

**INDEPENDENT SCHOOL DISTRICT NO. 625**

**Saint Paul, Minnesota**

**COMMITTEE OF THE BOARD MEETING**

**Administration Building**

**360 Colborne Street**

**February 11, 2014**

**5:30 PM**

**A G E N D A**

**I. CALL TO ORDER**

A. Introductions

**II. AGENDA**

A. St. Paul Public Schools Foundation: Spotlight on Tutoring Partnership and  
New Lens Urban Mentoring Program

1. Introduction

2. Presentation 3

3. Discussion

4. Action (None Required)

B. Legislative Update 13

1. Introduction 16

2. Presentation

3. Discussion 20

4. Action (Acceptance of Report)

C. SY 2014-15 Calendar

1. Introduction 26

2. Presentation 29

3. Discussion 30

4. Action (Approval of Changes to the Calendar)

D. Quarterly Financial Report

1. Introduction 31

2. Presentation 32

3. Discussion 40

4. Action (Acceptance of Report) 42

E. FY 2015 Budget Guidelines

1. Introduction
2. Presentation 43
3. Discussion
4. Action (Approval of FY 15 Budget Guidelines)

F. Standing Item: Negotiations Update

G. Standing Item: SSSC 2.0 Update 44

H. Standing Item: Policy Update

I. Work Session

1. Board Check-In
2. Board Response to Media Inquiries
3. Discussion on Future Meetings & Change of Date for 10/28 COB Meeting
4. Discussion on Listening Sessions 49

**III. ADJOURNMENT**



Saint Paul Public Schools  
**FOUNDATION**

inspire. innovate. involve. invest.

*Rallying investments of time and resources to support academic success in the Saint Paul Public Schools. Visit us at [sppsfoundation.org](http://sppsfoundation.org). Like us on Facebook | Follow us on Twitter | Donate via GiveMN*

The Saint Paul Public Schools Foundation is committed to supporting student success in the Saint Paul Public Schools. We serve as a bridge to connect the wider community to our students.

## Our Program Areas

The Saint Paul Public Schools Foundation created the **Tutoring Partnership** in 2007 to leverage quality tutoring support for Saint Paul's Public School students. **Tutoring Partnership** provides high-quality and measurable support to Tutoring Partners to improve academic outcomes for our students. We provide tutor and partner trainings, recruit quality volunteer tutors (in 2013 we recruited 1,500 tutors) to work with Tutoring Partners throughout Saint Paul, and provide additional volunteer, staff and at times, financial support for specific program enhancements. The Saint Paul Public Schools encourage families to choose a Tutoring Partner for their children's out of school academic support needs.

The purpose of our **Grant Making** program is to support student success through intentional support given to teachers, schools and organizations in Saint Paul to improve student success and outcomes. Our grants have supported the innovative ideas of teachers, schools and organizations in Saint Paul.



**New Lens Urban Mentoring Society** is a cross-generational mentorship program designed to provide young black males with access and exposure to culturally congruent mentors and role models. The program utilizes a culturally responsive curriculum, coupled with the strategically planned individual and group activities designed to meet the mental, physical and social development needs of adolescents black males.

Our work changes the outcomes for children and teachers. We help make what may seem impossible, possible. By connecting the community with our schools, we help increase the support of public education.

## Inspire 2013

**6,500**

students tutored

Over

**\$1.5 million given in grants since 2007**

Over **4,000**

students benefitted from grants provided to teachers and organizations

## Invest

Partners are engaged  
Individuals give  
Funders invest

Why do we do what we do? We know that student success drives Saint Paul's success



# Saint Paul Public Schools Foundation

# Impact



## Who We Are

The Saint Paul Public Schools Foundation is a unique organization that is strategically positioned to do great things for students attending Saint Paul Public Schools. Part of being a small organization requires us to be connected, flexible, resourceful and collaborative with schools and organizations across the city. We support and partner with the District as well as local businesses, organizations, schools and programs to tackle our vision helping every student succeed.



## Innovate 2013

Tutored elementary students in our Tutoring Partnership made

**10-30% greater growth**  
in reading than those not tutored

Over **1,500** volunteer tutors in our Tutoring Partnership were trained and placed

Over \$345,000 was given in grants to support student success, schools and community organizations

**18 Tutoring Partners**

Provided quality tutoring

The mission of the Saint Paul Public Schools Foundation is to rally investments of time and resources to support academic success in the Saint Paul Public Schools.

- On track
- On track, but some issues
- Off track or major issues

Goal Areas			Performance Targets/Goals		Quarterly Status			
A. Fundraising					Q1	Q2	Q3	Q4
1.	Fund Development	a.	Raise \$201,000 from individuals.					
		b.	Raise \$45,000 from board members at 100% participation.					
		c.	Raise \$1,249,000 from corporations and foundations.					
		d.	Raise funds from individuals for 4 pilot projects in partnership with SPPS for district-wide priorities and school-based initiatives. (GiveMN/Partners in Equity; Mental Health; West Side Partnership; Murray Middle School)					
		e.	Initiate a planned giving program and secure commitments from 20 donors.					
	Marketing & Communications	a.	Develop and implement a marketing and communications plan.					
		b.	Create and launch series of events to raise awareness and raise funds.					
B. Student Success								
1.	Tutoring Partnership for Academic Excellence	a.	Provide high-quality tutoring to 6,500 students to make on average 15% greater growth in reading and 15% greater growth in math compared to similar students not tutored.					
		b.	Recruit and train 1,300 high-quality tutors.					
		c.	Provide professional development, technical assistance and tutor training for 18 Tutoring Partners to increase program quality and improve tutoring interventions for students in Saint Paul Public Schools.					
		d.	Advance work of the Tutoring Partnership within Generation Next; Increase program quality by 15% for 4 Social Innovation Fund contractors.					
		e.	Build collaborative relationships with external partners for sustaining and scaling Tutoring Partnership (e.g., Generation Next, Sprockets, Youthprise, East Side Prosperity Campaign, CNCS AmeriCorps VISTA).					
	New Lens Urban Mentoring	a.	Provide mentoring to 75 students for 2013-14 program year.					
		b.	Recruit and train 25 mentors for 2013-14.					
		c.	Expand to two new SPPS school sites (60 students and 20 mentors (10 mentors and 30 students per site for 2014-15 school year).					
		d.	Create New Lens Advisory Board; Create and implement organizational development and funding plan; Develop innovative and comprehensive tools to measure the non-cognitive development of participants.					
C. Grant Making								
1.	Grants to Teachers		Make \$75,000 in grants to teachers (Inspired Educator Grants, Enrichment Grants, Fund for Teachers). Continue to provide annual teacher grant recognition event.					
2.	Grants to Schools		Make \$200,000 in grants to support school-based and SPPS district-wide initiatives. GiveMN (Partners in Equity), Ecolab, Mn Office of Higher Ed, West Side Initiative, Murray, mental health initiative.					
3.	Grants to Organizations		Make \$200,000 in grants to Academic Intervention grantees; assist grantees with program quality implementation (funded by Travelers).					
D. Organizational Development								
1.	Race Equity Initiative		Board and staff will plan and implement race equity work for SPPS Foundation.					
2.	Staff Development		All Foundation staff will be supported in identifying and fulfilling annual professional development goals.					
3.	Board Development		Increase engagement of Board in Foundation work to become a premier fundraising organization.					



# New Lens Urban Mentoring

101 East Fifth Street, Suite 2400  
Saint Paul, MN 55101

## About Us:

New Lens Urban Mentoring Society is a partnership between Saint Paul Public Schools, the Saint Paul Public Schools Foundation and Smaller Concepts. The purpose of this collaboration is to provide high-quality, culturally congruent mentoring services for African American males attending the Saint Paul Public Schools.

## Our Mentors:

New Lens mentors are among the brightest African American male college students and young education professionals between the ages of 23-35. These men are our future leaders in politics, business, education and activism.

## Current Partners

The Historic Sterling Club, Mentoring Partnership of Minnesota, The Search Institute, The University of Minnesota, EJ Henderson Foundation, Bwana Archery, Eastside Judo Club and The YMCA.

2013-14

## Participants

- 75 students
- 25 mentors

## Sites Served

- Battle Creek
- Farnsworth
- Hazel Park

## Program Activities

- Archery
- Wellness and Fitness
- Judo
- Mountain Biking
- African American Studies
- Dinner and a Movie

All activities take place on Saturdays from 8-12, except "Dinner and a Movie nights" which happen every 3<sup>rd</sup> Friday

## The Need For New Lens:

New Lens helps students develop the vital social-emotional skills proven to impact overall quality of life, including but not limited to academic success and an improved ability to handle challenging social situations. ***High-quality, culturally congruent mentoring improves persistence, engagement in learning, self-regulation, self-confidence and self-discipline, while eliminating the internalized perception of racial inferiority.*** These skills are essential to overall quality of life improvement.



Gayle Smaller | Executive Director | 651.325.4288 | [gayle.smaller@newlensmentoring.org](mailto:gayle.smaller@newlensmentoring.org)

## Tutoring Partnership Overview

The Tutoring Partnership is a collaborative of 18 community-based organizations that provide intentional academic interventions to students in Saint Paul. An extensive national literature review confirms that high-quality tutoring significantly increases student achievement in reading and math. However, positive student outcomes are only possible when programs are high quality. As a result, the goal of the Tutoring Partnership is to improve program quality through research-based professional development, technical assistance and tutor training.

Through the **Social Innovation Fund subgrant**, the Foundation will be able to implement its current Tutoring Partnership model with 14 organizations, in addition to a new, more intense strategy with four organizations. The new, enhanced Tutoring Partnership model will increase the intensity and depth of support for four organizations who will also receive supplemental funds. We hypothesize that the more intense, individualized support will result in a greater increase in program quality and consequently, greater acceleration of student achievement.

### Tutoring Partnership 2013—2014

- ✓ 38.5 hours of professional development provided to staff in fall 2013
- ✓ 43.5 hours of training provided to tutors in fall 2013
- ✓ 88 hours of technical assistance provided to programs in fall 2013
- ✓ 66 tutors recruited for programs in fall 2013

18 Tutoring Partners	AIMSweb Project	Quality Project	SIF Contractor	Cultural Competency Online Training*	Academic Quality Assessment*
1. ACES		✓	✓		
2. Breakthrough Twin Cities					
3. Building Blocks Tutorial		✓			
4. Central Community Services		✓			
5. CommonBond Communities	✓	✓	✓		
6. East Side Learning Center	✓	✓			
7. Hmong American Partnership		✓			
8. Keystone Community Services					
9. Neighborhood House		✓			
10. Project for Pride in Living, Inc.	✓	✓	✓		
11. Project SPIRIT		✓			
12. Rock Star Supply Co.					
13. Saint Paul Public Libraries		✓			
14. The Sanneh Foundation					
15. ServeMinnesota Action Network					
16. Twin Cities Development Corporation		✓			
17. Volunteers of America	✓	✓	✓		
18. West 7 <sup>th</sup> Community Center	✓	✓			
*2014 Launch			Assess, Plan, Improve...		

## Project Detail

### Quality Improvement Project

The purpose of this project is to increase the quality of tutoring by creating a process of continuous improvement that focuses on programming at the point of service, i.e., the interaction between students and tutors. The Youth Program Quality Assessment (YPQA) is an observational tool specifically designed to capture the quality of programming at the point of service. By measuring program quality with the YPQA, staff can identify specific strengths and areas of improvement. This allows the Foundation to provide targeted support to programs. Foundation staff have been trained and certified as external assessors using the YPQA and as program quality trainers. Currently, 13 Tutoring Partners are participating in the quality improvement project.

### Academic Intervention Quality Assessment Project

The Foundation secured \$40,000 from Youthprise for a project to improve and validate the academic supplement of the Youth Program Quality Assessment (YPQA). The YPQA is a research-based tool developed and owned by the Weikart Center for Youth Program Quality that measures the quality of youth programs and provides actionable data for staff to use for improvement. In partnership with the Weikart Center, the Foundation will undertake a project to develop and field test a tool specific to tutoring. The project will result in a robust assessment that measures and improves the quality of academic interventions. In addition, we will create training for staff to learn how to use the tool. The Foundation is excited about the national exposure of the project and the wide-scale impact it will have on the out-of-school time field. The tool and training will be available to programs across the Twin Cities and the nation.

### AIMSweb Assessment Project

AIMSweb is a research-based assessment tool that measures and tracks student progress over time in reading and math. In addition to demonstrating tangible improvements, AIMSweb helps programs deliver more effective and efficient academic supports. Through a competitive application process, the Foundation has selected a group of five Tutoring Partners to receive funding, professional development and technical assistance to implement AIMSweb assessments, which will allow them to individualize and tailor tutoring to student needs. The Foundation's Research & Evaluation Manager is trained as a certified Local AIMSweb Manager (LAM) who oversees the AIMSweb online system and provides training and support to programs. Funding for this project is provided by Comcast.

### Cultural Competency Online Training Project

Cultural competency is one of the *Best Practices for Tutoring Programs* and a top priority for the Tutoring Partnership. With a \$10,000 Management Improvement Fund grant from The Saint Paul Foundation, the Tutoring Partnership is developing an interactive digital training on cultural competency for tutoring programs. The training, which will be developed in partnership with Phyllis Braxton of PINK Consulting LLC, will benefit the staff and tutors of 18 Tutoring Partners serving over 6,500 students in Saint Paul. The digital training will increase our organizational capacity by providing a training that can be completed by all current and future staff and tutors, ensuring a sustainable baseline level of cultural proficiency in programs that serve youth.

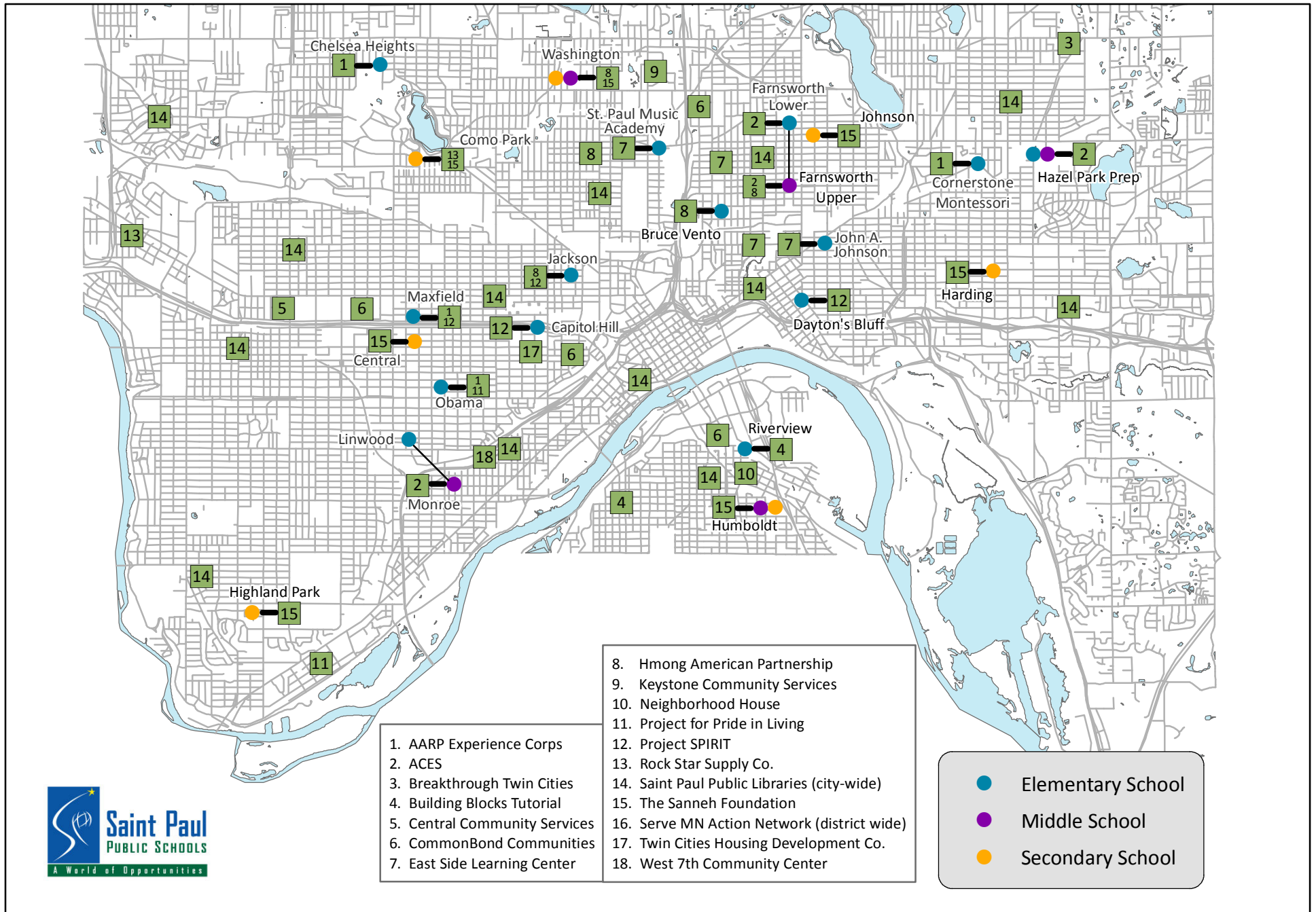
### Social Innovation Fund Evaluation

Through the Social Innovation Fund subgrant, the Foundation is able to enhance its evaluation efforts and learn more about the impact of the Tutoring Partnership on academic and program quality outcomes. In the past, Tutoring Partnership evaluations have examined the impact of tutoring by comparing similar tutored and non-tutored students and their performance on standardized tests. With the Social Innovation Fund evaluation, we will not only measure the impact of tutoring on student achievement, but also the impact of participation in the Tutoring Partnership on student achievement. The evaluation will compare Tutoring Partner outcomes in Minneapolis, where the Tutoring Partnership does not currently exist, to Tutoring Partner outcomes in Saint Paul. This more comprehensive analysis will demonstrate the effect of the professional development, technical assistance and tutor training we provide while giving us key insight into the mechanisms for quality improvement.



# Tutoring Partnership Spring 2014

6



**DASHBOARD: ACCELERATED GROWTH OVER 5 YEARS**

Tutoring Partnership Outputs	2007-2008	2012-2013
# Students	503	6,672
# Tutors	150	1,559
# Tutoring Partners	6	19
# Hours of PD	3	40
# Hours of Tutor Training	5	60
# Staff	0.5 FTE	2.0 FTE
# VISTAs	1.0 FTE	2.0 FTE

**NEED FOR TUTORING PARTNERSHIP**

**Need for increased program quality and best practice standards** → Research shows that program quality is directly linked to increasing student outcomes.

**Need for recognized expertise** → The Foundation increases program quality through professional development and technical assistance focused on:

- Tutoring Partnership Requirements and *Best Practices for Tutoring Programs* (publication © 2011)
- Youth Program Quality Assessment (3 staff national certification in YPQA)
- Assessments to measure academic and non-academic outcomes (AIMSweb and SAYO)
- External evaluation with SPPS REA and external evaluator (Child Trends) to measure impact of tutoring and tutoring program quality.

**Need for targeted interventions** → Tutoring is reaching the most at-risk students (2012-2013 student population):

- 86% free/reduced price lunch
- 44% English language learners
- 86% students of color (38% African American, 31% Asian American, 15% Latino and 2% American Indian)

**TUTORING PARTNERSHIP IMPACT**

Three years of rigorous evaluations show that students in grades K-5 who receive literacy tutoring make 10-30% greater growth in reading compared to similar students not receiving tutoring. Students in grades 6-8 receiving tutoring are more likely to reach math proficiency compared to similar students not receiving tutoring.

**Results for 2011-2012:**

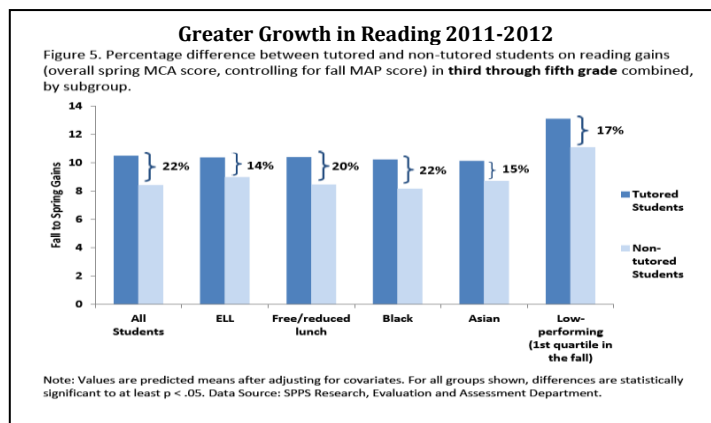
- Kindergartners receiving literacy tutoring made 15% greater growth in print concepts.
- 3<sup>rd</sup> graders receiving literacy tutoring made 22% greater growth in reading.
- 1<sup>st</sup> through 3<sup>rd</sup> graders receiving literacy tutoring made 10% greater growth in reading.
- 3<sup>rd</sup> through 5<sup>th</sup> graders receiving literacy tutoring made 22% greater growth in reading.
- 6<sup>th</sup> through 8<sup>th</sup> graders receiving math tutoring were 16% more likely to reach math proficiency.

**Results for 2010-2011:**

- 2nd graders receiving literacy tutoring made 30% greater growth in reading.
- 3rd graders receiving literacy tutoring made 22% greater growth in reading.
- 3rd graders receiving math tutoring made 9% greater growth in math; 13% for lower-performing students.

**Results for 2009-2010:**

- 3rd graders receiving literacy tutoring made 22% greater growth in reading.
- 3rd grade English learners receiving literacy tutoring made 27% greater growth in reading.
- Low-income 2<sup>nd</sup> graders receiving literacy tutoring made 22% greater growth in reading.
- 2<sup>nd</sup> grade English learners receiving literacy tutoring made 21% greater growth in reading.
- Kindergarten English learners receiving literacy tutoring made 24% greater growth in reading.
- Low-income kindergartners receiving literacy tutoring made 27% greater growth in reading.



## Tutoring Partnership Evaluation Framework

Level	Tool		What It Measures	Data Collection Method
<b>Tutoring Partnership</b>	Tutoring Partnership Survey		Support, benefits, etc.	Survey Monkey
	Tutor training evaluations		Quality of tutor trainings	Surveys at end of training
	Professional development workshop evaluations		Quality of professional development workshops	Surveys at end of workshop
	Tutor surveys		Tutor support, recruitment, training	Survey Monkey
<b>Tutoring Partners</b>	Youth Program Quality Assessment (YPQA)		Program quality at point of service	External observational assessments and self-assessments
	Best Practice Self-Assessment		Implementation of Best Practices for Tutoring Programs	Survey Monkey
	Program report cards		Demographics, aggregate growth, aggregate proficiency	SPPS data
	Program profiles		Tutoring program model and intervention type	Fillable form
	Site visits		Technical assistance needs	Interview and observation
	Tutor surveys		Program support and management of tutors	Survey Monkey
	Dosage overview		Participation, frequency and duration	Program data (Sprockets database, Excel, etc.)
<b>Students</b>	Academic Outcomes	MCA	Proficiency in reading and math	SPPS data
		MAP	Growth in reading and math from fall to spring	SPPS data
		AIMSweb (or similar assessment)	Growth from fall to spring and benchmarks in reading and math	Pre- and post-assessments given by program staff; tracked in AIMSweb online system
		Mondo	Growth from fall to spring and benchmarks in literacy	SPPS data
	Non-Academic Outcomes	SAYO	Non-cognitive/social-emotional skills	Pre- and post-surveys given by program staff
		Student surveys	Non-cognitive/social-emotional skills	Pre- and post-surveys given by program staff

## SPPS FOUNDATION GRANT MAKING DASHBOARD 2013

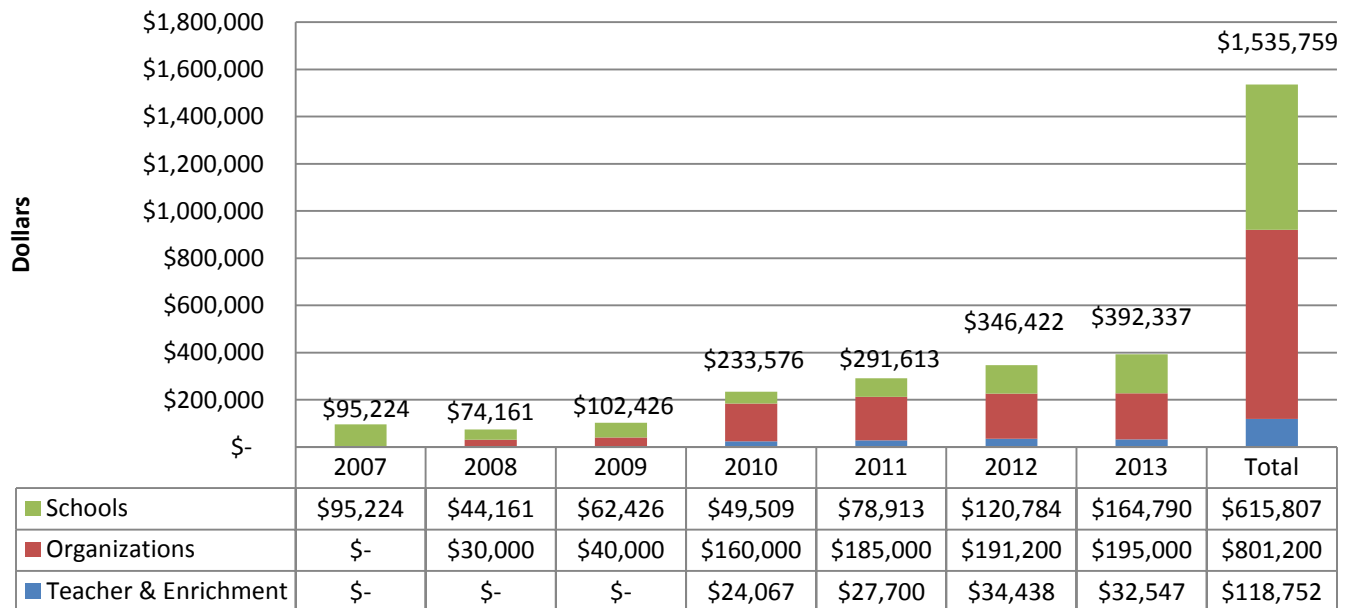


**GRANT MAKING PROGRAM PURPOSE:** *To support student success through intentional grant-making to teachers, schools and organizations in Saint Paul.*

### GRANT MAKING PROGRAM SUMMARY FOR 2013:

Grants To	Supported By	Goals & Accomplishments 2013
<b>Teachers</b>	<ul style="list-style-type: none"> <li>© Inspired Educator Grants (general operation funds)</li> <li>© Enrichment Grants in partnership with SPPS Community Education</li> <li>© Individual donations</li> </ul>	<p>Goals:</p> <ul style="list-style-type: none"> <li>© Make \$26,000 for 12 Inspired Educator Grants grants to teachers.</li> <li>© Implement a grantee support and recognition plan</li> </ul> <p><b>Results 2013:</b></p> <ul style="list-style-type: none"> <li>© <b>Awarded \$26,347 for 11 Inspired Educator Grants</b></li> <li>© <b>Awarded \$6,200 Enrichment grants</b></li> <li>© <b>Hosted GEM event in May to recognize teachers (75+ attending)</b></li> <li>© <b>Provided \$475 for teacher professional development</b></li> <li>© <b>Grants impacted over 2,500 students</b></li> </ul>
<b>Schools</b>	<ul style="list-style-type: none"> <li>© Corporate partner funding (Ecolab, Health Partners, Minnesota Office of Higher Education)</li> <li>© Individual donations</li> </ul>	<p>Goal:</p> <ul style="list-style-type: none"> <li>© Provide \$85K in resources to support SPPS including implementation of the <i>Strong Schools, Strong Communities</i> strategic plan</li> </ul> <p><b>Results 2013:</b></p> <ul style="list-style-type: none"> <li>© <b>Awarded \$164,790 for events/programs including paid tutoring at Humboldt and Washington, yumPower by Health Partners, State of District event, and GiveMN schools</b></li> </ul>
<b>Organizations</b>	<ul style="list-style-type: none"> <li>© Academic Intervention Grants→ Travelers</li> <li>© Mini-grants for Parents as Partners (RKMC)</li> </ul>	<p>Goal:</p> <ul style="list-style-type: none"> <li>© Make \$185,000 in grants to Academic Intervention grantees (funded by Travelers); assist grantees with program quality implementation</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>© <b>Awarded \$185,000 to 9 Academic Intervention grantee Tutoring Partners</b></li> <li>© <b>Awarded \$10,000 in minigrants to two Tutoring Partners for Parents as Partners</b></li> </ul>

### SPPS Foundation Grantmaking 2007 to Present



DATE: February 6, 2014

TO: Board of Education Directors  
Valeria Silva, Superintendent  
District Staff

FROM: Mary Gilbert

RE: Legislative Update for COB

The last two updates included information regarding a number of reports and task force/work groups that were required as a result of legislative action last session. Rather than reiterate all the information provided earlier, the following will be reviewed.

The update will include:

**Pension Merger Study**

Requested Action: Support long-term funding strategy to address St. Paul Teacher Pension fund deficiency. Proposals must be consistent with Minneapolis merger regarding treatment of the district, employees and taxpayers.

**Standard Adult High School Diploma**

St. Paul is part of the ABE consortium that authorized the study. This will provide options for adult learners—and those that age out (turn 21) prior to receiving a diploma.

**Teacher Licensure**

Recommendations are consistent with our legislative agenda that eliminate high stakes tests. The recommendation continues to require passing tests in pedagogy and content areas. Requires board to assure that candidates, prior to completion of a program are proficient in reading, writing and math.

**Special Education Case Load**

Last meeting canceled due to the cold. Meeting next week. Support efforts to streamline and reduce paperwork.

**Career Pathways and Technical Education**

Last meeting canceled due to cold. Scheduled to meet next week.

**Integration Rule**

Michelle Walker is serving on this task force. Commit to rule that provides for integration/choice programs and closing achievement that is consistent with SSSC 2.0.

**Facilities Study**

Simplifications provisions are included in legislative agenda. The fiscal note for the bulk of these proposals will likely push this proposal to budget year.

### **Bullying Bill**

Staff have reviewed and made recommendations on most current version. Areas of concern include: definition, reporting threshold, requirements for volunteers and changes related to IEP's and 504 plans. SPPS recommendations were nearly identical to MPS. Amendments are currently being reviewed and upon completion we will meet with the authors.

### **Minnesota Department of Health (MDH) Releases Health Disparities Report**

**<http://www.health.state.mn.us/divs/chs/healthequity/aheexecutivesummary.pdf>**

The most recent report from MDH highlights the predictable nature of health disparities among the groups that experience the greatest inequities in the social and economic conditions. "A key decision made in the Advancing Health Equity effort was to be explicit about race and structural racism, especially the relationship of race to the structural inequities that contribute to health disparities. Like education, even when outcomes related to income, gender, sexual orientation, and geography were analyzed by race/ethnicity, great inequities are evident for American Indians, African American and persons of Hispanic/Latino and Asian descent."

### **PreK Bills**

As reported earlier, two bills have been introduced to provide additional funding for PreK. One bill expands scholarships under current law and lifts the dollar cap. The other establishes a program that allows districts to collect general education for students served.



DATE: February 7, 2014

TO: Board of Education Directors  
Valeria Silva, Superintendent  
District Staff  
St. Paul Delegation Members

FROM: Mary Gilbert

**AMSD –Legislative Preview**

AMSD Legislative Preview Breakfast was held this morning with a nice representation member district board members, administrators and legislators. The presentations and AMSD legislative Agenda and materials are available at the <http://www.amsd.org/lp2014>

The link to the AMSD legislative agenda is below.

<http://www.amsd.org/wp-content/uploads/2014/01/2014-AMSD-Legislative-Platform.pdf>

**Superintendent and Mayor Coleman to Testify At Up Coming Committee Meetings**

Senator Education Finance is holding a meeting on Closing the Achievement Gap on Tuesday at 9am in room 123 of the State Capitol. The Superintendent and Mayor will be testifying together regarding the work that St. Paul is doing to close the achievement gap. Testimony will also be taken from Minneapolis Schools, Mayor Hodges staff and others.

The Superintendent and district have also been asked provide testimony to a joint Senate/House Education Policy Committee on serving ELL learners in St. Paul and some of the lessons learned in providing high quality service.

**Committee Deadlines**

House and Senate leaders have set a pretty aggressive time line for committee deadlines:  
1<sup>st</sup> deadline – March 21 – a bill must pass through all of the necessary policy committees in either the House or the Senate

2<sup>nd</sup> deadline – March 28 – this is the deadline for all policy committees to act favorably on a bill that met the first deadline in the other body

3<sup>rd</sup> deadline – April 4 – this is the fiscal deadline – the House Ways and Means Committee and the Senate Finance Committee pass major appropriation and finance bills by this date

**Date:** January 16, 2014

**TO:** Board of Education Directors  
Valeria Silva, Superintendent of Schools  
District Staff  
Saint Paul Delegation

**FROM:** Mary Gilbert, Legislative Liaison

**RE:** Legislative Update

It was a busy week at the Capitol—both State and Federal. Governor Dayton released his recommendations for a \$986 million bonding bill; nearly 300 bills were pre-filed in the House in anticipation of the upcoming session; and the House and Senate sent a \$1.1 trillion appropriation bills to President Obama to prevent another shut down until at least October 1 and eased some of the sequester cuts. In addition, the facilities work group completed its work.

**Bonding Bill --\$986 million**

The Governor proposes \$126 million for the Capitol renovation; \$233 million in higher education, (which includes a new science education center at Metro State); \$1.5 million at Saint Paul College (for Culinary Arts); \$79 million for road and bridge infrastructure (including \$2 million for safe routes to school for children walking or biking); \$40 million Housing Infrastructure Bonding; and \$10 million for Public Housing Restorations. Saint Paul projects include: Children's Museum, Como Regional Park for transportation and access improvements, and Palace Theater. A Ramsey County project for the Twin Cities Army Ammunition Plant site received \$29 million. Red Lake School was earmarked for \$13.5 million in improvements and the State Academy for the Deaf and Blind received \$12.654 million for a new dormitory and asset preservation and Perpich Center for the Arts \$2.76 million for asset preservations and restroom renovation.

Majority House and Senate Democrats will need to find eight House Republicans and four Senate Republicans to pass a bonding bill, if they don't have any defections in their own ranks to pass a bonding bill, as it requires a supermajority.

**Bill Introductions of Note**

- **Increasing Safe School School Revenue to \$56.** –Rep. Newton (HF 1917)
- **Repealing Achievement and Integration Revenue;** allocate revenue to the general education formula. – Rep. Newton (HF1918)
- **Repealing QComp Revenue;** allocate revenue to the General education formula – Rep. Newton (HF1920)
- **Repeals Non-Public Pupil Aid.** –Rep. Newton (HF 1923)
- **Increasing State Aid for Breakfast Program** for fully paid breakfasts to \$1.30 and requires breakfast at no charge - (HF 1922)
- **Universal Pre-K bill,** Rep. Erin Murphy - (HF 1882)

- **Establishing a prohibition against placing students with ineffective teachers** - Rep. S. Erickson, (HF1935)
- **Authorizing a reverse referendum for board-approved referendum revenue authority and for location equity revenue** - Woodard (1936)
- **Ensuring nontraditional instructional program choices**; modifying students' personal learning plans- Bly (HF1945)
- **Requiring school districts to provide aquatics instruction** - Rep. Clark (HF2113)
- **Expansion of early childhood scholarships** - Rep. Winkler (HF 1880)
- **Requiring school-to-counselor ratio** at national average - Rep. Moran (HF 2130)
- **Recognizing students' proficiency in languages in addition to English** - Rep. Norton (HF 2004)
- **Allowing high school students with disabilities to transfer between schools without affecting their eligibility for varsity competition** - Rep. Dettmer (HF 2012)

#### **Facilities Working Group Draft Report amended and approved**

The MDE Facilities Working Group that was established in the 2013 omnibus bill wrapped up their work. The full report will be posted soon at School Facilities Financing Working Group

Saint Paul's local bonding and installment purchase contract authority were maintained under the recommendations as well as other important grandfather state aid for alternative bonding. Further, the recommendation includes some of the provisions in our legislative agenda related to simplifying administration of this program.

**Recommendation 1:** Consolidating three facilities-related formulas (Deferred Maintenance; Health and Safety and Alternative facilities) into a single new "Long-Term Maintenance revenue" formula.

- The new formula is extended to all districts statewide, while preserving the authority and aid associated with districts like SPPS who had long participated in similar programs.
- Most importantly, a key provision "grand-fathers" in SPPS Alternative facilities aid – a \$22 million biennial aid payment associated with a deal to buffer property tax shifts onto homestead property during the business property class rate reductions of the early 1990's for several districts including Saint Paul. This aid formula comes under routine attack at the legislature.
- The new formula increases revenue by \$54 million in FY17, \$98.2 M in FY18 and \$149M in FY19.

**Recommendation 2:** Improve the Debt Service Equalization Formula to provide additional state property tax relief for school district capital expenditures.

- SPPS does not currently qualify for debt service equalization.

- Under the recommendations, SPPS would qualify for new debt service equalization aid.
- When fully phased in (three years), state paid debt service equalization aid would increase by \$65.8 million per year.

**Recommendation 3:** Equalize the Capital Projects referendum levy. Not clear how this will impact us.

**Recommendation 4:** Establish a new facilities improvement revenue program to replace the current building lease levy.

- Expand allowable uses from leases to include safety and security, remodeling, and instructional additions.
- Set the allowance at \$180 per APU (Adjusted Pupil Unit) for 2017.
- Funded with an equalized levy for a revenue increase of \$98 million comprised of \$50M in levy and \$48 million in state aid.

**Recommendation 5:** Increase the Operating Capital allowance and index for inflation.

- Represents a \$32M increase in operating capital allowance to offset a portion of the loss in buying power due to inflation.
- Indexed to CPI beginning in FY2018.
- New formula has increased equalization (lower property tax burdens) and increased revenue.

**Recommendation 6:** Enhanced debt service equalization to address unique needs.

- FEMA disasters; consolidations, high debt service cost districts..

**Recommendation 7:** Streamline the Review and Comment Process.

- Increase the threshold trigger from \$1.4 M to \$2 M.
- Eliminate the need for review and comment on projects funded with long-term maintenance revenues, facilities improvement revenue, and operating capital revenue.

### **Congress Votes on Budget Deal**

While December's budget deal provided enough money for appropriators to fill up the holes caused by the sequester, there was a hard push from the Administration and Senator Harkin (chair of the Senate Education Appropriations Subcommittee) to provide new money for early childhood. As a result, the key education programs were only partially restored to their pre-sequester level (like Title I and IDEA), while most others received no increases and were left at their post-sequester amount.

The House and Senate passed the Consolidated Appropriations Act, an omnibus spending bill which provides funding for federal programs in FY 2014. The omnibus bill adheres to the compromise funding levels agreed to last month in the Bipartisan Budget Act of 2013.

Listed below are the funding level details for selected education programs, and a comparison of the amount those programs lost in FY 2013 and the change in the FY 2014 omnibus. The FY 2014 omnibus bill provides \$1.6 billion more for the Department of Education over last year, an overall increase for the agency, but still less than the \$2.4 billion cut that education programs received in FY 2013 due to the sequester. As you can see in the table, the fate of individual programs differed in the omnibus, as some programs received increases bringing them closer to their pre-sequester funding levels, while many others received no increase, remaining at their post-sequester amount.

The two largest K-12 programs – Title I and IDEA Part B – were increased in the omnibus, although neither were restored to their pre-sequester funding levels. Title I lost \$750 million due to the FY 2013 sequestration, and received a \$625 million increase in the FY 2014 omnibus.

- IDEA Part B lost \$603 million in sequestration, and was increased by \$498 million in the omnibus.
- Title III for English Language Learners received a \$30 million increase in the omnibus, compared to the \$38 million lost due to the sequester.
- The Perkins grants for career and technical education received a \$53 million increase, compared to the \$59 million lost in sequestration.
- Title II for Teacher Quality fared the worst of the major K-12 programs, as it received an additional \$12 million in the FY2014 omnibus, compared to the \$129 million lost in sequestration.
- Early childhood education programs, a primary interest of the Administration, fared well in the omnibus deal. Appropriators provided \$250 million for the Race to the Top program, with instructions that funds may be used for competitive awards to States to develop, enhance, or expand high-quality preschool programs and early childhood education programs.
- The Department of Health and Human Services received a \$1 billion increase for Head Start programs, filling in the \$395 million lost due to sequestration, and providing an additional \$500 million earmarked for Early Head Start (EHS) and EHS-Child Care Partnerships.

**Reform Groups Weighing In--Student's First Give Minnesota a D.** To view full report click on the link or view the (Full Report)

**The Minnesota Chamber Education** Event Features Michelle Rhee of StudentsFirst and Katy Haycock, president of Education Trust. The link provides details of the event and speakers.

**DATE:** January 30, 2014

**TO:** Board of Education Directors  
Valeria Silva, Superintendent of Schools  
District Staff  
Saint Paul Delegation Members

**FROM:** Mary Gilbert

**RE:** Legislative Update

**Pension Commission**—The commission met this week and heard the final report of the merger study that was required by the legislature. As reported earlier, TRA is willing to merge the funds under the condition that there would be a plan for 100% funding. The actuarial cost of merging the Saint Paul Teacher Retirement Fund is now estimated at \$46.4 million for 24 years. This is less than the \$60.7 million that was reported in the initial actuarial estimate. The methodology in the final report assumed continuation of ongoing state and local aid, contributions that exceed what TRA, future statutory increases under current law, as well as the other retirement changes included in the pension bill last session. It also includes the change in COLA from 1% to 2%, so the benefit set would be the same. It does not include the \$7 million dollars that the state appropriated, as that amount was not included in the base and was for only two years.

The Saint Paul Pension Board has voted to remain separate and lobby to continue the \$7 million state appropriation. In addition, the board will shift a portion of its investment to TRA to manage it, which will reduce investment costs and also move to a fixed amortization. Duluth has voted to merge and is seeking the \$14.7 million necessary for the merger.

Action regarding the unfunded liability is critical, as the bond rating agencies are now including outstanding pension obligations when doing their analysis.

PERA also testified that they are planning on a .25% increase for both employee and employer contributions to address their underfunding, effective July 1, 2014. They have proposed legislation that would change the date of authorized increases to the calendar year after meeting with cities and counties, so they can plan their budget accordingly. PERA has authority in current law to change the contribution rates without seeking approval of the legislature under certain conditions. This increase will either be effective July 1, 2014, or January 1, 2015, if the legislature changes the current statute related to their authority.

**Task Force Meetings**--Several of the MDE Working Groups/Task Forces are nearing completion.

**Standard Adult High School Diploma Task Force** – The draft report is available here: <http://education.state.mn.us/MDE/Welcome/AdvBCT/SchFacFinanWorkGroup/index.ht>



The recommendations include:

- Statute change rather than rulemaking to develop diploma for students no longer eligible to attend K-12.
- MDE establish specific requirements and develop a process for application approval, including means to assure effective instruction; and criteria based on quality, scope and reasonableness when evaluating applications from ABE consortia. Competencies will align to state standards pertinent to adult learners and their needs.
- Only state-designated ABE consortia should be able to develop Standard Adult Diploma Programs as part of their comprehensive ABE program, detailing these in applications to the Minnesota Department of Education.
- Authority to operate a Standard Adult Diploma Program should be contingent upon successful completion of application and operational requirements established by the Commissioner and as identified in policy and is good for five years.
- Standard Adult Diploma Programs should be required to submit evaluative and longitudinal data to the Minnesota Department of Education annually as part of the Adult Basic Education application.
- Student advising prior to admission and ongoing throughout the program and a final advising session to ensure completion of competencies and requirements and provide assistance with their transition to postsecondary education, training and/or careers.
- Competencies, skills and knowledge requirements should be established in the following areas:
  - Language arts, which includes reading, writing speaking and listening.
  - Mathematics.
  - Career development and employability skills.
  - Other areas, like social studies and science, based on specific educational and career goals as identified in individual student learning plans.
- Allow standard adult high school diploma program students to demonstrate completion of the requirements in a variety of ways and at a minimum allow local programs to include:
  - Verification of prior experiences, such as K-12 classes, postsecondary courses, ABE instruction, and other approved experiences that are demonstrated to align with the competency domains.
  - Verified knowledge and skills measured by an approved standardized assessment for high schools, secondary credentials, ABE programs and/or postsecondary entrance exams.

- ABE instruction and course completion.
- Applied learning through contextualized projects and other approved methods.
- Progress in enrolled approved programs must be portable.
- Approved programs must have a format for maintaining and transferring adult student.
- The Commissioner should establish an advisory committee of state and local ABE practitioners and leaders to provide guidance on standard adult high school diploma policies, review local programs and program applications, and help develop accountability measures to ensure high- quality standards and implementation are maintained on an ongoing basis.
- The Department should immediately convene a working group to develop a detailed implementation plan for the standard adult high school diploma program. Specifically, the working group should more clearly articulate competency domain criteria, processes for verifying competency completion and other implementation process needs.

**Teacher Licensure Task Force** –The draft final report is available here:

<http://education.state.mn.us/MDE/Welcome/AdvBCT/TeachLicenTaskForce/index.html>

The recommendations include: repealing Minnesota Statute 122A.09 Sub part b that requires a teacher candidate to pass a skills examination in reading, writing and mathematics. These three subtests have been commonly referred to as the “basic skills” test. The task force supports the continuation of the requirement that a teacher candidate pass examinations in pedagogy and content areas as approved by the Board.

Board of Teaching (BOT) develop requirements as part of its approval process for teacher preparation programs that include assurances that prior to graduation and upon successful completion of an accredited teacher preparation program, teacher candidates are proficient in reading, writing and mathematics at a college entrance level.

Teacher candidates who do not graduate from a Board-approved teacher preparation program must demonstrate proficiency in reading, writing and mathematics at a college entrance level and may do so in one of the following ways: portfolio, other nationally-normed tests, coursework or licensure from another state, credit for teaching in other states/countries, or other alternative (non-test) pathways.

**Special Education Caseloads Task Force** –The task force meeting scheduled this week was canceled due to the weather. It met last week and is making progress on updating the rules to conform with federal changes, exploring paperwork reduction, and identifying other areas for possible reform. Issues still on the table include a definition of case-load and requirements by districts regarding policies or guidelines for students who are in special education less than 60% of the day. Changes for care and treatment will not be included in these recommendations. More information can be found here:

<http://education.state.mn.us/MDE/Welcome/AdvBCT/SpecEdCaseLoadsTaskForce/index.html>.

**Career Pathways and Technical Education Advisory Task Force** - The task force discussed subgroup recommendations at its last meeting and will continue the discussion at its next meeting.

Recommendations include: The definition “Career (Workforce) and College Readiness” means that a high school graduate has the knowledge, skills and competencies to successfully embark on a career-track for an employment position and can successfully pursue any post-secondary education opportunity, whether it be a degree, a diploma or a certificate, including the ability to successfully complete credit-bearing coursework at a two-year and four-year college or university.”

Other recommendations include expanding career guidance, expanding information on career and employment trends, expanding course offerings that include career exploration and other on-the-job training, smoothing student transitions, and providing more opportunities for students to gain knowledge and experience in relation to career fields.

Meeting materials can be found here:

<http://education.state.mn.us/MDE/Welcome/AdvBCT/CareerPathTechEducTaskForce/index.html>.

### **Integration Rule and Statute Alignment Work Group**

Michelle Walker is representing Saint Paul on this work group charged with making recommendations to rewrite the rule. Changes are necessary to align the rule with the new integration statute. The task force has met three times and is working through a number of issues, as the integration statute allows for plans that include both integration activities and closing the achievement gap. The rule must address: definitions; districts required to file a plan, exceptions such as ELL or language programs or cultural academies, charter schools, and the future role of collaboratives. Members have expressed widely varying experiences with collaboratives, with some citing frustration and challenges and others highlighting positive programs and opportunities for students. The next meeting is scheduled for February 3 at 12:30 p.m. at the MDE. Meeting materials and information can be found here:

<http://education.state.mn.us/MDE/Welcome/AdvBCT/IntegrationRuleandStatuteAlignmentWorkGroup/index.htm>.

**School Facilities Financing Work Group** –The final draft of recommendations include several changes:

- Consolidating three facilities-related formulas (Deferred Maintenance; Health and Safety and Alternative facilities) into a single new “Long-Term Maintenance Revenue” formula.
- Improve the Debt Service Equalization Formula to provide additional state property tax relief for school district capital expenditures. When fully phased in (three years), state paid debt service equalization aid would increase by \$65.8 million per year.

- Equalize the Capital Projects referendum levy.
- Establish a new facilities improvement revenue program to replace the current building lease levy.
- Expand allowable uses from leases to include safety and security, remodeling, and instructional additions. Set the allowance at \$180 per APU (Adjusted Pupil Unit) for 2017.
- Increase the Operating Capital allowance and index for inflation.
- Enhanced debt service equalization to address unique needs, like FEMA disasters; consolidations, and high debt service cost districts; streamline the Review and Comment Process; increase the threshold trigger from \$1.4 M to \$2 M; eliminate the need for review and comment on projects funded with long-term maintenance revenues, facilities improvement revenue, and operating capital revenue. More information can be found at: <http://education.state.mn.us/MDE/Welcome/AdvBCT/SchFacFinanWorkGroup/index.html>

**Landfill Bill (HF 947)** - A bill that prohibits construction of a new school within a quarter-mile of a former landfill, unless the Pollution Control Agency (PCA) determines the land meets standards used for residential construction. Also provides annual notification of staff and parents. There are a number of schools in Saint Paul that are within a quarter of a mile of a land fill; however, most of them are charter schools. Battle Creek and L'Etoile Du Nord Elementary have been identified by the PCA.

**JPTAC Meeting** - The city, county and school district presented their capital facilities plan that will be used to put together the joint debt book that will be presented at the June meeting. Springsted also reviewed the most recent changes by the rating agencies. The district's presentation and the Springsted presentations are attached.

### **Upcoming Meetings**

Saint Paul was asked to testify at the Joint Education Policy Committee meeting on February 18 regarding our ELL programs. House and Senate committee staff visited Frost Lake Elementary School and met with the principal and staff and visited several classrooms.

**PreK Bills Introduced** –As reported last week, two bills have been introduced to fund PreK programs.

**Expansion of early childhood scholarships** - Rep. Winkler (HF 1880) Removes the \$5000 cap on scholarships and increases the appropriation by \$20 million to \$43 million and then doubles the appropriation beginning in FY16 until all scholarships are funded.

**Universal Pre-K bill** - Rep. Erin Murphy - (HF 1882) A district that provides a four year old program that meets the requirement of the statute will receive general education

revenue and up to a 10% bonus for home visits, social services, and health referrals for the most at-risk students.

**National Education Policy Center-Bunkum Awards to StudentsFirst and Brookings**

The National Education Policy Center (NEPC) is housed at the University of Colorado Boulder School of Education. According to its web site, “Its mission is to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions. We are guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence.” For more information about the NEPC, please visit <http://nepc.colorado.edu/>.

The NEPC recently awarded StudentsFirst and Brookings for a Bunkum Awards, which recognizes the “lowlights in educational research over the past year.” StudentsFirst just released its report giving Minnesota a D and Michelle Rhee is the keynote speaker for the Chamber’s Education Summit. The link below provides another view of the StudentsFirst ranking.

**<http://us4.campaign-archive1.com/?u=b4ad2ece093459cbf2afb759f&id=af241386f5&e=23b9a354f0>**

# 2014-15 CALENDAR CHANGES

Marsha Baisch and Sue Snyder  
Calendar Committee Co-Chairs

February 11, 2014



# RECOMMENDATIONS

- ▶ End the first quarter on Friday, October 31, instead of Monday, and P/K/E – no school conference prep, S – in session
- ▶ No School All Sites: Move the P/K/E Conference Prep and Secondary Professional Development day from Monday, March 2 to Friday, February 27

# COMMENTS/QUESTIONS?

# SAINT PAUL PUBLIC SCHOOLS

## Calendar Recommendation for 2014-2015 School Year

### AUGUST 2014

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### SEPTEMBER 2014

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### OCTOBER 2014

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### NOVEMBER 2014

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### DECEMBER 2014

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### JANUARY 2015

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### AUGUST

- 20 New Teacher Orientation
- 21-22 PD for Selected Staff
- 25-29 Opening workshops

### SEPTEMBER

- 1 Labor Day
- 2 E/S Classes begin
- 2,3 P & K No School conf.
- 4,5 P & K No School: Prof. Dev.
- 8 P & K Classes begin

### OCTOBER

- 16,17 NO SCHOOL All Sites  
State teacher meetings

### NOVEMBER

- 3 End of Q1 (43 days)
- 3 P/K/E – No School  
Conf. Prep. S-in session
- 20 P-No School: Conferences
- 21 NO SCHOOL All Sites  
P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev.
- 27-28 NO SCHOOL All Sites  
Thanksgiving

### DECEMBER

- 12/22- NO SCHOOL All Sites
- 1/2 Winter break

### JANUARY

- 5 Classes resume
- 19 NO SCHOOL All Sites  
Martin Luther King Day
- 22 End of Sem1 (87 days)
- 23 NO SCHOOL All Sites  
P/K/E-Prof. Dev.  
S-Grading

### FEBRUARY

- 13 P-No School: Prof. Dev.
- 16 NO SCHOOL All Sites  
Presidents Day

### MARCH

- 2 NO SCHOOL All Sites  
P/K/E-Conf. Prep  
S-Prof. Dev.
- 19 P - No School: Conferences
- 20 P/K/E-No School:  
Conferences (plus two evenings  
to be scheduled by school)  
S-in Session
- 27 End of Q3 (43 days)

### APRIL

- 17 NO SCHOOL All Sites  
P/K/E/S Prof. Dev.

### MAY

- 25 NO SCHOOL All Sites  
Memorial Day

### JUNE

- 9 Last day for students  
End of Sem2 (88 days),  
Q4 (45 days)
- 10 Last day for teachers/  
Grading Day

### FEBRUARY 2015

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

### MARCH 2015

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### APRIL 2015

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### MAY 2015

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### JUNE 2015

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### JULY 2015

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**P - Pre K**  
**K - Kindergarten**  
**E - Elementary**  
**S - Secondary**

**E - 173 Days, S - 175 Days**

# SAINT PAUL PUBLIC SCHOOLS

## Calendar Recommendation for 2014-2015 School Year

### AUGUST 2014

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### SEPTEMBER 2014

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### OCTOBER 2014

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### NOVEMBER 2014

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### DECEMBER 2014

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### JANUARY 2015

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### AUGUST

- 20 New Teacher Orientation
- 21-22 PD for Selected Staff
- 25-29 Opening workshops

### SEPTEMBER

- 1 Labor Day
- 2 E/S Classes begin
- 2,3 P & K No School conf.
- 4,5 P & K No School: Prof. Dev.
- 8 P & K Classes begin

### OCTOBER

- 16,17 NO SCHOOL All Sites  
State teacher meetings
- 31 P/K/E – No School  
Conf. Prep. S-in session
- End of Q1 (42 days)

### NOVEMBER

- 20 P-No School: Conferences
- 21 NO SCHOOL All Sites  
P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev.
- 27-28 NO SCHOOL All Sites  
Thanksgiving

### DECEMBER

- 12/22- NO SCHOOL All Sites
- 1/2 Winter break

### JANUARY

- 5 Classes resume
- 19 NO SCHOOL All Sites  
Martin Luther King Day
- 22 End of Q2 (45 days)
- 23 NO SCHOOL All Sites  
P/K/E-Prof. Dev.  
S-Grading

### FEBRUARY

- 13 P-No School: Prof. Dev.
- 16 NO SCHOOL All Sites  
Presidents Day
- 27 NO SCHOOL All Sites  
P/K/E-Conf. Prep  
S-Prof. Dev.

### MARCH

- 19 P - No School: Conferences
- 20 P/K/E-No School:  
Conferences (plus two evenings to be scheduled by school)  
S-in Session
- 27 End of Q3 (43 days)

- 3/30- NO SCHOOL All Sites  
4/3 Spring Break

### APRIL

- 17 NO SCHOOL All Sites  
P/K/E/S Prof. Dev.

### MAY

- 25 NO SCHOOL All Sites  
Memorial Day

### JUNE

- 9 Last day for students  
End of Q4 (45 days)
- 10 Last day for teachers/  
Grading Day

**P - Pre K**  
**K - Kindergarten**  
**E - Elementary**  
**S - Secondary**

**E - 173 Days, S - 175 Days**

### FEBRUARY 2015

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

### MARCH 2015

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### APRIL 2015

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### MAY 2015

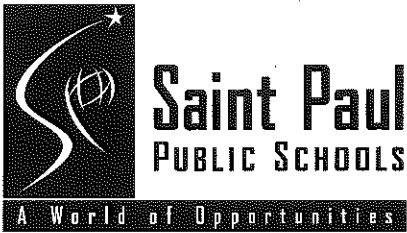
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### JUNE 2015

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### JULY 2015

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



---

**Business & Financial Affairs**  
*Independent School District 625*

360 Colborne Street  
Saint Paul, MN 55102-3299

---

Telephone: (651) 767- 8250 • Fax: (651) 293-5207 • [www.spps.org](http://www.spps.org)

February 5, 2014

To: Board of Directors, Saint Paul Public Schools

From: Marie Schrul, Controller *MS*

Subject: Quarterly Financial Report for the Quarter ending December 31, 2013

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, February 11, 2014: :

Quarterly Financial Report for the Quarter ending December 31, 2013

Glossary of financial terms

Highlights of the financial report

We look forward to our discussion on this topic at the Tuesday meeting.

Thank you.

**RECOMMENDATION:** Acceptance of the Quarterly Financial Report for the Quarter ending December 31, 2013.

**SAINT PAUL PUBLIC SCHOOLS  
QUARTERLY FINANCIAL REPORT**

**FOR THE PERIOD ENDING  
December 31, 2013**



**Saint Paul Public Schools  
General Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$114,465,728	\$114,465,728		
Revenue	505,636,982	504,336,982	(1,300,000)	-0.26%
Expenditure	518,291,295	524,648,295	(6,357,000)	-1.23%
Fund Balance 6/30/2014	<u>\$101,811,415</u>	<u>\$94,154,415</u>	<u>(\$7,657,000)</u>	<u>-7.52%</u>

**Fund Balance Details**

	7/1/2013	6/30/2014	Increase (Decrease)
<b>Nonspendable</b>			
Inventory and Prepaid Expense	1,812,949	1,812,949	0
	<u>1,812,949</u>	<u>1,812,949</u>	<u>0</u>
<b>Restricted</b>			
Operating Capital	8,280,347	8,000,000	(280,347)
Area Learning Center	607,649	500,000	(107,649)
Retiree Health Insurance Premiums	1,906,838	1,900,000	(6,838)
OPEB Revocable Trust	3,137,546	7,000,000	3,862,454
	<u>13,932,380</u>	<u>17,400,000</u>	<u>3,467,620</u>
<b>Committed</b>			
Severance Pay	2,538,018	2,538,018	0
Retiree Health Insurance	25,377,730	25,377,730	0
	<u>27,915,748</u>	<u>27,915,748</u>	<u>0</u>
<b>Assigned</b>			
Contractual Obligations	4,201,473	4,200,000	(1,473)
Next Year's Operations	12,654,313	0	(12,654,313)
Stong Schools Initiative	11,340,000	3,000,000	(8,340,000)
OPEB Revocable Trust	8,545,687	3,000,000	(5,545,687)
Site Base Operations	716,328	900,000	183,672
Intraschool Activities	2,301,660	2,300,000	(1,660)
	<u>39,759,461</u>	<u>13,400,000</u>	<u>(26,359,461)</u>
<b>Unassigned</b>			
Health and Safety	(853,158)	(300,000)	553,158
Unassigned	31,898,348	33,925,718	2,027,370
	<u>31,045,190</u>	<u>33,625,718</u>	<u>2,580,528</u>
<b>Total Fund Balance</b>	<u>\$114,465,728</u>	<u>\$94,154,415</u>	<u>(\$20,311,313)</u>

- Unassigned fund balance is estimated to be \$33.6 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$567.7 million.
- Unassigned fund balance on 06/30/14 of \$33.6 million represents 5.9% of current year expenditures which is within the limit of current Board policy.
- The assigned amount of \$ 4.2 million is for 6/30/14 contractual obligations.

Saint Paul Public Schools  
Fully Financed General Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$465,358	\$465,358		
Revenue	52,242,679	43,030,000	(9,212,679)	(17.63%)
Expenditure	52,242,679	43,030,000	9,212,679	17.63%
Fund Balance 6/30/2014	<u>\$465,358</u>	<u>\$465,358</u>	<u>\$0</u>	<u>0.00%</u>

**Revenue**

Revenue is projected to decrease by \$.6 million for State funded programs Indian Education and Junior Reserve Officers' Training Corps, \$ 7.8 million for Federal funded Title One, and \$.8 million for private/local funding from 3M and Saint Paul Foundation.

**Expenditures**

Expenditures are projected to decrease by \$ 9.2 million commensurate with the decrease in revenue for State funded programs, Federal funded programs, and private /local funding. Salary/fringe will decrease by \$ 2.6 million, contractual services by \$ 2.3 million, and non salary by \$ 4.3 million.

**Fund Balance**

Fund balance is projected to remain at \$.47 million.

Saint Paul Public Schools  
Food Service Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$3,959,121	\$3,959,121		
Revenue	25,532,500	26,361,999	829,499	3.25%
Expenditure	25,532,500	26,249,265	(716,765)	-2.81%
Fund Balance 6/30/2014	<u>\$3,959,121</u>	<u>\$4,071,855</u>	<u>\$112,734</u>	<u>2.85%</u>

**Revenue**

Revenue is projected to increase based on additional breakfast participation of 10.5%, additional lunch participation of 6.5%, and the Child and Adult Care Food Program through which supper meals are being served.

**Expenditures-**

Expenditures are projected to increase for salary/fringe and food based on additional breakfast participation, additional lunch participation, and the Child and Adult Care Food Program . Cycle menus for food and an emphasis on staffing is in place to address expenditures.

**Fund Balance**

Fund Balance is projected to increase by \$ .1 million.

Saint Paul Public Schools  
Community Service Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$3,289,320	\$3,289,320		
Revenue	20,068,945	20,368,524	299,579	1.49%
Expenditure	21,131,545	21,607,222	(475,677)	(2.25%)
Fund Balance 6/30/2014	<u>\$2,226,720</u>	<u>\$2,050,622</u>	<u>(\$176,098)</u>	<u>-7.91%</u>

**Revenue**

Revenue is projected to increase by \$ .04 million for increased participation in Community Programs and \$ .26 million from a reimbursement rate increase for the Adult Basic Education Federal Learner.

**Expenditures**

Expenditures are projected to increase by \$ .15 million for salary/fringe and \$ .33 million for non salary related to additional Discovery Club sites and additional Community Education Programs.

**Fund Balance**

Fund Balance is projected to decrease by \$ 1.2 million.

Saint Paul Public Schools  
Fully Financed Community Service Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$441,214	\$441,214		
Revenue	6,266,272	6,586,312	320,040	5.11%
Expenditure	6,266,272	6,055,229	211,043	3.37%
Fund Balance 6/30/2014	<u>\$441,214</u>	<u>\$972,297</u>	<u>\$531,083</u>	<u>0.00%</u>

**Revenue**

Revenue is projected to increase \$ .17 million for McKnight Pre-Kindergarten due to additional grant revenue and by \$ .15 million for Non Public Textbook Aid.

**Expenditures**

Expenditures are projected to decrease by \$ .03 million for salary/fringes, \$ .08 million for unutilized service contracts, \$ .08 million for unutilized transportation contracts, and \$ .02 million for non-instructional supplies.

**Fund Balance**

Fund Balance is projected to increase by \$ .53 million.

Saint Paul Public Schools  
Building Construction Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$46,881,627	\$46,881,627		
Revenue	26,200,000	15,200,000	(11,000,000)	(41.98%)
Expenditure	32,000,000	32,000,000	0	0.00%
Fund Balance 6/30/2014	<u>\$41,081,627</u>	<u>\$30,081,627</u>	<u>(\$11,000,000)</u>	<u>-26.78%</u>

**Revenue**

Revenue is projected to decrease when Alternative Bonds are not issued in the Spring of 2014.  
The Pay 2014 Levy was certified in December, 2013, including Pay As You Go.

**Expenditures**

No change is projected for expenditures.

**Fund Balance**

Fund Balance is projected to decrease based on Alternative Bonds not being issued in the Spring of 2014.

Saint Paul Public Schools  
Debt Service Fund  
Results of Operation  
Budget vs. Projected as of December 31, 2013

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$68,722,918	\$36,867,658		
Revenue	48,715,000	48,101,894	(613,106)	(1.26%)
Expenditure	43,560,000	44,076,736	(516,736)	(1.19%)
Fund Balance 6/30/2014	<u>\$73,877,918</u>	<u>\$40,892,816</u>	<u>(\$1,129,842)</u>	<u>(1.53%)</u>

**Revenue**

Revenue is projected to decrease for investment earnings.

**Expenditures**

Expenditures in the Debt Service Fund are the result of scheduled debt redemptions which have structured debt payments to retire principle and interest. Payments from escrow accounts are projected to increase.

**Fund Balance**

Fund Balance is projected to decrease when refunding Bond issue 2012B is accessed for debt payment of \$ 31.9 million, February 2014.



## **Reporting Funds**

### **General Fund**

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

### **General Fund Fully Financed**

- Contains budgets with an outside funding sources and specific use. An outside funding source is either a private, state or federal grant or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

### **Food Service Fund**

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

### **Community Service Fund**

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

### **Community Service Fully Funded**

- Contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant, or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

### **Construction Fund**

- Records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District
- Building Construction funds are held in trust and expended only for authorized projects
- Resources may be used for general construction, building additions, architectural and engineering costs, equipment

### **Debt Service Fund**

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

## **GASB (Governmental Accounting Standards Board) 54 Fund Balance designations and definitions**

### **Non-Spendable Fund Balance**

- includes amounts not in spendable form (inventory, prepaids)
- or
- amounts that are legally or contractually required to be maintained intact

### **Restricted Fund Balance**

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (Pre-GASB 54 – Reserved)

### **Committed Fund Balance**

- includes amounts constrained for a specific purpose by a government using its highest decision-making authority (School Board). Action by the same group would be required to change the constraints placed on these resources. The action to commit fund balances must occur prior to fiscal year end (Severance, Retirees Health Ins – Gen Fund)

### **Assigned Fund Balance**

- includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body

### **Unassigned Fund Balance**

- includes amounts not classified as nonspendable, restricted, committed or assigned
- Board Policy sets the minimum for this fund at 5% of the General Fund Budget for that fiscal year

- The **2014-15 Budget Guidelines** document sets parameters on how the FY15 budget will be compiled as it supports the District's Strong Schools, Strong Communities 2.0 strategic plan. In accordance with BOE policy, the budget must maintain an unassigned fund balance of 5% of general fund expenditures. Administration will be presenting a balanced FY15 budget to the Board in upcoming months. The FY15 budget must be approved by the Board of Education by June 30, 2014.
- The **December 31, 2013 Quarterly Financial Report** is an update to the Board of Education on the current fiscal year 2013-14 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2014.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the 7 funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

Reminder: The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% referred to in Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations.

Highlights in the report include the following:

Page 1 - General Fund, which includes the five fund balance categories. Please refer to the vocabulary sheet for descriptions of the fund balance categories.

General Fund revenue is projected to have a small decrease of \$1.3 million in areas of Special Education (\$0.3m in tuition, \$0.8m in aid) and Transportation (\$0.2m).

General Fund expenditures are projected to increase by \$6.4 million due to the use of 6/30/13 assigned fund balance for contractual obligations and SSSC initiatives that were carried over to the current fiscal year.

These changes result in a projected unassigned fund balance of 5.9%, well within the 5% BOE policy for unassigned fund balance.

Page 2 - General Fund, Fully Financed - the fully financed fund must have expenditures equal to revenues. No change in fund balance is anticipated at this time

Page 3 - Food Service Fund - Revenue is increasing due to greater participation and expenditures are being tightly controlled resulting in a slight increase in this fund balance of \$0.1 million.

Page 4 - Community Service Fund - Revenues are increasing at a lower rate than expenditures, resulting in a projected fund balance decrease of \$1.2 million.

Page 5 - Community Service, Fully Financed - Revenues are increasing at a greater rate than expenditures, resulting in a projected fund balance increase of \$.53 million.

Page 6 - Building Construction Fund - The major change in this fund is due to the adoption of "Pay As You Go" for the Pay14 levy, resulting in no sale of \$11 m in Alternative Bonds in the spring of 2014. Fund balance is projected to decrease by \$16.8 million.

Page 7 - Debt Service - Fund balance is projected to decrease by \$1.1 million due to a decrease in investment earnings and an increase in scheduled debt redemptions.

## **2014-2015 Budget Guidelines**

### **Philosophy:**

The Proposed Budget will reflect the District's Strong Schools, Strong Communities (SSSC) 2.0 strategic plan as adopted by the Board of Education (BOE).

### **Preparing Budget Calculations:**

**Revenue Projection:** Revenue will be calculated using current law.

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

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

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

**Fund Balance:** The budget should maintain an unassigned fund balance of five percent (5%) of the general fund expenditures in accordance with the BOE policy.

### **Creating the Budget**

#### **Schools:**

- Continuation of refined blended Site-Based and Centralized funding method will be used for schools in FY15.
- Class size range will determine teacher FTEs.
- Office staffing (Principal, AP, Clerk) and other staffing are determined by enrollment and type of school.
- Intervention staff are determined by enrollment and differentiation.

#### **Non-School Programs:**

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

### **Compiling and Presenting the FY15 Budget**

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

**Fully Financed Budgets:** Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2014-2015 school year will be included in the Adopted budget.

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

**The Adopted Budget:** Administration will present a balanced budget to the BOE. The budget for 2014-2015 is expected to be approved by the Board of Education by June 30, 2014. The Adopted budget will be published on the Budget Office website (<http://businessoffice.spps.org>).



*Strong Schools, Strong Communities*  
for All SPPS Students

## **SSSC 2.0 Outreach Update**

*Committee of the Board*

*2/11/14*



# Purpose

To update the board of *Strong Schools, Strong Communities 2.0* outreach efforts.



# Completed SSSC 2.0 Info Sessions

Date	Type	Location	Presenter
Thursday, 2/6	Employee	American Indian Magnet	Supt Silva
Friday, 2/7	Employee	345 Plato	Michelle Walker
Sunday, 2/9	Community	Webinar	Jackie Allen
Tuesday, 2/11	Employee	Groveland Park	Sharon Freeman Jackie Allen



# Remaining Information Sessions



Date	Time	Type	Location
Wednesday, 2/12	5:00	Community (Bilingual PACs)	360 Colborne
Thursday, 2/13	6:30	Community	Como Park HS
Thursday, 2/20	4:30	Employee	Ben Mays
Saturday, 2/22	Noon	Community (College Fair)	Progressive Baptist Church
Tuesday, 2/25	2:30	Employee	Central HS
Thursday, 2/27	6:30	Community	Washington
Saturday, 3/8	10:00	Community	Harding





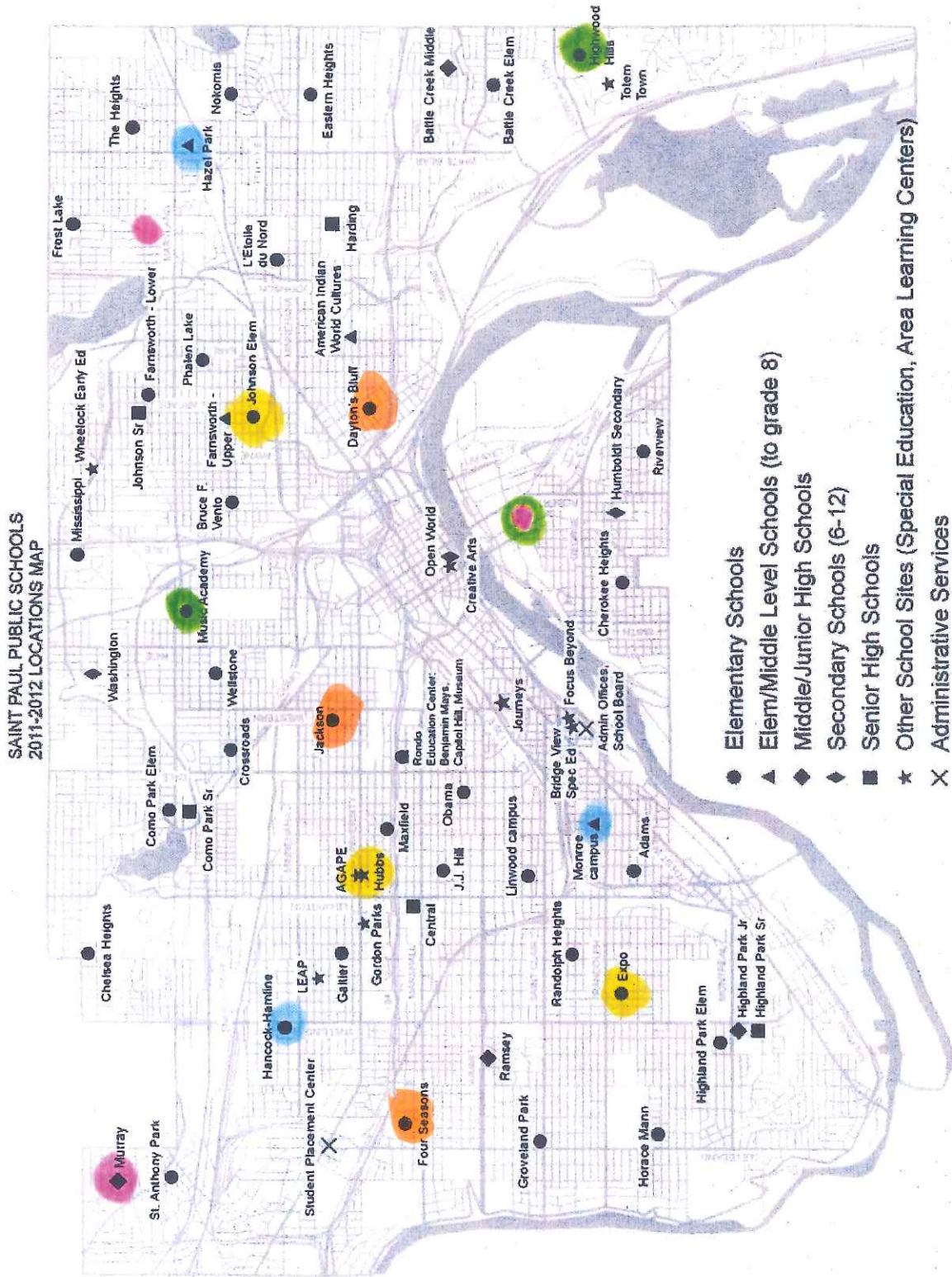
# *Strong Schools, Strong Communities 2.0*



## Questions?

## DATES & LOCATIONS FOR PREVIOUS LISTENING SESSIONS

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
January 28 – Hubbs Center	November 11 – Linwood Monroe	February 25 – Murray Jr. High	March 29 – Neighborhood House at the Wellstone Center	February 21 – Dayton’s Bluff Achievement Plus Elementary
March 26 – John A. Johnson	January 27 – Hancock-Hamline	March 25 – Prosperity Heights	April 26 – St. Paul Music Academy	March 7 – Four Seasons A+ Elementary
May 28 – EXPO	April 21 – Sheridan/Ames	May 13 – Neighborhood House	May 17 – Highwood Hills	April 11 – Jackson Preparatory Magnet



2008  
2009  
2010  
2011  
2012