



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, January 24, 2017 6:05 PM**

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

**BOARD OF EDUCATION**



**Jon Schumacher**  
*Chair*



**Zuki Ellis**  
*Vice Chair*



**Mary Vanderwert**  
*Clerk*



**Steven Marchese**  
*Treasurer*



**John Brodrick**  
*Director*



**Jeanelle Foster**  
*Director*



**Chue Vue**  
*Director*



**ADMINISTRATION**  
**J. Thein**  
*Interim  
Superintendent*

**BOARD OF EDUCATION COMMITTEES**

**Committee of the Board – Zuki Ellis, 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**

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

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**Long-Range Goals Adopted by the Board:**

**HIGH ACHIEVEMENT**

Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.

**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**

**January 24, 2017**  
**6:05 PM**

**A G E N D A**

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

**DATE:** January 24, 2017

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Programs

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools (SPPS) is honoring 30 years of public Montessori Elementary Education in the district. Montessori education started as a magnet program using federal desegregation funds in 1986 at Highwood Hills Elementary (school within school model). SPPS proudly celebrates five Montessori education programs in our schools: Cherokee Heights Montessori; Crossroads Montessori; J.J. Hill Montessori; Nokomis North Campus and Nokomis South Campus Montessori serving a total of 1,739 Pre-K through 5<sup>th</sup> grade students.
2. Parkway Montessori and Community Middle School opened in 2012 and now serves 500, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders.
3. This item is submitted by Melissa McCollor, Principal; Celeste Carty, Principal; Melisa Rivera, Principal; Fatima Lawson, Principal; Jocelyn Sims, Principal; Andrew Collins, Assistant Superintendent and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

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

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

**December 13, 2016**

**I. CALL TO ORDER**

The meeting was called to order at 6:10 p.m.

**II. ROLL CALL**

PRESENT: Ms. Ellis, Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Superintendent Thein, Ms. Cameron, General Counsel and Ms. Polfuss, Assistant Clerk

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** Mr. Schumacher moved the Board approve the Order of the Main Agenda as published. The motion was seconded by Ms. Ellis.

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

**IV. RECOGNITIONS**

**BF 30669** Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **John Bobolink**, Supervisor of the Indian Education Program, has received the 2016 award for *Outstanding American Indian Administrator by the Minnesota Indian Education Association (MIEA)*. MIEA establishes and maintains communications and the promotion of quality education and unity for American Indians for the express purpose of continuity of communications and on-going awareness of local and statewide educational activities.

John is an enrolled member of the Leech Lake Band of Ojibwa Indians and has worked for Saint Paul Public Schools for 16 years. His first role was as the lead teacher for the Indian Education Program and for the last two years as its supervisor.

2. **Josh Leonard**, Director of Belwin Outdoor Science, was named Non-Formal Environmental Teacher of the Year on November 6 by the Minnesota Association for Environmental Education. Josh leads outdoor science programming for 10,000 students in SPPS each year. He works to provide students with quality environmental education and teachers with professional development to help them strengthen their environmental education instruction.

Prior to working at Belwin, Josh taught AP environmental science and biology at Como Park Senior High School. He has worked as a guide in the Boundary Waters Canoe Area

Wilderness, an interpreter at the Bell Museum, a Spanish instructor in a Waldorf School and a biology teacher in Costa Rica.

3. **Jennifer Nordstrand, resource nurse for students with disabilities, has been named 2016 Minnesota School Nurse of the Year** by the School Nurse Organization of Minnesota. The honor recognizes one licensed school nurse annually who exemplifies the profession of school nursing. She was nominated for this award by her peers. Jennifer has worked for Saint Paul Public Schools since 2003 and has participated in efforts to influence public policy for the practice of nursing within third party reimbursement.
4. Staff also noted that last week a social media movement began to pay off the school lunch debt owed by families in Minneapolis Public Schools. SPPS has received calls about the situation in its district. In response, SPPS has established the Food for Thought campaign on GiveMN.org.

In its first four days, the Food for Thought Campaign has raised 436 gifts totaling \$21,834, of a \$28,000 goal. The average gift is just under \$50.

SPPS expressed its gratitude for this outpouring of generosity and expressed heartfelt thanks to everyone who has supported the campaign so far.

#### V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

**MOTION**                    **Mr. Schumacher moved the Board approve the Order of the Consent Agenda as published. The motion was seconded by Mr. Marchese.**

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

#### VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 15, 2016
- B. Minutes of the Special Meeting of the Board of Education of December 6, 2016

**MOTION:**                    **Mr. Schumacher moved the Board approve the Minutes of the Regular Meeting of the Board of Education of November 15, 2016 and the Minutes of the Special Meeting of the Board of Education of December 6, 2016 as published. Ms. Vanderwert seconded the motion.**

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

#### VII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of December 6, 2016



Staff presented an updated version of the Re-Starting School Start Time 2016-17 Presentation. The purpose of the presentation was to re-iterate the draft proposal for start time change, review the proposed next steps for the work and present and refine the Board motion regarding school start times.

The Board's Administrator presented an Update on the Superintendent Search. She reviewed the search firm selection process, the progress made by the Design Team and next steps.

Following completion of these two reports the meeting was adjourned.

**MOTION: Ms, Ellis moved the Board of Education accept the Report on the Committee of the Board meeting of December 6 and approved the minutes of this meeting as published. Mr. Marchese seconded the motion.**

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

**B. SEAB Report - Expanding Inclusivity**

The SEAB group presented engagement data on inclusivity, a model for inclusivity and provided recommendations for action. The process involved 10 focus groups with 161 students and 2,568 middle through high school students completed their survey.

Inclusivity include those who might be marginalized. Policy and change.

Some survey data was positive. 75% of students said they always or most of the time felt like staff have high expectations of them and that there are opportunities at school for them to be their best selves. 77% of students said always or most of the time felt safe to be themselves in school. On the negative side, 36% of students said they felt staff abused their power over students one or more times in the last year. Students felt poor communication from schools lead to lack of community. Students indicated they want to be heard. Miscellaneous comments from students included: "the listening locker at my school gives me an anonymous way to share my concerns and for staff to take action on them."

Recommendations coming from SEAB were:

1. Create a comprehensive student communication plan that includes a district-wide mechanism for reporting and taking action on issues important to students. An example was, students indicated dress codes are gendered, objectifying and disproportionately enforced. 81% of male students said dress codes never negatively affect them due to their identity(charts were provided).
2. Require schools to eliminate dress codes that are gendered and/or objectify by updating the Board Dress Code Policy. Only 50% of students of color say their identify is present and accurately portrayed in the curriculum always or most of the time. Indigenous/Native American/American Indian and Black/African American and of African Decent were more heavily impacted. (charts were provided). 171 students said that in this school year they have been asked to speak on behalf of their identity seven or more times. Students shared classroom experiences of unchecked and unchallenged micro-aggressions.
3. Increase staff and student training on micro-aggressions and cultural humility. Creates learning environments where students feel safe to be themselves. 31% of students of color and 55% of students who identify as transgender or gender non-conforming said they have felt like they do not belong in class because of their identity one or more times

this year (charts were provided). Students of color were almost two times as likely as white students to say they have felt excluded from programs, classes, clubs or leadership opportunities due to their identity (charts were again provided).

4. Intentionally build inclusive physical spaces for students to gather and build community.
5. Implement a new Board policy that prohibits and reverses naming SPPS facilities after people who have violated human rights through enslavement, internment or genocide.

Amplify student voices and establish a place where everyone thrives. End institutional racism and oppression.

Questions/Discussion:

- The orientations that start the year at the schools, are there adequate or uniform conversations around gender, expectations, environment, etc.? Response: Not really.
- Cultural humility – what is meant by that? Response: It is about opening discussion with staff – about what is going on, about what is happening between students and staff. It is confronting micro-aggressions and confronting the perpetrator. It is about bringing understanding to staff so they understand the power they hold and how it is important to be more understanding of students in the class.
- What about inclusion of cultures in the curriculum? Response: Staff indicated the racial equity work has turned toward classroom cultural practices and the Equity Department has been moved within the Teaching and Learning Department for better collaboration.
- How can we do better about including cultural identity into curriculum. Response: Staff indicated SPPS is creating more inclusive climates and materials for students but more work needs to be done. In each content area SPPS is working to include more material creating opportunities to address student's cultural identity in the classroom. Personalized learning gives students voice and choice, the open environment allows students to express themselves. Work is being done to move toward purposeful talk in classrooms, this involves strategies for students to share themselves in the classroom, to present who they are in an inclusive environment. There is also systemic work with community through the Multicultural Resource Center. There are ethnic studies classes but these need to be brought into the general classrooms. This is a collaborative effort across the district and with students. Teachers need to be comfortable, educated and familiar with resources available.
- What is your idea for a comprehensive student communication plan? Response: It would be a way for students to say things anonymously to bring them to the school's attention. It should be individually site based in order to share things that need to be addressed. It would allow for multiple communication styles and make it safe for everyone while promoting equity and inclusivity.
- Naming buildings, do you have ideas or are you just raising the issue? Response: We are raising this up as an issue but have not addressed a process yet.
- Which schools are you thinking of in the district? Response: We have not researched all names yet though Ramsey Middle School would be an example since Alexander Ramsey contributed to the American Indian genocide.
- What has been your experience of engagement in the schools with administration? Response: Leadership has not been particularly supportive of SEAB. The student focus groups are a very good way to have conversations in the schools, to engage with people from all different ages, backgrounds and experiences.
- A Board member requested further discussion on the SEAB recommendations be put on into the work sessions in January so the Board can establish direction.
- A Board member indicated she had looked into the process for changing names of schools and it is the Board's responsibility.

## **VIII. SUPERINTENDENT'S REPORT**

### **A. Re-Starting School Start Times 2016-17 Discussion**

The purpose of this presentation was to present updated community feedback, review some of the implications of the draft change proposal and set-up Board vote on motion regarding school start times plan development.

Communications to the SPPS Community included multiple emails to all students, families and staff. Updates in *Happening Now* email newsletter (including translations in four primary languages) that were delivered to over 21,000 email addresses. Invitations to students, families and staff to submit feedback online. The SPPS community was encouraged to participate in Public Comment on October 25, November 15 and December 13. The *Rethinking Start Times* webpage was redesigned and updated.

Community feedback was received from 850 individuals. They self identified as 54% parent of elementary student, 33% parent of secondary student, 11% student, 8% elementary classroom teacher, 7% secondary classroom teacher, 8% other staff, 10% community member and 2% other. Respondents could identify themselves with more than one category.

The feedback form was an open field for comments. While not explicitly asked to "vote," most comments stated if they were for or against the change. 36% supported the draft proposal, 52% opposed the draft proposal and 12% were not clear as to being for or against.

There were several consistent themes from the feedback. 22% agreed with research/teen sleep needs; 16% had concerns regarding childcare needs/costs; 14% had concerns about lack of adequate sleep/early mornings for elementary students; 7% had concerns about early morning bus pick-up/walking for elementary students; 8% has concerns about late end time for secondary students and 7% had concerns about managing changes to the family schedule. Of those in favor, 61% mentioned research and more sleep for teens. Of those opposed, 31% mentioned childcare concerns and 27% mentioned loss of sleep for elementary students.

Implications of the proposed restructure which will need to be considered as plans are finalized and implemented include the following:

- Childcare concerns for elementary families
- Lack of research concerning impacts to elementary students
- Impacts to school choice options for families
- Alignment with other possible future strategic actions
- Increased cost to implement change.

Next steps include:

- Continue analysis of options to develop plan for restructuring school start times
- Work with community partners to prepare for citywide changes and resolve issues
- Identify lessons-learned and best practices from other districts that have implemented similar changes
- Continue community engagement
- Provide regular updates to the Board.

Staff then read the proposed motion:

**PROPOSED MOTION:** The SPPS Board of Education directs the Superintendent to develop a plan to change school start times, with implementation beginning in the 2018-19 school year. The objective of the change is to align school start times with the health and academic best interests of SPPS students.

The restructured system will impact the entire SPPS system and city; therefore, robust community engagement must be conducted to inform, support, and receive feedback from the SPPS community. Changes to the system must consider the following areas:

- Alignment to research-based recommendations
- Achievement

- Budget implications,
- Expanded childcare needs,
- Student safety,
- Strategic alignment,
- Opportunities for expansion of Metro Transit partnership

Questions/Discussion:

- I know we talked about changing the language but if we are to keep the same language this seems to be stronger. Would like to add one consideration - equity. SPPS does everything around equity so the thought seems to be there is no need to put it in. If equity is that important it needs to be put in there as there will be impacts to many in different ways.

**MOTION TO AMEND: Mr. Vue move the proposed motion be amended to include equity as the first bullet point in the bulleted list. Ms. Foster seconded the motion.**

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

- It is important to state the current system does not work to the advantage of secondary students based on experience and research. As Board looks to best practices that it wants to foster and encourage they must be research based and experience based. This is an opportunity to vote accordingly. The Board and administration need to address how this will be done, there are a lot of issues needing to be addressed and there is a need to engage the entire community to address an issue important to students. The Board will need to think creatively, question past assumptions and be willing to look at alternatives and participate with staff to help think through ways of achieving this as well as participate with the rest of the SPPS community and partners. We need to align policies and the work of the District for the benefit of the students.
- A restructured system will impact the entire system and city so there needs to be robust engagement from our school community. SPPS must absolutely look strongly at expending its Metro Transit partnership through the legislature, the Met Council, etc.
- This is an issue the whole city needs to look at and combine resources to address (Park and Rec, Sprockets, Headstart, etc.) We need a system that is humane and civilized for all children. We need to decide what we want for the entire city and its future..
- Equity issue – is Board willing to make plan, can set aside issues to move forward with plan to benefit all kids.
- I agree we need to think about older kids and a later start so they are mentally prepared to learn. I also have concerns because of the limited resources and lack of viability of previous proposals, We now have a motion that is directing staff to do this in two years. We need to consider the impact on elementary kids as well, we need to consider families and childcare issues and where we will find additional funds. What about other priorities needing to be addressed? I will vote no so staff realizes this is an important issue in that funds are being taken from other urgencies that are out there. (Mr. Vue)
- Implementation will be beginning in 2018. We are asking to make this important decision thinking about best practices, what we can offer families and how we can support families and students. We will need to tap into the skills of the next superintendent, staff, community, partners, etc. We need to work toward providing education and a system the community needs and desires. We need to bring best practices to families and students and find ways to support that.

- We have to think forward as a district, we need to move forward with process and be equitable across the district and take the time to do this right and well.
- We want to move forward, we have been talking about it for two years and asked staff to come up with recommendation and the most viable is to move elementary to earlier times. We do not have a lot of time to get this done. The recommendations have not changed since October.
- Staff indicated it has been looking at districts in the area who have implemented later start times for secondary. All of these areas have had to move elementary to earlier start times.
- This change is 18 months in the future, we need to make best use of time and be clear about what is going on. We need to take the time to do it right. There may be ideas that will be viable under different circumstances. We need to be creative.
- If impact does not change in 18 months, do we push forward? No answer.

**AMENDED MOTION:** Mr. Schumacher moved the SPPS Board of Education direct the Superintendent to develop a plan to change school start times, with implementation beginning in the 2018-19 school year. The objective of the change is to align school start times with the health and academic best interests of SPPS students.

The restructured system will impact the entire SPPS system and city; therefore, robust community engagement must be conducted to inform, support, and receive feedback from the SPPS community. Changes to the system must consider the following areas:

- Equity
- Alignment to research-based recommendations
- Achievement
- Budget implications,
- Expanded childcare needs,
- Student safety,
- Strategic alignment,
- Opportunities for expansion of Metro Transit partnership

The motion was seconded by Mr. Marchese.

The motion passed with the following roll call vote of 4 in favor and 3 opposed.:

Ms. Ellis	Yes
Ms. Foster	No
Mr. Brodrick	No
Mr. Vue	No
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

**B. Enrollment**

The purpose of the presentation was to provide the Board an update on enrollment, share enrollment patterns and discuss timeline and outreach activities.

Projections for SY 2016-17 are K - 3,175, 1st - 3,047, 2nd - 3141, 3rd - 3,100, 4th - 3,014, 5th 2,826, 6th 2,457, 7th 2,430, 8th - 2,441, 9th - 2,642, 10th - 2,743, 11th - 2,780 and 12th 2,856 for a total of 37,447. Total SY 2016-17 enrollment projection was 37,447, actual enrollment as of 10/1/16 was 36,954 or a decrease of 493 students. There were small gains in grades 4 and 7.

Pre-K Enrollment:

Total Spots Available	Current Enrollment	Openings
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Full Day	262	260	2
Half Day	1,631	1,539	92
Pre-K Capacity	1,893	1,799	94

Half day is difficult for families to organize their day around. Working on having more full day classes. Half days are held pretty equally across district. Majority of seats open for special ed students.

Enrollment Patterns:

- Elementary grades (k-5) general increases
- Middle grades (6-8) no noticeable changes
- Senior high grades (9-12) general decrease
- Pre-Kindergarten and Early Childhood Special Ed (ECSE) combined increase

Enrollment timeline for SY 2017-18

- School choice fair - January 7
- Recruiting activities through and into September
- Priority deadline - February 15, 2017
- Budget/projections
- School enrollment meetings
- Staffing
- Adjustment and modifications.

Outreach activities include:

- Informational mailings
- Targeted schools recruitment – tailored support for schools needing help
- Partnerships - Headstart, charter schools to offer continuum of support into middle school
- Early commitment and notification

Other enrollment work involves a demographic study, work with industry experts, community interest, FMP, attendance boundaries and taskforce/workgroups.

Questions/Discussion:

- Is this the second year in the new format limited to Pre-K and K? Will we see how this format is received, will it be evaluated or the parents surveyed? Response: The trend is that the most families come in for Pre-K and K. The least interested in attending were the secondary schools/families. That group wants to physically attend a high school open house so they can see the school, hear about activities, meet administrators, etc. SPPS has also brought the Choice Fair in house and have saved money in doing so. As to the evaluation, ROTC students help with the survey process.
- There is a charter school fair, does SPPS lose out on secondary offerings at SPPS by not participating? Can staff participate in the charter school fair? Response: That is a question for the charter school fair whether they will allow SPPS to participate. The logistics of downtown were overwhelming for our families who appreciate the Washington site much more.
- High school enrollment decreasing if SPPS works on inclusivity in the schools that will potentially increase students coming in and staying at the schools.
- Is SPPS tracking those leaving as well as those entering? Response: Yes we do track families that leave the district as well as continuity in the same school and in the district.
- At middle school are more coming in or leaving? Response: Continuity for this year has just been completed. Monthly enrollment changes of 50 to 100 is normal for coming and going. There has not been a huge increase in middle school. We are seen students who left SPPS in elementary returning for middle school.
- It is important to retain students!
- Early childhood – PreK class size is at 20? Yes.

- Has SPPS considered partnerships with childcare sites for increasing enrollment? Response: We do see some students going to childcare experience and participating in PreK but there is not much incentive to move from childcare for half a day. SPPS needs to increase and get more full time seats as a district.
- What about Headstart? Response: They are in competition because they have a full day program. Where SPPS does have partnerships (Highwood Hills) as they leave Headstart they come into SPPS for Kindergarten.
- A Board member encouraged staff to explore childcare partnerships, providing SPPS PreK programs in childcare settings.
- There are a certain number of kids within St. Paul, what percentage go to SPPS, private/parochial, charter and out of district schools? How many in home school currently? How many do not attend school at all? Response: Staff will get those numbers to the Board.
- If SPPS were to make a comparison between those figures and what they were in 2002 I think you would find SPPS is losing market share. What were those numbers?
- If you look at the grades over the years, there is a drop at the 5<sup>th</sup> to 6<sup>th</sup> transition, then it jumps up around 9<sup>th</sup>. Some students attend during the elementary years but want a different middle year experience and then come back at high school level. Most of families' concern is about understanding what a middle school option is for student. We try to offer choice in middle schools as a balance between traditional 6-8 vs. middle school. We need to create a climate families are comfortable with to allay the fear factor of the unknown, as they move to middle school. As we work to make families understand that comprehensive middle schools offer the rigor families want and prepare students for their high school experience. Rigor, curriculum and extra-curricular activities are available at middle school. Once families understand this they feel more comfortable and welcomed and safe in schools.
- We made the change in 2013-14 to 6 to 8 correct? Response: Yes, the change has been a progression. As we look at current middle schools – the comprehensive 6-8 have not come in under enrolled.
- It was suggested a task force is needed to focus on enrollment issues. There are operational things happening in placement like waiting lists. These create uncertainty so families go to other locations. SPPS needs to accommodate the community school option to its greatest extent, It is important to keep families in the community and get into community schools. Response: We are hoping to have a little more flexibility in class size as we move forward. The new class sizes have put some families on waiting lists. We are hoping we can work with the community to give priority to those living in a neighborhood and accommodate them in those schools. There are also other programs that add to the number of students SPPS serves, actually the total number of SPPS students is 38,596. We are working on building trust between the community and the school district.

C. World's Best Workforce (WBWF) Report

Staff presented the 2015-16 SPPS World's Best Workforce Annual Report for approval by the Board.

The WBWF Plan is required by Minnesota Statute, Section 120B.11. The aim of the statute is to ensure every school district is making strides to improve students' performance. The ultimate goal is to ensure Minnesota's students in the future will become the "world's best workforce."

The WBWF Plan must address the following five goals:

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

SPPS is in the second phase of its strategic plan, Strong Schools, Strong Communities 2.0. This has three overarching goals: Achievement, Alignment and Sustainability. There are five focus areas:

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

VisionCards are a system for monitoring progress toward reaching the goals of SSSC 2.0. There are over 80 performance metrics organized on six VisionCards. Throughout the year, each card is presented to the Board on an annual basis. Rankings on the cards run from Critical to concern to stable to progress to vision.

The three components are tied together. Vision Cards are the "odometer" (how far has SPPS gone and how much further do they need to go?), WBWE is the "route" (how SPPS will get there) and the SSSC 2.0 is the "destination" (where SPPS wants to go).

1. All students ready for Kindergarten - Metric: 70% of PreK students achieve the letter recognition target as measured by PALS assessment. SY 2015-16 result: 70%
2. All students in third grade achieving grade-level literacy: Metric: 45% of third graders are proficient in Reading as measured by the MCA + MTAS. SY 2015-16 result: 37%.
3. Close the Achievement Gap among all groups: Metric: Reduce gap between highest and lowest performing groups to 30 percentage points or less as measured by the Reading MCA + MTAS assessment for all students. SY 2015-16 results: 45 percentage points.
4. All students college and career ready by graduation: Metric: Proportionality ratio (student group % of those enrolled or passing classes / % of student group in the district) for Advanced CTE course enrollment and Advanced Course pass rate is 0.55 or greater for all racial groups. SY 2015-16 results: Advanced CTE enrollment - lowest proportionality ratio: 0.92. Advanced courses passing - lowest proportionality ratio: 0.61.
5. All students graduate from high school. Metric: 60% or more students graduate in four years. SY 2015-16 results: 75%.

D. Achievement and Integration Report

Staff presented this report to share the annual Achievement and Integration results for the 2015-16 school year and for the Board to approve the report.

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

The goals are specific to the AI plan. They are different than the AYP goals, MMR results and other indicators. These goals are a part of SPPS's AI plan that was approved by MDE. SPPS set very aggressive targets for proficiency gains and gap decreases. School year 2015-16 is year two of the three year plan.

District Achievement Goals are:

1. Proficiency increases and gap decreases. The District set extremely aggressive three-year goals for improving MCA proficiency and closing gaps (by 2017). Proficiency increases: 9-15 percentage points. Gap decreases: 4-6 percentage points. All goals will be disaggregated according to racial subgroups. The results are categorized as follows: Not on Track - no improvement to less than halfway toward achieving the goal. On-Track - at least halfway toward achieving the goal and Met Goal - reached three year goal.



Proficiency Increases and Gap Decreases SY 2015-16 Results:

SY 2015-16 Results	Not on Track	On Track	Met Goal
Proficiency - Reading (5 subgroups)	4 subgroups (Al, Blk, His, Wh)	1 subgroup (As)	0
Closing gaps - Reading (4 subgroups)	3 subgroups (Al, Blk, His)	0	1 subgroup (As)
Proficiency - Math (5 subgroups)	5 subgroups (Al, As, Blk, His, Wh)	0	0
Closing gaps - Math (4 subgroups)	4 subgroups (Al, As, His, Blk)	0	0

Additional Goals:

Increase number of staff receiving foundational Racial Equity PD			Yes
Number of staff served by MRC-sponsored PD events			Yes
Increase graduation rates for students of color	1 subgroup (Al)		3 subgroups (As, Blk, His)

District Integration Goals

Goal	3-Year Goal (2017)	SY 15-16 Result	Status
By the 2017 school choice process, 90% Reflecting St. Paul (RSP) seats go to RSP-eligible students	90%	75%	On-track
During each school choice season, staff from Student Placement Center will participate in 250 or more outreach events with a focus on engaging families that are eligible for RSP.	250	195	On-track
The number of students participating in Classroom Partnership Program will increase by 25% for each of the next three years. This includes both partnerships between SPPS and other suburban districts AND between racially identifiable and other SPPS schools	1,516	148	Not On-Track
SPPS will participate (10-12 teachers) in AVID training with EMID (now Equity Alliance MN) districts each year.	10-12	15	Met goals
SPPS AVID classrooms will participate in the Classroom Partnership program	Yes	Yes	Met goals

### Racially Identifiable Schools

A school is designated as a Racially Identifiable School (RIS) if its percentage of students of color is 20 points or more higher than the district average for schools serving the same grade levels. The RIS for SY 15-16 were: Mississippi, Obama, Phalen Lake, Riverview and Highwood Hills. Three schools had been RIS but lost that designation for SY 15-16: Bruce Vento, Maxfield and Wellstone.

Achievement Goal - proficiency as measured by the MCA Reading will increase by 9 points by school year 2016-17.

No schools are on track to meet this goal

Integration Goal - conduct at least one parent learning event.

Every school has met this goal.

Next steps are to report results to Minnesota Department of Education, use results to inform district improvement strategies and develop the next three-year Achievement & Integration Plan for 2017-2020 by the end of March.

### Questions/Discussion:

- How close were students to the nine points? Response: That depends on which metric – racially isolated schools come in making progress, some schools are losing points.
- Racially identifiable schools – 20 percentage points or more higher than the district average serving the same grade levels. Would that be for white kids as well? Response: A school is not integrated if there are no white children.
- How many charter schools are racially identifiable?
- In looking at test scores – if you take scores for kids in ethnic or racial group can they be disaggregated within that group by income? Response: That information can be obtained. As looked at demographics, boundaries, etc. white students who were living in poverty continue to surpass academically students of color not living in poverty. In St. Paul it is about race.
- We need to address issues individual kids have that are preventing them from learning. We need to focus on the child, not the school.
- When does MDE disaggregation hit SPPS data? Response: MDE has been disaggregating for several years - major racial groups, gender, etc. Now they need to report by student groups of populations of more than 1,000 within the state. It is to begin SY 17-18. That means 80 more student groups to what is now reported through assessment information. The same rules on privacy and student groups apply.
- Does MDE or SPPS have data on students attending PreK or not? Response: SPPS has done analysis of students attending PreK within the district. MDE is working on it and is developing a PreK model. In terms of literacy we are seeing it level off at third grade.
- Does SPPS follow them through High school? Response: No, we have not done that.
- Nationally they say the PreK students do better in the long term.
- What is the process to determine targets in writing the plan and how does this report impact what is done next? Response: For the AI plan SPPS was given target goal suggestions from MDE that were very aggressive. SPPS wanted to do something more realistic but with the MDE suggestions, SPPS was more aggressive. We want to be sure we are setting goals where we want children to be but need to be realistic as well.
- What went wrong, what are next steps? Response: The schools' comprehensive improvement plan is unique to each school with evidence-based practices the plan addresses. These are the root of improvement planning. Racial equity work is important work because students need to see their race demonstrated in the curriculum. Expectations of high achievement by teachers and parents have the greatest effect of any practice directly associated with achievement. SPPS needs to return to district equity team meetings, continue to challenge everyone with racial equity protocols.

Personalized learning thru technology is all about equity of access. In SPPS it is a matter of student voice and choice having access to this. Standards of effective teaching, peer support/input is vital. Social emotional learning in the school climate is important. We need to pay attention to the mental health of students. SPPS has to be more strategic in alignment of programming, in cohesion. We also need to address math and support district equity teams.

**MOTION:** Mr. Schumacher moved the Board approve receipt of the World's Best Workforce (WBWF) Report and the Achievement and Integration Plan Report as presented. Mr. Brodrick seconded the motion,

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

E. Human Resource Transactions

**MOTION:** Mr. Schumacher moved approval of the Human Resource Transactions for the period November 1, 2016 through November 30, 2016. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

**IX. CONSENT AGENDA**

**MOTION** Mr. Schumacher moved the Board approve all items on the Consent Agenda as published. The motion was seconded by Ms. Ellis.

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

A. Gifts

**BF 30670** Gift Acceptance from the Larry Fitzgerald First Down Fund of the Minneapolis Foundation to Battle Creek Elementary  
That the Board of Education authorize the Superintendent (designee) to allow Battle Creek Elementary to accept this gift from the Larry Fitzgerald First Down Fund of the Minneapolis Foundation to aid in the support of student achievement.

**BF 30671.** Gift Acceptance from the Minneapolis Foundation

That the Board of Education authorizes the Superintendent to accept the awarded gift.

**BF 30672** Gift Acceptance from Minneapolis Foundation

That the Board of Education authorize the Superintendent (designee) to allow Crossroads Elementary to accept this gift from the Minneapolis Foundation to aid in the support of student achievement.

**BF 30673** Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$14,500.00 presented to Open World Learning Community from Open World Learning Community PTA.

**BF 30674** Acceptance of Gift from St. Anthony Park School Association

That the Board of Education authorize the Superintendent (designee) to allow St. Anthony Park Elementary to accept a gift from the St. Anthony Park School Association in the amount of \$15,045.

**BF 30675** Request for Permission to Accept a Gift from Transforming Central PAC

That the Board of Education authorize the Superintendent (designee) to accept a gift from Transforming Central PAC.

B. Grants

**BF 30676** Request for Permission to Submit a Grant Application to the Capitol Region Watershed District

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Capitol Region Watershed District for funds to make drainage improvements at Adams Spanish Immersion School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30677** Request for Permission to Submit a Grant Application to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Ecolab Foundation for funds to support AVID and Academy of Information Technology at Humboldt High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30678** Request for Permission to Accept a Grant from the Minnesota Vikings Children's Fund

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Vikings Children's Fund to provide professional athletic training services to football players in SPPS; and to implement the project as specified in the award documents.

**BF 30679** Request for Permission to Accept a Grant from the Toshiba America Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Toshiba America Foundation to support STEM education programming in SPPS; and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements - None

E. Administrative Items

**BF 30680** Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal

Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2016, through June 30, 2018.

**BF 30681** Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2016, through June 30, 2018.

**BF 30682** Establishment of the Classified Position of Commissioning Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Commissioning Coordinator job classification effective December 13, 2016; that the Board of Education declare the position of Commissioning Coordinator as classified; and that the pay rate be Grade 16 of the Professional Employees Association standard ranges.

**BF 30683** Establishment of the Classified Position of Facilities Program Controls Specialist for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Facilities Program Controls Specialist job classification effective December 13, 2016; that the Board of Education declare the position of Facilities Program Control Specialist as classified; and that the pay rate be Grade 12 of the Professional Employees Association standard ranges.

**BF 30684** 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 January 3, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 30685** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2016 – October 31, 2016.

(a) General Account	#666065-667637	\$54,480,378.18
	#0002210-0002253	
	#7001985-7002034	
	#0001274-0001310	

(b) Debt Service -0- \$0.00

(c) Construction -0- \$2,256,911.15

\$56,737,289.33

*Included in the above disbursements are payrolls in the amount of \$37,383,336.69 and overtime of \$181,826.94 or 0.49% 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 March 31, 2017.

**BF 30687** Settlement of Partially Insured Claim

That the Board of Education approve the Settlement Agreement in the above referenced suit; authorize its Interim Superintendent to sign the Settlement Agreement; and authorize School District administration to issue payment.

F. Bids

**BF 30686** Produce Vendor Purchase Orders

That the Board of Education authorize the purchase order for the furnishing and delivery of produce items for the period of January 1, 2017 through June 30, 2017.

**X. OLD BUSINESS**

**BF 30688** Action on Pay 17 Levy

The Chief Financial Officer stated the purpose of this final presentation was to present the Pay 17 Levy proposal for final certification.

School levy authority is established in law. School budgets are a combination of state, federal and local funding, including the voter approved referendum. Unlike cities and counties, the Pay 17 school levy funds the 2017-18 school year that will be adopted in June 2017. Based on last year, levies comprise 20% of the school district's budget.

**Pay 17 Levy Proposal:**

<u>Levy Category</u>	<u>Certified Pay 16 Levy</u>	<u>Proposed Pay 17 Levy</u>	<u>Difference</u>
Operating	\$47,242,112	\$47,134,881	\$(107,231)
Pension/OPEB/Contractual	36,133,492	37,545,435	1,411,943
Facilities	54,572,087	59,983,176	5,411,089
Community Service	<u>3,260,938</u>	<u>3,406,163</u>	<u>145,225</u>
Total All Levy Categories	\$141,208,630	\$148,069,656	\$6,861,026
Percent Change			4.9%

Staff reviewed the property tax impact at the 4.9% levy increase for residential, commercial and industrial properties.

**MOTION:** Mr. Schumacher moved the Board of Education approve the recommendation to certify the Pay 17 Levy in the amount of \$148,069,656.08. Mr. Marchese seconded the motion.

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

**XI. NEW BUSINESS -- None**

**XII. BOARD OF EDUCATION**

A. Information Requests & Responses

- A request was made that the Board receive data being collected by the St. Paul Police Department regarding arrests and the data on interactions between students and SROs. Staff indicated this would be presented in January at the COB.
- Information on Suspensions. Staff indicated they would need more time to put that together but could present Quarter 1 suspensions at the January COB.
- Discussion on how to mobilize with the City, County and Met Council on start time changes.
- Information requested regarding issues raised by Obama families and staff.
- Information on Galtier– where are they on numbers and what is plan for them..

B. Items for Future Agendas

- What is District doing to support students and community members after the elections – (sanctuary schools). SPPS needs to respond and reassure families worried

C. Board of Education Reports/Communications - None

### XIII. FUTURE MEETING SCHEDULE

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

- January 10 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- March 21
- April 18 - Rescheduled to 4/25
- April 25
- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11
- August 15

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

- January 10 - 5:15 p.m.
- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11

### XIV. ADJOURNMENT

**MOTION was made and seconded to adjourn the meeting. Motion passed by acclaim.**

The meeting adjourned at 9:28 p.m.

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

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

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

**January 10, 2017**

**I. CALL TO ORDER**

The meeting was called to order at 4:35 p.m.

**II. ROLL CALL**

Present: Mr. Brodrock, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Superintendent Thein, Ms. Cameron, General Counsel, Ms. Polsfuss, Assistant Clerk

Mr. Vue joined the meeting at 4:43 p.m.

Absent: Ms. Foster

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION: Mr. Schumacher moved the Board approve the Order of the Main Agenda as published. Ms. Ellis seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**IV. ELECTION OF OFFICERS**

**1. Chair of the Board of Education**

The serving Chair opened nominations for the office of Chair of the Board of Education.

**MOTION: Mr. Brodrick nominated Jon Schumacher for the office of the Chair. Ms. Ellis seconded the nomination.**

Further nominations were called for, there being none the vote was called.

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes



Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**2. Vice Chair of the Board of Education**

The Board Chair, opened nominations for the office of Vice Chair of the Board of Education.

**MOTION: Mr. Marchese nominated Ms. Ellis for the office of Vice Chair. Ms. Vanderwert seconded the nomination.**

Further nominations were called for, there being none, nominations were closed.

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**3. Clerk of the Board of Education**

The Chair then opened nominations for the office of Clerk of the Board of Education.

**MOTION: Mr. Brodrick nominated Ms. Vanderwert for the office of Clerk of the Board of Education. Ms. Ellis seconded the nomination.**

Further nominations were called for, there being none, nominations were closed.

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**4. Treasurer of the Board of Education**

The Chair opened nominations for the office of Treasurer of the Board of Education.

**MOTION: Ms. Ellis nominated Steven Marchese for the office of Treasurer of the Board of Education. Ms. Vanderwert seconded the nomination.**

Further nominations were called for, there being none, nominations were closed.

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

The Board of Education officer positions for 2016 are:

- Chair -- Jon Schumacher
- Vice Chair -- Zuki Ellis
- Clerk -- Mary Vanderwert
- Treasurer -- Steven Marchese

**V. ANNUAL MEETING RESOLUTIONS**

**BF 30689      Appointment of Assistant Treasurer**

**MOTION:**                **Mr. Schumacher moved that the Board of Education approve the resolution naming Marie Schrul, Chief Financial Officer, as the Assistant Treasurer of Independent School District No. 625 for the year 2015. Motion seconded by Mr. Marchese**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30690      Appointment of Assistant Clerk**

**MOTION:**                **Mr. Schumacher moved, seconded by Ms. Ellis that the Board of Education approved the resolution naming Marilyn Polsfuss as Assistant Clerk of Independent School District No. 625 for the year 2015.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30691      Resolution Naming Depository Accounts**

**MOTION:**                **Mr. Schumacher moved, seconded by Mr. Marchese that the Board of Education approve the resolution naming the banks that are to serve as depositories of school district funds for the year 2015.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes

Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30692      Resolution Naming Banks as Custodians for Safekeeping of Collateral**

**MOTION:**            \_\_\_\_\_ moved that the Board of Education approve the resolution naming the banks that are to be used as custodians for safekeeping of pledged security for school district deposits. Motion seconded by \_\_\_\_\_.

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30693      Resolution Authorizing Investments of School District Funds**

**MOTION:**            **Mr. Schumacher moved, seconded by Ms. Ellis that the Board of Education approve the resolution that herewith authorizes the Assistant Treasurer to invest surplus funds of the school district from time to time, as provided in Minnesota Statutes and the School Board Investment Policy.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30694      Resolution Naming Brokerage Accounts**

**MOTION;**            **Mr. Schumacher moved, seconded by Mr. Marchese that the Board of Education approve the resolution naming the brokerage firms that are to handle the purchase and sale of securities and other property.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30695**      **Resolution Authorizing Entry into Joint Purchasing Agreements**

**MOTION:**            **Mr. Schumacher moved the Board of Education authorize the administration to continue current joint cooperative purchase agreements and to enter into other various Joint Cooperative Purchasing Agreements as deemed necessary. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30696**      **Resolution Naming the Official Newspaper**

**MOTION:**            **Mr. Schumacher moved that the Board of Education approve the resolution naming the Saint Paul Legal Ledger as the official newspaper of the School District. Mr. Marchese seconded motion.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**BF 30697**      **Resolution to Adopt and Confirm All Policies Contained in Board Policy Manual**

**MOTION:**            **Mr. Schumacher moved, seconded by Ms. Ellis that the Board of Education approve the attached resolution confirming and adopting all policies contained in the Board Policy Manual.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**VI. ADJOURNMENT**

**MOTION:**            **Ms. Vanderwert moved the meeting adjourn, seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

Ms. Foster	Absent
Mr. Brodrick	Yes

Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

The meeting adjourned at 4:45 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  
January 10, 2017**

**PRESENT:** Board of Education: J. Schumacher, M. Vanderwert, J. Foster, J. Brodrick, C. Vue, Z. Ellis, S. Marchese

Staff: Supt. Thein, J. Engen, M. Schrul, T. Stewart-Downey, K. Wilcox-Harris, J. Peterson, J. Bobolink, L. Cathey, J. Turner, H. Ott, T. Parent, A. Collins, T. Battle, S. Gray Akyea, N. Cameron, K. Lombardi, J. Statum-Allen, J. Skelly, J. Vigil, C. Thor, B. Coleman, M. Yauhan, S. Carlstrom, T. Goggeleye, S. Thene-Collins, M. Yackley

Other: C. Byrd, J. Ramji, L. Xiong, J. Nelson, J. Verges, T. Lonetree, C. Anderson, J. Rouse, R. Sutton, J. Hanson, J. Hegel, A. Neilson, S. Dejick, N. Martin-Rogers, R. Pilot, J. Dawnwind, J. LaFloer

**I. CALL TO ORDER**

The meeting was called to order at 5:15 p.m.

**II. AGENDA**

**A. SPPS 2016 Audit Report**

Representatives from MMKR presented information on the 2016 Audit. They provided the Board with three audit documents: Management Report, Financial Statements and Supplemental Information and Special Purpose Audit Reports.

They stated they have issued an unmodified (clear) opinion on the basic financial statements. Internal control and compliance reports show three areas needing to be addressed:

1. Fed Awards - Internal controls over compliance with cash management, allowable costs, sub recipient monitoring and standards for financial management. (Policies and procedures over Federal Grants written and documented.) They indicated this was not an unusual finding this year as this is new guidance put out for this year.
2. Federal Award - Internal control over compliance with Federal procurement suspension and debarment requirements. Special Education needs to verify that they are not contracting with vendors on the disbarred or suspended list. This has already been corrected.
3. Claims and disbursements. MN Legal Compliance Testing – Issue was payment of two vendors within the 35 day policy.

They provided a chart on General Education Aid Basic Formula Allowance from 2007 through 2017 noting the 2015 increase of \$529 was offset by changes to pupil weightings and to the general education aid formula that reduced the increase to the equivalent of \$105 or 2.0% state-wide.

They provided a chart illustrating State-wide Unrestricted Operating Fund Balance as a percentage of operating expenditures compared to SPPS from 2007 through 2015.

A chart on General Fund Financial Position for years ended June 30, 2010 through 2016 was presented showing cash and investments (net of restricted cash and borrowing), unrestricted fund balance and expenditures. SPPS is now on a 90/10 payment schedule from the State.

General Fund Financial Position was broken into various components \$1.2 million in Nonspendable Fund Balances (inventory and prepaid items); \$32 million in Restricted Fund Balance. In unrestricted fund balances: \$2.5 million in Committed; Assigned at \$19.8 million (various contractual obligations, etc) and \$34.3 million in Unassigned. The Unassigned fund balances as a percentage of expenditures is at 5.9%.

A chart showing adjusted Average Daily Members (ADM) and Pupil Units Served was provided from 2007 through 2016 along with a chart showing change in students serviced for the same period.

Charts showing other operating funds (total fund balances) for Food Service Special Revenue and Community Service Special Revenue (2012-2016) were also provided.

The last chart showed district-wide statement of net position 2015 to 2016.

	June 30,		Increase Decrease
	2016	2015	
<b>Net Position- Governmental Activities</b>			
Total Fund Balances - Gov. Funds	\$142,091,988	\$179,967,544	\$(37,875,556)
Total Capital Assets Net of Depreciation	412,288,191	421,101,963	(8,813,772)
Total Long-term Liabilities (includes due within one year)	(331,623,327)	(399,530,833)	67,907,506
Net Other Post-employment Benefit Obligation	(103,455,486)	(94,885,430)	(8,570,056)
PERA & SPTRFA Pension Adjustment	(482,540,133)	(480,523,063)	(2,017,070)
Other Adjustments	4,679,323	2,055,881	2,623,442
<b>Total Net Position-Governmental Activities</b>	<u><b>\$(358,559,444)</b></u>	<u><b>\$(371,813,938)</b></u>	<u><b>\$13,254,494</b></u>
<b>Net Position</b>			
Net investment in capital assets	\$134,621,788	\$125,758,448	\$8,863,340
Restricted	28,737,311	18,899,406	9,837,905
Unrestricted	<u>(521,918,543)</u>	<u>(516,471,792)</u>	<u>(5,446,751)</u>
<b>Total Net Position</b>	<u><b>\$(358,559,444)</b></u>	<u><b>\$(371,813,938)</b></u>	<u><b>\$13,254,494</b></u>

**Questions/Discussion**

- Does SPPS have an internal auditor anymore? Response: No, there is a Compliance Officer to monitor compliance with regulations. Additionally part of the Grants area is now under the Finance Department per policy and regulations.
- As MMKR does audits of organizations do you have opinion if it is a good idea to have a person designated as Internal Auditor? Response: No clients that MMKR serves have internal audit staff but we would certainly not discourage it. You are required to have some type of oversight.
- The pupil weighting changes and what is ADM? Response: Average daily members. MDE calculated this the same over 10 years. They take ADM and convert it to pupil units which vary depending on grade level. In 2015 they simplified the funding mechanism which resulted in a bigger decrease based on how pupil units are now calculated.
- Does the audit examine where the district actually assigns the money awarded to it based on pupil units? Response: The audit focuses on finances by program and as a whole. The audit does not get down to that level.
- So as a Board exercises flexibility on money coming from the State it is not jeopardizing anything in terms of financial status? Response: No and certain programs do get subsidized.

- The CFO indicated with the formula allowance the trend has been a 2% increase in formula. Inflation and salary increases are larger than that amount. The Board will need to make decisions on how to mitigate expenditures in the next budget season.
- The CFO stated the Fund Balance – 5.9% - is the true unrestricted fund balance of the district. She indicated the categories of Nonspendable Fund Balance to the Assigned Fund Balance are dedicated to specific purposes. There is some flexibility in the Unassigned Fund balance. The 5.9 fund balance is about 2.5 weeks of operating for the district.
- Does the audit look at state funding or systems? The audit is a financial audit of all district finances and does capture federal funds.

The Superintendent extended his thanks to the CFO and the Finance Department for their hard work.

**RECOMMENDED MOTION:** Mr. Brodrick moved the Committee of the Board recommend the Board of Education accept the Audit Report as presented. Mr. Schumacher seconded the motion.

The motion passed.

B. Standing Item: SEAB Report -- Expanding Inclusivity

The purpose of SEAB's input was to expand inclusivity in SPPS by updating the existing Graduation Attire Policy 510.5, *Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown (exemptions must be approved by the Superintendent).*

**SEAB Recommendation 1:** Cross-reference the Graduation Attire Policy with the Gender Inclusion Policy, the Racial Equity Policy and the Equal Opportunity/Non-Discrimination Policy. Specific references within those policies were:

- 500.00 Gender Inclusion - *Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a compelling pedagogical tool.*
- 101.00 Racial Equity -- *SPPS acknowledges that complex societal and historical factors contributor to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism.*
- 102.00 Equal Opportunity/Non-Discrimination -- *Saint Paul Public Schools does not discriminate on the basis of race, creed, sex, marital status, national origin, immigration status, age, color, religion, ancestry, status with regard to public assistance, socio-economic status, sexual or affectional orientation, gender identity and expression, familial status, physical appearance or disability. Saint Paul Public Schools also makes reasonable accommodation to the known disabilities of qualified disabled individuals. This policy applies to all areas of education.*

**SEAB Recommendation 2:** That Administration implement a procedure for the Graduation Attire Policy that supports students honoring in their graduation by representing their ethnic identities. The procedure should:

- Include a strategy for transparency so students and staff have the same information.
- Include support for schools and programs to honor students with non-academic recognitions.
- Include a process for district-wide approval of non-academic recognitions.
- Resist strict limits on what an ethnic cultural expression is



- Resist a process that puts the work on students to request that their cultural traditions be recognized
- Include a strategy for consistent implementation and
- Include information for staff about appropriate interaction with cultural items.

**SEAB Recommendation 3** -- That Administration support policy and procedure by implementing a standard paragraph for communications to: administrators, graduation coordinators, students and families. The paragraph should:

- Provide detailed information on the approved procedure
- Encourage (not provide permission for) expression of ethnic traditions/identity at graduation
- Provide a definition of ethnicity
- Provide protections against cultural appropriation.

**SEAB Recommendation 4** -- Update the SPPS Policy 510.5 to state: *SPPS encourages the expression of students' ethnic tradition at graduation through wearing of visual representations of their culture.*

Questions/Discussion:

- How isolated is St. Paul from other schools, districts? Response: Other districts have inconsistent policy as well, these changes would put SPPS ahead of other districts.
- Board members indicated they would like to see other policies on this. One concern is how to define it and define boundaries at graduation (a sponsored district/governmental activity). The policy as it is is uniform across everything. Where can the boundary be drawn on what is permissible and what is not. Cultural definition can become quite broad. Perhaps Legal could see how to establish the boundaries, what liabilities are, etc. SEAB Response: Graduation is important to students, we feel a majority of students would honor the policy with graduation as a special event.
- Does SEAB have ideas for policies or ways to honor cultural traditions that is in keeping with the District's desire to have a dignified and sophisticated event. Response: SEAB did not want to restrict this in any way, we do not want to restrict what an individual feels or views as part of their culture.
- We need to have boundaries or some kind of control.
- Staff noted a procedure will have to be developed and these areas could be addressed in the procedure. A procedure can grow and evolve as experience is gained and response is assessed.
- I think we need to see feedback from people in charge of graduation as they are the ones who will need to monitor any changes made. We need to seek input from staff who are in charge of actual graduation night. Did SEAB meet with the graduation coordinators? Response: Yes, we will share feedback at the next Policy Group meeting.
- The Board is excited that it might take a lead in this area to recognize diversity in the community. SEAB indicated it would be happy to continue working with the Board in this area.
- Thanks were extended to SEAB and the Board indicated it was proud of the SEAB presentation, especially considering the timeline SEAB was given over the holidays.

C. Indian Education Program Title VII Parent Committee Resolution

The SPPS Indian Education Title VII Parent Committee submitted their Resolution of Non-Concurrence to the Board expressing their unwillingness to continue with the current trends for their students as far as their access to culturally-relevant standard and supplementary services, as well as their attendance, behavior, academic, and social-emotional outcomes. They stated American Indians represent a unique group as they are not only an ethnicity but a political entity as well. They are the original Americans.

They called on SPPS and the community to make a major commitment to doing things differently. First and foremost, they wanted to be sure that each and every American Indian student and family in the district experiences a welcoming, safe, supportive, and encouraging environment. They want to co-create a new approach that:

- Explicitly **recognizes and addresses past experiences and traditions**, including the U.S. government's oppression of their people and culture through forced assimilation in boarding schools;
- Understands and responds to current needs and cultural beliefs and practices, by offering culturally relevant programming and Indigenous language tracks that are accessible to ALL American Indian students and families in the district who are interested in these opportunities;
- Provides ALL of their students and their families with an engaging, well-rounded PreK-12 experience, by ensuring that their Gifted & Talented students are recognized and challenged, meeting the needs of students and families who are involved with Special Education, EBD programs, CD programs, etc., and using Indian Education funding in the most effective ways possible by focusing on assessment/evaluation and continuous quality improvement
- Prepares ALL of their students for successful futures.

They went on to list their community's priorities for the 2016-17 school year (and beyond) and made several specific requests of the District. The Parent Committee is engaged, motivated, and committed to moving these specific items forward this school year.

The Resolution is part of the process that is required as a part of the Minnesota American Indian Education Act of 1988 (Minnesota Statute 124D.78, subd. 2). The Resolution will be presented for the discussion with the Committee of the Board of Education for Saint Paul Public Schools followed at a later date by the District's administrative response. The final Resolution is then submitted, with the District's administrative response, to the Minnesota Department of Education.

The Resolution requests that Saint Paul Public Schools work with the Parent Committee and the Office of Indian Education on the following priorities:

1. **Access for American Indian students/families at American Indian Magnet School**  
With the creation of the American Indian Magnet School (AIMS) in 1991, the Saint Paul Public School Board acknowledged the unique cultural and academic needs of American Indian students in the Saint Paul Public Schools. However, due to lack of a clear policy and poor placement practices, many American Indian families have not had access to AIMS or American Indian cultural and language track. This has been a concern since the school opened.

The Parent Committee requested two things related to placement at AIMS:

- That SPPS **create and implement a policy that creates priority access for American Indian students and families to AIMS** during the regular enrollment schedule (possibly by opening up AIMS enrollment to American Indian families two weeks prior to other families and proactively reaching out to these families during this pre-enrollment period to inform them of this option, or any number of other possible ways to create some kind of priority for our families). Minneapolis Public Schools may have a model that could be looked at with their Anishinabe Academy, which has had consistently high enrollment for American Indian students in that district.
- They want SPPS to **create a policy and ensure implementation at the Placement Office, so when any family who has a student who is American Indian seeks**

**information or services from the Placement Office, they would be given information about AIMS and the American Indian Studies program.** Signage and fliers about AIMS, AIS, and Indian Education could also be prominently placed in the Placement Office for families to see when they come in. Furthermore, they want to ensure that American Indian students be accepted anytime for enrollment at AIMS so long as the class size remains within limits of the teachers' union contract.

Run into issues with class size but want to have a way to stay under caps so there is space to let students in rather than being turned away. How can ensure can get students into appropriate class – if have access to culture and language students will be more successful. Want to make school more appealing and incentivize attendance by AI families to it.

The Parent Committee hopes SPPS can see how intentionally and proactively providing access to AI students and families to the one school in the district that is specifically designed to meet their cultural and academic needs would be a strong and decisive action toward correcting the wrongs of the past in which the U.S. educational system was at the source of their people's trauma and loss of their traditions and languages.

2. They believe the **Check & Connect program can be an effective program for their students** --This program is currently being evaluated through a demonstration grant. They also believe that it is important for their students to receive mentoring from American Indian staff, if possible. Finally, they want to recognize that Indian Education is intended to provide supplemental programming to students, but if Check & Connect is now universally provided in SPPS high schools, it would not be supplementary but rather supplanting if Indian Education were to continue to provide this program for their students. **Want SPPS to pay for Check and Connect for Native American students once grant is finished.**
3. Data dashboard for American Indian students for Indian Education -- They requested that the Research, Evaluation, and Assessment Department work with Indian Education to develop a reporting structure to ensure that Indian Education receives timely and consistent information on all American Indian students in SPPS. Ensure more Be more systematic in how use resources and resources ensure being used in most effective way.
  - The Parent Committee **requested they review summary data about attendance, behavior, academics (including information about Gifted & Talented and Special Education), and progress toward graduation by grade level twice per year (mid-year and end of school year final results).**
  - **They also requested that REA work with Indian Education to set up a dashboard to show individual student data on all American Indian students at the beginning of the school year and every month thereafter and that Indian Education uses this data to ensure their supplemental services are targeted to the students who need them most, and that they are working with the District and schools to ensure that American Indian students are receiving all of the services and supports for which they are eligible.**
  - Finally, they requested that **District staff review these dashboards at quarterly wraparound meetings** (and take action as needed based on the data review!) to ensure that students' needs are being met.

The PAC stated they realized that American Indian student data is often suppressed and invisible because of the small numbers in most schools. They want SPPS to proactively look

at their students' data as well as find other ways to learn about the needs, preferences, and goals of the American Indian students and their families.

Questions/Discussion:

- When was the last non-concurrent report made? Response: I think in 2001 or 2002.
- Are these new or have they come to the Board previously? Response: AIMS enrollment concerns have been going on since AIMS originated. SPPS needs to create a system to inform families eligible for the program and get them into it. Check and Connect is a new item. Indian Ed is supplanting services that should be provided by the district – Indian Ed should not have to provide services the District is already providing to others. Program needs to be responsive to specific needs. Our additional resources are being applied with no apparent results showing.
- Your additional funding, how is it being used? Response: Hiring of additional staff.
- How much family support and early ed is covered? Response: 85% funding is for staff, 15% for student programming.
- How would you use money if you had it? Response: It is not on what it is the how. If there is no movement in student outcomes it does not matter how the money is being spent as it obviously not being spent to bring about additional achievement. We want to see student needs identified and matched with resources.
- Johnson O'Malley establishes American Indian rights and what they can express in their relationship with school districts. You have come forward with a statement of non-concurrence. If Administration comes back with a response that does not satisfy your requests, what is the next step for the American Indian PAC. Response: The District is not required to give an Administrative response unless there is a statement of non-concurrence. We have not talked about what we might do if the response is not satisfactory. We need to see Administration's direction before considering next steps.
- Thanks were extended to the group that their requests were so concrete. It makes it easier for staff to respond and address issues. Response: There is data but if an area is not being measured you cannot understand the implications of it.
- What is the cost of the Check and Connect Program? Response: One employee that goes to all schools, about \$75,000 annually. We are requesting this at this time in order to get it into the budget cycle so the program can continue seamlessly.
- Do you feel your report has not, in the past, been looked at as an urgent issue? Response: It needs to be looked at as dedicated resources/manpower to solve the issues outlined. Placement in the district is working, they are addressing the issues, there has been some movement.
- The Board would be interested in an overview of what is being done and what the plan is for American Indian students from PreK onward. Perhaps a report to the Board or presentation to Board at COB.

D. Review of Quarter 1 Suspension Data

This report covers the first quarter of the year (9/6/16-11/11/16). Comparisons, unless noted, are with the first quarter of the 2015-16 school year. Quarter 1 results are not considered final until the end of school year report. The number of suspensions differs from the number of students suspended in that the number of suspension is the count of suspension independent of the number of times a student was suspended.

Indications of school climate include (but are not limited to):

- School staffing patterns (stability/turnover)
- Teacher preparation
- Student and teacher demographics
- Funding levels for school programs/initiatives
- Number and scope of building initiatives
- Levels of instructional excellence
- Community/external partnerships

- Commitment to racial equity and inclusion
- Teacher/staff collaboration
- Student and staff attendance
- Suspensions of students

The number of suspensions (806) decreased by 21% from 1,015 in first quarter 2015-16. The percent of students suspended decreased from 2.0% to 1.3%. The average number of suspensions per student ever suspended remained steady at 1.3. American Indian students experienced a large drop in both suspensions (-61%) and percent of students suspended (-2.2 percentage points). Asian students experienced a large drop in suspensions but not students suspended. Black students experienced an average drop in suspensions and an above-average drop in students suspended. Hispanic and White students experienced little change. Special Education students in particular experienced well above average decreases. Students receiving English language services and female students experienced below-average decreases in both suspensions and percent of students suspended. While more grades experienced declines in suspensions and students suspended, 7th and 8th grade experienced increases in both. Grades 2-4 and 9-10 experienced the highest declines in suspensions.

A chart of number of suspensions by quarter for SY 10-11 to 16-17 was provided. Across all years, suspension increase from quarter 1 to quarter 4. Quarter to quarter increases range considerably. In general, the lower the quarter 1 number of suspensions, the lower the end of year number of suspensions. There does not appear to be a predictable pattern in how suspensions increase across quarters (i.e., the change from quarter 2 to quarter 3 is always the largest.) A chart for the same period by racial group was also provided.

SY 10-11 to 16-17 number of quarter 1 suspensions by student racial group indicated persistent and continual disproportionality for suspensions of Black students. Persistent and continual suspension gap between suspensions of Black students and other student racial groups. With the exception of SY 10-11, the pattern of suspensions of student racial groups is the same; highest for Black students followed by Hispanic students, White students, Asian students and then American Indian students.

Across the school years (Quarter 1 SY 10-11 to 16-17) the percentage of suspension for which suspension was a possible outcome to the event is the largest across all student groups. Across school years (Quarter 1), the percentage of suspensions for which suspension was not recommended as an outcome to the event decreases. Across student racial groups, the percentage of suspensions for which suspension was a required outcome to the event decreases noticeably for American Indian students and increases noticeably for Asian students.

#### Questions/Discussion:

- Middle school is a turbulent time – has the change from junior high to middle school had an impact? Response: Generally we see increases as students move into middle school, it is a major transition in their lifetime. We have put systems in place with school-wide expectations of student behavior. Where we saw the greatest pattern was when we moved 6<sup>th</sup> to middle school.
- Does SPSS track hours of instruction lost? Response: No, there is a strong association and it does depend on the class missed of the number of classes missed. We can approximate loss of instructional time.
- How does that all work when a child is suspended? Response: Suspension happens a few different ways, not following rules, being disruptive, behavioral referral. The goal is to get the child back into class but if it cannot be resolved, then it is referred to the AP. The Rights and Responsibilities Handbook outlines action and recommended results. The length of time is determined by the Rights and Responsibilities Handbook.

- Is it possible to ID who the students are who are suspended. What percentage of total suspensions do a certain group of students represent? Response: It goes on a case by case basis, frequently this is a small group of students so we need to identify them in order to offer support to learning. Principals do have access to that data.
- What do you do with students? Response: We are trying to problem solve for students, understand why they are doing this and what can be changed to help them. There are social workers, counselors, mental health services available to students. In the context of continuous improvement, there is a consistent review of data to identify and drill down. Then trial and error to understand what is going on and what interventions can be implemented. All interventions require time and space and appropriate staff.
- As a district SPPS suspends only a small percentage of students. Our concern is if there is are consistent patterns of who and why students are suspended. We are more interested in number of students suspended over number of suspensions.
- Should we be concerned about the new configuration of middle school? Response: Schools have done a good job of creating a soft landing for 6<sup>th</sup> grade. The cohort model works well.
- Do you think we made the right decision? Do demographics make a difference? Response: 6<sup>th</sup> grade is an important group. We look at ways to support parents and families of 6<sup>th</sup> graders in order to avoid later issues.
- As students are suspended are parents being included in supports. What are things being done to address challenges going forward?
- The increase in Asian suspensions – are we missing something in this area. Is there a narrative of model Asian student?
- When will SPPS start to disaggregate the larger groups? Response: That will begin next year.

#### E. School Climate Task Force Update

The Director and Assistant Director of the Office of College and Career Readiness and Department of School Climate and Support provided the Board with an Update on the School Climate Task Force.

Positive School Climate is defined as "a place where everyone can thrive; where all voices are heard, positive relations are experienced, mistakes are an opportunity for growth, where individuals do not feel invisible, where everyone feels safe and respected and everyone honors power with, not power over.

The Task Force has established four themes:

- Defining and measuring school climate -- information on this was presented to the Board at the February 2016 Board meeting.
- Building healthy relationships
- Increasing engagement
- Promoting emotional and physical safety for staff and students.

The plan was divided into three categories:

1. Community. The School Climate Task Force, Ramsey County Attorney involved SPPS and Ramsey County defined themes, community partnerships (community drives learning). The presentation spotlighted Mental/Relational Health Pilots – Change Inc., Guadalupe Alternative Program and Soul Touch Productions at Gordon Park HS. Next steps is an expansion of the Safe schools, safe you program and expanding community partnerships and SPPS staff.
2. District. This will align practices and procedures (school wide discipline plans/school improvement plans.) It will communicate clear expectations (Office Discipline Referral (ODR) Letter.). Provide professional development on new curriculum (Zones of Regulation and Me Moves along with a PBIS Team Workshop Series). The presentation

spotlighted Bullying Prevention through Schoology and a course on Increasing Wellness/Decreasing Toxic Stress. Family Innovations' Project Prevent at Vento bridge the gap between family, home and school. School-wide Discipline Plan at Washington. Next steps will be to deepen professional development with a relationship factor course and non-violent crisis intervention training. Accountability will be increase through PBIS and a school-wide discipline plan.

3. School. Student Assistance Teams (SAT) will have one lead per school. Mental health providers will co-locate expanding from 21 sites to 36 sites. The spotlight was on Restorative Practices at six pilot sites. Next steps will deepen and systematize implementation of PBIS establishing School Wide Discipline Plans at each school and monitoring implementation. Interventions will be expanded with a menu of evidence based practices that support students to be successful in school

Questions/Discussion -- None

F. Standing Item: FMP Update

1. Grants & News

- Como Senior artificial turf grant is a matching grant from NFL Foundation and Minnesota Vikings. \$250,000 toward artificial turf installation.
- 1050 Kent - DEED Remediation grant - State of Minnesota Department of Employment and Economic Development grant (submitted by the City on SPPS behalf) is \$175,950 for environmental cleanup.
- Energy Efficiency Xcelence Award - this is an Xcel Energy Award that honors organizations that have made significant strides in energy saving initiatives over the past year. SPPS is being recognized for its steam plant repair plus replacement program that came out of the FMP. All work is being performed by SPPS staff (pipefitters). It is underwritten by \$42,800 in Xcel Energy Rebates and is estimated to save 273,000 therms in natural gas per year (approximately \$160,000 a year in energy savings). SPPS is the first school district ever to receive this award.

2. Major Project Schedule Update

- Adams Elementary – Expansion to right size school. Variance hearing (building height, canopy, truck navigation) set for 2/14/17 with BOE contract award set for February or March. Construction duration is estimated to be March 2017 - December 2018.
- Como Park High School – Artificial turf, storm water management. No variance hearing is required. BOE contract award in June 2017. Construction duration June 2017 - August 2019.
- Highland Park Elementary - No variance hearing is required. BOE contract award in March 2017. Construction duration: March 2017 - August 2018.
- Horace Mann Elementary - No variance hearing required. BOE contract award March 2017. Construction duration April 2017 - August 2018.
- Humboldt Senior High - No variance hear required. BOE contract award March 2017. Construction duration April 2017 - August 2020.
- Linwood Monroe Upper - No variance hearing required. BOE contract award March 2017. Construction duration June 2017 - August 2018.
- Linwood Monroe Lower - Variance hearing (lot coverage and building height) January 30th. BOE contract award April 2017. Construction duration June 2017 - August 2018.
- RiverEast School - No variance hearing required. BOE contract award February 2017. Construction duration January 2017 - July 2018.
- St. Anthony Park Elementary - Variance hearing has been held on parking stalls and lot coverage.. BOE contract award March 2017. Construction duration: June 2017- August 2018.

3. Upcoming Presentations and BOE Actions

- February - Update on 5-Year Implementation Plan funding. Preparation for construction contracts the BOE will award February through August.
- February - BOE action on Adams (partial) and RiverEast
- March -- Demographics (projected enrollment and capacity) update. New Area "A" middle school progress update.
- March -- BOE action on Adams (partial), Highland Park Elementary, Horace Mann, Humboldt, Linwood Monroe - Upper and St. Anthony Park.
- April/Mary - First official update to the 5-Year Implementation Plan and the guidance from 65+ person FMP Committee.
- April - BOE action on Linwood Monroe - Lower
- April/May - Adopt update to 5-Year Implementation Plan

QUESTIONS/DISCUSSION:

- Will Board be able to look at priorities in terms of timelines and priorities? Response: Nothing is static, discussions are ongoing and flexibility is key.
- As Linwood Lower process goes through for variances it is important to keep the Board in the loop as there may be a need to address City Council members on the project.
- Maxfield has expressed concern about mold under the carpeting there. Response: the window system is old and leaking. SPPS has tried to mitigate problem as much as is possible. This is an area to look at changing priorities and may be an opportunity to reprioritize priorities.
- Concerns about RiverEast – what was involved at the last community conversation and how did it wrap up? Response: Staff will share its written update on the conversations with neighbors.. The church is hosting facilitated conversations with neighbors and staff and District 6 land use group monthly.
- Please include Board member notification on the facilitated conversations with the RiverEast neighbors.

G. Standing Item: Policy Update - None

H. Standing Item: SSSC 2.0 Update -- None

I. Work Session

1. **Addressing Misinformation in Public Comments** - Moved to next COB agenda.
2. **Sanctuary Schools** - Consensus was to have resolution at January BOE meeting. Members liked the Minneapolis draft. Teachers, families and students are all very concerned. We need clarity on what expectations are for families and kids. . Mary, Zuki and Steve will work on draft.
3. **SEAB Inclusivity Recommendation Implementation** - Moved to next COB agenda.

III. **ADJOURNMENT**

A motion was made by Mr. Schumacher, seconded by Mr. Marchese to adjourn the meeting. It was passed by acclamation.

The meeting adjourned at 9:30 p.m.

Respectfully submitted,  
Marilyn Polsfuss  
Assistant Clerk



# SRO Update

## 1<sup>st</sup> Quarter Data Review

Laura Olson, SEM Director  
Kevin Casper, Commander SPPD  
Tuesday, January 24, 2017

# Purpose

- Present Data
  - 5 Year Arrest Data
  - Comparison of FY16 and FY17 Data (Q1)
  - Police Interactions with students
  - Incident Data
  - Arrests and Use of Force
- New Initiatives
  - Students advising SROs
  - Training & Staffing Update
- Next Steps

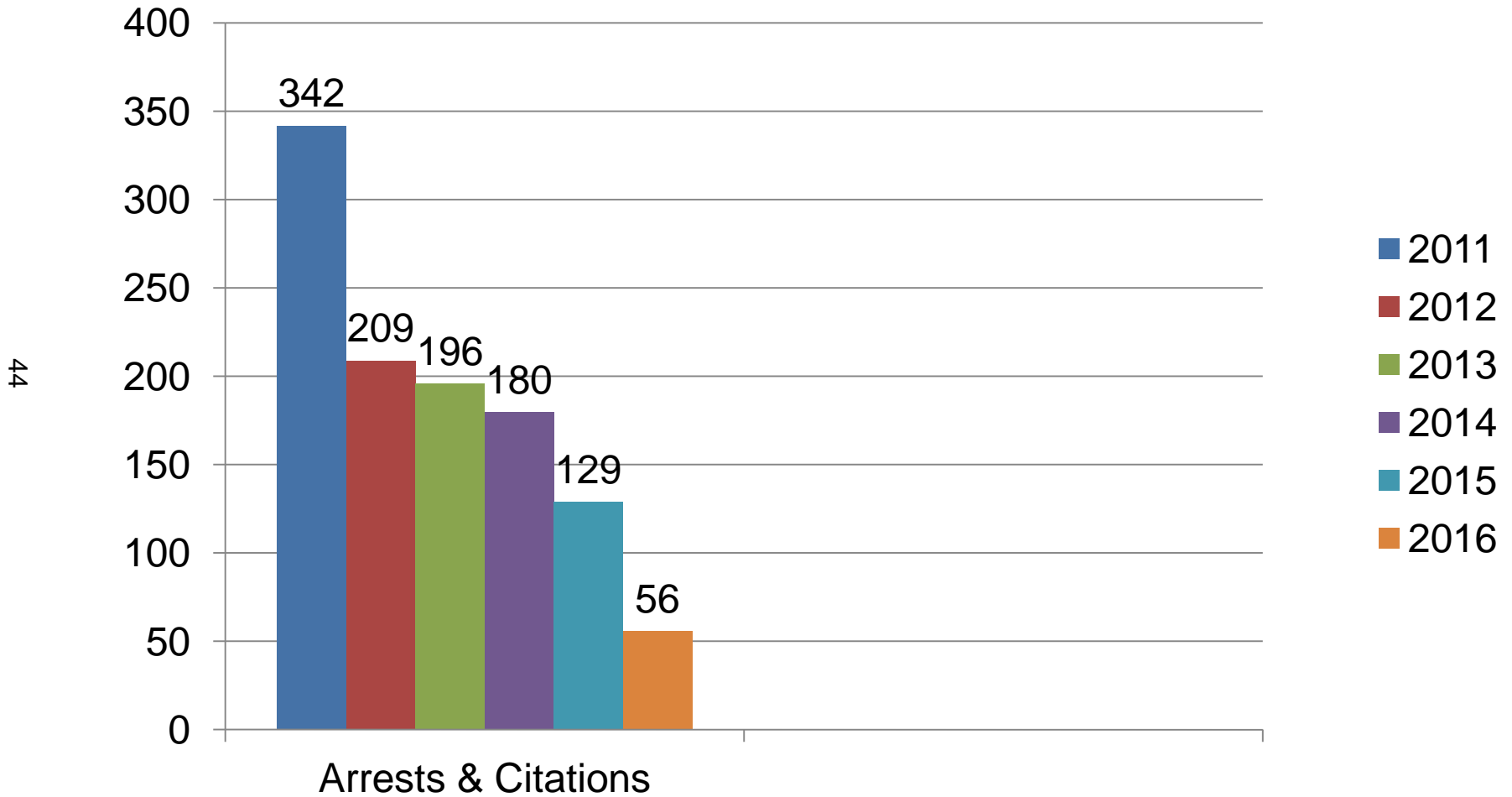


# FY17 Contract Guides The Work

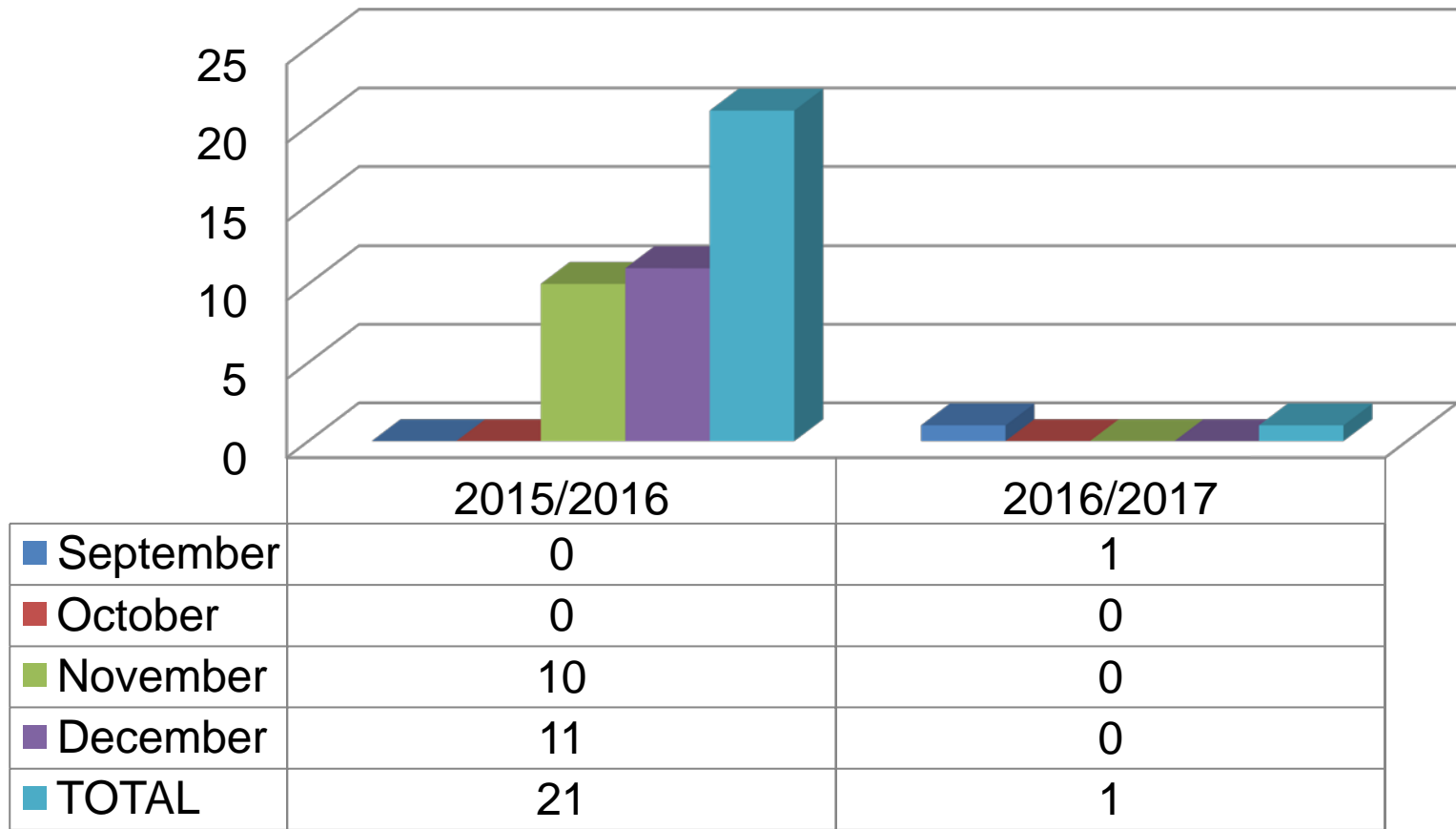
- Student Centered Team Approach
  - What is in the best interest of the student?
  - Building trust and integrity by building strong relationships with students and families
- Clarification of Roles & Responsibilities
  - Administrator's and SROs.
  - SROs are not involved in behavioral matters
  - SROs advise on low level offenses-divert to school for meaningful consequences



# 5 Year Citation & Arrest Data (FY11-FY16)



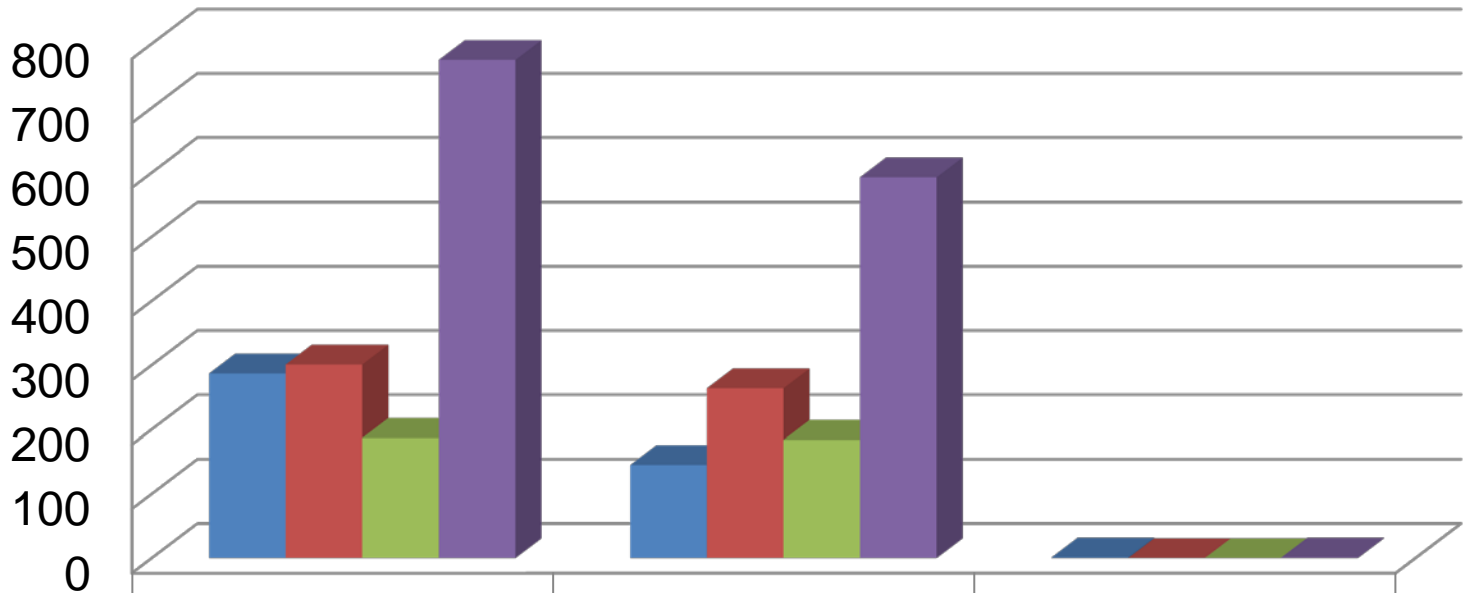
# Arrests (Q1)



45



# 2016-17 Incident Data (Q1)



	Positive Interactions	Incident Advise/Assist	Arrests
September	287	145	1
October	301	264	0
November	187	184	0
TOTAL	775	593	1



# Use of Force FY17 (Q1)

- Pepper Spray: 0 incidents
- Use of Handcuffs: 10 incidents

*2015/2016*

- *Pepper Spray: 9 Incidents*
- *Use of Handcuffs: Unknown*



# Building Positive Relationships By Engaging Students

- Through November, SROs have worked with over 750 students on:
  - Bullying
  - Online safety
  - Positive thinking
  - Traffic stop safety
  - Mounted patrol demonstration
  - Law enforcement careers
  - Decision making
  - Civic engagement
  - And more!!



# Highlights

- Students and SROs collected and delivered over 2,570 pounds of food to Hallie Q. Brown food shelf for Thanksgiving



Photo courtesy of Pioneer Press



# Students Are Talking – SROs are Listening

- SRO's and students:
  - Student Advisories
  - Open office hours
  - “Chat and Chew”



# Staffing Update

- January 2017
  - Washington Technology - Ann Baumgart
  - Central High School - Jermaine Davis
- SRO Demographics: 9 SROs (4/9 Officers of Color)
  - 1 female
  - 8 males



# Next Steps

- Training – Q2 and beyond
  - Reflective consultation: Only SROs in Nation to do this work. SROs will meet for 1.5 hours monthly (January-June)
  - CPI: Non-violent crisis intervention
- District-Wide Advisory Team (Late February)
  - Community Partners (2)
  - Parent (2)
  - Student (2)
  - Ombudsperson
  - SPPD Commander
  - SEM Director
  - Principal/Administrator (2)
  - Superintendent Designee (2)



# Questions?



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**HUMAN RESOURCE TRANSACTIONS**  
**December 1, 2017 through December 31, 2017**  
**January 24, 2017**

**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gjerde, M. K.	Classroom Teacher	12/05/2016	\$41.55	Ronald M Hubbs Center
Mosher, J.	Classroom Teacher	12/05/2016	\$34.46	Ronald M Hubbs Center
Roland-Fuchs, J. J.	Classroom Teacher	12/14/2016	\$49.06	American Indian Magnet
Thao, T. K.	Classroom Teacher	12/12/2016	\$28.44	Murray Middle School
Lentz, B. K.	Nurse	12/07/2016	\$38.95	JJ Hill Montessori
Stadum, C. A.	Nurse	12/12/2016	\$38.95	Student Placement Center
Ndamagye, R.	Special Ed Teacher	12/14/2016	\$27.50	Galtier Elementary
Stehr, J. M.	Special Ed Teacher	01/03/2017	\$26.64	271 Belvidere Bldg
Ekberg, A. L.	Speech Pathologist	12/05/2016	\$32.68	The Heights Community
Yang, K.	Education Assistant	12/19/2016	\$18.19	Battle Creek Middle
Abukar, K. M.	Teaching Assistant	12/05/2016	\$14.25	271 Belvidere Bldg
Cody, D.	Teaching Assistant	12/14/2016	\$12.99	Central Senior High
Engfer, M. L.	Teaching Assistant	12/19/2016	\$14.52	Harding Senior High
Franco, M. M.	Teaching Assistant	12/19/2016	\$13.39	Humboldt Secondary
Galdamez, J. E.	Teaching Assistant	01/03/2017	\$13.59	Wellstone Elementary
Hawkins, A. M.	Teaching Assistant	01/03/2017	\$11.79	Battle Creek Elementary
Hendrickson, R. M.	Teaching Assistant	12/05/2016	\$14.71	Linwood Monroe Arts Plus Upper
Ivanovich, B. J.	Teaching Assistant	12/12/2016	\$12.86	JJ Hill Montessori
Jaeger, C. E.	Teaching Assistant	12/12/2016	\$13.71	The Heights Community
Lee, K.	Teaching Assistant	01/03/2017	\$14.71	Daytons Bluff Achievement Plus

**HUMAN RESOURCE TRANSACTIONS**  
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**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mastny, A. M.	Teaching Assistant	12/12/2016	\$13.59	American Indian Magnet
McKnight, M. M.	Teaching Assistant	12/12/2016	\$13.59	Homecroft Early Learning
Mekha, L. A.	Teaching Assistant	01/03/2017	\$15.25	Johnson Achievement Plus
Nelson, T. J.	Teaching Assistant	01/03/2017	\$14.71	Murray Middle School
Sheyba, S. M.	Teaching Assistant	12/13/2016	\$14.25	Galtier Elementary
Slattery, L. K.	Teaching Assistant	01/03/2017	\$13.52	Central Senior High
Thor, S.	Teaching Assistant	12/20/2016	\$13.39	Mississippi Creative Arts
Wages, A. M.	Teaching Assistant	12/08/2016	\$13.99	Humboldt Secondary
Welper, B. M.	Teaching Assistant	12/12/2016	\$14.25	Randolph Heights
Johnson, Z. A.	Custodian	12/21/2016	\$16.05	Como Service Center
Cannedy, L. M.	Nutrition Services Personnel	12/20/2016	\$11.66	Johnson Senior High
Dudley, K. L.	Nutrition Services Personnel	12/08/2016	\$11.66	Frost Lake Elementary
Nah, J.	Nutrition Services Personnel	12/20/2016	\$11.66	Expo for Excellence Elem
Steele, K. M.	Nutrition Services Personnel	12/20/2016	\$11.66	Rondo Education Center

**PROMOTION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bu, N. D.	Classroom Teacher From: School/ Community Professional	12/19/2016	\$26.64	Jackson Preparatory Elem
Busta, P. S.	Teacher on Special Assignment From: Classroom Teacher	12/05/2016	\$48.69	Title I Fed Program Offices
Logan, J. A.	School/Community Professional From: Education Assistant	12/27/2016	\$24.58	Nokomis Montessori South
Vang, T. W.	School/Community Professional From: Teaching Assistant	01/03/2017	\$23.06	Daytons Bluff Achievement Plus
Connell, J.	Assistant Director Facilities From: Environmental Center Services Manager	12/27/2016	\$56.73	Como Service/Facilities

**HUMAN RESOURCE TRANSACTIONS**  
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**January 24, 2017**

**PROMOTION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Osman, L. F.	Education Assistant From: Teaching Assistant	01/03/2017	\$16.95	Student Placement Center
Cervantes, K. P.	Nutrition Services Personnel Career Progression	12/12/2016	\$15.49	Johnson Achievement Plus
Parry, J. M.	Nutrition Services Personnel Career Progression	12/19/2016	\$15.49	Obama Service Learning

**TEMPORARY APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Walker, T. M.	Classroom Teacher	01/03/2017	\$49.06	Four Seasons A+

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Amaya, V. C.	Classroom Teacher	12/15/2016	Cherokee Heights Elem
Hartman, A.	Classroom Teacher	12/02/2016	Battle Creek Middle
Kour, R.	Classroom Teacher	10/01/2016	No Assigned Bldg - Misc
McJilton, M. T.	Classroom Teacher	11/15/2016	Maxfield Elementary
Phillips, A. G.	Classroom Teacher	11/11/2016	Hazel Park Preparatory
Skinner, M. J.	Classroom Teacher	12/19/2016	Jackson Preparatory Elem
Stinar, R. G.	Classroom Teacher	12/07/2016	Central Senior High
Tuerk, A. M.	Classroom Teacher	11/28/2016	Central Senior High
Umhoefer, R.	Classroom Teacher	12/19/2016	Benjamin Mays/Museum
Malikin, Y.	ELL Teacher	12/05/2016	Harding Senior High
Her, P. H.	Early Ed Teacher	11/24/2016	Jackson Preparatory
Errickson, A.	Special Ed Teacher	12/14/2016	Humboldt Secondary
Hicks, B.	Social Worker	02/01/2017	Washington Tech Secondary
Baker, W. E.	School/Community Professional	12/21/2016	Benjamin Mays/Museum



**HUMAN RESOURCE TRANSACTIONS**  
**December 1, 2017 through December 31, 2017**  
**January 24, 2017**

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cook, D.	Education Assistant	11/17/2016	Como Park Senior High
Harlin, K. S.	Education Assistant	11/17/2016	Four Seasons A+
Weyaus, W.	Education Assistant	12/21/2016	Ronald M Hubbs Center
Arboleda, V.	Teaching Assistant	01/03/2017	Obama Service Learning
Armstrong, M. L.	Teaching Assistant	11/23/2016	American Indian Magnet
Harper, S. M.	Teaching Assistant	12/13/2016	Bruce F Vento Elementary
Huschle, L. P.	Teaching Assistant	11/29/2016	St. Paul Music Academy
Salween, D.	Teaching Assistant	01/03/2017	Phalen Lake Hmong Studies
Thaney, J. L.	Teaching Assistant	01/03/2017	Johnson Senior High
Warkentin, M. A.	Teaching Assistant	12/16/2016	Daytons Bluff Achievement
Grundmeier, C. M.	Clerical	12/22/2016	Central Senior High
Soika, T. M.	Clerical	12/09/2016	Harding Senior High
Sattler, S. J.	Nutrition Services Personnel	11/21/2016	Como Service Center
Schmidt, I. M.	Nutrition Services Personnel	12/16/2016	Battle Creek Elementary
Wells, P. M.	Nutrition Services Personnel	12/30/2016	Como Service Center
Machacek, J. E.	Pipe Fitter	12/05/2016	Como Service Center

**ADMINISTRATIVE LEAVE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., R. F.	Classroom Teacher	12/01/2016
B., B.	Classroom Teacher	01/13/2017
M., T. J.	Social Worker	12/22/2016
O., S.	Teaching Assistant	01/02/2017

**REHIRE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gattman, A. M.	Classroom Teacher	01/03/2017	\$37.23	Crossroads Montessori
Schutjer, P.	Classroom Teacher	12/05/2016	\$36.73	International Academy - LEAP

**HUMAN RESOURCE TRANSACTIONS**  
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**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Jenson, L. A.	Education Assistant	01/03/2017	\$27.00	Four Seasons A+
Benson, S. M. Upper	Teaching Assistant	12/01/2016	\$15.25	Farnsworth Aerospace
Combs, K. D.	Teaching Assistant	12/08/2016	\$12.43	Galtier Elementary
Jimenez, O.	Teaching Assistant	01/03/2017	\$15.25	Mississippi Creative Arts
Marshall, T. M.	Teaching Assistant	12/12/2016	\$15.25	Johnson Achievement Plus
Sandbeck, S.	Teaching Assistant	12/08/2016	\$14.52	Humboldt Secondary
Shakal, Y. Y.	Teaching Assistant	12/14/2016	\$13.59	JJ Hill Montessori Magnet

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Anglin, R. H.	Classroom Teacher	11/18/2016	Washington Tech Secondary
D'Aigle, L. J.	Classroom Teacher	11/07/2016	Bruce F Vento Elementary
Dickerman, A. E.	Classroom Teacher	11/21/2016	Highwood Hills Elementary
Foss, A. E.	Classroom Teacher	11/21/2016	Highwood Hills Elementary
Greenlee-Karp, C. R.	Classroom Teacher	12/19/2016	Linwood Monroe Arts Plus
McJilton, M. T.	Classroom Teacher	12/05/2016	Maxfield Elementary
Mohlenhoff, R. D.	Classroom Teacher	12/01/2016	Eastern Heights Elementary
Perry, J. M.	Classroom Teacher	11/23/2016	Johnson Achievement Plus
Tuerk, A. M.	Classroom Teacher	12/12/2016	Central Senior High
Vang, M. Y.	ELL Teacher	11/16/2016	International Academy
Blakely, B. S.	Special Ed Teacher	11/23/2016	Parkway Montessori
Finn, K. E.	Nurse	11/28/2016	Galtier Elementary

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**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Vang, N.	Technical	11/21/2016	Como Service Center
Pao-Sein, V. A.	Education Assistant	12/14/2016	Frost Lake Elementary
Bickford, L. E.	Teaching Assistant	12/05/2016	Washington Tech Secondary
Binford, L. L.	Teaching Assistant	11/30/2016	Highland Park Senior
Evans, S. L.	Teaching Assistant	12/12/2016	Battle Creek Middle
Huschle, L. P.	Teaching Assistant	12/13/2016	St. Paul Music Academy
Keene, C.	Teaching Assistant	12/20/2016	Highland Park Elementary
Perry, N.	Teaching Assistant	12/12/2016	Nokomis Montessori South
Singleton, A. K.	Teaching Assistant	11/21/2016	Parkway Montessori
Vang, K.	Teaching Assistant	12/05/2016	Mississippi Creative Arts
Yang, A. G.	Teaching Assistant	11/29/2016	Battle Creek Elementary
Yang, L.	Teaching Assistant	11/28/2016	Phalen Lake Hmong
Reeverts, R. J.	School Bus Driver	12/05/2016	Transportation Services
Dean, J. P.	Carpenter	12/12/2016	Como Service Center
Kephart, S. L.	Clerical	12/19/2016	Como Service Center
Paananen, F. M.	Nutrition Services Personnel	11/21/2016	Washington Tech Secondary
Baker, W. E.	School/Community Professional	12/27/2016	Benjamin Mays/Museum

**RESCISSION OF NON-RENEWAL  
OF PROBATIONARY CONTRACT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Severs, P.	Special Ed. Teacher	06/13/2015	Battle Creek Middle School

**VOLUNTARY REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, Y.	Teaching Assistant	01/03/2017	\$14.25	Mississippi Creative Arts
McCann, E. J.	Nutrition Services Personnel	12/12/2016	\$25.14	Humboldt Secondary School

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**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., G. J.	Classroom Teacher	12/27/2016
A., G. J.	Classroom Teacher	12/28/2016
A., G. J.	Classroom Teacher	12/29/2016
R., B. A.	Classroom Teacher	12/05/2016
R., B. A.	Classroom Teacher	12/06/2016
R., B. A.	Classroom Teacher	12/07/2016
R., B. A.	Classroom Teacher	12/08/2016
R., B. A.	Classroom Teacher	12/09/2016
R., B. A.	Classroom Teacher	12/12/2016
R., B. A.	Classroom Teacher	12/13/2016
R., B. A.	Classroom Teacher	12/14/2016
R., B. A.	Classroom Teacher	12/15/2016
R., B. A.	Classroom Teacher	12/16/2016
R., B. A.	Classroom Teacher	12/19/2016
R., B. A.	Classroom Teacher	12/20/2016
R., B. A.	Classroom Teacher	12/21/2016
R., B. A.	Classroom Teacher	12/22/2016
R., B. A.	Classroom Teacher	12/23/2016
F., A.	Teaching Assistant	01/20/2017
S., V. A.	Nutrition Services Personnel	11/28/2016

**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lamb, B. S.	Classroom Teacher	12/22/2016	L'Etoile du Nord Lower
Waite-Tranberg, S. J.	Classroom Teacher	03/01/2017	Johnson Achievement Plus
Hansen, C. E.	Teaching Assistant	02/25/2017	271 Belvidere Bldg
White, L. A.	Clerical	01/01/2017	Creative Arts Secondary

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**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Gust, R. M.	Nutrition Services Personnel	03/01/2017	Johnson Senior High
Supinski, P. M.	Nutrition Services Personnel	12/08/2016	Harding Senior High

**RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Amundson, K.	Principal	01/06/2017	Highland Park Middle School
Diaz Rieth, W.	Classroom Teacher	12/22/2016	Ramsey Middle School
Sanders, K. M. Upper	Classroom Teacher	12/23/2016	Farnsworth Aerospace
White, M. E.	Classroom Teacher	12/22/2016	Cherokee Heights Elem
Nass, J. D.	ELL Teacher	12/31/2016	Highland Park Middle
Temple, S. M.	Early Ed Teacher	01/13/2017	Plato Admin Offices
Severs, P.	Special Ed. Teacher	06/13/2015	Battle Creek Middle School
Larson, K. D.	Special Ed Teacher	01/07/2017	Wellstone Elementary
Perkins, D. D.	Education Assistant	12/03/2016	Battle Creek Middle
Burton, S. L.	Teaching Assistant	12/10/2016	Obama Service Learning
Clickenger, A. M.	Teaching Assistant	12/03/2016	Nokomis Montessori South
Dorschner, J. E.	Teaching Assistant	12/10/2016	Murray Middle School
Htway, K. K.	Teaching Assistant	12/13/2016	Mississippi Creative Arts
Martinez, V.	Teaching Assistant	10/15/2016	Adams Spanish Immersion
Nystrom, P. M.	Teaching Assistant	01/04/2017	Eastern Heights Elem
Olson, C. L.	Teaching Assistant	01/03/2017	Bridge View
Velazquez, A. F.	Teaching Assistant	01/04/2017	Riverview School of
Flores, M. E. Upper	Clerical	11/12/2016	Farnsworth Aerospace
Kelzenberg, R. E.	Clerical	01/01/2017	Colborne Admin Offices
Moua, M.	Clerical	01/07/2017	Student Placement Center

**HUMAN RESOURCE TRANSACTIONS**  
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**RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wegele, E. M.	Professional Employee	12/31/2016	Colborne Admin Offices
Peltier, C. A.	Technical	10/22/2016	Como Service Center
Dumond, M.	Teacher	01/05/2017	Jie Ming Mandarin Immr
Brooks, J. N.	Teaching Assistant	12/21/2016	Mississippi Creative Arts
Claiborn, Q. L.	Teaching Assistant	11/26/2016	Ramsey Middle School
Andrewin, S. N.	Nutrition Services Personnel	12/31/2016	Washington Tech Secondary

**TERMINATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., L.	Teacher	01/13/2017
M., T.	Social Worker	02/23/2017
H. G., K. H.	Teaching Assistant	12/22/2016
S., C. E.	Teaching Assistant	08/31/2016
T., A. S.	Teaching Assistant	12/15/2016
M., T.	Teaching Assistant	01/19/2017

**Discharge**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
O., S.	Teaching Assistant	01/10/2017
T., M.	Teaching Assistant	12/22/2016

**TERMINATION OF TEMPORARY EMPLOYMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wang, Z.	Classroom Teacher	12/21/2016	Jie Ming Mandarin Immr Academy

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

**DATE:** January 24, 2017

**TOPIC:** Ecolab Foundation Gift to Humboldt High School 2017

**A. PERTINENT FACTS:**

1. An Ecolab Foundation gift in a total amount of \$17,000 has been provided to assist, recognize, promote and fund educational programming for students. \$7,000 is designated for the support of the 2017 First Robotics team supplies and equipment and \$10,000 is designated for the Principal's Fund.
2. This gift is designated by Ecolab for support of educational programming at Humboldt and the First Robotics Team equipment, as well as:

West Side Wednesdays Community Events	\$1,000
Field trips/transportation expenses and admission for students	\$6,000
T-shirts and behavior reinforcers for students	\$2,500
Food for staff and recognitions hard work	\$1,000
Food for mentor events	\$1,000
Fees for presenters	\$500

3. This gift will meet the District strategic plan goal of sustainability.
4. This item is submitted by Michael Sodomka, Principal, Humboldt High School and Theresa Battle, Assistant Superintendent Grades K-12

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept the \$17,000 gift from the Ecolab Foundation and provide a letter expressing appreciation for the gift.





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

**DATE:** January 24, 2017

**TOPIC:** Acceptance of Gift from Ecolab Foundation

**A. PERTINENT FACTS:**

1. Cherokee Heights Elementary requests permission to accept a gift from the Ecolab Foundation.
2. This gift is for the principal's fund to advance and support educational programming for students.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Melissa Rivera, Principal of Cherokee Heights and Andrew Collins, Assistant Superintendent for Elementary Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to accept a gift from the Ecolab Foundation. This gift is to be deposited in the intra-school fund for Cherokee Heights.

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

**DATE:** January 24, 2017

**TOPIC:** Helen Podruska Donation

**A. PERTINENT FACTS:**

1. A gift of \$10,000.00 was received at Capitol Hill Gifted and Talented Magnet School in December of 2015.
2. The gift was received from the Helen Podruska Trust. This donation is for use at Capitol Hill Gifted and Talented Magnet School.
3. Check deposited in Intra Funds for enhancing school activities.  
Budget Code: 19-494-291-000-5096-0000.
4. This gift will meet the target area goal of “supporting student achievement.”
5. This item is submitted by Patrick Bryan, Principal, Capitol Hill Gifted and Talented Magnet School; and Lisa Sayles-Adams, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to allow Capitol Hill Gifted and Talented Magnet School to accept this gift from the Helen Podruska Trust.

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

**DATE:** January 24, 2017

**TOPIC:** Acceptance of Gift From LMAP PTA

**A. PERTINENT FACTS:**

1. \$10000 was gifted to Linwood Monroe Arts Plus for the 2016-17 school year to be added to 19-528-291-000-5096-0000
2. LMAP will use funds to pay guest artists for school residencies throughout the year.
3. This project will meet the District strategic goal of ACHIEVEMENT.
4. This item is submitted by Principal Bryan E. Bass.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept the gift from Linwood Monroe Arts Plus PTA.

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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Submit a Applications to KaBOOM

**A. PERTINENT FACTS:**

1. The KaBOOM organization is currently accepting grant applications for “Creative Play” in-kind contributions that provide elementary schools with innovative play materials that let children build their own play environment, namely:
  - Imagination Playground, approximate value \$15,000 –uniquely shaped foam blocks and loose parts that empower children to design their own course of play
  - Rigamajig, approximate value \$8,500 – a collection of wooden planks, wheels, pulleys, nuts, bolts and rope that allows children to follow their curiosity through play while learning 21st century skills.
2. Highwood Hills Elementary has prepared an application for Imagination Playground, and Crossroads, Jackson, Saint Paul Music Academy and Obama Elementary Schools have prepared applications for Rigamajig. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Lynn Pham, Celeste Carty, Yeu Vang, Bobbie Evangelist and Adrain Pendelton, respective principals of Highwood Hills, Crossroads, Jackson, Saint Paul Music Academy and Obama Elementary Schools; and Andrew Collins and Lisa Sayles-Adams, Assistant Superintendents.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit five applications to KaBOOM for in-kind grants of creative play materials to Highwood Hills, Crossroads, Jackson, Saint Paul Music Academy and Obama Elementary Schools; to accept such materials, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT O. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** January 23, 2017

**TOPIC:** Ecolab Foundation Grant to Riverview West Side School of Excellence

**A. PERTINENT FACTS:**

1. Ecolab Foundation has awarded Riverview West Side School of Excellence \$5000.00 to be added to budget 19-551-291-000-5096-0000.
2. This gift is designated to advance and support educational programming for students.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by: Nancy Paez, Principal, Riverview West Side School of Excellence and Andrew Collins, Assistant Superintendent Elementary Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Submit Application to KaBOOM

**A. PERTINENT FACTS:**

1. The KaBOOM organization is currently accepting grant applications for awards valued at approximately \$85,000 to design and build new and innovative playgrounds.
2. Saint Paul Public Schools has prepared an application seeking an award from KaBOOM that will enable design and implementation of a new playground at Highwood Hills Elementary. KaBOOM works with school leadership and students to design a play space and provide equipment to suit the specific needs of the school and surrounding community. The award also funds the construction of the new playground. Saint Paul Public Schools will serve as fiscal agent for the project. The grant does not have a specific dollar amount; rather, it covers the cost of designing and building a new playground for the school, including the donation of equipment.

Staff and community volunteers at these schools researched this opportunity.

3. This project will meet the District target area goals of Achievement and Sustainability.
4. This item is submitted by principal Lynn Pham; Facilities Director Tom Parent; and Assistant Superintendent Andrew Collins.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to the KaBOOM organization for the design and build of a new playground at Highwood Hills; to accept the award, if granted; and to implement the project as specified in the award documents.

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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Accept a Grant from the Midwest Dairy Council Fuel Up to Play 60 Program

**A. PERTINENT FACTS:**

1. The Midwest Dairy Council Fuel Up to Play 60 Program issues grants to programs that work to achieve excellence in physical education through quality fitness education and assessment practices
2. Saint Paul Public Schools Office of Teaching and Learning prepared an application and received a grant for approximately \$10,000 to support physical fitness education curriculum and assessment. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Hans Ott, Director, Office of Teaching and Learning; and Kate Wilcox-Harris, Chief Academic Officer

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Midwest Dairy Council Fuel Up to Play 60 Program to support physical fitness education curriculum and assessment in SPPS; and to implement the project as specified in the award documents.

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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Submit a Grant Application to the Minnesota Department of Health on Behalf of Barack and Michelle Obama Elementary School

**A. PERTINENT FACTS:**

1. The Minnesota Department of Health, through the Minnesota Asthma Friendly Schools Mini-Grant Program, is currently accepting grant applications for projects surrounding asthma awareness and management.
2. Barack and Michelle Obama Elementary School has prepared an application for funds to deliver asthma management training to school nurses. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,500. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Adrain Pendelton, Principal, Barack and Michelle Obama Elementary School; and Lisa Sayles-Adams, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Health for funds to deliver asthma management training to school nurses at Barack and Michelle Obama Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.



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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Submit a Grant Application to the Minnesota Department of Health on Behalf of John A. Johnson Achievement Plus Elementary School

**A. PERTINENT FACTS:**

1. The Minnesota Department of Health, through the Minnesota Asthma Friendly Schools Mini-Grant Program, is currently accepting grant applications for projects surrounding asthma awareness and management.
2. John A. Johnson Achievement Plus Elementary School has prepared an application for funds to conduct parent outreach on asthma, deliver asthma management curriculum, and provide asthma management supplies to students. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,500. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Lisa Gruenewald, Principal, John A. Johnson Achievement Plus Elementary School; and Andrew Collins, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Health for funds to improve asthma awareness and provide asthma management supplies at John A. Johnson Achievement Plus Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Submit a Grant Application to the Minnesota Ornithologists' Union

**A. PERTINENT FACTS:**

1. The Minnesota Ornithologists' Union is currently accepting grant applications for projects that benefit birds, increase understanding of birds, or expand or diversify Minnesota's birding community.
2. Saint Paul Public Schools Murray Middle School has prepared an application for funds to cover supplies and field trip costs for ornithological research activities. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$3,500. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Stacy Theien-Collins, Principal; and Lisa Sayles-Adams, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Ornithologists' Union for funds to conduct ornithological research at Murray Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** January 24, 2017

**TOPIC:** Request for Permission to Accept a Grant from Saint Paul - Ramsey County Public Health

**A. PERTINENT FACTS:**

1. Saint Paul - Ramsey County Public Health issues grants for projects that improve adolescent awareness of chronic disease management practices.
2. Saint Paul Public Schools Student Health and Wellness prepared an application and received a grant for approximately \$50,000 between 2017 and 2021 to improve through education self-management and self-advocacy skills among middle school students with asthma and diabetes, as well as provide immunizations to adolescents. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Yackley, Supervisor, Student Health and Wellness; Alecia Mobley, Interim Director of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from Saint Paul - Ramsey County Public Health to improve chronic disease self-management and self-advocacy skills among middle school students, as well as provide immunizations to adolescents in SPPS; 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:** January 24, 2017

**TOPIC:** Request for Permission to Submit a Grant Application to Running Strong for American Indian Youth

**A. PERTINENT FACTS:**

1. Running Strong for American Indian Youth is currently accepting grant applications for its Dreamstarter Teacher program, which funds projects that meet unmet needs of a teacher's classroom and encourage native students to follow their dreams.
2. Saint Paul Public Schools American Indian Magnet School has prepared an application for funds to purchase culturally relevant books for the classroom. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,000. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Todd Goggleye, Principal, American Indian Magnet School; and Lisa Sayles-Adams, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to Running Strong for American Indian Youth for funds to purchase culturally relevant books at American Indian Magnet 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:** January 24, 2017

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

**A. PERTINENT FACTS:**

1. The Saint Paul Foundation accepts applications to meet the emergency needs of elementary school students.
2. Saint Paul Public Schools prepared an application and received a grant for approximately \$7,500 to accomplish this task. The district has received this funding for over twenty years and leverages the money to buy clothing, shoes, boots, alarm clocks and lice shampoo. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Darren Ginther, Assistant Director, Graduation Progress and Acceleration; Jon Peterson, Executive Director, Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Saint Paul Foundation funds to meet the emergency needs of elementary school students; to accept funds; and to implement the projects as specified in the award documents.

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

**DATE:** January 24, 2017

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

**A. PERTINENT FACTS:**

1. The Saint Paul Foundation provides funding for projects that sustain Saint Paul as a vibrant community where all people can find hope and opportunity, build the capacity of SPPS to ensure ALL students receive a premier education, support proven and new approaches to critical issues, and seek to eliminate racial and economic disparities and engage the people most impacted.
2. Saint Paul Public Schools prepared an application and received a grant for approximately \$50,000 to carry out family and community outreach in support of enrollment efforts. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of Sustainability.
4. This item is submitted by Jacqueline Statum Allen, Assistant Director, Office of Planning, Policy & Funding Partnerships; and Jackie Turner, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Saint Paul Foundation to perform family and community outreach in SPPS; and to implement the project as specified in the award documents.

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

**DATE:** January 24<sup>th</sup>, 2017

**TOPIC:** Request for Approval to Enter Contract Agreement with Imagine Learning, Inc.

**A. PERTINENT FACTS:**

1. This is a three-year contract with Imagine Learning, Inc. to provide language and literacy support via personalized learning tools for 663 English Learners in seven elementary schools: Benjamin E. Mays Elementary, Capitol Hill Magnet, The Heights Elementary, Jackson Elementary, L'Etoile du Nord French Immersion School, Riverview Elementary, Wellstone Elementary.
2. This contract is paid for by:
  - W.K. Kellogg Foundation Grant- Budget Code #29-005-219-000-6430-2695 in the amount of \$50,000.00.
  - SPPS General Fund- Budget Code #01-005-119-317-6430-0000 in the amount of \$183,577.00.
3. In the past three years, The W.K. Kellogg Foundation has provided funding for the Office of Multilingual Learning to purchase Imagine Learning software to support student achievement, teacher professional development and family focus groups.
4. This project will meet the District strategic plan goals of student achievement and sustainability.
5. This item is submitted by Dr. Efe Agbamu, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to approve the request for approval to enter into a contract agreement with Imagine Learning, Inc.





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

**DATE:** January 24, 2017

**TOPIC:** Children's Defense Fund Freedom Schools

**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 CDF Freedom Schools Summer Term (S-Term) 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, Executive Director, Office of College and Career Readiness (OCCR) and Kate Wilcox-Harris, 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 \$144,400 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during CDF Freedom Schools Summer Term.

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

**DATE:** January 24, 2017

**TOPIC:** Discharge of B.B.

**A. PERTINENT FACTS:**

1. B.B. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that B.B. be discharged from School District employment for the statutory cause of inefficiency in teaching.
3. This item is submitted by Lisa Sayles-Adams, K-8 and Middle Schools Assistant Superintendent, and by John Thein, Interim Superintendent.

**B. RECOMMENDATION:**

That the Board of Education finds, concludes and directs:

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

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

**DATE:** January 24, 2017

**TOPIC:** Discharge of T.M.

**A. PERTINENT FACTS:**

1. T.M. is employed by the School District as a probationary school social worker.
2. The Superintendent has recommended that T.M. be discharged from School District employment for the statutory causes of insubordination and inefficiency in teaching.
3. This item is submitted by Andrew Collins, Elementary Schools Assistant Superintendent, and by John Thein, Interim Superintendent.

**B. RECOMMENDATION:**

That the Board of Education finds, concludes and directs:

1. That T.M. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of T.M.;
2. That such conduct by T.M. constitutes inefficiency in teaching and insubordination as set forth in the Superintendent's recommendation to the Board of Education for the discharge of T.M.;
3. That the Superintendent's recommendation for the discharge of T.M. is adopted by the Board of Education;
4. That T.M. be discharged from School District employment as a school social worker;
5. That the Clerk of the Board of Education provide T.M. with a written statement of the cause of such discharge;
6. That T.M.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides T.M. with a written statement of the cause of such discharge; and
7. That T.M. remain on administrative leave with pay until the effective date of his discharge.

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

**DATE:** January 24, 2017

**TOPIC:** Employment Contract of Assistant General Counsel

**A. PERTINENT FACTS:**

1. It is recommended that the individual employment contract of Assistant General Counsel Bryan Huffman be amended by providing a 1.5% salary increase effective January 9, 2016, and a 1.5% salary increase effective January 7, 2017.
2. The total estimated cost would be \$1,275 for the first year and an additional \$1,294 for the second year.
3. This item meets the District's target area goal of alignment.
4. This item is submitted by John Thein, Superintendent.

**B. RECOMMENDATION:**

That the employment contract of the Assistant General Counsel be amended as above recommended.

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

**DATE:** January 24, 2017

**TOPIC:** Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

**A. PERTINENT FACTS:**

1. New Agreement is for a two-year period from July 1, 2016, through June 30, 2018.
2. Contract changes are as follows:

Wages: Effective July 1, 2016, the salary schedule increase is 1%, maintain step increases, and add \$1.00 to all cells on step 20. Effective October 13, 2017, the salary schedule increase is 2.00% with a freeze on step increases.

Change of Grades: Effective October 13, 2017, the following titles will move 1 grade higher:

- 1 Employee Relations Assistant will move from grade 31 to grade 32
- 1 Benefit Technician 2 will move from grade 32 to grade 33
- 3 HR Info Management Associate's will move from grade 34 to grade 35
- 1 HR Management Assistant will move from grade 36 to grade 37
- 1 Legal Assistant will move from grade 36 to grade 37

Benefits: Effective January 1, 2017, the district monthly contribution of \$650 for single coverage is increased to \$655; the district monthly contribution of \$1,225 for family coverage is increased to \$1,250. Effective January 1, 2018, the district monthly contribution of \$655 for single coverage is increased to \$670; the district monthly contribution of \$1,250 for family coverage is increased to \$1,285.

3. The District has 15 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2015-16 budget year: \$1,019,835
  - in the 2016-17 budget year: \$1,057,867
5. This item will meet the District target area goal of alignment.
5. This request is submitted by John Thein, Superintendent; Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2016 through June 30, 2018.

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

**DATE:** January 24, 2017

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

**A. PERTINENT FACTS:**

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

**B. RECOMMENDATION:**

That the Board of Education excludes the named students from school effective February 2, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: January 24, 2017

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 of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2016 – November 30, 2016.

(a) General Account	#667638-669239 #0002254-0002308 #7002035-7002082 #0001311-0001348	\$60,854,112.36
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$1,101,977.35</u>
		\$61,956,089.71

*Included in the above disbursements are payrolls in the amount of \$36,708,643.48 and overtime of \$163,197.56 or 0.44% 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 April 30, 2017.

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

**DATE:** January 24, 2017

**TOPIC:** Oracle Database Cloud Services Agreement

**A. PERTINENT FACTS:**

1. The District currently utilizes Oracle America, Inc as its resource for PeopleSoft Financials and Human Capital Management (HCM) systems. These systems are utilized for Finance and Human Resource functions for the District. As the District's current technology infrastructure ages, the decision was made to utilize Cloud services instead of replacing many existing servers and managing onsite. The District would utilize Cloud services for non-production environments at this time.
2. Oracle America, Inc has submitted a service agreement that has been reviewed by Marie Schrul, Chief Financial Officer
3. Funding for this service is currently planned and budgeted for in the Finance Department's Enterprise Resource Planning budget. The total annual cost for this service is \$308,142.
4. This item meets the District's Strategic Plan goals of alignment and sustainability of resources for the District's ERP systems.
5. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

That the Board of Education authorize administration to enter into a Cloud services agreement with Oracle America, Inc for a service period of 12 months in the amount of \$308,142.



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

**DATE:** January 24, 2017

**TOPIC:** Oracle Database – Processor Licensing & Support Services Agreement

**A. PERTINENT FACTS:**

1. The District currently utilizes Oracle America, Inc as its resource for PeopleSoft Financials and Human Capital Management (HCM) systems. These systems are utilized for Finance and Human Resource functions for the District and licensure is renewed on an annual basis.
2. Oracle America, Inc has submitted a licensing agreement that has been reviewed by Marie Schrul, Chief Financial Officer.
3. Funding for this service is currently planned and budgeted for in the Finance Department's Enterprise Resource Planning budget. The total annual cost is \$408,330.50.
4. This item meets the District's Strategic Plan goals of alignment and sustainability of resources for the District's ERP systems.
5. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

That the Board of Education authorize administration to enter into a processor licensing and support services agreement with Oracle America, Inc for a service period of 12 months in the amount of \$408,330.50.

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

**DATE:** January 24, 2017

**TOPIC:** Oracle Database – Software License & Support, Diagnostics & Tuning Packs Agreement

**A. PERTINENT FACTS:**

1. The District currently utilizes Oracle America, Inc as its resource for PeopleSoft Financials and Human Capital Management (HCM) systems. These systems are utilized for Finance and Human Resource functions for the District and licensure is renewed on an annual basis.
2. Oracle America, Inc has submitted a licensing agreement that has been reviewed by Marie Schrul, Chief Financial Officer.
3. Funding for this service is currently planned and budgeted for in the Finance Department's Enterprise Resource Planning budget. The total annual cost is \$250,694.75.
4. This item meets the District's Strategic Plan goals of alignment and sustainability of resources for the District's ERP systems.
5. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

That the Board of Education authorize administration to enter into a license and support agreement, including diagnostics and tuning packs with Oracle America, Inc for a service period of 12 months in the amount of \$250,694.75.

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

**DATE:** Date of Board Meeting being submitted for: January 24, 2017

**TOPIC:** Authorization to Purchase Airline Ticket for Female Chaperone for Harding High School Navy JROTC Orientation Trip to San Diego, CA

**A. PERTINENT FACTS:**

1. Seven senior cadets (5 female, 2 male) to visit San Diego U.S. Navy facilities for hand-on experience 6-11 April, 2017. Female chaperone (who is also DoD I.D. card holder) required for female cadets to participate.
2. Airline ticket to be paid for with 29 (Federal grant) funding and district reimbursed by U.S. Navy. No other costs to be borne by district, chaperone will pay all other costs without reimbursement.
3. This project will meet the District strategic plan goals of Alignment.
4. This item is submitted by Don Wisneski, senior instructor Harding H.S. NJROTC Unit, Theresa Battle, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to approve district travel agent to purchase female chaperone's airline ticket simultaneously with the other eight tickets to ensure chaperone will accompany cadets on same flight.

# Superintendent Search Update

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Board of Education  
January 24, 2017

Pepe Barton – Communications Specialist



# Purpose

To provide an update on the superintendent search and overview of upcoming events.



# Agenda

- Community Meeting Summary
- Online Survey Results
- Communication
- Next Steps



# Community Meeting Summary

- 4 Community Meetings
- All PAC Meeting
- School Choice Fair
- 10 Target Meetings

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# Online Survey Results

- Survey Closed on Monday, January 23
- 2,370 Surveys Completed
- Surveys were taken online and via paper

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# Communication

- Email and phone communications to families and staff
- Email to community partners
- Email direct to students
- Website updates and banner pop-ups to the Superintendent Search page
- Notifications in bi-weekly “Happening Now” newsletter
- Multiple social media invitations and reminders



# Next Steps

- Superintendent profile will be posted the first week of February
- Narrowing of Semifinalist to finalist on March 22
- Design team will finalize the second feedback opportunity on Jan. 25, 2017
- Design team will also continue to work on the interview process and structure



# Timeline

▲ **To identify** the top qualities the community is looking for in a new superintendent to assist in recruitment of candidates.

■ **To inform** the Board and influence their decision on finalists, and ultimately their selection for superintendent.

**TIMELINE** (all dates are approximate and subject to change)

	Purpose	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
Survey (Dec. 15, 2016 - Jan. 23, 2017)	▲ ■	■	■						
Community Meetings	▲ ■	■	■						
Feedback Sessions with Specific Groups	■	■	■	■	■				
Website Feedback	■			■	■				
Community Forum with Finalists	■				■				
Active Recruitment of Candidates			■	■					
New Superintendent to be Named						■	■		
Tentative Start Date of New Superintendent									■

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# Questions?



**INDEPENDENT SCHOOL DISTRICT NO. 625**

**BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**



Board File No. \_\_\_\_\_

Date January 24, 2017

**RESOLUTION REGARDING DISTRICT PRACTICES RELATED TO IMMIGRATION  
AND CUSTOMS ENFORCEMENT**

WHEREAS, the United States Supreme Court has declared that no public school district may deny any child access to a free public education on the basis of that child's immigration status; and

WHEREAS Saint Paul Public Schools embraces its responsibility to welcome and educate all students and uphold its mission to provide a premier education for all students; and

WHEREAS, Saint Paul Public Schools is committed to the physical safety and emotional well-being of all students within its control, and is committed to ensuring that all schools and district facilities are welcoming and safe places for students and their families; and

WHEREAS, Saint Paul Public Schools has adopted policies ensuring the provision of equal educational opportunities to all enrolled students, regardless of their immigration status, national origin, or language; and

WHEREAS the presence of Immigration and Customs Enforcement (ICE) employees on Saint Paul Public Schools property for the purposes of removing students or their family members or obtaining information about students and their families disrupts this safe and welcoming environment; and

WHEREAS, Saint Paul Public Schools believes that it is in the best interests of the students, staff, families and community of Saint Paul that it take action to assure all students and families that it will oppose, by reasonable legal means available, disruptions to the educational environment that ICE actions may create.

NOW, THEREFORE, BE IT RESOLVED, that Independent School District No. 625, Saint Paul Public Schools, shall adopt procedures and practices that assure the following:

That unless specifically required by law, board members, district employees, contractors, volunteers, and representatives will not use district resources solely for the purpose of detecting or assisting in the apprehension of persons whose only violation of law is or may be being an undocumented resident in the United States, or failing to produce documents authorizing residency in the United States;

That board members, district employees, contractors, volunteers, and representatives shall refrain from inquiring about a student's or family's immigration status;

That board members, district employees, contractors, volunteers, and representatives shall not--unless compelled by a valid court order, by law, or subsequent to receiving parent's signed consent--disclose to Immigration and Customs Enforcement (ICE) officers any information about a student's or family's immigration status;

That board members, district employees, contractors, volunteers, and representatives shall require any ICE personnel wishing to enter any district owned or leased property to notify the Superintendent and district General Counsel in advance of such entry and to provide proper written authority to enter such property;

That board members, district employees, contractors, volunteers, and representatives shall refrain from referring students and parents with questions about their immigration status to ICE; and

That board members, district employees, contractors, volunteers, and representatives shall continue to assure that all students have access to the learning and other educational services available at their schools, including rigorous courses, student extracurricular activities and athletics, and support services regardless of the student's or family's immigration status.

Adopted January 24, 2017

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Jon Schumacher Board of Education Chair	Date
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Mary Vanderwert Board of Education Clerk	Date
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**INDEPENDENT SCHOOL DISTRICT NO. 625  
SAINT PAUL PUBLIC SCHOOLS**

**ACTION**

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The Board of Education moves to schedule a Special Board of Education meetings for February 21, 2017 a for the purpose of receiving information on negotiations. The meeting will begin at 4:00 p.m.

**Board of Education Meetings**

(Regular meetings at 6:05 unless otherwise noted)

- February 21
- March 21
- April 18 - Rescheduled to 4/25
- April 25
- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11
- August 15



**Committee of the Board Meetings**

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

- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11