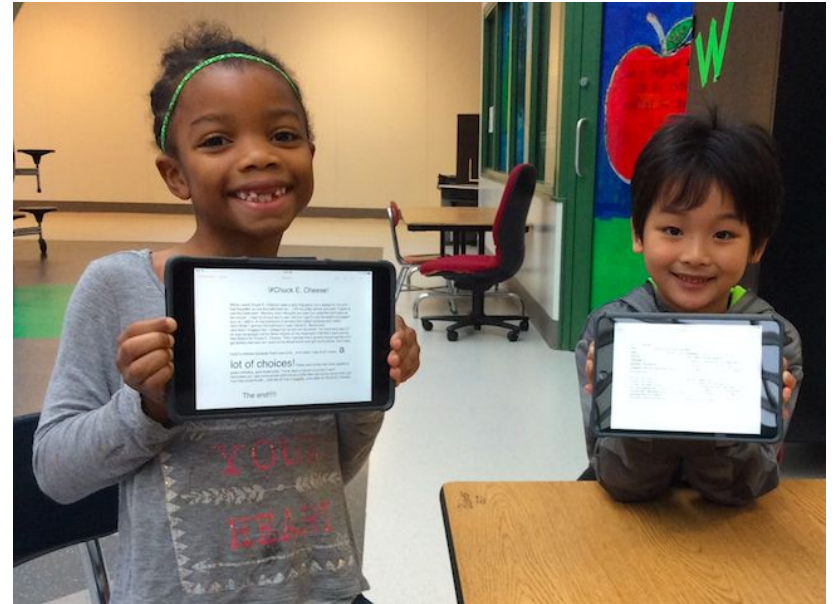


Capitol Hill

Students use **voice-to-text** feature as part of the writing process which helps:

- Develop oral language skills
- Give voice to struggling writers
- Encourages drafting and revision

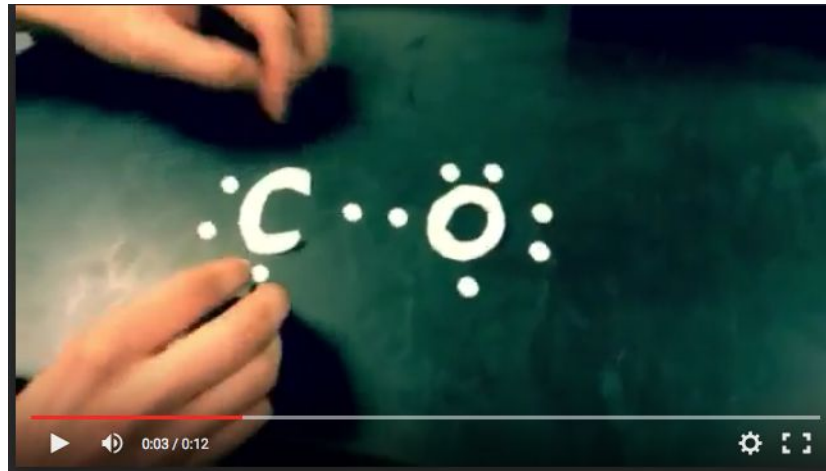
65



[Video demonstration](#)

Science Specialists

Students use iPads as scientific tools, recording and analyzing data, collaborating and sharing results.



[Covalent Bonding Video](#)

Lots of examples posted here! <http://tinyurl.com/iPadsScience>

Saint Anthony Park

- **Third grade astronomy** study of **patterns**
- Take **panoramic photos**, different times of day throughout term
- Note sun position, time of day, date, current temp and shadow length using **Sketch app**

67

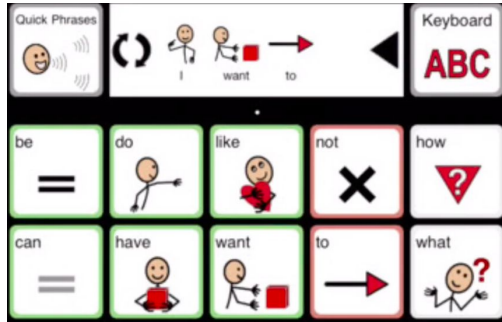


Central High School Automotive Center



Students use iPads to **video record the detailed steps** required for successful re-assembly of mechanical parts.

Focus Beyond Transition Services



69

Students use iPads to **communicate with customers** in their work experience program.



4. Support and develop teacher capacity around personalized learning.

Integrated with Standards of Effective Teaching

Elements of Effective Instruction					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Teacher Modeling		- Minimal modeling - Instructions are unclear or disorganized - Instructs with minimal monitoring of student comprehension or learning styles	- Modeling occurs, but components are missing such that students have difficulty proceeding with the task - Instructions are sometimes clear and organized - Delivers new information with little regard to student's various learning styles - Instructions are given with some regard to the thought process behind them	- Demonstrates the thinking, speaking, reading, writing, and/or actions that students will be required to perform - Instructions are clear, concise, and logically organized - Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles - Encourages students to make deductions in order to explore the new concepts - Students are interacting with teacher and each other during modeling	Meets Proficient AND: - Links the instructional purpose of the modeling to the larger curriculum - Points out possible areas of misunderstanding during modeling
Instructional Techniques		Utilizes a minimal variety of instructional techniques which do not consider effective strategies for students with diverse language and learning needs	- Sometimes attempts varied instructional techniques but is inconsistent - Returns to less effective instructional practices if something new does not work	- Routinely utilizes a variety of best practice instructional techniques that include effective strategies for students with diverse language and learning needs - Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realism)	Meets Proficient AND: - Students demonstrate their ability to access these resources and strategies independently to experience success - Teacher shows exceptional creativity and flexibility in facilitating learning
Differentiation		- Minimal or no modification to product, process, or content to differentiate instruction - Few or no students receive differentiated instruction	- Inconsistent modification to product, process, or content to differentiate instruction - Some students receive differentiated instruction	- Regular and ongoing modification to product, process, or content to differentiate instruction - Virtually all students receive differentiated instruction	Meets Proficient AND: Differentiated instruction accommodates student voice and choice leading to personalization
Instructional Groups		Instructional groups are assigned with little attention to learner ability or instructional goals	- Instructional groups are assigned with some attention to learner ability or instructional goals - All student groups are doing the same task	- Instructional groups are purposefully selected using student data and appropriate to specific instructional goals - Tasks within groups are varied according to the instructional objectives	Meets Proficient AND: - Students can freely move among groups, based on their assessment of their own proficiency - Students create their own groups through their own self-assessments and work toward goal
Purposeful Talk		- Uses mostly voluntary responses to solicit answers - Does not or minimally prompts students to justify or extend their responses	- Uses some strategies to engage equitable participation - Sometimes prompts students to justify or extend their responses	Routinely uses a variety of questioning strategies that draw equitable participation (i.e. visible, random) based on culturally responsive best practices – rigor, relevance, relationships, and realism	Meets Proficient AND: - Students themselves ensure that all voices are heard with justifications - Students display the ability to sustain a discussion with little prompting from

Modeling Personalized Learning with Adults

- **Tailored instruction, voice and choice** within PD sessions: breakouts, choice of means or sharing, differentiating levels
- **Engagement with technology** by integrating core apps in PD
- Google Drive as key tool for **collaboration**
- iTunesU for **paperless staff meetings**



Teacher and Administrator Learning

- **Monthly principal meetings** support Personalized Learning/iPad proficiency
- **2,218 teachers** complete “Establishing a 1:1 iPad Learning Environment”
- In-person PD **attendance of 580 teachers**
- Growing website of **self-directed learning resources**
- **iLearn Academy** developing site level technology leaders



Next Steps

- **Build on curriculum and teaching materials**, supporting personalized learning in a 1:1 environment with a lens of racial equity
- **Model personalized learning** in a 1:1 environment in departmental professional development
- **Support schools** as they expand the use of iPads, including providing access to Schoology LMS
- Move to **sustainable site-based process** hand-in/handout
- **Update Apps** selection process to reflect iOS9 features



Infrastructure Update

- Major bandwidth **upgrade completed**
- Streaming media (Youtube) **opened in November**
- Year 2 WiFi **deployment on schedule**
 - 3 schools left
- Safe Search **implemented** for Google & Bing
 - Top 13 search engines re-directed
- iOS 9
 - **Workaround for email** implemented
 - Allows more control over unauthorized Apps





Alignment of Facilities to District Strategic Goals: Outcomes and Strategies

Facilities Master Planning for 21st Century Learning

Facilities Vision Statement

(Developed by the Facility Master Plan Committee, May 2014)

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences, to sustain our academic mission and deepen connections to our communities and world.

Introduction

This document outlines the major outcomes and strategies of the Saint Paul Public Schools' Facility Master Plan (FMP) process undertaken in 2014-15. The planning process included the creation of three key guiding documents for making facility improvements over the next 10 years: Vision (stated above), Principles and Standards. These guiding documents are grounded in SPPS' strategic goals:

1. **Achievement:** School designs meet the evolving educational needs of students
2. **Alignment:** Funding, planning and processes are aligned to provide equitable access to facilities funding across the district.
3. **Sustainability:** Coordinate facility projects to be more efficient and decrease costs.

The guiding documents also provided the underpinning for the development of work scope plans for SPPS' 72 buildings. Among the many factors the FMP process takes into account is each building's ability to house students in an environment that supports 21st century teaching and learning. Each building's ability to accommodate educational programs was based on these factors:

- Physical quality and quantity of space to support program needs.
- Ability to meet the [FMP Facility Standards](#).
- Program enrollment projections compared to aggregate capacities (the total capacity of a group of schools in a pathway and/or Area).
- Specific enrollment and capacity modeling for regional and district magnets.

As a result of this analysis, the following outcomes and strategies were developed to meet the learning needs of students both in the immediate and long-term future. Pending funding, these outcomes and strategies will be implemented based on the [facility criteria](#) reviewed by the Board of Education on Nov. 17, 2015.

1. Overall FMP Outcomes

Facility improvements are outlined for each of SPPS' 72 facilities that address deficiencies identified by the 2015 Facility Alignment Analysis (FAA). The FAA analysis was based on each site's alignment with the 47 facility Standards and the site priorities identified by school communities (spring 2015). The facility Standards address items such as the flexibility and adaptability of spaces, welcoming entries, and a variety of spaces in each facility to support diverse teaching and learning modes.

The facility improvement plans for each site has been outlined in 'work scopes' which total 550+ pages of plans. These work scopes are project-based and allow an efficient use of funds to comprehensively address capital and maintenance construction work. With the full implementation of the FMP (pending funding) this would mean:

- All buildings would undergo changes to improve alignment with facility Standards.
- Significant additions would be made to 11 buildings.
- Core spaces (gyms/cafeterias) would be aligned to program needs and capacity at approximately one third of buildings.
- Increased enrollment capacity so demographic projections, class size ratios and programmatic needs are aligned.
 - Emphasis on creating additional prekindergarten classrooms, almost doubling the total count

2. Alignment with Academic Programming

Certain school programs were reviewed on the implication of possible growth of their academic programming. Based on data and community input, the following decisions were made:

- **Adams Spanish Immersion's** (K-5) student enrollment is currently at an appropriate threshold for its program and should remain at or near its current student count; however, because of the building's small size, it is recommended that expansions to its space be made to best meet the learning needs of current students and to equitably align the square foot per student.
- **Cherokee Heights** (PreK-5) is currently considering transitioning from a community elementary program to a Montessori program. Though final decisions on this program change or possible timeline have not been made, a major change in the academic program would require significant physical changes to the building and grounds to meet the needs of the Montessori educational model.
- **Farnsworth Aerospace** (PreK-8) is a dual campus (PreK-4 and 5-8) specializing in aerospace and engineering. Students who are best served by Farnsworth's middle grades are those students who have transitioned from its lower campus (PK-4) and have received the aerospace background to succeed in the upper grades (6-8). Therefore, expanding Farnsworth's middle grades program to accommodate the district's overall middle school growth is not recommended.
- **Jie Ming Mandarin Immersion** (currently K-4), which is currently co-located with Hamline Elementary, will add its final grade level (5th grade) in 2016-17. As its program continues to grow, it will increasingly be in need of dedicated space. Based on demographic data and programmatic expectations for that growth, it is expected that within 10 years the program will have four sections of kindergarten and subsequent student attrition in upper grades if it follows the same historical pattern of other SPPS language immersion schools, e.g., as students advance grades, four kindergarten sections will result in two sections of fifth grade. Ideally, the program would also have four sections of

prekindergarten. At this time, no decisions have been made on where to locate this program (see more details below on Hamline Elementary) or what building supports will need to be in place at that location.

- **Linwood Monroe Arts+** (PreK-8), a dual elementary campus, will make shifts to better align its grade configurations with other SPPS schools. The prekindergarten and 4th grade will move from the upper campus (currently houses PreK and grades 4-8) to the lower campus (currently houses K-3) so that the lower campus will eventually house grades PreK-4 and the upper campus grades 5-8.

3. Near-term Capacity Strategies

- **OVER/NEARING CAPACITY: Certain schools are experiencing capacity issues in the immediate future due to high demand and enrollment growth.** Enrollment at three elementary schools in kindergarten and grade 1 has grown and will surpass each building's capacity as students advance into the upper grades. As these students are already present at these schools, the need for additional space is immediate. Expansion of the school buildings will be considered where the demand is anticipated to be maintained over time; where the site can handle expansion; and where there is efficiency in growth and operation. These schools include:
 - Highland Park Elementary (K-5)
 - Horace Mann Elementary (K-5)
 - St. Anthony Park Elementary (K-5)
 - Como Senior (9-12)
 - Humboldt Secondary (9-12)
- **AT OR OVER CAPACITY: Grades 6-8; Area A.** Most middle schools are at or over capacity. Options include building a new middle school or converting an elementary school to a middle school, which may also require the construction of a new elementary school. The schedule for finalizing this decision is as follows:
 - 2015-16: Internally assessing academic outcomes of all options
 - 2016: Public discussion of all viable options
 - 2019: Solution will be in place
- **UNDER CAPACITY: Galtier, and Hamline.** Galtier (PreK-5) and Hamline (K-5) cannot fill enrollment based on current programming and projections. Jie Ming (K-4), which is colocated with Hamline Elementary has been adding grades as part of its planned program expansion since being founded in 2011. As a result, by 2017-18 Jie Ming and Hamline, are expected to be unable to fit in the same building. The Office of Family Engagement is currently leading the conversation with parent groups to determine the best solution for accommodating this situation. A decision is expected for all three programs in 2016.

4. Long-Term Growth Strategies

The following schools, grades or sites are anticipated to have enrollment growth in the future based on factors unique to each case.

- **CREATIVE AND PERFORMING ARTS SCHOOLS:** SPPS' arts programs have maintained popularity among families, draw students from across the city, and their buildings have the capacity to add students. These schools are Mississippi Creative Arts School (PreK-5), Four Seasons A+ Elementary (PreK-5), St. Paul Music Academy (PreK-5), Linwood-Monroe Arts Lower and Upper campuses (K-4, 5-8) and Creative Arts Secondary (6-12).
- **PRE-KINDERGARTEN EXPANSION/GROWTH:** Based on its vital educational benefits, programmatic growth is anticipated in prekindergarten. Proposals in 2015 by the Minnesota Legislature have also presented possible state action to fund full-day PreK (universal PreK) in the future. For SPPS, the lack of funding and adequate facilities are factors limiting the addition of PreK programs currently.

To accommodate this anticipated PreK growth, the FMP should keep in step by expanding SPPS' number of PreK classrooms. This expansion should also support efficient Pre-K programming, for example, providing at least 2 to 4 rooms per location. While expansion is not critical in the very near term, planning for an increase in the pace of growth should anticipate potential legislative action.

Two buildings currently have the capacity to accommodate PreK classrooms and are suitably located to become PreK/Early Learning Hubs:

- Highwood Hills (PreK-5)
- Barack and Michelle Obama (PreK-5)

Under the current FMP options and assuming all-day kindergarten, by 2026 SPPS would at best have the space for 50 percent of the 4 year-olds living in Saint Paul. Should universal PreK be legislated and funded, SPPS would work with private organizations to provide services and learning spaces.

5. Cost-saving Strategies

- **ADMINISTRATIVE SPACE:** Plans are to vacate all leased space used for professional staff; specifically, to:
 - Reduce overall non-school areas by approximately 40,000 square feet.
 - Reduce the lease levy by \$394,000 annually which will in turn provide payback on any costs necessary to accommodate additional staff in existing SPPS spaces.
 - Increase efficiency of existing operations such as reducing the footprint of the Nutrition Center by a third while enhancing food preparation capacity and improving operation logistics.
- **DISPOSAL OF BUILDING SITE: 900 ALBION AVE.**

Due to its location and small size, the building located 900 Albion Ave. provides no value to SPPS. The current building is small and has the highest Facility Condition Index (FCI) in the district. For this site to be viable, it would require that the building be replaced. Because the site itself is small (5.4 acres) and triangular in shape, it holds no long-term value to SPPS.

Facilities Master Planning *for 21st Century Learning*

Board of Education - Regular Meeting

December 15, 2015

Tom Parent, AIA, LEED AP

Director, Facilities Department

Marie Schrul

Director, Chief Financial Officer



FMP Updates

- FMP outcomes and implementation
- BOE Actions in 2015 and 2016



Phase 4: FMP Implementation

- **FMP Outcomes:**

1. Overall FMP Outcomes
2. Alignment with Academic Programming
3. Near-term Capacity Strategies
4. Long-Term Growth Strategies
5. Cost-saving Strategies

- **BOE Actions (5)**



1. Overall FMP Outcomes

- 72 facility work scopes (550+ pages)
- Major additions to 11 buildings
- Core space (gyms/cafeterias) re-aligned to programs and capacity at 1/3 of buildings
- Increase PreK classrooms from 58 to **107**



2. Academic Programming Alignment

Adams Spanish Immersion (K-5)

- Student enrollment at appropriate threshold
- Building small
- Expand space to best meet the learning needs of students

Cherokee Heights (PK-5)

- May transition to Montessori
- Major changes to building/grounds needed



2. Academic Programming Alignment

Farnsworth Aerospace (PreK-8 dual campus = PreK-4 and 5-8)

- Best serves students with aerospace background
- Middle grades not viable for overall SPPS middle school growth

Jie Ming Mandarin Immersion (K-4)

- Co-located with Hamline; Space needed to support growth
- In 2016-17 add 5th and final grade
- In 10 years > 4 sections of kindergarten
- No decisions at this time regarding program location



2. Academic Programming Alignment

Linwood Monroe Arts+ (PreK-8 dual campus)

- Align grade configurations closer to other schools
- PreK and 4th grade move from upper (currently PreK, grades 4-8) to lower campus (currently houses K-3)
- Lower campus = PreK-4
Upper campus = 5-8



3. Near-term Capacity Strategies

Over/Nearing Capacity

- Highland Park Elementary (K-5)
- Horace Mann Elementary (K-5)
- St. Anthony Park Elementary (K-5)
- Como Senior (9-12)
- Humboldt Secondary (9-12)



3. Near-term Capacity Strategies

At or Over Capacity: Grades 6-8; Area A

- 2015-16: Internally assessing academic outcomes of options
- 2016: Public discussion of all viable options
- 2019: Solution will be in place



3. Near-term Capacity Strategies

Under Capacity:

- **Galtier** (PreK-5) and **Hamline** (K-5) can't fill enrollment
- **Jie Ming** (K-4) adding grades
 - Jie Ming and Hamline co-located
 - By 2017-18 both programs unable to fit in same building
- Decision expected for all three programs in 2016



4. Long-Term Growth Strategies

Creative and Performing Arts Schools

- Arts programs maintain popularity, draw students across city
- Buildings / sites with capacity to add students:
 - Mississippi Creative Arts School (PreK-5)
 - St. Paul Music Academy (PreK-5)
 - Four Seasons A+ Elementary (PreK-5)
 - Linwood-Monroe Arts Lower and Upper (K-4, 5-8)
 - Creative Arts Secondary (6-12)

06



4. Long-Term Growth Strategies

Pre-Kindergarten Expansion/Growth

- Expansion limited to lack of funding, inadequate facilities
- Efficient Pre-K programming, aligned to Kindergarten capacity
- PreK/Early Learning Hubs at buildings with unique opportunities:
 - Highwood Hills (PreK-5); Barack and Michelle Obama (PreK-5)
- Would have space for 50% percent of all 4 year olds in Saint Paul by 2026 (assuming an all-day setting)



5. Cost-saving Strategies

Administrative Space

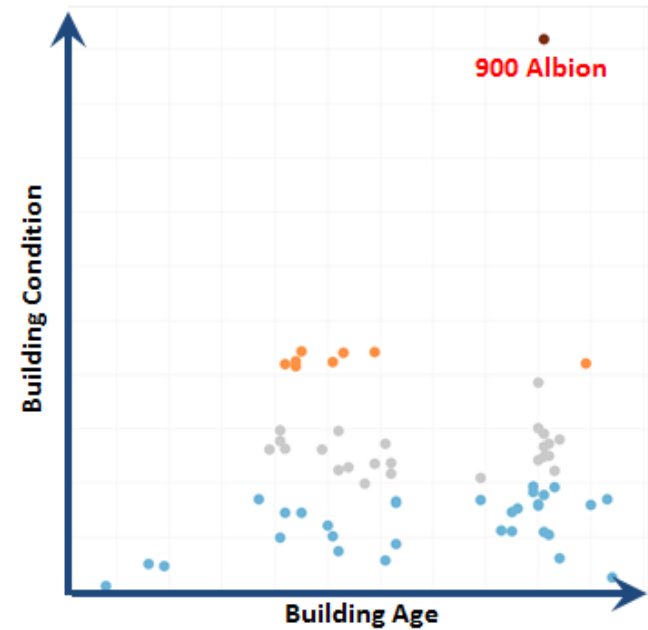
- Reduce non-school areas by 40,000 square feet
- Reduce lease levy by \$394,000 annually
 - Provides payback on costs to accommodate staff in other spaces
- Increase existing operation efficiency
 - Example: Enhance food prep capacity and operations, reduce Nutrition Center footprint by 1/3



5. Cost-saving Strategies

Dispose of 900 Albion Ave.

- Location and small size
 - 5.4 acres
 - Minimal strategic value to SPPS
- Highest Facility Condition Index (FCI)



BOE FMP Actions

Nov. 2015

1. Criteria to prioritize facility projects

Dec. 15, 2015:

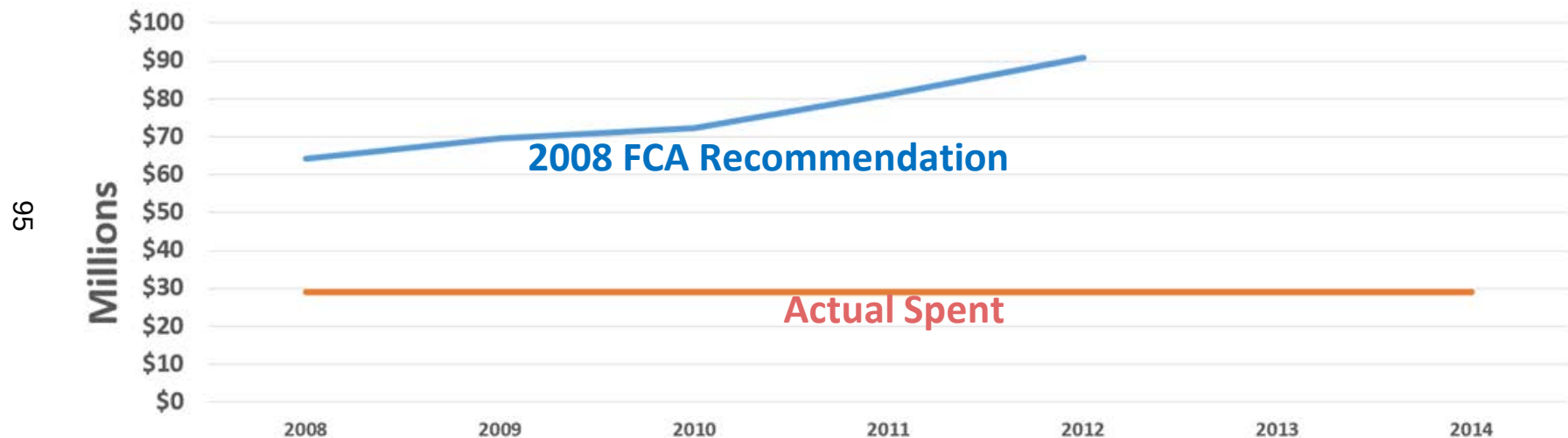
1. Approval of Fiscal Year 2016 Capital Bond expenditures
2. Long Term Facilities Maintenance and Improvement Investments
3. Five-Year Facilities Maintenance and Capital Implementation Plan

March 2016:

1. First Five-Year Facilities Implementation Plan



Financing History (CAP + ALT)



Financial Implications

- Investment resolution sets baseline expectations for:
 - Fund minimum needs: repair, replacing existing systems
 - Phased in FY2018
 - Identify additional capital improvements funds
 - Maintains year-to-year flexibility of funding amounts



Funding Options

1. Pay-As-You-Go using Long Term Facilities Revenue (levy)
2. Issue General Obligation Bonds and Certificates of Participation (levy)



Bonding Authority

- SPPS special legislative authority granted in 1989
- Issue bonds without voter approval which we have conservatively done since



Proposed Funding Strategy

- Use both funding options
- Continue LTFM revenue (facilities levy) with GO bonds and Certificates of Participation (debt levy)
- **Timing of funding and taxpayer impact**
- **Ability to bond as debt levels decrease**



Other factors to consider

- Bonds and Certificates of Participation up to 30-years
 - Minimize tax impact
- Refinance current bonds reviewed for interest cost savings and/or restructure debt service payments
- Options to issue other types of bonds
- Bonds subject to IRS arbitrage requirements for bond proceeds; adds cost to each bond issue





QUESTIONS?

651-744-1800

facilities@spps.org

<http://facilities.spps.org/fmp>



HUMAN RESOURCE TRANSACTIONS
November 2, 2015 through December 1, 2015
December 15, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barth, K. E.	Classroom Teacher	10/19/2015	\$26.51	St. Paul Music Academy
Bohling Philippi, V. D.	Classroom Teacher	11/30/2015	\$47.87	Cherokee Heights
Lijewski, M.	Classroom Teacher	10/27/2015	\$29.02	Central Senior High
Lonnes-Spatola, A. R.	Classroom Teacher	11/16/2015	\$25.61	Parkway Montessori
Neuman, D. M.	Classroom Teacher	11/16/2015	\$26.51	Como Park Senior High
Zeimet, A. P.	Classroom Teacher	11/09/2015	\$28.52	Benjamin Mays/Museum
Hamlin, R. J.	Special Education Teacher	11/30/2015	\$27.78	Farnsworth Aerospace Upper
Berres, T. A.	School/Community Professional	11/05/2015	\$21.95	Rondo Education Center
Jackson, L.	School/Community Professional	10/31/2015	\$22.96	American Indian Magnet
Xiong, J.	School/Community Professional	11/18/2015	\$24.20	Colborne Admin Offices
Forry, A. L.	Education Assistant	11/05/2015	\$27.81	Humboldt Secondary
Funk-Hobday, J. A.	Education Assistant	10/17/2015	\$15.19	Daytons Bluff
Castrejon, S. A.	Teaching Assistant	11/02/2015	\$13.06	Galtier Elementary
Conner, R. T.	Teaching Assistant	11/24/2015	\$12.43	Benjamin Mays/Museum
Doherty, D. M.	Teaching Assistant	10/29/2015	\$11.79	Maxfield Elementary
Foss, J. J.	Teaching Assistant	11/16/2015	\$13.52	The Heights. Community
French, A. G.	Teaching Assistant	12/02/2015	\$14.52	American Indian Magnet
Hiler, H. J.	Teaching Assistant	11/16/2015	\$14.25	Eastern Heights School
Jett Sr., M. L.	Teaching Assistant	11/09/2015	\$12.99	Highland Park Senior
Land, T. D.	Teaching Assistant	10/26/2015	\$13.39	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
November 2, 2015 through December 1, 2015
December 15, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lewer, J. L.	Teaching Assistant	10/19/2015	\$12.39	Central Senior High
Mauricio, J. R.	Teaching Assistant	11/03/2015	\$13.52	Linwood Monroe Arts Plus Lower
McAdory, A. C.	Teaching Assistant	10/31/2015	\$13.52	Harding Senior High
Saetre, R. L.	Teaching Assistant	11/23/2015	\$13.59	Cherokee Heights
Schmer, T. J.	Teaching Assistant	11/23/2015	\$11.79	American Indian Magnet
Silas, L. A.	Teaching Assistant	11/03/2015	\$12.99	Frost Lake Elementary
Stroud, D. P.	Teaching Assistant	11/09/2015	\$13.71	Hazel Park Preparatory
Tariq, S.	Teaching Assistant	10/31/2015	\$13.39	Battle Creek Middle
Trotter, R. D.	Teaching Assistant	11/25/2015	\$15.25	Johnson Senior High
Xiong, X. L.	Teaching Assistant	10/31/2015	\$13.71	271 Belvidere Bldg
Eyo, L. A.	Clerical	11/30/2015	\$21.24	Homecroft Early Learning
Gibson, L. J.	Clerical	10/30/2015	\$15.69	Washington Tech Sec
Strickland, T. C.	Clerical	11/09/2015	\$17.28	Ronald M Hubbs Center
Carraher, M. J.	Custodian	12/01/2015	\$24.46	Harding Senior High
Juelich, M. J.	Custodian	11/16/2015	\$15.74	Washington Tech Sec
Mann, C. R.	Custodian	11/16/2015	\$15.74	Crossroads Science
Olson, S. R.	Custodian	11/30/2015	\$15.74	Wellstone Elementary
Taylor, L. E.	Custodian	11/23/2015	\$15.74	Highland Park Senior
Noren, C. M.	Maintenance Supervisor	08/25/2015	\$23.99	Como Service Center
Baker, A. S.	Professional Employee	11/16/2015	\$30.84	Colborne Admin Offices
Waege, J. R.	Professional Employee	11/23/2015	\$26.60	Colborne Admin Offices
Liebenow, P. J.	Supervisory	11/14/2015	\$27.98	Como Service Center
Simmons, B. B.	Technical	11/30/2015	\$20.23	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bros, Z. E.	Classroom Teacher From: Teaching Assistant	11/28/2015	\$25.61	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
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December 15, 2015

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Weaver, S. B.	Classroom Teacher From: Teaching Assistant	11/24/2015	\$28.88	Benjamin Mays/Museum
Lee, Z. L.	ELL Teacher From: Education Assistant	11/14/2015	\$33.66	St. Paul Music Academy
Green, C.	Central Administration Career Progression	11/24/2015	\$52.87	Plato Administration
Kenneally, P.	Professional Employee Career Progression	07/02/2015	\$37.84	Como Service Center
Martin, N.	Supervisory Career Progression	10/07/2015	\$36.62	Como Service Center
Peterson, R. J.	Superintendency From: Superintendency	11/30/2015	\$62.70	1780 W. 7th Street
Bohland, R. J.	Custodian Career Progression	10/31/2015	\$24.46	Como Service Center
England, M. J.	Custodian Career Progression	10/31/2015	\$24.46	Como Service Center
Jolly, L. M.	Custodian Career Progression	10/31/2015	\$24.46	Como Service Center
McGaughey, D. P.	Custodian Career Progression	10/31/2015	\$24.46	Como Service Center
Valencour, D.	Custodian Career Progression	10/31/2015	\$24.46	Parkway Montessori
Ward, N. A.	Custodian Career Progression	10/31/2015	\$24.46	Como Service Center
Flaherty, E. R.	Nutrition Services Personnel	11/14/2015	\$16.60	Johnson Achievement Career Progression
Schiller, B. M.	Nutrition Services Personnel	11/14/2015	\$21.47	American Indian Magnet
Holle, D. M.	School/Community Professional Career Progression	10/28/2015	\$26.63	Ramsey Middle School
Lee, H. A.	School/Community Professional Career Progression	10/31/2015	\$28.19	Plato Admin Offices
Lieu, H. K.	School/Community Professional Career Progression	10/26/2015	\$25.88	Plato Admin Offices

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Myles, C.	School/Community Professional From: Teaching Assistant	11/19/2015	\$19.14	Jackson Preparatory
Ellis, U. M.	Education Assistant From: Teaching Assistant	11/14/2015	\$21.31	Journey's Secondary
Novotny, C. A.	School Bus Driver From: Teaching Assistant	10/26/2015	\$15.98	Colborne Admin Offices
Spainhour, P. B.	Technical From: Education Assistant	10/26/2015	\$20.23	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bohnert, E. A.	Classroom Teacher	11/16/2015	\$25.61	Como Park Senior High
Boyd, S.	Social Worker	11/09/2015	\$30.18	Galtier Elementary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Erickson, A. E.	Classroom Teacher	11/05/2015	Johnson Achievement
Hall, M.	Classroom Teacher	11/20/2015	Open World Learning
Jasiczek, X. X.	Classroom Teacher	11/21/2015	Linwood Monroe Arts
Rudderforth, V. M.	Classroom Teacher	11/18/2015	Washington Tech Sec
Saunders-Pearce, R. A.	Classroom Teacher	11/30/2015	JJ Hill Montessori
Schotzko, A. P.	Classroom Teacher	10/15/2015	271 Belvidere Bldg
Solinger, J. P.	Classroom Teacher	11/05/2015	Maxfield Elementary
Vang, M. N.	Classroom Teacher	12/21/2015	L'Etoile du Nord Upper
Williams, J. S.	Classroom Teacher	11/04/2015	Wellstone Elementary
Yang, N.	Classroom Teacher	11/11/2015	Jackson Preparatory
Patel, M. R.	Early Education Teacher	11/17/2015	Riverview School
Fantauzza, K. J.	Special Ed Teacher	11/25/2015	No Assigned Bldg - Misc
Keleny, M. V.	Special Education Teacher	10/29/2015	271 Belvidere Bldg
Tyler, T.	Special Education Teacher	10/01/2015	No Assigned Bldg - Misc
Butler, A. M.	Education Assistant	10/26/2015	L'Etoile du Nord Upper

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Foster, I. J.	Teaching Assistant	11/13/2015	Parkway Montessori
Hylton, M. A.	Nutrition Services Personnel	11/13/2015	Como Service Center
Ryan, K.	School/Community Professional	11/09/2015	Colborne Admin Offices

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kennedy, A. R.	Classroom Teacher	11/10/2015	
Butler, S. D.	Teaching Assistant	11/05/2015	
Crumble, V. R.	Nutrition Services Personnel	11/12/2015	

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dorer, B. S.	Classroom Teacher	11/09/2015	\$25.61	JJ Hill Montessori
Hartwich, R. F.	Classroom Teacher	11/13/2015	\$36.01	Eastern Heights School
Sowden, C. M.	Classroom Teacher	12/01/2015	\$37.40	Johnson Achievement
Larson, K. D.	Special Education Teacher	12/02/2015	\$48.62	Wellstone Elementary
Lou, J. V.	School/Community Professional	11/09/2015	\$21.20	271 Belvidere Bldg
Bergstrom, J.	Education Assistant	11/09/2015	\$31.92	Expo for Excellence
Brose, L. M.	Education Assistant	11/16/2015	\$28.91	Ronald M Hubbs Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ashley-Wurtmann, A.B.	Classroom Teacher	11/16/2015	Parkway Montessori
Beach, A. S.	Classroom Teacher	11/16/2015	Ramsey Middle School
Farrell, J. L.	Classroom Teacher	11/02/2015	Humboldt Secondary
Fox, M. A.	Classroom Teacher	11/03/2015	Humboldt Secondary
Kneisl, C. M.	Classroom Teacher	11/09/2015	Humboldt Secondary
Martin, D. J.	Classroom Teacher	10/29/2015	Groveland Park
Shier, J. C.	Classroom Teacher	11/23/2015	Obama Elementary
Williams, J. S.	Classroom Teacher	11/23/2015	Wellstone Elementary

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Young, L.	Classroom Teacher	11/20/2015	Nokomis Montessori North
Ashland, S. M.	ELL Teacher	11/23/2015	No Assigned Bldg - Misc
Ludtke, A. M.	Special Ed. - ECSE Teacher	11/13/2015	271 Belvidere Bldg
AbdurRazzaq, K. A.	Social Worker	11/16/2015	Battle Creek Middle
Grant, C.	Social Worker	11/02/2015	Harding Senior High
LaFromboise, P. F.	Special Education Teacher	11/23/2015	271 Belvidere Bldg
Max, A. J.	Special Education Teacher	11/09/2015	271 Belvidere Bldg
Wannarka, R. E.	Special Education Teacher	11/11/2015	Boys Totem Town
Mondry, L.	Education Assistant	11/02/2015	Johnson Senior High
Peters, K.	Education Assistant	11/02/2015	Belwin Outdoor Science
Christopher, L.	Teaching Assistant	11/02/2015	Capitol Hill Magnet
Dyslin, J. E.	Teaching Assistant	11/02/2015	Como Park Elementary
Rivera, D.	Teaching Assistant	11/17/2015	RiverEast Elem/Secondary
Williams, M. T.	Custodian	11/10/2015	Obama Service Learning
Siraji, Z. M.	Nutrition Services Personnel	11/02/2015	Creative Arts Secondary
Kenneally, P.	Professional Employee	11/16/2015	Como Service Cent
Ryan, K.	School/Community Professional	11/10/2015	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thoma, D. J.	Teaching Assistant	11/28/2015	\$18.24	Como Park Elementary

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
T., P.	Teacher	12/17/2015	
T., P.	Teacher	01/07/2016	
T., P.	Teacher	01/14/2016	

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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
V., B.	Education Assistant	10/28/2015	
S., B. M.	Clerical	12/01/2015	
H., J.	Custodian	11/12/2015	

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Berry, M.	Assistant Principal	11/09/2015	Open World Learning
Anastos, L. W.	Classroom Teacher	06/14/2016	JJ Hill Montessori
Bedard, T. P.	Classroom Teacher	06/15/2016	Homecroft Early Learning
Bolstad, R.	Classroom Teacher	06/14/2016	Washington Tech Sec
Boyer, B. A.	Classroom Teacher	06/14/2016	Farnsworth Aerospace Lower
Brown, R.	Classroom Teacher	06/14/2016	Galtier Elementary
DeCelle, J. M.	Classroom Teacher	06/14/2016	271 Belvidere Bldg
Elfstrand, E. E.	Classroom Teacher	06/14/2016	Farnsworth Aerospace Lower
Flynn, P. A.	Classroom Teacher	06/14/2016	Ronald M Hubbs Center
Galligan, N.J.	Classroom Teacher	06/28/2016	Highland Park Senior
Greener, D. L.	Classroom Teacher	06/16/2016	Central Senior High
Hendrycks, A.	Classroom Teacher	06/14/2016	Adams Spanish Immersion
Johnson, R. C.	Classroom Teacher	06/16/2016	No Assigned Bldg - Misc
Kail, L.	Classroom Teacher	06/14/2016	Washington Tech Sec
Motylinski, L. M.	Classroom Teacher	07/16/2016	Linwood Monroe Arts
Pavek, N.	Classroom Teacher	06/14/2016	Randolph Heights
Peterson, L.	Classroom Teacher	04/16/2016	271 Belvidere Bldg
Peterson, M. C.	Classroom Teacher	01/11/2017	Hazel Park Preparatory
Pugh, L.	Classroom Teacher	07/01/2016	Battle Creek Elementary
Reitter, D. M.	Classroom Teacher	06/16/2016	Homecroft Early Learning
Sabota, K. A.	Classroom Teacher	06/14/2016	Highland Park Senior

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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Schak, E.	Classroom Teacher	06/14/2016	Homecroft Early Learning
Schmidt, B.	Classroom Teacher	06/14/2016	Como Park Senior High
Schwabacher, J. M.	Classroom Teacher	06/12/2016	Jackson Preparatory
Stefansky, M. E.	Classroom Teacher	06/16/2016	Randolph Heights
Thurber, P. K.	Classroom Teacher	07/17/2016	Johnson Achievement
Toohey, P. J.	Classroom Teacher	08/04/2016	Crossroads Montessori
Weber, K. R.	Classroom Teacher	07/01/2016	1780 W. 7th Street
Siegel Garcia, M. B.	Nurse	06/14/2016	Capitol Hill Magnet
Googins, K.	Occupational Therapist	07/01/2016	St. Paul Music Academy
Petzold, A. S.	Psychologist	06/14/2016	Como Park Elementary
Granote, P.	Special Education Teacher	06/14/2016	Horace Mann School
Handrahan, J.	Special Education Teacher	06/14/2016	Focus Beyond (18-Adult)
Monroe, N. J.	Special Education Teacher	06/15/2016	Maxfield Elementary
Ryan, C. M.	Special Education Teacher	06/14/2016	Boys Totem Town
Talbot, T. L.	Special Education Teacher	06/14/2016	Washington Tech Sec
Tomes, M. M.	Special Ed. - ECSE Teacher	08/01/2016	271 Belvidere Bldg
Julig, J.	Teacher on Special Assignment	06/14/2016	Homecroft Early Learning
Gammel, N. L.	Education Assistant	11/01/2015	Battle Creek Middle
Corcoran, R. F.	Teaching Assistant	08/01/2016	Johnson Achievement Plus Elem
O'Connor, M. T.	Operations	01/30/2016	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Meyer, S.	Central Administrator	11/26/2015	271 Belvidere Bldg
Eichinger, C. J.	Classroom Teacher	10/17/2015	Humboldt Secondary
Eliason, T. J.	Classroom Teacher	11/21/2015	Creative Arts Secondary

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<u>RESIGNATION</u> <u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Herrera, L. C.	Classroom Teacher	12/16/2015	Johnson Achievement
Kennedy, A. R.	Classroom Teacher	12/18/2015	Ramsey Middle School
Petersen, S. A.	Classroom Teacher	12/05/2015	Humboldt Secondary
Schned, M. C.	Classroom Teacher	12/02/2015	Ramsey Middle School
Ungs, L.	Classroom Teacher	11/29/2015	Jie Ming Mandarin Immr
Thao, M.	Nurse	12/19/2015	Eastern Heights Elementary
Stibbins, R. D.	Social Worker	01/01/2016	Washington Tech Sec
Kendrick, J. M.	Special Ed Teacher	11/26/2015	Wellstone Elementary
Peterson, J. L.	Special Ed Teacher	12/11/2015	Harding Senior High
Tinucci, M. E.	Teacher on Special Assignment	10/31/2015	No Assigned Bldg - Misc
Davis, T. L.	Education Assistant	11/26/2015	Humboldt Secondary
Henry, D.	Education Assistant	11/07/2015	Creative Arts Secondary
Barrett, M.	Teaching Assistant	11/14/2015	Daytons Bluff Achievement
Brazil-Sawyer, M. E.	Teaching Assistant	11/29/2015	Jackson Preparatory
Gahlon, E. D.	Teaching Assistant	11/16/2015	American Indian Magnet
Haberland, A. G.	Teaching Assistant	12/05/2015	Highland Park Senior
Hing, V.	Teaching Assistant	11/03/2015	Como Park Elementary
Manukyan, G.	Teaching Assistant	11/10/2015	Eastern Heights Elementary
Xiong, P.	Teaching Assistant	12/02/2015	Hazel Park Preparatory
Yang, A.	Teaching Assistant	11/11/2015	Como Park Elementary
Winner, E. M.	Carpenter	11/17/2015	Como Service Center
Schwerdtfeger, B. M.	Clerical	12/16/2015	Colborne Admin Offices
Crew, N. N.	Nutrition Services Personnel	11/28/2015	Washington Tech Sec
Pierce, S. L.	Nutrition Services Personnel	12/01/2015	Creative Arts Secondary
Yang, S. D.	Nutrition Services Personnel	08/19/2015	Hazel Park Preparatory

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hindahl, L. A.	Professional Employee	12/09/2015	Colborne Admin Offices
Weisbecker, L.	Professional Employee	12/26/2015	Como Service Center
Geerdes, J.	Technical	11/17/2015	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Purdy-Erdahl, J.	Special Ed Teacher	01/14/2016	
Wallace, R. L.	Teaching Assistant	11/07/2015	

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
B., S. D.	Teaching Assistant	11/14/2015	
C., V. R.	Nutrition Services Personnel	11/25/2015	
L., D. T.	Nutrition Services Personnel	11/05/2015	
Y., S. M.	Nutrition Services Personnel	11/21/2015	

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

DATE: December 15, 2015

TOPIC: Gift Acceptance from Allina Health and Free Bikes 4 Kidz

A. PERTINENT FACTS:

1. Student Health and Wellness would like to accept a gift of refurbished bicycles and brand new bicycle helmets from Allina Health and Free Bikes 4 Kidz.
2. This donation will be used for the 2015-16 school year. Seven schools have requested bicycles and helmets for distribution to students to promote physical activity outside of school hours, a goal of the Wellness Policy (533.00). This helps lay the ground work for students to participate in Safe Routes to School (SRTS).
3. This donation supports goal #1 Achievement and #3 Sustainability.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness; Carol Grady, SHIP Lead, Student Health and Wellness; and Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Student Health and Wellness to accept a gift of refurbished bicycles and brand new bicycle helmets from Allina Health and Free Bikes 4 Kidz to be used as designated.

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

DATE: December 15, 2015

TOPIC: Assistance League of Minneapolis and Saint Paul Donation of Coats for Project REACH, Title I Federal Programs

A. PERTINENT FACTS:

1. Operation School Bell – Clothes for Kids is a philanthropic program designed by Assistance League of Minneapolis and Saint Paul to provide school uniforms and additional clothing items for children.
2. The Assistance League has purchased \$12,000.00 worth of winter jackets to be distributed to students of the St. Paul Public Schools who are identified by Project REACH as experiencing Homelessness and in need of a winter coat. That comes out to approximately 480 new coats.
3. The donation of coats for students is greatly appreciated. Each year, Project REACH serves over 2300 students, many of whom do not have warm winter coats and other winter items.
4. This project will meet the District target area goals of Achievement.
5. This item is submitted by Anne McNerney, Supervisor, Project REACH/Fostering Connections; Cheryl Carlstrom, Director, Title I Federal Programs; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$12,000 worth of coats from the Assistance League of Minneapolis and Saint Paul and request that the Superintendent (designee) send a letter of appreciation to the Assistance League of Minneapolis and Saint Paul for their generous donation.

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

DATE: December 15, 2015

TOPIC: Acceptance of South Robert Street Business Association Scholarship Gift to Humboldt High School 2015-16 Seniors

A. PERTINENT FACTS:

1. Received lawful gambling funds from So. Robert St. Business Assoc to dispense to Humboldt High School 2015-16 Seniors for scholarships in the amount of \$7500.00
2. This project will meet the District target area goal of achievement.
3. This item is submitted by Michael Sodomka, Principal, Humboldt High School, Theresa Battle, Assistant Superintendent and Michelle Walker, Chief Executive Officer

B. RECOMMENDATION:

That the Board of Education authorize Humboldt High School to accept this gift from the South Robert Street Business Association.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Accept a Grant from Achieve 3000.

A. PERTINENT FACTS:

1. Achieve 3000 is the leader in online differentiated instruction, serving millions of students worldwide. Achieve3000's differentiated literacy solutions have provided dramatic reading gains for students in grades PreK-12, as well as for adult learners.
2. SPPS has been awarded a grant to finance a six-month subscription to Achieve 3000 literacy services for students at Murray Middle School. Saint Paul Public Schools will serve as fiscal agent for the project. The total grant is for approximately \$9,335. 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 Stacy Theien-Collins, Principal, Murray Middle School; Ryan Vernosh, Director of Marketing, Communications, and Development; Lisa Sayles-Adams, 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 funds from Achieve 3000 to support literacy education at Murray Middle School, and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

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

A. PERTINENT FACTS:

1. The Ecolab Foundation is a long-time supporter of Humboldt Secondary School, and of programs that serve Humboldt. Ecolab is currently accepting grant applications for projects that support education activities at Humboldt Secondary School.
2. Humboldt has prepared an application for funds to support its AVID college readiness program. This grant is for approximately \$40,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Principal Michael Sodomka, Humboldt; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, 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 submit a grant to the Ecolab Foundation for funds to support AVID and Academy of Information Technology at Humboldt Secondary; 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: December 15, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. The Greater Twin Cities United Way is currently accepting grant applications for projects that establish career pathways that lead to college and/or sustainable, living-wage careers.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to support Career Pathways in the district. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$750,000. Staff in the program researched this opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Jon Peterson, Executive Director, Office of Career and College Readiness; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to establish career pathways in the district; 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: December 15, 2015

TOPIC: Request for Permission to Submit a Grant Application to McNeely Foundation

A. PERTINENT FACTS:

1. The McNeely Foundation is currently accepting grant applications for projects that support a diverse and vital East Side where youth make the successful transition to adulthood, families prosper, and natural and open spaces are preserved and accessible.
2. Saint Paul Public Schools' CDF Freedom Schools has prepared an application for funds to pilot a Knowledge for College and Career component for its CDF Freedom Schools 2016 session. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$19,690. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Darcel Hill, Director, Freedom Schools; Ryan Vernosh, Director, Communications, Marketing and Development; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to run a pilot project as part of Freedom Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Accept a Grant from Minnesota State Colleges and Universities' (MNSCU) Minnesota Energy Center

A. PERTINENT FACTS:

1. Minnesota State Colleges and Universities' Minnesota Energy Center at St. Cloud Technical and Community College offers grants to aid the development of programming to prepare technicians for the energy production industry.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application and received a grant for approximately \$10,000 to send a delegation to participate in the Legacy I3 Diversity symposium in Phoenix, Arizona on Dec 3-5, 2016. Saint Paul Public Schools will serve as fiscal agent for the project. Staff at the program researched this grant opportunity.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Ryan Vernosh, Director, Communications, Marketing and Development; Jon Peterson, Executive Director, Office of College and Career Readiness; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from MNSCU for funds to participate in the Legacy I3 Diversity symposium; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Accept a Grant from the Robins, Kaplan, Miller and Ciresi Foundation for Children

A. PERTINENT FACTS:

1. RKMC Foundation for Children works to serve as a catalyst for creative, innovative, and systems-changing programs to achieve a long-term impact in promoting education and equitable opportunities for all of Minnesota's children and youth.
2. Saint Paul Public Schools received a grant for approximately \$15,000 to build leadership capacity and build relationships among district leaders.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by 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 accept a grant from Robins, Kaplan, Miller and Ciresi Foundation for Children to build leadership capacity in SPPS; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Accept a Grant from the Saint Paul Foundation

A. PERTINENT FACTS:

1. The Saint Paul Foundation provides funding for projects that sustain Saint Paul as a vibrant community where all people can find hope and opportunity, build the capacity of SPPS to ensure ALL students receive a premier education, support proven and new approaches to critical issues, and seek to eliminate racial and economic disparities and engage the people most impacted.
2. Saint Paul Public Schools received a grant for approximately \$15,000 to build leadership capacity and build relationships among district leaders.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by 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 accept a grant from the Saint Paul Foundation to build leadership capacity in SPPS; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Accept a Grant from Search Institute

A. PERTINENT FACTS:

1. Search Institute is dedicated to discovering what kids need to succeed. Its research, resources, and expertise are used to help partners in organizations, schools, and community coalitions solve critical challenges in the lives of young people.
2. Battle Creek Middle School prepared an application and received a grant for approximately \$19,000 to build capacity to enhance perseverance and other character skills in its students.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Ty Thompson, Principal, Battle Creek Middle School; Ryan Vernosh, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Search Institute to improve student perseverance and character in SPPS; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Accept a Grant from The Seattle Foundation

A. PERTINENT FACTS:

1. The Seattle Foundation collaborates with hundreds of nonprofits to develop local giving strategies designed to make the greatest impact. It accesses a network of more than 700 community foundations to support giving outside the Seattle region. The Seattle Foundation's giving spans a variety of fields, from basic needs and wellness to education, arts and culture, and the environment.
2. The Gateway to College program, under the Office of College and Career Readiness, prepared an application and received a grant for approximately \$3,000 to support priority projects, including recognition of the achievements of students, staff and graduates.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Jon Peterson, Executive Director, Office of College and Career Readiness; 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 Seattle Foundation to support Gateway to College priority projects in SPPS; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

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

A. PERTINENT FACTS:

1. The Target Foundation is currently accepting grant applications for projects that break down the barriers to wellness, which it has defined as access, affordability, and inspiration. The Youth Programming Wellness Grant seeks to fund research-based and outcomes-oriented programs that are either proven or promising in driving measurable and sustained changes in healthy attitudes or behaviors.
2. Saint Paul Public Schools has prepared an application for funds to align district efforts to encourage physical wellness among all its constituents. This effort will include the creation of a temporary Physical Health Coordinator position. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$726,513. Program staff researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Ryan Vernosh, Director, Communications, Marketing and Development; Jean Ronnei, Chief Operations 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 a grant to the Target Foundation Youth Programming Wellness Grant for funds to align district efforts on physical wellness; 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: December 15, 2015

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

A. PERTINENT FACTS:

1. The Target Foundation is currently accepting grant applications for projects that break down the barriers to wellness, which it has defined as access, affordability, and inspiration. The Youth Programming Wellness Grant seeks to fund research-based and outcomes-oriented programs that are either proven or promising in driving measurable and sustained changes in healthy attitudes or behaviors.
2. Saint Paul Public Schools' Bruce Vento Elementary School has prepared an application for funds to create fully accessible environmental learning and wellness spaces that promote physical and mental health for students and families. This will take the form of an all-season greenhouse and a musical playground. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$491,250. 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 Scott Masini, Principal, Vento Elementary; Ryan Vernosh, Director, Communications, Marketing and Development; Sharon Freeman, 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 submit a grant to the Target Foundation Youth Programming Wellness Grant for funds to create healthful learning and wellness spaces at Bruce Vento Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: December 15, 2015

TOPIC: Request for Permission to Submit a Grant Application, in partnership with the University of Minnesota, to the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications from institutes of higher education for projects with local education agencies to improve the instruction of mathematics and science.
2. Saint Paul Public Schools' Office of Teaching and Learning has an application with the University of Minnesota for funds to implement innovative professional development for STEM teachers. The University of Minnesota will serve as fiscal agent for this grant. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Marty Davis, Supervisor for PreK-12 Science; Hans Ott, Director, Office of 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 partner with the University of Minnesota on a grant application to the Minnesota Department of Education for funds to improve STEM teacher professional development in the district; to accept sub-grant 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: December 15, 2015

TOPIC: Lease Agreement with Sabo Center for Democracy and Citizenship

A. PERTINENT FACTS:

1. The Sabo Center for Democracy and Citizenship 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 Sabo Center for Democracy and Citizenship.
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 five hundred sixty-two (562) square feet of dedicated space at 209 West Page Street to Sabo Center for Democracy and Citizenship for the purpose of providing education and civic engagement activities and space for youth and families.
 - c. Rent for this term will be Seven Thousand Three Hundred Fifty and 24/100 Dollars (\$7,350.24) for 2016 and Nine Thousand Ninety-eight and 76/100 Dollars (\$9,098.76) thereafter 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 Sabo Center for Democracy and Citizenship 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 Three Hundred Fifty and 24/100 Dollars (\$7,350.24) for 2016 and Nine Thousand Ninety-eight and 76/100 Dollars (\$9,098.76) thereafter annually subject to all other terms and conditions of said agreement.

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

DATE: December 15, 2015

TOPIC: Lease Agreement with Teatro del Pueblo

A. PERTINENT FACTS:

1. Teatro del Pueblo 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 Teatro del Pueblo.
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 twenty-eight (428) square feet of dedicated space at 209 West Page Street to Teatro del Pueblo for the purpose of providing artistic and educational theater programs throughout the Midwest area.
 - c. Rent for this term will be Five Thousand One Hundred Eighty and 6/100 Dollars (\$5,180.76) for 2016 and Six Thousand Nine Hundred Twenty-Nine and 28/100 Dollars (\$6,929.28) thereafter 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 Teatro del Pueblo 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 Five Thousand One Hundred Eighty and 6/100 Dollars (\$5,180.76) for 2016 and Six Thousand Nine Hundred Twenty-Nine and 28/100 Dollars (\$6,929.28) thereafter annually subject to all other terms and conditions of said agreement.

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

DATE: December 15, 2015

TOPIC: Lease Agreement with YMCA

A. PERTINENT FACTS:

1. The YMCA 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 YMCA.
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 one hundred seventy four (174) square feet of dedicated space at 209 West Page Street to YMCA for the purpose of Youth Development, Healthy Living and Social Responsibility.
 - c. Rent for this term will be Two Thousand Eight Hundred Seventeen and 00/100 Dollars (\$2,817.00) 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 YMCA 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 Two Thousand Eight Hundred Seventeen and 00/100 Dollars (\$2,817.00) annually subject to all other terms and conditions of said agreement.

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

DATE: December 15, 2015

TOPIC: FY16 Capital Bond Expenditures

A. PERTINENT FACTS:

1. FY16 Capital Bonds Available is \$15,000,000.
2. Initial implementation of work identified in the 2015 Facilities Master Plan focused largely on near-term capacity issues and programmatic alignment. Allocations are largely for design / planning and critical path initial construction. As such, additional funding in future years will be required to complete.
3. Long Term Facilities Maintenance augmentation funds will complement work to further the impact and efficiency of MDE-approved deferred maintenance or health and safety projects.
4. Building & Technology Systems Infrastructure improvements to communication network infrastructure will support educational demands as well as critical building system needs.
5. Establishment of an internal Revolving Energy Efficiency Fund (REEF) in which the annual utility cost savings from energy efficiency improvements replenish the principle amount of the program.
6. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the following capital expenditures for FY16:

• Facilities Master Plan Implementation	\$ 5,980,000
• Long Term Facilities Maintenance (LTFM) Augmentation	\$ 1,670,000
• Building & Technology Systems Infrastructure	\$ 3,750,000
• Unforeseen Needs ("Miscellaneous CAP")	\$ 600,000
• Revolving Energy Efficiency Fund (REEF)	\$ 400,000
• Project Management / Salaries	\$ 1,100,000
• Contingency (10%)	<u>\$ 1,500,000</u>

Total	\$15,000,000
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Facilities Department

Custodial Services • Energy & Waste Management • Environmental Health & Safety
Facility Planning • Furniture & Moves • Grounds • Maintenance

1930 Como Avenue
Saint Paul, MN 55108-2778

Telephone: (651) 744-1800 • Fax: (651) 290-8362 •

Fiscal Year 2016 Proposed Capital Bond Line Items

DATE: 12/15/2015

Facilities Master Plan Implementation

\$5,980,000

Initial implementation of work identified in the 2015 Facilities Master Plan, focused largely on near-term capacity issues and programmatic alignment. Allocations are largely for design / planning and critical path initial construction. As such, additional funding in future years will be required to complete.

- Adams Spanish Immersion
- Como Senior High School
- Highland Park Elementary
- Horace Mann
- Humboldt
- Jie Ming / Hamline Elementary (creation of Jie Ming 5th grade)
- Linwood Monroe Lower (Linwood campus)
- St. Anthony Park

Long Term Facilities Maintenance (LTFM) Augmentation

\$1,670,000

Complementary work to further the impact and efficiency of MDE-approved deferred maintenance or health and safety projects.

- Johnson Senior High School
- Linwood Monroe Upper (Monroe campus)

Building & Technology Systems Infrastructure

\$3,750,000

Improvements to communication network infrastructure to support educational demands as well as critical building system needs.

- Direct Digital Controls (DDC)
- Communication and data network infrastructure improvements
- Physical Security Infrastructure - Cameras

General Costs

\$3,600,000

- Unforeseen needs ("Miscellaneous CAP")
- Establishment of Revolving Energy Efficiency Fund (REEF)
- Project Management / Salaries
- Contingency (10%)

TOTAL \$15,000,000

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

DATE: December 15, 2015

TOPIC: Cancellation of all District Rooftop Leases (Cell Towers) at Various Locations

A. PERTINENT FACTS:

1. Saint Paul Public Schools currently has rooftop leases (aka cell tower agreements) with four (4) separate Carriers on thirteen (13) district sites.
2. Carriers use the leased space for the transmission and reception of radio communication signals and for the construction, installation, operation, maintenance, repair, removal or replacement of related facilities, antennas, microwave dishes, equipment shelters and/or cabinets and related activities.
3. The District wishes to cancel all existing leases with the intention of renegotiating under revised lease terms.
4. This project will meet 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. RECOMMENDATION:

That the Board of Education authorize administration to cancel any or all District Rooftop Leases with the intention of renegotiating under revised lease terms as necessary, effective January 1 through December 31, 2016.

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

DATE: December 15, 2015

TOPIC: Discharge of J.P.-E.

A. PERTINENT FACTS:

1. J.P.-E. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that J.P.-E. be discharged from School District employment for the statutory causes of conduct unbecoming a teacher and inefficiency in teaching.
3. This item is submitted by Sharon Freeman, Elementary Schools Assistant Superintendent, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education finds, concludes and directs:

1. That J.P.-E. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of J.P.-E.;
2. That such conduct by J.P.-E. constitutes conduct unbecoming a teacher and inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of J.P.-E.;
3. That the Superintendent's recommendation for the discharge of J.P.-E. is adopted by the Board of Education;
4. That J.P.-E. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide J.P.-E. with a written statement of the cause of such discharge;
6. That J.P.-E.'s discharge will take effect thirty (30) days after the Clerk of the Board of Education provides J.P.-E. with a written statement of the cause of such discharge; and
7. That J.P.-E. remain on administrative leave with pay until the effective date of her discharge.

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

DATE: December 15, 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 January 5, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: December 15, 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 October 1, 2015 – October 31, 2015.

(a) General Account	#648297-650337	\$69,854,336.78
	#0001620-0001670	
	#7001449-7001501	
	#0000768-0000822	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$3,142,430.90</u>
		<u>\$72,996,767.68</u>

Included in the above disbursements are 3 payrolls in the amount of \$52,632,399.56 and overtime of \$221,239.17 or 0.42% 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 March 31, 2016.

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

DATE: July 21, 2015

TOPIC: Policy Revision - 510:00 Graduation

A. PERTINENT FACTS:

1. Policy 510.00 Graduation is being brought forward for approval of minor revisions to its wording.
2. This correction falls within the area of "Policy Revisions Without Three Readings" within Policy 209.00 Development, Adoption, Implementation and Monitoring of Policies. Specifically, *minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to: stakeholders, policy owner or contact person.*
3. This will meet the District strategic plan goals of alignment.
4. This item is submitted by Jacqueline Allen, Assistant Director, Office of Strategic Planning and Policy and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the proposed revision to Policy 510.00 Graduation.

Adopted: 10/ 20/ 09
Revised:

Saint Paul Public Schools Policy

510.00

510.00 GRADUATION

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
 - Health & Wellness credit
 - Fitness & Physical Education credit
 - Career and Technical Education (CTE) credit
 - Elective credits
 - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown (exemptions must be approved by the Superintendent).

LEGAL REFERENCES:

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota’s Students
Minn. Stat. § 120B.023 – Benchmarks
Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits
Minn. Stat. § 120B.07 – Early Graduation
Minn. Stat. § 120B.11 – School District Process
Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading
Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition
Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards
20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

CROSS REFERENCES:

510.00 GRADUATION

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
 - Health & Wellness credit
 - Fitness & Physical Education credit
 - ~~Career and Technical Education (CTE) Family & Consumer Science, Industrial Technology or Business~~ credit
 - Elective credits
 - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown (exemptions must be approved by the Superintendent).

LEGAL REFERENCES:

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota’s Students
Minn. Stat. § 120B.023 – Benchmarks
Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits
Minn. Stat. § 120B.07 – Early Graduation
Minn. Stat. § 120B.11 – School District Process
Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading
Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition
Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards
20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

CROSS REFERENCES:

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

DATE: July 21, 2015

TOPIC: Policy Revision - 601.00 Educational Programming

A. PERTINENT FACTS:

1. Policy 601.00 Educational Programming is being brought forward for approval of minor revisions to its wording.
2. This correction falls within the area of "Policy Revisions Without Three Readings" within Policy 209.00 Development, Adoption, Implementation and Monitoring of Policies. Specifically, *minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to: stakeholders, policy owner or contact person.*
3. This will meet the District strategic plan goals of alignment.
4. This item is submitted by Jacqueline Allen, Assistant Director, Office of Strategic Planning and Policy and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the proposed revision to Policy 601.00 Educational Programming.

601.00 EDUCATIONAL PROGRAMMING

DEFINITIONS

1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.
2. "Graduation requirements" mean those courses and tests required to earn a diploma.

ACADEMIC STANDARDS (1)

1. The district will adopt academic standards, which shall be the basis for the educational program.
2. The district will implement high school and preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.
3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
4. The academic standards implementation committees will determine where, when, and in what instructional program all student achievement of standards will be assessed.

THE PRE K-12 EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.
2. The educational program will be coordinated systematically through the district.
3. The school district will establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.
4. Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:
 - Language arts
 - Mathematics and science
 - Social studies, including history, geography, and government
 - Health and physical education
 - The arts
 - Vocational and technical education; and
 - World languages.

5. The basic instructional program shall minimally include all courses required for each grade level by the Minnesota Department of Education.
6. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
7. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.
8. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning or work-based learning, may be developed and offered to meet the unique and changing needs of students.

GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
 - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
 - The state requirements for graduation as established by Minnesota law.
2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

LEGAL REFERENCES:

- (1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
 Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
 Minn. Stat. § 120B.11 Subd. 2 Adopting Policies
 Minn. Stat. § 120B.22 Elective Standards
 Minn. Stat. § 120B.023 Benchmarks
 Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
 Minn. Rules § 3501.0200-3501.0290 Written Composition
 Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
 Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
 Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts
 Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science
- (2) Minn. Stat. § 120A.22 Subd 9 Curriculum
 Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services
 Minn. Stat. § 124D.09 Post Secondary Enrollment Options
 Minn. Stat. § 124D.095 Online Learning Options

Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs

Minn. Rule §3525 Children with a Disability

Section 504 of the Rehabilitation Act of 1973, as amended

29 U.S.C. § 794

Title I of the Elementary and Secondary Education Act

(3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits

Minn. Stat. § 120B.14 Advanced Academic Credit

Minn. Stat. § 120B.16 Secondary Credit for Students

Minn. Stat. § 122A.60 Staff Development Program

20 U.S.C. § 5801 – Purpose

20 U.S.C. § 6301 – No Child Left Behind

CROSS REFERENCES:

Policy 421.00 Staff Development

Policy 510.00 Graduation

Policy 510.01 Students: Promotion and Retention

601.00 EDUCATIONAL PROGRAMMING

DEFINITIONS

1. “Academic standards” means content-based outcomes at each grade level, some of which are mandated within state standards.
2. “Graduation requirements” mean those courses and tests required to earn a diploma.

ACADEMIC STANDARDS (1)

1. The district will adopt academic standards, which shall be the basis for the educational program.
2. The district will implement high school and preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.
3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
4. The academic standards implementation committees will determine where, when, and in what instructional program all student achievement of standards will be assessed.

THE PRE K-12 EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.
2. The educational program will be coordinated systematically through the district.
3. The school district will establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.
4. Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:
 - Language arts
 - Mathematics and science
 - Social studies, including history, geography, and government
 - Health and physical education
 - The arts
 - Vocational and technical education; and
 - World languages.

5. The basic instructional program shall minimally include all courses required for each grade level by the Minnesota Department of Education.
6. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
7. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.
8. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning or work-based learning, may be developed and offered to meet the unique and changing needs of students.

GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
 - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
 - The state requirements for graduation as established by -Minnesota law.
 - ~~Successful completion of:~~
 - ~~86 total quarter credits at a regularly scheduled (non-block) high school, or~~
 - ~~56 total quarter credits at a four-period block-scheduled high school.~~
2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

LEGAL REFERENCES:

- (1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
 - Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
 - Minn. Stat. § 120B.11 Subd. 2 Adopting Policies
 - Minn. Stat. § 120B.22 Elective Standards
 - Minn. Stat. § 120B.023 Benchmarks
 - Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
 - Minn. Rules § 3501.0200-3501.0290 Written Composition
 - Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
 - Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
 - Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts
 - Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science

- (2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services
Minn. Stat. § 124D.09 Post Secondary Enrollment Options
Minn. Stat. § 124D.095 Online Learning Options
Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs
Minn. Rule §3525 Children with a Disability
Section 504 of the Rehabilitation Act of 1973, as amended
29 U.S.C. § 794
Title I of the Elementary and Secondary Education Act
 - (3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.14 Advanced Academic Credit
Minn. Stat. § 120B.16 Secondary Credit for Students
Minn. Stat. § 122A.60 Staff Development Program
- 20 U.S.C. § 5801 – Purpose
20 U.S.C. § 6301 – No Child Left Behind

CROSS REFERENCES:

Policy 421.00 Staff Development
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

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

DATE: December 15, 2015

TOPIC: Request for Proposal No. A208530-A -- Travel Accommodations Services
(RATIFICATION)

A. PERTINENT FACTS:

1. This Request for Proposal (RFP) provides for Travel Accommodations Services for District personnel for Hotels and Airline, etc. for District approved Business travel.
2. Proposals were received from the following companies:
 - Egencia, LLC/Expedia Business Travel, Inc
 - Sun Travel, Inc
 - Direct Travel
3. Egencia, LLC/Expedia Business Travel, Inc offered the lowest price and most comprehensive online booking program, demonstrating the best understanding of the District's Travel Policies and Procedures. Their proposal includes an online portal where the District sets travel controls and manages District personnel travel more effectively, while also giving travelers the autonomy to make choices for their travel yet within District parameters,
4. The District will pay a annual fee of \$750.00 and a \$6 fee per transaction for online airfare booking and no fee for online hotel booking. Should a traveler need to book via phone, a \$25 per transaction fee will be incurred for airfare booking and a \$15 per transaction fee for hotel booking. The fees for booking under this contract will be approximately \$5,000 per year. Egencia, LLC/Expedia Business Travel, Inc also offers Business Travel preferred hotel rates at substantial discounts and would be paid directly for hotels with the estimated costs of approximately \$110,000 per year.
5. In order to have the new upgraded online system in place by January 1, 2016, prior to peak travel time for District personnel, the administration proceeded with award of a contract to Egencia Business Travel, LLC/Expedia, Inc
6. Proposals have been reviewed by Bradley Miller, Purchasing Manager.
7. This project will meet the District target area goals of each of the following alignment and sustainability.
8. This item is submitted by Marie Schrul , Chief Financial Officer

B. RECOMMENDATION:

That the Board of Education ratify the Administration's action of the award of contract for Request for Proposal No. A208530-A for Travel Accommodations Services to the most responsive proposer, Egencia, LLC/Expedia Business Travel, Inc



Proposed Pay16 Levy

Board of Education

Marie Schrul

Chief Financial Officer

December 15, 2015



Purpose



- To present the Pay16 Levy proposal to the Board of Education for final certification

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
- Pay16 school levy funds the 2016-2017 school year

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 estimated	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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Pay16 Levy Recommendation

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Levy Category	Certified Pay 15 Levy	Proposed Pay16 Levy	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



Recommendation

- That the Board of Education approve the recommendation to certify the Pay16 levy in the amount of \$141,208,630.

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

Board File No. _____

Date _____

Five-Year Facilities Maintenance and Capital Implementation Plan

1. **WHEREAS**, Independent School District No. 625 has undertaken an 18-month planning effort to create a 10-year Facilities Master Plan (FMP); and
2. **WHEREAS**, the FMP is intended to identify how to best align the physical environment with the District's strategic and academic direction; and
3. **WHEREAS**, the FMP was created through diligent public engagement; and
4. **WHEREAS**, the District values community participation, and through the FMP process intends to continue a tradition of authentic engagement with communities going forward; and
5. **WHEREAS**, successful implementation of the FMP relies on the continuation of transparent, authentic stakeholder engagement; and
6. **WHEREAS**, the Board of Education will have continued input into the planning process;

NOW, THEREFORE, BE IT RESOLVED that the Board of Independent School District No. 625 herewith:

- a. Establishes a rolling Five-year Facilities Maintenance and Capital Plan to implement the approved Facilities Master Plan and otherwise meet the strategic facility needs for the District. The Five-Year Plan will be approved by the Board of Education annually.
- b. Direct administration to maintain, to the greatest extent possible, the critical involvement of a broad cross-section of District stakeholders in developing the Facilities Master Plan and the continued evolution of the Five-Year Plan over time, largely through the guidance of the Facilities Master Plan Committee (FMP-C). Ensuring ongoing diversity of perspectives-- racial/ethnic, geographic, and expertise--is critical to synthesizing the multitude of factors that are integral to a comprehensive Facilities Master Plan.

AYE		NAY
___	Chair	___
___	Vice Chair	___
___	Clerk	___
___	Treasurer	___
___	Director	___
___	Director	___
___	Director	___

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

Board File No. _____

Date _____

Long Term Facilities Maintenance and Improvement Investments

1. **WHEREAS**, Independent School District No. 625 has approximately 7.3 million square feet of space spread among 72 buildings with the majority of those assets being more than 60 years old; and
2. **WHEREAS**, the District's facilities represent a Current Replacement Value (CRV) of approximately \$2.1 billion in assets; and
3. **WHEREAS**, the District's Facilities Department undertook in 2008 a Facility Condition Assessment and Educational Adequacy Assessment that identified building system and programmatic deficiencies across all of the District's buildings; and
4. **WHEREAS**, the District's Facilities Department undertook in 2015 a Facilities Master Plan process intended to identify how best to align the physical environment with district strategic and academic direction; and
5. **WHEREAS**, numerous independent studies have shown a direct connection between student achievement and the quality of the learning environment, particularly in areas of indoor air quality, lighting, and acoustics; and
6. **WHEREAS**, numerous independent studies have shown a connection between the condition of a school building and teacher satisfaction, morale, and retention; and
7. **WHEREAS**, Independent School District No. 625 has access to facilities funding via Long Term Facilities Maintenance Revenue, Capital Bonds, and Installment Contract Authority through the State of Minnesota legislature;

NOW, THEREFORE, BE IT RESOLVED that the Board of Independent School District No. 625 herewith:

- a. Declares that the District's buildings and grounds should be positive contributors to the educational experience of all students and the communities we serve, and that both the condition of our existing assets, as well as the continuous improvements needed to meet evolving academic needs, are critical components for the long-term stewardship of our facilities.

- b. Direct administration to annually provide the Board of Education with a report on the Facility Condition Index (FCI) and the Current Replacement Value (CRV), industry-recognized measures for comparing the relative condition of buildings in a portfolio and the cost in current dollars to construct built assets as they exist today with no improvements, respectively, of the District's portfolio of buildings.
- c. Direct administration to develop an annually updated facilities Major Repair / Replacement (MRR) plan that forecasts major building system replacement costs in order to keep our facilities in sound order and on pace with building components that have reached the end of their serviceable life; and
- d. Authorize administration to levy, or otherwise fund, the Major Repair / Replacement program to an amount not less than 2.8% of CRV annually when averaged over a 5-year period of time beginning in Fiscal Year 2018.
- e. Authorize administration to levy, or otherwise fund, capital improvements identified in a Board of Education adopted multi-year capital improvement plan to better meet the strategic needs of the District beginning in Fiscal Year 2017.
- f. Direct administration to establish an internal Energy Efficiency Revolving Fund (REEF) in which the annual utility cost savings from energy efficiency improvements replenish the principle amount of the program. The program shall be established with \$400,000 from Fiscal Year 2016 Capital Bonds and the principle shall be allowed to grow 5% annually.
- g. Authorize administration to levy, or otherwise fund, capital improvements as part of matching grants or partnerships to improve the quantity or quality of athletic facilities and / or joint use sites in alignment with a Board of Education adopted Facilities Master Plan to better meet the strategic needs of the District up to \$1.5 million annually, not to exceed \$3 million over a 5-year period.

AYE		NAY
___	Chair	___
___	Vice Chair	___
___	Clerk	___
___	Treasurer	___
___	Director	___
___	Director	___
___	Director	___

Adopted _____

CHAIR Board of Education

CLERK Board of Education

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

F 12.2.15

Project Title: Transforming Central Senior, Site Improvements

Project Description: Storm water management improvements, rain garden and other storm structures. Overall site improvements including main entry plaza renovations (paving, seat walls, sign relocation and native plantings), construction of an accessible trail to Lexington Ave, and parking lot entry improvements.

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			Safety, 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:

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.

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- December 15 - Closed Meeting following BOE
- January 5 - Annual Meeting 4:30 p.m.
- January 19
- February 23
- March 22
- April 19
- May 17
- June 14 - Special - 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
- February 9
- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12