



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, June 21, 2016 6:05 PM**

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

**BOARD OF EDUCATION**



**Jon Schumacher**  
*Chair*



**Zuki Ellis**  
*Vice Chair*



**Chue Vue**  
*Clerk*



**Steven Marchese**  
*Treasurer*



**John Brodrick**  
*Director*



**Jean O'Connell**  
*Director*



**Mary Vanderwert**  
*Director*



**ADMINISTRATION**  
**Valeria S. Silva**  
*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**  
\*\*\*\*\*

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

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

**HIGH ACHIEVEMENT**

**Learners will understand the relationship between their lives and the lives of others,  
And the relevance of their educational experiences to their roles in society.**

**MEANINGFUL CONNECTIONS**

**Learners will understand the relationship between their lives and the lives of others,  
and the relevance of their educational experiences to their roles in society.**

**RESPECTFUL ENVIRONMENT**

**The learning environment will be safe, nurturing and equitable for our diverse learners.**

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

**June 21, 2016**  
**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. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- V. APPROVAL OF THE MINUTES**
  - A. Minutes of the Special Closed Board of Education Meeting May 16, 2016 7
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  - C. Minutes of the Regular Meeting of the Board of Education of May 17, 2016 11
  - D. Minutes of the Special Meeting of the Board of Education of May 31, 2016 31
  - E. Minutes of the Special Closed Meeting of the Board of Education of June 13, 2016 35
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#### **XIII. ADJOURNMENT**



**INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota**

**SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION  
Administration Building  
360 Colborne Street**

**May 16, 2016**

**3:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order by Jon Schumacher, Chair, at 3:07 p.m.

**II. ROLL CALL**

**Present:**    **Board of Education:**    Mr. Schumacher, Ms. Ellis, Mr. Marchese, Mr. Brodrick, Ms. O'Connell and Ms. Vanderwert

Chue Vue arrived at 3:27 p.m.

**Staff:**    Nancy L. Cameron, General Counsel; Michelle Walker, Chief Executive Officer; Laurin Cathey, Executive Director of Human Resources; Ryan Vernosh, Director of Communications, Marketing & Development

**Attorney:**    Peter Mikhail, Kennedy and Graven

**III. APPROVAL OF THE AGENDA**

**MOTION:**    It was moved by Jean O'Connell and seconded by Zuki Ellis that the agenda be approved.

The motion carried with the roll call vote as follows:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Absent
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O'Connell	-	Yes
Ms. Vanderwert	-	Yes



IV. **NEW BUSINESS**

**MOTION:** It was moved by Jon Schumacher and seconded by Jean O’Connell that since the only item on the agenda involved the litigation by Plaintiffs Tiffini Forslund et al. vs. St. Paul Public Schools, Independent School District No. 625, et al. the meeting proceed as a closed meeting in order to discuss attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, Subdivision 3(b).

The motion carried with the following roll call vote:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Absent
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O’Connell	-	Yes
Ms. Vanderwert	-	Yes

V. **ADJOURNMENT**

**MOTION:** It was moved by Jon Schumacher and seconded by Steven Marchese, that the meeting be adjourned.

The motion carried and the meeting was adjourned at 4:12 p.m. with the roll call vote as follows:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Yes
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O’Connell	-	Yes
Ms. Vanderwert	-	Yes

Prepared and submitted by  
Nancy L. Cameron, General Counsel

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**

**SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION**  
**Administration Building**  
**360 Colborne Street**

**May 16, 2016**

**4:00 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order by Jon Schumacher, Chair, at 4:21 p.m.

**II. ROLL CALL**

**Present:**    Board of Education:        Mr. Schumacher, Ms. Ellis, Mr. Vue, Mr.  
Marchese, Mr. Brodrick, Ms. O'Connell, and Ms.  
Vanderwert

Chue Vue left at 5:40 p.m.  
Mary Vanderwert left at 5:52 p.m.

Staff:        Nancy L. Cameron, General Counsel

Attorney:    Jeanette Bazis, Greene Espel

**III. APPROVAL OF THE AGENDA**

**MOTION:**    It was moved by Jon Schumacher and seconded by Zuki Ellis that the  
agenda be approved.

The motion carried with the roll call vote as follows:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Yes
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O'Connell	-	Yes

Ms. Vanderwert - Yes

IV. **NEW BUSINESS**

**MOTION:** It was moved by Jon Schumacher and seconded by Zuki Ellis that since the only item on the agenda involved threatened litigation by an employee against St. Paul Public Schools, Independent School District No. 625, the meeting proceed as a closed meeting in order to discuss attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, Subdivision 3(b).

The motion carried with the following roll call vote:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Yes
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O'Connell	-	Yes
Ms. Vanderwert	-	Yes

V. **ADJOURNMENT**

**MOTION:** It was moved by Jean O'Connell and seconded by John Brodrick, that the meeting be adjourned.

The motion carried and the meeting was adjourned at 6:21 p.m. with the roll call vote as follows:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Absent
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O'Connell	-	Yes
Ms. Vanderwert	-	Absent

Prepared and submitted by  
Nancy L. Cameron, General Counsel

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**May 17, 2016**

**I. CALL TO ORDER**

The meeting was called to order at 6:18 p.m.

**II. ROLL CALL**

PRESENT: Ms. Ellis, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Ms. O'Connell, Mr. Marchese, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

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

**MOTION:** Ms. O'Connell moved the Board of Education approve the order of the Main Agenda as published. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

**IV. RECOGNITIONS**

**BF 30440** Acknowledgement of Good Work Provided by Outstanding District Employees

1. **Vernon Simmons**, School Resource Officer at **Johnson Senior High School**, started with the Saint Paul Police department on 4/2/1990 and his first assignment was patrolling the Highland neighborhood. In January of 1993, Vern became an SRO and started working in the schools. He became an integral part of the school team. He has spent 22 of his 26-year police career as an SRO at Johnson High School where he wore many hats. He was an SRO, Basketball Coach, Role Model, Mentor and friend to many students and staff over the years. SRO Simmons exemplifies what it means to be an officer in a school. His example of how to be an SRO will set the standard for many years to come. We congratulate him on his retirement. He will be truly missed.
2. **Mike McCollor**, Principal of **Washington Technology Magnet** and **Micheal Thompson**, Principal of **Johnson Senior High Schools** for receiving the 2015-16 Star of Innovation Award from the **Minnesota Association of Secondary School Principals (MASSP)**. This award is sponsored by Horace Mann Educators Corporation and is designed to recognize MASSP member schools statewide for the development and support of an exemplary and innovative education program in their school. Johnson won a Gold Star for their student leadership program and Washington won a Silver Star for their Genius Squad.

**BF 30441** Acknowledgement of Good Work Provided by Partners

1. **Mike Newman** from **Travelers** for his commitment to serving the students in Saint Paul Public Schools. SPPS AVID would like to express heartfelt appreciation for his commitment and dedication to supporting AVID students, teachers, staff and families for the past 11 years. He has been a champion for AVID students, by visiting classrooms, hosting AVID's annual

Career Day and Senior Celebration at Travelers, by coordinating supply drives, helping students get scholarships and by even helping students land internships in college. His vision and dedication has allowed AVID to grow to reaching more than 1,700 students in SPPS, and for that the SPPS AVID community will forever remain grateful.

Mr. Newman has also been a great partner to the following programs: Como Park Academy of Finance, Humboldt Academy of Information Technology, Youth Career Connect Grant and the Office of College and Career Readiness. The Board would like to extend their best wishes for his retirement.

2. **Dick Streeper**, Retired **3M** PhD Chemist, for being a close friend and ally of SPPS's Eastside schools for the last 13 years through a 3M partnership. At Johnson and Harding High Schools he has provided direct and powerful connections to their important 3M partners every week in all those years. He has been instrumental in helping Johnson create real-world curricula in their science, aerospace and engineering classrooms. He has been at the center of crafting and implementing their highly successful e-mentoring program--utilizing 3M employees-- as a part of our grade 11 Frameworks course. He has been a steadfast supporter of SPPS teachers, providing materials and resources for enhancing all of SPPS's STEM programs.

At the Middle schools he has set up mentors as well as promoted science fairs, coordinated judges and worked on the east side summer STEM camp. At elementary buildings he has helped coordinate 3M wizard program, family science nights and judges for science fairs. He has also recruited students for the weeklong high school STEM camp at Michigan Tech, and built up the SEED program that places SPPS 11-12 graders with a chemist at the University of Minnesota to do research in one of their Chemistry labs.

3. The **Transforming Central Committee** for their continued good work in improving the site at **Central High School**. The group's mission statement says "Transforming Central; students + environment + community is a community effort to reshape the urban landscape of Saint Paul Central High school in order to improve students' daily experience, address the environmental impacts of our campus, and connect with the vibrant community that embraces the school." This summer a major part of the project will happen with Phase One in time for the 150th celebration for Central this fall. The Board would like to recognize the following committee members for their time and effort: **Principal Mary Mackbee, Trinh Tranberg, Deb Ahlquist, Beth Black, Amber Buckner, Patricia Eaves, Craig Davies, Sally Gagne, Kris Hageman, Lisa Heyman, Ann Hobbie, Margaret Jones, Julie Marckel, Dana Murdoch, Maggie O'Reilly, Jeff Risberg and Nina Tuttle.**

The Board extended its congratulations and thanks to all of the individuals recognized.

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

**MOTION:** Ms. O'Connell moved the Board approve the Order of the Consent Agenda with the exception of Items: C1 - Request for Permission to Contract with Urban Planet Software for Services, D1 - Permission to Continue an Agreement with Schoology, F1 - Amendment of Request for RFP #A153556-E/PO 307093 - Prime Vendor Groceries, F2 - Request for Proposal (RFP) No. A-209215-A Student Transportation for 2016-2018 School Years and F4 - RFP No. A209458-A - Contract for Security Services all of which were pulled for separate consideration. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

## VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of April 26, 2016
- B. Minutes of the Closed Meeting of the Board of Education of April 27, 2016

**MOTION:** Ms. O'Connell moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of April 26, 2016 and the Minutes of the Closed Meeting of the Board of Education of April 27, 2016 as published. Ms. Ellis seconded the motion.

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

## VII. COMMITTEE REPORTS

- A. Student Engagement & Advisory Board (SEAB) Presentation - School Climate - Ask Us  
SEAB stated it asserts that student experience and student voice should be the primary source of information in elevating school climate. Schools belong to the students and they value them. Positive school climate is a place where everyone can thrive, where students feel safe, comfortable and respected, where students do not feel invisible, where all voices are heard, where students experience positive relationships, where mistakes are an opportunity for growth and a place where "power with" not "power over" is honored.

The SEAB members stated SEAB has a structure of authenticity, led by student voice. They are building the stage but passing the mike. They stated SPPS needs to regain the trust of students who have been marginalized by the system, that says their experience does not matter. The solution is not police but perspective.

### QUESTIONS/DISCUSSION:

- The Board expressed the hope that SEAB would continue to honor this honesty in the future between themselves, students, administration and the Board and that this would have an impact on schools.
- Different goals were spoken about and it will take the ongoing voice of students in the schools to see how these are organized. It was suggested there are groups within the schools that represent student voices, every school is different but all have a similar tone. The needs is to draw information from the student perspective to gain input from specific schools, have a representative from the school(s) convey that input to SEAB. It is also vital to be sure all students are aware of SEAB's existence and their purpose. Additionally, Principals need to know what SEAB is and support the group. SEAB wants to be sure students in every classroom know about SEAB.
- Some of the issues brought forward in the presentation appear to fall into the area of orientation. Do schools have orientations at the start of every year for incoming students that address such things as sexual harassment, bullying, health classes, etc.? Response: No, this is not in place, it is not talked about at all except possibly as a reading assignment.
- It was suggested looking at Johnson and their leadership program where students make decisions about their environment.
- Thanks were extended to the students for sharing their very personal experiences, it was a telling way to hear that the District is not listening. SEAB was encouraged to set up ways to take some of these ideas and move them forward. The Board has the responsibility to listen and share why they will or will not move on SEAB recommendations and to have further discussion to enhance understanding between the Board and SEAB.

- How can conversations about the responsibility of leadership in schools be encouraged? How can students be engaged in helping shape their environment? Response: Having a place where students can share their opinions/voice freely without adult intervention is a start.
- Is there a way SEAB can help get more students interested in expressing their views? Response: The students ARE expressing them. However, lots of kids do not see a visible pathway to express their views, they do not know how to go about expressing them or to whom.
- How can we create a sustained way that, when things are being developed/done, there is a dialogue that will get us to a place where we can share control? We need to envision where we are going and work in a spirit of partnership. As we think about how to engage with students, SEAB needs to bring ideas/concerns to Board so they can be considered and implemented/resolved. We need to commit to a sustained way to work on things that need to be done together, particularly shaping a positive student climate,
- What are ways to reach into the schools to have conversations with students in the schools, real conversations, regarding what is happening, how they view it and their ideas for correction. How can we begin to do that? Response: "Dare to be Real", a racial equity group, should be instituted in all SPPS schools. It is crucial to have talks about truths. Sustainability needs to be worked on together. Allowing students to have conversations among themselves without adult intervention is valuable. All students want to have space for themselves to express their views/ideas/concerns; this is in the students' best interest.
- Also working toward a healing process, having self check-ins. Being aware of how one's presence affects your surroundings/contacts.
- SEAB stated it had hosted an open mike in 360 where students were able to speak their truths. Adults were present but only to listen to the students' truths.
- It is vital to be sure that adults want to hear the real truth, that they are able to hear the truths. SEAB needs the Board to be honest with them, that it does not mask real truths.
- The Board stated it was pleased SEAB wants to continue the dialogue and to keep moving forward as student voice is important. Can SEAB make any recommendations on what can be improved within SPPS right now? Response: SEAB is trying to create an avenue where student voice can be heard. To make it a truly inclusive voice and an avenue to say what students want to happen and why. This is for the collective student body not just SEAB.
- A SEAB member pointed out the current version of U.S. history that is taught is not the truth to the people who held the land originally or who were slaves. We need to stop lying about history.
- It is students' responsibility to advocate for themselves, to work toward having a voice in the system to address anyone/thing that makes a student feel devalued.

The Board expressed its heartfelt thanks to SEAB for their work for students and their honesty in bringing forward issues within the schools that need to be addressed.

#### B. Committee of the Board Meeting of May 3, 2016

The first presentation was made by the Student Engagement and Advancement Board (SEAB) and summarized their requests to the Board on their future structure and relationship with the Board.

The SPPS Legislative Liaison presented an update on the current legislative session outlining where various bills stood at that time and the potential impact for SPPS.

The Chief Financial Officer then provided a further update on the development of the FY 17 budget outlining changes that had been made since the previous presentation along with recommendations for addressing the projected shortfall.

During its work session the Board reviewed policy development on the following policies:

1) Student Surveys

**RECOMMENDED MOTION:** That the Board of Education bring Policy 520.00 Student Surveys to the May 17 Board of Education meeting for its first reading.

The motion was approved with the following roll call vote:

Ms. Ellis	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

2. Use of Social Media -- the consensus was for the Work Group to continue development of the policy with a report back at the June COB meeting.
3. Policy 506.00 Student Discipline - the Board was asked for its input around their beliefs about discipline in order to provide a platform from which a stronger and clearer policy could be developed.

**MOTION:** Ms. O'Connell moved the Board accept the report on the May 3 COB meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Ellis	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

## VIII. SUPERINTENDENT'S REPORT

### A. FY 17 Budget Update

The CFO indicated the purpose of the presentation was to provide an update to the Board on the FY 2016-17 General Fund budget. She reviewed the SSSC 2.0 goals and focus areas along with the 2016-17 budget guidelines.

The FY 2016-17 General Fund revenue is projected to decrease by \$4.6 million (Comp Ed and Enrollment). The budget meets required contractual obligations. All school do not receive the same amount of money per pupil because some school funding is categorical (it has specific criteria on its spending), funding for CompEd and Title I follow the students on a one year delay (previous year's October 1 count) and higher poverty schools have greater access to categorical dollars than lower poverty sites. School enrollment affects the dollars allocated.

Other influencing factors include third quarter projections that impact fiscal year end fund balance, enrollment fluctuations impact revenue, class size and building capacity, contractual settlements impact expenditure levels, legislative adjustments impact revenue, previous year's October 1 free and reduced lunch count impacts revenue, and bond ratings have an impact on financing and interest rates.



# **FY 2016-17 GENERAL FUND PRELIMINARY BIG PICTURE (IN MILLIONS)**

	<b>FY 16</b>	<b>FY 17</b>		
	<b>Adopted Budget</b>	<b>Preliminary</b>	<b>Difference</b>	<b>% Change</b>
Revenue	\$522.8	\$518.2	(\$4.6)	(0.88%)
Use of Fund Balance	2.5	0	(2.5)	(100.0%)
Expenditures	525.3	533.3	(8.0)	(1.50%)
Balance	\$0	(\$15.1)		

## **FY 2016-17 GENERAL FUND FACTORS IMPACTING SHORTFALL**

<b>Item</b>	<b>Amount (\$M)</b>
Projected Shortfall (as of 1/19/16)	(\$9.3)
Contractual Commitments	(3.5)
Compensatory Revenue Decrease	(1.1)
Gen Ed Revenue Decrease (2/29 Projected Enrollment)	(1.2)
Total Shortfall	(\$15.1)

## **FY 17 PROPOSED GENERAL FUND BIG PICTURE - EXPENDITURES**

<b>Area</b>	<b>FY 16</b>	<b>FY 17</b>		
	<b>Adopted</b>	<b>Proposed</b>	<b>Change</b>	<b>% Change</b>
Schools	\$253,330,183	\$247,561,456	(\$5,768,727)	(2.3%)
School Service				
Support	175,987,186	178,085,557	2,098,371	1.2%
District-wide				
Support	91,793,916	88,841,120	(2,952,796)	(3.2%)
Central Admin	4,154,590	3,692,306	(462,284)	(11.1%)
TOTAL	\$525,265,875	\$518,180,439		

## **FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF CENTRAL ADMIN PROGRAMS**

<b>Program</b>	<b>FY 16</b>	<b>FY 17</b>	<b>Reduction</b>	<b>Reduct.</b>	<b>Inflation</b>	
<b>Category</b>	<b>Adopted</b>	<b>Proposed</b>	<b>Amount</b>	<b>%</b>	<b>Amt. Not</b>	<b>% Total</b>
					<b>Allocated</b>	<b>Reduct.</b>
Central Admin	\$4,154,590	\$3,692,306	(\$462,284)	(11.1%)	(\$73,742)	(12.8%)

- Board of Education
- Superintendent's Office
- CEO
- CAO
- Chief of Operations
- General Counsel
- Office of Elementary & Secondary Education
- Chief of Engagement

### **Departments with a 20% or more reduction:**

- Chief Executive Officer (25%)
- Chief of Operations (100%)
- Office of Elementary & Secondary Education (21%)

### **Departments with an increase:**

- Board of Education 18%

## **FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF DISTRICT-WIDE SUPPORT PROGRAMS**

<b>Program</b>	<b>FY 16</b>	<b>FY 17</b>	<b>Reduction</b>	<b>Reduct.</b>	<b>Inflation</b>	
<b>Category</b>	<b>Adopted</b>	<b>Proposed</b>	<b>Amount</b>	<b>%</b>	<b>Amt. Not</b>	<b>% Total</b>
					<b>Allocated</b>	<b>Reduct.</b>
District-wide						
Support	\$91,793,916	\$88,841,120	(\$2,952,796)	(3.2%)	(\$1,311,404)	(4.7%)

- Finance
- Enterprise Resource Planning

- Office of Equity
- Out for Equity
- Multicultural Resource Center
- Family & Community Engagement
- Communications
- MIS
- HR
- Research & Evaluation
- Referendum Technology
- Technology Infrastructure
- Operations & Maintenance
- Grounds
- Custodial
- Safety & Security
- Facility Planning/Leases/Health & Safety
- Employee Benefits
- Insurance
- Utilities

**Departments with a 9% or more reduction:**

- Family & Community Engagement
- Communications
- Research & Evaluation

**No departments received an increase.**

**FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF SCHOOL SERVICE SUPPORT PROGRAMS**

Program Category	FY 16 Adopted	FY 17 Proposed	Reduction Amount	Inflation Reduct. %	Amt. Not Allocated	% Total Reduct.
School Service Support	\$175,987,186	\$178,085,557	\$2,098,371	(1.2%)	(\$2,678,069)	(0.01%)

- Student Placement
- Indian Ed
- Valley Branch
- Am. Indian Studies
- TDAS
- MLL
- Substitutes
- Athletics
- Pre-K Support
- Referendum Family Ed
- School to Work
- Special Ed
- 3rd Party Reimbursement
- Instructional Services
- Staff Development
- Leadership Development
- Achievement Plus
- Career in Education
- Counseling/Guidance
- OCCR
- Student Wellness
- Attendance Action Ctr
- Alt to Suspension
- Transportation
- Referendum - PLTT
- Peer Assistance/Review

**Departments with an increase:**

- Transportation 8%
- Indian Education/American Indian Studies 9%

**All other departments were reduced between 1.3% - 18.6%.**

**FY 17 GENERAL FUND RECOMMENDATIONS TO ADDRESS PROJECTED SHORTFALL OF \$15.1 MILLION**

Description	Amount
Eliminating the proposed 2017 contribution to OPEB Trust	1.0
No annual inflationary increases for departments	4.1
Targeted reductions for Central Administration & departments	3.9
Eliminating job-embedded PD at <b>non-priority elementary, K-8 and 6-8 sites</b>	4.5
Use of Fall Adjustment funding	1.8
Offering an early retirement incentive (not offering as of 4/25/16)	0
Total	\$15.3

Funding priorities for the District are:

- Maintaining the reduced class size agreement
- Every elementary student will have access to Art or Music and Physical Education
- 1,800 students are participating in full or half day 4-year old programming
- More access to technology for students and staff
- Every school has access to a field tech and all middle and high schools have technology integrationists to support personalized learning
- Significantly increased support services for students with additional social workers, counselors, school psychologists and nurses
- Investing in restorative practices pilot programming
- SSSC 2.0 Program Articulation

#### **FY 17 PROPOSED GENERAL FUND SCHOOL ALLOCATIONS**

<b>Area</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Change</b>	<b>Percent Change</b>
Schools	\$253,330,183	\$247,561,456	(\$5,768,727)	(2.3%)

- An additional \$2.3 million in Title I funds are being allocated among 53 of SPPS's 56 Title I schools
- Of the \$5.8 million reduction, \$1.2 million is related to a projected enrollment decrease and \$1.1 of Compensatory Education revenue loss (categorical revenue directly allocated to sites based on free & reduced lunch counts)
- Since fiscal year 2011-2012, an additional \$32 million of funding has been added to the schools.

The CFO then moved on to a review of staffing of the schools (funding for SSSC 2.0).

#### **SSSC 2.0 CLASS SIZE RANGES FOR HIGHER POVERTY SITES**

<b>Grade</b>	<b>FY 17 Target Ranges</b>
PreK	20
KG	20-24
1-3	22-25
4-5	25-28
6-8	29-33
9-12	30-35

#### **SSSC 2.0 CLASS SIZE RANGES FOR LOWER POVERTY SITES**

<b>Grade</b>	<b>FY 17 Target Ranges</b>
PreK	20
KG	22-26
1-3	22-27
4-5	25-29
6-8	29-35
9-12	30-37

FY 2016-17 Site staffing criteria (a few additional categories were added to the staffing categories – psychologist, MLL teachers and SSSC site staff for program articulation).

#### Site Configurations

Pre-K - 5 Principal  
K - 8  
Dual Campus  
6 - 8  
6 - 12  
9 - 12

#### Staffing Categories

Assistant Principal  
Administrative Intern  
Teachers  
Clerks  
Counselors  
Library Media Specialists  
Nurses

Social Workers  
Psychologists  
MLL Teachers  
Library Support (EA or TA)  
SSSC 2.0 Site Staff for Program Articulation

All staffing categories are based on established criteria for each school. Schools also receive a non-salary amount for supplies and an extra-curricular allocation depending on what kind of site they are.

The CFO then reviewed the budget adoption calendar and the schedule for community engagement meetings. She noted April 29 is a hard deadline for HR as most contracts have a May 1 communication date for layoffs, etc. This is also necessary in order to align staffing for the following year.

She provided a copy of MN Statute 123B.77 Accounting, Budgeting and Reporting Requirements - Subd. 4 Budget Approval as a reminder the Board is bound by State Statute. *"Prior to July 1 of each year, the board of each district must approve and adopt its revenue and expenditure budgets for the next school year. The budget document so adopted must be considered an expenditure-authorizing or appropriations document. No funds shall be expended by any board or district for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure, or prior to an amendment to the budget document by the board to authorize the expenditure. Expenditures of funds in violation of this subdivision shall be considered unlawful expenditures."*

She provided information from an MDE District/Site level expenditure report comparing Minneapolis, Anoka-Hennepin, Osseo and St. Paul. District administrative cost as a percent of the General Fund for Minneapolis is 5.37%, Anoka-Hennepin 3.05%, Osseo 3.02% and St. Paul 3.92%. The data is from FY 2013-14 based on size of district and percent of total General Fund. SPPS administration expenditures include OPEB, SPTRF payment (per legislation, unique to St. Paul), one-time only HR/Finance system implementation costs. The FY 2016-17 allocation (same comparison) is \$19.9 million or down 10%. 2014 was also prior to the class size agreement.

#### QUESTIONS/DISCUSSION:

- Can changes be made to the budget after the June 30 deadline for budget approval? Response: Budget amendments can be made once the budget has been adopted but any amendments need to be in compliance with contracts currently in force.
- What remains to alleviate issues that may come up in the fall if we have used the fall adjustment funding? Response: The only dollars set aside were the \$2 million for the fall adjustments. SPPS has used fund balance in the past but that is not an option at this time. The only other option is the \$200,000 left in fall adjustment or change budgets as they currently exist with a further 1% reduction in program budgets to recover the funds used from the fall adjustment.
- What is the fall adjustment? Response: These are set aside funds used toward allocations to specific schools if their enrollment is higher than class size limits allow or has been budgeted for. It is to add staff where needed.
- Was all of the fund balance used for adjustments last year? Response: Yes , all the money went to schools last year.
- When is that decision made? Response: Generally following the October enrollment count when there is a firmer knowledge of where funds will be needed.
- If it has been given to schools an advance, if we find there is a need to make fall adjustments what will be done? Response: Administration can make a 1% cut in programming if necessary to gain the money for the reserve. The reserve was used now in order to maintain the best staff and ensure proper staffing levels at the schools. This did not include Special Ed or ELL.

- A Board member noted the dilemma schools are in is due to the legislature not having adequately funded public education in Minnesota over the past several years; neither the cost of education nor inflationary increases. The issue is, has the Board examined as thoroughly as it should where to make cuts and still be able to provide the services that families want. He stated he looked forward to working with Board members and the community so that when the final decision is made it is done in manner that reflects what citizens are asking the district to do. Between now and June 21 the Board needs to reconcile whether it has looked closely enough at where cuts can be made. Response: The Superintendent stated she has not taken the budget process lightly. Administration and staff have gone through their cut recommendation of \$15 million in depth and if they knew what more could be cut it would have been done already. SPPS is at the point where some programs will continue to exist and some may not, some are too small to justify the expense of continuing on with.
- A Board member stated, to put the conversation in perspective, over the past two to three years SPPS has added \$32 million to the school portion of the budget at the expense of support services and administration. This year, embedded PD was the one thing that could not be sustainably funded and was unrelated to contractual obligations. SPPS does not have funding for embedded PD. There are programs out there that would fund it but SPPS has not been able to agree with a partner on accessing that funding. As SPPS moved to regional transportation it saw an opportunity to increase safety by moving busing to one-half mile rather than one mile. Transportation costs are going up this year so moving back to one mile may be an option. The Board needs to look at where it has consciously added costs and whether pulling that back can help get the district through this situation. It is important to understand where we have come from. Taking 1% off across the board does not reflect our priorities. We could look at changing transportation if the money is there. Response: Staff indicated the reason SPPS went to one-half mile was safety and as a way to enroll more students in the schools, a way to be competitive. It was noted the savings in moving to one mile would be around \$200,000 for elementary.
- Please put the fall adjustment in context. Response: The District holds the dollars as a contingency. It has not in the past couple of years been taking money back from schools once adjustments have been made based on October enrollment but it has added money to schools with challenges. If the District has an enrollment increase it will have additional dollars. If there are shifts within schools, money can be moved from one site to another.
- The comment was made, it is about priorities and sustainability, consistency in the schools. It gets down to what we consider to be a quality education in St. Paul, that it is important to have schools that reflect what we believe in. Priorities have to be a joint commitment. We have to get to a point where we can look proactively so people know what our schools look like and what they can count on. We have to make a decision as a community and take this to the legislature, the Governor and the State that we want adequate funding for education and they need to take that seriously. Schools have to have consistency from the State and legislature in order to do their jobs properly and well in order to develop citizens for the future. We need to engage the community toward a serious commitment to its students.
- The Superintendent stated SPPS has worked to get QComp dollars for the district for years. It does, however, require collaboration from the teachers union to develop a plan that could put back job embedded PD and mediation at additional sites.
- A Board member stated that as a new board member he appreciated learning about the district and budget and has had opportunities to receive a great deal of information from administration. The role of board members is to set parameters on what is done. The budget is a values document and reflects how the district values people who work for it, represent it, utilize its services, etc. When we say it is okay to have some level of cuts in schools it reflects things which will make a measurable difference to the schools. It may be there are things we are doing now that cannot go on as they have been done before. We need a really thorough review of how the district is operating, it needs to be set up as a conversation prior to next year's budget at the very least. We should preserve programs as much as we can, that is why the district exists. I want to see if within the

next week we can gain a deeper understanding of what changes within our structure can be made that have not been considered to bring the maximum money to the schools.

- The Superintendent stated racial equity is part of the SPPS strategic plan, but was not an explicit part of the priority list given to her by the new Board. She stated racial equity work is essential to the strategic plan and was budgeted to strategic plan. This appears to be a concern from Board members and some community members. That is \$1.1 million. (It was noted that this is partly funded by Title I.) We need to look at what we are not/cannot continue doing. Response: The Board has a commitment to racial equity, it is an important piece.
- The budget reflects priorities, the strategic plan is our priority until it is changed. We need to ask if it reflects our values as a Board, we need to decide if we want to keep the strategic plan or begin to work on changing it.
- If the money was not taken from the schools where else would it come from? If \$4.5 million did not come from schools where else would it come from? Response: SPPS would have to relook at class size, as the additional nurses and social workers. Those two things alone plus cost of living and percentage increases is money added that SPPS did not have. The Board and Administration have agreed to a contract, this is the consequences of those agreements. SPPS is stretching as much as it can. How will the system be able to address its future if it does not get additional funding from the State.
- The work done in the schools is our most important work, it is heart wrenching that governments are defunding education. The community needs to mobilize to make the legislature understand the impacts its defunding is having on our children's education and their future.
- Staff noted we need to make cuts based on the realities of running an organization.
- Budget cuts are always difficult, there are always things needed but the money is not there. I want to be sure the budget is student centered with the least impact to students. Response: The cuts have been mostly to administration as our value has been in making the least impact to the classroom.
- Strong leaders have the most impact on districts, everything we do impacts students and achievement. Going forward education needs help from the State. We need to look at how to streamline and do things better as we move into next year's budget. There is a point where making cuts away from the classroom will no longer work.
- Between now and June 21 we will have an answer to where the \$4.6 mill will come from. There is urgency involved, what can be done this year? Can efforts be put together to get answers to questions, addressing the urgency and values so we feel we have done our best job for the kids.
- It was noted the Board has an opportunity, until the budget is adopted, to continue to consider changes. Response: Administration stated it needs to have clear direction as to what the board is advising be done and noted the next COB meeting is only one week prior to the proposed approval date. The impact of any changes at this point would fall on staffing and there are contractual commitments tied to that. The Board will need to be very clear if it is making reductions in non-school budgets what it expects to be restored. It might be wiser to make targeted investments to particular schools as the Board has done previously. This budget reflects SSSC priorities and how administration can deliver on that. The embedded PD was the one item not contractually bound. Embedded PD is not a sustainable item over time needing an additional \$9-11 million if it is continued. If that is restored, what is not going to happen (what programs, services, etc. will be eliminated?) There needs to be a discussion around long-term sustainable ways to do priorities and make guarantees to the community on what they can expect of their schools.
- Administration asked if the \$1 million from the fall adjustment is restored, where does that come from and where/what is it restored to? EAs/TAs, electives?
- The Board charged the Treasurer to sit down with staff and find a way forward.
- A Board member noted she believed the Board gave direction to the staff when they agreed to avoiding cuts going to the schools as much as possible. She stated she does

not see how, in the next 3 weeks with graduations, end of school, etc., there will be enough time to make changes and to check the work to be sure it is a viable option. She expressed concern about coming up with short term solutions that will adversely impact next year.

- It was stated changes need to help schools and clarity around what will be impacted to gain any additional funds needs to be there.
- The Treasurer is to work with administration and come back with recommendations to the Board.
- A Board member stated she would be interested in having the Treasurer look at the costs around restoring EA/TAs.

**B. Recommendation on the Future of Galtier**

Administration stated their recommendation is to close Galtier Community School at the end of next school year (June 2017) and create one strong PreK-5 Midway Area Community School at the current Hamline site. SPPS is in a difficult economic position and cannot afford maintain a school of only 180 kids with the subsidization that would be necessary to keep the school open.

The school attendance zone (actual area around community schools) shows 20% of the students who attend Galtier live in the area: In order to be strong community school SPPS wants a large number of families in the attendance zone to actually attend the school. In comparison, attendance in the school attendance zone is 59% for Chelsea Heights, 38% for Expo, 83% for Randolph Heights and 90% for St. Anthony Park.

There were 42 applications for Kindergarten for the Galtier zone this year. Not one of the 42 chose Galtier as their first choice. 11 pre-K applications have come in for Galtier, nine of those 11 have siblings attending private or charter schools. Galtier's enrollment trend dropped significantly in 2013-14 as it became a community school. It had a small rebound in 2014-15. A chart was provided showing area resident projections by elementary grades for 2014-15, 2019-20 and 2024-25. Galtier is projected to be at 144 students in the next year. Schools need to retain students and Galtier is not doing that.

The site rationale for Hamline (1599 Englewood Avenue) shows it having the desired square footage to accommodate other programming such as a Special Education Program, a Discovery Club Hub with opportunities for expanded programming in ECCE, Rec Check and other partner services. There is also strong proximity to community partners – Hamline University and the recreation center.

The goal is to partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution. The promise to the public when using this level of engagement is that SPPS will look to the public for advice and innovation in formulating solutions and incorporate the advice and recommendations into the decisions to the maximum extent possible.

Parent-lead engagement in looking at possibilities for Galtier began in June 2015. There were 11 meetings and more than 100 hours of work. Parents, school staff, school administration, district staff have participated. The process has been inclusive.

Next steps will be to create a transition team honoring the values of each site as work progresses. It will be representative of each school community with the goal of creating one strong PreK-5 Midway area community school. The process will engage and collaborate with partners focusing on maintaining a strong community partnership while enhancing resources and enrichment for students. A Visioning Process will be conducted around the FMP to attain a new vision for the Hamline site. Community input will be key to determining priorities.

The process for school choice has the primary goal of retaining and successfully transitioning all students. Parents will be given placement options of (1) transitioning in the Fall of 2016

with alternate school placement or (2) transitioning in the Fall of 2017 with a "closed school" priority placement. School Choice Season begins in January 2017.

QUESTIONS/DISCUSSION:

- What happens to Galtier staff? Response: Having available space they would transition over to Hamline. Administration cannot guarantee all staff will want to transition over and contractually cannot require it. SPPS would try to maximize options for any overlap.
- Choice is a two way street – parents have choice and SPPS has obligation to make the schools the best available for the parents.
- Director Brodrick indicated he would have a difficult time supporting this recommendation.
- Where does this go from here? Response: Administration has scheduled an opportunity for the Board to hear official public comment on the proposed closing (May 31). A vote will need to take place prior to the end of the school year to allow for notification of families. That would required a special Board meeting.
- When you think about the big picture, what can the district do to make it as strong as possible. Response: When you subsidize a school it takes resources from other schools.
- A Board member stated SPPS needs to relook at its strategies for the areas and see how Galtier fits into that. There needs to be a larger sustainable plan for the district.
- Another noted this is an opportunity to take the best of both schools and combine, to use the best of each. Looking at past practice, mergers have happened with intentionality. Re-envisioning of the schools needs to happen. There is a year before Jie Ming moves and administrators can lay out key timelines while allowing conversations to be authentic and then create collectively the best program possible. The District can facilitate and allow the conversation to happen.
- When SPPS has done co-locations in the past it did not have this kind of planning time. It would be useful to identify who the principal of the combined building would be and allow him/her to lead the effort. This is an opportunity for leadership development. As we have time to do this, it needs to be done right.
- A Board member stated she feels SPPS has not provided adequate support to the school
- The comment was made that the Board wants to see SPPS providing sustainable options across the city. SPPS will need to think about relationships that are broken with the closure of the school and lingering trust issues. There is a potential for net loss to the district. What will families consider their next choice? SPPS does not have strong schools in all its communities or at least not perceived as strong. The time is ripe for a review of the entire system, we need to think about it in the broader context.
- A Board member stated he felt there is an opportunity here to make this work. There is a need for more information on what has been done to help with enrollment for Galtier to allow it to grow. Response: There was a communication and marketing plan developed in May 2014 for Galtier which included school brochures, a communication and engagement plan to promote and sell the program. Times were scheduled for community conversations and the school staff participated in local festivals/celebrations. There is a fairly large housing area in Area E that SPPS gets a few families from. A large effort was made there with monthly meetings at Galtier to try to get families used to going to the Galtier building. SPPS even contracted with a local Somali agency to get families to come to Galtier and SPPS allowed the agency to recruit. The result was only four or five families coming to Galtier. Families want to support their local school, at least they like having a school in the community but often make other choices for their own kids. In this case it seems the more families from outside the area who attend the school the fewer local families feel it is their local school. Any decisions made about Galtier also impact Hamline. Rather than having one strong community school if Galtier is not closed SPPS will have three community schools trying to piece together programs.

C. Human Resource Transactions



**MOTION:** Director Marchese moved approval of the Human Resource Transactions for the period April 1, 2016 through April 30, 2016. Director Ellis seconded the motion.

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Absent
Mr. Marchese	Yes

## **IX. CONSENT AGENDA**

**MOTION:** Mr. Marchese moved the Board approve all items on the Consent Agenda with the exception of Items: C1 - Request for Permission to Contract with Urban Planet Software for Services, D1 - Permission to Continue an Agreement with Schoology, F1 - Amendment of Request for RFP #A153556-E/PO 307093 - Prime Vendor Groceries, F2 - Request for Proposal (RFP) No. A-209215-A Student Transportation for 2016-2018 School Years and F4 - RFP No. A209458-A - Contract for Security Services all of which were pulled for separate consideration. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Absent
Mr. Marchese	Yes

### **A. Gifts - None**

### **B. Grants**

**BF 30442** Request for Permission to Submit a Grant Application to the Otto Bremer Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Otto Bremer Foundation for funds to expand online learning at the Hubbs Center; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30443** Request for Permission to Submit a Grant Application to the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Bush Foundation for funds to improve teacher induction supports in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30444** Request for Permission to Submit a Grant Application to the Lois Lenski-Covey Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Lois Lenski-Covey Foundation for funds to purchase books at American Indian Magnet School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30445** Request for Permission to Submit a Grant Application to the Minnesota Department of Education's Library Services and Technology Act Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the

Minnesota Department of Education for funds to streamline digital resources in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30446** Request for Permission to Submit a Grant Application to the Minnesota Department of Education McKinney Vento Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education McKinney Vento Grant Program for funds to serve homeless students in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30447** Request for Permission to Accept a Grant from Travelers Foundation  
That the Board of Education authorize the Superintendent (designee) to accept a grant from Travelers Foundation to support academy programming in SPPS; and to implement the project as specified in the award documents.

**BF 30448** Request for Permission to Submit a Grant Application to the U.S. Department of Education's Innovative Approaches to Literacy Grant  
That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education's Innovative Approaches to Literacy for funds to strengthen early literacy activities in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30449** Request for Permission to Submit a Grant Application to the Voya Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Voya Foundation for funds to expand music production courses at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 30450** Request for Permission to Submit a Grant Application to the Wallace Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Wallace Foundation for funds to promote systems and practices of social and emotional learning in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

D. Agreements

**BF30451** Lease Agreement with Youth Farm

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Youth Farm to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN 55107 for the term May 11, 2016 through December 31, 2017, with monthly rent of eighty-nine and 05/100 dollars (\$89.05) subject to all other terms and conditions of said agreement.

E. Administrative Items

**BF 30452** Designating Official with Authority to Authorize User Access to MDE Secure Websites

The Board of Education authorize the Superintendent or designee to continue to identify Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative as the Official with Authority for authorizing user access to the Minnesota Department of Education (MDE) secure websites.

**BF 30453** Approval of Employment Agreement Between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional 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 Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2016, through December 31, 2017.

**BF 30454** FY 17 Facilities Department Purchases over \$100,000

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$100,000.

**BF 30455** Monthly Operating Authority

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

(a) General Account	#656266-658072	\$62,113,976.08
	#0001879-0001918	
	#7001678-7001735	
	#0000998-0001038	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$1,187,640.37</u>
		\$63,301,616.45

*Included in the above disbursements are payrolls in the amount of \$37,950,934.09 and overtime of \$187,959.83 or 0.50% of payroll.*

(d) Collateral Changes

Released:

US Bank FHLB of Cincinnati Letter of Credit No.: 517834 05/02/2016

Additions: None

and That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending August 31, 2016.

**BF 30456** Approval of Memorandum of Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2016-2017

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2016 through April 30, 2017.

**BF 30457** Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2016-2017

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2016 through April 30, 2017.

F. Bids

**BF 30458** Bid No. A209426-A Harding High School Pavement Rehabilitation

That the Board of Education authorize award of Bid No. A209426-A Harding High School Pavement Rehabilitation to Midwest Asphalt Corp for the lump sum base bid plus alternate no. 1 for \$282,500.00.

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

**BF 30459** Request for Permission to Contract with Urban Planet Software for Services

Director Brodrick pulled this item for an explanation of how it works at the Placement Center.

**MOTION:**                    **Mr. Brodrick moved the Board of Education authorize the Superintendent (designee) to approve the contract with Urban Planet Software for the above mentioned services for the period of August 1, 2016 – July 31, 2018 (2 years) at an annual cost of \$66,000, not to exceed \$132,000 over the two year contract. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Ellis	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Absent
Mr. Marchese	Yes

**BF 30460**                    Permission to Continue an Agreement with Schoology

Director Brodrick asked for further information on the program. Response: It is a multi-faceted learning system that enables teachers and students to do many things. It enables work flow which was missing before on iPads. It is very user friendly, good for PD for staff with on-line courses.

This is the third year into the PLTT initiative, is this a significant part of realizing value in the initiative? Response: This is the piece that has been missing for teachers and students, it is important for personalized learning, allows for voice and choice on lessons, teachers can now keep better track of what students learn and it provides for communication to families.

**MOTION:**                    **Director Brodrick moved the Board of Education authorize the Superintendent (designee) to enter into an agreement with Schoology. The cost for 2016-2017 and 2017-2018 will be paid from the Instructional Services budget #01-005-610-000-6305-0000 and the cost for 2018-2019 and 2019-2020 will be paid from the Personalized Learning budget #31-005-182-000-6305-0000. The motion was seconded by Director O'Connell.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

**BF 30461**                    Amendment of Request for RFP #A153556-E/PO 307093 - Prime Vendor Groceries

Mr. Brodrick asked why the increase? Response: The District is buying a lot of food as meal participation has increased dramatically. This is the most effective way to purchase food at the lowest cost. Having the vendor deliver direct makes for less handling at the District. There have been breakfast items changes and participation has been increasing. Food costs remain low, the department is doing a good job managing resources. It comes down to a combination of using more vendors to deliver food stuffs and children eating more. This is more cost effective and more efficient. Additionally, delivery prices were renegotiated to a lower rate.

**MOTION:**                    **Mr. Brodrick moved the Board of Education authorize the amendment of RFP #A153556-E/PO 307093 to increase the dollar amount of the contract with Indianhead**

**Foodservice Distributor by \$300,000 to a total of \$4,800,000 for furnishing and delivery of groceries. The motion was seconded by Ms. O'Connell.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

**BF 30462**

Request for Proposal (RFP) No. A-209215-A Student Transportation for 2016-2018 School Years

There is a 12% increase, is this the result of the RFP being different and are we defining the request differently. Response: Vendors are charging more. Prices are going up. SPPS worked to extend the previous contract but the contractors chose not to do that. The increase is due mainly to the labor issue and the difficulty finding good drivers and the cost of equipment. The increase is higher for the first year, lower the second year. Our contractors are doing a good job for us.

**MOTION: Mr. Brodrick moved the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. #A-209215-A for Student Transportation for School Years 2016-2018, with the ability to extend the contracts, in one year increments, beyond the initial contract periods to the vendors as indicated in the attached documentation. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

**BF 30463**

RFP No. A209458-A - Contract for Security Services

**MOTION: Director Brodrick moved the Board of Education approve the administration's action of awarding a contract for RFP A209458-A for the contracted guard services to Securitas for the proposed rates as detailed in the pricing worksheet, not to exceed \$1.5 million expenditure annually. The motion was seconded by Ms. O'Connell.**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

**X. OLD BUSINESS - None**

**XI. NEW BUSINESS**

**A. First Reading - Board Policy 620.00 Student Surveys**

The Board stated this was the first reading of the new policy 620.00 Student Surveys. It was developed to meet the requirements of the Pupil Protection Rights Act (PPRA), a federal statute stating districts must have policies about how parents are given notice of student surveys about specific topics. Parent will be notified prior to a student being administered a survey with specific question topics. The District will notify parents of these rights.

The General Counsel described the three reading process as defined under Board Policy.

## **XII. BOARD OF EDUCATION**

### **A. Information Requests & Responses**

- Information to the Board on the Dayton's Bluff facility concern and proposed mitigation.
- The Board recognized Chief Operations Officer, Jean Ronnei for her service to SPPS and offered their best wishes and congratulations on her upcoming retirement.

### **B. Items for Future Agendas**

- Work session for June COB - how process SEAB and PAC requests
- Meeting on Galtier site closing.

**MOTION:**                    **Ms. O'Connell moved, seconded by Ms. Vanderwert, the Board of Education schedule two additional meetings on Tuesday, May 31, 2016: (1) A Committee of the Board meeting to convene at 4:00 p.m. for further discussion on the FY 17 budget and (2) a Board of Education meeting to hear public comment on the proposed closing of Galtier Elementary School and potential action on the same. This to convene, time certain, at 6:00 p.m.**

The motion passed with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

### **C. Board of Education Reports/Communications - None**

## **XIII. FUTURE MEETING SCHEDULE**

### **A. Board of Education Meetings (5:30 unless otherwise noted)**

- May 31 - Special - Public Comment on proposed closing of Galtier - 6:00 p.m.
- June 14 - Special - Non-Renewals - 4:00 p.m.
- June 21
- July 12 - 6:30 p.m.
- August 23
- September 20
- October 25
- November 22
- December 13
- January 10 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- March 21
- April 18
- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11

- August 15

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

- May 31 - 4:00 p.m.
- June 14 - 4:45 p.m.
- July 12
- September 13
- October 4
- November 8
- December 6
- 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:**                      **Mr. Brodrick moved to adjourn the meeting, seconded by Ms. Ellis**

The motion was approved with the following roll call vote:

Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes

The meeting adjourned at 11:16 p.m.

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

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

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

**May 31, 2016**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

**PRESENT:**

Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher,  
Ms. O'Connell, Mr. Marchese, Ms. Ellis, Superintendent  
Silva, Ms. Cameron, General Counsel and Ms. Polsfuss,  
Assistant Clerk

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

**MOTION:** Ms. O'Connell moved approval of the order of the main agenda as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

**IV. SUPERINTENDENT'S REPORT**

Administration stated their recommendation is to close Galtier Community School at the end of next school year (June 2017) and create one strong PreK-5 Midway Area Community School at the current Hamline site.

The school attendance zone (actual area around community schools) shows only 20% of the students who attend Galtier live in the area; in order to be a strong community school SPPS wants a large number of families in the attendance zone to actually attend the school (the ideal is 50% or more). In comparison, attendance from the school attendance zone is 59% for Chelsea Heights, 38% for Expo, 83% for Randolph Heights and 90% for St. Anthony Park.

Enrollment data shows 144 students for the 2016-17 school year. New applications for SY 16-17 are at 11; 36 students from the attendance area applied to a different SPPS site. Total enrollment for 16-17 is now at 156 students with an average 3 year retention rate of 57%.

Galtier As a Viable School

Galtier's 2016-17 budget is \$1,259,119. Investment needs to keep the school open are: \$116,000 in order to eliminate grade level splits, \$126,000 for engagement, marketing and recruitment, \$48,000 for technology and personalized learning, \$96,000+ for teachers and \$315,000 for transportation bringing the budget total to \$1,960,119+. Their staffing level is at 7 classroom sections; the ideal would be 8 to avoid splits. If the program remains open Administration may have to consider making the program a city-wide magnet.



Administration presented school comparisons between Hamline, Galtier and Four Seasons (a fully viable similarly sized school if Hamline and Galtier were combined) Neither Hamline or Galtier are viable on their own without subsidies.

	Hamline	Galtier	Four Seasons
Enrollment total	309	204	500
Pre-K	40	60	40
K-5	269	144	460
Poverty level	85%	88%	83%
Total budget	\$1,999,257	\$1,259,119	\$3,131,054
General Fund	945,136	725,704	1,550,176
Comp Ed	507,178	291,750	896,746
Title One	160,770	96,462	249,543
Other (Reg/Integ)	386,173	145,203	434,589
Total FTEs	22.29	13.67	36.78
Staffing FTEs			
Principal	0.50	1.00	1.00
Clerks	0.50	1.00	1.63
Classroom Sections	12.00	7.00	18.00
Specialists			
Art teacher	1.00		0.90
Phy Ed teacher	1.00	0.50	
Science teacher	1.00	1.00	0.75
Science teacher			0.75
Dance teacher			1.00
Music teacher		0.50	1.00
Theater teacher			1.00
Other			
Assistant principal	1.00		
Academic intervention			1.00
EA-PBIS	0.94	0.94	1.00
Counselor	1.00		1.00
ELL Teacher (Supplemental)		0.50	
Nurse	0.80	0.20	1.00
EA - Cultural specialist			0.50
EA - Wellness liaison		0.56	
EA - Library			0.75
TA - Library		0.38	
Social worker	0.80	0.10	1.00
EA - Parent involvement			0.50
TA - Classroom	0.75	0.75	3.00
Tech Integration teacher	1.00		
Reading Specialist			1.00

#### Site Rationale

The Hamline site has the desired square footage for other programs: special ed program, Discovery Club Hub, with opportunities to expanded programming for ECFE, Rec Check and partner services. It also has advantageous proximity to community partners – Hamline University and the recreation center.

A history of engagement efforts was reviewed. Administration stated the decisions made were data based and the recommendation was inclusive. The "Save Galtier" effort was reviewed as well.

Next steps will be to create a transition team honoring the values of each site as work progresses. It will be representative of each school community with the goal of creating one strong PreK-5 Midway area community school. The process will engage and collaborate with partners focusing on maintaining a strong community partnership while enhancing resources and

enrichment for students. A visioning process will be conducted around the FMP to attain a new vision for the Hamline site inclusive of a healing process effort to bring the communities together.. Community input will be key to determining priorities.

The process for school choice has the primary goal of retaining and successfully transitioning all students. Parents will be given placement options of (1) transitioning in the Fall of 2016 with alternate school placement or (2) transitioning in the Fall of 2017 with a "closed school" priority placement. School Choice Season begins in January 2017.

**QUESTIONS/DISCUSSION:**

- A Board member stated SPPS created magnet schools to help integrate the SPPS district. It entailed busing kids across town to achieve a racial balance. The demographics of SPPS neighborhoods has changed over the past years. When SPPS embarked on Strong Schools Strong Communities strategic plan it moved toward community schools. That is what Galtier is trying to do. There will be other schools requiring support if SPPS truly believes in SSSC; support will be needed in order for all schools to achieve their goals. A small learning environments is key to giving kids personal attention, again this is what Galtier is doing. SPPS has to find a way to do this.
- The Superintendent extended her thanks to the families who had come to support their school. She stated she recognized the decision to close Galtier is a difficult one as it is a unique program offering choices within the community. It is based on the monetary implications to Galtier and other schools. She again thanked the parents for coming to make their comments.

**V. PUBLIC COMMENT ON PROPOSED TEMPORARY CLOSURE OF GALTIER COMMUNITY SCHOOL**

The following individuals made public comment outlining their personal experiences of Galtier and its community, the unique program offered at Galtier and their strong desire for the Board/District to keep Galtier open and give the school time to reach its full potential. Several indicated that if the school is closed, they will not be sending their children to another SPPS school.

- |                   |                         |
|-------------------|-------------------------|
| • M. Grau         | • E. Spende             |
| • S. Bosch        | • S. Grant              |
| • J. Lucken-Hills | • S. Ngiv               |
| • D. Goebel       | • D. Hay                |
| • G. Williams     | • C. Tucker             |
| • M. Martinson    | • C. Carter             |
| • C. Howatt       | • M. Chagen             |
| • D. Goebel       | • H. Johnson-Macelester |
| • J. Hodgeman     | • D. Mathias            |

**VI. NEW BUSINESS**

**A. (Tentative) Action on Proposed Temporary Closing of Galtier Community School**

The Board Chair indicated the Board would take action on Galtier at the June 21 Board of Education meeting.

**VII. ADJOURNMENT**

**MOTION:** Ms. O'Connell moved the meeting be adjourned, seconded by Mr. Marchese.

The motion was approved with the following roll call vote:  
Mr. Brodrick Yes

Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

The meeting adjourned at 7:32 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



Ms. Vanderwert - Yes

V. **ADJOURNMENT**

**MOTION:** It was moved by Jean O'Connell and seconded by Mary Vanderwert, that the meeting be adjourned.

The motion carried and the meeting was adjourned at 8:32 p.m. with the roll call vote as follows:

Mr. Schumacher	-	Yes
Ms. Ellis	-	Yes
Mr. Vue	-	Yes
Mr. Marchese	-	Yes
Mr. Brodrick	-	Yes
Ms. O'Connell	-	Yes
Ms. Vanderwert	-	Yes

Prepared and submitted by  
Nancy L. Cameron, General Counsel

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

**June 14, 2016**

**I. CALL TO ORDER**

The meeting was called to order at 4:04 p.m.

**II. ROLL CALL**

**PRESENT:** Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Mr. Brodrick, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

Ms. O'Connell arrived at 4:26 p.m.

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

**MOTION:** Mr. Marchese moved approval of the order of the Main Agenda as published. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Absent
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes

**IV. NEW BUSINESS**

**A. Action on Non-Renewal of Probationary Teachers**

The purpose of the meeting was to ask the Board of Education to approve the non-renewal of probationary teachers. This process is done on a yearly basis.

The Data Privacy Act prevents discussion of individual data so only summary data was discussed. Applicable State Statutes are:

- MN Statute 122A.41 (Cities of the first class) applies to Saint Paul Public Schools. It defines the probationary period as the first three years of consecutive employment. during the probationary period, an annual teaching contract may or may not be renewed for any reason. Subd. 4(b) states "a probationary teacher is deemed to have been reemployed for the ensuing school year, unless the school board gives written notices before July 1, of the termination of employment. Therefore all non-renewed teachers must be notified prior to July 1.

SPPS may non-renew for any reason, however, common reasons include:

- Budget - vacancies are fewer than needed to place current staff.
- License - not fully licensed for the position which they hold
- Performance - not meeting expectations (effective instruction, class room management, team work/professional behavior)

- Some combination of the above and/or other relevant reasons may include training.

This year there are a total of 45 employees recommended for non-renewal (all are teachers). Of the 45, nine choose to resign prior to the recommendation for non-renewal going to the Board. 40 were non-renewed for performance/license issues, 5 were due to the budget reductions. The 45 constitute 6.68% of the total probationary teacher population. This is basically flat when compared to previous years 13-14 6.64%, 14-15 6.42%. Further breakdown shows on the Gender and Ethnicity impact: 68% were female 31% male; eight were African American, seven Hispanic, 30 Caucasian. These figures reflect the on-going challenge SPPS is faced with in the first three years in its efforts to make the teaching population reflect the District's population.

All teachers recommended for non-renewal are notified in writing and given the option to meet with the Assistant Superintendent to discuss the reasons for the non-renewal. Assistant Superintendents then make their recommendations to the Superintendent.

Over the past year 19 probationary teachers recommended for non-renewal were supported through the Peer Assistance and Review Program. These teachers worked with a PAR Consultation teacher who provided significant coaching and mentoring during the school year. Both the PAR consultant and the principal evaluated the teachers and the PAR consultant made a recommendation for non-renewal to the PAR Board which then provided recommendations to the Superintendent.

Teachers not served by PAR received a minimum of two observations which are reviewed with the teacher and the teacher is provided assistance if not meeting standards of effective teaching. Supports include mentors and professional development.

#### QUESTIONS/DISCUSSION:

- How many were bumped because of no seniority? Is it first in first out? Response: None of these teachers have tenure. Yes, it is first in first out. The five non-renewals due to budget were bumped by more senior people and were within the music area. It was noted there will be people who may decide to retire over the summer so positions may become available in that process.
- What are the qualifications of PAR consultants? Response: The PAR positions are posted broadly and any teacher can apply. There is a years of service within SPPS requirement, there is an interview process with SPFT and SPPS staff, recommendations from principals can be made and there must be a letter(s) of recommendation. There is also an evaluation of each applicant with the PAR team. The probationary teachers have indicated they want a PAR to be in their area of expertise. The District tries to keep the PAR team balanced and well rounded.
- How often does a probationary teacher get evaluated? Response: The first year they are provided with a mentor. Most have a PAR reviewer in the second year and in the third year the Assistant Superintendents will have done observations of each of the teachers.
- What kind of support do they get from the PAR? Response: During the second year they will have one week of observation by their PAR based on goals they have set up, there will be a debriefing during this observation. The following week the teacher and the PAR have a coaching and planning session. After that they get about 1 to 1.5 hours of contact with their PAR each week. SPPS does a survey every year, results show satisfaction with the PAR program has gone up each year over the last 6 years.
- There seems to be a lot of "problems with classroom management" non-renewals. SPPS needs to be careful that it is supportive of the new teachers. The first years are difficult with building relationships between the district, staff, students and parents. Need to be sensitive that teaching is a tough job. SPPS's history has been to make decisions about probationary teachers that are very strong. It needs to be more sensitive and offer additional support and understanding both from the District and SPFT.
- The probationary period is three years? Is there extra probationary time? Response: Yes, with completion of a Waiver of Tenure a teacher can be allowed a fourth year. This requires agreement from the union.

**MOTION:**                    **Mr. Brodrick moved the Board of Education approve the non-renewal of the teachers listed for non-renewal on the HR Transactions List of June 14, 2016. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes

## **V. ADJOURNMENT**

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

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes

The meeting adjourned at 4:35 p.m.

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

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



**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
May 31, 2016**

**PRESENT:** J. Schumacher, Z. Ellis, J. Brodrick, J. O'Connell, M. Vanderwert,  
Superintendent Silva, CEO Walker, CFO Schrul

Director Marchese arrived at 4:06 p.m. and Director Vue at 4:15 p.m.

**I. CALL TO ORDER**

The meeting was called to order at 4:04 p.m.

**II. AGENDA**

**A. FY 17 Budget**

The CFO indicated the purpose of the presentation was to provide an update to the Board on the FY 2016-17 General Fund budget. She reviewed the SSSC 2.0 goals and focus areas along with the 2016-17 budget guidelines.

The FY 2016-17 General Fund revenue is projected to decrease by \$4.6 million (Comp Ed and Enrollment). The budget meets required contractual obligations. All school do not receive the same amount of money per pupil because some school funding is categorical (it has specific criteria on its spending), funding for CompEd and Title I follow the students on a one year delay (previous year's October 1 count) and higher poverty schools have greater access to categorical dollars than lower poverty sites. School enrollment affects the dollars allocated.

**FY 2016-17 GENERAL FUND PRELIMINARY BIG PICTURE (IN MILLIONS)**

	<b>FY 16 Adopted Budget</b>	<b>FY 17 Preliminary</b>	<b>Difference</b>	<b>% Change</b>
Revenue	\$522.8	\$518.2	(\$4.6)	(0.88%)
Use of Fund Balance	2.5	0	(2.5)	(100.0%)
Expenditures	525.3	533.3	(8.0)	(1.50%)
Balance	\$0	(\$15.1)		

**FY 2016-17 GENERAL FUND FACTORS IMPACTING SHORTFALL**

<b>Item</b>	<b>Amount (\$M)</b>
Projected Shortfall (as of 1/19/16)	(\$9.3)
Contractual Commitments	(3.5)
Compensatory Revenue Decrease	(1.1)
Gen Ed Revenue Decrease (2/29 Projected Enrollment)	(1.2)
Total Shortfall	(\$15.1)

**FY 17 PROPOSED GENERAL FUND BIG PICTURE - EXPENDITURES**

<b>Area</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Change</b>	<b>% Change</b>
Schools	\$253,330,183	\$247,561,456	(\$5,768,727)	(2.3%)
School Service				
Support	175,987,186	178,085,557	2,098,371	1.2%
District-wide				
Support	91,793,916	88,841,120	(2,952,796)	(3.2%)
Central Admin	4,154,590	3,692,306	(462,284)	(11.1%)
TOTAL	\$525,265,875	\$518,180,439		

## **FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF CENTRAL ADMIN PROGRAMS**

<b>Program Category</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Reduction Amount</b>	<b>Reduct. %</b>	<b>Inflation Amt. Not Allocated</b>	<b>% Total Reduct.</b>
Central Admin	\$4,154,590	\$3,692,306	(\$462,284)	(11.1%)	(\$73,742)	(12.9%)
<ul style="list-style-type: none"> <li>Board of Education</li> <li>Superintendent's Office</li> <li>CEO</li> <li>CAO</li> <li>Chief of Operations</li> <li>General Counsel</li> <li>Office of Elementary &amp; Secondary Education</li> <li>Chief of Engagement</li> </ul>						

### **Departments with a 20% or more reduction:**

- Chief Executive Officer (25%)
- Chief of Operations (100%)
- Office of Elementary & Secondary Education (21%)

### **Departments with an increase:**

- Board of Education 18%

## **FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF DISTRICT-WIDE SUPPORT PROGRAMS**

<b>Program Category</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Reduction Amount</b>	<b>Reduct. %</b>	<b>Inflation Amt. Not Allocated</b>	<b>% Total Reduct.</b>
District-wide Support	\$91,793,916	\$88,841,120	(\$2,952,796)	(3.2%)	(\$1,311,404)	(4.7%)
<ul style="list-style-type: none"> <li>Finance</li> <li>Enterprise Resource Planning</li> <li>Office of Equity</li> <li>Out for Equity</li> <li>Multicultural Resource Center</li> <li>Family &amp; Community Engagement</li> <li>Communications</li> <li>MIS</li> <li>HR</li> <li>Research &amp; Evaluation</li> <li>Referendum Technology</li> <li>Technology Infrastructure</li> <li>Operations &amp; Maintenance</li> <li>Grounds</li> <li>Custodial</li> <li>Safety &amp; Security</li> <li>Facility Planning/Leases/Health &amp; Safety</li> <li>Employee Benefits</li> <li>Insurance</li> <li>Utilities</li> </ul>						

### **Departments with a 9% or more reduction:**

- Family & Community Engagement
- Communications
- Research & Evaluation

**No departments received an increase.**

## **FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF SCHOOL SERVICE SUPPORT PROGRAMS**

<b>Program Category</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Reduction Amount</b>	<b>Reduct. %</b>	<b>Inflation Amt. Not Allocated</b>	<b>% Total Reduct.</b>
School Service Support	\$175,987,186	\$178,085,557	\$2,098,371	(1.2%)	(\$2,678,069)	(0.01%)

- Student Placement
- Indian Ed
- Valley Branch
- Am. Indian Studies
- TDAS
- MLL
- Substitutes
- Athletics
- Pre-K Support
- Referendum Family Ed
- School to Work
- Special Ed
- 3rd Party Reimbursement
- Instructional Services
- Staff Development
- Leadership Development
- Achievement Plus
- Career in Education
- Counseling/Guidance
- OCCR
- Student Wellness
- Attendance Action Ctr
- Alt to Suspension
- Transportation
- Referendum - PLTT
- Peer
- Assistance/Review

**Departments with an increase:**

- Transportation 8%
- Indian Education/American Indian Studies 9%

**All other departments were reduced between 1.3% - 18.6%.**

**FY 17 GENERAL FUND RECOMMENDATIONS TO ADDRESS PROJECTED SHORTFALL OF \$15.1 MILLION**

<b>Description</b>	<b>Amount</b>
Eliminating the proposed 2017 contribution to OPEB Trust	1.0
No annual inflationary increases for departments	4.1
Targeted reductions for Central Administration & departments	3.9
Eliminating job-embedded PD at <b>non-priority elementary, K-8 and 6-8 sites</b>	4.5
Use of Fall Adjustment funding	1.8
Offering an early retirement incentive (not offering as of 4/25/16)	0
<b>Total</b>	<b>\$15.3</b>

**FUNDING THE SCHOOLS FOR SSSC 2.0**

**FY 17 PROPOSED GENERAL FUND SCHOOL ALLOCATIONS**

<b>Area</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Change</b>	<b>% Change</b>
Schools	\$253,330,183	\$247,561,456	(\$5,768,727)	(2.3%)

- An additional \$2.3 million in Title I funds are being allocated among 53 of the 56 Title I schools
- Of the \$5.8 million reduction, \$1.2 million is related to a projected enrollment decrease and \$1.1 of Compensatory Education revenue loss (categorical revenue directly allocated to sites based on free & reduced lunch counts).
- Since fiscal year 2011-12, an additional \$32 million of funding has been added to the schools.

The CFO then moved on to a review of staffing of the schools (funding for SSSC 2.0).

**SSSC 2.0 CLASS SIZE RANGES FOR HIGHER POVERTY SITES**

<b>Grade</b>	<b>FY 17 Target Ranges</b>
PreK	20
KG	20-24
1-3	22-25
4-5	25-28
6-8	29-33
9-12	30-35

## SSSC 2.0 CLASS SIZE RANGES FOR LOWER POVERTY SITES

Grade	FY 17 Target Ranges
PreK	20
KG	22-26
1-3	22-27
4-5	25-29
6-8	29-35
9-12	30-37

FY 2016-17 Site staffing criteria (a few additional categories were added to the staffing categories – psychologist, MLL teachers and SSSC site staff for program articulation).

### Site Configurations

Pre-K - 5 Principal  
K - 8  
Dual Campus  
6 - 8  
6 - 12  
9 - 12

### Staffing Categories

Assistant Principal  
Administrative Intern  
Teachers  
Clerks  
Counselors  
Library Media Specialists  
Nurses  
Social Workers  
Psychologists  
MLL Teachers  
Library Support (EA or TA)  
SSSC 2.0 Site Staff for Program Articulation

## SCHOOL FUNDING PRIORITIES: ELEMENTARY

- Every elementary school (PreK-5) has:
  - Contractual class sizes
  - At least .5 Music and/or Art specialist
  - Counselor, Social Worker and other social emotional learning supports
  - Part or Full-Time Nurses
  - Access to physical education by licensed staff
- All middle grade (Grades 6-8) students have:
  - Contractual class sizes
  - MDE required courses (Language Arts, Math, Science, Social Studies)
  - Elective options (Physical Education, Health, Fine Arts, World Languages)
  - Counselor, Social Worker and other social emotional learning supports
  - Full-Time Nurses
- All high school grade (9-12) students have:
  - Contractual class sizes
  - MDE required courses (Language Arts, Math, Science, Social Studies)
  - Elective options (Physical Education, Health, Fine Arts, World Languages, etc.)
  - Counselor, Social Worker and other social emotional learning supports
  - Full-Time Nurses

## FUNDING TO SCHOOLS

			<u>Adopted Budget</u>		
	<u>Enrollment</u>	<u>School Allocation Total</u>	<u>Central Administration</u>	<u>Districtwide Support</u>	<u>Service Support</u>
2010-11	38,725	\$226,583,755	\$4,658,225	\$78,548,167	\$158,654,897
2011-12	38,641	231,073,609	4,565,217	79,954,854	156,404,691
2012-13	39,233	249,933,029	4,484,159	86,071,657	162,923,621
2013-14	39,615	257,853,931	4,436,817	89,318,197	179,770,029

2014-15	39,697	259,652,401	4,071,021	102,018,439	184,977,526
2015-16	39,804	266,548,503	3,867,470	92,081,036	175,987,186
2016-17	N/A	263,171,833	3,692,306	88,841,120	178,085,557
Change 2010-11 to Current Proposal	+1,079	+36,488,078 (+16.1%)	-956,919 (-20.7%)	+10,292,953 (+13.1%)	+19,430,660 (+12.3%)

Administration provided a chart showing 2014 General Fund distribution of administrative costs by school district (11 districts). Figures for State Average, SPPS and Minneapolis are:

	<b>State Average</b>	<b>SPPS</b>	<b>MPLS</b>
District level admin.	4.55	3.92	5.37
School level admin.	3.86	3.4	2.46
Reg. Instruction	43.39	46.58	45.33
Career & Tech	1.21	0.86	0.7
Special Ed	17.95	19.86	21.02
Student activities/athletics	2.56	1.48	0.69
Instructional support	4.75	6.58	6.13
Pupil support services	2.78	3.75	4.0
Operations/Maintenance	7.88	7.03	6.42
Student Transportation	5.82	4.54	5.76
Sub	94.75	97.99	97.86
Capitol operation	5.25	2.01	2.14

#### **ADDITIONAL PROGRAM BUDGET REDUCTIONS**

A 1% district-wide budget reduction would result in savings of \$556,000. This would:

- Further reduce or eliminate fees for service, membership fees, travel, office supplies and postage/mailings and other non-salary expenses.  
Impact: Reduced internal capacity to efficiently handle projects. Fewer opportunities for professional growth outside of contractual obligations. Over reliance on digital versus print communications limiting outreach to families.
- Delay or suspend key project expansion or upgrades.  
Impact: Slower response time, reduced capacity for ad hoc requests or initiatives and reduced efficiency.
- Reduce or eliminate community supports (sponsorships, events, etc.).  
Impact: Perception that SPPS does not support community events.

Targeted program reductions (greater than 1% reductions and staffing reductions) would result in a savings of \$1,170,000. This would:

- Eliminate 6.0 FTE positions (middle level administrative positions [Transportation, Facilities, HR] and TOSAs [SPED and Technology Services]).  
Impact: Reduced technology support for buildings and longer response times in HR and Transportation Services.
- Consolidation of Assistant Superintendent and Director level functions.  
Impact: Maintain four Assistant Superintendents and add program responsibilities in addition to school supervision.

The total savings for these two reduction areas would be \$1,726,000.

#### **NET IMPACT OF SCHOOL STAFFING CHANGES**

PreK-5, K-8 and 6-8 Sites

- Net decrease of 32.8 licensed FTE (3.8 FTE Art, 3.5 FTE Music, 12.5 FTE Science Specialists)
- Net decrease of 41.6 non-licensed FTE (6.28 EAs and 34.0 TAs).

## **FUNDING AVAILABLE TO RESTORE TO SCHOOLS**

\$1.73 million (additional reductions to program budgets) + \$1 million (estimated Legislative revenue) = \$2.73 million available to restore to schools.

## **OPTIONS FOR RESTORING FUNDING TO SCHOOLS**

1. Option 1: Contingency Fund (Fall Adjustment) - Total cost \$1,500,000
  - Use remaining amount for Fall adjustment after supplemental budget distribution \$300,000
  - Use \$1.2 million from Additional 1% or targeted reductions to department/programs (\$1.7 million).
  - This funding level restores the fall adjustment contingency and leaves funding available for any other unforeseen needs at sites.
2. Option 2: Per Pupil Funding - Total cost \$1,415,100
  - Each site will receive funding based on a per pupil amount. Sites will have discretion surrounding the use of this new fiscal allocation (e.g. restoring positions, purchasing support, etc.)
  - Provide a per pupil amount of \$60 for each student in PreK-5, PreK-8 and 6-8 sites based on their Fall 2016 enrollment targets (not including PreK).
  - The additional funding is based upon projected enrollment which allows individual buildings to choose how to use the funding and equitably distributes the financial resource.

3. Option 3: TA's and EA's - Total Cost: \$1,161,212 .
  - The net difference of Educational Assistant positions will be restored in the specific buildings that reduced/eliminated the positions.
  - The net difference of TA positions will also be restored and held in a pool to be allocated out to our PreK-5/K-8 sites in the Fall aligned with student needs.
  - These positions will be flexible and may be moved across sites dependent upon enrollment shifts and/or student needs.

Implications: By just restoring the EA positions back to the specific buildings that eliminated the position does not acknowledge the decision making and budget prioritization that other sites completed. Additionally, these supplemental FTEs would only impact a few sites and could be viewed as inequitable.

4. Option #4: Science Specialists (Elementary) - Total Cost: \$1,195,225 .
  - All of the Science Specialist and related positions will be restored in the PreK-5 and K-8 specific buildings that reduced/eliminated the positions to maintain existing staffing levels across the district.
5. Option #5: Music and Visual Art Teachers (Elementary) - Total Cost: \$698,011 .
  - All of the Music and Visual Art Teachers will be restored in the specific buildings that reduced/eliminated the positions to maintain existing staffing levels across the district.

Implications #4 and #5: Restoring the net difference of Science teachers/associated positions, Music and/or Art positions does not acknowledge the work that each site went through to prioritize building specialists. Additionally, by restoring only certain FTE in some buildings, we could be creating situations that could be grieved by SPFT re: workload clarification. Meaning, if the district restores these positions in certain sites, it could create opportunities for some staff to be able to participate in job embedded professional development, while staff in unaffected buildings would not have that same option.

6. Option #6: Restoring Electives (6-8 Sites) - 6 Period Day - Total Cost: \$975,859
  - Provide additional elective offerings for students to select from within a 6 period day schedule. This option will not increase time for elective courses, rather it will just provide more options to select from. (No Job-embedded PLCs)

Implications:

- Students would have access to choose from additional elective offerings but would not have the choice to take additional classes within the 6 period day schedule.
- Students would have to redo their course registration process to allow an opportunity to consider the additional elective offerings within the last two weeks of school.

- In addition to the regular end of year duties the school-based scheduling team would increase their workload to gather and process the newly received course requests. Scheduling teams would be greatly impacted as they worked to revise the master schedule.
  - Principals and hiring teams would need to work over the summer to fill the additional 9.4 FTEs.
  - Scheduling teams would need to work at least three weeks in the summer, full-time, to re-do the scheduling process. Scheduling teams have been greatly taxed this spring with changes and would again bear the responsibility of making new changes.
  - Scheduling and interview teams may or may not be available in the summer to complete the work.
7. Option #7: Restoring the 7 Period Day (6-8 Sites) - Total Cost: \$ 2,226,857 .
- Restoration of the 7 period day without job-embedded PLC will allow students access to additional elective and support classes for our 6-8 buildings. (No Job-embedded PLCs)
- Implications:
- Students would have the opportunity to have increased time in elective and support classes. There may be increased offering of electives at schools.
  - Teachers would have an additional period without students.
  - Principals and hiring teams would need to work over the summer to fill the 23.25 FTE.
  - The district scheduling team would be greatly impacted by the increased workload.
  - School-based scheduling teams would also be greatly impacted by the increased workload during the last two weeks of school and into the summer. In addition to the regular end of year duties the school-based team would have to re-do the student registration process to gather course requests.
  - School-based and district scheduling teams would need to work at least three weeks in the summer, full-time, to re-do the scheduling process. District and school-based scheduling teams have been greatly taxed this spring with master schedule changes and would again bear the responsibility of making new changes.
  - Scheduling and interview teams may or may not be available in the summer to complete the work.

#### Questions/Discussion:

- A Board member stated she could support the allocation back to all schools so they can make the individual choices on where to allocate the monies. She reminded the Board it has moved \$1 million down the road on OPEB funding and she expressed a concern that the Board must be sure, as it makes adjustments, to think about what has already been done.
- The fall allocation, can some of that be used for EAs and TAs based on site needs? Response: Typically fall adjustments are made for enrollment increases at a site when they need to add staff. The monies are generally allocated for additional staffing (teachers first priorities, then specialist positions). Use is triggered by unbudgeted change in enrollment.
- Where have the current cuts come from? Response: \$4.5 comes from school budgets due to change in embedded PD plus \$1.8 million in Fall adjustment funds.
- The adjustment funds - is there a prioritization for fund use? Response: First, a need for additional FTE, based on need at site. Assistant Superintendents monitor the enrollment throughout the fall. They try to collect all requests at once and judge the severity of the need and then allocate out. In recent years SPPS has not been unable to fill all fall adjustments.
- What is the typical amount used? Response: \$1.5 to \$2 million.
- A Board member stated he was looking at a total of \$2.73 million restoration. \$1.5 to put back into contingency, \$1.4 back to schools. Administration noted some schools put money aside to establish their own contingency fund.
- The money from the State – when does it come in and how solid is that amount? Response: SPPS has been conservative in estimating the amount from the State. The money is related to voluntary pre-K and has a complicated allocation formula based on

free & reduced lunch count. SPPS will be submitting an application next week to see how many schools would qualify. There is a separate pot for charter schools. Once the allocation is done, if there is a portion that is not utilized, the State will redo the allocation across the state. There are additional funds allocated for the next two years and then a formula for future funds. SPPS would be sharing the allocation with Minneapolis.

- So this is an estimated amount, when will we know the actual? Response: The application needs to be submitted by August 1, SPPS will have a better idea by then. SPPS will make application for all schools eligible, the State will do the actual allocations for SPPS and Minneapolis. Scholarships are still available. The legislation allows for a mixed delivery system. As the program is expanded SPPS could do a combination of PreK and child care. This year it will submit for programs in existence that qualify. Grants – there is a maximum allocation for year 1; the amount is frozen with a limited number of seats across the whole state and the funds have to be shared geographically across the state. Once districts are funded this is a multi-year grant with a 50/50 match for the first three years.
- A Board member stated she was in favor of Option 4 and 5 science and music and visual arts. Is that number for all elementary schools? Do all schools have music and art and if not do they have science? Response: The numbers are specialists in PreK-5, K-8 and middle schools. This is the cost to restore the net difference of reductions that have been made. All schools that have music and/or art and many have science as well.
- The survey families filled out offered the option of art/music or science, they were not offered the option of both. Option 1 is to let schools decide how they would allocate restored funding correct? Response: Yes to bring it back to existing levels, it would not add more.
- A Board member commented SPPS has been and is committed to keeping cuts as far away from classroom as possible. There are also expectations about what can be considered vital services and programs for the kids. Concern was expressed about sustainability. SPPS needs to remember inflation is a given. Everyone knows schools get inadequate funding from the State and Federal government. Enrollment is becoming an element in considerations and is an issue that must begin to turn around. SPPS knows the Board and community want to restore some money to schools. Find the money on the other side of the ledger, support staff, programs, etc. It may be that programs that are considered good may have to go to keep important programs in the schools.
- Another member stated it is a question of what to do now and what can be done so that future programs are sustainable. SPPS needs to reorganize how it delivers educational needs to the kids. The Board needs to start to think about what science and arts look like in the schools. Have to think through what needs to be done to own the issue to be sure kids get what they need but addressed in new ways. He stated he would like to see more per pupil money going back to schools. The sites are better able to make those decisions. The contingency fund is important. The State needs to understand education needs more funding. He stated he would opt for \$85/pupil.
- The Superintendent stated the Board needs to consider the impact to classrooms in looking at proposed cuts and how it will impact students of color (community engagement, equity, etc.). What impact does the proposal have on some efforts already under way – family engagement, equity work, etc.? If the Board restores funds on a per pupil basis – what does that mean in terms of impact to classroom compared to loss on the other side? As the Board looks at long term sustainability it will need to look at the entire system. Of the \$15.3 million presented, \$8 million was to departments and programs that directly support schools – every department and staff member in the system supports the schools in some manner. The existing cuts plus those proposed tonight will result in programs no longer being offered, less efficiency, less support to schools. All of what the budget covers impacts schools. Administration made decisions on how to prioritize cuts in its balanced budget proposal and in the reductions offered tonight to programs and departments. Embedded PD was the only area not directly mandated to schools. Arts and science are important and all schools share music or art and science. There are social and emotional support for all schools. SPPS added 60 additional contractually mandated staff to support the work, all of which cost dollars. The



cuts have been made to non-school budgets. The most equitable option is to provide restored funding on a per pupil basis. Any changes in operations need to be looked at over the long term along with all work in support of schools. SPPS has added additional dollars to the schools over every year for the past several. The two contract negotiations have cost the district money, increases in salaries and class size produced increased costs to the district. There is support for music and art and science. This is not about who wins or loses, the only ones who need to win are the kids. SPPS is cutting \$18 million dollars and the number one expenditure is personnel (85%). Other impacts will be to PD for teachers so they can improve student achievement, there will be reductions in programs that have been successful so they will become less successful. Cutting PD for leadership is irresponsible. Administration has gone deeply into programs, there is no extra "fat" and SPPS will lose quality in the end.

- What is the status of AVID and Dare To Be Real? Will they continue to be funded at school or program level. AVID had one cut. Dare To Be Real? Response: Central support is reduced for AVID but there is no change in support in the schools. Dare To Be Real will continue.
- A Board member stated if you take \$2.9 million perhaps the fall adjustment dollars could be cut back to increase amounts to schools. \$80/pupil is \$1.9 million, the reserve would be under \$1 million.
- None of the choices are good. The District needs to grow enrollment and attract students so we need to support programs in the schools for the kind of education families want for their children. This is about tough choices and doing our job. Money for per pupil funding needs to be enough to allow for real choices. A smaller contingency fund to get more funds to schools so they can make necessary decisions. A \$1 million contingency with \$1.73 targeted to per pupil funding. If went to \$100 per pupil that is \$2.4 million. Need to get to \$85/pupil funding.
- Director Marchese moved \$85/pupil to buildings with \$1 million contingency fund. That is about \$2 million to buildings. Administration to determine how reach that balance.
- A Board member noted the cuts are impacting equity and disparity – what are we giving up? Particularly in the cuts over 10%. Response: The District is giving up critical services to schools – racial equity, PD, foundational training. The District will do its best to deliver on SSSC 2.0 and equity services. Support to schools will be less and more infrequent. HR faces cuts in staffing, etc. which results in longer service time for investigation, customer support, staff hiring, performance management and counseling to staff. Teaching and Learning will maintain State requirements but other aspects will fall to the school putting a burden on the schools and potentially creating inefficiency. Parent involvement will maintain core parent training, but have fewer meetings and reduce family support. The question will be how to deliver on the strategic plan and still support schools through reduced central support, it will change the quantity and quality of support to schools.

**MOTION:** Ms. O'Connell moved the meeting be suspended in order to move to the Special Board meeting. Mr. Brodrick seconded the motion.

**Motion passed.**

The meeting resumed at 7:44 p.m. with continued discussion.

- It was stated this would envision a \$1.2 million fall contingency fund.
- Will this necessitate cuts in other areas? Response: That is the recommendation. Cuts include administration and other reductions noted.
- Director Vue indicated he would abstain as he felt the Board has not explored adequately balancing the impacts of the cuts.

**RECOMMENDED MOTION:** Mr. Marchese moved the Committee of the Board recommend the Board of Education direct staff to create a budget that will move an \$85 /pupil allotment to Pre-K-5,

**K-8 and Middle schools with the remaining amount to be put into the fall contingency fund. The motion was seconded by Ms. O'Connell.**

**The motion passed with a vote of six in favor and one abstention (Director Vue).**

- The Board requested Administration provide a narrative on what negative impacts the cuts would bring about. Response: Administration stated they will provide the information but the immediate priority involves HR issues that must be dealt with on a priority basis. These changes will impact people and programming.
- Administration asked if there would be any additional expectations that would impact the budget as it is now two weeks until approval is scheduled. The Board responded, No this is the package.
- The Board reiterated it would like to see what changes are with school budgets and decisions schools make in using the restored funds.

### **III. ADJOURNMENT**

**MOTION: Mr. Schumacher moved the meeting adjourn. Ms Ellis seconded.**

**The motion passed.**

The meeting adjourned at 8:06 p.m.

Respectfully submitted,  
Marilyn Polsfuss  
Assistant Clerk

**MEETING MINUTES  
INDEPENDENT SCHOOL DISTRICT NO. 625, Saint Paul, Minnesota  
COMMITTEE OF THE BOARD MEETING  
June 14, 2016**

**PRESENT:**

**School Board:** J. Schumacher, J. Brodrick, Z. Ellis, M. Vanderwert, C. Vue, S. Marchese, J. O'Connell

**Staff:** Superintendent Silva, M. Walker, J. Peterson, P. Duffy, L. Cathey, S. Freeman, A. Collins, T. Battle, L. Sayles-Adams, I. Davis, J. Vollmer, H. Ott, M. Bierman, M. Schrul, J. Engen, J. Allen, J. Bobolink, K. Wilcox-Harris, E. Keenan, S. Gray-Akyea, T. Cox, R. Vernosh, J. Turner, N. Cameron, S. Reyas, P. Matamoros, L. Erickson, E. Murphy,

**Other:** J. Verges, B. Zick, T. Lonetree, K. Driscoll, C. Turner, J. Nathan, B. Moore, P. James, L. Lucas, M. Walker, K. Taylor, E. Galeana, J. Saldivar R., M. Marquez, S. Huge, M. Vega, K. Yang, M. Yang, D. Yang, S. Her, M. Vue, S. Thao, C. Vang, K. Vang, V. Hu, X. Xiong, M. Chang, C. Lee, S. Vang, J. Farnsworth, G. Mason

**I. CALL TO ORDER**

The meeting was called to order at 4:45 p.m.

**II. AGENDA**

**A. FY 16 Quarterly Report**

The March 31, 2016 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2015-16 budget and includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2016.

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

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

The **General Fund** includes the five fund balance categories.

- Non-spendable
- Restricted
- Committed
- Assigned
- Unassigned

General Fund revenue is projected to decrease by \$2.7 million as related to a projected decline in enrollment. General Fund expenditures are projected to be under spent by \$5.9

million in the areas of: Intra-school (student activity funds), staffing vacancies and operational savings at sites and in various programs. These changes result in a projected unassigned fund balance of 5.6% which is within the 5% Board of Education policy.

**General Fund, Fully Financed:** The Fully Financed fund must have revenue that equals expenditures. Revenue and Expenditures are under budget by \$4.3 million, due to federal grants, specifically in the Title programs and Special Education. No change in fund balance is anticipated at this time.

**Food Service Fund:** Revenue is projected to increase by \$1.1 million due to increases in breakfast and lunch participation along with planned menu changes. Expenditures are projected to increase by \$0.4 million due to food costs related to the increased participation. Fund balance is projected to increase by \$0.7 million.

**Community Service Fund:** Revenue is projected to increase by \$0.6 million in the areas of Aquatics, Drivers Education and Adult Basic Education (ABE). Expenditures are projected to decrease by \$0.4 million due to decreases in purchased services and supplies. Fund balance is projected to increase by \$0.7 million.

**Community Service, Fully Financed:** Revenue and Expenditures are projected to decrease by \$0.9 million in the areas of Day Care, Early Childhood Screening, and 21<sup>st</sup> Century. No change in fund balance is anticipated at this time.

**Building Construction Fund:** Revenue is projected to decrease by \$15 million due to issuing the 2016 GO capital bonds at a later date. Expenditures are projected to decrease by \$6.6 million due to issuing bonds at a later date and the transition to the new Long Term Facility Maintenance (LTFM) funding. Fund balance is projected to decrease by \$8.8 million.

**Debt Service:** Fund balance is projected to decrease by \$34.6 million due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditures. Revolving fund.

**QUESTIONS/DISCUSSION:**

- What drives the lower amount in grants – lower expenditures or less revenue coming in?  
Response: Both, set asides for grants or larger/longer grants that drop off.
- Administration noted the District did retain stable ratings following its bond review because of its conservative budgeting to stay within fund balance.
- The Superintendent said thank you to the CFO and her team for their work in retaining stable bond ratings.
- A Board member noted it is important for the public to know that when SPPS gets good bond ratings they get lower interest costs on long-term interest rates. This is done to improve mill rate so the District pays less on long-term debt which benefits St. Paul tax payers.

<b>MOTION:</b>	<b>Mr. Marchese moved acceptance of the report. Ms. O'Connell seconded the motion.</b>
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<b>The motion passed.</b>
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B. 2017 Budget Update

The CFO indicated the purpose of the presentation was to provide an update to the Board on the FY 2016-17 General Fund budget. She reviewed the SSSC 2.0 goals and focus areas along with the 2016-17 budget guidelines.

She sent on to state the FY 2016-17 General Fund revenue is projected to decrease by \$4.6 million (Comp Ed and Enrollment). The budget meets required contractual obligations. All school do not receive the same amount of money per pupil because some school funding is categorical (it has specific criteria on its spending), funding for CompEd and Title I follow the students on a one year delay (previous year's October 1 count) and higher poverty schools have greater access to categorical dollars than lower poverty sites. School enrollment affects the dollars allocated.

**FY 2016-17 GENERAL FUND PRELIMINARY BIG PICTURE (IN MILLIONS)**

	<b>FY 16 Adopted Budget</b>	<b>FY 17 Preliminary</b>	<b>Difference</b>	<b>% Change</b>
Revenue	\$522.8	\$518.2	(\$4.6)	(0.88%)
Use of Fund Balance	2.5	0	(2.5)	(100.0%)
Expenditures	525.3	533.3	(8.0)	(1.50%)
Balance	\$0	(\$15.1)		

**FY 2016-17 GENERAL FUND FACTORS IMPACTING SHORTFALL**

<b>Item</b>	<b>Amount (\$M)</b>
Projected Shortfall (as of 1/19/16)	(\$9.3)
Contractual Commitments	(3.5)
Compensatory Revenue Decrease	(1.1)
Gen Ed Revenue Decrease (2/29 Projected Enrollment)	(1.2)
Total Shortfall	(\$15.1)

**FY 17 PROPOSED GENERAL FUND BIG PICTURE - EXPENDITURES**

<b>Area</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Change</b>	<b>% Change</b>
Schools	\$253,330,183	\$249,112,890	(\$4,217,293)	(1.7%)
School Service				
Support	175,987,186	177,194,030	1,206,844	0.7%
District-wide				
Support	91,793,916	88,237,474	(3,556,442)	(3.9%)
Central Admin	4,154,590	3,636,045	(518,545,284)	(12.5%)
TOTAL	\$525,265,875	\$518,180,439		

**FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF CENTRAL ADMIN PROGRAMS**

<b>Program Category</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Reduction Amount</b>	<b>Reduct. %</b>	<b>Inflation Amt. Not Allocated</b>	<b>% Total Reduct.</b>
Central Admin	\$4,154,590	\$3,636,045	(\$518,454)	(12.5%)	(\$73,742)	(14.3%)

- Board of Education
- Superintendent's Office
- CEO
- CAO
- Chief of Operations
- General Counsel
- Office of Elementary & Secondary Education
- Chief of Engagement

**Departments with a 20% or more reduction:**

- Chief Executive Officer (26%)
- Chief of Operations (100%)
- Office of Elementary & Secondary Education (22%)

**Departments with an increase:**

- Board of Education 18%

**FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF DISTRICT-WIDE SUPPORT PROGRAMS**

<b>Program Category</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Reduction Amount</b>	<b>Reduct. %</b>	<b>Inflation Amt. Not Allocated</b>	<b>% Total Reduct.</b>
District-wide Support	\$91,793,916	\$88,237,474	(\$3,556,442)	(3.9%)	(\$1,324,079)	(5.3%)
<ul style="list-style-type: none"> <li>Finance</li> <li>Enterprise Resource Planning</li> <li>Office of Equity</li> <li>Out for Equity</li> <li>Multicultural Resource Center</li> <li>Family &amp; Community Engagement</li> <li>Communications</li> <li>MIS</li> <li>HR</li> <li>Research &amp; Evaluation</li> <li>Referendum Technology</li> <li>Technology Infrastructure</li> <li>Operations &amp; Maintenance</li> <li>Grounds</li> <li>Custodial</li> <li>Safety &amp; Security</li> <li>Facility Planning/Leases/Health &amp; Safety</li> <li>Employee Benefits</li> <li>Insurance</li> <li>Utilities</li> </ul>						

**Departments with a 9% or more reduction:**

- Family & Community Engagement
- Communications
- Research & Evaluation
- Office of Equity

**No departments received an increase.**

**FY 17 PROPOSED GENERAL FUND BUDGET REDUCTIONS OF SCHOOL SERVICE SUPPORT PROGRAMS**

<b>Program Category</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Reduction Amount</b>	<b>Reduct. %</b>	<b>Inflation Amt. Not Allocated</b>	<b>% Total Reduct.</b>
School Service Support	\$175,987,186	\$177,194,030	\$1,206,844	(0.7%)	(\$2,678,066)	(0.9%)
<ul style="list-style-type: none"> <li>Student Placement</li> <li>Indian Ed</li> <li>Valley Branch</li> <li>Am. Indian Studies</li> <li>TDAS</li> <li>MLL</li> <li>Substitutes</li> <li>Athletics</li> <li>Pre-K Support</li> <li>Referendum Family Ed</li> <li>School to Work</li> <li>Special Ed</li> <li>3rd Party Reimbursement</li> <li>Instructional Services</li> <li>Staff Development</li> <li>Leadership Development</li> <li>Achievement Plus</li> <li>Career in Education</li> <li>Counseling/Guidance</li> <li>OCCR</li> <li>Student Wellness</li> <li>Attendance Action Ctr</li> <li>Alt to Suspension</li> <li>Transportation</li> <li>Referendum - PLTT</li> <li>Peer</li> <li>Assistance/Review</li> </ul>						

**Departments with an increase:**

- Transportation 8%
- Indian Education/American Indian Studies 9%

**All other departments were reduced between 1.3% - 18.6%.**

**FY 17 GENERAL FUND RECOMMENDATIONS TO ADDRESS PROJECTED SHORTFALL OF \$15.1 MILLION**

<b>Description</b>	<b>Amount (\$ M)</b>	<b>% of \$15.1 M</b>
Eliminating the proposed 2017 contribution to OPEB Trust	1.0	7%
No annual inflationary increases for departments	4.1	27%
Targeted reductions for Central Administration & departments	5.8	38%
Eliminating job-embedded PD at <b>non-priority elementary, K-8 and 6-8 sites</b> (restored \$3.1 M to sites on 4/25/15 to address funding challenges with specialized programs & class size, restored additional \$2.0 M at the direction of the Committee of the Board at 5/31/16 meeting)	2.4	16%
Use of Fall Adjustment funding	1.8	12%
Offering an early retirement incentive (not offering as of 4/25/16)	0	
<b>Total</b>	<b>\$15.1</b>	

**RESTORING FUNDING TO SCHOOLS**

The original recommendation for reductions was the elimination of job-embedded PD at non-priority elementary, K-8 and 6-8 sites for \$7.5 million. On April 25, 2016 Administration restored funding to sites to address challenges with specialized programs and class size for \$3.1 million. At the direction of the Board at the May 31, 2015 COB meeting an additional \$2.0 million in funding was restored to sites based on a per pupil amount. The final reduction to sites on job embedded PD is now \$2.4 million.

**FY 17 PROPOSED GENERAL FUND SCHOOL ALLOCATIONS**

<b>Area</b>	<b>FY 16 Adopted</b>	<b>FY 17 Proposed</b>	<b>Change</b>	<b>% Change</b>
Schools	\$253,330,183	\$249,112,890	(\$4,217,293)	(1.7%)

- An additional \$2.3 million in Title I funds are being allocated among 53 of 56 Title I schools (not included in the totals above since Title I is in a separate fund).
- Since FY 2011-12, an additional \$33.5 million of funding has been added to schools.

The CFO then moved on to a review of staffing of the schools (funding for SSSC 2.0).

**SSSC 2.0 CLASS SIZE RANGES FOR HIGHER POVERTY SITES**

<b>Grade</b>	<b>FY 17 Target Ranges</b>
PreK	20
KG	20-24
1-3	22-25
4-5	25-28
6-8	29-33
9-12	30-35

**SSSC 2.0 CLASS SIZE RANGES FOR LOWER POVERTY SITES**

<b>Grade</b>	<b>FY 17 Target Ranges</b>
PreK	20
KG	22-26
1-3	22-27
4-5	25-29
6-8	29-35
9-12	30-37

FY 2016-17 Site staffing criteria (a few additional categories were added to the staffing categories – psychologist, MLL teachers and SSSC site staff for program articulation).

### Site Configurations

Pre-K - 5 Principal  
K - 8  
Dual Campus  
6 - 8  
6 - 12  
9 - 12

### Staffing Categories

Assistant Principal  
Administrative Intern  
Teachers  
Clerks  
Counselors  
Library Media Specialists  
Nurses  
Social Workers  
Psychologists  
MLL Teachers  
Library Support (EA or TA)  
SSSC 2.0 Site Staff for Program Articulation

### **SCHOOL FUNDING PRIORITIES: ELEMENTARY**

- Every elementary school (PreK-5) has:
  - Contractual class sizes
  - At least .5 Music and/or Art specialist
  - Counselor, Social Worker and other social emotional learning supports
  - Part or Full-Time Nurses
  - Access to physical education by licensed staff
- All middle grade (Grades 6-8) students have:
  - Contractual class sizes
  - MDE required courses (Language Arts, Math, Science, Social Studies)
  - Elective options (Physical Education, Health, Fine Arts, World Languages)
  - Counselor, Social Worker and other social emotional learning supports
  - Full-Time Nurses
- All high school grade (9-12) students have:
  - Contractual class sizes
  - MDE required courses (Language Arts, Math, Science, Social Studies)
  - Elective options (Physical Education, Health, Fine Arts, World Languages, etc.)
  - Counselor, Social Worker and other social emotional learning supports
  - Full-Time Nurses

### **DEPARTMENT BUDGET IMPACTS**

- Central Administration - Projected FTE Reductions = 3.00. This will result in:
  - Significant reduction in capacity to support school principals
  - Increased supervisory responsibilities
  - Decreased visibility and marketing opportunities with regional and national organizations and foundations.
  - Fewer professional development opportunities for senior leadership.
- District-Wide Support - Projected FTE Reductions = 33.50. This will result in:
  - Longer response times to HR, REA, Communications, Student Placement, Technology Services and Facilities related requests from staff and families.
  - Significant reduction in the number of families participating in Parent Academy and Seminars (64% reduction compared to FY 16)
  - Decreased family engagement logistical support for schools (i.e., childcare, interpreters, transportation, etc.)
  - Reduction in community-based partnerships and elimination of community support behavior teams
  - Less direct support for culturally responsive teaching and programming (Innocent Classroom, MRC)
  - Over-Reliance on digital communications to families.



- School Service Support - Projected FTE Reductions = 35.55. This will result in:
  - Significant reduction in professional development opportunities and support for school staff.
  - Special Education supervisor caseloads will increase resulting in less support time at each school.
  - Decreased oversight may risk State and Federal compliance (SPED, MLL, Health & Wellness).
  - Limited direct central office support for implementation of LEAP's Act for ML students.
  - Significant decrease in central office support for co-teaching (SPED and ML)
  - Significant decrease in central office support for Early College, College in Schools, PSEO and Concurrent Enrollment.
  - Reduction in the number of athletic coaches and officials.

#### QUESTIONS/DISCUSSION:

- How many FTEs are there in Admin? Response: 19, with the proposed budget that reduces to 16.
- When looking at district-wide support programs (insurance, employee benefits, utilities, operations and maintenance) those go up every year – do other things have to go down to compensate for those changes? Response: We did a combination of across the board cuts at 2% and then targeted cuts. In that prioritization if something is held harmless larger cuts will need to be made to other areas. Compliance is critically important. Employee Benefits references such items as severance, workers comp, etc. The remaining employee benefits the District must carry per agreements or by law.
- A Board member stated the high proportion of cuts to Family and Community Engagement worried her.
- Talent Development and Acceleration under the Office of Teaching and Learning had reductions so coordination of support reduces central office support but maintains it at school level.
- Family and Community Engagement, its partnership activity - is it anticipated SPPS can get funding for that kind of activity through grants? How can help be found to make that less impactful? Response: Some Title I funds were used to fund the Parent Academy. Those dollars were taken from district-wide support and allocated to the schools. The work must occur but sites will now have to determine how it will be done. SPPS can apply for grants, however community-based generally means SPPS will have to sign a contract for services, with the budget reductions those costs may not be able to be met resulting in reduced services. SPPS can seek joint funding but that is not a guaranteed funding source.
- A comment was made that the Board needs to figure out the balance between centralized services supporting a lot of schools and allowing for programs that work in multiple school sites so it knows what will be lost or insist the schools understand some of the money they receive needs to be used to pay for a portion of that support. An example is that now schools will have to assess their own community based partners.
- What percent of money does SPPS get from outside in terms of grants, in terms of what SPPS brings to the table - is there a comparison. Response: That is the General Fund Fully Financed area. It would be that amount less \$21 million.
- What is the Early Intervention Program? Response: It was a one person department, located at Humboldt in the auditorium for middle school students, students are sent there rather than being suspended out of school. It involved one TOSA. SPPS does not want suspended kids at home, for many of the kids this is a wakeup call.
- Is there any sense of effectiveness? Response: The location not good and the school community does not want it on site. It is expensive with the added busing. There are other programs in place – this one simply avoids having students being at home and out of the school. Length varies from one to five days as an alternative to out of school

suspension. The students are sent with homework and it is run by a licensed teacher. Principals value it.

- Are there ways it could be done differently? Response: It is on the list because there was a directive to make cuts to TOSAs. There is an issue with the location and with the program itself as students do not receive instruction or learning opportunities, they simply do their homework, as such it did not feel worth continuing in its current model.
- Can this be handled at sites? Response: No, we do not want to have in school suspensions in the schools, that is not recommended. If restorative practices is implemented that would provide a new learning opportunity. Re-teaching the needed skills and expected behaviors does not take a full day of instruction.
- SPPS will have more counselors and psychologists in school so hopefully they can develop something else.
- The question was raised regarding enrollment number counts on the charts provided. Staff indicated they might include ALC sites as well. The CFO said she would validate the number..
- A Board member indicated he would like more information from buildings on the choices they made with the \$85 per student given to them. Is there a way to get a better understanding of that. Response: Schools are still finalizing their budget worksheets so all information is not yet in. So far there appears to be increases in TA supports and in instructional material supports. Will the Board get aggregate information? Response: At the June 21 meeting. The CFO indicated she would provide a high level look as soon as information is finalized.
- The Community Support Teams, what about them? Response: The Office of Family Engagement pays for Community Support Teams and they are currently at Como and Central. They are dispersed as needed. Non-school personnel show up in Central Admin, District-Wide and School Support budgets. If a cut impacts programs it will impact schools. This budget has reallocated money from programs to schools and the schools can choose how to spend the money. A Board member stated Board and Administration need to figure out fundamental foundational supports that must be supplied to every school so schools do not have to make decision to have/do that in schools. The District needs to address economies of organizational scale.
- The comment was made there needs to be prioritization and avoid the sense decisions were made "wily nily". The Board needs to make sure every school has fundamentals and program support. What is the minimum level of service that can be guaranteed to every school. What is the best way to support schools in light of economic realities, what can all schools benefit from in making decisions on where to cut. Prioritize for the best benefits to schools. That is what needs to be done.
- Next year there needs to be a conversation on what is needed to do the job as effectively as it can be done within fiscal parameters and build from what is wanted and what can actually be done. The way this budget was developed was nuanced based on the Strategic Plan and how it will be delivered upon. Need to define priorities and build from there.
- A Board member noted that in the past the Board has talked about a different way to budget using zero based budgeting which requires prioritization in its approach. The budget is built from what is going to be done. It forces decision on what is important but the Board has to give direction to make it happen. Board has not provided the guidance needed to do this in the past.
- A Board member stated she was worried about what happens next year and expressed concern about parent engagement. That is important to PACs, something needs to be done to build on this. Response: This budget reduces parent academy, interpreters, student recognition, etc. Staff provided the best budget they could, the Board implemented the additional cuts. The concern now is about what the impacts are. The Board needs to weigh the pros and cons.

- Concern was noted about the decrease in co-teaching support. Response: There were 6.5 TOSAs in ELL who did training and helped staff in the school. There are now 3.5 so SPPS will meet compliance. PD and support is moved to the schools; lesson modeling, etc. is now gone.
- The comment was made the Board needs to understand how it can make this work this year but also next year, everyone is in this together. How will what is done this year be built on in the next year. It comes down to what can be accomplished now. Parents have concerns about the education of their children, what is being done has to lead somewhere.
- The CEO made it clear that the \$85/pupil has already been allocated out to the schools.
- A Board member stated there is a perception problem that is negative from many in the community. The Board needs some talking points to answer questions based around that negative perception. What reductions were made to 5<sup>th</sup> floor. How many TOSAs were cut and how many are still there and in what areas are they working. Were there cuts to directors and middle managers or did the cuts fall on clerical and support staff?
- A Board member stated they appreciated the work done to get this in place. There is the expectation that anyone being paid is doing valuable work. For every choice made to cut at 360 it made it possible for something to happen at the schools. This is probably as good as it is going to get. There is a lot to consider for years to come.
- Another Board member stated he felt the Board is rushing through decisions - why only three Assistant Superintendents? Response: Money and the perception that there was a strong need to cut at 360, that SPPS is heavy in Administration. There is a definite need to establish priorities for next year.
- Racial equity – how have cuts affected work in that area? Response: It has eliminated the special project coordinator who helped with on the ground PD and support. SPPS has worked to build capacity across the district, everyone is responsible for equity work, the Equity Office is responsible for directing that work. The budget provides money to do school training and services, it will not be able to expand cohorts, it will provide culturally responsive teaching but fewer on site supports from the Office of Equity. There will be greater reliance on other departments to implement that. SPPS will be reliant on sites and programs to carry on the work. There will be support across broad foundational training and targeted support for other departmental frameworks to take the lead.
- Is there a wish list of priorities for SPPS to try to find money to implement from partners? Response: SPPS is looking for outside grant support for certain projects. Administration is planning to make a report on grants to the Board.

**MOTION: Ms. O'Connell moved acceptance of the report, seconded by Mr. Schumacher.**

**The motion passed.**

**C. Latino Consent Decree Parent Committee Report**

Last year the PAC made a recommendation pursuant to the LCD Stipulation, Section VIII - Evaluation of Section B, Program Evaluation and Monitoring, stating that "there shall be from time to time an evaluation made as to the home language background identification and assessment process and the other programs under the Stipulation to assure District compliance with all areas under the LCD."

The current Implementation Guide, as it is currently, does not address all the advancements, improvements and best practices in education. This evaluation would ensure that the LCD is implemented in the modern era in such a way as to meet its goal of advancing Latino students, closing the achievement gap and aligning it to the District's Strategic Plan.

The LCD PAC's goals are to create a plan for full implementation of the Latino Consent Decree, to go beyond compliance, to ensure that the Implementation Guide is created in a meaningful manner and to have positive outcomes for Latino students and families.

The group then moved on to review its 2015-16 recommendations.

1. LCD Annual Training for Staff

- Professional Development - provided for all school staff directly responsible for providing services to LCD/EL eligible students. The timeline would be:
  - By November 30, training will be provided for all LCD staff
  - By September 15, school administrators will be briefed on program requirements
  - The work to be in collaboration with the Office of Teaching and Learning and the Office of Leadership.

2. Bilingual Content Support & Schedules - Schools with LCD Educational Assistants will:

- Meet LCD requirements regarding bilingual content support in the classroom
- Review and align classroom schedules (individual records of the number of LCD students served and time spent in each subject area).
- Early fall/opening week - schools will review LCD eligible list and create schedules.

3. Student Plan (SP-LCD) The stipulation indicates each student should have an individual plan. The PAC recommends this begin with a pilot project under which all LCD eligible students must have an individual development plan (SP-LCD). Work would move toward exploring, developing and implementing a pilot project in collaboration with two school sites. An evaluation of the response from Latino parents to the pilot should be done prior to SPPS implementing this requirement district-wide.

4. Parent Engagement

This would involve further utilization of community-based organizations and district programs such as:

- The Amherst H. Wilder Foundation - Latino Leadership Program
- The Parent Academy Program - alignment of its curriculum and services to the LCD Parent Program
- MLL Parent Night - EL services and Title III requirements.

Next steps would involve continuing the task of evaluating and updating the LCD Stipulation Guide. That there should be equitable participation among all schools with a continuation of the above programs.

QUESTIONS/DISCUSSION:

- I like the idea of trying out individual student plans in a couple schools (1 elementary and 1 high school) – are you trying for a school with fewer Latino students or a school with more students? Response: LCD is looking at a minimum of 5 maximum of 10 so it can measure data and so the pilot can actually be done.
- How do you see the individual plans being developed, what would be included and what is the process for development? Response: There is a plan developed in 1978 which would be revised to see how it would work. Wanted to get input from schools, looking of schools to volunteer and who will provide input into the plan. The LCD liaison would lead to pilot programs in the schools. This is a major project and needs to have input from parents as well. This would be equal to an IEP with a report for every single students. The plan would require parent participation which may be an issue.
- Head Start may have a model that could be used or other Districts may have a model that could be referenced as well. You will need to have specific outcomes defined for the students. CGCS should be a great resource in developing this.
- Who would determine sites? Response: We want this to be a volunteer school, a school with an ELL teacher or LCD EA, the right number of students, etc. Best option is that cooperation should come from within the schools, their wanting to do it rather than having it imposed on a school.

- Context about kinds of existing situations that caused the need for student plans? Response: It has to do with the consideration that every school should have a bilingual EA which is not happening across the board. In recommendation #2 every EA should have record of how many minutes is spent with a student so it is known how much time students received work. It will help make the transition to English but will be crucial so a student has the number of minutes in English and so parents can know it is happening. We want to ensure the EA that serves the Latino students is recording time spent and where that time was spent. To support students in the content areas they need language support so they do not fall behind academically. It will ensure the time spent is quality time so students learn the language as it applies to the already understood content area. It addresses specific services needed by the student.
- Recommendation 1 - have you seen any progress in this area? Do LCD assistants feel comfortable? Response: LCD has had three meetings with EAs this year on what is being offered for parents, we now need to meet with schools so they understand what the LCD is. We are considering more accessible information/format – video, digital, etc. We want everything more accessible and to have everyone on the same page.
- How many new administrators are there? Response: There are 19 first year administrators and 24 second year administrators.
- Recommendation 1 - work in collaboration with OTL; what do you see for collaboration/support going forward? Response: We are looking to find a different way to reach administrators, perhaps programming offered as PD Express training for everyone around Latino students. Changes need to be enforced as the Stipulation is revised and updated. Right now it is about collaborating but will become more official over time as revisions are completed to the Stipulation.
- The Superintendent stated she also wanted to maximize materials as a self teaching tool. To that end the District is exploring materials in native languages similar to what is presented in classrooms so students can first see the materials in their native language and can then better understand what will be taught in the subject area in class.

D. Hmong Parent Advisory Council (HPAC) 2015-16 Year Report

HPAC is made up of Hmong parents of SPPS. According to enrollment data based on home language (2015-16) 20% of SPPS's student population is Hmong speaking. The HPAC vision is to develop and implement equitable practices for Hmong students, their families, district leaders and community members. Their mission is to advance their parent partnership in SPPS in design and evaluation of curriculum, policy and research. They work to cultivate sustaining partnerships between Hmong parents, Hmong students, educators and district leaders in SPPS in order to maintain a progressive outlook that identifies the needs of Hmong people in SPPS.

They then moved on to highlight HPAC accomplishments with their partners over the past school year.

- They have build a deeper partnership with the Office of Family Engagement as they worked through the impact of the turnover of the Hmong Cultural Specialist position.
- They have established a partnership with the Office of Equity by designing and implementing a parent focused Beyond Diversity at Mississippi Creative Arts Elementary. The issue being addressed is that Hmong culture is the framework by which Hmong students learn but Hmong culture is not seen as a critical form of pedagogy in mainstream education.
- HPAC has reached an understanding with the Asian Affinity Group in SPPS that more strategic research is essential to identify the needs of Hmong students and parents.
- They have designed parent leadership training with Laura LeBlanc and Full Thought by shaping new recommendations that honor the work of HPAC and all its partners in order to achieve equity.
- They organized the annual Hmong District-wide New Year held at Battle Creek Middle

School which celebrates Hmong culture and focuses the combined work of the connected Hmong pathway schools.

- HPAC organized the annual Hmong Senior Recognition event held at Harding for 100 students and their families. The event recognized the student's accomplishments and reflected the combined work of Hmong student leaders.

They presented the following recommendations to the Board:

1. That there be established an Ethnic Studies Department that develops, delivers and evaluates culturally responsive curriculum that meets the State standards so all students will benefit from learning history, culture and contributions that reflect their community and schools.
2. That the Superintendent develop procedures in which the Office of Research, Evaluations and Assessment partner with Hmong students, parents and researchers in the community (i.e., local universities) to develop, deliver and evaluate research questions that address the connection between curriculum, invisibility and achievement.
3. To deepen HPAC's work with the Office of Family Engagement to form conditions and criteria that are within reason to impact the hiring of the most qualified Hmong Cultural Specialist.

The next steps suggested by the HPAC include:

- To move toward forming a strong partnership and collaboration with SPPS to continue to build strong relationships with Hmong families.
- Schedule appropriate meeting times with the Board to discuss the development, delivery and evaluation of the recommendations.

#### QUESTIONS/DISCUSSION

- You talk about data around Asian families and there not being a lot of disaggregation. Is that getting better? Response: The CEO indicated Administration had presented disaggregated data last year based on a home language questionnaire distributed in Hmong, Karen and other languages. It looked at demographics and achievement. Work is being done with the Asian Affinity Group and with the U of MN. That data is being processed and results will be reviewed when available.
- The Board asked that the previous report on disaggregated data be provided to them.
- Administration also noted there has been a change in State law requiring the disaggregation of data ethnically. It was suggested Administration find way to make recommendations to MDE on how to do that through a collaboration of parents and staff.
- How can the work with the Office of Family Engagement been deepened? Response: There needs to be more two way communication about expectations, deadlines and HPAC would like to provide insight on some of the qualities it would like to see in the Hmong Cultural Specialist as that position is the first contact with the district -- the face of SPPS in the work.
- The first recommendation about culturally responsive curriculum has been raised by a number of different groups. Is there a plan to work collaboratively with other parent groups to see what that should look like? What is being done now or is in the works? Is it a department, a focused initiative?. Response: That needs to be developed within the curriculum with benchmarks and to be a part of graduation requirement so students have a better global understanding of the community they live in.
- Number 2 – more research to look deeper into data in order to best serve students of all ethnicities. What is that? Response: It is the Hmong experience that the students may be well behaved and have excellent attendance but results on the MCA are low. That dichotomy needs to be addressed.
- What about timelines? What would be the most effective timing to hear from the PACs? Would earlier in the year be more meaningful and effective prior to the budgeting process getting into full swing? Response: That would be better.

E. Standing Item: Policy Update .

Staff provided a review and discussion on two policies that are set to move forward.

1. **Policy 620.00 - Student Surveys (PPRA)**

This policy will be presented for its second reading on June 21st. There have been three minor edits to the policy since its first reading (underlined in the actual policy). According to the Pupil Protection Rights Act (PPRA) Federal Statute, districts must have policies about how parents are given notice of student surveys about specific topics. Parents will be notified prior to a student being administered a survey with specific question topics. The District will notify parents of these rights.

2. **Policy 4XX.XX - Use of Social Media**

This is a new policy being proposed. It will provide SPPS staff with District expectations for appropriate use of social media. Employees will be held responsible for things communicated by them on social media. The District may take action when professional or personal use of social media impedes an employee's ability to do their job. Only District-approved sites can claim to be representing schools or programs.

The policy has been discussed with SPFT leadership. It has been reviewed at the Teacher PIC meeting and will be reviewed with other leaders from bargaining units.

Staff is proposing a first reading at the June 21 Board meeting with adoption in time for professional development by the start of next school year.

QUESTIONS/DISCUSSION:

- How was this received by SPFT? Response: It was well received by SPFT.
- Are they willing to endorse it or accept it? Response: They were asked if they saw anything objectionable. They were appreciative that more guidance is being provided. The Guidelines that will accompany the policy will provide additional detail.
- How do you differentiate between a personal vs. district device? Response: That is hard to enforce so it has been stated as not using personal media while at work. The idea was not to have the policy to be punitive.

3. **Other Policies/Items on the Agenda**

- Student Discipline - this is an update to current policy. The Policy Work Group has decided to postpone the update to the policy to allow for greater student engagement. Students, school administrators, school staff and others will be engaged in the process in the fall of 2016. The first reading is proposed for early 2017.
- Inclusion of SEAB in Policy - The amendment of or addition of a new section to a 200 policy is proposed. First reading is proposed at the July Board meeting.

QUESTIONS/DISCUSSION:

- A Board member stated she had requested a conversation on SEAB be placed on a COB agenda. The Chair indicated this would be on the July agenda.

F. Standing Item: SEAB Report - No Report

G. Standing Item: PLTT Update - No Report

H. Standing Item: SSSC 2.0 Update - No Report

I. Work Session

1. **FY 17 Board of Education Budget**

The Chief Financial Officer provided copies of the Board's budget for FY 17 and asked for their input into it.

2. **Discussion on PAC Reporting Protocol** - This item was moved to a future COB agenda.

**III. ADJOURNMENT**

The Chair stated as the agenda has been completed for the June 14 COB meeting, the meeting would be adjourned.

The meeting adjourned at 9:45 p.m.

Respectfully submitted,  
Marilyn Polsfuss  
Assistant Clerk.





## **Proposed 2016-17 Budget**

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



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*Chair*



**Zuki Ellis**  
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**Mary Vanderwert**  
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**Valeria Silva**  
*Superintendent*

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## **Executive Summary**

*Transforming Saint Paul Public Schools to ensure excellence in every classroom of every school for every student, without exception or excuse.*

## **Strong Schools, Strong Communities**

Dear Friends of Saint Paul Public Schools,

Since 2011, Saint Paul Public Schools (SPPS) has been on an ambitious journey to increase student achievement through the *Strong Schools, Strong Communities* (SSSC) strategic plan. SSSC set out to transform the way we operate our schools and district to ensure all students have access to opportunities that prepare them for college or a career upon graduation.

*Strong Schools, Strong Communities* represented more change in the past six years than in the previous 20. Change does not come easy for large systems like SPPS. Through it all, we continue to see great progress. Graduation rates have never been higher. Technology gaps have been nearly eliminated in school. Personalized learning is increasing student voice and choice in classrooms. Students receiving special education have increased access to co-taught classrooms. SPPS continues to invest in smaller class sizes and family engagement.

While we celebrate our progress, much more remains to be done. I remain fully committed to our *Strong Schools, Strong Communities* strategic goals of Achievement, Alignment and Sustainability. We continue to refine our practices to accelerate student growth and system efficiency.

Our efforts focus on:

- **Racial equity** and strategies to narrow the opportunity gap
- **Personalizing learning** through technology
- **Ensuring that every child graduates** ready for college or a career
- **PK-12 programs with connected pathways** that expand and align opportunities for students
- **Creating systems and business practices** that put student needs first.

This is a challenging budget season for SPPS and districts across the state. Unfortunately, cost reductions of \$15.1 million are required to balance our 2016-17 budget. To minimize the direct impact on schools and classrooms, the majority of department budgets, including central administration, were reduced significantly -- many in excess of 10 percent, resulting in staffing reductions.

I am grateful to those who provided feedback and advocacy during this process. With your support, we will successfully navigate this difficult budget cycle and continue to offer exceptional opportunities for the young people of St. Paul.

**Valeria S. Silva**  
Superintendent

# SAINT PAUL PUBLIC SCHOOLS - STRONG SCHOOLS, STRONG COMMUNITIES

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Saint Paul Public Schools (SPPS) long range goals are:



**SPPS provides an outstanding education for some students. We can provide an outstanding education for all students.**

Goal 1 creates the conditions for every school to transform learning by giving teachers not only a well-rounded curriculum, but the training, direction and support they need to deliver quality instruction to every student.



**The Strong Schools, Strong Communities Plan assures that all students have quality choices in their own community.**

Goal 2 recognizes that our current choice system does not do enough to address the achievement gap. In fact, ***data shows that students of color and low-income students perform as well or better in their community schools.***



**Our traditional methods of balancing the budget that cut people and programs undermine our ability to implement our academic plan. The budget is our financial plan that must sustain our academic plan.**

Goal 3 looks at the long-term success of our core functions – teaching and learning – and guides decisions based upon what we know will deliver results for students.

# SAINT PAUL PUBLIC SCHOOLS AT A GLANCE

Saint Paul Public Schools, Minnesota's second-largest school district, offers a world of opportunities for a multi-cultural student population of more than 39,000 pre-kindergarten through grade 12 students. The District promotes lifelong learning, serving "students" from birth to age five and adults learning English, earning their diploma or their GED.

	ACTUAL	PROJECTED
STUDENT ENROLLMENT	2015-2016	2016-2017
Early Childhood Special Education	784	784
Kindergarten through 6 <sup>th</sup> Grade	20,855	20,760
Secondary (7-12) and Area Learning Centers	<u>15,966</u>	<u>15,892</u>
<i>Total reported to State</i>	<i>37,605</i>	<i>37,436</i>
Pre-Kindergarten	<u>1,481</u>	<u>1,481</u>
<i>Total Enrollment</i>	<i>39,086</i>	<i>38,916</i>

STAFF BY FTE (2015-2016)	
K-12 Teachers	3,344
Paraprofessionals	1,196
Support Staff	1,235
Principals and other district leaders	288
<b>Total number of Staff</b>	<b>6,063</b>

## REPORT ON REFERENDUM

In fiscal year 2007-08, \$29.7 million was available through the Referendum for Continued Excellence. This referendum expired at the end of fiscal year 2012-13. It was renewed by the voters of Saint Paul in November 2012, with an additional \$9 million for Personalized Learning and will continue through FY21.

## STUDENT DEMOGRAPHICS

African American	11,403 or 30%
Asian American	12,001 or 32%
Caucasian American	8,307 or 22%
Latino American	5,178 or 14%
American Indian	716 or 2%
Special Education Students	6,017 or 16%
Eligible for Free or Reduced-Priced Meals	26,700 or 71%
English Language Learner (ELL) Students Served	11,658 or 31%

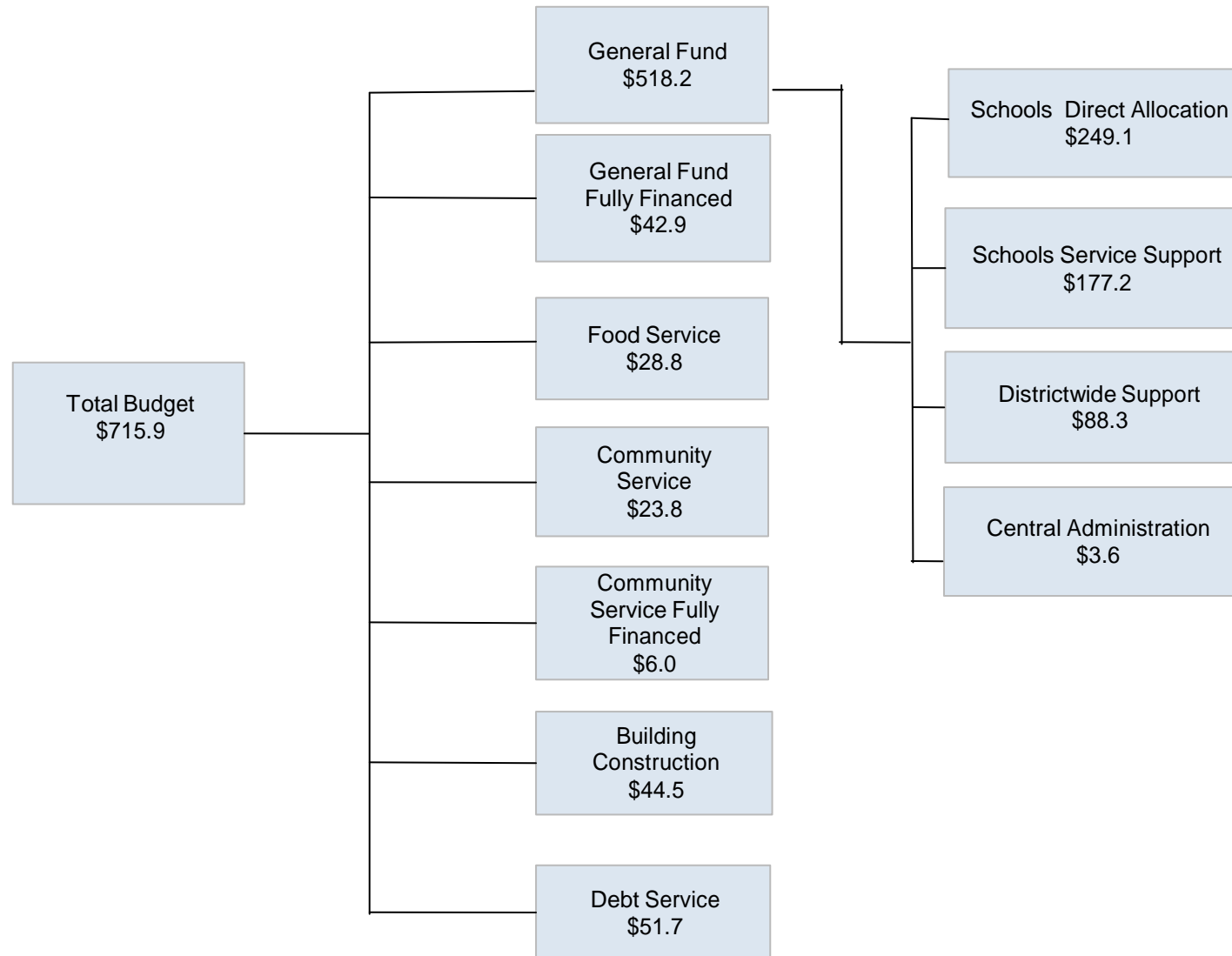
## NUMBER OF SCHOOLS AND PROGRAM SITES (2015-2016)\*

Elementary Schools	40
Junior High/Middle Schools	7
Senior High Schools	12
Alternative Programs	9
 Total School Sites	 68

\* Grades vary by site; This list does not include charter schools

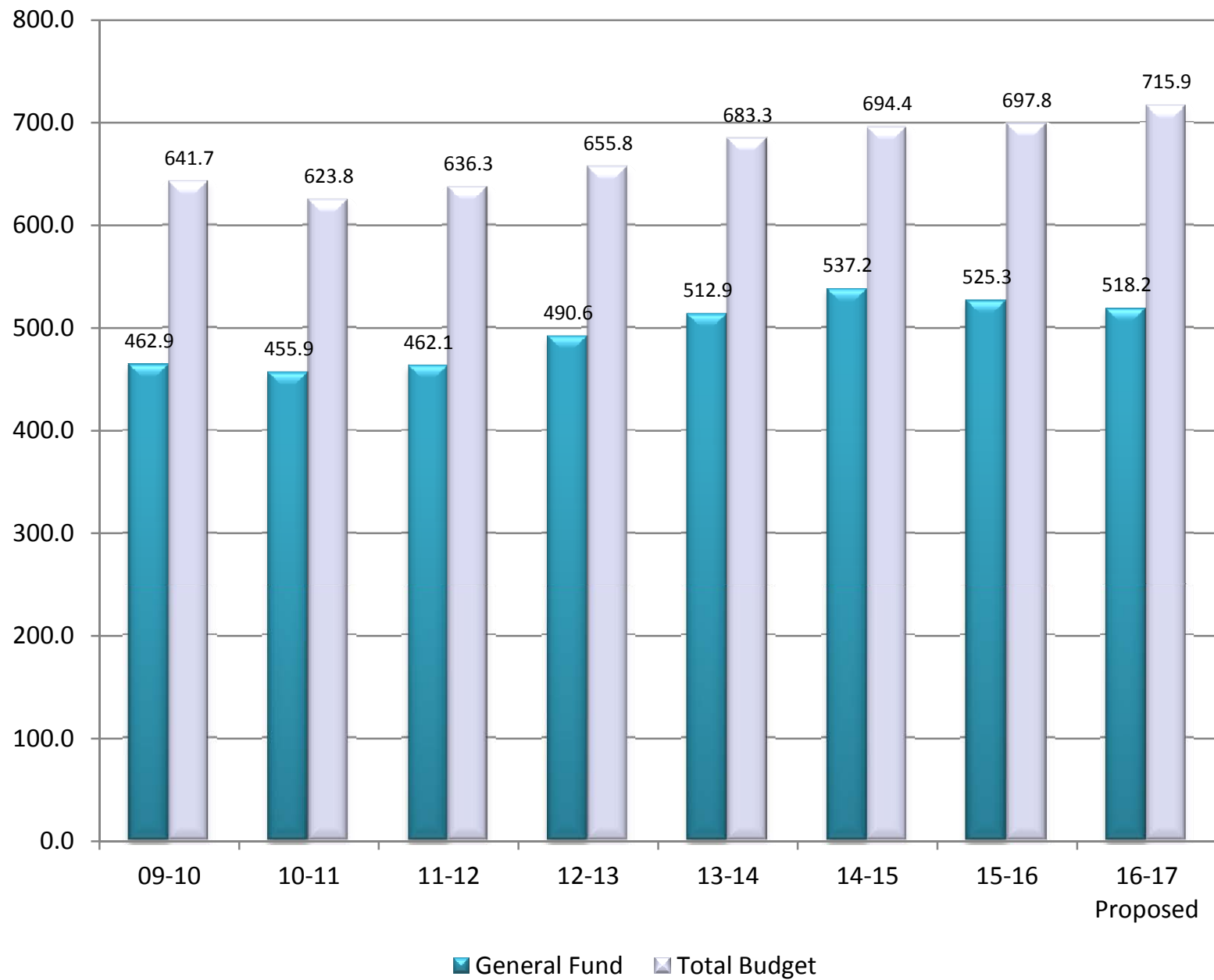
	2014-2015 Actual (in millions)	2015-2016 Plan (in millions)	2016-2017 Plan (in millions)
All Day Kindergarten	\$2.1	\$2.0	\$1.9
Early Childhood Family Education	\$2.1	\$1.9	\$1.8
Pre-Kindergarten	\$7.2	\$6.7	\$5.6
Secondary			
- Secondary Math & Science	\$8.5	\$9.8	\$12.4
- Other Secondary Programs	\$0.8	\$1.6	\$0.0
PLTT			\$9.0
Technology	\$12.3	\$9.8	\$0.8
ELL	\$1.1	\$1.1	\$1.0
Special Education	\$4.2	\$4.5	\$2.3
Elementary Support	\$5.9	\$6.3	\$7.8
PreK Admin/Transp	\$0.0	\$0.0	\$0.8
<b>Total</b>	<b>\$44.2</b>	<b>\$43.7</b>	<b>\$43.4</b>

**Saint Paul Public Schools  
Total Budget Overview  
Fiscal Year 2016-17 (In Millions)**



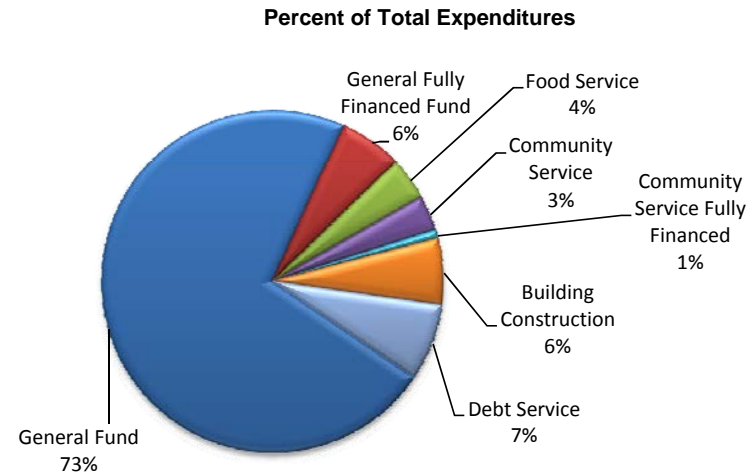
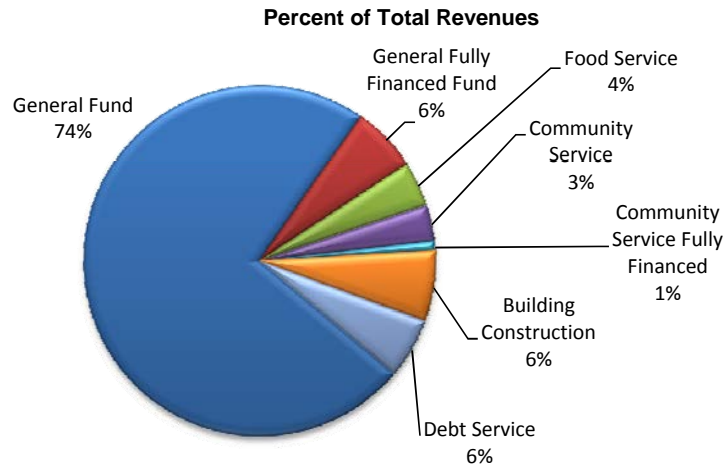


**Saint Paul Public Schools  
History of Adopted Budget (in millions)**



**Saint Paul Public Schools  
Revenues and Expenditures Budget Summary  
Projected for Fiscal Year 2016-17**

	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$74,787,196	\$518,180,440	\$518,180,440	\$0	\$74,787,196
General Fully Financed Fund	185,736	42,881,752	42,881,752	0	185,736
Food Service	2,520,632	28,846,700	28,846,700	0	2,520,632
Community Service	2,927,989	23,387,295	23,783,689	(396,394)	2,531,595
Community Service Fully Financed	681,918	6,041,846	6,041,846	0	681,918
Building Construction	14,129,638	45,862,122	44,448,000	1,414,122	15,543,760
Debt Service	31,457,126	38,940,000	51,669,000	(12,729,000)	18,728,126
	<b>\$126,690,235</b>	<b>\$704,140,155</b>	<b>\$715,851,427</b>	<b>(\$11,711,272)</b>	<b>\$114,978,963</b>



Estimated beginning Fund Balance is based on March 31, 2016 Quarterly report

**Saint Paul Public Schools  
Proposed General Fund Budget  
Fiscal Year 2016-17**

The General Fund consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, school support, districtwide support and central administration.

	<u><b>Adopted 2015-16</b></u>	<u><b>Projected 2015-16</b></u>	<u><b>Proposed 2016-17</b></u>
Fund Balance - Beginning	\$80,324,301	\$85,958,105	\$ 74,787,196
Revenue	<u>\$ 522,765,875</u>	<u>\$ 520,058,718</u>	<u>\$ 518,180,440</u>
Expenditures	<u>\$ 525,265,875</u>	<u>\$ 531,229,627</u>	<u>\$ 518,180,440</u>
Fund Balance - Ending	<u><u>\$ 77,824,301</u></u>	<u><u>\$ 74,787,196</u></u>	<u><u>\$ 74,787,196</u></u>

**Analysis of General Fund  
Fiscal Year 2017 Compared to Fiscal Year 2016**

- General Fund revenue for FY17 is projected to decrease by \$4.6 million or 0.9%. In specific categories of revenue projected changes are as follows; local will increase by \$1.0 million or 1.1%, state aid will decrease by \$5.6 million or 1.3% and federal will remain constant in FY17.
- General Fund expenditures will decrease by \$7.1 million or 1.4%. In specific categories of expenditures projected changes are as follows; Schools will decrease by \$4.2 million or 1.7% and Programs will decrease by \$2.9 million or 1.1%.
- Revenue and expenditures balance for FY17 which allows the projected fund balance to remain unchanged on June 30, 2017.
- The unassigned fund balance for June 30, 2017 is projected to be \$32.5 million which is within the 5.0% Board of Education policy.

**Saint Paul Public Schools  
Proposed General Fund Fully Financed Fund 29 Budget  
Fiscal Year 2016-17**

The General Fund Fully Financed contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully financed funds are in a separate budget, apart from regular district funds, to facilitate this reporting requirement.

	<b>Adopted 2015-16</b>	<b>Projected 2015-16</b>	<b>Proposed 2016-17</b>
Fund Balance - Beginning	\$ 267,538	\$ 185,736	\$ 185,736
Revenue	\$ 36,939,270	\$ 47,530,000	\$ 42,881,752
Expenditures	\$ 36,939,270	\$ 47,530,000	\$ 42,881,752
Fund Balance - Ending	\$ 267,538	\$ 185,736	\$ 185,736

**Analysis of General Fund Fully Financed Fund 29  
Fiscal Year 2017 Compared to Fiscal Year 2016**

- The adopted budget for FY17 will be \$5.9 million higher than the adopted FY16 budget. Title programs (federal) will increase by \$5.2 million. A new federal grant called the National Center For Teacher Residencies is being added for \$1 million. There will be a decrease in the estimated federal budget for the Youth Career Connect grant by \$.3 million, which reflects the full \$5.9 increase to the adopted budgets.
- Due to the nature of Fully Financed budgets, revenues should always equal expenditures. This will usually result in no change to fund balance, however some smaller programs (less than \$500,000 each) may use carried forward funds from fund balance as they did from FY15 to FY16 (\$.08 million). Those budgets are not part of this projection, so we recognize no change in fund balance for the purposes of this projection.
- There is a difference of \$4.6 million between projected expenditures in this Fund for FY16 and the proposed budget for FY17. This is largely due to the fact that the proposed budget is only those grants \$500,000 or more that we know for sure are carrying over to the next fiscal year. The General Fund Fully Financed budget on June 30, 2017 will be much larger and year end expenditures will be more than the current proposed budget of \$42.9 million.

**Saint Paul Public Schools  
Proposed Food Service Fund 02 Budget  
Fiscal Year 2016-17**

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

	<b>Adopted 2015-16</b>	<b>Projected 2015-16</b>	<b>Proposed 2016-17</b>
Fund Balance - Beginning	\$ 2,140,879	\$ 1,839,554	\$ 2,520,632
Revenue	\$ 25,706,000	\$ 26,818,832	\$ 28,846,700
Expenditures	\$ 25,706,000	\$ 26,137,754	\$ 28,846,700
Fund Balance - Ending	\$ 2,140,879	\$ 2,520,632	\$ 2,520,632

**Analysis of Food Service Fund 02  
Fiscal Year 2017 Compared to Fiscal Year 2016**

Nutrition Services Mission Statement: We create and serve foods that students get excited about! Our “Healthy Hits” are served with respect by a caring staff effectively managing resources.

- Nutrition Services’ goal is to offer healthy choices and introduce new foods and recipes to students every year.
- Several new items for breakfast and lunch such as Thai Chicken, Fish Tacos, and lunch bowls will be introduced this year (including summer) in an effort to increase participation.
- The Community Eligibility Provision (CEP) was implemented in 39 schools in FY16; this program provides free breakfast and free lunch to all enrolled students. CEP will continue in these designated schools in FY17.
- Revenues and Expenses are expected to increase approximately 12% in FY17. Increases are mainly due to improvements in meal participation which increases food and supply costs. Other notable increases are an increase of \$500K in designated indirect costs and increases in health insurance costs and workers compensation.
- Nutrition Services has implemented a strict 5-week cycle menu to better control costs and inventory as well as increase variety.
- Breakfast to Go continues to be available district-wide at no charge
- The USDA Fresh Fruit and Vegetable Grant will resume in FY17 in 15 designated schools.
- USDA allows for net cash resources of up to three month of average operating expenses (this is approximately \$6M). The projected FY17 fund balance is at \$2.5 million which includes approximately \$1.4 million for inventory and retiree health insurance reserves.

**Saint Paul Public Schools  
Proposed Community Service Fund 04 Budget  
Fiscal Year 2016-17**

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

	<b>Adopted 2015-16</b>	<b>Projected 2015-16</b>	<b>Proposed 2016-17</b>
Fund Balance - Beginning	\$ 2,224,894	\$ 2,275,067	\$ 2,927,989
Revenue	\$ 22,186,188	\$ 22,755,991	\$ 23,387,295
Expenditures	\$ 22,513,802	\$ 22,103,069	\$ 23,783,689
Fund Balance - Ending	\$ 1,897,280	\$ 2,927,989	\$ 2,531,595

**Analysis of Community Service Fund 04  
Fiscal Year 2017 Compared to Fiscal Year 2016**

- Based upon current law, revenue is projected to increase by \$1.2 million or 5.41% from the adopted FY16 budget. This estimated increase is due to a combination of increased patron fees and increased state aid.
- Total expenditures are projected to increase by \$.1.3 million, or 5.64% from the adopted FY16 budget. This is due to increased hourly licensed/and non licensed staff and increased contract rates and related fringe costs.
- Fund Balance is expected to increase by \$.64 million, or 33.6%. Fund Balance is reserved in the Community Service Fund, by program.

**Saint Paul Public Schools**  
**Proposed Community Service Fund Fully Financed Funds 30 & 33 Budget**  
**Fiscal Year 2016-17**

The Community Service Fully Financed Fund contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant, or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully Financed Funds are put in a separate budget, apart from regular district funds, to facilitate their reporting requirement.

	<u>Adopted 2015-16</u>	<u>Projected 2015-16</u>	<u>Proposed 2016-17</u>
Fund Balance - Beginning	\$ 681,918	\$ 681,918	\$ 681,918
Revenue	\$ 4,220,623	\$ 6,333,409	\$ 6,041,846
Expenditures	\$ 4,220,623	\$ 6,333,409	\$ 6,041,846
Fund Balance - Ending	<u>\$ 681,918</u>	<u>\$ 681,918</u>	<u>\$ 681,918</u>

**Analysis of Community Service Fully Financed Funds 30 & 33**  
**Fiscal Year 2017 Compared to Fiscal Year 2016**

- The budget for the Community Service Fully Financed Fund represents grants that exceed \$500,000 in total expenditures.
- FY17 revenue is projected to increase by \$ 1.8 million, or 43%, from the FY16 adopted budget. This increase is due to additional funding in the Early Learning Scholarships grant, inclusion of Non public textbook aid, and the extension of the 21st Century Cohort V grant.
- Projected expenditures in Fully Financed funds usually follow the revenue. The projected increase will be \$1.8 million, or 43%, due to the changes noted above.
- Due to the nature of Fully Financed budgets, revenue should always equal expenditures. This will usually result in no change to fund balance, however, some smaller programs (less than \$500,000 each) may use carried forward funds from fund balance. These smaller programs are not a part of this projection, so we recognize no change in fund balance for the purpose of this projection.

**Saint Paul Public Schools  
Proposed Building Construction Funds 06 & 26 Budget  
Fiscal Year 2016-17**

The Building Construction Fund records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District. Minnesota statutes and federal arbitrage regulations govern use of the funds. Building Construction funds are held in trust and expended only for authorized projects. Resources may be used for general construction, building additions, architectural and engineering costs, building equipment and ancillary costs of issuing bonds.

	<b>Adopted 2015-16</b>	<b>Projected 2015-16</b>	<b>Proposed 2016-17</b>
Fund Balance - Beginning	<u>\$ 23,017,920</u>	<u>\$ 22,921,038</u>	<u>\$ 14,129,638</u>
Revenue	<u>\$ 27,062,000</u>	<u>\$ 12,024,600</u>	<u>\$ 45,862,122</u>
Expenditures	<u>\$ 27,400,000</u>	<u>\$ 20,816,000</u>	<u>\$ 44,448,000</u>
Fund Balance - Ending	<u><u>\$ 22,679,920</u></u>	<u><u>\$ 14,129,638</u></u>	<u><u>\$ 15,543,760</u></u>

**Analysis of Building Construction Funds 06 & 26  
Fiscal Year 2017 Compared to Fiscal Year 2016**

- In FY16, the District determined issuing of the calendar 2016 \$15 million General Obligation Capital bonds would take place in July 2016. The District will issue the calendar 2017 \$15 million General Obligation Capital bonds prior to June 30, 2017. In total \$30 million General Obligation Capital bonds will be issue in FY17.
- Pay As You Go (formerly Alternative Bond funding) is transitioning to the Long Term Facility Maintenance (LTFM) funding. The Pay 16 FY17 Certified Levy includes \$15.8 of first year LTFM funding which will be transferred in Fiscal Year 2017 to the Building Construction Fund. LTFM combines the former Alternative deferred maintenance program with the Health and Safety program effective, July 1, 2017.
- Revenue is projected to increase related to the transfer of the certified LTFM Levy and issuing bonds as noted.
- Expenditures are projected to increase related to the Facilities Master Plan.
- The Building Construction Fund balance will increase with timing of issuing the calendar 2017 \$15 million General Obligation Capital bonds.



**Saint Paul Public Schools  
Proposed Debt Service Fund 07 Budget  
Fiscal Year 2016-17**

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

	<b>Adopted 2015-16</b>	<b>Projected 2015-16</b>	<b>Proposed 2016-17</b>
Fund Balance - Beginning	6,233,733	31,457,126	6,821,574
Funds Held in Escrow	39,024,380	34,649,000	24,635,552
	<u>\$ 45,258,113</u>	<u>\$ 66,106,126</u>	<u>\$ 31,457,126</u>
Revenue	<u>\$ 41,172,000</u>	<u>\$ 41,788,000</u>	<u>\$ 38,940,000</u>
Expenditures	<u>\$ 55,750,650</u>	<u>\$ 76,437,000</u>	<u>\$ 51,669,000</u>
Fund Balance - Ending	<u><u>\$ 30,679,463</u></u>	<u><u>\$ 31,457,126</u></u>	<u><u>\$ 18,728,126</u></u>

**Analysis of Debt Service Fund 07  
Fiscal Year 2017 Compared to Fiscal Year 2016**

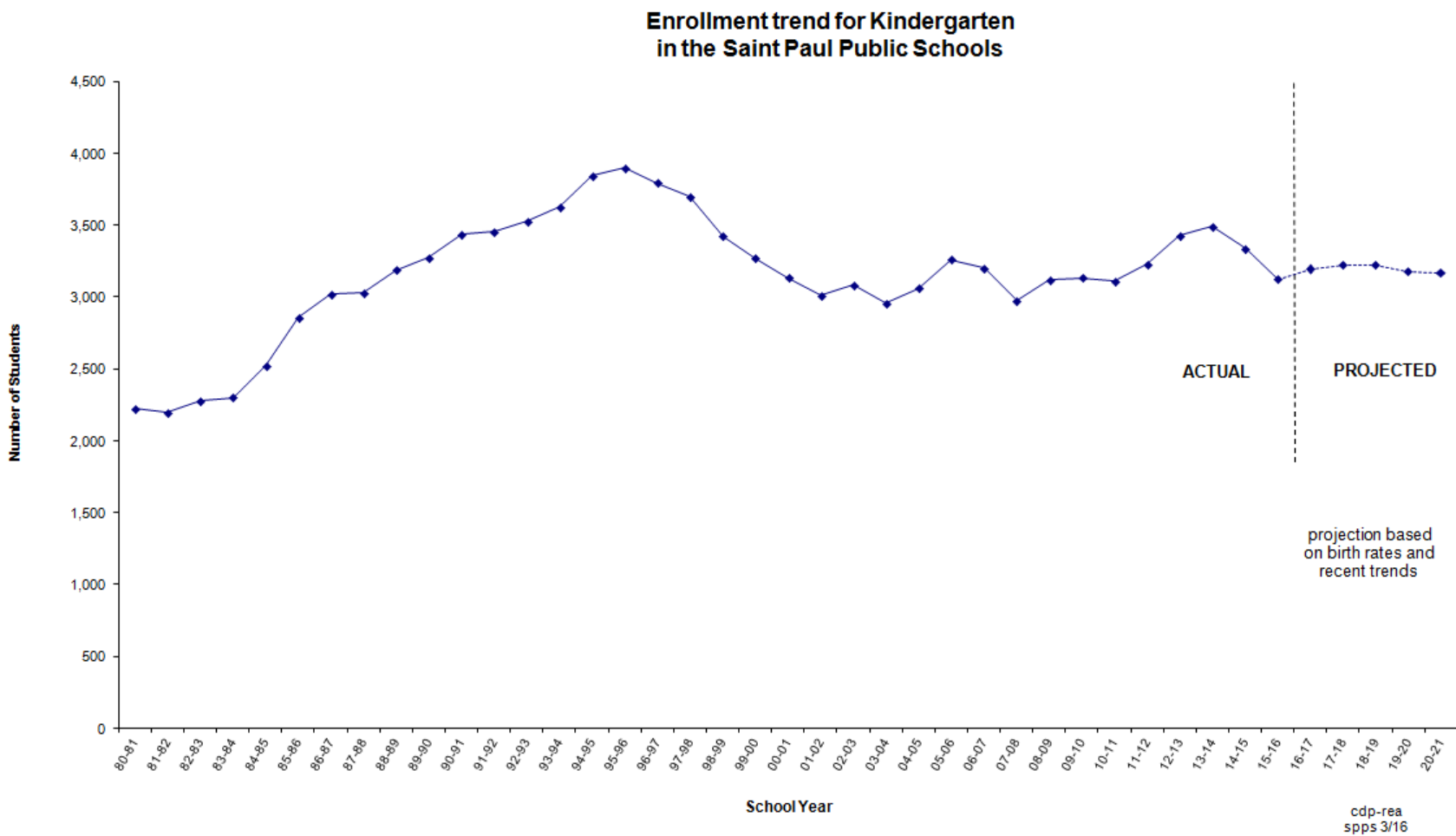
- The District will issue only capital bonds in FY17 in the amount of \$ 30 million. Due to the timing of the bond sale, no capital bonds were issued in FY16. Two issuances will occur in FY17 in the amount of \$ 15 million each at the beginning and the end of the fiscal year. The District will retire approximately \$ 36.4 million of existing debt, including \$ 15.2 million paid from the 2013B refunding issue escrow account in February of 2017. The net result will be a decrease in the overall outstanding debt of the District by approximately \$ 6.4 million.
- During preparation for issuing new debt, the District will analyze existing debt to determine if any new bond refunding should be considered. Debt service refunding issues for FY17 have been determined for the July issuance in the amount of \$ 37.6 million, but have not yet been determined for the June issuance.
- Debt Service Fund revenue is projected to decrease by approximately \$2.2 million or 5.4 %. This decrease is driven by scheduled payments of debt as provided to and approved by the Minnesota Department of Education.
- Debt Service Fund expenditures are projected to decrease by approximately \$ 4.1 million or 7.3 %. This decrease is driven by scheduled debt redemption and refunding which have restructured debt payments to retire principal earlier and reduce long term interest expense.

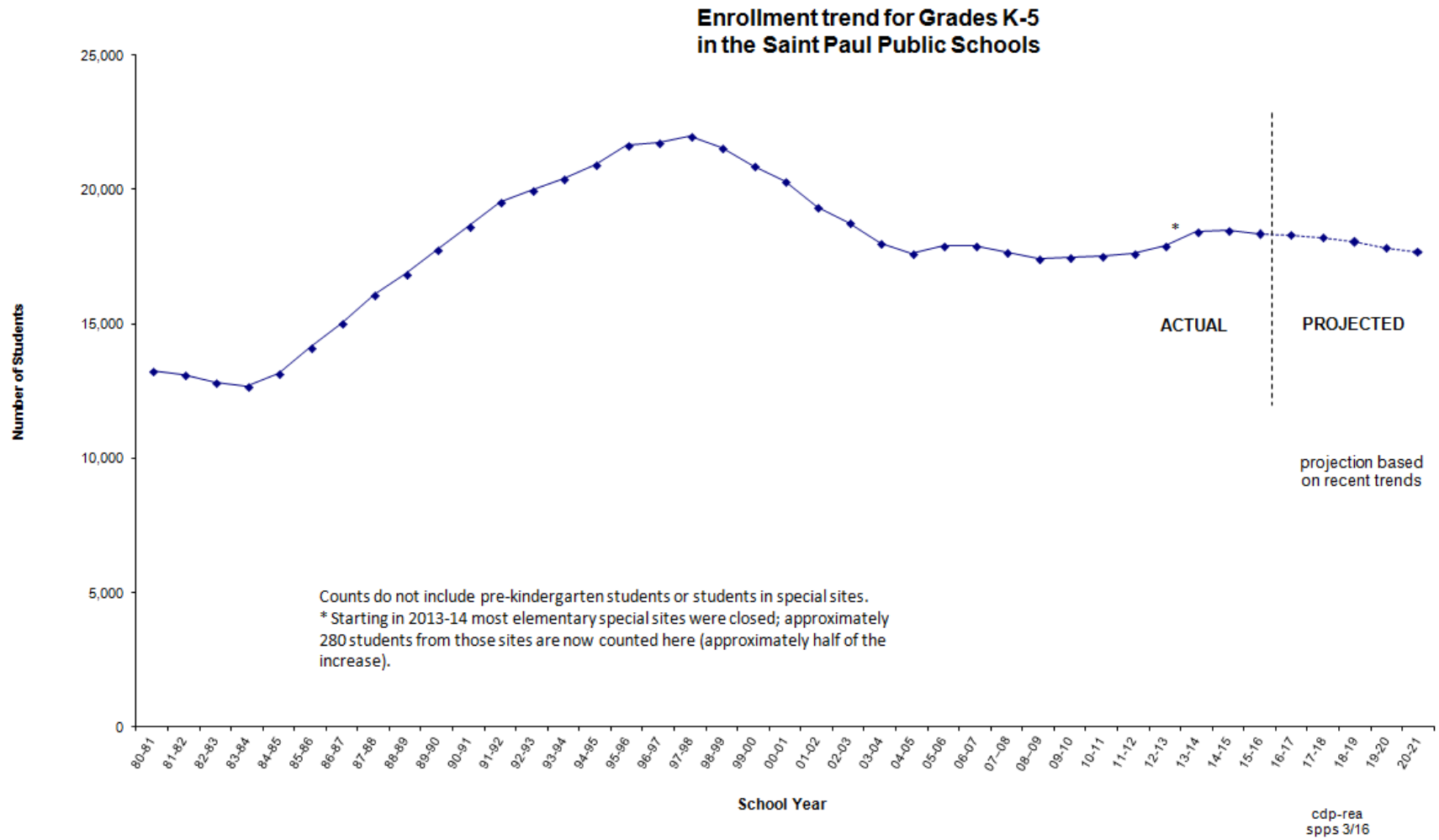


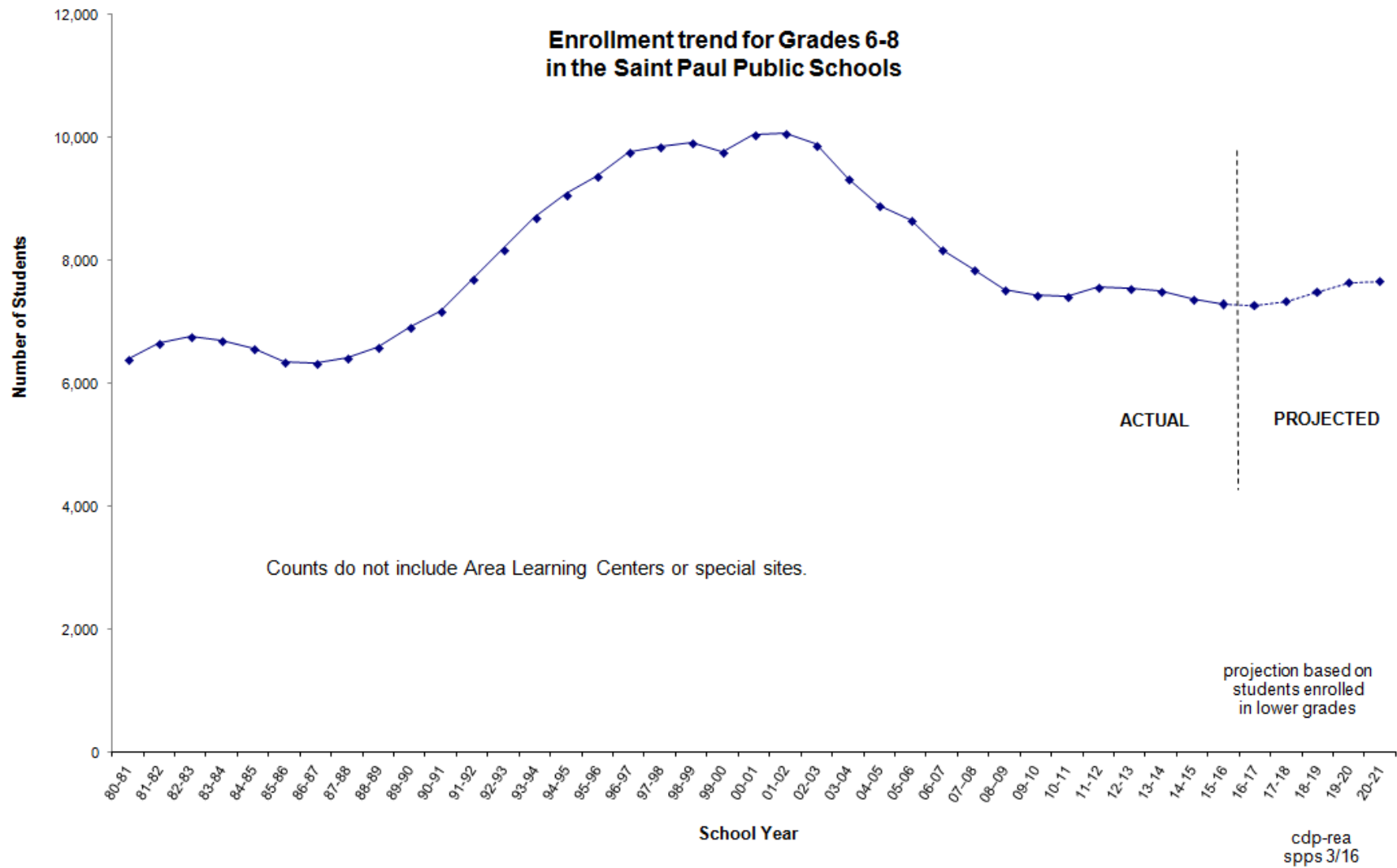
# **General Fund Supplemental Information**

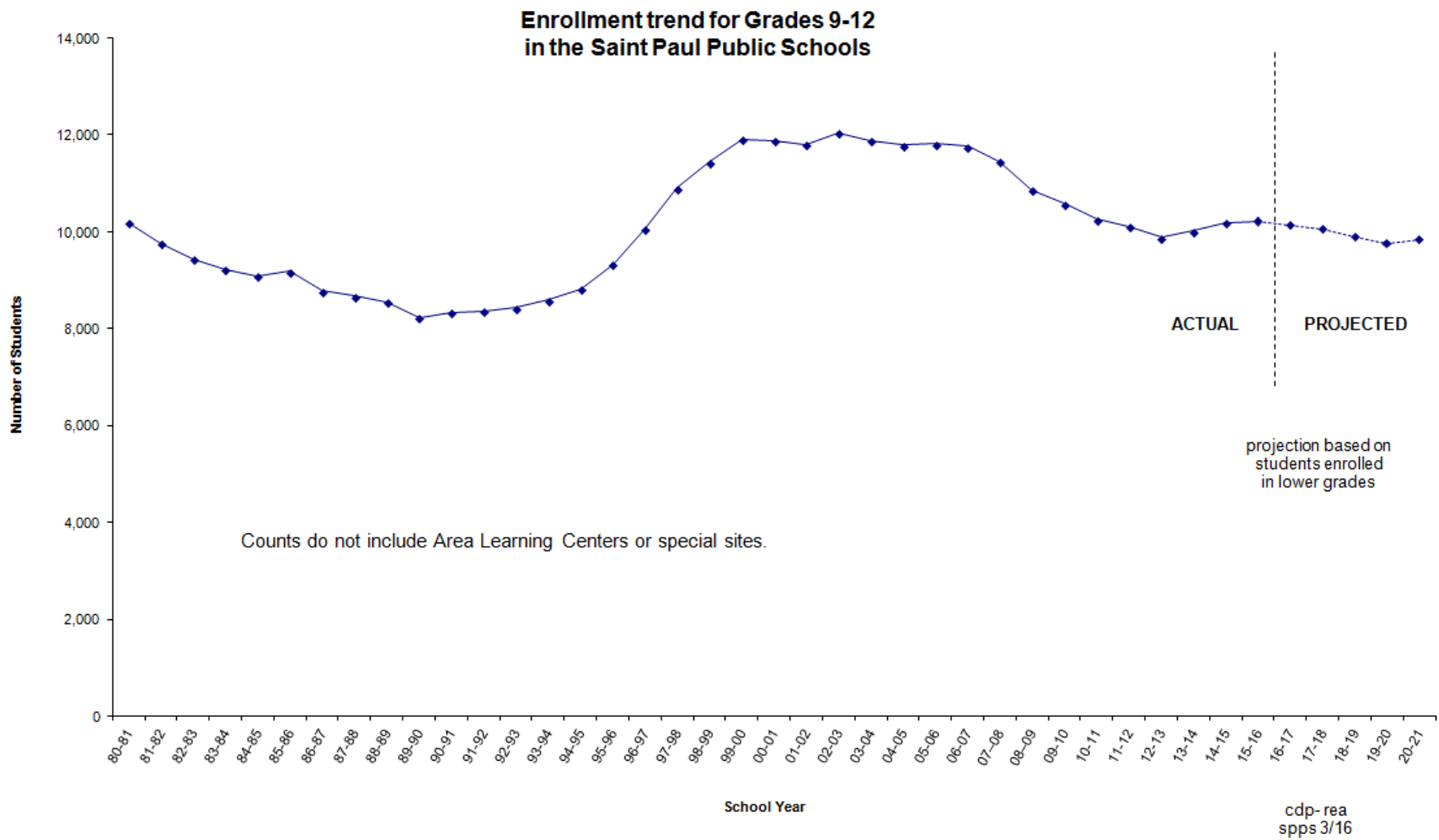
**Saint Paul Public Schools  
Summary of Enrollment Trends**

- For Fiscal year 2015-16 Kindergarten enrollment is down for the second year, after several years' increases. Kindergarten enrollment is expected to level off next year and slowly increase for a couple more years.
- Following a few years' increases, enrollment in grades 1-5 is expected to remain fairly constant with a very gradual decline for the next few years.
- Middle school enrollment is expected to remain constant for a year, then increase moderately at about 50 to 150 students per year.
- High school enrollment is expected to decline very slowly for a few years, then level off.
- Enrollment shifts are not distributed uniformly among the schools in the District. Some schools will always have as many students as we can allow, while others have experienced significant enrollment decline.









**Saint Paul Public Schools  
Analysis of the School Staffing Allocations  
Fiscal Year 2017 as Compared to Fiscal Year 2016**

- For FY17, a central allocation method was utilized in support of the Strong Schools Strong Communities (SSSC) 2.0 Plan following the statutory requirements for federal and state funding. Differentiation criteria was used to allocate resources in an equitable way that targeted the needs in each school.
- In addition, staffing allocations are also based on class size ranges that meet the terms of the 2016-2017 contract signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers. The target class size ranges are as follows:

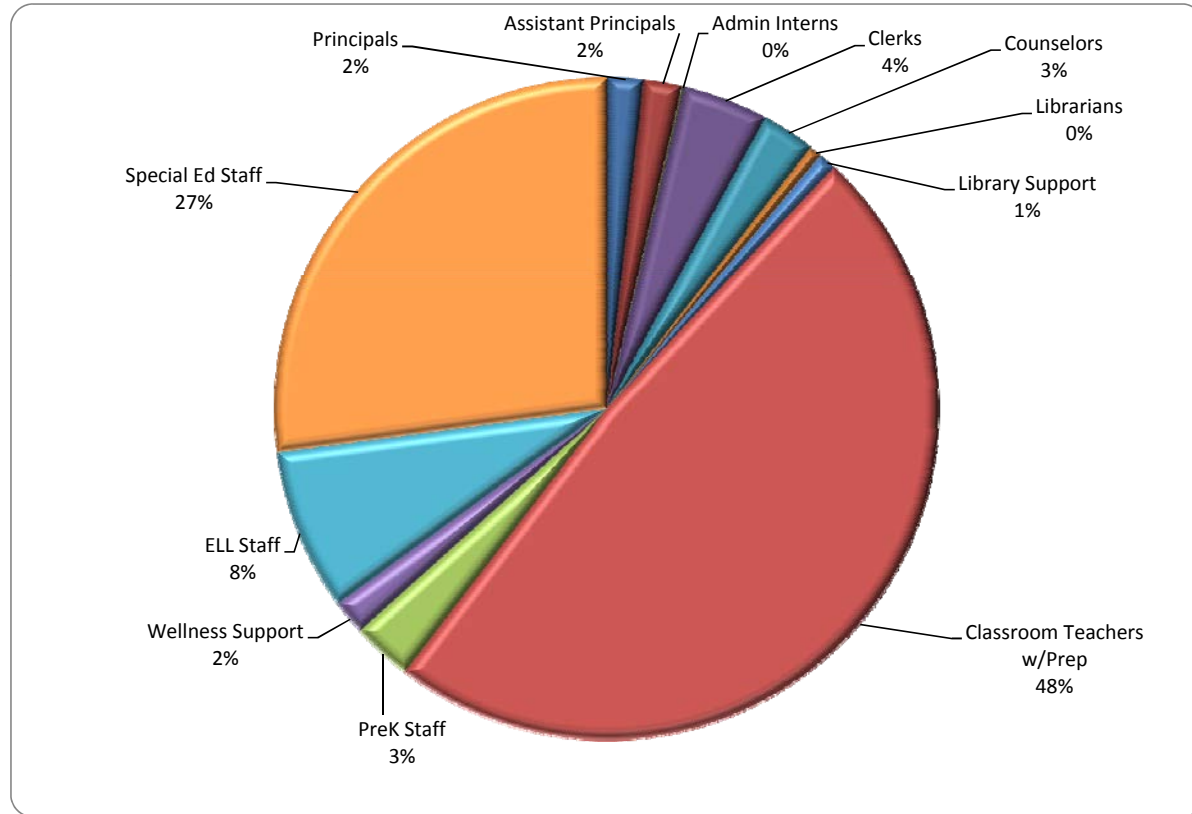
<u><b>Grade Level</b></u>	<u><b>High Poverty</b></u>	<u><b>Low Poverty</b></u>
Pre-K	20	20
Kindergarten	20 - 24	22 - 26
Grades 1 - 3	22 - 25	22 - 27
Grades 4 - 5	25 - 28	25 - 29
Grades 6 - 8	29 - 33	29 - 35
Grades 9 - 12	30 - 35	30 - 37

- High Poverty was determined by taking 30 traditional schools with the highest levels of poverty concentration per free and reduced lunch applications. This meets the terms of a Memorandum of Agreement (MOA) signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers.
- In addition to class size commitments, a Board Resolution was also approved to maintain a baseline of staffing supports (Nurses, Counselors, Librarians, Social Workers, and Library EAs), including an additional 32 FTEs in 2014-2015, an additional 10 FTEs in 2015-2016, and an additional 20 FTEs in 2016-2017. The FY17 budget maintained the FY15 level of staffing supports as all sites and programs had dedicated funding for these positions.
- In addition to staffing allocations based on criteria, sites also received SSSC 2.0 allocations for specific program articulation for their individual site. Program articulations include: Dual Immersion, Aerospace, Year Round, Middle School Support, AP/IB/MYP/PYP, iPad Accessories, PLTT Field Technicians, and PLTT Technician TOSAs.
- The next four pages provide detail of the FTE allocations for FY17 by site.



**Saint Paul Public Schools  
School Staffing Allocation Summary  
Fiscal Year 2016 - 17**

Site Category	Principals	Assistant Principals	Admin Interns	Clerks	Counselors	Librarians	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
PreK-5 Sites	32.00	15.00	2.00	59.50	25.00	2.00	15.87	663.63	65.80	28.06	133.10	376.40	1,418.36
Dual Campus Sites	3.00	3.00	0.00	9.00	3.00	2.00	2.28	80.31	16.20	3.48	11.00	27.75	161.02
6-8 Sites	6.00	10.00	0.00	13.00	12.00	6.00	4.50	137.64	0.00	6.00	23.60	116.03	334.77
6-12 Sites	4.00	7.00	1.00	13.00	12.00	4.00	0.00	173.17	0.00	4.00	27.20	99.84	345.21
9-12 Sites	5.00	17.00	0.00	22.00	22.50	5.00	0.00	298.92	0.00	5.00	29.20	146.04	550.66
K-8 Sites	4.00	6.00	0.00	12.00	6.50	0.00	3.75	137.41	8.24	5.28	19.50	69.66	272.34
<b>Total Regular Sites</b>	<b>54.00</b>	<b>58.00</b>	<b>3.00</b>	<b>128.50</b>	<b>81.00</b>	<b>19.00</b>	<b>26.40</b>	<b>1491.08</b>	<b>90.24</b>	<b>51.82</b>	<b>243.60</b>	<b>835.72</b>	<b>3,082.36</b>



Saint Paul Public Schools  
School Staffing Allocation Summary  
Fiscal Year 2016 - 17

School Name	Principals	Assistant Principals	Administrative Interns	Clerks	Counselor	Librarian	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
D410 - Adams Elem	1.00	1.00	0.00	1.50	1.00	0.00	0.75	32.42	0.00	1.00	3.00	3.80	45.47
D422 - Battle Creek Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	18.97	0.00	1.00	4.00	16.25	44.10
D424 - Benjamin E Mays Magnet	1.00	1.00	0.00	2.00	1.00	0.00	0.38	22.49	1.80	1.00	2.50	19.09	52.26
D449 - Vento, Bruce F Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.38	22.84	3.74	1.00	9.00	13.82	55.78
D425 - Chelsea Hgts Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	20.36	0.00	0.80	2.00	8.50	35.54
D428 - Cherokee Hgts Elem	1.00	0.00	0.00	2.00	1.00	0.00	0.38	11.90	1.80	0.50	2.00	8.00	28.58
D431 - Como Park Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.75	25.54	2.84	1.00	7.00	26.51	68.64
D433 - Daytons Bluff Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.38	15.88	2.70	1.00	2.00	16.56	43.52
D452 - Eastern Hgts Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	16.45	1.80	0.60	3.00	15.35	41.08
D435 - Expo/Harriet Bishop	1.00	1.00	0.00	1.50	1.00	0.00	0.75	29.48	1.80	1.00	1.50	12.80	51.83
D458 - Farnsworth Aerospace Lower	1.00	0.00	1.00	1.50	0.50	0.00	0.38	23.41	1.80	0.70	5.50	4.00	39.79
D460 - Four Seasons Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	21.64	1.80	1.00	5.50	19.32	53.14
D464 - Frost Lake Elem	1.00	1.00	0.00	2.00	0.50	0.00	0.75	25.10	0.00	1.00	10.00	21.35	62.70
D467 - Galtier Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	6.84	0.90	0.20	1.00	4.77	17.59
D476 - Groveland Park Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	20.59	1.80	0.60	1.50	9.30	37.17
D482 - Hancock Elem	0.50	1.00	0.00	1.50	1.00	0.00	0.38	12.59	1.80	0.60	1.50	10.48	31.35
D491 - Highland Park Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	18.37	0.00	1.14	2.00	2.65	27.54
D496 - Highwood Hills Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	11.96	1.80	0.65	4.30	7.04	29.63
D518 - Mann Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	19.36	0.00	0.50	1.00	3.90	28.14
D493 - Hill Montessori	1.00	0.00	0.00	1.50	0.50	0.00	0.38	18.30	6.30	1.14	0.50	4.50	34.12
D500 - Jackson Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	17.01	3.74	1.00	6.50	3.75	35.88
D415 - John A Johnson Elementary	1.00	1.00	0.00	2.00	1.00	0.00	0.38	17.90	1.94	1.34	2.00	20.59	49.15
D483 - Jie Ming	0.50	0.00	0.00	1.00	0.50	0.00	0.38	7.93	0.00	0.20	0.50	1.25	12.26
D524 - Maxfield Elem	1.00	0.00	1.00	2.00	1.00	1.00	0.38	13.40	1.80	0.75	1.50	14.38	38.21
D527 - Mississippi Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.38	22.91	2.70	1.00	9.00	19.62	60.61
D578 - Obama	1.00	1.00	0.00	2.00	1.00	1.00	0.38	20.59	5.40	1.00	1.50	18.39	53.26
D541 - Phalen Lake Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.75	33.15	2.84	1.00	12.50	6.92	62.16
D545 - Randolph Hgts Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	21.13	0.00	0.55	1.20	3.30	29.56
D551 - Riverview Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	15.30	1.80	0.90	4.00	6.35	32.23
D557 - St. Anthony Park Elem	1.00	0.00	0.00	1.50	1.00	0.00	0.75	23.03	0.00	0.55	1.50	2.75	32.08
D558 - St Paul Music Academy	1.00	1.00	0.00	2.00	1.00	0.00	0.75	27.46	4.00	1.00	10.00	17.90	66.11
D488 - The Heights Community School	1.00	1.00	0.00	2.00	1.00	0.00	0.75	23.18	2.70	1.34	4.60	20.56	58.13
D552 - Wellstone, Paul & Sheila Elem	1.00	1.00	0.00	1.50	1.00	0.00	0.75	26.15	6.20	1.00	9.50	12.65	60.75
PreK-5 Sites	32.00	15.00	2.00	59.50	25.00	2.00	15.87	663.63	65.80	28.06	133.10	376.40	1418.36

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Saint Paul Public Schools  
School Staffing Allocation Summary  
Fiscal Year 2016 - 17

School Name	Principals	Assistant Principals	Administrative Interns	Clerks	Counselor	Librarian	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
D465 - Crossroads Elementary	0.50	0.50	0.00	1.50	0.50	0.50	0.38	13.97	5.40	0.49	2.50	3.80	30.04
D466 - Crossroads Science	0.50	0.50	0.00	1.50	0.50	0.50	0.38	15.52	1.80	0.51	1.50	7.10	30.31
D462 - L'Etoile du Nord French Imm	0.50	0.50	0.00	1.50	1.00	0.50	0.38	16.75	0.00	0.76	1.50	1.75	25.14
D463 - L'Etoile du Nord Lower	0.50	0.50	0.00	1.50	0.00	0.50	0.38	8.10	0.00	0.48	0.50	0.50	12.96
D533 - Nokomis Elem	0.50	0.50	0.00	1.50	0.50	0.00	0.38	16.02	5.40	1.05	3.00	6.20	35.05
D534 - Nokomis South	0.50	0.50	0.00	1.50	0.50	0.00	0.38	9.95	3.60	0.19	2.00	8.40	27.52
Dual Campus Sites	3.00	3.00	0.00	9.00	3.00	2.00	2.28	80.31	16.20	3.48	11.00	27.75	161.02
D310 - Battle Creek Middle	1.00	2.00	0.00	2.00	2.00	1.00	0.75	28.00	0.00	1.00	8.80	29.32	75.87
D315 - Farnsworth Aerospace Upper	1.00	1.00	0.00	2.00	2.00	1.00	0.75	23.90	0.00	1.00	4.90	16.50	54.05
D330 - Highland Park Middle School	1.00	2.00	0.00	3.00	2.00	1.00	0.75	28.12	0.00	1.00	3.00	14.88	56.75
D342 - Murray Jr.	1.00	2.00	0.00	2.00	2.00	1.00	0.75	24.64	0.00	1.00	3.40	20.32	58.11
D344 - Parkway Montessori & Community	1.00	1.00	0.00	2.00	2.00	1.00	0.75	15.64	0.00	1.00	2.00	19.09	45.48
D345 - Ramsey Jr.	1.00	2.00	0.00	2.00	2.00	1.00	0.75	17.34	0.00	1.00	1.50	15.92	44.51
6-8 Sites	6.00	10.00	0.00	13.00	12.00	6.00	4.50	137.64	0.00	6.00	23.60	116.03	334.77
D211 - Creative Arts Secondary School	1.00	1.00	0.00	2.00	2.00	1.00	0.00	20.11	0.00	1.00	1.00	7.80	36.91
D225 - Humboldt H.S.	1.00	2.00	0.00	3.00	3.00	1.00	0.00	48.24	0.00	1.00	11.00	40.58	110.82
D250 - Open World Community Scndry	1.00	0.00	0.00	2.00	1.00	1.00	0.00	17.99	0.00	1.00	0.50	7.15	31.64
D252 - Washington Technology Magnet	1.00	4.00	0.00	6.00	6.00	1.00	0.00	86.83	0.00	1.00	14.70	44.31	164.84
6-12 Sites	4.00	7.00	1.00	13.00	12.00	4.00	0.00	173.17	0.00	4.00	27.20	99.84	345.21
D210 - Central H.S.	1.00	4.00	0.00	5.00	5.00	1.00	0.00	70.23	0.00	1.00	3.00	28.91	119.14
D212 - Como Park H.S.	1.00	3.00	0.00	4.00	4.00	1.00	0.00	49.63	0.00	1.00	9.50	27.44	100.57
D215 - Harding H.S.	1.00	4.00	0.00	5.00	5.00	1.00	0.00	78.30	0.00	1.00	10.50	35.57	141.37
D220 - Highland Park H.S.	1.00	3.00	0.00	4.00	4.50	1.00	0.00	48.04	0.00	1.00	2.70	19.25	84.49
D230 - Johnson H.S.	1.00	3.00	0.00	4.00	4.00	1.00	0.00	52.72	0.00	1.00	3.50	34.87	105.09
9-12 Sites	5.00	17.00	0.00	22.00	22.50	5.00	0.00	298.92	0.00	5.00	29.20	146.04	550.66
D579 - American Indian	1.00	1.00	0.00	2.00	1.00	0.00	0.75	33.27	3.60	1.00	4.50	18.00	66.12
D494 - Capitol Hill School	1.00	2.00	0.00	4.00	2.50	0.00	1.50	48.94	0.00	1.00	4.00	5.20	70.14
D489 - Hazel Park Preparatory Academy	1.00	1.00	0.00	2.00	1.00	0.00	0.75	28.20	1.80	1.34	4.50	10.05	51.64
D510 - Linwood Elem	0.50	0.50	0.00	2.00	1.00	0.00	0.00	13.11	2.84	0.77	3.50	11.25	35.47
D528 - Monroe Community School	0.50	1.50	0.00	2.00	1.00	0.00	0.75	13.89	0.00	1.17	3.00	25.16	48.97
K-8 Sites	4.00	6.00	0.00	12.00	6.50	0.00	3.75	137.41	8.24	5.28	19.50	69.66	272.34
Total Regular Sites	54.00	58.00	3.00	128.50	81.00	19.00	26.40	1491.08	90.24	51.82	243.60	835.72	3082.36

**Saint Paul Public Schools  
Analysis of School Allocations by Major Funding Sources  
Fiscal Year 2017 as Compared to Fiscal Year 2016**

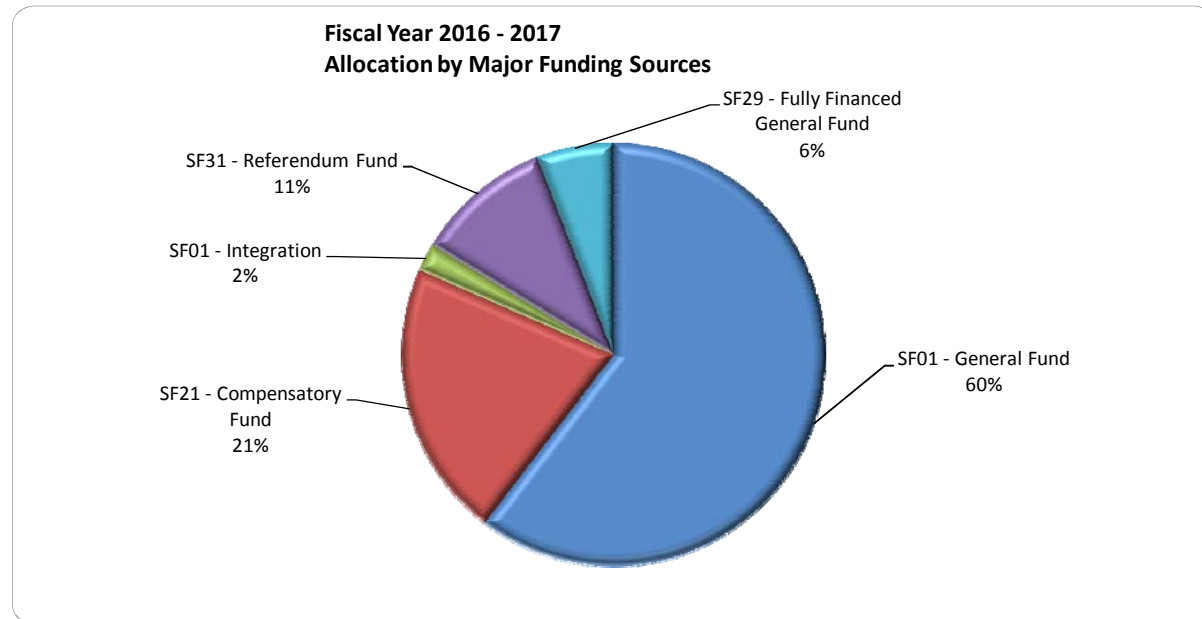
- The schools will receive \$264,623,268 in total allocations for FY17. The percent received from each source is as follows:

General Revenue	60.0%
Compensatory Education Revenue	21.0%
Referendum Revenue	11.0%
Integration Revenue	2.0%
Title I Revenue	6.0%

- School allocations have decreased overall by approximately \$1.9 million or 0.7%. All schools do not receive the same amount of money per pupil because some school funding is categorical and has specific criteria on its spending.
- Compensatory Education revenue is based on the previous year's free and reduced enrollment count.
- In FY17, all secondary sites will continue to receive Title I funds.
- The next four pages provide detail of the school allocations by site, by major funding source.

Saint Paul Public Schools  
Summary of School Allocations by Major Funding Sources  
Fiscal Year 2016 - 17

Category	Enrollment w/PreK	General Fund	Compensatory Ed	Integration	Referendum	Title I	Total
Dual Campus Sites	2,056	7,676,929	2,098,460	334,664	1,876,524	487,170	12,473,747
6-12 Sites	4,243	13,940,763	8,501,987	802,850	2,885,240	2,193,012	28,323,852
6-8 Sites	3,893	14,557,732	5,369,193	566,718	2,609,840	1,853,547	24,957,030
9-12 Sites	7,667	25,643,726	10,461,454	1,841,832	5,213,560	2,825,290	45,985,862
K-8 Sites	3,581	11,151,206	4,706,036	239,045	4,034,962	1,400,927	21,532,176
PreK-5 Sites	15,855	59,854,421	21,516,128	1,854,996	11,042,718	6,416,250	100,684,513
Other Sites		18,282,825	3,329,541			334,181	21,946,547
Intraschool		4,000,000					4,000,000
Contingency		276,976					276,976
Restorative Practices (non-sites)		100,000					100,000
APTT - Parent Engagement		306,000					306,000
School Climate		60,000					60,000
Board Resolution Staffing		3,136,600					3,136,600
Dual Immersion		559,965					559,965
Other Schools Support		280,000					280,000
<b>Total Regular Sites</b>	<b>37,295</b>	<b>159,827,143</b>	<b>55,982,799</b>	<b>5,640,105</b>	<b>27,662,844</b>	<b>15,510,377</b>	<b>264,623,268</b>



Saint Paul Public Schools  
Summary of School Allocations by Major Funding Sources  
Fiscal Year 2016 - 17

	Enrollment w/PreK	General Fund	Compensatory Ed	Integration	Referendum	Title I	Total
D410 - Adams Elem	735	2,742,836	725,368	143,428	335,337	250,635	4,197,604
D422 - Battle Creek Elem	447	1,790,269	539,711	-	196,358	198,315	2,724,653
D424 - Benjamin E Mays Magnet	519	2,005,779	999,002	95,618	338,147	294,978	3,733,525
D449 - Vento, Bruce F Elem	547	1,948,898	752,622	239,046	488,268	327,831	3,756,665
D425 - Chelsea Hgts Elem	464	1,839,777	441,656	-	202,138	88,400	2,571,971
D428 - Cherokee Hgts Elem	294	1,275,846	548,259	-	238,782	175,449	2,238,336
D431 - Como Park Elem	604	2,190,599	1,044,081	-	459,811	269,100	3,963,591
D433 - Daytons Bluff Elem	397	1,566,757	668,778	-	342,660	227,874	2,806,069
D452 - Eastern Hgts Elem	389	1,407,412	507,333	-	281,654	204,108	2,400,507
D435 - Expo/Harriet Bishop	711	2,645,484	669,456	-	424,940	-	3,739,880
D458 - Farnsworth Aerospace Lower	533	1,977,210	687,082	95,618	349,669	281,697	3,391,276
D460 - Four Seasons Elem	500	1,685,852	839,938	95,618	338,449	249,543	3,209,400
D464 - Frost Lake Elem	575	2,169,752	833,008	-	251,065	318,045	3,571,870
D467 - Galtier Elem	204	795,589	234,944		144,364	96,462	1,271,359
D476 - Groveland Park Elem	508	1,916,946	446,078	-	333,793	87,550	2,784,367
D482 - Hancock Elem	309	1,102,668	450,226	143,428	242,653	160,770	2,099,744
D491 - Highland Park Elem	418	1,841,200	403,935	-	182,565	122,625	2,550,325
D496 - Highwood Hills Elem	295	922,943	516,171	191,237	236,049	181,041	2,047,441
D518 - Mann Elem	440	1,801,107	422,714	-	192,257	-	2,416,078
D493 - Hill Montessori	503	1,630,363	402,403	-	600,410	-	2,633,176
D500 - Jackson Elem	441	1,639,790	487,671	191,237	446,696	227,175	2,992,568
D415 - John A Johnson Elementary	421	1,735,335	741,470	-	325,045	246,048	3,047,898
D483 - Jie Ming	179	1,181,115	205,236	-	83,725	-	1,470,076
D524 - Maxfield Elem	326	1,699,273	674,374	-	249,047	202,710	2,825,404
D527 - Mississippi Elem	547	1,790,015	922,994	191,237	405,953	313,152	3,623,351
D578 - Obama	538	1,731,643	1,019,175	286,855	558,081	294,279	3,890,033
D541 - Phalen Lake Elem	767	2,489,310	1,206,492	181,675	529,983	373,815	4,781,275
D545 - Randolph Hgts Elem	482	1,912,016	456,343	-	208,258	-	2,576,617
D551 - Riverview Elem	406	1,595,156	490,672	-	279,935	201,312	2,567,075
D557 - St. Anthony Park Elem	524	2,058,653	546,918	-	233,971	-	2,839,542
D558 - St Paul Music Academy	626	2,314,754	1,113,147	-	503,117	381,654	4,312,672
D488 - The Heights Community School	587	2,183,318	672,442	-	416,972	289,386	3,562,118
D552 - Wellstone, Paul & Sheila Elem	619	2,266,756	846,429	-	622,565	352,296	4,088,046
PreK-5 Sites	15,855	59,854,421	21,516,128	1,854,996	11,042,719	6,416,250	100,684,513

Saint Paul Public Schools  
Summary of School Allocations by Major Funding Sources  
Fiscal Year 2016 - 17

	Enrollment w/PreK	General Fund	Compensatory Ed	Integration	Referendum	Title I	Total
D465 - Crossroads Elementary	397	1,331,311	320,029	95,618	506,945	130,200	2,384,103
D466 - Crossroads Science	393	1,352,455	594,182	95,618	272,442	167,895	2,482,592
D462 - L'Etoile du Nord French Imm	388	1,553,977	427,780	95,618	131,920	-	2,209,295
D463 - L'Etoile du Nord Lower	178	907,885	153,677	47,809	111,782	-	1,221,154
D533 - Nokomis Elem	433	1,402,653	359,185	-	515,251	137,361	2,414,450
D534 - Nokomis South	267	1,128,648	243,607	-	338,183	51,714	1,762,152
Dual Campus Sites	2,056	7,676,929	2,098,460	334,664	1,876,524	487,170	12,473,747
D310 - Battle Creek Middle	767	2,429,506	1,514,303	-	521,560	476,718	4,942,087
D315 - Farnsworth Aerospace Upper	635	2,344,284	1,044,536	141,679	394,400	376,761	4,301,660
D330 - Highland Park Middle School	817	2,887,654	746,681	188,906	555,560	201,279	4,580,080
D342 - Murray Jr.	716	2,844,157	681,395	-	486,880	270,816	4,283,248
D344 - Parkway Montessori & Community	454	1,661,601	621,326	94,453	308,720	265,620	2,951,720
D345 - Ramsey Jr.	504	2,390,530	760,952	141,679	342,720	262,353	3,898,234
6-8 Sites	3,893	14,557,732	5,369,193	566,718	2,609,840	1,853,547	24,957,030
D211 - Creative Arts Secondary School	514	2,124,040	735,262	-	349,520	244,650	3,453,472
D225 - Humboldt H.S.	1,170	3,700,274	2,797,763	283,359	795,600	770,997	8,347,993
D250 - Open World Community Scndry	459	1,822,145	398,276	-	312,120	75,225	2,607,766
D252 - Washington Technology Magnet	2,100	6,294,304	4,570,686	519,491	1,428,000	1,102,140	13,914,621
6-12 Sites	4,243	13,940,763	8,501,987	802,850	2,885,240	2,193,012	28,323,852
D210 - Central H.S.	1,845	6,219,462	1,565,448	425,038	1,254,600	523,745	9,988,293
D212 - Como Park H.S.	1,304	4,295,686	1,603,326	330,585	886,720	478,510	7,594,827
D215 - Harding H.S.	1,946	6,080,872	3,526,672	472,265	1,323,280	943,020	12,346,109
D220 - Highland Park H.S.	1,262	4,602,405	1,154,018	283,359	858,160	234,175	7,132,117
D230 - Johnson H.S.	1,310	4,445,301	2,611,990	330,585	890,800	645,840	8,924,516
9-12 Sites	7,667	25,643,726	10,461,454	1,841,832	5,213,560	2,825,290	45,985,862
D579 - American Indian	710	2,196,639	1,298,334	95,618	876,810	411,711	4,879,112
D494 - Capitol Hill School	1,259	3,713,586	1,192,795	143,428	1,281,800	255,000	6,586,609
D489 - Hazel Park Preparatory Academy	723	2,299,404	1,275,750	-	871,862	405,420	4,852,436
D510 - Linwood Elem	291	1,320,691	358,038	-	337,410	103,550	2,119,689
D528 - Monroe Community School	598	1,620,886	581,119	-	667,080	225,246	3,094,331
K-8 Sites	3,581	11,151,206	4,706,036	239,046	4,034,962	1,400,927	21,532,176
Total Regular Sites	37,295	132,824,777	52,653,258	5,640,105	27,662,844	15,176,196	233,957,180

Saint Paul Public Schools  
Summary of School Allocations by Major Funding Sources  
Fiscal Year 2016 - 17

	Enrollment w/PreK	General Fund	Compensatory Ed	Integration	Referendum	Title I	Total
Other Sites		18,282,825	3,329,541			334,181	21,946,547
Intraschool		4,000,000					4,000,000
Contingency		276,976					276,976
Restorative Practices (non-sites)		100,000					100,000
APTT - Parent Engagement		306,000					306,000
School Climate		60,000					60,000
Board Resolution Staffing		3,136,600					3,136,600
Dual Immersion		559,965					559,965
Other Schools Support		280,000					280,000
<b>Grand Total</b>		<b>159,827,143</b>	<b>55,982,799</b>	<b>5,640,105</b>	<b>27,662,844</b>	<b>15,510,377</b>	<b>264,623,268</b>



**Saint Paul Public Schools  
Analysis of General Fund Program Budgets  
Fiscal Year 2017 Compared to Fiscal Year 2016**

- The following pages provide an analysis of changes to the General Fund programs from the Adopted Fiscal Year 2016 budgets to the Proposed Fiscal Year 2017 budgets.
- The Allocation Summary of General Fund Programs provides major category information for the three categories that have been established to represent the distribution of General Fund resources. Those categories are as follows:

**Central Administration** - refers to programs necessary to support governance, policy & procedures, and staff support to the Superintendent.

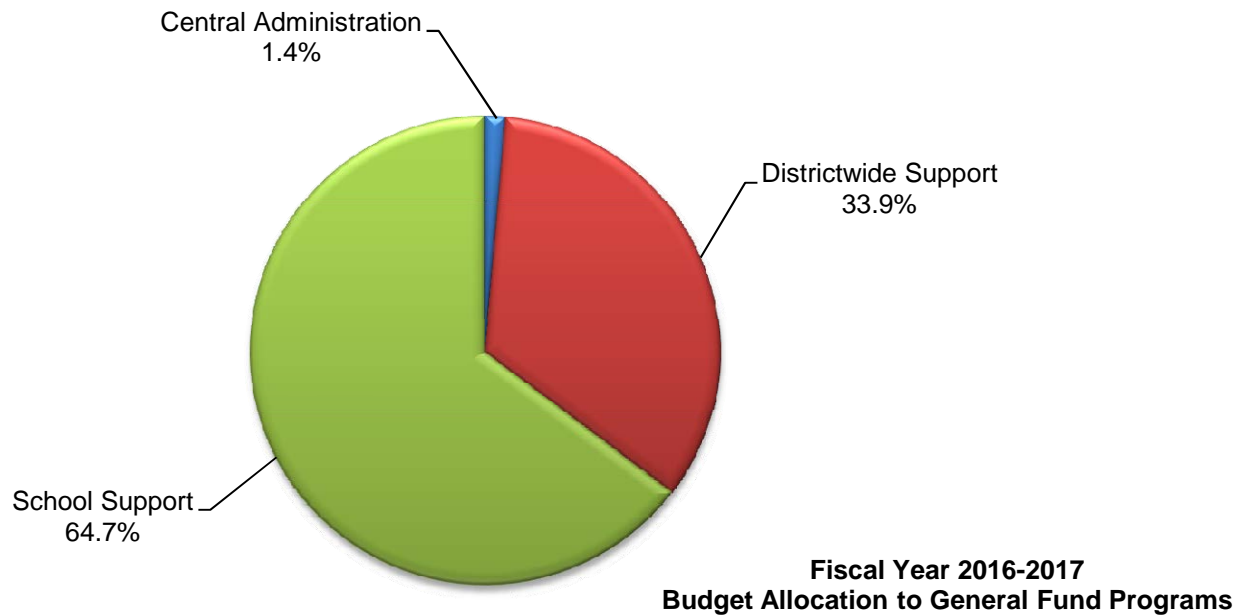
**Districtwide Support** - refers to programs that provide support to all areas of the district.

**School Support** - refers to programs that provide support services exclusively to schools.

- The Proposed General Fund Programs Budget Detail includes the FY16 Adopted Budget representing the initial allocation for programs. The FY17 Rollover column reflects increases specific to the anticipated inflationary increase for transportation related contractual obligations totaling \$2.8m. Inflationary increases based upon projections, legal obligations, employee contract settlements or other factors were not allocated for any other programs. The adjustments column reflects additional relevant budgetary decisions determined necessary during the budgeting process resulting in a decrease of \$5.6m. The reallocations column documents internal realignment of funding. The differences column indicates the cumulative decrease of \$2.9m when comparing the overall FY17 Proposed budget to the FY16 Adopted budget.
- Central Administration did not receive a rollover increase, adjustments reflect a decrease of \$.5m or 12.5% of the FY16 Adopted Budget and internal reallocations total \$.1m from the Chief Executive Officer to the Board of Education.
- Districtwide Support received a rollover increase of \$.03m (transportation contracts) and adjustments are a decrease of \$3.6m or 3.9% of the FY16 Adopted Budget.
- School Service Support received a rollover increase of \$2.7m (transportation contracts) or 1.6% and adjustments are a decrease of \$1.5m or 0.9% of the FY16 Adopted Budget resulting in an overall increase of \$1.2m or 0.7%.

**Saint Paul Public Schools  
Allocation Summary of General Fund Programs  
Fiscal Year 2016-2017**

Category	FY16 Adopted Budget	FY17 Rollover	Adjustments	Reallocations	FY17 Proposed Budget
Central Administration	4,154,590	4,154,590	(518,545)	0	3,636,045
Districtwide Support	91,793,916	91,826,591	(3,589,117)	0	88,237,474
School Support	175,987,186	178,713,160	(1,519,130)	0	177,194,030
<b>Grand Total</b>	<b>271,935,692</b>	<b>274,694,341</b>	<b>(5,626,792)</b>	<b>0</b>	<b>269,067,549</b>



**Saint Paul Public Schools**  
**Proposed General Fund Programs Budget Detail**  
**Fiscal Year 2016-2017**

No.	Programs by Category	FY16	FY17 Rollover	Adjustments	Reallocations	FY17	Difference
		Adopted Budget				Proposed Budget	
Central Administration							
010	Board of Education	707,925	707,925	4,703	132,500	845,128	137,203
020	Superintendent's Office	494,950	494,950	(29,950)		465,000	(29,950)
022	Chief Executive Officer	589,567	589,567	(9,097)	(132,500)	447,970	(141,597)
024	Fund Development	0	0			0	0
031	Office of Academics	290,824	290,824	(5,787)		285,037	(5,787)
033	Office of Operations	267,520	267,520	(267,520)		0	(267,520)
034	Office of Elementary and Secondary Education	960,240	960,240	(194,108)		766,132	(194,108)
043	Office of Engagement	287,120	287,120	(5,713)		281,407	(5,713)
150	General Counsel's Office	556,444	556,444	(11,073)		545,371	(11,073)
Subtotal Central Administration		4,154,590	4,154,590	(518,545)	0	3,636,045	(518,545)
Districtwide Support							
110	Office of Business & Financial Affairs	3,453,669	3,453,669	(68,728)		3,384,941	(68,728)
112	Enterprise Resource Planning	1,528,418	1,528,418	(15,284)		1,513,134	(15,284)
131	Office of Racial Equity	1,145,000	1,145,000	(111,450)		1,033,550	(111,450)
132	Out for Equity	194,850	195,225	(3,885)		191,340	(3,510)
133	Multicultural Resource Center	194,000	194,300	(3,867)		190,433	(3,567)
134	Office of Family & Community Engagement	1,713,106	1,725,106	(181,345)		1,543,761	(169,345)
135	Office of Communications	1,584,299	1,584,299	(129,538)		1,454,761	(129,538)
141	Management Information System	1,477,874	1,477,874	(29,410)		1,448,464	(29,410)
160	Human Resources	3,403,577	3,403,577	(67,731)		3,335,846	(67,731)
190	Research Evaluation & Assessment	1,540,747	1,540,747	(128,670)		1,412,077	(128,670)
630	Technology Infrastructure	5,154,575	5,154,575	(236,546)		4,918,029	(236,546)
631	Referendum Technology	839,913	839,913	(8,399)		831,514	(8,399)
810	Operations & Maintenance	10,200,210	10,220,210	(222,984)		9,997,226	(202,984)
811	Facilities - Grounds	781,636	781,636	(15,554)		766,082	(15,554)
812	Custodial Services	15,448,876	15,448,876	(559,409)		14,889,467	(559,409)
813	Utilities	8,053,410	8,053,410	(212,000)		7,841,410	(212,000)
815	Safety & Security	2,700,000	2,700,000	(60,000)		2,640,000	(60,000)
850	Facility Planning, Leases & Health and Safety	7,020,860	7,020,860	(45,000)		6,975,860	(45,000)
930	Employee Benefits	23,958,896	23,958,896	(1,489,317)		22,469,579	(1,489,317)

**Saint Paul Public Schools**  
**Proposed General Fund Programs Budget Detail**  
**Fiscal Year 2016-2017**

No.	Programs by Category	FY16	FY17	Adjustments	Reallocations	FY17	Difference
		Adopted Budget	Rollover			Proposed Budget	
940	Insurance	1,400,000	1,400,000	0		1,400,000	0
	<b>Subtotal Districtwide Support</b>	<b>91,793,916</b>	<b>91,826,591</b>	<b>(3,589,117)</b>	<b>0</b>	<b>88,237,474</b>	<b>(3,556,442)</b>
	<b>School Service Support</b>						
030	Office of Leadership Development	245,000	245,000	(2,450)		242,550	(2,450)
102	PreK Support Administration	897,193	897,193	(115,864)		781,329	(115,864)
106	Student Placement Center	1,613,394	1,613,394	(32,107)		1,581,287	(32,107)
118	Talent Development and Acceleration	313,265	313,265	(52,633)		260,632	(52,633)
119	Multilingual Learners (MLL) Administration	21,880,499	21,880,724	101,014		21,981,738	101,239
120	Special Education Administration	90,194,384	90,195,307	(200,000)		89,995,307	(199,077)
170	Print Copy Mail Center	0	0			0	0
182	Personalized Learning Through Technology Admin	9,000,000	9,000,000	0		9,000,000	0
192	Boys/Girls Athletics	4,028,214	4,083,650	(81,264)		4,002,386	(25,828)
196/198	Indian Education/American Indian Studies	656,642	656,918	(6,569)	80,000	730,349	73,707
261	Belwin	304,547	304,547	(3,045)		301,502	(3,045)
271	Substitute Teachers	4,330,065	4,330,065	(300,000)		4,030,065	(300,000)
399	School to Work	500,130	502,319	0		502,319	2,189
421	Third Party Reimbursement	862,701	862,701	(17,168)		845,533	(17,168)
610	Instructional Services	3,077,030	3,077,780	(61,248)		3,016,532	(60,498)
640	Staff Development	902,253	902,253	(109,023)		793,230	(109,023)
642	Achievement Plus Initiative	337,000	337,000	0		337,000	0
643	Peer Assistance and Review	1,478,048	1,478,048	(29,413)		1,448,635	(29,413)
715	Counseling & Guidance Services	1,733,936	1,734,536	(34,517)		1,700,019	(33,917)
721	Student Wellness Administration	4,617,424	4,617,424	(91,887)		4,525,537	(91,887)
741	Alternatives to Suspension	615,432	615,432	(12,247)		603,185	(12,247)
760	Transportation	26,520,000	29,185,575	(433,296)	(80,000)	28,672,279	2,152,279
790	Other Pupil Support Services	1,880,029	1,880,029	(37,413)		1,842,616	(37,413)
	<b>Subtotal School Service Support</b>	<b>175,987,186</b>	<b>178,713,160</b>	<b>(1,519,130)</b>	<b>0</b>	<b>177,194,030</b>	<b>1,206,844</b>
	<b>Grand Total</b>	<b>271,935,692</b>	<b>274,694,341</b>	<b>(5,626,792)</b>	<b>0</b>	<b>269,067,549</b>	<b>(2,868,143)</b>



## **Adjustments and Reallocations**

**Saint Paul Public Schools**  
**General Fund Budget Adjustments/Reallocations**  
**Fiscal Year 2016-2017**

**Adjustments/Reallocations**

<b>Program No.</b>	<b>Program Name</b>	<b>Description</b>	<b>Amount</b>
<b>Central Administration</b>			
010	Board of Education	Administrative Expansion for Student Advisory Board	19,300
010	Board of Education	Administrative reduction	(14,597)
010	Board of Education	Staffing Reallocation from Chief Executive Officer	132,500
020	Superintendent's Office	Administrative reduction	(29,950)
022	Chief Executive Officer	Administrative reduction	(9,097)
022	Chief Executive Officer	Staffing Reallocation from Chief Executive Officer	(132,500)
031	Office of Academics	Administrative reduction	(5,787)
033	Office of Operations	Elimination of office	(267,520)
034	Office of Elementary and Secondary Education	Elimination of 1 Assistant Superintendent	(194,108)
043	Office of Engagement	Administrative reduction	(5,713)
150	General Counsel's Office	Administrative reduction	(11,073)
<b>Districtwide Support</b>			
110	Office of Business & Financial Affairs	Administrative reduction	(68,728)
112	Enterprise Resource Planning	Administrative reduction	(15,284)
131	Office of Racial Equity	Administrative reduction	(111,450)
132	Out for Equity	Administrative reduction	(3,510)
133	Multicultural Resource Center	Administrative reduction	(3,567)
134	Office of Family & Community Engagement	Administrative reduction	(169,345)
135	Office of Communications	Administrative reduction	(129,538)
141	Management Information System	Administrative reduction	(29,410)
160	Human Resources	Administrative reduction	(67,731)
190	Research Evaluation & Assessment	Administrative reduction	(128,670)
630	Technology Infrastructure	Administrative reduction	(236,546)
631	Referendum Technology	Administrative reduction	(8,399)
810	Operations and Maintenance	Administrative reduction	(202,984)
811	Facilities - Grounds	Administrative reduction	(15,554)
812	Custodial Services	Administrative reduction	(559,409)
813	Utilities	Administrative reduction	(212,000)
815	Safety & Security	Administrative reduction	(60,000)
850	Facility Planning, Leases & Health & Safety	Administrative reduction	(45,000)
930	Employee Benefits	Administrative reduction	(1,489,317)

**Saint Paul Public Schools**  
**General Fund Budget Adjustments/Reallocations**  
**Fiscal Year 2016-2017**

**Adjustments/Reallocations**

<b>Program No.</b>	<b>Program Name</b>	<b>Description</b>	<b>Amount</b>
<b>School Support Services</b>			
030	Office of Leadership Development	Administrative reduction	(2,450)
102	PreK Support Administration	Administrative reduction	(115,864)
106	Student Placement Center	Administrative reduction	(32,107)
118	Talent Development and Acceleration	Administrative reduction	(52,633)
119	Multilingual Learners (MLL) Administration	Administrative expansion	101,239
120	Special Education Administration	Administrative reduction	(199,077)
192	Boys/Girls Athletics	Administrative reduction	(25,828)
196/198	Indian Education/American Indian Studies	Administrative reduction	(6,293)
196/198	Indian Education/American Indian Studies	Reallocation from Transportation for Lakota teacher	80,000
261	Belwin	Administrative reduction	(3,045)
271	Substitute Teachers	Administrative reduction	(300,000)
399	School to Work	Administrative expansion	2,189
421	Third Party Reimbursement	Administrative reduction	(17,168)
610	Instructional Services	Administrative reduction	(60,498)
640	Staff Development	Administrative reduction	(109,023)
643	Peer Assistance and Review	Administrative reduction	(29,413)
715	Counseling & Guidance	Administrative reduction	(33,917)
721	Student Wellness Administration	Administrative reduction	(91,887)
741	Alternatives to Suspension	Administrative reduction	(12,247)
760	Transportation	Reallocation to American Indian Studies for Lakota teacher	(80,000)
760	Transportation	Administrative expansion for inflation	2,232,279
790	Other Pupil Support Services	Administrative reduction	(37,413)
<b>Total Adjustments &amp; Reallocations</b>			<b>(2,868,143)</b>



## Appendices








## STRONG SCHOOLS, STRONG COMMUNITIES 2.0 2014-2019

### *A Premier Education for All*

The end of the 2013-2014 school year marks the completion of the first phase of the *Strong Schools, Strong Communities* strategic plan for improving the education of all students—without exception or excuse. We thank our families, students, staff, partners and the entire community for your support during this transition.

Three years ago, we began an ambitious journey to increase student achievement and improve the effectiveness and efficiency of our schools. Building on this work, Saint Paul Public Schools is starting the second phase of its strategic plan called *Strong Schools, Strong Communities 2.0* (SSSC 2.0), a five-year plan from 2014 to 2019. With the foundation in place, we will refine our focus and dig deeper to accelerate learning for all students through our three strategic goals:

 <p><b>ACHIEVEMENT:</b> Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions.</p>	 <p><b>ALIGNMENT:</b> Coordinate school programs and supports to reinforce student learning.</p>	 <p><b>SUSTAINABILITY:</b> Continue to be efficient and effective with our budget decisions to maximize classroom resources and create an academic plan focused on results.</p>
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The following five focus areas have been identified as our top priorities for improvement through 2019:

### Goal 1: Achievement

#### Racial Equity Transformation

The achievement gap, or rather the "opportunity gap," between students of color and white students in Saint Paul Public Schools is unacceptable. Racial inequity is a strong contributor to this educational disparity and must be directly addressed for all students to succeed academically. Under SSSC 2.0 we will continue to:

- **Change practices and systems** by identifying the barriers that make it harder for students of color to succeed and for their families to support their learning.
- **Value and invest in all students** by distributing school funds equitably to meet the needs of each school's student population.
- **Examine our personal racial beliefs** to better understand how they affect our students and families of color.

#### Personalized Learning

Personalized learning is a way of teaching that responds to the unique needs and abilities of each student. Personalized Learning provides students different ways to explore school subjects, express themselves, and show what they have learned. Students' voices and choices are supported in a technology-enriched environment. Under SSSC 2.0 we will continue to:

- **Establish personalized learning** as a key strategy to accelerate student achievement.
- **Provide technology tools** to more schools, teachers, and students.

- **Use more technology** to better meet students' digital learning styles.
- **Support and develop teacher capacity** around personalized learning.

### Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources and experiences to prepare them to be successful in college and their careers. Under SSSC 2.0 we will continue to:

- **Ensure middle school students start planning for high school and beyond** by providing effective programs and resources.
- **Increase the opportunities for students to earn post-secondary credit** by improving high school programs, ensuring students meet college entrance requirements and succeed in college.
- **Expand existing and develop new career and technical education (CTE) programs** that prepare students for competitive careers that are in high demand.
- **Make grading, scheduling and graduation requirements consistent** across all schools.

## Goal 2: Alignment

### Excellent PK-12 Programs with Connected Pathways

Providing students with the best community schools and magnet programs possible is a top priority for the district. Those programs will continue from elementary to high school and provide students with the consistent education families expect. Under SSSC 2.0 we will continue to:

- **Create and expand** cultural, language, and specialized programs.
- **Ensure programs have clear pathways** from elementary through high school.
- **Provide all students opportunities to enroll in challenging classes** that develop their talent no matter which school they attend.
- **Increase pre-kindergarten opportunities** for more children.

## Goal 3: Sustainability

### Systems that Support a Premier Education

In order to provide a premier education to our students, we must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in and outside the classroom. Under SSSC 2.0 we will continue to:

- **Attract and retain students and families** by offering excellent programs and improved customer service.
- **Build and retain an exceptional workforce** by better supporting and valuing our employees.
- **Ensure our school buildings are equipped** to meet the learning needs of students.
- **Adopt financial and operational practices** that are more efficient and effective.
- **Use and refine a system to hold ourselves accountable** to our strategic goals and our community.

## 2016-2017 Budget Guidelines

### Philosophy

The Proposed Budget will reflect the District's Strong Schools, Strong Communities 2.0 (SSSC 2.0) strategic plan as adopted by the Board of Education (BOE). The budget is the District's financial plan that must sustain the academic plan. The District must maintain a stable financial system and effective operational practices, so that students and staff have the resources they need to succeed inside and outside the classroom. School and Program budgets will use the five focus areas: Racial Equity, Personalized Learning, Program Articulations and Alignment, Post-Secondary Preparation, and Infrastructure and Systems, in their budget preparations.

### Preparing Budget Calculations

**Budget Model:** A modified roll-over budget method will be used.

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

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

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

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

**Fund Balance:** In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the BOE on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater.

### Creating the Budget

#### **Schools:**

- Continuation of a refined blended Site-Based and Centralized funding method will be used for schools in FY17.
- Class size ranges will determine teacher FTEs.
- Office staffing (Principal, AP, Clerk) and other staffing are determined by enrollment and type of school.

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

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

### Compiling and Presenting the FY17 Budget

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

**Fully Financed Budgets:** Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2016-2017 school year will be included in the Adopted budget.

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

**The Adopted Budget:** Administration will present a balanced budget to the BOE. The budget for 2016-2017 must be approved by the Board of Education by June 30, 2016. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>).

### Fiscal Year 2016-17 Budget Planning Timeline

November – December 2015	Community Budget presentations (Introduction to School District Finance & SPPS Budget)
November – February 2015	FY 2016-17 budget planning meetings (Supt, Asst Supts, Finance, Cabinet, Program Administrators, Principals)
December 15, 2015	SPPS Board of Education Certifies Pay 16 Levy for FY 2016-17
January 2016	FY 2016-17 Revenue & Expenditure Projections
February 2016	SPPS Hyperion (new budget planning system) Go Live
February 5, 2016	REA Office provides preliminary FY17 enrollment projections
February 29, 2016	REA Office provides final FY17 enrollment projections to Finance
March 7, 2016	Presentation to District leadership at Cabinet meeting
March 8, 2016	Presentation of the FY 2016-17 Preliminary General Fund budget to the Committee of the Board
April 17-19, 2016	Distribute school allocation and General Fund program allocations
April 14-June 21, 2016	Community engagement budget presentations
April 18 – April 29, 2016	Joint budget & staffing meetings (Principals, Asst Supts, Human Resources, Finance & Title I)
April 29, 2016	School budgets and Program budgets returned, HR staffing worksheets due
June 21, 2016	FY 2016-17 Budget adopted by Board of Education

**Saint Paul Public Schools  
Certified Pay 16 Levy Factors**

Levy information is submitted to the Minnesota Department of Education to calculate the maximum levy authorized in law. The Pay 16 calculation provided a maximum levy of \$141,208,630 million, a 3.52% increase from the Certified Pay 15 Levy. Board of Education action in September 2015, affirmed the maximum levy of \$141,208,630 million, a 3.52% increase. In December 2015, the Board of Education held the Public hearing required by State law, reviewed the proposed Pay 16 Levy during a Committee of the Board meeting, and certified the Final Pay 16 Levy of \$ 141,208,630, at the December Board meeting.

**Relevant Levy items:**

- General Fund Levy - Pay As You Go was first introduced for Pay 14 continuing in Pay 15 transitioning the alternative facilities (deferred maintenance) program from Debt Levy to the General Fund Levy. With Pay 16 the Long Term Facilities Maintenance (LTFM) program combines and replaces Pay As You Go and Health and Safety. Other Post Employment Benefits (OPEB) and Teachers Retirement Association (TRA) account for \$ 2,928,820 million or 84.4% of the \$ 3,470,531 million General Fund Levy increase in Certified Levy Pay 15 to Certified Levy Pay 16.
- Community Education Levy - A small reduction from Certified Levy Pay 15 to Certified Levy Pay 16.
- Debt Service Levy - Scheduled debt payments and Federal credits on qualified bonds resulted in the Certified Pay 16 Debt Service Levy of \$ 37,902,558 million, a 4.1% increase from Pay 15.

	Pay 15 Certified Levy	Pay 16 Certified Levy	\$ Change	% Change
General Fund Levy	\$96,574,603	\$100,045,134	\$3,470,531	3.6%
Community Education Levy	3,435,950	3,260,938	(175,012)	-5.1%
Debt Service Levy	<u>36,396,561</u>	<u>37,902,558</u>	<u>1,505,997</u>	<u>4.1%</u>
Total Fiscal 2017 All Levies	\$136,407,114	\$141,208,630	\$4,801,516	3.52%

Saint Paul Public Schools  
Certified Levy Pay 2016 compared to Certified Levy Pay 2015

Appendix D

	Certified Pay 15	Certified Pay 16	Difference
<b>GENERAL FUND</b>			
REFERENDUM 1ST TIER	4,912,677	5,090,792	178,115
REFERENDUM 2ND TIER	9,049,240	10,240,518	1,191,278
EQUITY LEVY	1,412,796	1,464,019	51,223
LOCATION EQUITY	11,980,509	12,414,878	434,369
TRANSITION LEVY	6,692,414	6,944,719	252,305
STUDENT ACHIVEMENT	759,948	731,047	-28,901
OPERATING CAPITAL	3,701,676	3,854,947	153,271
INTEGRATION LEVY	4,896,744	4,866,544	-30,200
REEMPLOYMENT LEVY	546,391	707,714	161,323
SAFE SCHOOLS	1,499,623	1,427,328	-72,295
CAREER TECHNICAL	714,325	839,783	125,458
OTHER POST EMPLOYMENT BENEFITS (OPEB)	17,867,649	19,178,958	1,311,309
HEALTH & SAFETY	6,556,168	0	-6,556,168
ALTERNATIVE FACILITIES	12,000,000	0	-12,000,000
LT FACILITIES EQUALIZED	0	3,919,487	3,919,487
LT FACILITIES UNEQUALIZED	0	11,942,635	11,942,635
BUILDING/LAND LEASE LEVY	291,741	290,400	-1,341
HEALTH BENEFIT LEVY	600,000	600,000	0
TRA LEVY	13,859,767	15,477,278	1,617,511
SEVERANCE LEVY	829,034	877,257	48,223
1ST TIER REFERENDUM ADJUSTMENT	-217,227	-58,561	158,666
2ND TIER REFERENDUM ADJUSTMENT	1,273,823	235,777	-1,038,046
LOCATION EQUITY ADJUSTMENT	-999,303	-142,810	856,493
EQUITY ADJUSTMENT	-164,943	-85,203	79,740
TRANSITION ADJUSTMENT	-291,252	-403,829	-112,577
OPERATING CAPITAL ADJUSTMENT	31,758	21,570	-10,188
INTEGRATION ADJUSTMENT	-398,904	153,146	552,050
REEMPLOYMENT ADJUSTMENT	-645,238	-108,371	536,867
SAFE SCHOOL ADJUSTMENT	-5,242	-32,264	-27,022
CAREER TECHNICAL LEVY ADJUSTMENT	0	-18,216	-18,216
ANNUAL OPEB ADJUSTMENT	1	0	-1
HEALTH & SAFETY LEVY ADJUSTMENT	-827,210	533,065	1,360,275
LEASE LEVY ADJUSTMENT	-255,320	-16,057	239,263
TIF ADJUSTMENTS	0	-1,831,463	-1,831,463
OTHER GENERAL ADJUSTMENT	0	28,295	28,295
ABATEMENT LEVY ADJUSTMENT	540,856	568,057	27,201
ADVANCE ABATEMENT ADJUSTMENT	362,102	333,694	-28,408
<b>TOTAL GENERAL FUND</b>	<b>96,574,603</b>	<b>100,045,134</b>	<b>3,470,531</b>

Saint Paul Public Schools  
Certified Levy Pay 2016 compared to Certified Levy Pay 2015

Appendix D

<b>COMMUNITY SERVICE FUND</b>	<b>Certified Pay 15</b>	<b>Certified Pay 16</b>	<b>Difference</b>
BASIC COMMUNITY ED. LEVY	1,966,916	1,966,916	0
EARLY CHILDHOOD FAMILY	867,872	828,349	-39,523
HOME VISITING LEVY	38,741	39,334	593
DISABLED ADULT LEVY	30,000	30,000	0
SCHOOL AGE CARE	500,000	400,000	-100,000
EARLY CHILDHOOD FAMILY ADJUSTMENT	-10,012	-1,508	8,504
HOME VISITING ADJUSTMENT	94	594	500
SCHOOL AGE CARE ADJUSTMENT	-2,954	-46,267	-43,313
ABATEMENT LEVY ADJUSTMENT	32,134	31,302	-832
ADVANCE ABATEMENT ADJUSTMENT	13,159	12,218	-941
<b>TOTAL COMMUNITY SERVICE</b>	<b>3,435,950</b>	<b>3,260,938</b>	<b>-175,012</b>
<b>DEBT SERVICE FUND</b>	<b>Certified Pay 15</b>	<b>Certified Pay 16</b>	<b>Difference</b>
DEBT SERVICE LEVY	35,747,234	37,583,245	1,836,011
REDUCTION FOR DEBT EXCESS	0	-405,719	-405,719
ABATEMENT LEVY ADJUSTMENT	503,313	532,887	29,574
ADVANCE ABATEMENT ADJUSTMENT	146,014	192,145	46,131
<b>TOTAL DEBT SERVICE</b>	<b>36,396,561</b>	<b>37,902,558</b>	<b>1,505,997</b>
<b>TOTAL (ALL FUNDS)</b>	<b>136,407,114</b>	<b>141,208,630</b>	<b>4,801,516</b>

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**NEW APPOINTMENT**

<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>
Richardson, E. C.	Classroom Teacher	02/19/2016	\$29.09	Obama Service Learning
Norton, K. K.	Education Assistant	05/31/2016	\$20.32	1780 W. 7th Street
Bowers, S. L.	Teaching Assistant	04/29/2016	\$11.79	Maxfield Elementary
Claiborn, Q. L.	Teaching Assistant	05/24/2016	\$13.39	Ramsey Middle School
Hill, D. M.	Teaching Assistant	04/26/2016	\$12.99	Galtier Elementary
Villar, L. C.	Teaching Assistant	05/04/2016	\$12.43	Adams Spanish Immersion
Aviles, V. B.	Custodian	05/19/2016	\$15.74	Como Service Center
Hyrkas, D. D.	Custodian	05/31/2016	\$15.74	Rondo Education Center
Walker, J.	Maintenance	05/04/2016	\$15.53	Como Service Center
Larson, D.	Maintenance	05/23/2016	\$14.79	Como Service Center
Chaudhry, I. A.	Nutrition Services Personnel	06/13/2016	\$40.98	Como Service Center
Milton, S.	Nutrition Services Personnel	05/17/2016	\$11.21	Maxfield Elementary

**PROMOTION**

<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>
Caseltine, L. M.	Custodian Career Progression	05/02/2016	\$25.30	Como Service Center
Paradez, D. K.	Custodian Career Progression	05/02/2016	\$25.30	Washington Tech Sec
Doherty, K.	Pipe Fitter Career Progression	04/29/2016	\$46.39	Como Service Center

**TEMPORARY APPOINTMENT**

<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>
Barrett, J. D.	Speech Pathologist	05/11/2016	\$37.51	Bridge View



**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**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>
Chavez-Rios, C. G.	Classroom Teacher	06/10/2016	Harding Senior High
Criswell, M. K.	Classroom Teacher	05/10/2016	Nokomis Montessori North
Fjetland, D.	Classroom Teacher	05/14/2016	Parkway Montessori
Hakseth, A.	Classroom Teacher	05/13/2016	Farnsworth Aerospace
Leepalao, M.	Classroom Teacher	05/27/2016	Phalen Lake Hmong
Nichol, J. D.	Classroom Teacher	05/11/2016	Plato Admin Offices
Palmer, R. A.	Classroom Teacher	06/11/2016	Open World Learning
Prohaska, J. E.	Classroom Teacher	06/11/2016	Humboldt Secondary
Robbins, J. J.	Classroom Teacher	05/20/2016	Humboldt Secondary
Roberts-Simmons, M.	Classroom Teacher	05/11/2016	Washington Tech Sec
Rogers, G.	Classroom Teacher	06/09/2016	Hazel Park Preparatory
Stevens-Royer, J.	Classroom Teacher	05/18/2016	Mississippi Creative
Waite-Tranberg, S. J.	Classroom Teacher	08/20/2016	Battle Creek Elementary
Washburne, S.	Classroom Teacher	08/19/2016	Capitol Hill Magnet
Williams, J. S.	Classroom Teacher	05/14/2016	Wellstone Elementary
Everson, J.	ELL Teacher	06/11/2016	International Academy
Neilson, K.	ELL Teacher	06/03/2016	Harding Senior High
Odermann-Karr, S.	ELL Teacher	06/11/2016	St. Paul Music Academy
Howard, M. E.	Occupational Therapist	06/09/2016	Bruce F Vento Elementary
Henry, J. L.	Social Worker	05/17/2016	Parkway Montessori

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**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>
Polk, S. E.	Special Ed Teacher	08/19/2016	Creative Arts Secondary
Erickson, J. A.	Speech Pathologist	06/08/2016	Bridge View
Mikel, E. A.	Speech Pathologist	06/11/2016	Daytons Bluff
Owens, A. L.	Speech Pathologist	06/11/2016	Nokomis Montessori South
Galvin, K. F.	School/Community Professional	07/01/2016	1780 W. 7th Street
Aggen, M. L.	Education Assistant	06/09/2016	Randolph Heights
Deeton, L. D.	Education Assistant	05/26/2016	Colborne Admin Offices
Guider, D. M.	Education Assistant	06/10/2016	Rondo Education Center
Kariye, S.	Education Assistant	04/25/2016	Expo for Excellence
Larson, E.	Education Assistant	04/15/2016	Central Senior High
Xiong, W.	Education Assistant	05/31/2016	Title I Fed Program
Barry, M. M.	Teaching Assistant	05/26/2016	Highland Park Elementary
Drake, M. S.	Teaching Assistant	06/11/2016	St. Paul Music Academy
Scott, T.	Teaching Assistant	05/11/2016	Bridge View
Waters, J. A.	Teaching Assistant	05/20/2016	St. Paul Music Academy
Herman, T. L.	Clerical	04/19/2016	1780 W. 7th Street
Bryson, E. D.	Nutrition Services Personnel	04/21/2016	Rondo Education Center
Hussein, S. U.	Nutrition Services Personnel	05/04/2016	Rondo Education Center
Kyles, B. D.	Nutrition Services Personnel	05/03/2016	Wellstone Elementary
Meyer, T. S.	Nutrition Services Personnel	05/04/2016	Hazel Park Preparatory
Kenneally, P. P.	Professional Employee	05/09/2016	Como Service Center

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**ADMINISTRATIVE LEAVE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., Q.	Clerical	06/06/2016
B., M. N.	Special Ed Teacher	05/14/2016
F., S. A.	Education Assistant	08/29/2016
H., S. M.	Nutrition Services Personnel	04/28/2016

**REINSTATEMENT AFTER LAYOFF**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McRae, C.	Education Assistant	08/26/2012	\$27.83	Washington Tech Sec

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bregier, R. J.	Classroom Teacher	05/11/2016	Central Senior High
Johnson, D. G.	Classroom Teacher	05/02/2016	Benjamin Mays/Museum
Lee, K.	Classroom Teacher	04/25/2016	Phalen Lake Hmong
May, A. M.	Classroom Teacher	04/25/2016	Johnson Senior High
Roberts-Simmons, M.	Classroom Teacher	05/16/2016	Washington Tech Sec
Tvrdik, C. M.	Classroom Teacher	04/22/2016	271 Belvidere Bldg
Richardson, C.	Special Ed Teacher	05/18/2016	Hamline Elementary
Huyer-DeVries, J.	Social Worker	04/21/2016	Colborne Admin Offices
Bankovics, A. W.	Speech Pathologist	05/10/2016	Linwood Monroe Arts
Smith, A.	Education Assistant	05/12/2016	Harding Senior High
Fischer, J.	Teaching Assistant	01/26/2016	Highland Park Middle
Wolf, B. L.	Teaching Assistant	05/16/2016	St. Paul Music Academy
Meyer, M. E.	Teaching Assistant	05/02/2016	Linwood Monroe Arts
Herman, T. L.	Clerical	05/09/2016	1780 W. 7th Street
Lor, M. N.	Clerical	05/16/2016	Colborne Admin Offices
Vang, C.	School/Community Professional	05/16/2016	Humboldt Secondary

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hanley, P. A.	Operations	04/25/2016	Como Service Center
McCurdy, J. T.	Custodian	05/09/2016	Rondo Education Center
Wenker, K. A.	Custodian	05/19/2016	Hamline Elementary
Davis, E.	Nutrition Services Personnel	05/16/2016	Maxfield Elementary

**REHIRE AFTER TERMINATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cropsey, A. M.	Teaching Assistant	05/09/2016	\$21.79	Expo for Excellence

**CHANGE IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vernosh, R.	Principal	08/08/2016	\$56.98	Maxfield Elementary

**VOLUNTARY REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Murray, K. R.	Teaching Assistant	07/01/2016	\$20.79	Washington Tech Sec

**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
O., T. R.	Special Ed Teacher	05/02/2016
O., T. R.	Special Ed Teacher	05/03/2016
O., T. R.	Special Ed Teacher	05/04/2016
O., T. R.	Special Ed Teacher	05/05/2016
O., T. R.	Special Ed Teacher	05/06/2016
O., T. R.	Special Ed Teacher	05/09/2016
O., T. R.	Special Ed Teacher	05/10/2016
O., T. R.	Special Ed Teacher	05/11/2016
O., T. R.	Special Ed Teacher	05/012/2016
O., T. R.	Special Ed Teacher	05/013/2016
M., L.	Teaching Assistant	05/30/2016
M., L.	Teaching Assistant	05/31/2016
K., M.	Teaching Assistant	05/30/2016

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**SUSPENSION WITHOUT PAY**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
K., M.	Teaching Assistant	05/20/2016
K., M.	Teaching Assistant	05/23/2016
T., K.	Teaching Assistant	05/30/2016
H., S.M.	Nutrition Services	05/10/2016
B., A.	Educational Assistant	06/08/2016
R., Q.	Clerical	06/13/2016
R., Q.	Clerical	06/14/2016
R., Q.	Clerical	06/15/2016
R., Q.	Clerical	06/16/2016
R., Q.	Clerical	06/17/2016

**RETIREMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Larkey, P. J.	Classroom Teacher	06/13/2016	Farnsworth Upper
Berg, J. D.	Classroom Teacher	06/14/2016	Adams Spanish Immersion
Hanson, B.	Classroom Teacher	06/14/2016	Horace Mann School
Muehlenbeck, M.	Classroom Teacher	06/14/2016	Horace Mann School
Ochi-Watson, S. Y.	Classroom Teacher	06/14/2016	Capitol Hill Magnet
Brovold, C. A.	Occupational Therapist	06/14/2016	Battle Creek Elementary
Turnbull, M. C.	Social Worker	06/14/2016	Galtier Elementary
Freeman, S. L.	Superintendency	07/01/2016	Colborne Admin Offices
Hanley, P. A.	Operations	05/21/2016	Como Service Center
Brackins, M. L.	Special Ed Teacher	06/14/2016	Washington Tech Sec
Harrington, E.	Education Assistant	06/18/2016	JJ Hill Montessori
Kersting, M. K.	Education Assistant	08/01/2016	The Heights Community
McRae, C.	Education Assistant	06/11/2016	Bruce F Vento Elementary
Mena, M.	Education Assistant	07/30/2016	Cherokee Heights
Olson, E.	Education Assistant	08/19/2016	Highland Park Middle

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**RETIREMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Stein, D.	Education Assistant	06/11/2016	American Indian Magnet
Baker, T. J.	Custodian	07/12/2016	Obama Service Learning
Harris, J. A.	Custodian	07/30/2016	Eastern Heights

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Blue, L. A.	Classroom Teacher	06/14/2016	Capitol Hill Magnet
Brown, L. M.	Classroom Teacher	06/14/2016	Humboldt Secondary
Casserty-Smith, M. L.	Classroom Teacher	06/14/2016	Chelsea Heights
Ecklund, T. E.	Classroom Teacher	07/31/2016	Humboldt Secondary
Effertz, M. E.	Classroom Teacher	08/01/2016	Humboldt Secondary
Fuller, S. A.	Classroom Teacher	06/18/2016	Eastern Heights
Crandall, J.	Classroom Teacher	06/14/2016	Como Park Senior High
Skonseng, P.	Classroom Teacher	06/15/2016	Creative Arts Secondary
Lowry, J.	Classroom Teacher	04/29/2016	Murray Middle School
Braun, S.	Classroom Teacher	08/03/2016	Crossroads Elementary
Keraka, H.	Classroom Teacher	06/30/2016	Battle Creek Elementary
Henrikssen, I.	Classroom Teacher	06/13/2016	Creative Arts Secondary
Schuster, E.	Classroom Teacher	06/30/2016	Bruce F. Vento Elementary
Freund, N.	Classroom Teacher	08/03/2016	Crossroads Montessori
Hagberg, M.	Classroom Teacher	08/03/2016	Crossroads Montessori
Bovis, S.	Classroom Teacher	06/30/2016	Johnson Achievement Plus
Moua, S.	Classroom Teacher	06/30/2016	Eastern Heights
Haas, D.	Classroom Teacher	06/30/2016	Hazel Park Academy
Ferderer, A.	Classroom Teacher	06/30/2016	Open World Learning

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
O'Connor, M.	Classroom Teacher	06/30/2016	Linwood Monroe Arts
Gernand, A. K.	Classroom Teacher	06/04/2016	Capitol Hill Magnet
Hackbarth, D. T.	Classroom Teacher	06/22/2016	Como Park Senior
Henshaw, B. E.	Classroom Teacher	08/06/2016	Como Park Senior
Juedes, M. E.	Classroom Teacher	06/14/2016	Highwood Hills
Kelley, M. A.	Classroom Teacher	06/22/2016	Como Park Senior
Moten, M. E.	Classroom Teacher	08/14/2016	Ramsey Middle School
Schmitz, T. S.	Classroom Teacher	06/15/2016	Nokomis Montessori North
Vacinek, C. D.	Classroom Teacher	06/14/2016	Eastern Heights
Gothmann, T. J.	Special Ed Teacher	08/19/2016	Ramsey Middle School
Kuznetsov, S. A.	Special Ed Teacher	06/14/2016	Como Park Senior High
Timmer, A. J.	Special Ed Teacher	06/14/2016	Highland Park Senior
Engstrom, L. A.	Education Assistant	06/11/2016	Highland Park Elementary
Mena, E.	Education Assistant	04/12/2016	Nokomis Montessori South
Borstelmann, J. M.	Teaching Assistant	06/11/2016	Eastern Heights
Brandow, N. H.	Teaching Assistant	05/28/2016	Journey's Secondary
Cossetta, J. D.	Teaching Assistant	05/22/2016	Highwood Hills
Feld, S. E.	Teaching Assistant	05/07/2016	St. Paul Music Academy
Foster, S. N.	Teaching Assistant	05/21/2016	Central Senior High
Garrison, B. L.	Teaching Assistant	06/01/2016	Open World Learning
Jackson, J. J.	Teaching Assistant	05/18/2016	Battle Creek Middle
Kampmeier, H.	Teaching Assistant	04/30/2016	St. Paul Music Academy
Moua, M.	Teaching Assistant	05/24/2016	Farnsworth Aerospace
Peterson, N. S.	Teaching Assistant	05/12/2016	Bridge View
Reyes Sanchez, E.	Teaching Assistant	05/24/2016	Battle Creek Middle
Sanders, M. M.	Teaching Assistant	06/11/2016	Wellstone Elementary

**HUMAN RESOURCE TRANSACTIONS**  
**May 1, 2016 through May 31, 2016**  
**June 21, 2016**

**RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
	Teaching Assistant	04/30/2016	Sandlin, D. A. Bruce F Vento Elementary
Medina Coste, L. C.	Clerical	06/18/2016	Wellstone Elementary
Kuzj, C. D.	Speech Pathologist	06/14/2016	Johnson Senior High
Fish, A. E.	Nurse	06/14/2016	Groveland Park
Kaufman, S. D.	Occupational Therapist	05/26/2016	Johnson Achievement
McMoore, S. J.	School/Community Professional	06/11/2016	Harding Senior High
Quiroz, M. L.	School/Community Professional	08/02/2016	Battle Creek Middle
Kirchstein, S. M.	Nutrition Services Personnel	05/18/2016	Como Service Center
Yusuf, B. A.	Nutrition Services Personnel	05/14/2016	Highland Park Senior

**TERMINATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., E. A.	Teaching Assistant	05/07/2016
E., A. V.	Teaching Assistant	05/25/2016
P., R. N.	Teaching Assistant	04/22/2016
E., L. A.	Clerical	05/27/2016

**DISCHARGE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., T. M.	Teaching Assistant	05/07/2016
B., K. L.	Teaching Assistant	04/27/2016
H., R.	Teaching Assistant	05/14/2016
J., M. L.	Teaching Assistant	05/12/2016

**TERMINATION OF TEMPORARY EMPLOYMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., J. D.	Speech Pathologist	05/10/2016



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

**DATE:** June 21, 2016

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

**A. PERTINENT FACTS:**

1. \$5000 was gifted to Linwood Monroe Arts Plus for the 2016-17 school year to be added to 19-528-000-000-5096-0000
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:** June 21, 2016

**TOPIC:** Gift Acceptance from The Jack and Gretchen Norqual Foundation

**A. PERTINENT FACTS:**

1. Como Park Senior High School would like to accept a monetary gift of \$15,000 from the Jack and Gretchen Norqual Foundation
2. This gift is to be used for the Don Norqual Senior scholarships (\$10,000) and for the Robert Turner Athletic Fund (\$5,000).
3. This project will meet the District strategic plan goals of achievement and sustainability
4. This item is submitted by Theresa Neal, Principal, Como Park Senior High School and Theresa Battle, Assistant Superintendent of High Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to Allina Health

**A. PERTINENT FACTS:**

1. Allina Health is currently accepting grant applications for projects that supporting student health and wellness activities in Saint Paul Public Schools.
2. Saint Paul Public Schools Student Wellness has prepared an application for funds to award mini-grants to district Wellness Champions for wellness events and initiatives. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$19,800. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Yackley, Supervisor, Student Health and Wellness; Ryan Vernosh, Director, Communications, Marketing and Development; Elizabeth Keenan, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to Allina Health for funds to provide mini-grants to Wellness Champions in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Accept a Grant from Digital Promise Global

**A. PERTINENT FACTS:**

1. Digital Promise Global, with funding from HP Inc., is financing an international network of schools that support students as designers, creators, and inventors, through learning environments that encourage student agency and leverage powerful technology. This work is part of an HP and Microsoft initiative called Reinvent the Classroom.
2. Highland Park Senior High School prepared an application and received a grant for approximately \$25,000 of in-kind technology equipment to provide expanded access to technology for the creation of innovative and compelling media projects.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Winston Tucker, Principal, Highland Park Senior High School; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from Digital Promise Global to support innovative uses of technology at Highland Park Senior High School; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to Dollar General Literacy Foundation for Chelsea Heights Elementary School

**A. PERTINENT FACTS:**

1. The Dollar General Literacy Foundation is currently accepting grant applications for projects that provide direct service to adults and children in need of literacy assistance.
2. Chelsea Heights Elementary School has prepared an application for funds to purchase approximately 375 multicultural texts for at home reading and classroom instruction. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$4,000. 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 Jill Gebeke, Principal, Chelsea Heights Elementary School; Ryan Vernosh, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Dollar General Literacy Foundation for funds to purchase multicultural texts at Chelsea Heights Elementary; 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:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to Dollar General Literacy Foundation for Frost Lake Elementary School

**A. PERTINENT FACTS:**

1. The Dollar General Literacy Foundation is currently accepting grant applications for projects that provide direct service to adults and children in need of literacy assistance.
2. Frost Lake Elementary School has prepared an application for funds to purchase sets of leveled nonfiction books to provide for independent reading and take-home books for first graders who read at or below grade level. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,600. 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 Stacey Kadrmas, Principal, Frost Lake Elementary School; Ryan Vernosh, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Dollar General Literacy Foundation for funds to purchase nonfiction and take-home books at Frost Lake Elementary; 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:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to Dollar General Literacy Foundation for Highland Park Senior High School

**A. PERTINENT FACTS:**

1. The Dollar General Literacy Foundation is currently accepting grant applications for projects that provide direct service to adults and children in need of literacy assistance.
2. Highland Park Senior High School has prepared an application for funds to deliver an enhanced curriculum that uses photography, reading, and writing to develop literacy skills. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$3,200. 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 Winston Tucker, Principal, Highland Park Senior High; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Dollar General Literacy Foundation for funds to deliver a literacy curriculum at Highland Park Senior High; 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:** June 14, 2016

**TOPIC:** Acceptance of Johnson Family Foundation Grant to Humboldt High School Athletics

**A. PERTINENT FACTS:**

1. \$8000 of this grant is deemed for specific athletic supplies to support student athletes at Humboldt High School.
2. This project will meet the District strategic plan goals of Achievement and Alignment through supporting programs to enhance student learning and connecting learning to real world applications.
3. This item is submitted by Michael Sodomka, Principal, Theresa Battle, Assistant Superintendent and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to accept the \$8000 grant is deemed for specific athletic supplies to support student athletes at Humboldt High School.



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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Accept a Grant from Lowe's Toolbox for Education

**A. PERTINENT FACTS:**

1. Lowe's Toolbox for Education provides grants to projects that provide the tools that help educators and parent groups through today's challenging times efficiently, while providing the greatest impact, with basic necessities taking priority.
2. LEAP High School prepared an application and received a grant for approximately \$5,000 to Add multi-leveled books to the LEAP High School Library to increase literacy, reading proficiency and reading enjoyment in the English Language.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rose Santos, Principal, LEAP High School; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from Lowe's Toolbox for Education to purchase books for the LEAP High School library; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to Minnesota Department of Education

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting application for allocations through the Carl D. Perkins Vocational and Applied Technology Education Act.
2. Saint Paul Public Schools' Career and Technical Education has prepared an application for funds to expand CTE programs and career pathways in the coming school year. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$576,100. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, CTE; Ryan Vernosh, Director, Communications, Marketing and Development; Jon Peterson, Executive Director, Office of Career and College Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to Minnesota State Colleges & Universities for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation

**A. PERTINENT FACTS:**

1. The Minnesota Department of Transportation is currently accepting grant applications for projects that support teachers in training students to follow safe walking and bicycling behavior.
2. Saint Paul Public Schools Office of Student Wellness has prepared an application for funds to purchase a bicycle trailer for instructional purposes. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$30,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. The granting agency requires that the Board of Education incorporate the following language into its approval of this resolution:

WHEREAS, the Minnesota Department of Transportation Safe Routes to School Program assists schools and communities by making it safer for children to walk and bike to school; and

WHEREAS, the Minnesota Department of Transportation Safe Routes to School Program solicited applications for bicycle fleets to enable school and communities to implement Safe Routes to School education activities; and

WHEREAS, Saint Paul Public Schools will teach the Walk! Bike! Fun! curriculum and continue the program for at least five years; and

WHEREAS; No local match funding is required; and

NOW THEREFORE, BE IT RESOLVED, that the Saint Paul Public Schools Board of Education supports the Safe Routes to School bicycle fleet grant contract.

BE IT FURTHER RESOLVED, that the Saint Paul Public Schools Board of Education authorizes the Superintendent to enter into an agreement with the Minnesota Department of Transportation to purchase a bicycle trailer and supplies funded with the Safe Routes to School program. And teach the Walk! Bike! Fun! curriculum, store and maintain the fleet, and share it with other schools and organizations for a period of at least five years.

BE IT FURTHER RESOLVED, that the Superintendent is hereby authorized to execute such Agreement and any amendments.

DATE: June 21, 2016  
TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation  
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5. This item is submitted by Mary Yackley, Student Health and Wellness Supervisor; Ryan Vernosh, Director, Communications, Marketing and Development; Elizabeth Keenan, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Transportation for funds to support training of safe walking and bicycling behavior in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to the U.S. Department of Education's CTE Makeover Challenge

**A. PERTINENT FACTS:**

1. The U.S. Department of Education is currently accepting grant applications for projects that design models of makerspaces that strengthen career and technical skills through making.
2. Saint Paul Public Schools' Career and Technical Education (CTE) has prepared an application for funds to upgrade the Makerspace at Johnson Senior High School to meet curricular needs. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$20,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, CTE; Ryan Vernosh, Director, Communications, Marketing and Development; Micheal Thompson, Principal, Johnson Senior High School; Jon Peterson, Executive Director, Office of Career and College Readiness; Theresa Battle, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to upgrade the Makerspace at Johnson Senior High 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:** June 21, 2016

**TOPIC:** Request for Permission to Submit a Grant Application to the U.S. Department of Education's Carol M. White Physical Education Program

**A. PERTINENT FACTS:**

1. The U.S. Department of Education is currently accepting grant applications for projects that initiate, expand, or enhance physical education programs, including before school, after school, and summer programs for students in kindergarten through 12th grade.
2. Saint Paul Public Schools' Office of Teaching and Learning has prepared an application for funds to ensure that standardized health and physical education is integrated and aligned from kindergarten through grade 8. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1.4 million. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Hans Ott, Director, Office of Teaching and Learning; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to standardize K-8 health and physical education in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Accept a Grant from the VH1 Save the Music Foundation

**A. PERTINENT FACTS:**

1. The VH1 Save the Music Foundation's Keys + Kids Piano Grant program responds to the growing need for high-quality, functional pianos to provide students with a safe and inclusive community to be outstanding through the arts. The grant program gives in-kind musical instruments to schools that demonstrate need.
2. Stephanie Bijoch, a music teacher at Parkway Montessori & Community Middle School, prepared an application and received a grant for approximately \$10,000 of in-kind musical instruments to support piano instruction and performances within the Parkway music program
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Timothy Hofmann, Principal, Parkway Middle School; Ryan Vernosh, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from the VH1 Save the Music Foundation to support piano instruction and performances at Parkway; and to implement the project as specified in the award documents.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation

**A. PERTINENT FACTS:**

1. The Amherst H. Wilder Foundation provides grants to programs that promote the social welfare of persons resident or located in the greater Saint Paul metropolitan area.
2. The Department of Alternative Education prepared an application and received a grant for approximately \$75,000 to finance staffing expenses to support families and children at the Rondo Freedom School site for the 6 weeks it is in session.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Rev. Dr. Darcel Hill and Dr. Fatima Lawson, Alternative Education; Ryan Vernosh, Director, Communications, Marketing and Development; Jon Peterson, Executive Director, Office of Career and College Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools 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:** June 21, 2016

**TOPIC:** Contract for Services Between Saint Paul Public Schools (SPPS) and Ramsey County Community Corrections for Providing Summer Term 2016 Educational Services to Students at the Boys Totem Town and Ramsey County Juvenile Detention Center

**A. PERTINENT FACTS:**

1. The purpose of this agreement is to ensure that students placed at Boys Totem Town and Ramsey County Juvenile Detention Center will be provided opportunities to engage in credit recovery and summer learning during Summer Term 2016.
2. Services at each site are provided from June 20, 2016 through August 11, 2016, four days a week, Monday through Thursday, 6 hours each day. The program hours are 8:30am to 2:30 pm daily at each site for a total not to exceed 32 days.
3. This agreement aligns with the Strong Schools, Strong Communities 2.0 plan, Goal Area 1 – Achievement by providing our students placed at Boys Totem Town and the Ramsey County Juvenile Detention Center with opportunities to recover credits and engage in summer learning to prohibit summer learning loss.
4. This item is submitted by Fatima Lawson, POSA, Department of Alternative Education, Elizabeth Keenan, Assistant Superintendent Specialized Services and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to enter into a Contract for Services Agreement with Ramsey County Community Corrections and accept the County's offer, not to exceed, \$35,000 to support the Summer Term program at Boys Totem Town and the Ramsey County Juvenile Detention Center.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Enter into a Contract with Saint Paul College to Hire a College Navigator for the Youth Career Connect (YCC) Grant

**A. PERTINENT FACTS:**

1. The Youth Career Connect grant (YCC) through the U.S. Department of Labor, provides students in the Academy of Finance (AOF) at Como Park HS and Academy of Information Technology (AOIT) at Humboldt HS, with the opportunity to earn articulated college credits from Saint Paul College.
2. During years 2016-17 and 2017-18 of the grant, a College Navigator will be hired by Saint Paul College to provide individualized college and career readiness services to high school AOF and AOIT juniors, seniors, and first-year college students.
3. Saint Paul Public Schools' YCC grant will provide Saint Paul College with up to \$75,000 per year to fund the position for a maximum of two years.  
Budget code: 29-005-710-599-6305-3572
4. This project will meet the District strategic plan goals of increasing the number of students who earn dual credits while in high school.
5. This item is submitted by Jon Peterson, Executive Director, Office of College and Career Readiness; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (or Designee) to enter into a contract with Saint Paul College to hire a Youth Career Connect (YCC) College Navigator.

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

**DATE:** June 2, 2016

**TOPIC:** Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction With and To Act As Fiscal Agent for Saint Paul Community Literacy Consortium ( SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes Through the Saint Paul Public Schools Adult Basic Education Program and Nine Consortium Members

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting applications from adult basic education consortia, which may include nonprofit organizations, public school districts, community-based organization, faith based organizations, public post-secondary Institutions, Minnesota Depart of Corrections or tribal authorities.
2. SPPS along with SPCLC is asking for approximately \$8, 990. 000 from State and Federal funds. The exact amount will be based upon the final count of learner hours during the 2015-16 school year.
3. This grant will help empower Adult students throughout Saint Paul to receive basic skills education, English literacy training, occupational classes and wrap around services to help them transition to higher education or the workforce This item supports the district wide goal of achievement.
4. This item is submitted by Scott D. Hall, Adult Basic Education Supervisor, Lynn Gallandat, Community Education Director, Jackie Turner, Chief Engagement Officer, and Michelle Walker, Chief Executive Officer

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Education program and the Saint Paul Community Literacy Consortium.

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

**DATE:** June 21, 2016

**TOPIC:** Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities for Providing the Bell Power Scholars Academy.

**A. PERTINENT FACTS:**

1. The Office of the Superintendent requests permission to enter into a memorandum of understanding with the YMCA of the Greater Twin Cities to provide educational services for 120 youth at Maxfield Elementary to combat summer learning loss and improve the academic success of children through the Bell Power Scholars Academy program.
2. The Bell Power Scholars Academy is a summer learning program, operated as a collaborative Scholars Academy, and is designed to deliver the BELL-model summer learning approach through the YMCA network.
3. Current students will be recommended by the principal/teacher, based on YMCA and ALC criteria.
4. The program is a six week, five day per week program focused on providing math, literacy, and STEM for youth entering 1<sup>st</sup>-5<sup>th</sup> grades. The program will also provide enrichment opportunities such as physical movement, arts, music, nutrition, leadership, service projects, careers, and field trips.
5. This project will meet the District strategic plan goal/goals of achievement by helping to improve the academic readiness and success of children in low-income environments and help to prohibit summer learning loss.
6. This item is submitted by Fatima Lawson, POSA, Department of Alternative Education, Sharon Freeman, Assistant Superintendent and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

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

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

**DATE:** June 21, 2016

**TOPIC:** Renewal of Contract with Teachers on Call

**A. PERTINENT FACTS:**

1. The Human Resources Department of Saint Paul Public Schools is recommending that we renew the contract with Teachers on Call to provide substitute teachers to the district.
2. Teachers on Call began providing services to the district at the start of the 2014-2015 school year. In that time they improved the daily substitute fill rate from 88% to 96%. The new contract includes a 2% increase in the contract service rate.
3. The amount will be charged to budget code 01-005-271-000-6305-0000
4. The recommendation meets the District's strategic plan goal of achievement.
5. This item is submitted by Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to renew the contract with Teachers on Call to provide substitute teacher services for Independent School District 625. The contract amount will be charged to budget code #01-005-271-000-6305-0000.

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

**DATE:** June 21, 2016

**TOPIC:** Lease Agreement with West Side Booster Club

**A. PERTINENT FACTS:**

1. West Side Booster Club desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to West Side Booster Club.
3. Terms and conditions of the Lease Agreement include the following:
  - a. The lease term will be nineteen (19) months commencing June 1, 2016 and terminating December 31, 2017 with two (2) – one (1) year extensions.
  - b. The District will lease desk space within an office area space at 209 West Page Street to West Side Booster Club to provide athletic opportunities for young people regardless of their ability or financial status. Their mission is to develop and administer programs which encourage the athletic development of their participants.
  - c. Rent for this term will be eighty-nine and 05/100 dollars (\$89.05) monthly. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning resource allocation to district priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATIONS:**

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and West Side Booster Club to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN 55107 for the term June 1, 2016 through December 31, 2017, with monthly rent of eighty-nine and 05/100 dollars (\$89.05) subject to all other terms and conditions of said agreement.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Permission to Accept a Stipend Check from the School Nutrition Association

**A. PERTINENT FACTS:**

1. Each year the School Nutrition Association (SNA) budgets and pays the school district from which the national SNA president comes from a stipend as a "thank you" for the time and service rendered to SNA.
2. The School Nutrition Association (SNA) is a national, nonprofit professional organization representing more than 56,000 members who provide high-quality, low-cost meals to students across the country. Recognized as the authority on school nutrition, SNA has been advancing the availability, quality and acceptance of school nutrition programs as an integral part of education since 1946.
3. Chief Operations Officer Jean Ronnei has served as the SNA president this past year. Her term ends July 2016.
4. The amount of the stipend check is \$18,000.00. The funds will be designated for the nutrition services department general fund.
5. This item is submitted by Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept the stipend check from SNA for the Nutrition Services Fund.

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

**DATE:** June 10, 2016

**TOPIC:** Enter into a Collaboration with Minnesota State University, Mankato

**A. PERTINENT FACTS:**

1. The *Saint Paul Public Schools Principal Leadership Development Program* is a collaborative program offered jointly by Saint Paul Public Schools and Minnesota State University, Mankato in an effort to provide innovative practical and standards-based training to aspiring school principals.
2. Candidates who successfully complete the program should be eligible to become licensed principals in the state of Minnesota with the knowledge, skills and dispositions necessary to transform urban schools.
3. Saint Paul Public Schools will identify, recruit, and select appropriate candidates for the program in alignment with selection requirements that meet or exceed those of MSU. The program requires students to complete thirty (30) credits in thirteen (13) months. Curriculum will be delivered jointly by SPPS program facilitators and MSU Educational Leadership faculty.
4. Funding will be provided by the Office of Leadership Development, budget code 01-005-030-316-6305-0000 in the amount of \$50,000.00.
3. This project will meet the District strategic plan goals of Achievement, Alignment, and Sustainability.
4. This item is submitted by Patrick Duffy, Director of Leadership Development; Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to accept the collaboration and to approve the \$50,000 Income Contract with Minnesota State University, Mankato.





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

**DATE:** June 21, 2016

**TOPIC:** Approval of an Employment Agreement with the North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2016-2019

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period May 1, 2016 through April 30, 2019.
2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$1.90 wage increase. The second and third year wage increase is \$1.95.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates.
4. The District has 10 regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:
  - in the 2015-16 budget year (May 1, 2016-June 30, 2016): \$5,295
  - in the 2016-17 budget year (July 1, 2016-June 30, 2017): \$32,621
  - in the 2017-18 budget year (July 1, 2017-June 30, 2018): \$36,670
  - in the 2018-19 budget year (July 1, 2018-June 30, 2019): \$29,657
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom the North Central States Regional Council of Carpenters, is the exclusive representative; duration of said Agreement is for the period of May 1, 2016 through April 30, 2019.

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

**DATE:** June 21, 2016

**TOPIC:** Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for School and Community Service Professionals

**A. PERTINENT FACTS:**

1. New Agreement is for a two-year period from July 1, 2015 through June 30, 2017.
2. Contract changes are as follows:  
  
Wages: Effective October 17, 2015, salary schedule rates are increased by 2.0%. Effective July 1, 2016, salary schedule rates will increase by 2.0%. Maintain step and lane progression for both years.  
  
Longevity: Add a new 25-year longevity rate added to the salary schedule at \$1,800.
3. The District has approximately (155) regular employees in this bargaining unit.
4. The new total package costs for this agreement are estimated as follows:
  - in the 2015-2016 budget year: \$11,115,017
  - in the 2016-2017 budget year: \$11,477,491
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those School and Community Service Professional employees in this school district for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2015 through June 30, 2017.

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

**DATE:** June 21, 2016

**TOPIC:** Approval of a Salary Recommendation for Superintendency members of Independent School District No. 625 (Saint Paul Public Schools)

**A. PERTINENT FACTS:**

1. The recommendation is for a two-year period from July 1, 2015 through June 30, 2017.
2. The Human Resources department recommends that members of the Superintendency group receive salary increases as follows:
  - a) Effective July 1, 2015 increase salary for members of this group by 1.5%.
  - b) Effective July 1, 2016 increase salary for members of this group by 1.5%.
3. The district currently has 23 regular employees who are part of the Superintendency group.
4. The new total package cost for the agreement are estimated as follows:
  - In the 2015 -2016 budget year: \$54,405
  - In the 2016 -2017 budget year: \$42,629
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education approve the recommended salary increase for members of the Superintendency; duration of said recommendation is for the period of July 1, 2015 through June 30, 2017.

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

**DATE:** June 21, 2016

**TOPIC:** Insurance - General Liability & Crime, Educators Legal Liability, Excess Liability, Auto

**A. PERTINENT FACTS:**

1. The District is insured for general liability and crime, educators legal liability, excess liability, and auto coverage. Currently, this policy is insured by Wright Specialty/Catlin Insurance Company. The policy term is July 1, 2015 through June 30, 2016.
2. A bundled policy in the amount of \$764,623.00. was negotiated for the renewal period of July 1, 2016 through June 30, 2017. MN Auto Theft Prevention Surcharges are included in the premium.
3. The terms and conditions of the offered bundled policy are the same as the current policy. Premium is direct billed with 25% down and nine monthly installments.
4. This recommendation has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan goal of sustainability.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer (CFO).

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to renew a 12-month policy for general liability and crime, educators legal liability, excess liability, and auto insurance coverage with Wright Specialty/Catlin Insurance Company for the renewal period of July 1, 2016 through June 30, 2017, at a cost of \$764,623.00. for the policy term.

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

**DATE:** June 21, 2016

**TOPIC:** Insurance – Property

**A. PERTINENT FACTS:**

1. The District is insured for property coverage. Currently, this policy is insured by Affiliated FM. The policy term is July 1, 2015 through June 30, 2016.
2. A policy in the amount of \$488,695. was negotiated for the renewal period of July 1, 2016 through June 30, 2017. MN State Fire Tax/Surcharges are included in the premium.
3. The terms and conditions of the offered policy are the same as the current policy. Premium is agency billed and prepaid.
4. This recommendation has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan goal of sustainability.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer (CFO).

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the renewal period of July 1, 2016 through June 30, 2017, at a cost of \$488,695. for the policy term.

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

**DATE:** June 21, 2016

**TOPIC:** Memorandum of Understanding Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers (SPFT) Regarding a Union Leave of Absence for Rebecca Wade, Teacher to Fulfill Duties for SPFT

**A. PERTINENT FACTS:**

1. A Memorandum of Understanding request for Rebecca Wade, for a Union Leave of Absence from her teaching duties to fulfill the duties of Release Time Professional Development Coordinator, for the Saint Paul Federation of Teachers beginning with the 2016 - 2017 school year. As per the attached Memorandum of Understanding Union Leave outline, pay and benefits will continue through the District payroll process in the same manner as for a full-time teacher. SPFT will reimburse the District for the actual cost of all compensation and benefits paid to Ms. R. Wade during this time.
2. The agreement will be in effect between the District and SPFT while Ms. R Wade serves as Federation Release Time Professional Development Coordinator.
3. This report supports the District's strategic plan goal of alignment
4. This item is submitted by Laurin Cathey, Executive Director, Human resources & Labor Relations and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

District 625, Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding Union Leave, regarding salary and benefits continuation for Rebecca Wade effective August 1, 2016 and will remain in effect through the end of her term as SPFT Release Time Professional Development Coordinator.

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

**DATE:** June 21, 2016

**TOPIC:** Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2016-2017

**A. PERTINENT FACTS:**

1. The Memorandum of Agreement is for a one-year period, May 1, 2016, through April 30, 2017.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has five regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
  - in the 2015-2016 budget year (May 1, 2016 – June 30, 2016): \$3,269
  - in the 2016-2017 budget year (July 1, 2016 – April 30, 2017): \$16,345
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2016 through April 30, 2017.



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

**DATE:** June 21, 2016

**TOPIC:** Monthly Operating Authority

**A. PERTINENT FACTS:**

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

**B. RECOMMENDATIONS:**

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

(a) General Account	#658073-659460 #0001919-0001973 #7001736-7001770 #0001039-0001084	\$69,865,928.78
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$568,296.30</u>
		<u>\$70,434,225.08</u>

*Included in the above disbursements are payrolls in the amount of \$56,970,519.76 and overtime of \$255,235.32 or 0.45% of payroll. April disbursements included 3 payrolls.*

(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 September 30, 2016.

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

**DATE:** June 21, 2016

**TOPIC:** Name Change for Barack and Michelle Obama Service Learning Elementary School

**A. PERTINENT FACTS:**

1. The Barack and Michelle Obama Elementary School Community is seeking to change the current name of the school from Barack and Michelle Obama Service Learning Elementary School to Barack and Michelle Obama Elementary School.
2. The rationale for making this change is based on the fact that service learning is no longer the focus of the school. Beginning in August, 2016, the new focus of the school will be a Schoolwide Enrichment Model and the new name will reflect this change. The reasons for making this change in focus is based on the need to provide the scholars attending Barack and Michelle Obama Elementary School with the following<sup>1</sup>:
  - Action Orientation – specific characteristics that motivate an individual to succeed
  - Social Interactions – traits that enable someone to successfully interact with others
  - Altruistic Leadership – characteristics relating to both empathy and dependability
  - Realistic Self Assessment – awareness of one's own abilities, realistic self appraisal, and self-efficacy
  - Awareness of the Needs of Others – subsumes sensitivity, approachableness, and strong communication skills
3. This name change will meet the District strategic plan goal/goals of Alignment (create and expand cultural, language, and specialized programs and provide all students opportunities to enroll in challenging classes that develop their talent) and Sustainability (Attract and retain students and families by offering excellent programs).
4. This item is submitted by Adrain Pendelton, Principal, Barack and Michelle Obama Service Learning Elementary and Sharon Freeman, Elementary Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the name change of Barack and Michelle Obama Service Learning Elementary to Barack and Michelle Obama Elementary School beginning in the Fall of 2016.

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<sup>1</sup> *Rating the Executive Functions of Young People*, Renzulli & Mitchell, 2011

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

**DATE:** June 21, 2016

**TOPIC:** Permission for Institutions of Higher Education to Participate in Field/Practicum Experiences at SPPS

**A. PERTINENT FACTS:**

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

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

3. There are three contracts that are expiring during SY15-16. This request is to enter into new multi-year agreements with the following IHEs. Each institution has a separate agreement that varies in length.
  - The College of St. Scholastica
  - Metropolitan State University
  - University of Minnesota, Duluth
4. These arrangements with teacher preparation programs provide an excellent way to recruit candidates for the District.
5. There is no additional cost to the District for the teacher preparation programs.
6. Collaboration with colleges to train high quality urban staff supports the strategic plan.

DATE: June 1, 2016  
TOPIC: Permission for Institutions of Higher Education to Participate in Field/Practicum Experiences at SPPS  
Page 2

7. These partnerships will meet the District target area goals of achievement, alignment and sustainability.
8. This item is submitted by Patrick Duffy, Director of Office of Leadership Development

**B. RECOMMENDATION:**

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

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

**DATE:** June 9, 2016

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

**A. PERTINENT FACTS:**

1. The Minnesota State High School League requires the Board of Education to adopt the attached resolution in order to renew the School District's membership in the Minnesota State High School League. It must be submitted to the M.S.H.S.L. by September 1, 2016.
2. There is no cost to the District.
3. This item will meet the District target area goals of achievement and alignment.
4. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** June 21, 2016

**TOPIC:** Revise Population Estimate to Minnesota Department of Education

**A. PERTINENT FACTS:**

1. Per Minnesota Statute 275.14, "In any year in which no federal census is taken pursuant to law in any school district affected by sections 124D.20 and 124D.531 a population estimate may be made and submitted to the state demographer for approval as hereinafter provided."
2. Current funding for the Community Education Department of Saint Paul Public Schools is based on 2010 census population of 285,068.
3. Per Minnesota Department of Administration State Demographer, 2015 preliminary population estimate for Saint Paul is 300,851. Per board resolution to use this number, State Demographer will certify it and pass it on to the Department of Education.
4. Following through on the course suggested by Minnesota Department of Administration State Demographer will meet the strategic District target area goal strategic goal of sustainability.
5. This item is submitted by Lynn Gallandat, Director of Community Education Department; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

1. That the Board of Education authorize the Superintendent to submit 2015 population number in consideration of funding formula for Community Education.

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

**DATE:** June 21, 2016

**TOPIC:** Ricoh Lease (RATIFICATION)

**A. PERTINENT FACTS:**

1. The current Ricoh multi-function copier lease ends on June 30, 2016. In our continued effort to reduce expenses outside the classroom, we will be utilizing a US Communities contract to obtain multi-function copier lease at \$9,000 per month or \$108,000 yearly savings. Additionally, we will be upgrading our copier fleet to include new machines, secure printing, color, duplexing and follow me printing. Our plan is to replace the multi-function copiers during the summer to minimize impacts to schools.
2. Ricoh, a vendor on the US Communities contract (which was also used for the previous contract), has provided lease terms of 5 years at a monthly cost of \$61,493 or a yearly cost of \$737,916. This includes manage services for break/fix as well as toner management.
3. The purchase is over \$100,000 and board approval is required.
4. This purchase has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided by all District schools and departments.
6. This purchase meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Idrissa Davis, Deputy Chief, Technology Services and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education ratify the Administration's action for the purchase of Ricoh on a lease for 5 years for the amount totaling \$61,493 per month.

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

**DATE:** June 21, 2016

**TOPIC:** AGAPE Masonry Envelope Repair Bid Approval

**A. PERTINENT FACTS:**

1. This project provides all labor, materials, equipment and services for the envelope repair project at AGAPE High School.
2. The following bid was received per the terms and conditions of NJPA EZIQC Contract No MN02B-031516-LBC.

	<u>Lump Sum Base Bid</u>
	<u>Plus alternate no. 1</u>
L.S. Black .....	\$244,562.65

3. Alternate no. 1 – inclusion of finishing work.
4. The bid was reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Long Term Facilities Maintenance Revenue.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize award of the AGAPE Masonry Envelope Repair bid to LS Black for the lump sum base bid plus alternate no. 1 for \$244,562.65.



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

**DATE:** June 21, 2016

**TOPIC:** Renewal of Request for Bid # A200284-E - Petite Bananas

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of petite bananas with Russ Davis Wholesale, Inc.
2. The original contract was approved for a one year period, beginning September 1, 2013 through August 31, 2014, for the estimated value of \$186,450. The contract was renewed for the period of September 1, 2014 through August 31, 2015 for an estimated value of \$210,000. The contract was renewed for the period of September 1, 2015 through June 30, 2016 for the estimated value of \$245,000.
3. The Nutrition Services Department requests authorization to renew the contract with Russ Davis Wholesale, Inc. for a one year period, beginning July 1, 2016 through June 30, 2017, for the estimated value of \$245,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the renewal of Bid # A200284-E with Russ Davis Wholesale, Inc. for furnishing and delivery of petite bananas for the period of July 1, 2016 through June 30, 2017, for an estimated value of \$245,000.

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

**DATE:** June 21, 2016

**TOPIC:** Bid # A207476-A - Renew Prime Vendor Contract for Dairy and Juice Products

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of dairy and juice products with Agropur, Inc.
2. The original contract was approved for a one year period, beginning August 1, 2015 through June 30, 2016, for the estimated value of \$1,800,000.
3. The Nutrition Services Department requests authorization to renew a contract with Agropur, Inc. for a one year period, beginning July 1, 2016 through June 30, 2017, for the estimated value of approximately \$2,000,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6495-0000 for dairy and 02-005-680-705-6490-0000 for juice.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the renewal of Bid # A207476-A with Agropur, Inc. for furnishing and delivery of dairy and juice products for the period of July 1, 2016 through June 30, 2017, for an estimated value of \$2,000,000.

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

**DATE:** June 21, 2016

**TOPIC:** Renewal of Request for Bid # A207620-A - Fresh Bakery Goods

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of fresh bakery goods with Bimbo Bakeries.
2. The original contract was approved for a one year period, beginning August 1, 2015 through June 30, 2016, for the estimated value of \$245,000.
3. The Nutrition Services Department requests authorization to renew the contract with Bimbo Bakeries for a one year period, beginning July 1, 2016 through June 30, 2017, for the estimated value of \$245,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the renewal of Bid # A207620-A with Bimbo Bakeries for furnishing and delivery of fresh bakery goods for the period of July 1, 2016 through June 30, 2017, for an estimated value of \$245,000.

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

**DATE:** June 21, 2016

**TOPIC:** RFP# A209579-A - Poultry

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a contract for furnishing and delivery of poultry products for a one year period beginning August 1, 2016 through July 31, 2017.

2. The following company submitted a proposal

Ferndale Market..... \$86,516.27

No other responses were received for the advertised RFP.

3. The Nutrition Services Department requests authorization to establish a contract with Ferndale Market for a one year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of approximately \$120,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the award of RFP #A209579-A to Ferndale Market for the furnishing and delivery of poultry products for the period of August 1, 2016 through July 31, 2017, for an estimated value of \$120,000.

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

**DATE:** June 21, 2016

**TOPIC:** Request for authorization to award RFB # A209608-A - Equipment Sous Vide Machine and Vacuum Chamber Packaging Machine to Douglas Equipment

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools' Nutrition Services Department was awarded equipment grant funds in the amount of \$50,000 and \$4,350 from Minnesota Department of Agriculture and Blue Cross Blue Shield, respectively (Item IX.B.6, November 2015 Board of Education Meeting). The grant proposal included a commitment to match up to \$93,345.00 of the project costs.
2. RFB #A209608-A was issued April 28, 2016 to establish a contract for furnishing and delivering a sous vide machine and a vacuum chamber packing machine.

The following companies submitted bids:

<u>Company</u>	<u>Sous Vide Machine</u>	<u>Vacuum Chamber Packing Machine</u>	<u>Total Bid</u>
Douglas Equipment	\$130,923.32	\$24,063.24	\$154,986.56
Hockenbergs	\$158,640.57	\$26,612.43	\$185,253.00

3. The Nutrition Services Department requests authorization to establish a contract with Douglas Equipment for the purchase of a sous vide machine and a vacuum chamber Packaging Machine for the approximate value of \$154,986.56.
4. This request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6530-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director; and Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorizes the award of RFB# A209608-A Equipment Sous Vide Machine and Vacuum Chamber Packaging Machine to Douglas Equipment for the furnishing and delivery of a sous vide machine and a vacuum chamber packaging machine for the approximate value of \$154,986.56.

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

**DATE:** June 21, 2016

**TOPIC:** RFB #A209633-A - Prime Vendor for Non-Food Disposable-Delivery to 65+ Sites

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a prime vendor contract for furnishing and delivery of non-food and disposable products for a one year period beginning August 1, 2016 through July 31, 2017.

2. The following company submitted a bid:

Trio Supply Company.....\$455,467.65

No other responses were received for the advertised bid.

3. The Nutrition Services Department requests authorization to establish a contract with Trio Supply Company for a one year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of approximately \$600,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the award of RFB # A209633-A to Trio Supply Company for the furnishing and delivery of non-food and disposable products for the period of August 1, 2016 through July 31, 2017, for an estimated value of \$600,000.

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

**DATE:** June 21, 2016

**TOPIC:** Produce Vendor Purchase Orders

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department will request quotes on produce items using a weekly bid process. Saint Paul Public Schools expects to spend approximately \$2,300,000 during the 2016-2017 school year on produce.
2. Saint Paul Public Schools expects to spend with each vendor below the approximate amounts and will issue blanket purchase orders in these amounts:

Bergin Fruit and Nut Company.....	\$300,000
J&J Distributing.....	\$750,000
Russ Davis Wholesale.....	\$750,000
Wholesale Produce Supply.....	\$500,000
3. The Nutrition Services Department requests authorization to establish a purchase order for a one year period, beginning July 1, 2016 through June 30, 2017.
4. This request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the purchase order for the furnishing and delivery of produce items for the period of July 1, 2016 through June 30, 2017.

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

**DATE:** June 21, 2016

**TOPIC:** Request for Yogurt Products

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department is a member of the Minnesota School Food Buying Group (MSFBG). This buying group is managed through the Anoka Hennepin School District. Saint Paul Public Schools has a joint purchasing agreement with the Anoka Hennepin School District. The MSFBG awarded yogurt products to Upstate Niagara Cooperative, Inc. The Nutrition Services Department requests authorization to purchase yogurt through the pricing established by the MSFBG bid process.
2. As a member of MSFBG, the Nutrition Services Department requests authorization to purchase yogurt products with pricing established through the MSFBG bid process. The estimated value of these purchases is \$275,000.
3. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize purchases with Upstate Niagara Cooperative, Inc. for the furnishing and delivery of yogurt for the period July 1, 2016 through June 30, 2017, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process.



# Policy Readings

***Jackie Statum Allen***

***Assistant Director, Strategic Planning and Policy***

Board of Education Meeting

June 21, 2016



# Student Surveys – Second Reading

- Propose new policy (620.00) be developed
- Rationale:
  - According to Pupil Protection Rights Act (PPRA) federal statute, districts must have policies about how parents are given notice of student surveys about specific topics.
- Summary
  - Parents will be notified prior to a student being administered a survey with specific question topics
  - District will notify parents of these rights

# Use of Social Media – First Reading

- Propose new policy (426.00) be developed
- Rationale
  - Provide SPPS staff with District expectations for appropriate use of social media
- Summary
  - Employees will be held responsible for things communicated by them on social media.
  - The district may take action when professional or personal use of social media impedes an employee's ability to do their job.
  - Only district-approved sites can claim to be representing schools or programs

# Questions?



**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**360 Colborne Street**

**Proposed Policy:**

**620.00 STUDENT SURVEYS**

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**Proposed Policy Revision:**

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**First Reading**

**May 17, 2016**

**Second Reading**

**June 21, 2016**

**Third Reading**

**COMMENTS:**

**Saint Paul Public Schools**  
**360 Colborne Street**  
**Saint Paul, Minnesota 55102**  
**651-767-8149**

## **620.00 STUDENT SURVEYS**

### **I. PURPOSE**

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

### **II. DEFINITION**

A survey is a method for collecting data, information, and opinions as reported by ~~individuals~~ students about specific topics. Surveys can include, but are not limited to, paper and digital questionnaires, interviews, evaluations, and focus groups.

### **III. CONDUCTING STUDENT SURVEYS**

- A. All instructional materials, including teacher's manuals, multimedia, or other supplementary material, which will be used in connection with any survey or evaluation, as well as any third party surveys will be available for inspection by a student's parent or guardian.
- B. ~~Upon request, third party surveys will be available for inspection by a student's parent or guardian before the survey is administered to the student.~~ Upon request, a student's parent or guardian may inspect a third party survey before the survey is administered to the student.
- C. The District may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, socio economic status, sexual orientation, gender identity or expression, disability, religion, or national origin.
- C. No student will be required to participate in a survey that includes questions that reveal any information concerning the topics listed below, without prior written consent of the student's parent or guardian. The student may provide written consent if they are 18 years old or older or an emancipated minor.

Furthermore, optional surveys containing questions concerning the topics listed below will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student is given the

opportunity to opt out of the survey.

The topics are limited to the following:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning ~~behavior~~ acts of the student or the student's family;
5. Critical appraisals of individuals with whom the student has close family relationships;
6. Legally recognized privileged or similar relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

D. Even for surveys ~~Although the survey is~~ conducted anonymously, potential exists for personally identifiable information to be provided in response to a survey. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the District will take appropriate steps to ensure the data is protected in accordance with state and federal law.

E. The school district shall give parents and students notice of their rights under this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. 1232h (Protection of Pupil Rights)  
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

**Cross References:** Policy 618.00 - Research

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**360 Colborne Street**

**Proposed Policy:**

**4xx.xx USE OF SOCIAL MEDIA**

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**Proposed Policy Revision:**

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**First Reading**

**June 21, 2016**

**Second Reading**

**Third Reading**

**COMMENTS:**

**Saint Paul Public Schools**  
**360 Colborne Street**  
**Saint Paul, Minnesota 55102**  
**651-767-8149**



Adopted:  
Revised:

**426.00 USE OF SOCIAL MEDIA**

**I. PURPOSE**

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees.

**II. DEFINITIONS**

- A. Social media: Includes, but is not limited to, online media such as: websites, web logs (blogs) wikis, online forums, podcasts, and social networks.
- B. Employees: Any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District
- C. Work time: Includes any time for which the employee is being compensated by the District.

**III. GENERAL STATEMENT OF POLICY**

- A. When engaging with social media, whether for professional or personal use, District employees are advised to be respectful and maintain the highest standards of professionalism and ethical conduct.
- B. When referring to the District, its schools, students, employees, communities, programs, and activities on any social media networks, employees shall not use obscene, profane, or vulgar language or images in communications or conduct that is threatening, harassing, libelous, or defamatory, or that discusses or encourages any illegal activity or inappropriate use of illegal drugs, sexual behavior, harassment, or bullying. Employees must adhere to District *Guidelines for Social Media Use*.
- C. An employee is responsible for any content communicated by them on social media.
- D. When employees engage in social media sites that represent students, families, or groups within the District, they do so as employees of the district. Employees are advised to maintain appropriate boundaries at all times and must follow the requirements for mandated reporting.

**IV. WORK-RELATED USE OF SOCIAL MEDIA**

- A. The Superintendent is authorized to establish public online social media accounts on behalf of the District, its departments, schools, official activities or programs for the purposes of informing the public generally and specifically regarding District messages.

- B. Only those public online social media accounts approved by the Superintendent or Superintendent's designee may use the District name, or name of any of its schools or departments, its mascots or team names, or otherwise present an image in words or visual images that purports to identify the social media account with Saint Paul Public Schools, its schools, departments, activities, or programs.
- C. The Superintendent, or Superintendent's designee, may authorize establishment and use of public online social media accounts by teachers for educational uses for their classes.

**V. PERSONAL USE OF SOCIAL MEDIA**

- A. Employees may not use social media for personal use during work time.
- B. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee.
- C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

**VI. ACCOUNTABILITY**

- A. While the District does not affirmatively monitor employee use of social media, it may view and monitor an employee's social media activity at any time and without prior consent.
- B. Employees who violate provisions of this policy are subject to consequences, including termination.

***Legal References:***

Minnesota Administrative Rule 8710.2100 Code of Ethics for Minnesota Teachers

***Cross References:***

415.00, Harassment, Violence and Other Offensive Behavior

501.00, Hazing Prohibition

505.00, Bullying Prohibition

520.00, Technology Usage and Safety

INDEPENDENT SCHOOL DISTRICT NO. 625  
SAINT PAUL PUBLIC SCHOOLS

**ACTION**

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The Board of Education moves to reschedule the following two meetings:

- (1) Committee of the Board - November 8, 2016 rescheduled to November 1, 2016
  - (2) Board of Education Meeting - April 18, 2017 rescheduled to April 25, 2017
- (Ordway scheduled Honors Concert on April 18)

**Board of Education Meetings**

(Regular meetings at 6:05 unless otherwise noted)

- July 12 - 6:30 p.m.
- August 23
- September 20
- October 25
- November 22
- December 13
- January 10 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- March 21
- April 18 - Cancelled
- 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)

- June 14 - 4:45 p.m.
- July 12
- September 13
- October 4
- November 1
- November 8 - Cancelled
- December 6
- January 10 - 5:15 p.m.
- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11