

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

September 8, 2015
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Youth Commission Presentation

Time Certain 4:35 p.m.

1. Introduction

2. Presentation

3

3. Discussion

4. Action (None Required)

B. Youth Representation in Board Decisions

1. Introduction

2. Presentation

5

3. Discussion

4. Action (Approval of Recommendation)

C. Proposed Pay 2016 Levy

1. Introduction

2. Presentation

14

3. Discussion

4. Action (TBD)

D. FMP Update

1. Introduction

2. Presentation

27

3. Discussion

4. Action (None Required)

E. Standing Item: Policy Update	
1. Gender Inclusion Policy Implementation Development	48
F. Standing Item: PLTT Update	
G. Standing Item: SSSC 2.0 Update	
H. Work Session	
1. Board Check-In	
2. Green and Healthy Kids PAC	59
III. ADJOURNMENT	

**SAINT PAUL YOUTH COMMISSION
METRO TRANSIT CARD PILOT PROGRAM PRESENTATION**

Who we are - The Saint Paul Youth Commission Transit Access Subcommittee in its fifth year.

Why transit matters to youth - it improves attendance, connects youth to opportunity and opens youth to their environment.

The Project gave 14 students unlimited metro transit cards. Weekly survey data was collected on usage over 12 weeks and students recorded their personal stories for a short video. The participants were 11 Harding students and three Central students. Six were sophomores and eight juniors; seven female and seven male.

The survey asked what students used their transit passes for and how often they use them (average responses were 11.5).

(1) In the past week, what activities did you use your bus pass for? Results were:

- 6.17 used it to get to and/or from work
- 5.67 used it for attending an after school program
- 5.58 use it to get to and/or from school\
- 5.00 used it for access to tutoring
- 4.83 used it for social activities
- 3.17 used it to access sports opportunities

(2) How many days in the past week did you use your bus pass to get to and/or from school?

- 2.33 (number of days/week) did not use it
- .58 used it one day a week
- 1.42 used it two days a week
- 2.17 used it three days a week
- 2.08 used it four days a week and
- 2.29 used it five days a week

(3) How many days of school have you missed in the past week?

- Zero for almost 9+ students
- Other results shows a small number missed one day and very, very few missed two to five days.

(4) How many days of the week did you use the bus pass for each activity: sports, tutoring, social activities, work and after school activities?

- After school Programs on a average week - 10.33 attended programs; 8.87 did not attend programs. 8.67 attended zero after school programming per average week; 2.67 attended one day, 2.08 attended two days, 2.33 attended three, 1.08 four and 2.17 five days.
- Attendance at tutoring on average week was 6.50 attended tutoring for one or more days; 3.83 did not attend tutoring. Days of tutoring attended were: zero 3.83, one day 2.00, two days 2.75, three days .092, four days 0.50 and five days 0.33 (average 11.5)

- Attendance at work on average week: 6.25 attended work for one or more days; 3.08 did not attend work. Days of work attended were: zero 3.08, one 0.67, two 1.25, three 1.00, four 1.42 and five 1.92.

Recommendations:

-

LINK TO PREZI PRESENTATION:

https://prezi.com/h7xerolqlumf/saint-paul-youth-Commission/?utm_campaign=share&utm_medium=copy

LINK TO VIDEO:

<https://www.youtube.com/watch?v=kWuIJqKe4So>.

Youth Voice in District Decisions

Board Task Force Presentation
Committee of the Board
September 8th, 2015

Outline

- **Background**
- **Objectives for student engagement**
- **Task Force recommendations**
- **Examples of student engagement issues**
- **Implementation guidance**
- **Discussion and board decision**

Background

- Students have always been at the center of SPPS decisions
- In recent years, “student voice” has been explicitly named and focused on in SPPS
- Board and Administration support student voice in key decisions, from the classroom to the boardroom
- The Board began working with students and staff in fall 2014 to deepen student voice options.
- A Board-appointed Task Force was created in spring 2015
- Today’s recommendations follow those many discussions plus guidance from the July 21 2015 COB work session

Objectives for Student Engagement

- Hear student voices on issues important to them, and on issues important to Administration and Board
- Engage students on issues where their perspectives will influence decisions
- Deliver authentic student engagement
 - Engage students who have a stake in particular issues
 - Provide students the information they need to participate in a meaningful way
 - Seek the full range of student perspectives
 - Monitor and adjust process as needed
 - Routinely report out impacts of student voice on decisions

Recommendation: Student Advisory Team

- **Framework for 2015-16 Pilot**

- Group of high school students serve as special committee
- ***Key task is to help design and periodically deliver student engagement – but not “speak for” other students***
- For pilot year, Team also works on structure, selection, etc.

6

- **Opportunities**

- Select Team members with diverse backgrounds and life experiences who have varied perspectives on how to engage students
- Leverage the fact that students are best positioned to figure out how to reach out to and engage students
- “At the ready” to partner with Administration and Board

Engagement *Examples*

1. **Major districtwide efforts** such as school start times or FMP implementation, or **specific policies or similar** such as gender inclusion, Rights and Responsibilities handbook, etc.
 - Purpose: Get input or feedback from key stakeholders to shape decisions by board or administration
 - Process:
 - Engagement process designed collaboratively with staff, Student Advisory Team, and families
 - Staff responsible for implementation in partnership with others; tools include brainstorming sessions, scenarios, workshops, etc.
 - Staff responsible for monitoring and reporting out

Engagement *Examples*

2. Time-sensitive class/grade, school, or districtwide questions

- Purpose: Identify issues important to students of all ages, get implementation feedback, test simple option or ideas
- Process:
 - Design replicable approaches with Student Advisory Team and staff
 - Staff is responsible for implementing with students and others
 - Example tools are iPads for quick polls or “pulse checks” to students; easily tailored for age and primary language
 - Staff responsible for monitoring and reporting out

Implementation Guidance

- **Launch *pilot* in fall 2015**
- **Support with staff and modest budget**
 - Coordinate with Community Ed, Family Engagement, etc.
 - Support group to convene and make strong, early progress
 - Provide funds for supplies and logistical support
 - Focus communications on the Team being a pathway to reach *all* students, not a position to “speak for” others
- **Monitor explicitly for attention to student voice**
 - From district and building staff
 - In all relevant decisions
 - Report out to public *and especially to students* so they see their impact

Recommendation

The Student Engagement task force recommends the following be adopted at the September 22, 2015 Board of Education meeting:

- **Create a Student Advisory Team that will be a liaison for student voice to partner with Administration and the Board on selected topics.**
- **The Team is selected in early Fall 2015 to begin the pilot in Fall 2015.**



Proposed Pay16 Levy

Committee of the Board

Marie Schrul

September 8, 2015



Purpose



To provide information to the Committee of the Board on the Pay16 levy calculations to determine maximum levy ceiling



Agenda



- Planning Assumptions
- Levy Basics
- Factors Impacting Levies
- Levy Process/Calendar
- Estimated Pay16 Levy Ceiling
- Requested Actions
- Questions



Planning Assumptions

(staff estimate)



- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided preliminary Pay16 levy calculations on September 7
- MDE continues to make adjustments to the SPPS numbers



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

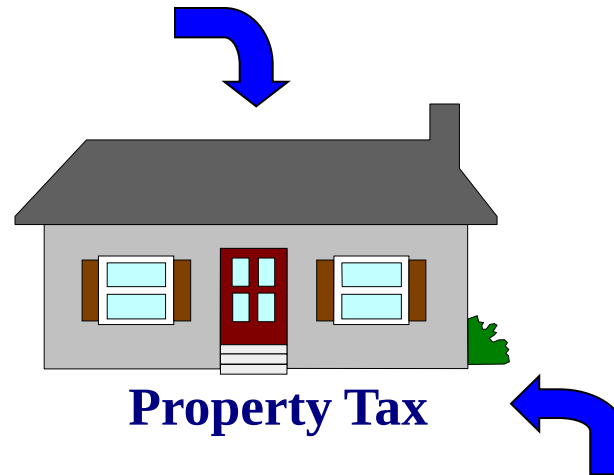
18

Who Determines Your Property Tax?

State Legislature

- Sets Property Tax Policy
- Establishes Property Classes & Class Rates
- Determines Levels of State Aid
- Sets School Formulas
- Underfunded Mandates to Local Governments
- Levies State Business Tax

19



Taxing Jurisdictions

- Determines Levy Amount

County Assessor

- Determines Market Value
- Assigns Property Class

Source: Ramsey County

9/8/15

Major Factors Impacting Property Taxes

- Is the property tax levy going up, down, or staying the same?
- Is there additional money available to reduce the local tax burden?
 - State aids (local government, county aid, or school equalization increases)
 - Fiscal disparity distribution
- How is a home's market value changing relative to other homes?
Compared to other types of property?
- Are there increases to the tax base that are not the result of inflationary or deflationary changes to the values of individual properties?
 - New construction
 - Property going from exempt to taxable
 - Decertified tax increment financing districts
- Legislative changes?



Factors Impacting Levies



- Changes in pupil counts
- Legislative changes to formulas
- 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

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



SPPS Levy Categories



23

Levy Fund	Pay16 Levy Categories	Pay16 Adjustments to Levy Categories	Total Number of Categories
General Fund	18	14	32
Community Service Fund	5	5	10
Debt Service Fund	1	3	4

Proposed Pay16 Levy Ceiling

	Certified Pay 15 Levy	SPPS Estimated Pay16 Levy Ceiling 9/8/15	Difference
Total – All Levy Categories	\$136,407,114	\$140,156,363	\$3,749,249
Percent Change			2.75 %

Requested Action

- Recommend maximum Pay16 levy ceiling of 2.75 % over Pay15 for approval at September 22 BOE meeting
- Set the Pay16 levy ceiling at the September 22 BOE meeting



Questions

Facilities Master Planning for 21st Century Learning

Committee of the Board, September 8, 2015

Tom Parent, AIA, LEED AP
Director, Facilities Department

27



Goals

- Provide background and context so Board can take action on the outcomes of the FMP
- Inform Board about 900 Albion disposition



Agenda

- Background
- Final phase of FMP process
- 29 • Discussion of 900 Albion



Developing philosophies: Facilities Mgmt

Expert-based



1865



Community-based

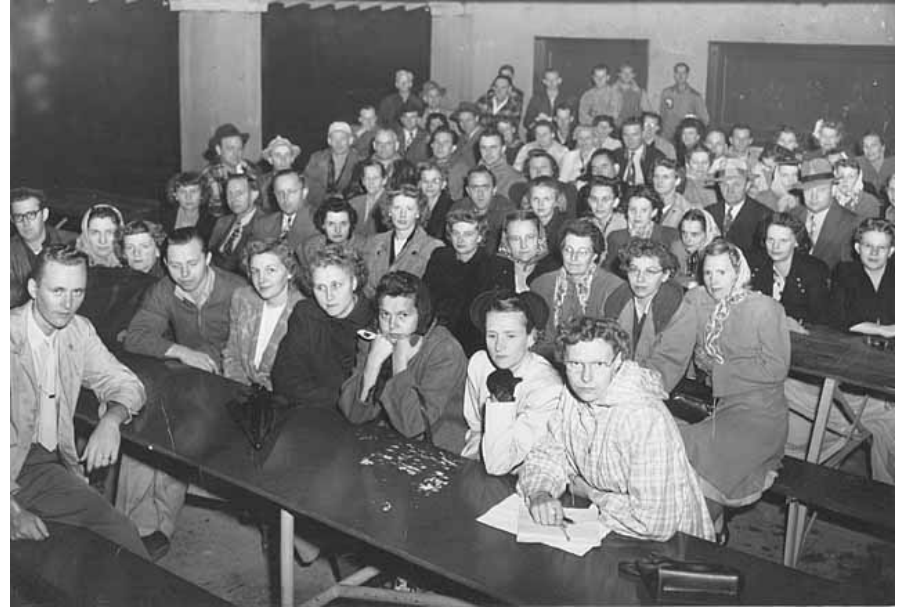


2015



Historical Perspective

31



“Prosperity Heights school parents protest inadequate building”

St. Paul Dispatch & Pioneer Press, September 1949



Historical Perspective

32

ADEQUACY OF SCHOOL PLANT

-13-

TABLE 3
SUMMARY OF ELEMENTARY SCHOOL BUILDING SCORES FOR ST. PAUL

Building	Score	Building	Score
Roosevelt	169	Desne	220
Groveland Park	169	Homcroft	215
Jefferson	125	Sibley	212
Hayden Heights	106	Hancock	211
Webster	387	Longfellow	206
Farnsworth	381	Douglas	203
Linwood Park	381	McKinley	199
Mann	377	Phalen Park	188
Ramsey	364	Boys' Occupational	176
Mattocks	359	Sheridan	175
Harrison (new)	350	Van Buren	170
Adams	345	Hendricks	164
Edgecumbe	334	Tatum	164
Shelton Heights	330	Girls' Occupational	152
Jackson	317	Scheffer	150
Franklin	307	Harrison (old)	147
Randolph Heights	306	Ericsson	147
Riverside	298	Guttersten	145
Como Park	286	Garfield	144
Ames	278	Desnoyer Park	131
Mound Park	276	Smith	131
Taylor	266	Whittier	130
Gordon	256	Gorman	129
Eastern Heights	256	Grant	128
Bryant	253	Baker	125
Hill	250	Davis	123
Galtier	246	McClellan	119
Wheelock	241	Lincoln	116
Lafayette	237	Rice	116
Tilden	224	Mexfield	110
Drew	224	Prosperity Heights	90

The District spent 7 years after those pictures were taken acquiring new land and building the building we know today as L'Etoile du Nord Lower.

1923

3 portable classrooms erected on

site

1950

Building vacated

1953

New building completed and

portables demolished

1956

Major building addition completed

2010

Building vacated

2013

L'Etoile du Nord (grades PK - 1)

opens on site

Long Term History

33



Randolph Heights, 1960 (Minnesota Historical Society)

Note: 34 students in this picture



Randolph Heights, 2015

Note: 26 students per class, average



Facilities Master Plan - Planning Process

May 2014 – December 2015



PHASE 1 May – August 2014



**Gathering and
STUDYING
IMPORTANT DATA**
that will impact the
district's plans for
improving all of its
buildings and land



PHASE 2: May - December 2014



**ESTABLISHING THE
STANDARDS** the
district will use to
decide which
improvement projects
to do first



PHASE 3: January – June 2015



SCHOOLS and other
district buildings
**DEVELOP THEIR OWN
PLANS** on how to
improve their
buildings



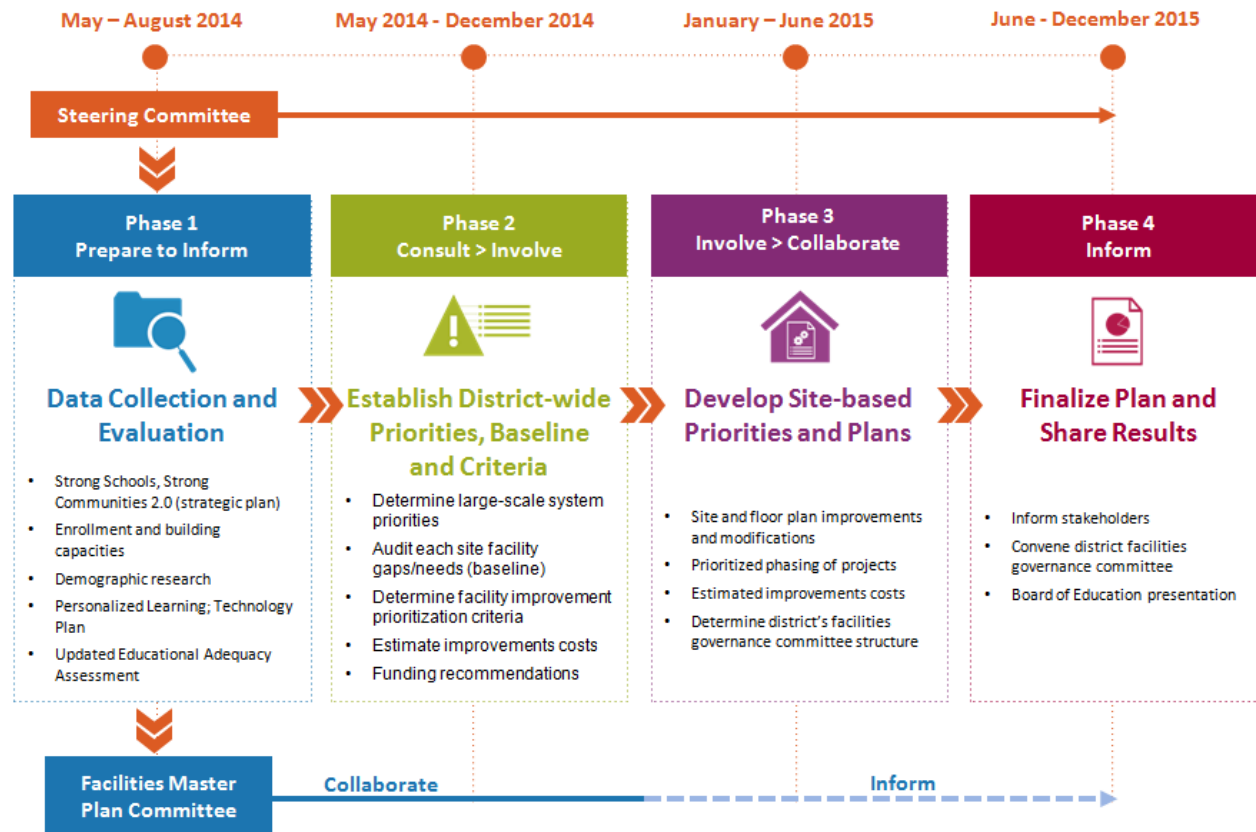
PHASE 4: June - December 2015



**FINALIZING THE
DISTRICT'S PLAN** for
making building and
land improvements;
sharing the plan with
families, students,
staff, partners and
community



Facilities Master Plan - Planning Process



September-November: Engagement

36



Community Engagement

Upcoming Presentations

- 65 school community meetings
 - PTAs, SPFT, school staff
 - FMP Workshop teams
- District Council (i.e. neighborhood) meetings
- FMP committee
- Open House(s)



38 Upcoming COB Presentations



Tentative COB Topic Areas

October

- Synopsis of 25 year history of facilities-related investments plus current facilities funding realities

November

- Preliminary review of 2015 FMP report

December

- Fiscal Year 2016 Capital Bond projects



Existing Funding Paradigm

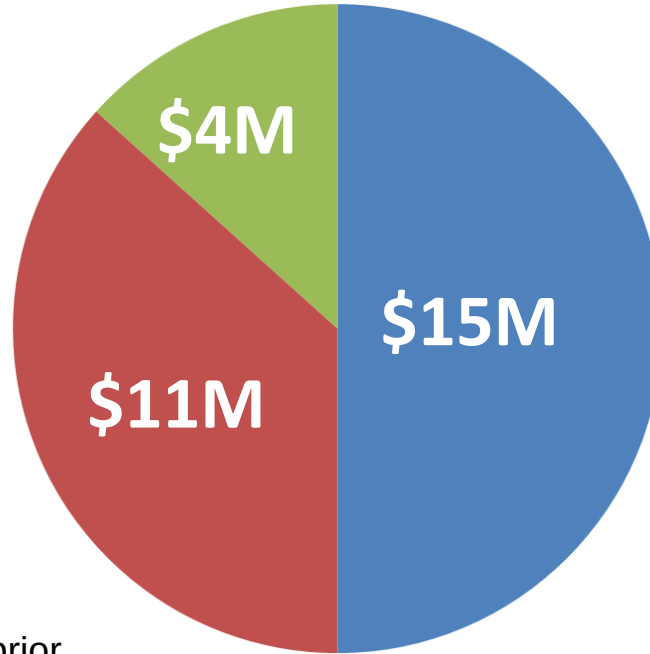
\$30M Annually (approx)

Health & Safety Levy

- Health & Safety Projects
- Restricted Funding
- MDE Approval
- Planned in 1-year intervals, 18-mos prior

Alternative Facilities Levy

- Deferred Maintenance
- Restricted Funding
- MDE Approval
- Planned in 2-year intervals, 12-mos prior
- 10-year list required



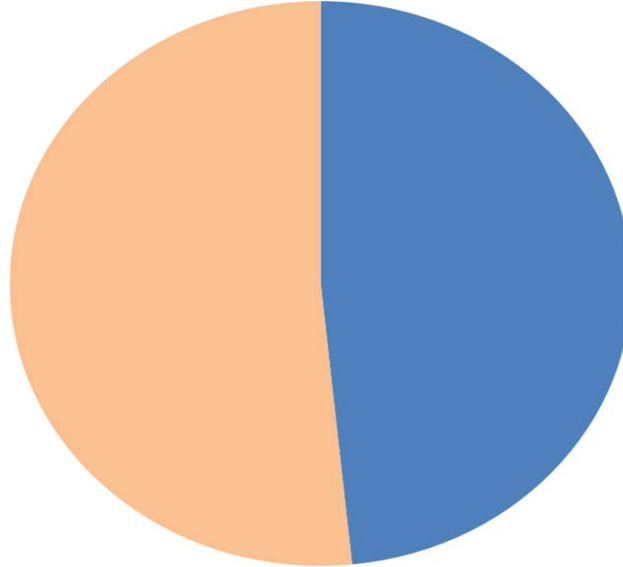
Capital Bonds

- Betterment of School Facilities
- Restricted Funding
- BOE Approval
- MDE Approval if combined into projects over \$500k
- Planned in 1-year intervals, 18-mos prior

Future Funding Paradigm

Long Term Facilities Maintenance (LTFM)

- 2015 State law change
- Deferred Maintenance
- Health & Safety Projects
- Restricted Funding
- MDE Approval
- 10-year list required, submitted every 2 years
- Coordinated with Capital Bonds



Capital Bonds & Certificates of Participation

- Betterment of School Facilities
- Restricted Funding
- BOE Approval
- Planned via the FMP
- Coordinated with LTFM

900 Albion

42



900 Albion

Stats:

- Formerly Riverside Elementary
- Site size: 5.4 acres
- School square footage: 14,900
- Original construction: 1924

General information:

- Site purchased in 1924
- School operated 1924-1974
- Building leased to City of St. Paul
- Reopened in 1983 for Community Ed
- Vacant since 2014



900 Albion

Based on 2015 FMP findings, site does not have long-term strategic value for SPPS:

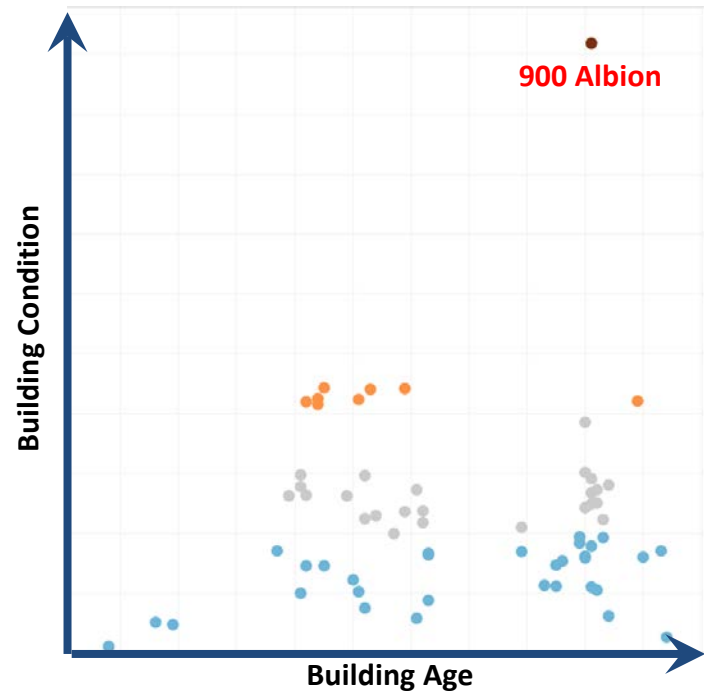
- District meets area F2 academic and program needs without this property.
- Small size and irregular shape makes the site inefficient for K-12 use.
- Property suited for mixed-use housing, which closely aligns with St. Paul's Fort Road Development and Comprehensive Plans.



900 Albion

Based on 2015 FMP findings, site does not have long-term strategic value for SPPS:

- Building in the worst condition in the SPPS portfolio.
- Reuse of site would likely require complete demolition and reconstruction.
- 45 • Resources tied up in this property could be used to better support facilities-related needs across the district



Disposition of 900 Albion

Superintendent recommends offering the site to the City of St. Paul for purchase in accordance with BOE procedures.

City of St. Paul would have 30 days to respond to SPPS with interest, intent, and proposed compensation.

BOE reviews City response and determines next steps.

Based on SPPS Board of Education Procedure 802.00.1 - *Buildings and Grounds - Disposal*

Questions?



Gender Inclusion Policy Implementation Update

Supporting Students and Families

Committee of the Board
September 8, 2015



Policy Tenets

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.

My name is part of my identity. If you cannot call me by my name, you cannot see me. I refuse to be invisible.

-Student, grade 11



Policy Tenets

2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical tool.

I remember in elementary school having to be in the boys' line. But I knew I was not a boy. Why did I have to be in that line? Why did we even have a boys' line? I mean it makes no sense.

-Student, grade 10



Policy Tenets

3. Permit all students to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.

I just want my daughter to have the same opportunities as my other daughter.

-Parent of a middle school student



Policy Tenets

4. Provide all students access to facilities that best align with students' gender identity.

You can't do equity half way.

-Parent of high school student.

We are not some sort of predator. We just want to be able to use the bathroom without getting a tardy.

-Student, grade 9

I may not even want to use the "boy's" bathroom, but I should be able to since I am a boy.

-Student, grade 11



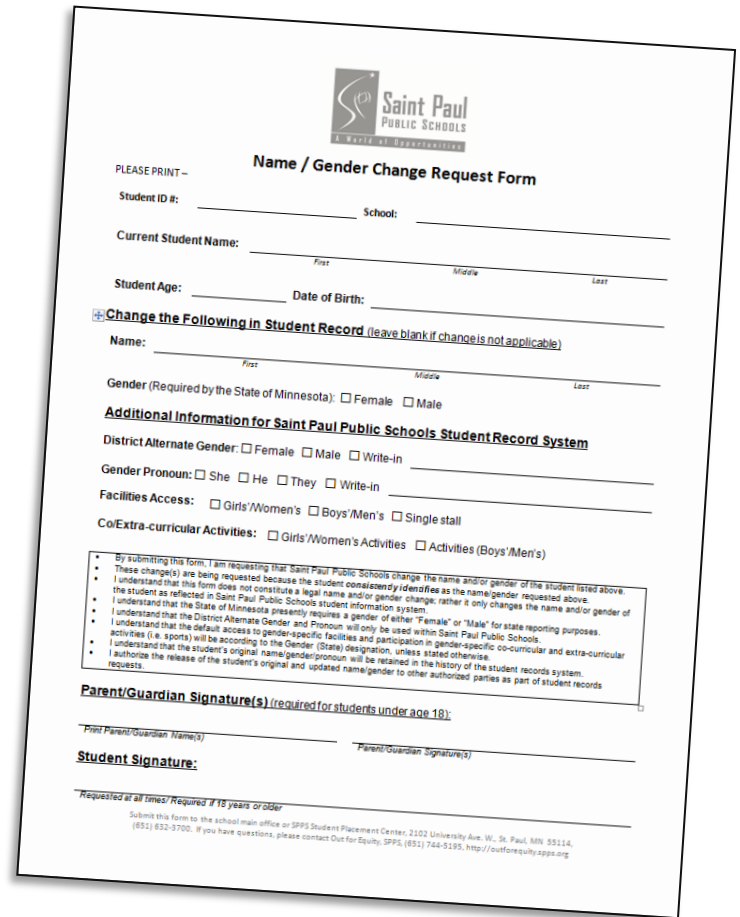
Procedure is posted

- The Gender Inclusion procedure is posted in the online procedure manual
- It outlines how the policy is to be implemented
- Was developed with feedback from students, families, school staff, advocacy organizations, and SPPS Legal Department.



Name / Gender Change Request Form

- The Name / Gender Change Request Form is available to make changes to Campus
- Students and Families can update:
 - Name
 - Gender
 - District Alternate Gender
 - Pronoun
 - Co/Extracurricular Activities participation
 - Facilities Access
- Info in new tab in Campus



The image shows a "Name / Gender Change Request Form" from Saint Paul Public Schools. The form includes fields for Student ID, School, Current Student Name (First, Middle, Last), Student Age, and Date of Birth. It has checkboxes for "Change the Following in Student Record" and "Additional Information for Saint Paul Public Schools Student Record System". The form also includes a section for "Parent/Guardian Signature(s)" and "Student Signature". A disclaimer at the bottom states: "Requested at all times/ Required if 18 years or older".

Name / Gender Change Request Form

PLEASE PRINT –

Student ID #: _____ School: _____

Current Student Name: _____
First Middle Last

Student Age: _____ Date of Birth: _____

☒ **Change the Following in Student Record** (leave blank if changes not applicable)

Name: _____
First Middle Last

Gender (Required by the State of Minnesota): ☐ Female ☐ Male

Additional Information for Saint Paul Public Schools Student Record System

District Alternate Gender: ☐ Female ☐ Male ☐ Write-in _____

Gender Pronoun: ☐ She ☐ He ☐ They ☐ Write-in _____

Facilities Access: ☐ Girls/Women's ☐ Boys/Men's ☐ Single stall

Co/Extra-curricular Activities: ☐ Girls/Women's Activities ☐ Activities (Boys/Men's)

By submitting this form, I am requesting that Saint Paul Public Schools change the name and/or gender of the student listed above. These change(s) are being requested because the student consistently identifies as the name/gender requested above. I understand that this form does not constitute a legal name and/or gender change; rather it only changes the name and/or gender of the student as reflected in Saint Paul Public Schools student information system. I understand that the State of Minnesota presently requires a gender of either "Female" or "Male" for state reporting purposes. I understand that the District Alternate Gender and Pronoun will only be used within Saint Paul Public Schools. I understand that the default access to gender-specific facilities and participation in gender-specific co-curricular and extra-curricular activities (i.e. sports) will be according to the Gender (State) designation, unless stated otherwise. I understand that the student's original name/gender/pronoun will be retained in the history of the student records system. I authorize the release of the student's original and updated name/gender to other authorized parties as part of student records requests.

Parent/Guardian Signature(s) (required for students under age 18): _____
Print Parent/Guardian Name(s) _____ Parent/Guardian Signature(s) _____

Student Signature: _____

Requested at all times/ Required if 18 years or older

Submit this form to the school main office or SPSS Student Placement Center, 2102 University Ave. W., St. Paul, MN 55114, (651) 632-3700. If you have questions, please contact Out for Equity, SPSS, (651) 744-3195, <http://outforequity.apps.org>



Professional Development

- Staff is providing professional development to:
 - Principals
 - School clerks
 - Athletic Directors
 - Student Placement staff
 - School counselors
 - Customized support as requested
- **Out for Equity** is available to support to students, families, and school staff
- Office of Equity is piloting AMAZE Program at 8 elementary schools



Cross-functional Collaboration

- The implementation of the policy and procedure has required support from departments district wide

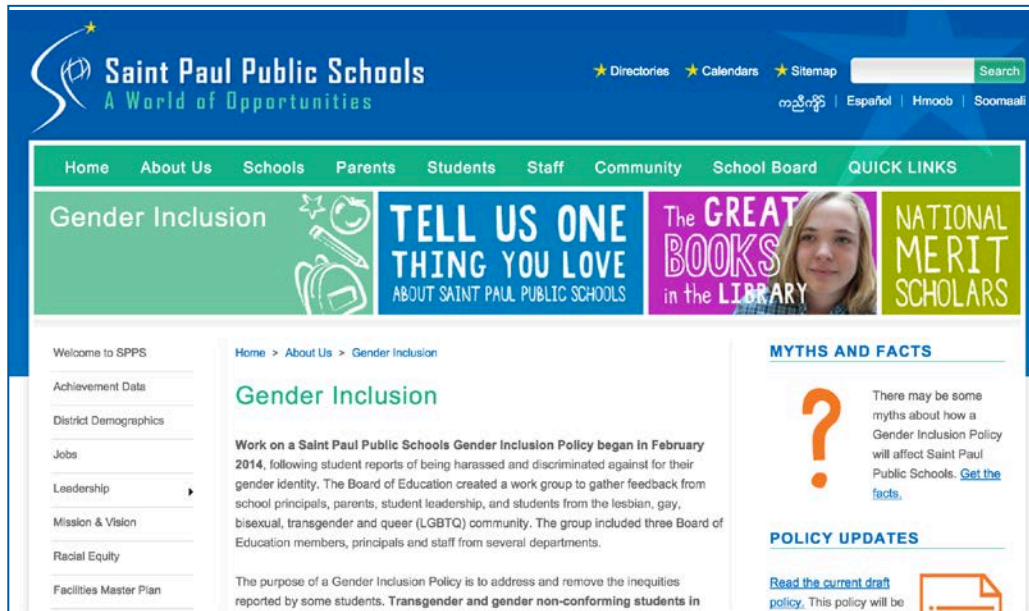
Office of Equity	Legal	Communications
Office of Teaching & Learning	Campus Support	Student Placement Center
Facilities	Family Engagement	Strategic Planning and Policy



Gender Inclusion Webpage

- The Gender Inclusion webpage has links to the policy, procedure, forms, and other resources

<http://www.spps.org/genderinclusion>



Questions?

Out for Equity / outforequity@spps.org / outforequity.spps.org



Heather Kilgore (Engagement Office) has indicated The Green and Healthy Kids PAC has expressed interest in participating in a listening session with some Board members. She was also wondering where the listening session process was so she could bring it to the other PACs to see if they wanted the "listening session" format to continue as it was in the past or if there was another way in which the PACs would like to interact with the Board.

(Rec'd 7/14/15)