



Saint Paul Public Schools

Regular Meeting

Tuesday, May 20, 2014 5:30 PM

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

BOARD OF EDUCATION



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Vice Chair



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ADMINISTRATION
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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

May 20, 2014
5:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. PUBLIC COMMENT** (Time Certain 5:30 p.m.)
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of April 15, 2014 7
- VII. COMMITTEE REPORTS**
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- VIII. RECOGNITIONS** - None
- IX. SUPERINTENDENT'S REPORT**
 - A. FY 15 Budget 39
 - B. SSSC Monitoring: Resources & Operational Excellence VisionCard 56
 - C. Human Resource Transactions 72
- X. CONSENT AGENDA**

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

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XV. ADJOURNMENT

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

April 15, 2014

I. CALL TO ORDER

The meeting was called to order at 5:33 p.m.

II. ROLL CALL

PRESENT: Mary Doran, Jean O'Connell, John Brodrick, Chue Vue,
Louse Seeba, Ms. Carroll, Superintendent Silva, Mr.
Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk
Mr. Hardy arrived at 5:40 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. O'Connell moved the Board of Education approve the Order of the Main Agenda as published. The motion was seconded by Ms. Seeba

The motion was approved with the following roll call vote:

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

IV. PUBLIC COMMENT (Time Certain 5:30 p.m.)

- Mark Tully - Como Hockey Program and need for arena space (Oscar Johnson desired)
- Jane Sommerville – Concern re: ELL curriculum change and lack of communication on it
- George Thawmoo – Karen students not receiving premier education at SPPS, mainstreaming some ELL students who are not ready, Karen students are struggling to achieve proficiency
- Bob Zick - Was gaveled out due to use of employee name.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. O'Connell moved the Board of Education approve the Order of the Consent Agenda. Items A3 - Request to Accept a Cash Award to Central High School from Toyota's Drive for Education Contest and B1 - Request for Permission to Submit a Grant to 3M for the FIRST Robotics Team at Central High School to Participate in the 2014 FIRST Robotics Championship were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 18, 2014

MOTION: Ms. Seeba moved the Board approved the Minutes of the Regular Meeting of the Board of Education of March 18, 2014. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of April 8, 2014

Members of the St. Paul Youth Commission Transit Access Subcommittee made a presentation to the Board on Metro Transit Passes and the benefits use of these would provide to St. Paul students.

Staff provided an overview of the Office of Alternative Education's plans for the 2014 Summer Term or "S-Term" as it is being called.

The SPPS Indian Education Parent Committee presented the American Indian Resolution of Concurrence Report to the Board outlining goals they would like to see addressed. The new Indian Education Supervisor was introduced and provided some insight into her "New Day" strategic plan for Indian Education.

RECOMMENDED MOTION: That the Board of Education accept the presentation of the SPPS Indian Education Title I Parent Committee Resolution of Concurrence.

The motion was approved with the following roll call vote:

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

The Controller presented an update on the FY 15 General Fund Budget in preparation for releasing the general fund budget allocations to the schools.

The Director of the Office of Multilingual Learners provided the Board with an in-depth look at Emergent Bilinguals in SPPS (formerly referred to as English Language Learners).

The was followed by an update on Talent Development and Accelerated Services (TDAS) with an overview of test results along with a quick look at steps and considerations for the future.

The Board Work Session included a board check-in on process, assignments for the upcoming Listening Sessions and Graduation Ceremonies, a brief update on the Superintendent's mid-year review process that is being developed and a follow-up on the Board's racial equity training.

MOTION: Mr. Hardy moved the Board of Education accept the report on the Committee of the Board meeting of April 8 as presented and approve the minutes of that meeting as published. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

VIII. RECOGNITIONS

BF 29633 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Charlotte Landreau, teacher at Highland Park Senior**, was named finalist for Minnesota Teacher of the Year. Landreau is one of 10 finalists statewide vying to become the 2014 Minnesota Teacher of the Year.
2. **Nancy Galligan, athletic director at Highland Park Senior**, was named Athletic Administrator of the Year by the Minnesota Interscholastic Athletic Administrators Association (MnIAAA). The MnIAAA honors its members and other individuals connected with Minnesota co-curricular programs celebrate those who have distinguished themselves or have otherwise made significant contributions to Minnesota high school athletics.

MOTION: Ms. Carroll moved the Board of Education recognize the staff acknowledged above for their contributions and outstanding work. Ms. O'Connell seconded the motion.

The motion was approved with the following roll call vote:

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

IX. SUPERINTENDENT'S REPORT

A. Preview of Summer Session

The Office of Alternative Education stated the mission of their office was to offer a premier summer learning experience that would prevent summer learning loss and support alternative pathways to high school graduation. This supports a culture that is collaborative, solution-focused and which encourages students to become life-long learners. The District is moving toward the notion of making summer term part of a 12-month learning experience for students.

The values of Alternative Education is effective communication that is professional and timely, a focus on racial equity, collaboration with stakeholder groups, commit to innovation and flexibility to do things during S-term that might not be possible during regular school terms.

The guiding parameters for summer session were air conditioning (most classes are in air conditioned sites), increased enrollment (aiming toward higher participation than previous years), high quality programming within SSSC 2.0 parameters and offering opportunities for seniors to do some credit recovery on college campuses with a possible dual credit option.

Summer term is offering two sessions and will include such things as instrumental music (5,6 and 7th grade level), Freedom School, visits to college campuses, immersion programs, on-line courses for credit recovery, streamlined transportation and breakfast and lunch for the students.

Summer term is being promoted through an 11-page enrollment guide that has been translated into the various languages, mailed to students and provided to the schools. Additional promotion has been through robo-calls, flyers, social media, school websites, employee and partner newsletters and a video presentation on S-Term. Students can earn a maximum of 12 credits during S-term.

Dates for the summer terms are:

- Session I: June 15 – July 10
- Session II: July 14 – August 7
- Freedom School July 14-August 22

Staff indicated registration for S-term is still open but will close Friday, April 18.

QUESTIONS/DISCUSSION:

- The Superintendent stated SPPS's summer term enrollments are much larger than the enrollment in many school districts within the State.
- On-line courses – will there be space for students who do not have personal access to computers at home. Response: The desire was to make the experience regional but based on an east-west divide. On-line access for courses has been located at AGAPE and at Gordon Parks and on the East Side at Harding.
- Freedom school – what is it? Response: It is a program directed to lower income learner that provides education in literacy and culturally responsive programming and has a lower staffing to student ratio. It is being piloted at Riverview and in The Promise Neighborhood in partnership with The Children's Collaborative, a vital SPPS partner.
- Summer learning – changing the name to S-term is a way to engage students. It would be good to get kids to put advertising together to encourage peers to come to S-term. Response: That would be a good service-learning project for middle grade students.
- It was stated it is important to gain feedback on how to improve S-term from students and teachers.
- So Freedom Schools originated with the African American community to address specific areas; have there been changes in format from what has happened in the past? Response: No, there has been no change in structure or content, there are more students attending however.
- Evaluation - will there be polling on what sorts of activities would gain more interest from students? Response: Yes, that can be done.
- The name change is positive thing. Freedom school worked well with the African American community, is it being developed for other ethnic communities as well? Response: The Freedom School model is open to any student of any background. Generally, it draws more African American students. SPPS wants to pilot and expand the program in a way that works with SSSC 2.0 on the western side of city (Area D) with a model at Riverview. This geographic location may draw more Latino students which would influence the curriculum. The Eastern side of the city has expressed the need for increased learning opportunities. If SPPS can find partners, it can build something on the East Side as well. There would be a need to gain community input on the structure for that side of the city and SPPS would need to find partners to facilitate this.
- How many S-term teachers are from SPPS or out side? Response: There are currently 500-600 applicants and a high percentage are from SPPS. Secondary math and science will require reaching outside of SPPS and communications have been sent to neighboring districts asking interested parties to apply.
- Are there not enough applicants from SPPS for those areas? Response: No, there are not.

- Promise Neighborhood has much stronger neighborhood turnout at Rondo for Freedom School. Could Freedom School provide information on their student mix and feedback received on the program? Response: Yes, that can be done.

B. Overview of School Choice Season (2014-15 Lottery Results)

The Choice season completed on March 27, 2014 just prior to spring break. There were 6,971 on-time participations, of those 2,920 already had reserved seats so they did not technically have to participate, 180 late applications were allowed in due to timing and the fact they were applying to non-competitive schools. 79 of these have been placed.

The Kindergarten lottery had 1,873 participants, 90% of the students placed received their first choice (5% received their second choice and 5% received neither choice). There are about 112 students with no placement and SPPS is working with these families. The new teacher contract affected enrollment at high demand schools (92 students).

For the 1st-12th grade lottery, 2,745 students participated, 86% received their first choice, and 2,778 had reserved placements but applied any way.

This year will be considered the base year for future comparisons. There were too many factors affecting last year due to movement related to SSSC for it to provide a true comparison to future data.

PreK is a hot item for SPPS enrollment. There were 1,395 applicants of which 80% were placed. There are now approximately 500 students on the waiting list; an additional 100 can be accommodated in SPPS. Other options that are available are being offered to those on the waiting list.

School with waiting lists are:

- Elementary: JJ Hill and St. Anthony Park
- K-8: Capitol Hill and Farnsworth
- Middle Schools: Parkway and Open (Grades 6-12)
- High Schools: Central and Washington.

Reflecting St. Paul had 1,190 qualifying seats; 238 available seats were filled. Reflecting St. Paul takes schools where there is a low concentration of students of color and works to make all schools more representative of the demographics of St. Paul. 20% of seats at the following schools are reserved for Reflecting St. Paul; the economics are less than 20% of the district average percentage for free and reduced lunch. The schools are: Capitol Hill, Chelsea Heights, Expo, Groveland, Highland Park, Horace Mann, Jie Ming Mandarin, JJ Hill, L'Etoile du Nord, Randolph Heights and St. Anthony Park. Admission priority applies to grades K-5 and is based on residential addresses in high-need neighborhoods, which are defined by the proportion of residents eligible for free or reduced price lunch; proportion of residents with a home language other than English; and reading/math proficiency rates of students in those neighborhoods. The teacher contract also impacted this area by reducing available seats.

222 choices were filled with 94% receiving their first choice, 19% of the 20% of seats have been filled. There are still some identified seats available.

What is next? 800 late applications are being processed. Families are being notified and worked with to process these applications. Schools are doing site-based outreach to particular families and are working to confirm that students are actually planning to take up the seat reserved for them. The Placement Center is receiving 150 new applications a week and continues to manage incoming applicants efficiently. 7,000 plus e-mail acceptances have been sent to families notifying them of their school(s). 60% of applicants applied on-line this year as compared to 50% last year.

QUESTIONS/DISCUSSION:

- Did Johnson have a healthy number of applications with an increase from last year to this? Response: Yes, 100% of requests were accommodated. This is true of Como as well.
- Open is moving to a larger space, why the waiting list? Response: Administration worked with the Open community on how they want to grow and expand and how fast that should occur. The community agreed it would be great to grow fast but they want to take time to get into their new facility and grow more slowly. Next year the Open model is smaller than typical comprehensive schools. Administration did go to the Open community to discuss one added classroom. The community chose not to add this extra classroom.
- Board members requested talking points on why Open did not take in more students.
- Out of the 48 on the waiting list, which class representation is largest. Response 6th grade – most of the 48 are 6th grade. Other grades are filled to the max.
- If there are a smaller number is there any consideration of allowing more students into a class? Response: Open is doing high-touch communication with its families to ensure students will actually be attending Open School.
- Reflecting St. Paul – clarification requested. Requirements include census track, income level, actual MCA scores (% meeting standard), correct? Response: Yes. There is a potential problem where students might fall through the crack depending on where they live or who they live with. Response: Part of the Reflecting St. Paul design included looking at data and what it said about where the schools are and where the students live. This was the way to capture the most students in those circumstances and put them in a school that they would not be able to attend otherwise. It is all about increasing diversity.
- Is SPPS able to fill all seats? Response: No, because class sizes have been reduced due to the Teacher Contract. A side effect of this is fewer seats available in the neediest schools. This affects every classroom K-5.
- Is there a reason Reflecting St. Paul is not seated first? Response: The decision was made to honor neighborhood preference first so the balance is 80% for community schools, 20% Reflecting St. Paul for certain schools.
- Are all Reflecting St. Paul seats filled? Response: 19% are filled, 1% is left to fill. There are more students who applied than could be filled (200 were not able to get into their first choice for Reflecting St. Paul). Under the old contract, SPPS could have offered about four more seats per classroom for Reflecting St. Paul.
- Was the decision to honor neighborhood preference first an admin decision? Response: No, it was not an admin recommendation. The recommendation came directly from a District Action Team recommendation. It might be time to have a reminder on the preferences from the Action Team that helped shape the way decisions are made and what the impacts would be. This is the “baseline” around how Choice works. Perhaps there is also a need to look at current preferences and consider whether they might need to be revisited in the future.
- It was noted that some communities did express concern about how the new contract would affect Reflecting St. Paul.
- The Board indicated it does need to revisit choice preferences at a time when it can have in-depth discussion on the issues.
- There are 598 on the Capitol Hill waiting list; SPPS is moving TDAS into other schools, is the message not getting out to the community? Response: Families do not want to go to larger middle schools along with the perception gifted and talented serves a very specific population of students. It is hard to get past that perception. SPPS now has more sections for 6th, 7th and 8th grades. The “special” perception starts at 1st grade and once the student is in the school it generally does not lose them. Capital Hill has a perpetual waiting list. It was noted that fewer families have been applying out of their community school so moving TDAS services out into the schools is beginning to work.
- When did SPPS first formulate the lottery system and approve priorities on how the system works? The Board needs more time to discuss preferences and how the lottery works. In addition, when rules were set for the system, are there certain priorities that are trump cards? Response: First of all, these results are the way things have come out at the end of current negotiations. If SPPS had made changes immediately when the impact of the contract became evident, it would have had to renegotiate the entire lottery

system criteria. The decision was made to run the lottery on existing values and class size criteria from the new contract in order to see what impacts actually were. It is how SPPS moves forward from here that needs to be addressed.

- Administration reiterated that SPPS and the teachers' union agreed to a contract and to work collectively to reduce class size, especially in lower grades so SPPS was not surprised to see the impact of smaller class sizes. It was agreed to use current criteria to run placement for the next year to see what the impact was so conversation could be had on those impacts, assess facility needs, enrollments, etc. Now that the data can be seen, the discussions can begin.
- Staff indicated SPPS is still committed to SSSC. When administration came up with the preferences they were working toward several priorities, keeping families in their neighborhoods and balancing class sizes, those are still commitments it is trying to meet. Revisiting the preferences will benefit future decisions.
- Are there schools needing to be filled? The focus needs to be on the SSSC plan and goals to be sure all schools offer competitive choices for kids. SPPS needs to find ways to get students to enroll in all schools. Response: SPPS needs to counteract perceptions of schools and to find ways to hold students in the district. The goal of increasing enrollment will be difficult to meet.
- A Board member wanted to know about the implications of the remaining two 6th grade sections at Open. Response: There are implications – keeping to two sections was a difficult decision but the understanding is that Open will always be a small school so “small” needs to be defined, particularly in a 6-12 configuration. This can be explored further or the Board can initiate discussion on what is to be done.
- The question was raised whether Board colleagues want to ask the Superintendent to further explore the sustainability implications of restricting numbers in the Open 6th grade in light of sustainability of the school. How many students are in 11th grade (27) and 12th grade (23); there is one section of each. Administration did raise this question but a majority of the Open community and staff wanted to remain a small school, to explore the benefits of co-location with another program (Humboldt) where they might participate in some classes. Added to the initial request was looking at the demographics of who is attending Open. Staff noted the new charter school has affected the West side community as well. Open is aware of the waiting list and is working to confirm enrollments in order to capture any spaces that might open up.
- For the 14-15 school year, the school understands the budget implications, course offerings, etc. The school wants time in its new environment to work as a cohort to acclimate to the community and perhaps in following years may take more students. Administration will have sustainability discussions with the school. Conversations have been held on short-term sustainability at OWL for this year. It has also been held with many other schools.

C. Facilities Master Plan (FMP) Update

The Facilities Master Plan views SPPS facilities through a “big picture” orientation with an eye to future 21st century learning needs and skills. It works toward improving and supporting the learning environment for students. It gathers and analyzes essential data such as demographics and enrollment trends in order to support strategic decisions and the SPPS vision.

The plan provides a roadmap for the District to implement sustainable and responsive facility projects by establishing district-wide baseline facility needs, identifying facility gaps and inequities across the district, providing criteria to fulfill projects fairly and efficiently and determining implementation priorities for construction projects.

The Plan addresses all three SSSC 2.0 goals of achievement (school design and construction that meets the educational needs of the students), alignment (funding sources, project planning and process to provide equitable access to facilities funding across the district) and sustainability (improved project efficiency and coordination leads to decreased costs).

SPPS operates off annual building construction funding of approximately \$30 million. This is applied as follows:

- Health and Safety Levy (\$4 million) – addresses health and safety projects. It is restricted funding approved by MDE. Planning is done in 1-year intervals, 18-months prior to funding.
- Alternative Facilities Levy (\$11 million) – this is used for deferred maintenance. It is also restricted funding requiring MDE approval. Projects are planned at 2-year intervals, 12-months prior. A 10-year list is required by MDE in this area.
- Capital Bonds (\$15 million) – this is for betterment of school facilities. These funds are restricted as well, requiring Board approval. MDE approval is needed if combined into projects over \$500,000. These are planned at 1-year intervals, 18-months prior.

The plan is necessary to fulfill the District's SSSC 2.0 strategic goals in the areas of PreK, personalized learning, college and career readiness and racial equity. It is fiscally responsible to have such a plan in place as facility needs always exceed funding capacity and alignment of project funding sources is cost-effective. It also addresses facility capacity, demographic shifts and enrollment trends.

SPPS has 71 facilities with 91% of the building stock being 30-115 years in age. Industry best practices show facilities should be at 85-90% capacity. District facilities are at 95% capacity on average with PreK looking to expand, elementary at 80%, K-8 at 83%, Middle at 99%, secondary (6-12) at 95% and high schools at 94%. 21 schools are currently at or above target enrollment with seven of them above 115% target enrollment.

The District's Steering Committee will be responsible for the overall FMP process. It is made up of a cross section of district leaders: Chief Operations Officer, facilities director, Assistant Superintendents, Student Placement Director, Assistant Director of Research, Evaluation and Assessment, Personalized Learning Expert and a representative from the Office of Alternative Education.

The Facilities Master Plan Committee is responsible for shaping the District's baseline standards, criteria and priorities for facilities work. They provide diverse perspectives both within and outside of the district. It is made up of 60 plus members (students, principals, teachers, families, departments/programs and SPPS partners).

The Facilities Master Plan planning process was reviewed from Phase 1 data collection/evaluation of all Facilities being the foundation of all planning. With updating, the 2008 facilities data becomes a foundational piece for the FMP through facilities condition assessment (condition of the bricks and mortar), educational adequacy assessment (baseline standards of learning environments and educational needs to adequately support education). These two items are only data, not a strategic plan through which to accomplish the work.

Phase 2 – district-wide prioritization will use the Phase I data to identify large scale baseline needs and gaps, consider large-scale questions (program expansions, air conditioning, playgrounds, renewable energy) and identify requirements of district departments (special ed, nutrition services, athletics, etc.). Criteria will be developed for prioritizing projects based on baseline needs and priorities with an emphasis on equity and efficiency. Costs will be determined and recommendations made for funding.

Phase 3 – sees the development of site-based priorities and plans – improvements or modifications. It prioritizes phasing of projects, estimates improvement costs and determines the District Facilities Governance Committee structure.

Phase 4 – will finalize plans and share the results with stakeholders, the District Facilities Governance Committee and the Board of Education.

This process, by identifying baseline needs, finding the gaps and creating the criteria on which to prioritize the work the plan, will present the next several years' of projects that need to occur in order to address the inequities and create the environment of support for student

learning. The plan will provide the criteria to implement an improved and transparent facilities improvement process and capital bond approval process. This will create two distinct parallel processes, one dealing with short-term needs and flexibility and one dealing with long-term vision and goals. Used as a roadmap, the district will be able to align all construction funding sources and large-scale projects in three-year increments, this allows for maximum construction efficiency and allows sites to know where they are in the process.

QUESTIONS/DISCUSSION:

- The comment was made this is exciting in that it carries the initial facilities study into a strategic planning process that is logical and coherent as well as transparent.
- It is nice to see that the initial facilities study work is now being carried out internally.
- There is a lot of physical plant needing work, concern was expressed that expectations might be built which can not be met so as this moves forward being realistic in how the process is approached to be aware of how people will receive this and what expectations it might raise.
- The District does have a lot of physical needs, this extensive process is to find what needs are and prioritizing them and then addressing them as funding allows.
- How might the committee look at the newer remodeled buildings and use them as templates for work on older buildings? Response: The plan is to address this on an equal playing field, to address both functional and correctional needs of school communities and addressing those needs on an individual basis. We want to provide the same level of opportunity for all students. Some across the board changes have been made already such as the science labs, etc.

The Board extended its thanks and congratulations on the work being accomplished by the department and wished the Director well in her new endeavors.

D. FY 15 Budget Proposal

The Controller indicated this was to update the Board on the FY 15 General Fund Budget in preparation of releasing the general fund budget allocations to the schools. The FY 15 budget focuses foremost on funding to support SSSC 2.0. A racial equity lens has been imbedded in the budgeting process (embedded in staffing criteria), professional development (PD) is embedded and staffing has been enhanced in defined areas.

The FY 15 general fund is relatively flat compared to last year, which means there will be very few changes in educational programs and services and continued support for activities related to SSSC 2.0.

This continued progress is possible because of a \$21.2 million (4.2% increase) in State funding. Much of that increase is the result of State-approved construction projects (such as roofs, lighting and other building/grounds maintenance) that will now be paid out of the SPPS General Fund rather than through more expensive bond funding. The budget meets all required contractual obligations.

She noted that all schools do not receive the same amount of money per pupil because some school funding is categorical (it has specific criteria on its use), funding for Comp Ed and Title I follow the student on a one year delay and higher poverty schools have greater access to categorical dollars than lower poverty sites. School enrollment affects the dollars allocated as well.

FY 15 General Fund “Big Picture”

	<u>FY 14 Adopted</u>	<u>FY 15 Preliminary</u>	<u>Difference</u>	<u>% Change</u>
Revenue	\$505.6	\$526.8	\$21.2	4.2%
Fund Balance	12.7	5.1*	(7.6)	(59.8%)
Expenditure	518.3	531.9	13.6	2.6%
Balance	0	0		

All dollar amounts are in millions.

FY 14 (June 30, 2014) unassigned fund balance is projected as of December 2013 is 5.9% (\$5.1 million above 5% board policy).

FY 15 General Fund “Big Picture” Revenue

	FY 14 Adopted	FY 15 Preliminary	Difference	% Change
Revenue Comparison	\$505.6	\$526.8	\$21.2	4.2%
GENERAL FUND				
General Education	\$403.7	\$407.9	\$4.2	1.0%
Alt Facilities Levy				
(Pay as you go)	0.0	9.7	9.7	100%
OPEB Levy	9.9	16.1	6.2	62.6%
Integration Revenue	17.7	16.3	(1.4)	(7.9%)
Operating Capital/				
Health & Safety	14.9	14.6	(0.3)	(2.0%)
Categorical Special				
Education	59.4	61.4	2.0	3.4%
Early Learning				
Scholarship Program	0.0	0.8	0.8	100%
TOTALS	\$505.6	\$526.8	\$21.2	4.2%

It was noted Early Learning Scholarship monies are tied to where students are served.

FY 15 General Fund “Big Picture” Expenditures

	FY 14 Adopted	FY 15 Preliminary	Difference	% Change
Schools	\$244.8	\$243.1	\$(1.7)	(0.7%)
School Service				
Support	179.8	183.1	3.3	1.8%
Total School				
Support	424.6	426.2	1.6	0.4%
District-wide				
Support	89.3	101.5	12.2*	13.7%
Central Admin	4.4	4.2	(.2)	(4.5%)
TOTALS	\$518.3	\$531.9	\$13.6	2.6%

* Includes \$9.7 million of Alternative Facilities Levy (Pay as you Go) – new for FY 15.

Factors influencing expenditures are:

FY 14 Adopted Budget	\$518.3
Reduced use of Fund Balance	
(FY 15 \$5.1 vs. FY 14 \$12.7)	(7.6)
Inflationary Increase to Expenditures	8.9
FY 15 Support for SSSC 2.0	2.6
Addition of Alternative Facilities Levy (Pay as you go)	9.7
Total Proposed FY 15 Budget	\$531.9

The uses the additional \$21.2 million will be put to are: Inflation (\$8.9), Alternative Facilities Levy (\$9.7) and SSSC 2.0 Initiatives (\$2.6).

Fund Balance

The General Fund revenue gain of 21.2 million (4.2%) is allocated to Alternative Facilities Levy (\$9.7 million) which is used for MDE approved building maintenance items. New levy funding stream for FY 15 replaces traditional bond sales and thus reduces the District's debt service. Inflation (\$8.9 million) covers increase for all contractual obligations such as the teacher's' contract and other operating cost increases. SSSC 2.0 Initiatives (\$2.6 million) includes Montessori Training, AP/IB fees, additional mental health resources, Racial Equity staff and PreK dollars.

Staffing the Schools

SSSC 2.0 Class Size Ranges at Higher Poverty Sites

Grade	FY 15 Target Ranges	FY 15 Projected Average Class Size
Pre-K	20	20
KG	20-25	23.29
1-3	22-25	23.74
4-5	25-28	24.57
6-8	29-33	30.72
9-12	30-35	33.20

Higher poverty threshold is 76% (top 30 schools per teachers' contract).

SSSC 2.0 Class Size Ranges at Lower Poverty Sites

Grade	FY 15 Target Ranges	FY 15 Projected Average Class Size
Pre-K	20	20
KG	22-26	24.75
1-3	22-27	25.10
4-5	25-29	26.57
6-8	29-35	31.24
9-12	30-37	33.75

FY 15 Staffing Criteria

Site Configurations will be PreK-5, K-8, Dual Campus, 6-8, 6-12 and 9-12.

Staffing Categories will include: Principal, Assistant Principal, Administrative Intern, Clerk (Minimum, Additional 10 month, Mobility & Attendance), Learning Support and Library Support.

Intervention Specialists have been removed from FY 15 criteria. Intervention Specialist is a term describing a function and not a job title, the function is to provide support to learners. Sites had the discretion to use the dollars ascribed to "intervention specialist" in way(s) they determined assisted the learners at their site – reading intervention, math support, and additional classroom support. The needs remain and will be met in a variety of ways, including use of Intervention Specialist, funded by Title I or Comp Ed but no longer funded with General Fund dollars.

Other factors which could influence the budget are: 3rd quarter projections, contract settlements, legislative adjustments and bond ratings.

Budget information is provided through Principal toolkits which include allocation worksheets with directions and supporting documentation, talking points, a Power Point draft that can be tailored to the site for use with staff and community Presentations at the COB and Board meeting are on the Board website, The business Office website contains FAQs, a way to submit questions regarding the budget and a link to the Board presentation. Community meetings are scheduled through Family engagement starting April 16 and running through May 13.

The Controller finished by reviewing the proposed budget adoption schedule.

QUESTIONS/DISCUSSION:

- The budget is flat, if a school received math and intervention specialists this year, can that service continue at that school with the flat budget? Response: All intervention specialists have been removed from General Fund funding. They can be "purchased" on an individual school basis through the use of Title I or Comp Ed funds. Because it was done one year, it is not guaranteed for future years because of funding changes. A school can still buy an intervention specialist, it will depend on the school. Compensatory dollars are one year behind, based on enrollment from the previous year. As 6th graders

are no longer in elementary schools as of last year, elementary schools lost those funds for the coming year.

- Did schools get an artificially large, one-time fund of comp dollars due to the one-year lag? Response: Yes. Why couldn't that be addressed by holding the dollars? Response: Compensatory dollars must follow the schools and students in that fiscal year. Specific criteria are applied across the board to fund specific positions with compensatory dollars. There is no way to get around the comp dollars being tied to a specific year, it is based on the free and reduced lunch count as of October 1 of that year.
- Are some schools disappointed in their budgets? Response: Some are happy as they received a gain, some had a loss, it just depends on the schools. Principals were aware of potentials as they had been in several meetings on the budget. The District has made some changes to try to moderate the impact, such as moving cost of certain testing into the General Fund.
- Appreciation was expressed for the community conversations that have been scheduled both through the District and in schools. The Board looks forward to hearing the results of those school conversations.
- The District is projecting fewer students for next year (200-250 fewer). When look at PreK SPPS is gaining there but that does not bring in dollars. Enrollment is the hardest thing to project. There is also a reduction in Title I funds, about 10% for next year. Minnesota's relative poverty to rest of country has been going down and that is what the formula is based on. St. Paul poverty level has also gone down which also leads to fewer dollars. School Service Support is a combination of Special Ed and ELL dollars that are housed centrally with the District but all are rolled out to the schools (there was a \$3.3 million increase in support to schools.)
- On the staffing categories, how does the stepping categories affect staffing? Response: The class size ranges and targets are based on the poverty threshold. Within clerical staff, for schools with highest need, mobility clerical positions are added. Admin Interns and Assistant Principals and library support are also based on specific criteria based on poverty level as one criterion.
- Part of the focus of racial equity work is to ensure every student gets encouraged and supported for his/her high academic growth, how do staffing categories in light of contractual language help every student achieve? Response: The criteria listed are the big categories that are funded, behind it is the logic of what it takes to run a school (depending on site configuration) in terms of administration, teacher staffing necessary and kinds of support needed in that environment are all behind what is listed. How specific student support needs are addressed falls under Learning Supports. This is where Assistant Superintendents look at the type of support necessary in a school depending on demographics and academics. There is more behind what is factored into learning support and this is where recommendations are made as to where schools can use their supplemental fund vs. general fund. There is a lot behind the categories listed the primary of which is learning support, library support and mobility funding.
- Attendance clerk – a Board member wanted more conversation on what can be done with staffing in order to keep students in the classroom. Response: That is under the learning supports, PBIS, cultural specialists, etc. Attendance, there are a few schools where there are severe issues so additional staff is being allocated to meet that need. Specific recommendations for supports are based on each school's need.
- Disappointment was expressed again on the loss of the Intervention Specialists – they met a very real need. Given challenges on closing the opportunity gap, what more can be done to address this area? Response: The District has only so much money, there are additional supports (Special Ed and ELL), inflation is accelerating, changes in class sizes, etc. that is where the money has gone. Looking at extra PE position placements. Admin is encouraging schools to meet those needs through their discretionary funding. Another impact is the improvement in SPPS school achievement resulting in the loss of State funding directed toward low achieving schools.
- Montessori – was that a one-time funding? Response: No, that was a two-year commitment for materials and training.

At this point Director Brodrick made a statement about his concern that the direction SPPS is taking in many areas is not doing the right thing for the students of St. Paul Public Schools.

E. Human Resource Transactions

MOTION: Ms. O'Connell moved that the Board approve the Human Resource Transactions for the period March 1, 2014 through March 27, 2014 as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

X. **CONSENT AGENDA**

MOTION: Ms. O'Connell moved the Board of Education approve all Consent Agenda Items with the exception of Item A3 - Request to Accept a Cash Award to Central High School from Toyota's Drive for Education Contest and Item B1 - Request for Permission to Submit a Grant to 3M for the FIRST Robotics Team at Central High School to Participate in the 2014 FIRST Robotics Championship which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29634 Helen Podruska Donation

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

BF 29635 PTO Gift Acceptance for Capitol Hill

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

B. Grants

BF 29636 Request to Submit Applications to the School Breakfast Challenge of Children's Defense Fund-Minnesota and Hunger Free Minnesota

That the Board of Education authorize the Superintendent (designee) to submit applications for the School Breakfast Challenge co-sponsored by Children's Defense Fund-Minnesota and Hunger Free Minnesota; to accept grant funds if awarded; and to implement the project as specified in the award documents.

BF 29637 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Carl D. Perkins Funding

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$579,000 for FY 2014-2015

from the Carl D. Perkins Vocational and Technology Education Act; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29638 Request for Permission to Submit a Grant Application to the Minnesota Department of Human Services Alcohol and Drug Abuse Division for Urban American Indian Communities

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Human Services Alcohol and Drug Abuse Division to provide funds to implement drug prevention programs to Native American students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29639 Request to Submit a Grant Application to Open Your Heart to the Hungry and Homeless

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

C. Contracts- None

D. Agreements

BF 29640 Entering into Food Service Agreements with Various Schools and Programs
That the Saint Paul Public Schools' Board of Education authorizes the Superintendent (designee) to enter into agreements to provide food service for non-Saint Paul district schools and programs.

BF 29641 Request to Enter Into a Joint Powers Agreement with the City of Saint Paul on Behalf of Its Police Department (SPPD)
That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement between the District, who will contribute labor in-kind, and City of Saint Paul Police Department who will be responsible for the funding of the update of the Tim Jones Memorial Fitness Center located in Harding High School.

E. Administrative Items

BF 29642 Spring 2014 ACT Testing
That the Board of Education authorize payment of \$130,830.00 to ACT for administration of the ACT Plus Writing exam on Wednesday, April 23, 2014.

BF 29643 Discharge of B.W.
That the Board of Education finds, concludes and directs: (1) That B.W. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of B.W.; (2) That such conduct by B.W. constitutes inefficiency in teaching as set forth in the superintendent's recommendation to the Board of Education for the discharge of B.W.; (3) That the Superintendent's recommendation for the discharge of B.W. is adopted by the Board of Education; (4) That B.W. be discharged from School District employment as a teacher; (5) That the Clerk of the Board of Education provide B.W. with a written statement of the cause of such discharge; (6) That B.W.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides B.W. with a written statement of the cause of such discharge; and (7) That B.W. remain on administrative leave with pay until the effective date of her discharge.

BF 29644 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association
That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2013 through June 30, 2015.

BF 29645 Approval of a Salary Recommendation for Superintendency Members of Independent School District No. 625, Saint Paul Public Schools
That the Board of Education of Independent School District No. 625 approve the recommended salary increase for members of the Superintendency; duration of said recommendation is for the period of July 1, 2013 through June 30, 2015.

BF 29646 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 April 24, 2014, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29647 Increase Lunch Prices to Students Paying Full Price
That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2014.

- Elementary lunch to \$2.05
- Middle school lunch to \$2.20
- Senior high school lunch to \$2.40

BF 29648 Monthly Operating Authority
That the Board of Education approve and ratify the following checks and wire transfers for the period February 1, 2014 – February 28, 2014.

(a) General Account	#613089-614832	\$51,413,038.04
	#0000539-0000582	
	#7000563-7000589	
	#0000134-0000154	
(b) Debt Service	-0-	\$3,200.00
(c) Construction	-0-	<u>\$1,636,278.03</u>
		<u>\$53,052,516.07</u>

Included in the above disbursements are 2 payrolls in the amount of \$37,061,069.60 and overtime of \$217,428.63 or 0.59% 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 July 31, 2014.

BF 29649 Rezoning Request for Private Property 601 Western Avenue, Saint Paul, MN
That the Board of Education direct the Board Clerk to inform the proposer that the Board declines to sign the consent form.

BF 29650 Request for Permission to Submit an Application to the State for Kindergarten Milk Funds
That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for Kindergarten Milk Funds for the 2014-2015 school year and, if granted, to accept such funds.

BF 29651 Request for Permission to Submit an Application to the State for School Breakfast, School Lunch and Afterschool Snack Program Funds
That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for School Breakfast, School Lunch and Afterschool Snack Program Funds for the 2014-2015 school year and, if granted, to accept such funds.

BF 29652 Request for Permission to Submit an Application to the State for Summer Food Service Program Funds

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

F. Bids

BF 29653 Bid No. A202823-K, Carpet and Toilet Partition Replacement at Rondo
That the Board of Education authorize an award of Bid No. A202823-K, Carpet and Toilet Partition Replacement at Rondo to Schreiber Mullaney for the lump sum base bid plus alternate No. 3 for \$583,541.00.

BF 29654 Request For Proposal (RFP) No. A-202963-K Student Transportation for 2014-2016 School Years.
That the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. #A-202963-K for Student Transportation for School Years 2014-2016, with the ability to extend the contracts, in one year increments, beyond the initial contract periods to the vendors as indicated in the attached documentation.

BF 29655 Bid No. A203064-K, Partial Roof Replacement at Nokomis South
That the Board of Education authorize an award of A203193-K Drywall/Metal Framing at Creative Arts High School to Quality Drywall for the lump sum base bid of \$357,000.00.

BF 29656 Bid No. A203164-K, Partial Roof Replacement at Washington Technology Magnet
That the Board of Education authorize an award of Bid No. A203164-K, Partial Roof Replacement at Washington Technology Magnet to Thomas Finn Company for the lump sum base bid of \$164,500.00.

BF 29657 Bid No. A203185-K Steel Erection at Creative Arts High School
That the Board of Education authorize an award of Bid No. A203185-K Steel Erection at Creative Arts High School to High Five Erectors for the lump sum base plus alternate no. 1 for \$232,862.00.

BF 29658 Bid No. A203188-K Demolition, Carpentry and General Construction at Creative Arts High School
That the Board of Education authorize an award of A203188-K Demolition, Carpentry and General Construction at Creative Arts High School to Jorgenson Construction for the lump sum base bid of \$668,000.00.

BF 29659 Bid No. A203192-K Storefront, Windows and Glazing at Creative Arts High School
That the Board of Education authorize an award of Bid No. A203192-K Storefront, Windows and Glazing at Creative Arts High School to Northern Glass & Glazing for the lump sum base bid of \$129,500.00.

BF 29660 Bid No. A203193-K Drywall/Metal Framing at Creative Arts High School
That the Board of Education authorize an award of A203193-K Drywall/Metal Framing at Creative Arts High School to Quality Drywall for the lump sum base bid of \$357,000.00.

BF 29661 Bid No. A203194-K, Tile Replacement at Creative Arts High School
That the Board of Education authorize an award of Bid No. A203194-K for tile replacement at Creative Arts High School to Twin City Tile & Marble for \$149,000.00.

BF 29662 Bid No. A203195-K Acoustical Treatments at Creative Arts High School
That the Board of Education authorize an award of A203195-K Acoustical Treatments at Creative Arts High School to Architectural Sales of MN for the lump sum base bid of \$103,000.00.

BF 29663 Bid No. A203199-K Resilient Flooring and Carpet at Creative Arts High School

That the Board of Education authorize an award of A203199-K Resilient Flooring and Carpet at Creative Arts High School to Architectural Sales of MN for the lump sum base bid of \$209,000.00.

BF 29664 Bid No. A203200-K Painting and Wall Coverings at Creative Arts High School

That the Board of Education authorize an award of A203200-K Painting and Wall Coverings at Creative Arts High School to Steinbrecher Painting for the lump sum base bid of \$115,900.00.

BF 29665 Bid No. A203205-K Theater and Stage Equipment at Creative Arts High School

That the Board of Education authorize an award of A203205-K Theater and Stage Equipment at Creative Arts High School to Meisinger Construction for the lump sum base bid of \$103,700.00.

BF 29666 Bid No. A203207-K Fire Protection at Creative Arts High School

That the Board of Education authorize an award of Bid No. A203207-K Fire Protection at Creative Arts High School to Brothers Fire Protection for the lump sum base bid less exhibit A adjustment for \$131,100.00.

BF 29667 Bid No. A203209-K Mechanical Renovations at Creative Arts High School

That the Board of Education authorize an award of A203209-K Mechanical Renovations at Creative Arts High School to General Sheet Metal for the lump sum base bid plus alternate no. 1 for \$2,310,100.00.

BF 29668 Bid No. A203243-K, Flooring Replacement at Hazel Park Preparatory Academy

That the Board of Education authorize an award of Bid No. A203243-K, Flooring Replacement at Hazel Park Preparatory Academy to Schreiber Mullaney for the lump sum base bid of \$238,890.00.

BF 29669 Bid No. A203246-K, Pool Piping Replacement at Humboldt Secondary

That the Board of Education authorize an award of Bid No. A203246-K, pool piping replacement at Humboldt Secondary to Global Specialty for the lump sum base bid plus alternate no. 1 for \$69,000.00.

BF 29670 Bid No. A203298-K Concrete/Masonry at Creative Arts High School

That the Board of Education authorize an award of Bid No. A203298-K Concrete/Masonry at Creative Arts High School to Meisinger Construction for the lump sum base of \$325,000.00.

BF 29671 Bid No. A203299-K Electrical Renovations at Creative Arts High School

That the Board of Education authorize an award of A203299-K Electrical Renovations at Creative Arts High School to Peoples Electric for the lump sum base bid plus alternate no. 1 for \$1,461,200.00.

BF 29672 Bid No. A203424-K Gym Floor Replacement at Como Park Senior High

That the Board of Education authorize an award of Bid No. A203424-K, Gym Floor Replacement at Como Park Senior High to Anderson Ladd for the lump sum base bid of \$119,315.00.

BF 29673 Bid No. A203427-K Exterior Improvements at 1780 W. 7th Street

That the Board of Education authorize an award of Bid No. A203427-K Exterior Improvements at 1780 W. 7th Street to GA Construction for the lump sum base bid of \$266,400.00.

BF 29674 Bid No. A203430-K, Fire Alarm Replacement at Various Sites

That the Board of Education authorize an award of Bid No. A203430-K, Fire Alarm Replacement at Various Sites to Egan Company for the lump sum base bid of \$922,499.00.

BF 29675 Bid No. A203522-K Pool Area Interior Renovations at Murray Middle School
That the Board of Education authorize an award of A203522-K Pool Area Interior Renovations at Murray Middle School to Sheehy Construction for the lump sum base bid plus alternates no. 1, 4 and 6 for \$2,142,500.00.

BF 29676 Bid No. A203566-K, Interior Renovation at Galtier Community School
That the Board of Education authorize an award of Bid No. A203566-K, Interior Renovation at Galtier Community School to Jorgenson Construction for the lump sum base bid plus alternate No. 2 for \$2,421,000.00.

BF 29677 Bid No. A203575-K, Lighting Retrofit at Obama Elementary
That the Board of Education authorize an award of Bid No. A203575-K, Lighting Retrofit at Obama Elementary to RAK Construction for the lump sum base bid of \$189,000.00.

BF 29678 Bid No. A203576-K, District Wide Wireless Improvements
That the Board of Education authorize an award of Bid No. A203576-K, District Wide Wireless Improvements to Peoples Electric Company for the lump sum base bid for \$465,171.00.

BF 29679 Bid No. A203613-K Roof Replacement at Wheelock Early Education
That the Board of Education authorize an award of Bid No. A203613-K Roof Replacement at Wheelock Early Education to Central Roofing for the lump sum base bid plus alternates no. 1 & 2 for \$223,800.00.

BF 29680 Bid No. A203671-K Concrete/Masonry at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203671-K Concrete/Masonry at Humboldt Jr High School to Northland Concrete & Masonry Company for the lump sum base bid of \$183,900.00.

BF 29681 Bid No. A203674-K Carpentry and General Construction at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203674-K Carpentry and General Construction at Humboldt Jr High School to Tekton Construction for the lump sum base bid of \$973,000.00.

BF 29682 Bid No. A203677-K Doors, Frames and Hardware at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203677-K Doors, Frames and Hardware at Humboldt Jr High School to Kendell Door, Inc for the lump sum base bid less the credit sales tax per exhibit A for \$135,362.00

BF 29683 Bid No. A203680-K Drywall and Metal Framing at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203680-K Drywall and Metal Framing at Humboldt Jr High School to Commercial Drywall, Inc for the lump sum base bid of \$310,000.00.

BF 29684 Bid No. A203681-K Tile and Terrazzo at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203681-K Tile and Terrazzo at Humboldt Jr High School to Grazzini Brothers & Company for the lump sum base bid of \$100,195.00.

BF 29685 Bid No. A203683-K Acoustical Ceilings and Panels at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203683-K Acoustical Ceilings and Panels at Humboldt Jr. High School to Acoustics Associates for the lump sum base bid of \$205,780.00.

BF 29686 Bid No. A203684-K Resilient Flooring and Carpet at Humboldt Jr. High School

That the Board of Education authorize an award of Bid No. A203684-K Resilient Flooring and Carpet at Humboldt Jr. High School to Architectural Sales of MN for the lump sum base bid of \$595,625.00.

BF 29687 Bid No. A203685-K Painting and Wall Coverings at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203685-K Painting and Wall Coverings at Humboldt Jr. High School to Steinbrecher Painting for the lump sum base bid of \$187,400.00.

BF 29688 Bid No. A203689-K Food Service Equipment at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203689-K Food Service Equipment at Humboldt Jr. High School to Boelter, LLC for the lump sum base bid of \$204,073.00.

BF 29689 Bid No. A203692-K Mechanical Renovations at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203692-K Mechanical Renovations at Humboldt Jr. High School to Northland Mechanical Contractors, Inc for the lump sum base bid of \$929,923.00.

BF 29690 Bid No. A203694-K Electrical Renovations at Humboldt Jr. High School
That the Board of Education authorize an award of Bid No. A203694-K Electrical Renovations at Humboldt Jr. High School to Claude M. Anderson Electric Company Inc for the lump sum base bid of \$598,000.00.

BF 29691 Bid No. A203714-K Replacement of Running Track at Como Park Senior High
That the Board of Education authorize an award of Bid No. A203714-K, replacement of running track at Como Park Senior High to Midwest Tennis and Track for the lump sum base bid of \$258,000.00.

CONSENT AGENDA FOR SEPARATE CONSIDERATION:

Director Hardy took the time to praise Toyota for providing a program to challenge student's creativity and independent thought. He also wanted to recognize the FIRST organization for their sponsorship of robotics teams in St. Paul Public Schools.

BF 29692 Request to Accept a Cash Award to Central High School from Toyota's Drive for Education Contest

BF29693 Request for Permission to Submit a Grant to 3M for the FIRST Robotics Team at Central High School to Participate in the 2014 FIRST Robotics Championship.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to accept an award from Toyota for the purpose of purchasing athletic equipment at Central High School, and to implement the project as specified in the award documents and That the Board of Education authorize the Superintendent (designee) to submit an application to 3M for approximately \$5,000 to pay the registration fee for the FIRST Robotics team at Central High School to participate in the 2014 FIRST Robotics Championship; to accept funds, if awarded; and to implement the project as specified in the award documents. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

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

XI. OLD BUSINESS - None

XII. NEW BUSINESS

BF 29694 Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2014A

The representative of Springsted provided an overview of the set sale for the general obligation bonds for projects approved by MDE. She indicated the sale would occur on May 20, 2014. Should the market change the sale can be withdrawn until conditions improve.

MOTION: **Ms. O'Connell moved the Board of Education approved the Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2014A. The motion was seconded by Mr. Brodrick.**

The motion was approved with the following roll call vote:

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

XIII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas

1. Ms. Seeba requested the Board discuss the meeting length and structure.

C. Board of Education Reports/Communications

1. Director Carroll reported on the April 10 Board listening session.

XIV. FUTURE MEETING SCHEDULE

A. Change to Start Time for COB Meetings

MOTION: **Mr. Hardy moved, seconded by Ms. Carroll, the start time for all COB meetings for the remainder of 2014 be 4:00 p.m. (unless otherwise noted).**

The motion was approved with the following roll call vote:

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

- Concern was expressed that the length of the meeting not increase with the new start time.
- Ways to shorten meetings were suggested: provide information to Board ahead of time so they are better prepared, suggest subject should be addressed in memo or other format rather than in person, determine best way to cover content and have appropriate discussion.

- Opportunity for Board members to send questions in ahead to time to facilitate discussion time.
- Implement sub-committees that report back at the COB
- The Assistant Clerk was instructed to add 2015 COB start times to the September COB Work Session.
- Board members were asked to consider an alternative date for the October 28 COB meeting.

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

- May 20
- June 10 – Special (Non-Renewals) – 4:30 p.m.
- June 24
- July 15
- August 19
- September 23
- October 14
- November 18
- December 9 – Closed (Superintendent Evaluation)
- December 16

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

- May 6
- June 10 – 5:00 p.m.
- July 15
- September 9
- October 7
- October 28
- December 2

XV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 10:13 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 6, 2014**

PRESENT: Board of Education: Mary Doran, Keith Hardy, John Brodrick, Chue Vue, Louise Seeba, Anne Carroll

Jean O'Connell – arrived 4:09 p.m.

Staff: Superintendent Silva, Michelle Walker, Marie Schrul, Kathy Brown, Jean Ronnei, Theresa Battle, Christine Osorio, Sharon Freeman, Ryan Vernosh, Martin Hoerth, Andrew Collins, Matt Mohs, Brian Kinder, Lauren Cathey, Jackie Allen, Julie Schultz-Brown, Mary Gilbert, Darlene Fry, Elizabeth Keenan, Andrea Casselton, Michelle Bierman, Tom Meyer, Todd Smith, Norm Dahl

Other: Mila Kompolova

I. CALL TO ORDER

The meeting was called to order at 4:02 p.m.

II. AGENDA

A. FY 2015 Budget

Staff provided an update on the FY 15 General Fund budget. Goals addressed in the budget are those of SSSC 2.0 – achievement, alignment and sustainability. Focus areas are racial equity transformation, personalized learning, college and career readiness, excellent PreK-12 programs with connected pathways and systems that support a premier education for all.

Compared to last year, the FY 15 general fund is relatively flat: there are very few changes in the educational programs and support is continued for activities related to SSSC 2.0. Continued progress is possible because of a \$21.2 million (4.2% increase) in state funding. Much of the increase is the result of state-approved construction projects that will now be paid out of the General Fund rather than with bond funding. The budget meets all required contractual obligations.

All schools do not receive the same amount of money per pupil because some school funding is categorical (it has specific criteria on how it is spent). Funding for Comp Ed and Title I follow the student on a one-year delay and high poverty schools have greater access to categorical dollars than lower poverty sites. School enrollments also affect the dollars allocated.

Class size ranges were reviewed again. Meetings were held with REA, Student Placement, Assistant Superintendents, Finance and Budget staff on how to meet class size contractual obligations. School allocations are based on those meetings. A new budget number is being implemented in FY 15 to track staff allocations. Principals and Assistant Superintendents will be held accountable for staff numbers.

A big picture of the FY 15 General Fund shows:

	FY 14 Adopted (In millions)	FY 15 Preliminary (In millions)	Difference	% Change
Revenue	\$505.6	\$526.8	\$21.2	4.2%

Fund Balance	12.7	8.1*	(4.6)	(36.2%)
Expenditure	518.3	534.9	13.6	2.6%
Balance	0	0		

* Assumes use of Unassigned Fund Balance above the Board required 5% minimum (preliminary March 2014 year end projections)

Revenue shows:

	FY 14 Adopted (In millions)	FY 15 Preliminary (In millions)	Difference	% Change
Revenue Comparison	\$505.6	\$526.8	\$21.2	4.2%
General Education	403.7	407.9	4.2	1.0%
Alt Facilities Levy (Pay as you go)	0.0	9.7	9.7	100%
OPEB Levy	9.9	16.1	6.2	62.6%
Integration Revenue	17.7	16.3	(1.4)	(7.9%)
Operating Capital/Health And Safety	14.9	14.6	(.0.3)	(2.0%)
Categorical Special Ed	59.4	61.4	2.0	3.4%
Early Learning Scholarship Program	0.0	0.8	0.8	100%
Totals	\$505.6	\$526.8	\$21.2	4.2%

Expenditures are:

	FY 14 Adopted (In millions)	FY 15 Preliminary (In millions)	Difference	% Change
Schools	\$244.8	\$246.4	\$1.6	0.7%
School Service Support	179.8	182.7	2.9	1.6%
Total School Support	\$424.6	429.1	4.5	0.2%
District-wide Support	89.3	101.7	12.4*	13.9%
Central Admin	4.4	4.1	(.3)	(6.8%)
Total	518.3	534.9	16.6	3.2%

* Includes \$9.7 million of Alternative Facilities Levy, new for FY 15.

FY 15 General Fund revenue increase is \$21.2 million. \$9.7 million of this is alternative facilities levy, \$8.9 million is inflation and \$2.6 million is SSSC 2.0 initiatives.

Other factors which may influence the final budget are: third quarter projections, contract settlements, legislative adjustments and bond ratings.

Engagement on the budget included:

- A Principal toolkit
- Presentations to the Board of Education
- Information on the Business Office website
- Community meetings scheduled through Family Engagement.

School budgets will be returned by May 9. Administration is mindful of comments on the school budget while honoring contractual agreements and making final budget adjustments.

QUESTIONS/DISCUSSION:

- Can the Board be assured that principals are communicating to families on the budget? Response: Yes, administration gave assurance that principals are communicating with families.
- Are they communicating the process of making decisions and tradeoffs? Response: Last year's intervention supports were a luxury, those are now off the table for FY 15 so families are experiencing the budget differently.
- If a school has a counselor already then that person is not on the table. Response: As the District, baseline for counseling and support will be same as last year plus honoring

the District's contractual agreements. Schools may not have the levels they have previously, administration cannot guarantee the same numbers as last year.

- Some community members are saying their school is projecting increased enrollment then why are they looking at cuts. Response: The issue, at that school is enrollment is actually lower than last year. Basically, enrollment is down but the cost per FTE for sites has increased because salaries have increased. Enrollment generates other factors as well that affect the school budgets.
- Is the District willing to take a closer look at the various factors? Response: A closer look has been taken and some FTEs have been added, administration is prioritizing by specialized programs that require specific FTEs. The money belongs in the schools and administration is concerned about its commitments and where there is a need to add additional FTEs. The contract obligations will have an effect on other areas, so SPPS will need to do more with less.
- In meetings with the principals, are they comfortable with levels of staffing? Response: No, schools are never comfortable with what is allocated, they always want more. Administration is asking schools to prioritize what is essential and what is less essential.
- A Board member indicated they want to be sure SPPS is meeting the needs of the kids, are principals comfortable and what can be done if they are not? Response: Administration will do what the Board wants with available dollars. The administrative area has been reduced and staff is looking for other areas where dollars can be gained. Legislation is still in process so there may be additional dollars there.
- A question was raised about intervention specialists. Response: Intervention specialist support was provided to the schools when the resources were available, on a one-time basis since funding is no longer there. The emphasis this year is being put on classroom support so there are more classroom FTEs replacing the loss of intervention support FTEs. The services and support can be provided, just in a different manner.
- It was noted that the principals' contact with their communities is helping those communities' understanding of the budgeting process. What can the Board and administration do to help empower principals to understand their budgets in depth? It seems they might need assistance in knowing what level of detail to give to families. Response: A power point, talking points and FAQs were sent to principals and in meetings with administration, the budget package was reviewed in detail. Additionally, schools have dedicated finance staff that are at every meeting to work with principals on details of their budget so training is going on at the same time the budget is being built.
- Is information being provided in a way that can be shared with families? Response: The Power Point is very straight forward as are the talking points and FAQs. Explanation moves from district level down to site level. Principals can get the answers to questions posed if they do not have it directly at their level.
- Is legislative allocation being done on priority basis? Yes.
- Administration indicated it wants to take a look, next year, at the entire budget process to evaluate the process and explore alternative methods.
- On the fund balance, can the Board be assured that even with the use of some of the fund balance the 5% will be maintained? Response: Yes, it will be maintained.
- Schools are not going to lose classroom FTEs in any of their budgets? Response: At this point, that is not known and it will not be known until all budgets are completed and numbers evaluated. There may be splits this year where a teacher may be lost or other factors may come into play.
- Will SPPS lay off teachers with this budget? Response: Yes, that could happen, as dollars are given to schools the principal decides how to use those dollars and that may affect teachers. The budget is enrollment based so a site may have more or less depending on number of students and class size ranges. Class sizes have changed and capacity at some sites has also changed.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the report as present. Ms. Carroll seconded the motion.

Motion passed.

B. Legislative Update

The SPPS Legislative Liaison provided an overview of the 2014 Minnesota legislative session. She indicated the session must adjourn by May 19, 2014. The following differences need to be resolved between the House and Senate bills prior to that time: targets for spending, tax relief and budget reserve.

The House Supplemental Budget Conference Committee has been appointed and is meeting to resolve differences between the House and Senate proposals. Targets \$293 million in 2014-15 and \$883 million in tails in 2016-17. No agency targets have been set, tax relief has been projected to be \$103 million and \$150 million was added to the budget reserve.

- House proposal is a total of \$75 million with \$4.3 million in new revenue for SPPS which includes a 1% increase in formula, ELL funding up to 6 years from 5 and a per pupil increase, School Readiness increase of \$5 million statewide and a 3% growth factor for ABE.
- Senate proposal is a total of \$41 million with \$2.8 million in new revenue for SPPS including ELL move from five to six years, no formula increase. Teacher Evaluation \$302 per licensed teacher, \$764K for ECFE, \$288K for school readiness, scholarships had cap removed and a statewide increase of \$8.8 million and a 3% ABE growth factor.

The Bonding Bill resulted in \$850 million in general obligation and \$200 million in cash. This needs a 2/3 majority to pass. The bill includes several projects that benefit St. Paul.

The Conference Committee has been signed off on the Education Policy Bill. There is an ELL focus on teaching English and preserving native language. She outlined some of the multiple ELL provisions. PSEO was adopted by both House and Senate that allows advertising and requires counseling. There was a compromise on ALC. The integration rule and statute must be aligned. Adult diploma, as developed by the Commissioner, for eligible ABE consortia members. College and Career defines knowledge, skill and competencies to pursue a career pathway. Foster care allows students to return to home district without district approval under open enrollment. Districts are required to provide parents with timely written summaries of student's performance on state assessments. Various changes to teacher licensure were reviewed.

Other issues still outstanding include St. Paul Teacher Pension, EdMN Health Insurance Bill. Health and Human Services Bill clean up and licensing issues and Women's Economic Security Act (a number of issues).

QUESTIONS/DISCUSSION:

- The Legislative Liaison stated it was very important to keep trying to address legislators on SPPS issues. She suggested a letter from the Board and phone calls.
- The Board requested input on letter content so a communication could be sent ASAP.
- Tails, please explain. Response: Tails are the amounts above the initial spending on any item, i.e. the cost of an ongoing 5% increase, etc. over time. The Legislature is trying to understand if it can afford ongoing costs included within a bill and is looking toward one time spending.
- If SPPS has a potential increases is that new dollars if it passes? Response: Yes, it is new money but it use is up in the air until legislation passes as it may have specific spending areas attached.
- The scholarship with cap removed, what is that? Response: That is part of the dispute between House and Senate. The cost of removing the cap would not provide any new scholarships. The cap is currently up to \$5,000; that was set in order to serve the educational costs of more students. The Head Start Program is in favor of removing the cap, as their program is more expensive. This is competing with formula, ECFE and school readiness.

MOTION: Ms Carroll moved the Committee of the Board recommend the Board of Education accept the report. The motion was seconded by Ms. O'Connell.

The motion passed.

C. School Start Times

SPPS has heard, over the years, from many families about implementing later start times for secondary students. Over the next several months, SPPS will engage stakeholders in looking at this issue in order to gauge the benefits and consequences of changing start times. A steering committee is being created to guide the process. No decision will be made until feedback is gathered from representative groups.

Research indicates that later sleep patterns are largely biological, not necessarily behavioral. However, it also indicates nine or more hours of sleep are best for teenagers. 69% of high school students do not receive the optimal eight hours of sleep. Later school start times show no impact on when teens fall asleep.

Health impacts on students receiving less than eight hours of sleep are:

- Increased rates of depression, anxiety and fatigue
- Increased risk of suicide
- Increased rates of auto accidents
- Decreased athletic and motor skills
- Weight gain and/or elevated blood pressure
- Increased likelihood of criminal or risk-taking behavior
- Interference with brain development (memory formation).

Research indicates that as a result of an 8:30 or later secondary school start time there is

- Improved attendance and decreased tardiness
- Improvement in continuous enrollment
- Similar bed times as those with 7:30 a.m. start times
- Improved health and fewer trips to the nurse
- Improved alertness
- An increase in GPA
- An increase in percent of students coring "proficient" on MCA math and
- An increase in secondary students eating breakfast.

Earlier start times for elementary schools show

- An increase in student attentiveness
- An increase in elementary students eating breakfast
- Schools being able to structure core classes before lunch and during the best learning time
- A decreased need for morning childcare allows fewer transitions for students
- And, after the first year, a majority of families and school staff prefer the earlier start.

Various scenarios were run during a three-month process to determine alternative start times. Each scenario was analyzed against the required transportation criteria, DPAC (District Parent Advisory Council) feedback was reviewed with the result that only one alternative for current start time met the required criteria. The scenarios investigated included a 1-tier system (a tier refers to the number of start times) with all schools running at 8:30 a.m. start time, a 2-tier system with 8:00 and 9:15 a.m. start times and several different 3-tier systems. The one and two tier both result in greater costs and reduced customer service. The transportation criteria included student ride time, impacts to after school activities, customer service, DPAC feedback, cost and efficiency. Middle and high school on the same tier was one other set of criteria..

Current start times are:

- 7:30 a.m. – middle and high school

- 8:30 a.m. – most elementary community schools, some regional magnet elementary schools, most district-wide elementary schools and some special sites.
- 9:30 a.m. – most K-8 schools, some elementary community schools, dual campus elementary schools, some regional elementary schools and most special sites.

The changed start times with the alternate system would be:

- 7:30 a.m. – elementary community schools, regional magnet elementary schools, special sites
- 8:30 a.m. – middle and high schools
- 9:30 a.m. – district-wide magnets, K-8 schools, dual campus schools and some special sites.

Challenges on the elementary side for families and students are some bus pick-ups would be as early as 6:30 a.m., disruptions to family routines and expanded need for after school care. Challenges to school based programming would be increased, Discovery club after school hours, EDL (extended day learning) “shuttle model” for tier one elementary schools and disruption to staff routines.

Family and student-based challenges at the secondary level would include high school students not being available to watch younger siblings, students getting home later from after school activities, increased likelihood of student athletes missing last period for non-conference games and less time for after school student employment. Challenges to school based programming would be after school activities (including athletic practices and competitions) would run later, schedule shifts may be needed for evening high school or credit recovery programs and disruption to staff routines.

Staff went on to discuss the make up of the steering committee and the engagement plans that will involve a wide variety of stakeholders. The timeline for the process is:

Fall 2013 – Conversations with DPAC begin

April – September 2014 – Gathering feedback and engagement of stakeholders

September 2014 – Steering committee reviews feedback and makes recommendation to the Superintendent

October 2014 – A recommendation will be presented to the Board of Education

October 2014 – August 2015 – additional communication sessions with families if school start times are changed.

QUESTIONS/DISCUSSION:

- It was noted it will be tough for families to have elementary starting that early so practical issues will need to be worked through
- Praise was extended for the many opportunities for families, students and community to share their perspectives.
- Where is the St. Paul Youth Commission in this process? Response: They are involved in the process with three individuals acting as representatives on the Steering Committee
- It was noted that a potential two-tier system with high school students using public transport was not included in the assessment. Board indicated staff should not eliminate that possibility without further exploration. Response: SPPS partners providing before and after school support have been and will be consulted. The Metro Transit piece is included and a three-tier system would still be needed to address special education, middle school, cost, etc. After school and before school care is also being researched.
- It was noted, as far as stakeholder groups, that there are two additional ones needing to be addressed: stakeholders who do not come under the umbrella of schools such as District Councils and the homeless category need to be included as well..
- What is the transportation budget? \$29.5 million.
- The question was raised whether consulting with maintenance and grounds has been considered, as this would affect them if start times change. Response: SPPS uses a combination of services – either contractors or SPPS custodial staff. Start time changes would need to be addressed in maintenance plans.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the report. Ms. Doran seconded the motion.

The motion passed

D. Technology Services Department Update

The Interim Deputy Chief of Technology Services was introduced. She indicated an assessment was done of SPPS capacity and it showed that SPPS needs to better align its technology investments with SPPS's strategic direction, there is a need for consistent investment in infrastructure, there is a need to provide better support to end users, SPPS needs to adopt more technology best practices and grow IT from a break/fix department to a strategic partner and asset to the organization.

SPPS has embraced technology as a way to deliver core services, streamline operations and make data driven decisions. This dictates the need for comprehensive technology support, requires better integration of systems and a stable, robust infrastructure. It is best practice to evaluate IT services and ensure the department can meet this increased reliance and demand.

Staff presented their IT capability maturity model designed to move the department up through levels from chaotic (ad hoc) through reactive, proactive and service levels to the value level. The CGCS indicates SPPS's current position (between reactive and proactive) is common in education entities. SPPS desires to move up the ladder more proactively.

A Technology Governance Committee has been established and will use collaboration to find the balance and direction that satisfies SPPS needs and obligations while ensuring innovation and effectiveness in schools, programs and departments. The committee's purpose will be to make recommendations.

Infrastructure upgrades are in process and by fall 2014, most schools will have a network upgrade with new switches and wireless. The District is also upgrading and expanding the number of devices available. Infrastructure challenges are bandwidth usage will continue to grow, there is a need for significant investment in servers and sustainable financing is needed to ensure the infrastructure stays current.

Support will be provided with more "at the elbow" support. IT is working with OPL to build a seamless support model and expanding the number of technology support staff. A comparison of data for SPPS to industry averages and best practices indicates a significant gap in end-user computing/desktop support services which is a limited amount of support for desktop and laptop devices only.

Best practices are defined by ITIL (Information Technology Infrastructure Library) management practices, project management and security. The reorganization of SPPS IT will add capacity to handle growth in technology use, add strategic capacities, elevate the role of IT within SPPS and lead to development of a better support model.

QUESTIONS/DISCUSSION:

- Who is on the committee? Response: OTLL, some Principals, Communications, REA, Facilities, HR, Finance, ELL, etc.
- The Board indicated it was impressed with the direction as this moves forward and it liked the focus on end users (staff and students) in expanding the use of technology
- A Board member indicated he had heard interest and concern from stakeholders on the status of personalized learning and the relationship with Dell. What is happening with the referendum money and what is happening with Dell? Response: This report is on IT as a support system for all departments within SPPS; how technology supports all the various areas. IT is here to support what is happening with personalized learning, which would be a separate presentation.

- Administration noted the Personalized Learning presentation is scheduled for July and a report on referendum dollars in October.
- It was noted that when SPPS went out for the referendum the public associated all technology with personalized learning. Response: Personalized learning is a separate effort that incorporates technology infrastructure as a base for the learning effort. SPPS is looking at the big picture and how to connect all systems into a whole. At this point in time, the work between Personalized Learning and IT are side by side (more devices, more service, etc). The Personalized Learning process will roll out over eight years so there is a need to exercise caution in how the roll out of systems and processes evolves.
- Skepticism was expressed regarding the numbers shown in the executive summary piece, particularly the best practice number. Response: The comparison was made to show where SPPS is in relation to industry averages and best practices and provide some oversight on expectations for costs involved.
- Are teachers part of governance group? Students and teachers can provide insight. Response: The governance group will vet ideas on what resources are or are needed, prioritize projects, find alternatives, etc.. Subcommittees will look at specific areas and could include additional people in a targeted manner.

Thanks were extended for the presentation.

E. Positive School Bus Behavior Program

Transportation provided an overview of their new program on bus behavior. They noted examples of unsafe bus behavior include standing, fighting, excessive noise, bullying and weapons. The program was implemented in order to change the bus experience to a more positive experience for students.

Under the old model, if a student is unsafe on a bus, the driver would complete an Incident Report Form, the school principal would determine consequences, and the student may miss some school and then return to the bus. The driver would receive no information on outcome. Bus referrals and suspensions were subjective, varied from driver to driver, varied from school to school, resulted in poor student attendance and were racially predictable.

A change was needed to improve student attendance, create equitable practices, improve employee morale and align practices and reporting systems. The process of refining the program was collaborative and inclusive involving the Office of Family Engagement, the Office of Teaching, Learning and Leading, the Office of Racial Equity, the Technology Services Department and the Office of Strategic Planning and Policy. Steps were taken to simplify the program by streamlining the incident report process and removing subjectivity. Training was provided for the bus community with driver training, bus intervention specialists, safety classes for students and parents and a fall outreach to schools.

The program was aligned with district behavior expectations (classroom lesson plans and the bus as an extension of the classroom), collaboration was encourage with the contractors and departments, expectations of drivers were raised and effective communication encouraged. "How to Ride the Bus" signs were made available, the "Rules for the Ride" brochures were updated and translated.

The new model works to proactively prevent unsafe student behavior by establishing relationships with the students. If a student is unsafe on the bus, there is now consistent discipline among schools and drivers. Students and parents are encouraged to attend bus safety classes. This is resulting in fewer suspension meaning better attendance and achievement. The school and the driver are in regular communication and students are allowed to return to the bus.

QUESTIONS/DISCUSSION:

- Administration noted the process was started with five schools whose data indicated the greatest need; the program is providing positive results. Staff is now working to create relationships between the family and the district and is asking families to understand this is about safety for their students..

- Have numbers gone down because of more consistent application between buses and schools? Response: There has been improved driver training in order to get drivers to understand what kids are being taught in school. SPPS is getting positive feedback from drivers who feel they are supported.
- Administration noted the strategies will be expanded to include the entire district next year so more and more engagement will occur between principals, drivers, students and families.
- Has Transportation been able to identify “star” drivers who could be involved in the training to provide input on developing rapport and offer techniques used that work with the students? Response: Training goes out to drivers on bus safety for drivers and participants have been passing on tips in those sessions for other drivers and contractors are including the training in their programs as well. Training is done for drivers in small groups who are involved with specific schools. The drivers contribute to the training in these groups.
- On-going work with drivers is being done to develop relationship with students on their bus.
- What are families saying? Response: They are initially skeptical of the bus safety training but after the classes the families understand what is going on on the bus and why procedures are important to the safety of the students. Parents appreciate the support given to the students to encourage good behavior.
- In the fall all the drivers will have the training, will the principals and bus monitors at the sites have the training as well? Response: Yes
- How is positive behavior being rewarded? Response: First, schools have safe bus behavior programs. Many have a ceremony recognizing students who are having good behavior on the buses.
- Is there anything on whether racial predictability has improved? Response: The initial raw data is good but SPPS is having some trouble refining the program. The data is currently being collected in a number of ways and that could be drilled through but currently SPPS does not have an appropriate method to keep data consistent throughout the district. Staff is working on refining the Campus program to gather deeper data.
- The focus schools were chosen because of over representation of students of color.
- The Board indicated it appreciated the alignment and consistency pieces but would like to see where the issues exist (driver, student, etc.)

Thanks were extended to staff for the update.

F. Standing Item: Policy Update

Staff provided updates on the Safe and Supportive Schools Act and Policy 505.00: SPPS Bullying Prohibition Policy as well as the proposed Gender Inclusion Policy outreach.

An SPPS task force analyzed various versions of the Safe and Supportive Schools Act as it made its way through the Minnesota legislative process. On-going discussions on best practices were held across the district that led to the mapping of an inquiry process after a report of bullying has been made with an emphasis on restorative practices as the logical consequence. Additional meetings of the task force will be on an as needed basis within small groups.

Key provisions of the Safe and Supportive Schools Act, which goes into effect for the 2014-15 school year, include:

- A professional development cycle
- An inquiry process is being drafted to be started, not necessarily completed, within three school days
- A designated school staff member must be designated as the primary contact person.

The next steps to becoming compliant include:

- Some revisions to Policy 505.00 and a determination on the 3-reading process
- PD planning – PBIS and Vertical Team Model embedded within the current PD systems and new staff orientation

- Procedure development including an inquiry process and updates to the *Rights and Responsibilities Handbook*
- Development of a bullying report to be embedded in the current PBIS referral format.

Stakeholder outreach on the Gender Inclusion Policy is ongoing. The consensus is that a policy recognizing and respecting student gender identity and expression is needed. A first reading of the policy is anticipated for June with procedure writing being done concurrently during the three readings.

Next steps on this proposed policy include continued stakeholder outreach, meetings with the policy work groups, drafting and revision of policy language and a first reading in June or July.

QUESTIONS/DISCUSSION:

- Staff was asked to provide a list what has been done over the past five years in the policy area.
- Concern was expressed on stakeholder outreach, as the gender policy will not be without controversy. How being sensitive with people with very traditional values, are plans in place? Response: Administration indicated they are making sure they meet with a wide diversity of stakeholders who may be allies as well as those who have differing views. Talking points are being developed as to what is best for kids with an inclusive environment while not mandating anyone change their views. SPPS wants to do what is best for all kids.
- What if parents are unaware of student's gender preference? Could SPPS be held liable for not informing parents about child? Response: SPPS stands on the principle of inclusion however, procedures need to be thought through very carefully to address legal aspects and child's safety.
- It was noted the highest percentage of homeless youth is in the LGBT group.
- The Board requested talking points to address constituents concerns once the policy has been developed and is moving through the three reading process.
- This is a cultural issue with some groups so SPPS needs to plan how to reach out to all cultural groups served.
- Are PAC groups being addressed in this issue in order to take advantage of their perspective for mutual understanding?
- Consider getting input from employees who have differing views while still moving forward on the policy.
- What is being done to be sure to address issue of transgender staff? Response: It has not been addressed as the focus has been on students, it will be addressed.

G. Standing Item: SSSC 2.0 Update

Staff indicated that tracking of SSSC 2.0 implementation details will be done with a tasks and timing spreadsheet. The spreadsheet will be used to collect information by focus area and will track detailed task, timing, lead persons and status toward completion (reported quarterly). Brief summaries are in the process of being developed for sharing publicly.

The SSSC 2.0 Implementation Committee was formed to ensure integrity of the implementation plan. It will be cross-functional reaching across organizational silos. The committee will communicate SSSC 2.0 implementation work to staff throughout the district. Staff presented a chart outlining the process the committee will utilize.

QUESTIONS/DISCUSSION:

- The Board asked when they could expect the first update. Response: The end of June.

H. Work Session

1. Reschedule of October 28 COB Meeting

The Board made the following changes to their meeting calendar.

- June 10 – Special BOE will start at 4:00 p.m. COB at close of BOE meeting
- July COB and BOE will stay at July 15 but COB will start at 4:00 p.m. and BOE at 6:00 p.m.
- October 28 COB has been cancelled and rescheduled to October 21.

A motion will be made at the Board meeting to make these changes formally.

2. E-Mail Responses

Board and staff discussed the process of responding to community e-mails. A new process was agreed to and will be implemented immediately.

3. Fund Balance Working Group

Directors O'Connell, Carroll and Vue volunteered to serve on the work group. The first meeting will be scheduled in July with plans to report on progress at the September COB works session.

4. Superintendent Mid-Year Review Update

The Superintendent has supplied proposed goals for Board feedback. This item will be updated at the June 10 COB.

5. COB Meetings - Structure/Timing

Reviewed agenda and how Board wanted information presented to them and what items could be addressed through memos, etc.

6. Robert's Rules of Order

The Board discussed meeting structure and timing of various comments. The Chair requested to be made aware of why item was being pulled or when other comments are to be presented.

7. Board Check-In

Board members discussed process and procedures utilized during meetings utilizing an equity lens and what a Board is collectively.

8. Legislative Letter

A letter to the Governor and certain legislators was reviewed and finalized for mailing.

III. ADJOURNMENT

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

The motion passed.

The meeting adjourned at 10:31 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk



FY15 General Fund Budget for Schools

“Funding Strong Schools Strong Communities 2.0”

Marie Schrul
Controller
May 20, 2014



Purpose

To provide an update on the FY15 General Fund budget to the Board of Education



Agenda



- Framing the discussion: *Strong Schools, Strong Communities 2.0*
- General Budget Information
- Staffing the Schools
- General Fund FY15 Big Picture
- Other Influencing Factors
- FY15 Budget Adoption Schedule
- Engagement Information
- Questions

SSSC Goals Continue Under SSSC 2.0

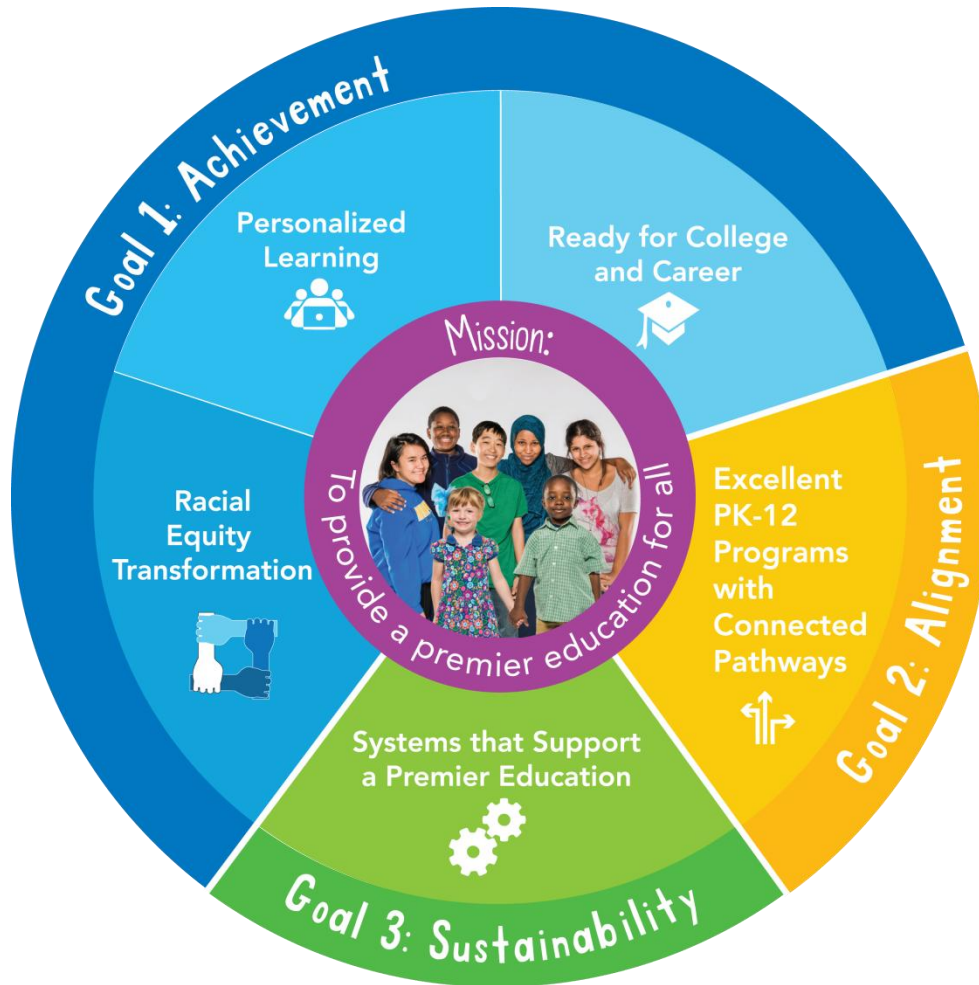
Goal 1: Achievement for all students

Goal 2: Alignment of school programs

Goal 3: Sustainability to optimize classroom resources and academics



SSSC 2.0 Focus Areas



Focus Areas

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



General Budget Information



- FY15 general fund is relatively flat compared to last year.
 - very few changes in our educational programs and services,
 - continued support for activities related to SSSC 2.0.
- This continued progress is possible because of a \$21.2 million (4.2% increase) in state funding.
 - Much of increase is the result of state-approved construction projects that will now be paid out of our General Fund, rather than bond funding.
- The budget meets all required contractual obligations



General Budget Information



- All schools do not receive the same amount of money per pupil, because:
 - Some school funding is categorical – it has specific criteria on its spending
 - Funding for Comp Ed and Title I follow the student on a one year delay
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

Class Size Ranges

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	2014-15 Class Size Range – per 2014-16 teacher contract settlement					2013-14 Class Size Range (FY14 Budget Book)	
	Higher Poverty Sites			Lower Poverty Sites			
Grade	FY15 Target Ranges	FY15 Projected Average Class Size		FY15 Target Ranges	FY15 Projected Average Class Size	Target Ranges	FY14 Projected Average Class Size
Pre-K	20	20		20	20	20	20
KG	20 - 25	23.3		22 - 26	24.8	24-27	23.9 - 26.5
1-3	22 - 25	23.7		22 - 27	25.1	24-28	24.0 -25.5
4-5	25 - 28	24.6		25 -29	26.6	26-30	25.5 - 28.1
6-8	29 - 33	30.7		29 -35	31.2	30-34	29.5 - 32.2
9-12	30 - 35	33.2		30 -37	33.8	32-35	31.9 - 35.0



Restrictive Allocations

- To meet class size contractual obligations:
 - Meetings with REA, Student Placement, Assistant Superintendents, Finance and Budget staff
 - School allocations based on those meetings
 - A new budget number is being implemented in FY15 to track staff allocations
 - Principals and Assistant Superintendents held accountable to staffing numbers

FY15 General Fund Big Picture

	FY14 Adopted (in millions)	FY15 Preliminary (in millions)	Difference	% Change
Revenue	\$ 505.6	\$ 526.8	\$ 21.2	4.2%
Fund Balance	12.7	8.1*	(4.6)	(36.2%)
Expenditure	518.3	534.9	13.6	2.6%
Balance	0	0		

*Assumes use of Unassigned Fund Balance above the Board required 5% minimum
(preliminary March 2014 year end projections)



FY15 General Fund

Big Picture – Revenue



General Fund	FY 14 Adopted	FY 15 Preliminary	\$ Difference	% Change
Revenue Comparison	\$ 505.6	\$ 526.8	\$ 21.2	4.2%
General Fund	FY 14 Adopted	FY 15 Preliminary	\$ Difference	% Change
General Education	\$ 403.7	\$ 407.9	\$ 4.2	1.0%
Alt Facilities Levy (Pay as you Go)	\$ 0.0	\$ 9.7	\$ 9.7	100%
OPEB Levy	\$ 9.9	\$ 16.1	\$ 6.2	62.6%
Integration Revenue	\$ 17.7	\$ 16.3	(\$ 1.4)	(7.9%)
Operating Capital/Health & Safety	\$ 14.9	\$ 14.6	(\$ 0.3)	(2.0%)
Categorical Special Education	\$ 59.4	\$ 61.4	\$ 2.0	3.4%
Early Learning Scholarship Program	\$ 0.0	\$ 0.8	\$ 0.8	100%
Totals	\$ 505.6	\$ 526.8	\$ 21.2	4.2%



FY15 General Fund

Big Picture – Expenditures

09

Area	FY14 Adopted	FY15 Preliminary	Change	Percent Change
Schools	\$ 244.8	\$ 246.4	\$ 1.6	0.7%
School Service Support	179.8	182.7	2.9	1.6 %
Total School Support	424.6	429.1	4.5	0.2%
District-Wide Support	89.3	101.7	12.4*	13.9%
Central Administration	4.4	4.1	(.3)	(6.8%)
Total	\$ 518.3	\$ 534.9	\$ 16.6	3.2%

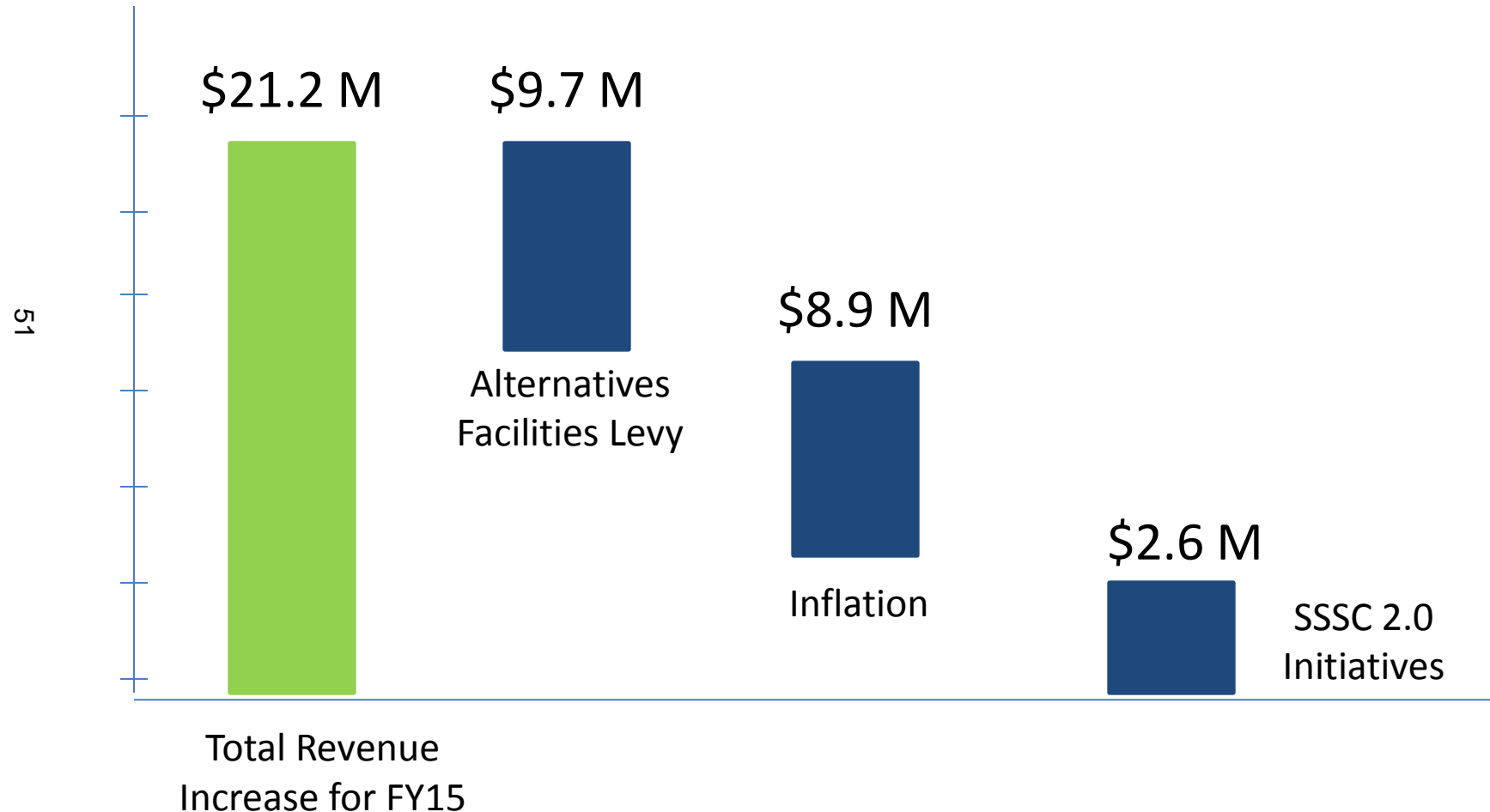
*Includes \$9.7m of Alternative Facilities Levy (Pay as you Go) – new for FY15



FY15 General Fund Revenue Increase & Required Expenditures



Where the \$21.2M increase in funding is expended





Other Influencing Factors



- 3rd quarter projections
- Contract settlements
- Legislative adjustments
- Bond ratings



FY15 Budget Adoption Schedule



Date	Description
10JUN	FY15 Budget presentation to COB
24JUN	Budget adopted by Board of Education



Engagement Information



- Principal toolkit includes:
 - Allocation worksheet with directions and supporting documentation
 - Talking Points
 - PowerPoint draft that can be tailored to their site to use with staff and community
- Presentations from April Committee of the Board and Board of Education meetings on website at boe.spps.org
- Business office website (businessoffice.spps.org/budget)
 - FAQ
 - Submit questions
 - Link to Board presentation
- Community meetings scheduled through Family Engagement



Questions?

GOAL 3: Resources

Vision Card Levels



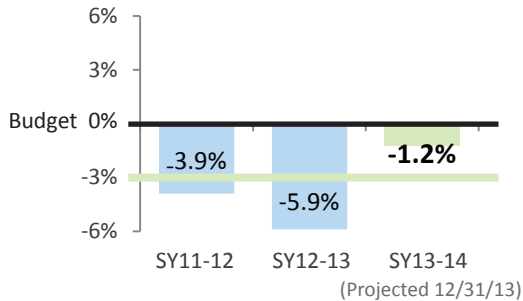
Intervene Concern Baseline Progress Vision



MAINTAIN FAVORABLE VARIANCE

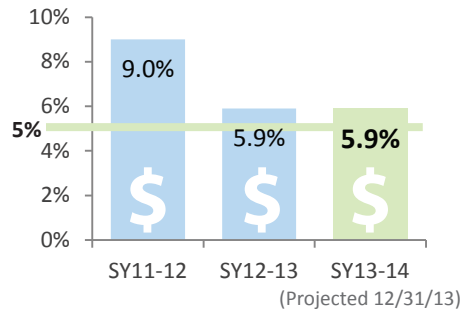
actual expenditures to budget

VISION < 3%



MAINTAIN UNASSIGNED FUND BALANCE

VISION (BOARD POLICY) > 5%



TIME & EFFORT CERTIFICATIONS FEDERAL GRANTS

VISION = 100%



for SY12-13,
SY11-12, & SY10-11

% MARKET SHARE* (SPPS students divided by all school age students in St. Paul)

K - 12th
VISION > 74.5%



K - 5th
VISION > 76.0%



6th - 12th
VISION > 73.0%



SY11-12 SY12-13 SY13-14

71% 70% 70%

72% 72% 71%

70% 69% 68%

% STUDENTS STAYING IN SPPS VISION > 88%

(i.e. SY 2012-13
Pre-kindergarteners
enrolled in SY 2013-14
Kindergarten)

Pre K to K



5th to 6th



6th to 7th



8th to 9th



SY11-12 SY12-13 SY13-14

82% 85% 84%

86% 85% 82%

82% 82% 83%

85% 83% 84%

* Market share calculations reflect SY13-14 grade configurations (K-5 and 6-12) in all years.

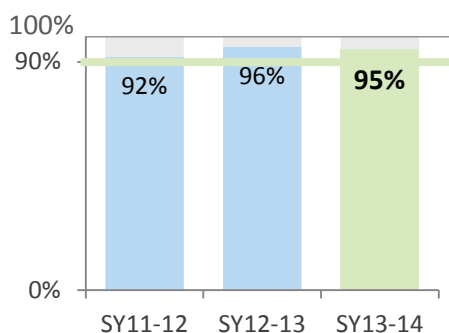
GOAL 3: Operational Excellence

Vision Card Levels



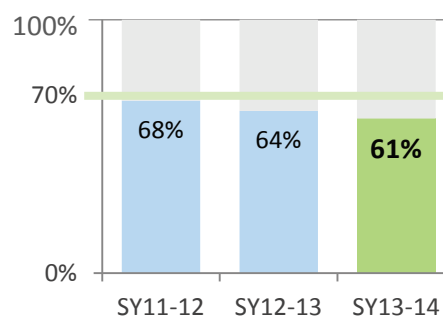
TEACHER RETENTION (Annual)

VISION > 90%



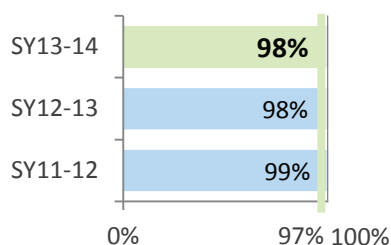
TECHNOLOGY SERVICES RESOLUTION within 24 Hours

VISION > 70%



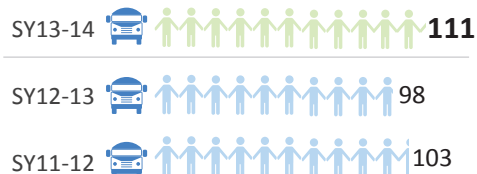
BUS AT SCHOOL WITHIN 5 MINUTES OF SCHEDULED ARRIVAL

VISION > 97%



STUDENTS PER BUS, average each day across all runs

VISION > 90 students



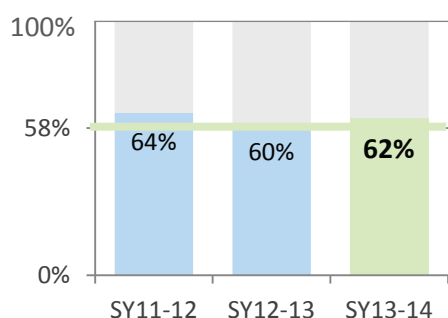
NUMBER OF RUNS per bus

VISION > 5.5 runs



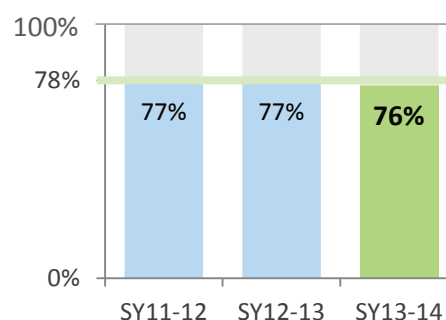
BREAKFAST PARTICIPATION

VISION > 58%



LUNCH PARTICIPATION

VISION > 78%





Vision Card Presentation: Resources/Operational Excellence

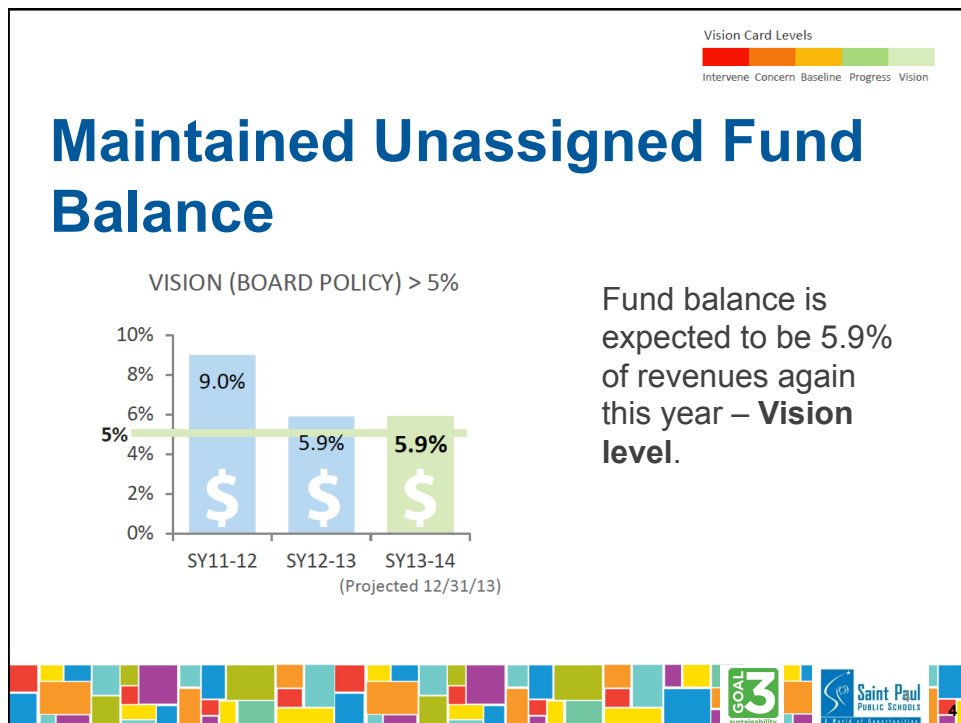
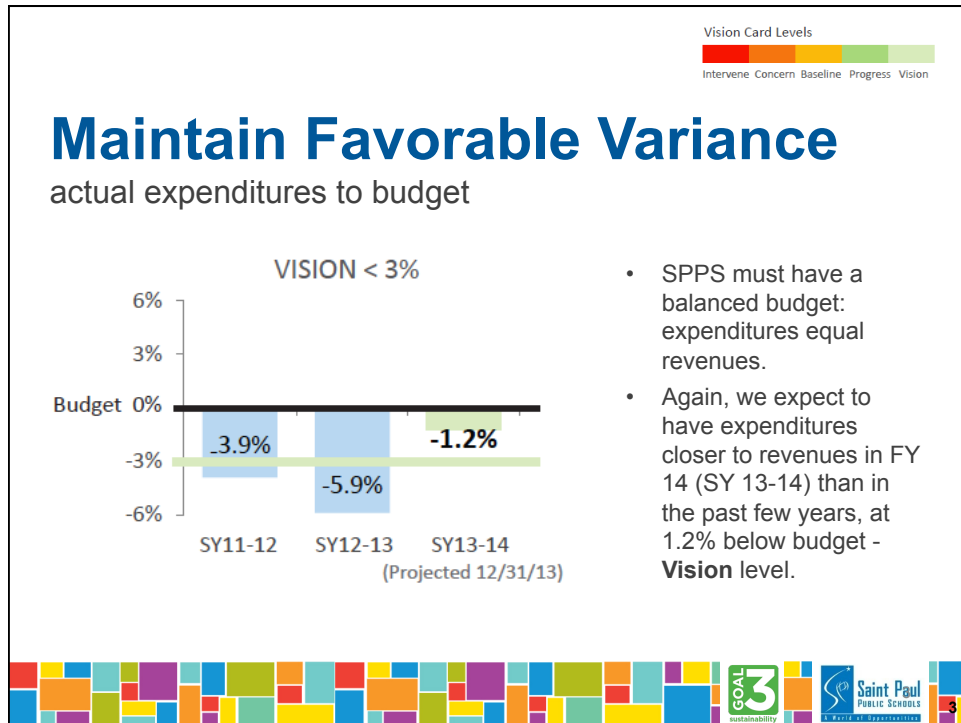
Jean Ronnei
Chief Operations Officer

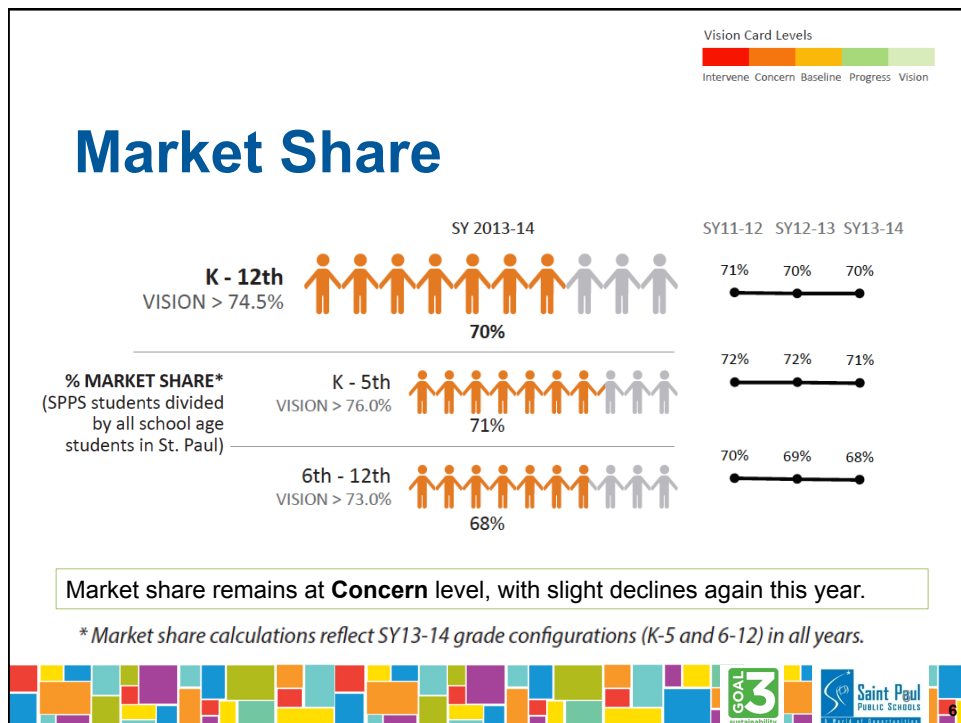
Resources

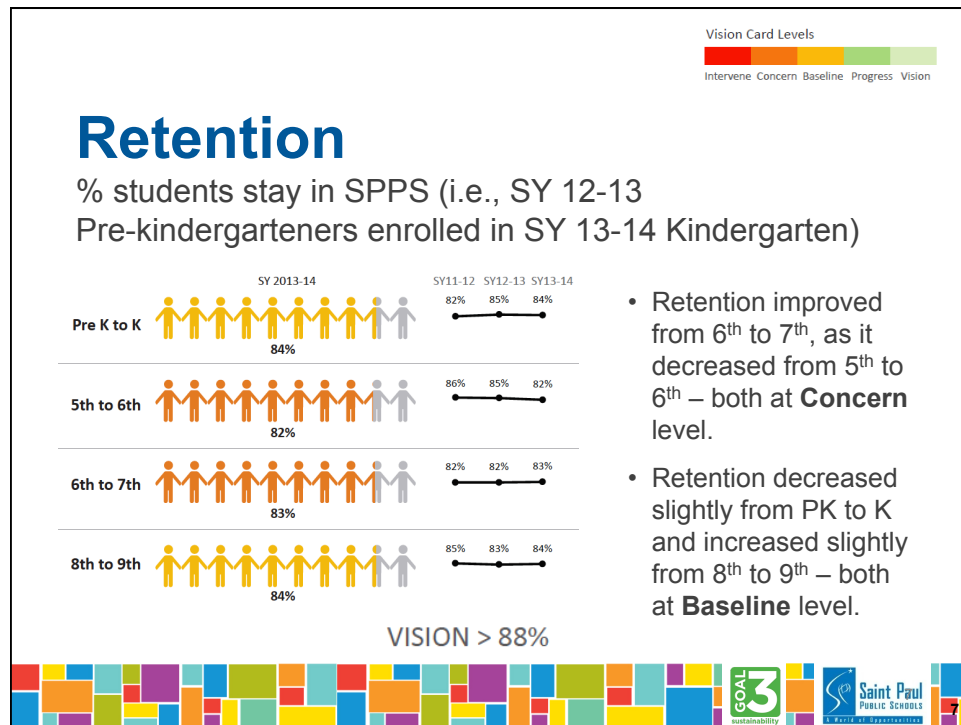
Vision Card Levels
Intervene Concern Baseline Progress Vision

Measure	Level 5 Vision
Maintain 3% net favorable variance from budget	< 3%
Maintain fund balance of 5%	> 5%
Time & Effort Certifications on Federal Grants: Managers up-to-date	100%
% market share (enrolled in SPPS as % of all in city)	> 74.5%
<ul style="list-style-type: none"> • Pre-K to K • 5th to 6th grade • 6th to 7th grade • 8th to 9th grade 	









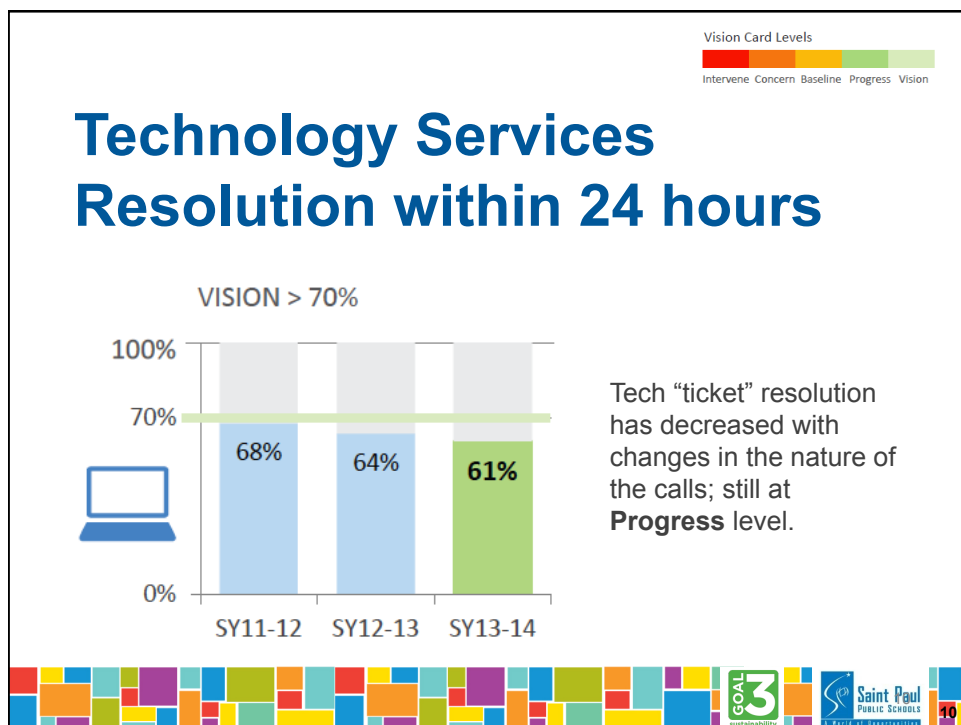
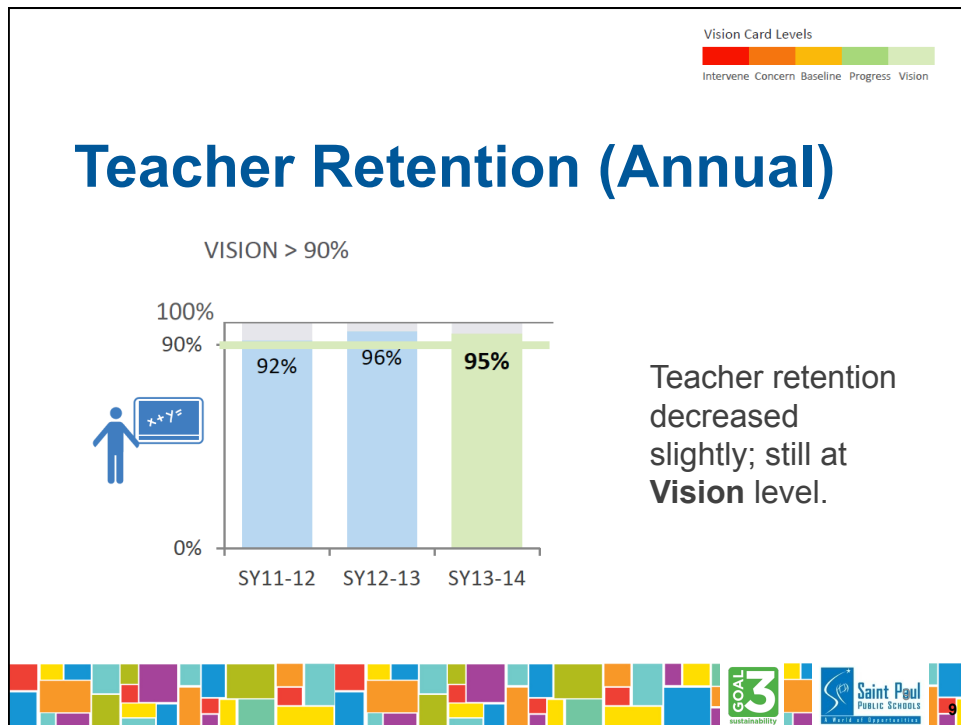
Vision Card Levels
Intervene Concern Baseline Progress Vision

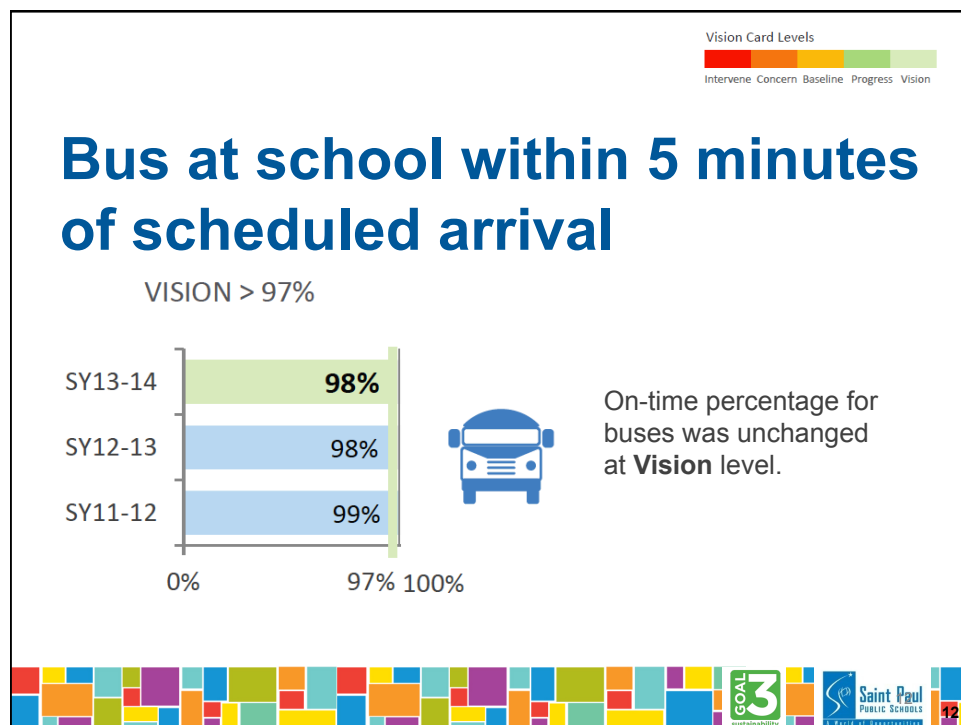
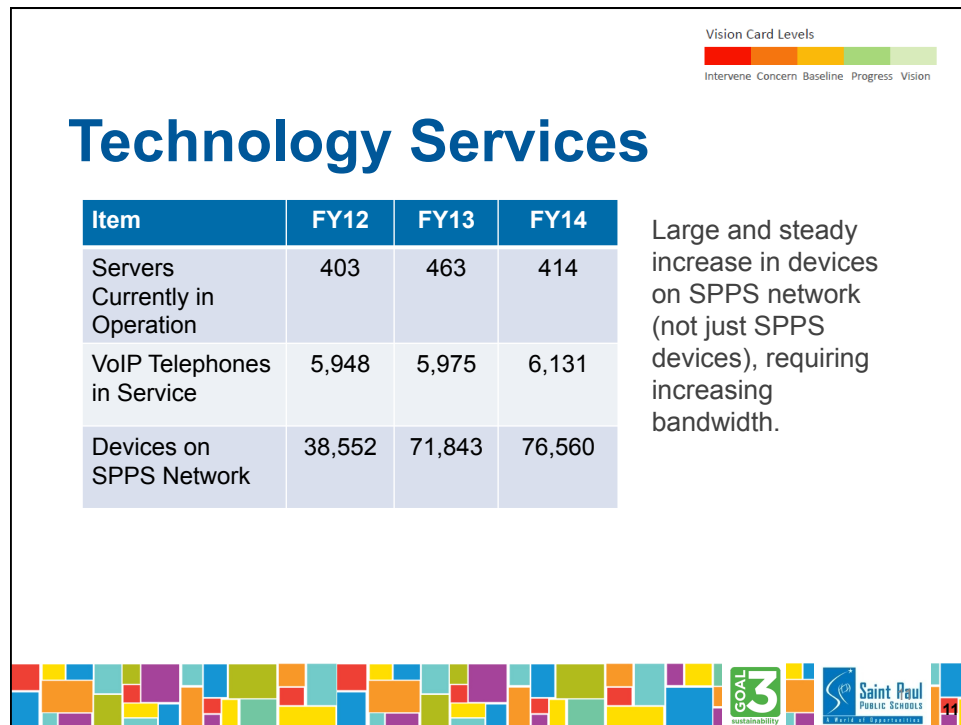
Operational Excellence

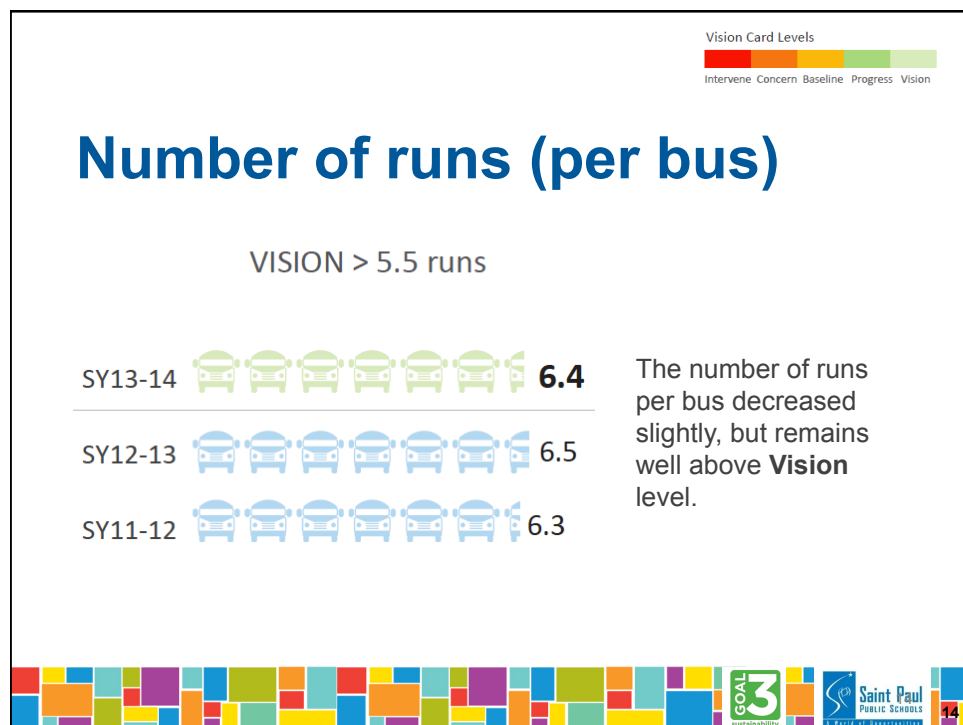
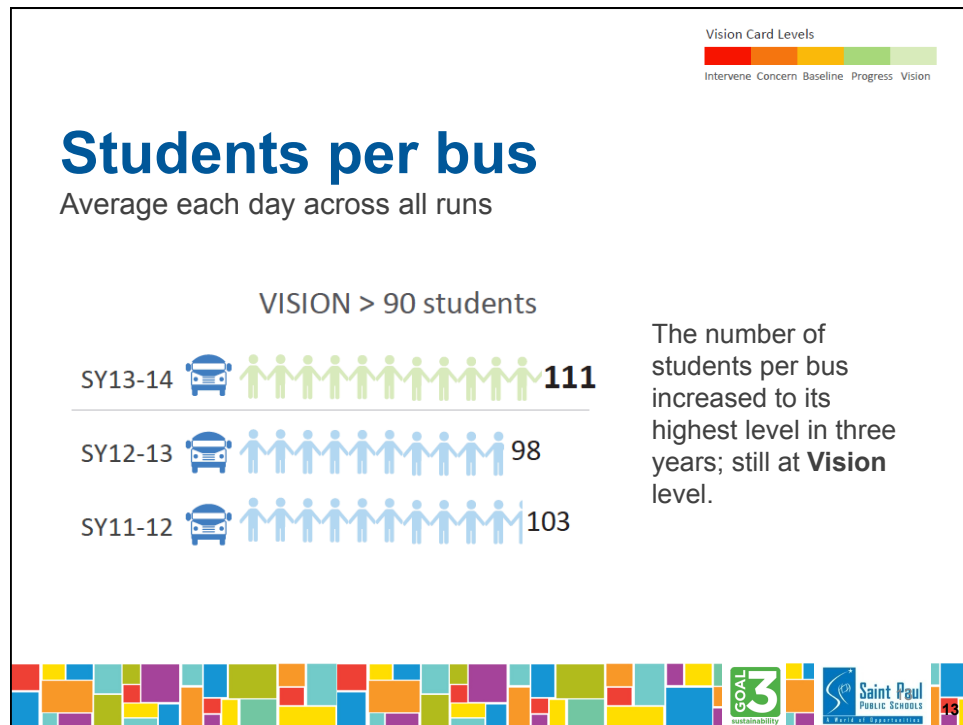
Measure	Level 5 Vision
Teacher retention rate	> 90%
Bus route arrival at school within 5 minutes of schedule	> 97%
Average student per bus (all runs)	> 90
Number of runs per bus	> 5.5
Information Technology first contact resolution	> 70%
Breakfast participation	> 58%
Lunch Participation	> 78%

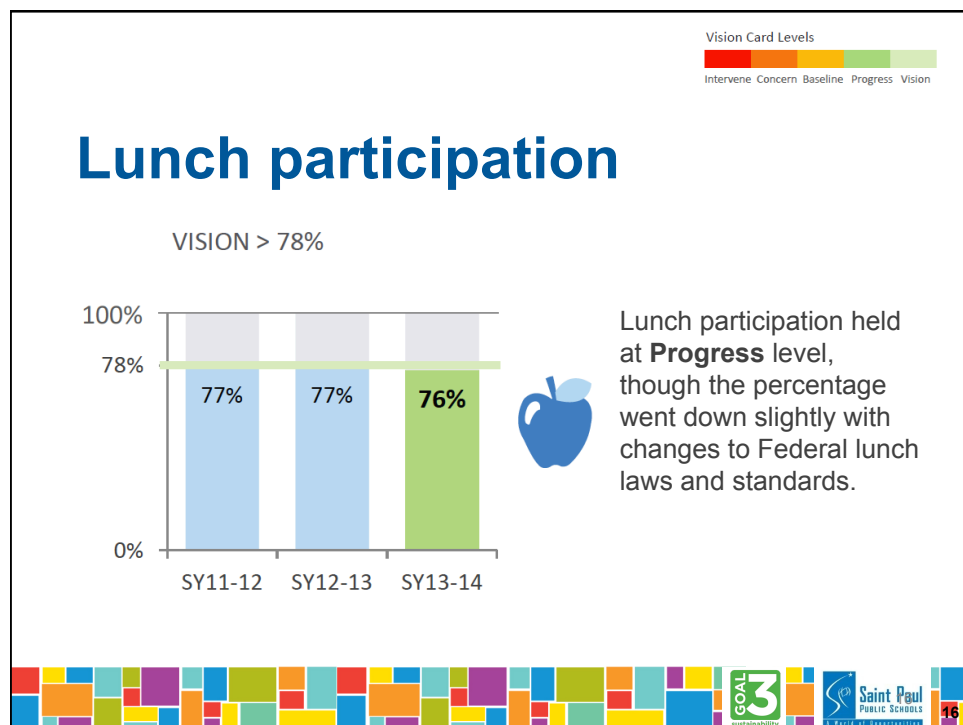
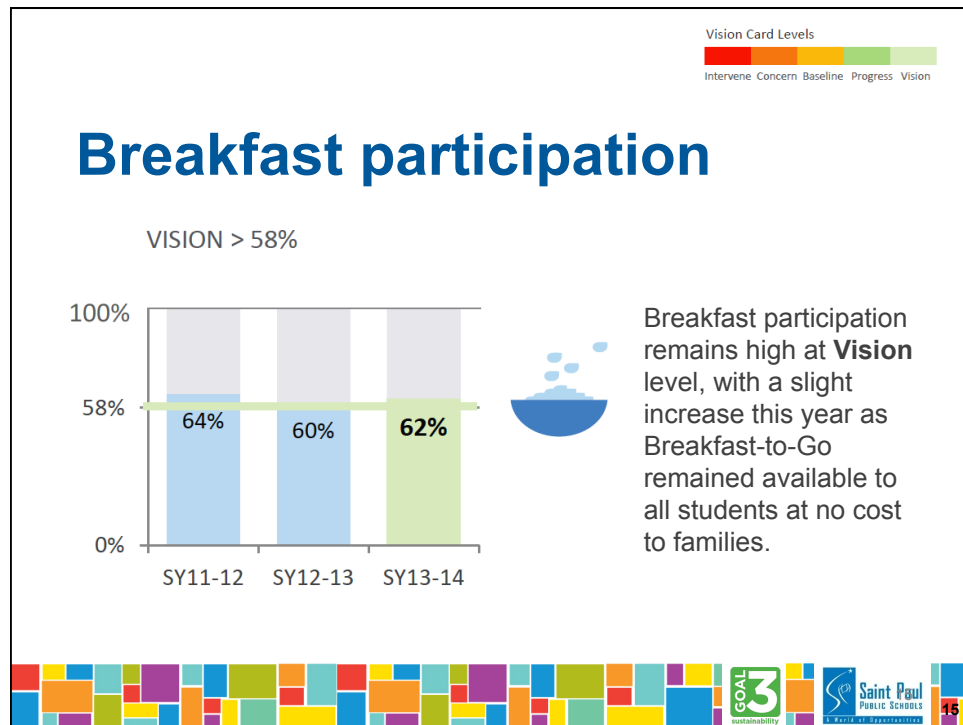
GOAL 3
sustainability

Saint Paul
PUBLIC SCHOOLS
A WORLD OF OPPORTUNITIES










Vision Card L

Intervene Concern

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

Choice Bars




GOAL 3
sustainability

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

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Vision Card Levels

Intervene Concern Baseline Progress Vision

Meals Served YTD

Area	FY12	FY13	FY14
Student Breakfasts	2.97 mil	2.63 mil	2.77 mil
Student Lunches	3.64 mil	3.38 mil	3.41 mil
Afterschool Snacks	307,800	278,300	263,800
Summer Breakfasts	135,100	153,900	N/A
Summer Lunch/ Supper	227,900	234,700	N/A
Summer Snacks	37,700	18,200	N/A
Supper	--	--	15,400

GOAL 3
sustainability

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

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Vision Card Levels
Intervene Concern Baseline Progress Vision


Spotlight: Special Diets

- 2,320 Special Diets (5.9% of student population)
 - 228 lactose intolerance
 - 808 at risk for anaphylaxis
 - 57 controlled carbohydrate
 - 51 gluten free


SAINT PAUL PUBLIC SCHOOLS v.1

Nutrition Services

Pumpkin Muffin




Wheat Egg Soybean



Vision Card Levels
Intervene Concern Baseline Progress Vision

Top 8 Allergens



Milk



Egg



Shellfish



Fish



Tree Nuts



Wheat

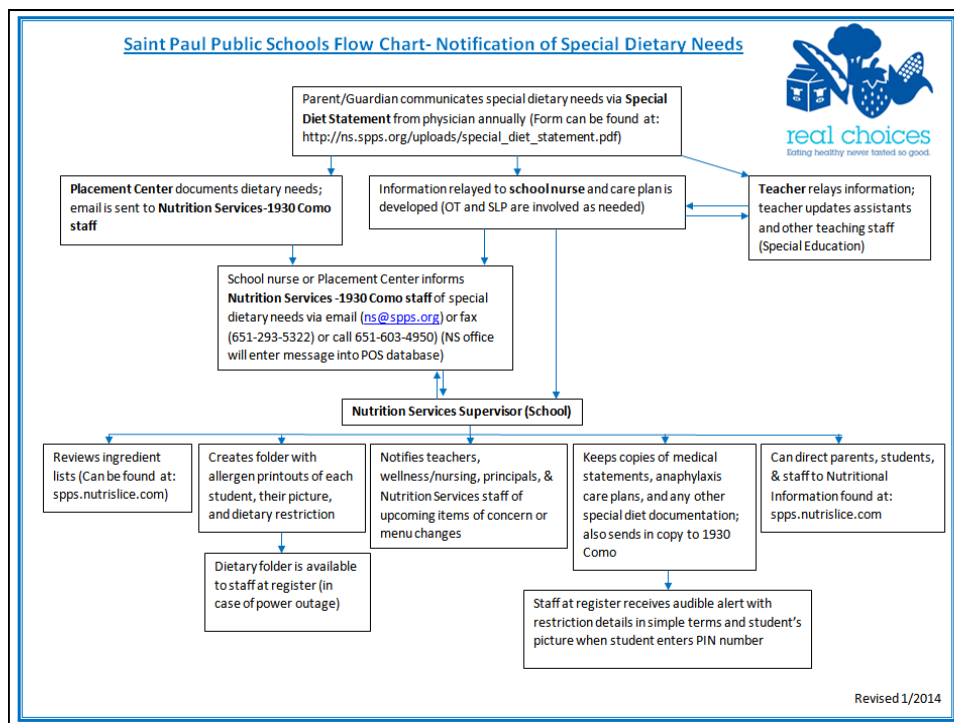


Peanut



Soybean





Safety Nets

- POS Alerts at checkout
- Messaging
 - FA: Food Allergy
 - ANA: Anaphylaxis Risk
 - LI: Lactose Intolerant
 - GF: Gluten Free
 - Low Sodium
 - Controlled Carbohydrate



Vision Card Levels
 Intervene Concern Baseline Progress Vision



Vision Card Levels
Intervene Concern Baseline Progress Vision


Looking Ahead




Vision Card Levels
Intervene Concern Baseline Progress Vision

Potential Future Goal 3 Measures

- Elementary Bus Behavior Incident Reports
- On time arrival at first bus stop
- Examine retention rates by program articulation and Area pathway
- New devices will not require work/rework within 30 days of deployment



Vision Card Levels
 Intervene Concern Baseline Progress Vision

Potential Future Goal 3 Measures

- Recycling Rate
- Afterschool Snacks meals converted to Supper meals
- School administrators receive annual Emergency Preparedness Training
- Vendor Payment and Purchase Requisition processing times



Questions?

HUMAN RESOURCE TRANSACTIONS
(March 28, 2014 through April 30, 2014)
May 20, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Effertz, M. E.	Classroom Teacher	04/16/2014	\$27.93	Humboldt Secondary
Kirkland, J. C.	Classroom Teacher	04/07/2014	\$24.37	Como Park Senior
Luloff, S. E.	Classroom Teacher	03/17/2014	\$25.01	Daytons Bluff
Ross, M.	Classroom Teacher	04/14/2014	\$26.55	Murray Middle School
Casselton, A. T.	Superintendency	04/07/2014	\$64.05	Como Service Center
Spotted Thunder Granados, L. A.	School/Community Professional	04/29/2014	\$29.06	American Indian Magnet
Chuhel, A. L.	Education Assistant	04/15/2014	\$23.25	Randolph Heights
Mehawej, L. M.	Education Assistant	04/05/2014	\$14.99	Horace Mann School
Samayoa, J. H.	Education Assistant	03/24/2014	\$13.57	Daytons Bluff
Vang, P. S.	Education Assistant	04/23/2014	\$17.66	Crossroads Montessori
Bade, S. C.	Teaching Assistant	04/28/2014	\$13.75	Frost Lake Elementary
Hammel, H. B.	Teaching Assistant	04/07/2014	\$13.05	Humboldt Secondary
Herzberg, C. L.	Teaching Assistant	04/21/2014	\$11.95	Bruce F Vento Elementary
Johnson, R.	Teaching Assistant	03/17/2014	\$14.75	The Heights Community School
Kelly, S. A.	Teaching Assistant	04/07/2014	\$14.05	Obama Service Learning
Moua, Y.	Teaching Assistant	04/29/2014	\$13.53	Como Park Senior
Radomski, L. A.	Teaching Assistant	04/09/2014	\$12.95	Bridge View
Vue, S.	Teaching Assistant	04/07/2014	\$14.05	Obama Service Learning
Woods, J. A.	Teaching Assistant	04/21/2014	\$11.95	Juvenile Service Center
Johnson, L. A.	Clerical	04/21/2014	\$21.40	Colborne Admin Offices
Lee, N.	Clerical	03/31/2014	\$21.20	Ronald M Hubbs Center
Lor, M. N.	Clerical	04/24/2014	\$13.97	Colborne Admin Offices
Yang, V. N.	Clerical	04/07/2014	\$13.50	Como Service Center
Basting, T. A.	Nutrition Services Personnel	04/15/2014	\$10.50	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Berry, M. P.	Nutrition Services Personnel	04/15/2014	\$10.50	Washington Tech Secondary
Hagos, H. G.	Nutrition Services Personnel	04/15/2014	\$10.50	Johnson Senior
Holupchinski, G. A.	Nutrition Services Personnel	04/15/2014	\$10.50	Murray Middle School
Nicholson, S. L.	Nutrition Services Personnel	04/15/2014	\$10.50	Highland Park Senior
Perkins, T. L.	Nutrition Services Personnel	04/15/2014	\$10.50	Highland Park Senior
Schwartz, C. M.	Nutrition Services Personnel	04/15/2014	\$10.50	Central Senior
Shaw, J. E.	Nutrition Services Personnel	04/15/2014	\$10.50	Battle Creek Middle
Smith, A. A.	Nutrition Services Personnel	04/15/2014	\$10.50	Early Ed Ben Mays-Rondo
Williams, S. A.	Research and Evaluation	04/08/2014	\$32.66	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brodeur, L.	Teacher on Special Assignment From: Classroom Teacher	03/17/2014	\$33.03	Plato Admin Offices
Dolinar, J. L.	School/Community Professional From: Education Assistant	04/07/2014	\$27.05	Wellstone Elementary
Cervantes, P.	Clerical Career Progression	04/21/2014	\$29.33	Colborne Admin Offices
Baran, M. W.	Custodian Career Progression	03/24/2014	\$26.20	Humboldt Secondary
Palumbo, J. L.	Custodian Career Progression	03/31/2014	\$24.01	The Heights Community School
Roeser, D. W.	Nutrition Services Supervisor From: Maintenance Supervisor	03/19/2014	\$36.68	Como Service Center
Coker, B. S.	Professional Employee From: Teaching Assistant	03/10/2014	\$24.85	Galtier Elementary

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Weisbecker, L.	Technical Career Progression	02/17/2014	\$27.19	Como Service Center
Cox, R. G.	Transportation From: School Bus Driver	03/10/2014	\$26.18	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Banaszynski, K. M.	Classroom Teacher	01/27/2014	\$25.01	Hazel Park Preparatory
Biagi, A. I.	Classroom Teacher	03/24/2014	\$25.01	The Heights Community School
Hendry, A. M.	Classroom Teacher	04/07/2014	\$25.01	Cherokee Heights
Markfort, T. L.	Classroom Teacher	03/10/2014	\$25.01	Farnsworth Aerospace Upper
Sevenich, M.	Special Education Teacher	04/07/2014	\$25.01	Johnson Achievement Plus

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Barnes, A. H.	Classroom Teacher	05/10/2014	Nokomis Montessori North
Conrad, D. C.	Classroom Teacher	03/22/2014	St. Paul Music Academy
Hysjulien, N.	Classroom Teacher	05/01/2014	The Heights Community School
Jenkins, W.	Classroom Teacher	04/05/2014	Capitol Hill Magnet
Laitinen, D. A.	Classroom Teacher	04/09/2014	Frost Lake Elementary
Major, C. J.	Classroom Teacher	04/10/2014	Murray Middle School
Porthan, K.	Classroom Teacher	04/09/2014	Highland Park Middle
Ritter, D. R.	Classroom Teacher	03/27/2014	Highland Park Middle
Rosales, S. E.	Classroom Teacher	04/17/2014	Highland Park Middle
Djupstrom, J. A.	ELL Teacher	03/27/2014	Como Park Elementary
Levenhagen, B. J.	ELL Teacher	04/07/2014	Phalen Lake Hmong Studies Magnet
Hurd, S. L.	Occupational Therapist	04/30/2014	Hamline Elementary
Babu, C.	Social Worker	05/06/2014	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Germundson, M.	Special Education Teacher	04/19/2014	Johnson Senior
Johnson, J. M.	Special Education Teacher	05/02/2014	Four Seasons A+
Kinsman, L. E.	Special Education Teacher	04/18/2014	Humboldt Jr High - Admin Bldg
Loftus, J. L.	Special Education Teacher	04/21/2014	The Heights Community School
Schmelzer, M. F.	Special Education Teacher	03/22/2014	St. Paul Music Academy
Fox, M. A.	Specialist	04/19/2014	Plato Admin Offices
Donnelly, E. G.	Speech Pathologist	04/19/2014	Linwood Monroe Upper
Borowicz, P.	Education Assistant	04/08/2014	Colborne Admin Offices
Crosby, M. M.	Education Assistant	03/17/2014	Daytons Bluff
Lee, Y.	Education Assistant	04/19/2014	St. Paul Music Academy
Casebeer, S.	Teaching Assistant	04/08/2014	Riverview School
Henderson, F. D.	Teaching Assistant	04/15/2014	Maxfield Elementary
Bugg, E. L.	Clerical	03/19/2014	Humboldt Secondary
Cain, E. A.	Custodian	04/09/2014	Como Service Center
Ward, N. A.	Custodian	04/02/2014	Crossroads Science

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., J.	Assistant Principal	04/07/2014
M., G. C.	Assistant Principal	04/16/2014
C., K.	Classroom Teacher	04/23/2014
S., M.	Classroom Teacher	04/14/2014
T., J. L.	Classroom Teacher	03/28/2014
P., C.	Education Assistant	04/21/2014
S., K. B.	Education Assistant	04/11/2014

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., S.	Teaching Assistant	04/16/2014
G., P. J.	Teaching Assistant	04/30/2014
H., I.	Teaching Assistant	04/24/2014
P., D.	Nutrition Services Personnel	04/10/2014
C., M. P.	Operations	04/10/2014

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lyden, T. A.	Clerical	04/05/2014	Colborne Admin Offices

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Denisson, K. B.	Bricklayer	04/14/2014	\$34.82	Como Service Center
Wiener, D. P.	Bricklayer	04/14/2014	\$32.47	Como Service Center
Hanson, A. E.	Tri-Council	04/07/2014	\$23.06	Como Service Center
Purinton, K.	Tri-Council	04/14/2014	\$23.06	Como Service Center
Yanz, D. T.	Tri-Council	04/14/2014	\$23.06	Como Service Center

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Logan, C. E.	Teaching Assistant	04/07/2014	\$12.95	Boys Totem Town
Mann, J. V.	Nutrition Services Personnel	04/15/2014	\$10.50	Highland Park Elementary
Norwig, P. L.	Professional Employee	04/16/2014	\$40.16	Colborne Admin Offices

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Blue, L. A.	Classroom Teacher	03/24/2014	Capitol Hill Magnet
Hanig, R.	Classroom Teacher	04/07/2014	Johnson Achievement Plus
Horowitz, L. J.	Classroom Teacher	04/17/2014	Journey's Secondary
Plott, S. L.	Classroom Teacher	04/14/2014	Daytons Bluff
Porthan, K.	Classroom Teacher	04/07/2014	Highland Park Middle
Schotzko, A. P.	Classroom Teacher	03/24/2014	Highwood Hills
Schultz, C.	Classroom Teacher	04/07/2014	Bruce F Vento Elementary
Vang, M.	Classroom Teacher	03/24/2014	Jackson Preparatory

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, J. W.	ELL Teacher	04/07/2014	Humboldt Secondary
Sinakhone, K. S.	ELL Teacher	04/21/2014	Phalen Lake Hmong Studies
Schneider, S. J.	Special Education Teacher	03/25/2014	Harding Senior
Foote, G. L.	Speech Pathologist	03/27/2014	Cherokee Heights
Ali, S. M.	School/Community Professional	04/21/2014	Student Placement Center
Griess, H. L.	Education Assistant	04/07/2014	Crossroads Montessori
Matias, B.	Education Assistant	04/07/2014	Linwood Monroe Lower
Hadley, K.	Teaching Assistant	02/25/2014	Como Park Special/Hartzell
Hines, K. S.	Teaching Assistant	03/27/2014	Parkway Montessori & Community Middle
Hitchens, K. M.	Teaching Assistant	03/26/2014	Crossroads Science
Jaworski, T.	Teaching Assistant	04/14/2014	Bridge View
Mumaugh, J. R.	Teaching Assistant	04/09/2014	Bridge View
Quire, K. K.	Teaching Assistant	04/07/2014	Como Park Special/Hartzell
Littles-Murphy, D.	Custodian	04/23/2014	Journey's Secondary
Thole, S.	Custodian	04/03/2014	Phalen Lake Hmong Studies
Lasar, J. F.	Galzier	04/17/2014	Como Service Center
Sattler, S. J.	Nutrition Services Personnel	03/24/2014	Como Service Center

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Stafford, K. B.	Teaching Assistant	04/21/2014	\$13.75	Hazel Park Preparatory

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Clemmons, E.	Assistant Principal	08/02/2014	\$58.81	Highwood Hills

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
F., S. M.	Nurse	Three Days
N., B. M.	Teaching Assistant	Two Days

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bengtson, J. M.	Central Administrator	07/01/2014	Student Placement Center
Benshoof, M. A.	Speech Pathologist	07/31/2014	St Anthony Park
Denton, M. J.	Speech Pathologist	11/01/2014	Humboldt Secondary
Carlson, L. M.	Teaching Assistant	07/08/2014	Early Ed Ben Mays-Rondo
Scholten, P.	Teaching Assistant	07/31/2014	Crossroads Science
Thorson, E.	Teaching Assistant	07/25/2014	Eastern Heights
Colestock, K.	Carpenter	05/01/2014	Como Service Center
Thissen, B. M.	Clerical	07/01/2014	Expo for Excellence
McNelis, J. M.	Custodian	04/15/2014	Johnson Achievement Plus
Hanson, H.	Pipe Fitter	05/19/2014	Como Service Center

CHANGE IN RETIREMENT DATE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hennessy, J.	Assistant Principal	06/19/2014	Harding Senior High
Springmire, S.	Clerical	07/01/2014	Daytons Bluff

RECISION OF RETIREMENT DATE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Zahedi-Jasbi, B.	Classroom Teacher	06/14/2014	Ronald M Hubbs Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Arnold, C. R.	Classroom Teacher	06/14/2014	Johnson Achievement Plus
Bloomquist, A.	Classroom Teacher	07/10/2014	Highland Park Senior
Brain, Z. R.	Classroom Teacher	08/24/2014	Crossroads Science
Braus, D. G.	Classroom Teacher	06/14/2014	Linwood Monroe Upper
Freyter, I.	Classroom Teacher	06/10/2014	Wellstone Elementary
Greengard, C. K.	Classroom Teacher	06/14/2014	St. Paul Music Academy
Nichols, S. D.	Classroom Teacher	06/14/2014	Obama Service Learning
Hermanson, H. R.	ELL Teacher	06/14/2014	Humboldt Secondary
Sanders, J. S.	ELL Teacher	06/14/2014	Wellstone Elementary
Spiegle, N. M.	ELL Teacher	08/23/2014	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Higgins, M. A.	Special Education Teacher	06/14/2014	Ramsey Middle School
Tschida, M. R.	Special Education Teacher	06/14/2014	American Indian Magnet
Cassidy, T. M.	Speech Pathologist	06/14/2014	Frost Lake
Courey, P. T.	School/Community Professional	08/02/2014	Early Ed Ben Mays-Rondo
Davis, E.	Teaching Assistant	04/05/2014	Como Park Senior
Forde, R. L.	Teaching Assistant	04/18/2014	Jackson Preparatory
Ikar, M.	Teaching Assistant	06/10/2014	Humboldt Jr High - Admin Bldg
Kelly, M. E.	Teaching Assistant	04/12/2014	Frost Lake Elementary
Logan, T.	Teaching Assistant	04/18/2014	Como Park Senior
Sujak Bakir, G.	Teaching Assistant	04/26/2014	Highland Park Elementary
O'Dell, A. D.	Clerical	04/18/2014	Colborne Admin Offices
Bergstrom, C. K.	Custodian	02/25/2014	Como Service Center
White, S.	Nutrition Services Personnel	03/29/2014	Open World Learning Community

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Floyd, S. d.	School/Community Professional	04/01/2014	Gordon Parks High - ALC
Brooks, J. C.	Teaching Assistant	04/24/2014	Farnsworth Aerospace Upper
Buelow, S.	Teaching Assistant	05/18/2013	Obama Service Learning
DeCory, L. M.	Teaching Assistant	01/19/2014	American Indian Magnet
Houston, J. J.	Teaching Assistant	01/11/2014	Hamline Elementary
Schwartz, C. M.	Nutrition Services Personnel	04/22/2014	Central Senior High

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., S.	Teaching Assistant	04/19/2014

HUMAN RESOURCE TRANSACTIONS
May 20, 2014

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Yang, A.	ELL Teacher	03/26/2014	Humboldt Secondary

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Denisson, K. B.	Bricklayer	11/15/2014	Como Service Center
Wiener, D. P.	Bricklayer	11/15/2014	Como Service Center
Purinton, K.	Tri-Council	11/15/2014	Como Service Center
Yanz, D. T.	Tri-Council	11/15/2014	Como Service Center

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

DATE: May 20, 2014

TOPIC: 3M Company Donation for Office of Specialized Services

A. PERTINENT FACTS:

1. Non-monetary donation valued at \$53,497.66 received from the 3M Company.
2. The donated items include Hook and Loop Bags and Strips (i.e. Velcro strips)
3. The donated supplies from 3M will help the District meet its target goal of achievement for all students.
4. The gift-in-kind items will be used to develop instructional materials to increase hands-on learning and will positively impact student engagement and increase student achievement.
5. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATIONS:

The Office of Specialized Services requests approval to accept this non-monetary donation to support student achievement.

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

DATE: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to 3M for STEM Enrichment Programs

A. PERTINENT FACTS:

1. 3M is currently accepting grants for programs that recognize high school teacher teams working across grade levels and STEM (Science, Technology, Engineering, Math) disciplines to spark student interest and achievement. The grant targets public high schools in 3M communities, and provides funds for curriculum development and materials to bring classroom projects to life
2. Saint Paul Public Schools (SPPS) has prepared an application requesting approximately \$350,000 to continue Science, Technology, Engineering, and Math (STEM) enrichment programs that are improving in science and engineering for nearly 40,000 highly diverse K-12 learners. The proposed activities will deepen student understanding of STEM subjects by strategically connecting classroom learning with exposure to real-world experiences and will include: Field Trips; First Lego League; First Robotics; STEM Summer Camp; Renewable Energy Challenges; Science Clubs; Real World Design Challenges; and Math Counts
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Marsha Baisch, Assistant Superintendent Teaching, Leading and Learning; Marshall Davis, Program Manager, Science PK-12; Matt Mohs, Chief Academic Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to 3M to fund STEM enrichment programs; 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: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to the Department of Health and Human Services for the Hope Street Outreach Program

A. PERTINENT FACTS:

1. The Department of Health and Human Services - Administration on Children, Youth and Families - Federal Youth Service Bureau is currently accepting applications for projects to conduct outreach services designed to build relationships between grantee staff and runaway, homeless and street youth with the ultimate goal being to keep youth safe and help them leave the streets.
2. Catholic Charities of St. Paul and Minneapolis' Hope Street Outreach Program has prepared an application to provide street outreach services in Ramsey County, with a focus on the public schools within St. Paul, MN. Hope Street will partner with the SPPS to connect and provide services to youth at-risk of homelessness and currently experiencing homelessness. Hope Street's program to provide outreach services to youth will include utilizing evidenced-informed practices to adequately address the needs of street youth. Hope Street will work with SPPS' homeless liaisons, as well as the school leads to ensure proper identification of students. The proposed program will provide: street outreach and education, survival aid, family reunification, assessments, basic needs, education and employment supports, counseling, referrals, crisis intervention and prevention services, assistance in accessing emergency shelter and housing programs, connecting youth to community resources, assisting youth in identifying and developing a healthy support system.

The project will directly serve the district's homeless and other at-risk youth. Catholic Charities of St. Paul and Minneapolis invited SPPS to partner on this grant application. Catholic Charities is requested approximately \$300,000 over the course of three years to accomplish the aforementioned goals. Catholic Charities of St. Paul and Minneapolis will serve as the fiscal agent.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Anne McInerney, Supervisor, Project REACH, Homeless Education, Office of Title I Federal Programs; Cheryl Carlstrom, Director of Title I Federal Programs; Julie Schultz Brown, Director of Communications, Marketing & Development; Matthew Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Department of Health and Human Services to introduce provide services to the district's homeless students and other at-risk youth; 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: May 20, 2014

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education McKinney Vento Homeless Children and Youth is currently accepting applications to address the challenging needs of students who are homeless.
2. Saint Paul Public Schools (SPPS) has prepared an application to the Minnesota Department of Education requesting approximately \$ 100,000. The funds will be used to facilitate the enrollment, attendance and success in school of homeless children and youth. The focus of our grant will be the provision of tutoring, supplemental services including providing supplies, and enriched educational services to the students residing in shelter who participate in our evening enrichment and tutorial program. These services are linked to the achievement of the same challenging academic standards established in our state and district for all children and youth.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Cheryl Carlstrom, Director, Title 1; Anne McNerney, Supervisor, Title I; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Supplemental Adult Basic Education Services

A. PERTINENT FACTS:

1. The Minnesota Department of Education Adult Basic Education Office (ABE) is currently accepting applications to provide distance learning and digital literacy integration support services for statewide adult basic education.
2. Saint Paul Public Schools (SPPS) has prepared an application to the Minnesota Department of Education Adult Education (ABE) supplemental service grant for approximately \$140,000 over 12 months to provide distance learning opportunities for adult learner. SPPS will contract with a consultant from Saint Paul Community Literacy Consortium (SPCLC) to maintain a distance learning task force to implement a process for assessing distance learning curricula proposed by ABE consortia for inclusion under Minnesota's Distance Learning policy. SPPS will serve as the fiscal agent.
3. This project will meet the Strong Schools, Strong Communities goal of achievement and alignment.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Jennifer Weaverling, Supervisor, Adult Basic Education; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to Minnesota Department of Education Adult Basic Education Office to provide supplemental distance learning opportunities for adult learners; 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: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education for a Fresh Fruit and Vegetable Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications for projects to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day.

The objectives for this grant are: 1) to create healthier school environments by providing healthier food choices, 2) expand the variety of fruits and vegetables children experience, 3) increase students' consumption of healthy food choices, and 4) make a difference in children's diets to impact their present and future health.

2. SPPS has prepared an application to offer healthy snack options to students to introduce them to a variety of fruits and vegetables and help students make healthier choices as adults. The project will directly serve the District's elementary schools. The invitation to participate in the program was offered to all elementary principals.

The project will provide students with a classroom kit of a fruit or vegetable to eat in their classroom. Students will then serve themselves while the teacher conducts a presentation or reads a book about fruits and vegetables. Teachers will also be provided materials for promoting and education about fruits and vegetables.

SPPS is requesting approximately \$800,000 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Jim Hemmen, Director of Nutrition Services; Julie Schultz Brown, Director of Communications, Marketing & Development; Jean Ronnei Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education and Fresh Fruit and Vegetable Program to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day. The project will use fruit and vegetable classroom kits for students to consume, while teachers provide a presentation on or read a book to students about fruits and vegetables; 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: May 20, 2014

TOPIC: Request for Permission to Submit Request to Minnesota Department of Education/State Library Services Via the Library Services & Technology Act, on Behalf of the Office of Personalized Learning

A. PERTINENT FACTS:

1. The Minnesota Department of Education 2014 Library Services and Technology Act (LSTA) competitive grant opportunity is accepting proposals that expand programs and services that support Minnesotans' needs for education, lifelong learning, continuing education, workforce development, 21st century and digital literacy skills.
2. The Office of Personalized Learning has prepared an application for funds to support (1) planning and implementation of professional development for the district's Licensed Media Specialists and other media staff, providing a baseline of common knowledge and vocabulary of technology and apps; and (2) add to the district's online library with titles that are geared primarily for Young Adults and using the OverDrive app. The Saint Paul Public Library will partner with the district to provide training and technical assistance. The request totals approximately \$150,000.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT, ALIGNMENT, and SUSTAINABILITY.
4. This item is submitted by Kate Wilcox-Harris, Assistant Superintendent, Personalized Learning; Julie Schultz Brown, Director, Communications, Marketing and Development; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Minnesota Department of Education/State Library Services, via the Library Services and Technology Act, for funding to support professional development of district media staff and addition of online titles to the district's libraries; 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: May 20, 2014

TOPIC: Request for Permission to Submit Request to Minnesota Department of Education/State Library Services via the Library Services & Technology Act, on Behalf of Washington Secondary

A. PERTINENT FACTS:

1. The Minnesota Department of Education 2014 Library Services and Technology Act (LSTA) competitive grant opportunity is accepting proposals that expand programs and services that support Minnesotans' needs for education, lifelong learning, continuing education, workforce development, 21st century and digital literacy skills.
2. Washington Secondary School has prepared an application for funds to support reading proficiency for approximately 320 sixth grade students by supporting their independent reading with eReaders loaded with quality books geared to each student's reading level. The request totals approximately \$54,000.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Mike McCollor, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Steven Unowsky, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Minnesota Department of Education/State Library Services, via the Library Services and Technology Act, to support eReaders and eBooks to improve the reading proficiency of Washington Secondary sixth graders; 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: May 20, 2014

TOPIC: Request for Permission to Submit Request to Minnesota Philanthropy Partners on Behalf of Freedom School

A. PERTINENT FACTS:

1. Minnesota Philanthropy Partners invited Saint Paul Public Schools to submit a letter outlining financial need for the summer 2015 Freedom School program.
2. The Freedom School program has prepared a letter explaining that additional funding will make it possible to accommodate the nearly 450 students who have registered for Freedom School over and above the 400 scholars planned for. The request to Minnesota Philanthropy Partners is for up to \$259,260.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Jon Petersen, Principal on Special Assignment, Office of Alternative Education; Julie Schultz Brown, Director, Communications, Marketing and Development; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a letter to Minnesota Philanthropy Partners requesting support for 2015 Freedom 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: May 20, 2014

TOPIC: Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Creative Arts School

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. Creative Arts School has prepared an application for funds to support “smART Happens Here,” six standards-based residencies that will bring together Creative Arts, St. Paul Conservatory for the Performing Arts and St. Paul Preparatory School, cover multiple disciplines and culminate in student exhibits and performances during the Saint Paul Art Crawl. The request to the arts board is for approximately \$31,897.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Valerie Littles-Butler, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Steven Unowsky, Assistant Superintendents; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Matt Mohs, 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 Minnesota State Arts Board for funds to support “smART Happens Here,” a collaboration among Creative Arts School and two additional downtown Saint Paul schools, to include six artist residencies and joint performances; 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: May 20, 2014

TOPIC: Request for Permission to Submit Grant Application to the Minnesota State Arts Board from L'Etoile du Nord French Immersion (LNFI) School

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. L'Etoile du Nord French Immersion School has prepared an application for funds to support an artist residency and family program with Steppingstone Theater, in which bilingual theater artists engage school families to create, perform and celebrate their stories. The request to the arts board is for approximately \$18,960.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Fatima Lawson, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Steven Unowsky, Assistant Superintendents; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Matt Mohs, 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 Minnesota State Arts Board for funds to support an artist residency by Steppingstone Theater at L'Etoile du Nord French Immersion 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: May 20, 2014

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

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. Saint Paul Music Academy has prepared an application for funds to support "A Vocabulary of Peace," which will involve fifth grade students from SPMA, Bruce Vento and Jackson Elementary Schools. They will create and perform original musical compositions, poetry and art works based on the theme of peace and reconciliation, and coordinated with the 60th anniversary of the Sister City relationship between Saint Paul and Nagasaki, Japan. In addition to several teaching artists, the project will involve partners including Saint Paul Civic Symphony, ArtStart, and Sansei Yonsei Kai, a Japanese dance ensemble. The request to the arts board is for approximately \$30,600.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Barbara Evangelist, Yeu Vang and Scott Masini, Principals; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins and Sharon Freeman, Assistant Superintendents; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Matt Mohs, 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 Minnesota State Arts Board for funds to support "A Vocabulary of Peace," a collaborative, multi-disciplinary arts project involving Saint Paul Music Academy, Bruce Vento and Jackson Elementary 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: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to Second Harvest Heartland

A. PERTINENT FACTS:

1. Second Harvest Heartland is currently accepting applications for their Summer Food Service Program which offers opportunity for communities to ensure that children are given free and nutritious meals throughout the summer months. The program seeks to develop existing infrastructure, expand into new areas, and to increase the number of children receiving meals over the summer.
2. Saint Paul Public Schools (SPPS) has prepared an application for approximately \$25,000 to help fund the development of existing infrastructure. SPPS will expand outreach efforts in the summer, including outreach through libraries, parks, pools, and sports coordinators to capture large groups arriving and/or leaving scheduled events. These new opportunities and activities will help us increase participation amongst multiple sites and will be used to implement a mobile feeding option in our community.
3. This project will meet the Strong Schools, Strong Communities goal of achievement and alignment.
4. This item is submitted; Jim Hemmen, Director of Nutrition Services, Stacey Koppen, Business Systems Manager, Nutrition Services; Julie Schultz Brown, Director of Communications, Marketing & Development; Jean Ronnei; Chief Operations Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to Second Harvest Heartland to fund the development of existing infrastructure, expand into new areas, and to increase the number of children receiving meals over the summer; 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: May 20, 2014

TOPIC: Request for Permission to Submit Grant Applications to The Saint Paul and F. R. Bigelow Foundations to Support Year Two of a Mental Health Initiative at Cherokee Heights and Riverview Elementary Schools

A. PERTINENT FACTS:

1. The Saint Paul and F. R. Bigelow Foundations are currently accepting grant applications 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 has prepared an application for funds to support the second year of a comprehensive school success project for Cherokee Heights and Riverview. SPPS, with the Wilder Foundation, will continue working in both schools to develop a welcoming, responsive, and effective instructional environment that promotes learning for all students: via in-depth support to at-risk students and their parents, school-wide assessments, and staff professional development. This grant is for approximately \$50,000 each to the Saint Paul and Bigelow Foundations.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Principal Melisa Rivera, Riverview; Principal Sharon Hendrix, Cherokee Heights; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul and Bigelow Foundations for funds to continue a comprehensive school success project for Cherokee Heights and Riverview; 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: May 20, 2014

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

A. PERTINENT FACTS:

1. The Saint Paul Public Schools Foundation has received a donation from the Bush Foundation Staff Fund of the Minnesota Community Foundation to support the History Day program at Open World Learning Community.
2. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000
3. This project will meet the District strategic plan goal/goals of Achievement
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Julie Schultz Brown, Director of Communications, Marketing and Development; and, Jackie Turner, Chief Engagement Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Public Schools Foundation for funds to implement the History Day program at Open World Learning Community; to accept funds; and to implement the project as specified in the award documents.

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

DATE: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to Travelers Foundation to Continue AVID Programming

A. PERTINENT FACTS:

1. Travelers Foundation is currently accepting applications for funding priorities in education to help support their goal of improved academic and career success for underrepresented youth.
2. Saint Paul Public Schools (SPPS) has prepared an application requesting approximately \$713,348 to continue AVID's Next Level program to foster high student achievement. In addition, SPPS will use some of the funds to provide culturally specific AVID curriculum to African American, American Indian, and Latino/a students. This request also seeks to expand programming to train seven employees at the 2014 AVID Summer Institute to develop and implement racially and culturally specific AVID curriculum/teaching strategies.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Darlene Fry, Director, Office of College and Career Readiness; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to Travelers Foundation to fund continued AVID programming; 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: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Education to Provide Elementary and Secondary School Counseling Funding

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting application for grants through the Elementary and Secondary School Counseling Program to support efforts by school districts to establish or expand elementary and secondary school counseling programs.
2. In collaboration with Child Trends as the external evaluator, Saint Paul Public Schools has prepared an application for approximately \$1,200,000 to offer a comprehensive, evidence-based middle-grades transition approach. The evidence-based school counseling prevention and intervention framework will promote a smoother transition to sixth grade for district students by building the protective factors that promote positive behavior, social competency, academic achievement, and emotional well-being. This tiered intervention model will build on research about the importance of successful transitions to foster healthy, positive youth development and will help project schools prevent problems, intervene to address problems soon after onset, and support students with more chronic and severe problems.

Saint Paul Public Schools will serve as the fiscal agent.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Darlene Fry, Director of the Office of College and Career Readiness; Julie Schultz Brown, Director, Communications, Marketing, & Development; Stacey Gray Akyea, Director, Research, Evaluation and Assessment and Matthew Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education for approximately \$1,200,000 to offer a comprehensive, evidence-based middle-grades transition approach; 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: May 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Labor YouthBuild for a Construction-focused Initiative at Journeys Secondary School

A. PERTINENT FACTS:

1. The US Department of Labor YouthBuild is currently accepting grants to develop programs that will help out-of-school youth complete high school or General Educational Development programs, as well as learn critical occupational skills in construction, health care, information technology and other fields.
2. Saint Paul Public Schools (SPPS) has prepared an application requesting approximately \$687,653 over 36 months to plan and implement YouthBuild – Journeys (YBJ), a construction-focused, smaller learning community initiative at Journeys Secondary School. It is designed to prepare young people ages 16 to 24 for success in construction careers, YBJ will provide core academic instruction aligned construction skills training, and integrated construction-related work experiences to students as they renovate substandard buildings to create affordable housing for local, low-income individuals and families in the City of Saint Paul, Minnesota.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Elizabeth Keenan; Assistant Superintendent Specialized Services; Theresa Neal; Principal, Journeys Secondary School; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to YouthBuild; 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: May 20, 2014

TOPIC: Agreement Between Saint Paul Independent School District #625 and Ramsey County on Behalf of the Saint Paul - Ramsey County Public Health

A. PERTINENT FACTS:

1. Ramsey County on behalf of the Saint Paul - Ramsey County Public Health will award the District \$200,000.00 to enhance and implement the Wellness Policy 533.00 to promote healthy eating and physical activity. Building Wellness Champions create an action plan for their sites to promote this policy. The District Wellness Team (DWT) also works with staff and community partners to address healthy eating and active school day.
2. The funding is awarded to Ramsey County by the State of Minnesota Department of Health (MDH) Statewide Health Improvement Program (SHIP).
3. This project supports schools and staff to implement the Wellness Policy 533.00.
4. The agreement period is from November 1, 2013, through October 31, 2015.
5. This project supports the District goal to ensure high academic achievement for all.
6. Requested by Mary Yackley, Supervisor, Student Health and Wellness and Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to accept grant funds of \$200,000.00 from Ramsey County to promote healthy eating, physical activity, and active school days by working with building Wellness Champions and the District Wellness Team.

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

DATE: May 20, 2014

TOPIC: Memorandum of Agreement between YMCA of The Greater Twin Cities
and John A. Johnson Achievement Plus Elementary School

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a memorandum of agreement with the YMCA to provide services at John A. Johnson Elementary to combat summer learning loss and improve the educational success of children.
2. The Program is part of a national YMCA initiative to develop Signature Programs that will help improve the academic readiness and success of children in low-income environments.
3. Current kindergarten, first, and second grade students will be recommended by the principal/teacher, based on YMCA criteria (those students just below grade level).
4. The program dates and times are July 14-August 21, 2014 (Monday-Thursday) from 8:00-4:30pm.
5. This project will meet the District strategic plan goal/goals of achievement by helping to improve the academic readiness and success of children in low-income environments.
6. This item is submitted by – Jon Peterson, Principal on Special Assignment, Office of Alternative Education; Andrew Collins, Elementary Assistant Superintendent; and Matthew Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Agreement with the YMCA of the Great Twin Cities to provide summer services at John A Johnson Elementary to combat summer learning loss and improve the educational success of children.

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

DATE: May 20, 2014

TOPIC: Memorandum of Agreement between the YMCA of The Greater Twin Cities and Maxfield Elementary School

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a memorandum of agreement with the YMCA to provide services Maxfield Elementary to combat summer learning loss and improve the educational success of children through the Power Scholars Academy Program.
2. Power Scholars Academy is a Summer Learning Program operated as a collaborative Scholars Academy and is designed to deliver the BELL-model summer learning approach through the YMCA network.
3. Current kindergarten through fourth grade students will be recommended by the principal/teacher, based on YMCA criteria (those students just below grade level).
4. The program dates and times are July 14-August 21, 2014 (Monday-Thursday) from 8:00-4:30pm.
5. This project will meet the District strategic plan goal/goals of achievement by helping to improve the academic readiness and success of children in low-income environments.
6. This item is submitted by – Nancy Stachel, Principal at Maxfield Elementary, Jon Peterson, Principal on Special Assignment, Office of Alternative Education; Sharon Freeman, Elementary Assistant Superintendent; and Matthew Mohs, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 20, 2014

TOPIC: Achievement and Integration Plan July 2014 – June 2017

A. PERTINENT FACTS:

1. Achievement and Integration plan details achievement and integration goals for July 2014 through June 2017.
2. The plan provides strategies and activities that the district will undertake to increase proficiency of all students, decrease the achievement gap between students of color and white students, and provide opportunities for integration among students in the district.
3. The plan is required by Minnesota Department of Education to receive annual integration revenue.

This project will meet the District strategic plan goal/goals of:

- ACHIEVEMENT
- SUSTAINABILITY

4. This item is submitted by: Jackie Statum Allen, Asst. Director - Strategic Planning and Policy and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the Saint Paul Public Schools Achievement and Integration plan for July 2014 – June 2017.

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

DATE: Tuesday, May 20, 2014

TOPIC: Children's Defense Fund Freedom Schools Program

A. PERTINENT FACTS:

1. The Children's Defense Fund (CDF) is the national sponsor of the Saint Paul Public Schools' Freedom Schools Program for Summer Term (S-Term).
2. The CDF Freedom Schools program provides summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. Children are taught using a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health.
3. This project will meet the District strategic plan goal of achievement as it will be providing our ALC eligible students participating in Summer Term (S-Term) Session 2 with the Freedom Schools curriculum and instruction designed to ensure each participating child is equipped with the necessary skills to succeed in life. The professional development, curriculum, and instruction pursuant to the CDF Freedom Schools program boosts student motivation to read, generates a more positive attitude toward learning, and connects the needs of children and families to the resources of their communities.
4. This item is submitted by Jon Peterson, Principal on Special Assignment, Office of Alternative Education, Matthew Mohs, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC funds in the amount of \$120,535.00 to provide professional development for Freedom Schools staff, according to the CDF model, and also to provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during S-Term Session 2.

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

DATE: May 20, 2014

TOPIC: Establishment of the Classified Position of Indoor Air Quality Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Facilities Department has a need for a position that will be responsible for performing highly complex professional work performing indoor air quality assessments and developing recommendations for resolving indoor air quality problems and for the investigation, development, design, testing and operation of all mechanical equipment in building construction and operation to ensure conformity to applicable building codes, good practice and safety.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Indoor Air Quality Coordinator. This title would be within the unit jurisdiction of the Professional Employees Association unit that represents professional employees. The appropriate pay rate for this position would be equivalent to Grade 20 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Facilities Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Parent, Interim Facilities Director; Jean Ronnei, Chief Operations Officer; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Indoor Air Quality Coordinator job classification effective May 20, 2014; that the Board of Education declare the position of Indoor Air Quality Coordinator as classified; and that the pay rate be Grade 20 of the 2012-2013 Professional Employees Association standard ranges.

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

DATE: May 20, 2014

TOPIC: Establishment of the Unclassified Position of Director, Technology Production Services for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Technology Services Department has a need for a position to provide leadership to, and manage, the planning, approving, implementing and maintaining of the enterprise information systems and infrastructures to support distributed and centralized administrative/business functions and educational practices.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Director, Technology Production Services. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisory employees. The appropriate pay rate for this position would be equivalent to Grade 33 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Technology Services Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Andrea Casselton, Interim Deputy Chief, Technology Services; Jean Ronnie, Chief Operations Officer; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Director, Technology Production Services job classification effective May 20, 2014; that the Board of Education declare the position of Direction, Technology Production Services, as unclassified; and that the pay rate be Grade 33 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: May 20, 2014

TOPIC: Approval of Memorandum of Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2014-2015

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2014, through April 30, 2015.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has 2 regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - In the 2013-14 budget year (May 1, 2014 – June 30, 2014): \$791
 - In the 2014-15 budget year (July 1, 2014 – April 30, 2015): \$3,957
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said agreement is for the period of May 1, 2014 through April 30, 2015.

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

DATE: May 20, 2014

TOPIC: Request Permission to Purchase Supplemental Literacy Materials to Support Reading Intervention in 6th, 7th, and 8th Grade Courses.

A. PERTINENT FACTS:

1. The Office of Title I Federal Programs is requesting permission to purchase supplemental literacy materials and diagnostic reading assessments to support reading intervention across all middle schools in grades 6th, 7th, and 8th in the amount of \$539,000.
2. The Office of Title I Federal Programs in partnership with the Office of Teaching Learning and Leading is working together to provide targeted supplemental reading support for students in grades 6, 7 and 8. To identify student needs, provide differentiated reading instruction, monitor student progress, and accelerate the reading achievement of students in these courses it is necessary to purchase diagnostic assessments, progress monitoring tools, and supplemental materials (lesson support, leveled texts, word study, comprehension and vocabulary instruction).
3. This project will meet the Strong Schools, Strong Communities 2.0 goal of achievement.
4. This item is submitted by Sherry Carlstrom, Director, Office of Title I Federal Programs; Teajai Schmidt, Supervisor, PreK-12 Literacy; Marsha Baisch, Assistant Superintendent; and Matt Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to purchase supplemental literacy materials and diagnostic reading assessments to support reading intervention across all middle school grades in 6th, 7th, and 8th grades.

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

DATE: May 18, 2014

TOPIC: Approval of Renewal of Membership in the Minnesota State High School League

A. PERTINENT FACTS:

1. The Minnesota State High School League requires the Board of Education to adopt the attached resolution in order to renew the School District's membership in the Minnesota State High School League. It must be submitted to the M.S.H.S.L. by September 1, 2014.
2. There is no cost to the District.
3. This item will meet the District target area goals of accelerating the path to excellence.
4. This item is submitted by John Vosejpka, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education adopt the attached resolution to renew the School District's membership in the Minnesota State High School League.

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

DATE: May 20, 2014

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, Controller.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period March 1, 2014 – March 31, 2014.

(a) General Account	#614833-616806 #0000583-0000636 #7000590-7000630 #0000155-0000178	\$55,830,436.23
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$1,004,226.73</u>
		<u>\$56,834,662.96</u>

Included in the above disbursements are 2 payrolls in the amount of \$37,757,956.24 and overtime of \$210,583.24 or 0.56% 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 August 30, 2014.

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

DATE: May 20, 2014

TOPIC: Purchase of “Moving With Math Learning System”

A. PERTINENT FACTS:

1. Math Teachers Press, Inc. is the publisher for the, “Moving with Math Learning System.”
2. The goal of the Moving with Math Learning System is to help all ALC eligible students succeed in math—especially those who need an extra, academic boost—while making the job of the teacher easier with handy organizational tools like a teacher pacing guide based on Minnesota state standards, user-friendly lesson plans, and pre- and post-assessment system for monitoring student progress and providing accountability.
3. This project will meet the District strategic plan goal of achievement as it will be providing our ALC eligible students participating in Summer Term (S-Term) with a math curriculum that is based on the consistent use of hands-on, manipulative based math instruction, designed to differentiate to meet the student’s needs and to help prohibit the “summer slide” in the area of math by focusing on Minnesota State Standards based curriculum and instruction.
4. This item is submitted by Jon Peterson, Principal on Special Assignment, Office of Alternative Education and Matt Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the purchase of the Moving with Math Learning System and Program in the amount of \$202,298.61 to provide math curriculum and manipulative based materials for students participating in S-Term in current grades K-8 and for Emerging Bilingual students at the high school level for the purpose of prohibiting summer slide in the learning area of math.

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

DATE: May 20, 2014

TOPIC: Permission for Institution of Higher Education for Student Teaching

A. PERTINENT FACTS:

1. Saint Paul Public Schools has ongoing relationships with universities and colleges to train teacher/nurse candidates in our schools. The participating universities and colleges enter into an agreement to send teacher/nurse candidates to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow.
2. In November 2011, Memorandums of Understanding for TC2 and TERI were signed by the Superintendent outlining partnerships between Saint Paul Public Schools and seven institutions of higher education (IHEs). Since 2011, eleven additional partners joined the list of institutions that support and participate in the training of teacher candidates in Saint Paul Public Schools.

TC2 and TERI IHEs	Additional Partners
Augsburg College Bethel University Concordia University St Paul Hamline University St. Catherine's University University of St. Thomas University of Minnesota – Twin Cities	Carleton College of St Scholastica Minnesota State University, Mankato Metropolitan State University Northwestern University St. Cloud State University St. Mary's University St. Olaf College University of Minnesota - Duluth University of Wisconsin – River Falls Walden University

Today, we are asking the Board of Education to approve the continued partnership with 11 of the partners to the end of school year 2017:

- Augsburg College (two signed copies requested)
- Bethel University (two signed copies requested)
- Concordia University (two signed copies requested)
- Hamline University (two signed copies requested)
- St. Catherine's University (two signed copies requested)
- University of St. Thomas (two signed copies requested)
- Minnesota State University – Mankato (two signed copies requested)
- Northwestern University (two signed copies requested)
- St Cloud State University (two signed copies requested)
- St. Mary's University (two signed copies requested)
- St. Olaf College (two signed copies requested)

In addition to the 18 partners, Saint Paul Public Schools partnered with eight other institutions/departments for exceptional circumstances or specialty areas as provisional

partners: University of North Dakota (field experience), University of Southern California (occupational science & occupational therapy), Gustavus Adolphus College (student teaching and field experience), College of St. Scholastica – (occupational therapy), Bemidji State University (field experience), University of Duluth (speech-language pathology), Grand Canyon University (speech-language pathology), Saint Louis University (speech-language pathology), and Salus University (blind/visually impaired)

We are also asking to extend our partnership with:

- University of Duluth for speech-language pathology. (three signed copies requested)
3. These arrangements with teacher preparation programs provide an excellent way to recruit candidates for the District.
 4. There is no additional cost to the District for the teacher preparation programs.
 5. Collaboration with colleges to train high quality urban staff supports the strategic plan.
 6. This partnership will meet the District target area goals of achievement, alignment and sustainability.
 7. This item is submitted by Patricia King, Assistant Director of Leadership Development; and Marsha Baisch, Assistant Superintendent of the Office of Teaching, Learning, and Leading.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

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

DATE: May 20, 2014

TOPIC: Resolution To Host Americorps Member From The Minnesota
Greencorps For The 2014-2015 Program Year

A. PERTINENT FACTS:

1. The District will be implementing single stream recycling, including milk carton recycling in cafeterias, and expanding the Food to Hogs program District wide.
2. Minnesota GreenCorps is a statewide program that places AmeriCorps members with educational institutions around Minnesota, where they will serve for 11 months on focused environmental projects. The program is coordinated by the Minnesota Pollution Control Agency.
3. The District would host the Minnesota GreenCorps to assist current staff with the implementation of the new recycling changes across the District. In addition, this GreenCorps Member's work would include event recycling and permit space rentals.
4. The GreenCorps Member would be supervised by the District's Environmental Services Group.
5. This initiative meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Interim Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to sign a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.



Board of Education
360 Colborne Street
Saint Paul, MN 55102-3299

Independent School District 625
Telephone: (651) 767-8149 Fax: (651) 290-8331

**RESOLUTION TO HOST AMERICORPS MEMBER FROM THE MINNESOTA GREENCORPS
FOR THE 2014-2015 PROGRAM YEAR**

WHEREAS, Saint Paul Public Schools has applied to host an AmeriCorps member from the Minnesota GreenCorps, a program of the Minnesota Pollution Control Agency (MPCA), for the 2014-2015 program year; and

WHEREAS, if the MPCA selects Saint Paul Public Schools, the organization is committed to implementing the proposed project as described in the host site application, and in accordance with pre-scoped position description; and

WHEREAS, the MPCA requires that Saint Paul Public Schools enter into a host site agreement with the MPCA that identifies the terms, conditions, roles and responsibilities;

BE IT RESOLVED THAT Saint Paul Public Schools hereby agrees to enter into and sign a host site agreement with the MPCA to carry out the member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement and authorizes and directs the Superintendent (or designee) to sign the grant agreement on its behalf.

Mary Doran Chair, Saint Paul Public Schools Board of Education

May 20, 2014

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

DATE: May 20, 2014

TOPIC: Bid No. A203204-K Food Service Equipment at Creative Arts High School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary and incidental construction for the food service equipment scope of work at Creative Arts High School. This bid is 1 of 24 individual prime contracts that will be managed by a Construction Manager as Advisor for this project.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Strategic Equipment Inc	\$168,950.00
Hockenbergs Equipment & Supply	179,300.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from capital bonds, budget code 06-005-870-000-6520-6030.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Interim Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education to authorize an award of Bid No. A203204-K Food Service Equipment at Creative Arts High School to Strategic Equipment Inc for the lump sum base of \$168,950.00.

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

DATE: May 20, 2014

TOPIC: Bid No. A203766-K Paving and Sidewalk Repair at Administration Building

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the paving and sidewalk repair at the Administration Building.
2. The following bids were received for the lump sum base bid plus alternates No. 1 through 4.

	<u>Lump Sum Base Bid</u>
	Plus alternates No. 1-4
Bituminous Roadways	\$886,000.00
Fitol Hintz	906,000.00
FPI Paving	1,135,000.00
3. The first low-bid from Buck Black Top was withdrawn due to mathematical errors.
4. Alternate no. 1 removes and replaces sidewalk at Focus Beyond vestibule.
5. Alternate no. 2 removes and replaces sidewalk/curb edge at the west side of Bridgeview School including handicap curb cuts.
6. Alternate no. 3 removes and replaces sidewalk at the north side of Bridgeview School including handicap curb cuts.
7. Alternate no. 4 removes bituminous pavement and base in lieu of full depth reclamation.
8. Bids have been reviewed by Bradley Miller, Purchasing Manager.
9. Funding will be provided from alternative bonds, budget code 06-005-850-386-6510-6395.
10. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
11. This item is submitted by Tom Parent, Interim Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education to authorize an award of Bid No. A203766-K Paving and Sidewalk Repair at Administration Building to Bituminous Roadways for the lump sum base bid plus alternates no. 1-4 for \$886,000.00.

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

DATE: May 20, 2014

TOPIC: RATIFICATION Bid No. A203187-K Steel Supply at Creative Arts High School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary and incidental construction for the steel supply scope of work at Creative Arts High School. This bid is 1 of 24 individual prime contracts that will be managed by a Construction Manager as Advisor for this project.
2. The following bids were received for the lump sum base bid plus alternate no. 1:

	<u>Lump Sum Base Bid</u>
	<u>Plus alternate no. 1</u>
D&M Iron Works Inc	\$166,797.00
3. Alternate no. 1 provides solar panels for hot domestic water.
4. Because of staff oversight, this bid was not included in the package of 22 bids for this project that went to the Board of Education at the April 2014 meeting.
5. Bids have been reviewed by Bradley Miller, Purchasing Manager.
6. Funding will be provided from capital bonds, budget code 06-005-870-000-6520-6030.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This item is submitted by Tom Parent, Interim Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education to ratify an award of Bid No. A203187-K Steel Supply at Creative Arts High School to D&M Iron Works Inc for the lump sum base plus alternate no. 1 for \$166,797.00.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM



Board File No. _____

Date _____

RESOLUTION ACCEPTING BID ON SALE OF
\$15,000,000 GENERAL OBLIGATION SCHOOL
BUILDING BONDS, SERIES 2014A,
PROVIDING FOR THEIR ISSUANCE, AND LEVYING
A TAX FOR THE PAYMENT THEREOF

A. WHEREAS, Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8 (the "Act"), authorizes Independent School District Number 625, Saint Paul, Minnesota (the "District") to issue its general obligation bonds in the amount of \$15,000,000 to finance the acquisition and betterment of school facilities (collectively, the "Projects"); and

B. WHEREAS, it is in the best interests of the District that it issue its general obligation bonds in the aggregate principal amount of \$15,000,000 (the "Bonds") to finance the Projects and that the Bonds be issued in book-entry form as hereinafter provided; and

C. WHEREAS, the District has retained Springsted Incorporated, as its independent financial consultant, in connection with the sale of the Bonds, and therefore the District is authorized to negotiate the sale of the Bonds without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

D. WHEREAS, the following offers to purchase the Bonds were received, opened and recorded at the offices of Springsted Incorporated at 10:30 A.M. this same day:

Bidder

Interest Rate

Net Interest Cost

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

1. Acceptance of Offer. The offer of _____ (the "Purchaser"), to purchase \$15,000,000 General Obligation School Building Bonds, Series 2014A of the District (the "Bonds" or individually a "Bond"), in accordance with the terms of proposal, at the rates of interest hereinafter set forth, and to pay therefor the sum of \$_____, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted, and the Bonds are hereby awarded to the Purchaser. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposit.

2. Terms of Bonds.

(a) Title; Original Issue Date; Denominations; Maturities. The Bonds shall be titled "General Obligation School Building Bonds, Series 2014A", shall be dated June 12, 2014, as the date of original issue and shall be issued forthwith on or after such date as fully registered bonds. The Bonds shall be numbered from R-1 upward in the denominations of \$5,000 each or in any integral multiple thereof of a single maturity. The Bonds shall mature on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2016	\$	2021	\$	2026	\$	2031	\$
2017		2022		2027		2032	
2018		2023		2028		2033	
2019		2024		2029		2034	
2020		2025		2030		2035	

(b) Book Entry Only System. The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York or any of its successors or its successors to its functions hereunder (the "Depository") will act as securities depository for the Bonds, and to this end:

(i) The Bonds shall be initially issued and, so long as they remain in book entry form only (the "Book Entry Only Period"), shall at all times be in the form of a separate single fully registered Bond for each maturity of the Bonds; and for purposes of complying with this requirement under paragraph 10 (with respect to registration, transfer and exchange) Authorized Denominations for any Bond shall be deemed to be limited during the Book Entry Only Period to the outstanding principal amount of that Bond.

(ii) Upon initial issuance, ownership of the Bonds shall be registered in a bond register maintained by U.S. Bank National Association, in St. Paul, Minnesota (the "Bond Registrar"), in the name of CEDE & CO., as the nominee (it or any nominee of the existing or a successor Depository, the "Nominee").

(iii) With respect to the Bonds neither the District nor the Bond Registrar shall have any responsibility or obligation to any broker, dealer, bank, or any other financial

institution for which the Depository holds Bonds as securities depository (the "Participant") or the person for which a Participant holds an interest in the Bonds shown on the books and records of the Participant (the "Beneficial Owner"). Without limiting the immediately preceding sentence, neither the District, nor the Bond Registrar, shall have any such responsibility or obligation with respect to (A) the accuracy of the records of the Depository, the Nominee or any Participant with respect to any ownership interest in the Bonds, or (B) the delivery to any Participant, any Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or (C) the payment to any Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the principal of or premium, if any, or interest on the Bonds, or (D) the consent given or other action taken by the Depository as the registered holder (the "Holder") of any Bonds. For purposes of securing the vote or consent of any Holder under this Resolution, the District may, however, rely upon an omnibus proxy under which the Depository assigns its consenting or voting rights to certain Participants to whose accounts the Bonds are credited on the record date identified in a listing attached to the omnibus proxy.

(iv) The District and the Bond Registrar may treat as and deem the Depository to be the absolute owner of the Bonds for the purpose of payment of the principal of and premium, if any, and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to the Bonds, for the purpose of obtaining any consent or other action to be taken by Holders for the purpose of registering transfers with respect to such Bonds, and for all purpose whatsoever. The Registrar, as paying agent hereunder, shall pay all principal of and premium, if any, and interest on the Bonds only to or upon the Holder of the Bonds as shown on the register, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and premium, if any, and interest on the Bonds to the extent of the sum or sums so paid.

(v) Upon delivery by the Depository to the Bond Registrar of written notice to the effect that the Depository has determined to substitute a new Nominee in place of the existing Nominee, and subject to the transfer provisions in paragraph 10 hereof (with respect to registration, transfer, and exchange), references to the Nominee hereunder shall refer to such new Nominee.

(vi) So long as any Bond is registered in the name of a Nominee, all payments with respect to the principal of and premium, if any, and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, by the Registrar or District, as the case may be, to the Depository as provided in the Letter of Representations to the Depository required by the Depository as a condition to its acting as book-entry Depository for the Bonds (said Letter of Representations, together with any replacement thereof or amendment or substitute thereto, including any standard procedures or policies referenced therein or applicable thereto respecting the procedures and other matters relating to the Depository's role as book-entry Depository for the Bonds, collectively hereinafter referred to as the "Letter of Representations").

(c) Letter of Representations. The provisions in the Letter of Representations are incorporated herein by reference and made a part of the resolution, and if and to the extent any such provisions are inconsistent with the other provisions of this resolution, the provisions in the Letter of Representations shall control.

3. Purpose. The Bonds shall provide funds to finance costs of the Projects. The total cost of the Projects, which shall include all costs enumerated in Minnesota Statutes, Section 475.65, is estimated to be at least equal to the amount of the Bonds. Work on the Projects shall proceed with due diligence to completion. The District covenants that it shall do all things and perform all acts required of it to assure that work on the Projects proceeds with due diligence to completion and that any and all permits and studies required under law for the Projects are obtained.

4. Interest. The Bonds shall bear interest payable semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2015, calculated on the basis of a 360-day year of twelve 30-day months, at the respective rates per annum set forth opposite the maturity years as follows:

<u>Maturity Year</u>	<u>Interest Rate</u>	<u>Maturity Year</u>	<u>Interest Rate</u>
2016	%	2026	%
2017		2027	
2018		2028	
2019		2029	
2020		2030	
2021		2031	
2022		2032	
2023		2033	
2024		2034	
2025		2035	

As may be requested by the Purchaser, one or more term Bonds may be issued having mandatory sinking fund redemption and final maturity amounts conforming to the foregoing principal payment schedule, and corresponding additions may be made to the provisions of the applicable Bond(s).

5. Redemption. All Bonds maturing in the years 2023 through 2035, both inclusive, shall be subject to redemption and prepayment at the option of the District on February 1, 2022 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment.

If any redemption is in part, the District shall determine the maturities and the principal amounts within each maturity to be prepaid; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after

the redemption date. Mailed notice of redemption shall be given to the paying agent and to each affected registered holder of the Bonds at least 30 days prior to redemption unless otherwise required by law.

To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers so assigned to such Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the District or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the District and the Bond Registrar duly executed by the holder thereof or the holder's attorney duly authorized in writing) and the District shall execute and the Bond Registrar shall authenticate and deliver to the holder of such Bond, without service charge, a new Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

6. Bond Registrar. U.S. Bank National Association in St. Paul, Minnesota is appointed to act as bond registrar and transfer agent with respect to the Bonds (the "Bond Registrar"), and shall do so unless and until a successor Bond Registrar is duly appointed, all pursuant to any contract the District and Bond Registrar shall execute which is consistent herewith. The Bond Registrar shall also serve as paying agent unless and until a successor paying agent is duly appointed. Principal and interest on the Bonds shall be paid to the Holders (or record holders) of the Bonds in the manner set forth in the form of Bond and paragraph 12 of this resolution (with respect to interest payment and record date).

7. Form of Bond. The Bonds, together with the Certificate of Authentication, the Prepayment Schedule, the form of Assignment and the registration information thereon, shall be in substantially the following form:

UNITED STATES OF AMERICA
STATE OF MINNESOTA
RAMSEY COUNTY
INDEPENDENT SCHOOL DISTRICT
NUMBER 625, SAINT PAUL

R-_____

\$_____

GENERAL OBLIGATION SCHOOL BUILDING
BOND, SERIES 2014A

(MINNESOTA SCHOOL DISTRICT CREDIT
ENHANCEMENT PROGRAM)

<u>INTEREST RATE</u>	<u>MATURITY DATE</u>	<u>DATE OF ORIGINAL ISSUE</u>	<u>CUSIP</u>
%	February 1, ____	June 12, 2014	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District Number 625, Saint Paul, Ramsey County, Minnesota (the "Issuer" or "District"), certifies that it is indebted and for value received promises to pay to the registered owner specified above or registered assigns, in the manner hereinafter set forth, the principal amount specified above, on the maturity date specified above, unless called for earlier redemption, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2015, at the rate per annum specified above (calculated on the basis of a 360-day year of twelve 30-day months) until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or, if no interest has been paid, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of U.S. Bank National Association, in St. Paul, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the close of business on the fifteenth day of the month preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given to Bondholders not less than ten days prior to the Special Record Date. The principal of and

premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Date of Payment Not Business Day. If the date for payment of the principal of, premium, if any, or interest on this Bond shall be a Saturday, Sunday, legal holiday, or a day on which banking institutions in the City of New York, New York or the city where the principal office of the Bond Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

Optional Redemption. All Bonds of this issue (the "Bonds") maturing in the years 2023 through 2035, both inclusive, are subject to redemption and prepayment at the option of the Issuer on February 1, 2022 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the maturities and the principal amounts within each maturity to be prepaid; and if only part of the Bonds having a common maturity date are called for prepayment, this Bond may be prepaid in \$5,000 increments of principal. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date.

Prior to the date on which any Bond or Bonds are directed by the Issuer to be redeemed in advance of maturity, the Issuer will cause notice of the call thereof for redemption identifying the Bonds to be redeemed to be mailed to the Bond Registrar and all Bondholders, at the addresses shown on the Bond Register. All Bonds so called for redemption will cease to bear interest on the specified redemption date, provided funds for their redemption have been duly deposited.

Selection of Bonds for Redemption; Partial Redemption. To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date, a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion from the numbers assigned to the Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute and the Bond Registrar shall authenticate and deliver to the Holder of such Bond, without service charge, a new Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose; General Obligation. This Bond is one of an issue in the total principal amount of \$15,000,000, all of like date of original issue and tenor, except as to number, maturity, interest rate, denomination and redemption privilege, which Bond has been issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota and pursuant to a resolution adopted by the School Board of the Issuer on May 20, 2014 (the "Resolution"). The Bonds have been issued to finance the acquisition and betterment of school facilities pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8. This Bond is payable out of the General Obligation School Building Bonds, Series 2014A Fund of the Issuer. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of its principal, premium, if any, and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged. In addition, the District has covenanted and obligated itself to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on the Bonds due.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered bonds in the denominations of \$5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered Bonds of other authorized denominations in equal aggregate principal amounts at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by his, her or its attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered Bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination or denominations, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity and bearing interest at the same rate.

Fees upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owner. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided (except as otherwise provided herein with respect to the Record Date) and for all other purposes, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

Authentication. This Bond shall not be valid or become obligatory for any purpose or be entitled to any security unless the Certificate of Authentication hereon shall have been executed by the Bond Registrar.

Not Qualified Tax-Exempt Obligations. This Bond has not been designated by the Issuer as a "qualified tax-exempt obligation" for purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed, in regular and due form, time and manner as required by law, and that this Bond, together with all other debts of the Issuer outstanding on the date of original issue hereof and on the date of its issuance and delivery to the original purchaser, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, Independent School District Number 625, Saint Paul, Ramsey County, Minnesota, by its School Board has caused this Bond to be executed on its behalf by the facsimile signature of its Chair and attested by the facsimile signature of its Clerk.

Date of Registration:

Registrable by: U.S. BANK NATIONAL ASSOCIATION
St. Paul, Minnesota

_____, 2014

Payable at: U.S. BANK NATIONAL ASSOCIATION
St. Paul, Minnesota

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION

This Bond is one of the
Bonds described in the
Resolution mentioned
within.

INDEPENDENT SCHOOL DISTRICT
NUMBER 625, SAINT PAUL, MINNESOTA

/s/ Facsimile
Chair

U.S. BANK NATIONAL
ASSOCIATION
St. Paul, Minnesota
Bond Registrar

Attest:

/s/ Facsimile
Clerk

By _____
Authorized Signature

Independent School District Number 625, Saint Paul, Minnesota - General Obligation School
Building Bonds, Series 2014A, dated June 12, 2014.

ABBREVIATIONS

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common

TEN ENT - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship and not as tenants in common

UTMA - _____ as custodian for _____

(Cust)

(Minor)

under the _____ Uniform Transfers to Minors Act

(State)

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated: _____

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240.17 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners if the Bond is held by joint account.)

PREPAYMENT SCHEDULE

This Bond has been prepaid in part on the date(s) and in the amount(s) as follows:

[illegible]

8. Execution. The Bonds shall be in typewritten form, shall be executed on behalf of the District by the signatures of its Chair and Clerk, and shall be sealed with the seal of the District; provided, as permitted by law, both signatures may be photocopied facsimiles and the corporate seal may be omitted. In the event of disability or resignation or other absence of either such officer, the Bonds may be signed by the manual or facsimile signature of that officer who may act on behalf of such absent or disabled officer. In case either such officer whose signature or facsimile of whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if he or she had remained in office until delivery.

9. Authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless a Certificate of Authentication on such Bond, substantially in the form hereinabove set forth, shall have been duly executed by an authorized representative of the Bond Registrar. Certificates of Authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate the signatures of officers of the District on each Bond by execution of the Certificate of Authentication on the Bond and by inserting as the date of registration in the space provided the date on which the Bond is authenticated, except that for purposes of delivering the original Bonds to the Purchaser, the Bond Registrar shall insert as a date of registration the date of original issue, which date is June 12, 2014. The Certificate of Authentication so executed on each Bond shall be conclusive evidence that it has been authenticated and delivered under this Resolution.

10. Registration; Transfer; Exchange. The District will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of Bonds and the registration of transfers of Bonds entitled to be registered or transferred as herein provided.

Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration (as provided in paragraph 9 with respect to authentication) of, and deliver, in the name of the designated transferee or transferees, one or more new Bonds of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no bond may be registered in blank or in the name of "bearer" or similar designation.

At the option of the Holder, Bonds may be exchanged for Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Bonds are so surrendered for exchange, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration of, and deliver the Bonds which the Holder making the exchange is entitled to receive.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly cancelled by the Bond Registrar and thereafter disposed of as directed by the District.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the District evidencing the same debt, and entitled to the same benefits under this resolution, as the Bonds surrendered for such exchange or transfer.

Every Bond presented or surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, in form satisfactory to the Bond Registrar, duly executed by the Holder thereof or his, her or its attorney duly authorized in writing.

The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Bond and any legal or unusual costs regarding transfers and lost Bonds.

Transfers shall also be subject to reasonable regulations of the District contained in any agreement with the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates. The Treasurer is hereby authorized to negotiate and execute the terms of said agreement.

11. Rights Upon Transfer or Exchange. Each Bond delivered upon transfer of or in exchange for or in lieu of any other Bond shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Bond.

12. Interest Payment; Record Date. Interest on any Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the District maintained by the Bond Registrar, and at the address appearing thereon at the close of business on the fifteenth (15th) day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior to the Special Record Date.

13. Treatment of Registered Owner. The District and Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in paragraph 12 above with respect to interest payment and record date) on, such Bond and for all other purposes whatsoever whether or not such Bond shall be overdue, and neither the District nor the Bond Registrar shall be affected by notice to the contrary.

14. Delivery; Application of Proceeds. The Bonds when so prepared and executed shall be delivered by the Treasurer to the Purchaser upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

15. Fund and Accounts. There is hereby created a special fund to be designated the "General Obligation School Building Bonds, Series 2014A Fund" (the "Fund") to be administered and maintained by the District as a bookkeeping account separate and apart from

all other funds maintained in the official financial records of the District. The Fund and its accounts shall each be maintained in the manner herein specified until all of the Bonds herein authorized and the interest thereon shall have been fully paid. There shall be maintained and created in the Fund two (2) separate accounts, to be designated the "Capital Account" and "Debt Service Account", respectively.

(i) Capital Account. To the Capital Account there shall be credited the proceeds of the Bonds less capitalized interest and any amount paid for the Bonds in excess of the minimum bid. From the Capital Account there shall be paid all costs of issuing the Bonds and all costs and expenses of the Projects, including all costs incurred and to be incurred of the kind authorized in Minnesota Statutes, Section 475.65; and the moneys in said account shall be used for no other purpose except as otherwise provided by law; provided that the proceeds of the Bonds may also be used to the extent necessary to pay interest on the Bonds due prior to the anticipated date of commencement of the collection of taxes herein levied. The proceeds of the Bonds shall be use to fund the Projects.

(ii) Debt Service Account. There is hereby created a Debt Service Account and there is hereby irrevocably appropriated thereto: (a) capitalized interest in the amount of \$_____ (together with interest earnings thereon and subject to such other adjustments as are appropriate to provide sufficient funds to pay interest due on the Bonds on or before February 1, 2015); (b) any amount paid for the Bonds in excess of the minimum bid; (c) the collections of all taxes herein or hereafter levied for the payment of the Bonds and interest thereon; (d) all funds remaining in the Capital Account after the payment of all costs of the Projects; (e) all investment earnings on funds held in the Debt Service Account; and (f) any and all other moneys which are properly available and are appropriated by the governing body of the District to the Debt Service Account. The Debt Service Account shall be used solely to pay the principal and interest of the Bonds and any other general obligation certificates of the District hereafter issued by the District and made payable from said subaccount as provided by law.

No portion of the proceeds of the Bonds shall be used directly or indirectly to acquire higher yielding investments or to replace funds which were used directly or indirectly to acquire higher yielding investments, except (1) for a reasonable temporary period until such proceeds are needed for the purpose for which the Bonds were issued and, (2) in addition to the above, an amount not greater than the lesser of five percent (5%) of the proceeds of the Bonds or \$100,000. To this effect, any proceeds of the Bonds and any sums from time to time held in the Fund (or any other District account which will be used to pay principal and interest to become due on the Bonds) in excess of amounts which under the applicable federal arbitrage regulations may be invested without regard as to yield shall not be invested in excess of the applicable yield restrictions imposed by the arbitrage regulations on such investments after taking into account any applicable "temporary periods" or "minor portion" made available under the federal arbitrage regulations. In addition, the proceeds of the Bonds and money in the Fund shall not be invested in obligations or deposits issued by, guaranteed by or insured by the United States or any agency or instrumentality thereof if and to the extent that such investment would cause the Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Internal Revenue Code of 1986, as amended (the "Code").

16. Tax Levy; Coverage Test. To provide moneys for the payment of principal and interest on the Bonds there is hereby levied upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls and collected with and as part of other general property taxes in said District for the years and in the amounts as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2014	2015	\$
2015	2016	
2016	2017	
2017	2018	
2018	2019	
2019	2020	
2020	2021	
2021	2022	
2022	2023	
2023	2024	
2024	2025	
2025	2026	
2026	2027	
2027	2028	
2028	2029	
2029	2030	
2030	2031	
2031	2032	
2032	2033	
2033	2034	

Said tax levies are such that if collected in full they, together with estimated collections of investment earnings and other revenues herein pledged for the payment of the Bonds, will, if collected when due, produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levies shall be irrevocable so long as any of the Bonds are outstanding and unpaid, provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61, Subdivision 3.

17. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing powers of the District shall be and are hereby irrevocably pledged. If the balance in the Debt Service Account is ever insufficient to pay all principal and interest then due on the Bonds and any other bonds payable therefrom, the deficiency shall be promptly paid out of any other funds of the District which are available for such purpose, and such other funds may be reimbursed with or without interest from the Debt Service Account when a sufficient balance is available therein.

18. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 15, 2014, obligating itself to notify the Commissioner of Education of a potential default in payment of the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of principal and interest on the Bonds. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying agent for the Bonds or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

19. Certificate of Registration and Tax Levy. The Clerk is hereby directed to file a certified copy of this resolution with the Director of Property Records and Revenue of Ramsey County, Minnesota, together with such other information as he or she shall require, and to obtain the Director of Property Records and Revenue's Certificate that the Bonds have been entered in the Director of Property Records and Revenue's Bond Register, and that the tax levy required by law has been made.

20. Negative Covenant as to Use of Proceeds and Project. The District hereby covenants not to use the proceeds of the Bonds, or to cause or permit them to be used, in such a manner as to cause the Bonds to be "private activity bonds" within the meaning of Sections 103 and 141 through 150 of the Code.

21. Investment Limitations; Rebate. The District shall comply with requirements necessary under the Code to establish and maintain the exclusion from gross income under Section 103 of the Code of the interest on the Bonds, including without limitation (1) requirements relating to temporary periods for investments, (2) limitations on amounts invested at a yield greater than the yield on the Bonds, and (3) the rebate of excess investment earnings to the United States. The District expects to satisfy the two-year expenditure exemption for gross proceeds of the Bonds as provided in Section 1.148-7(d)(1) of the Regulations.

22. Records and Certificates. The officers of the District are hereby authorized and directed to prepare and furnish to the Purchaser, and to the attorneys approving the legality of the issuance of the Bonds, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as are required to show the facts relating to the legality and marketability of the Bonds as the same appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

23. Compliance with Reimbursement Bond Regulations. The provisions of this paragraph are intended to establish and provide for the District's compliance with United States Treasury Regulations Section 1.150-2 (the "Reimbursement Regulations") applicable to the "reimbursement proceeds" of the Bonds, being those portions thereof which will be used by the District to reimburse itself for any expenditure which the District paid or will have paid prior to the closing date (a "Reimbursement Expenditure").

The District hereby certifies and/or covenants as follows:

(a) It shall not seek payment for a Reimbursement Expense from proceeds of the Bonds unless, not later than 60 days after the date of payment of a Reimbursement Expenditure, the District (or person designated to do so on behalf of the District) has made or will have made a written declaration of the District's official intent (a "Declaration") which effectively (i) states the District's reasonable expectation to reimburse itself for the payment of the Reimbursement Expenditure out of the proceeds of the Bonds; (ii) gives a general and functional description of the Projects for which the Reimbursement Expenditure is paid; and (iii) states the maximum principal amount of the Bonds expected to be issued by the District for the purpose of financing the Projects; provided, however, that no such Declaration shall necessarily have been made with respect to: (i) "preliminary expenditures" for the Projects, defined in the Reimbursement Regulations to include engineering or architectural, surveying and soil testing expenses and similar prefatory costs, which in the aggregate do not exceed 20% of the "issue price" of the Bonds, and (ii) a de minimis amount of Reimbursement Expenditures not in excess of the lesser of \$100,000 or 5% of the proceeds of the Bonds.

(b) Any such Reimbursement Expenditure shall be a capital expenditure or a cost of issuance of the Bonds or any of the other types of expenditures described in Section 1.150-2(d)(3) of the Reimbursement Regulations.

(c) The "reimbursement allocation" described in the Reimbursement Regulations for each Reimbursement Expenditure shall and will be made forthwith following (but not prior to) the issuance of the Bonds and in all events within the period ending on the date which is the later of three years after payment of the Reimbursement Expenditure or one year after the date on which the Projects to which the Reimbursement Expenditure relates is first placed in service.

(d) Each such reimbursement allocation will be made in a writing that evidences the District's use of Bond proceeds to reimburse the Reimbursement Expenditure and, if made within 30 days after the Bonds are issued, shall be treated as made on the day the Bonds are issued.

Provided, however, that the District may take action contrary to any of the foregoing covenants in this paragraph 23 upon receipt of an opinion of its Bond Counsel for the Bonds stating in effect that such action will not impair the tax-exempt status of the Bonds.

24. Defeasance. When all Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution to the registered holders of the Bonds shall, to the extent permitted by law, cease. The District may discharge its obligations with respect to any Bonds which are due on any date by irrevocably depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full; or if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Bond Registrar a sum sufficient for the payment thereof in full with interest accrued to the date

of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full, provided that notice of redemption thereof has been duly given. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a suitable banking institution qualified by law as an escrow agent for this purpose, cash or securities described in Minnesota Statutes, Section 475.67, Subdivision 8, bearing interest payable at such times and at such rates and maturing on such dates as shall be required, without regard to sale and/or reinvestment, to pay all amounts to become due thereon to maturity or, if notice of redemption as herein required has been duly provided for, to such earlier redemption date.

25. No Designation of Qualified Tax-Exempt Obligations. The Bonds have not been designated as "qualified tax-exempt obligations" within the meaning of Section 265(b)(3) of the Code.

26. Continuing Disclosure.

(a) The District is the sole obligated person with respect to the Bonds. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(1) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(2) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Bonds in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(3) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(4) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Bonds and shall be enforceable on behalf of such Holders; provided that the right to enforce the provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

(b) The Chair and Clerk of the District, or any other officer of the District authorized to act in their place, (the "Officers") are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board, subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the purchaser of the Bonds and (iii) acceptable to the Officers.

27. Severability. If any section, paragraph or provision of this resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph or provision shall not affect any of the remaining provisions of this resolution.

28. Headings. Headings in this resolution are included for convenience of reference only and are not a part hereof, and shall not limit or define the meaning of any provision hereof.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT
NUMBER 625, SAINT PAUL

I, the undersigned, being the duly qualified and acting Clerk of Independent School District Number 625, Saint Paul, DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$15,000,000 General Obligation School Building Bonds, Series 2014A of said District.

WITNESS my hand this ____ day of May, 2014.

Clerk

A Pledge by America's Great City Schools

Adopted by the
Board of Education of the Saint Paul Public Schools

Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and

Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and

Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and

Whereas, Males of Color disproportionately attend under-resourced schools; and

Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:

Be It Therefore Resolved that, the Saint Paul Public Schools (SPPS) pledges to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and

SPPS will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and

SPPS will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and

SPPS will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and

SPPS will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and

SPPS will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and

SPPS will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and

SPPS will develop initiatives and regularly report on progress in increasing the numbers of Males of Color who are ready for college, career, and post-secondary experiences.

SPPS will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and

SPPS will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents, and

Be It Further Resolved that, the Saint Paul Public Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district.

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted

Closed meetings are all at 4:00 p.m. unless otherwise noted and are in regard to updates on labor negotiations)

- June 10 – Special (Non-Renewals) – 4:00 p.m.
- June 24
- July 15
- August 19
- September 23
- October 14
- November 18
- December 9 – Closed (Superintendent Evaluation)
- December 16

Committee of the Board Meetings

(4:00 unless otherwise noted)

- June 10 – Immediately upon close of Special Board meeting.
- July 15
- September 9
- October 7
- October 21
- October 28 - Cancelled
- December 2