



Saint Paul Public Schools

Regular Meeting

Tuesday, May 17, 2016 6:05 PM

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

BOARD OF EDUCATION



Jon Schumacher
Chair



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Vice Chair



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ADMINISTRATION
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BOARD OF EDUCATION COMMITTEES

Committee of the Board – Keith Hardy, Vice Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

May 17, 2016
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: May 17, 2016

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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. Very quickly, Vern became an integral part of the school team. Vern spend 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.
3. This item is submitted by Michelle J. Walker, Chief Executive Officer

B. RECOMMENDATION:

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

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

DATE: May 17, 2016

TOPIC: Acknowledgement of Good Work By Partners

A. PERTINENT FACTS:

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 Mike's commitment and dedication to supporting AVID students, teachers, staff and families for the past 11 years. Mike 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. Mike always asks about the students and teachers and what their needs are and understands the value of showing someone appreciation for their work. Mike will be sorely missed, but 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.

Mike 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 your retirement.

2. **Dick Streeper**, Retired **3M** PhD Chemist, for being a close friend and ally of our 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's 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. In addition, Dick has been a steadfast supporter of our teachers, providing materials and resources for enhancing all of our STEM programs.

At the Middle schools Dick 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. **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,**

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Kris Hageman, Lisa Heyman, Ann Hobbie, Margaret Jones, Julie Marckel, Dana Murdoch, Maggie O'Reilly, Jeff Risberg and Nina Tuttle.

4. This item is submitted by Michelle Walker, Chief Executive Officer

B. RECOMMENDATION:

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

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

April 26, 2016

I. CALL TO ORDER

The meeting was called to order at 6:39 p.m.

II. ROLL CALL

PRESENT: Mr. Marchese, Ms. Ellis, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Ms. O'Connell, Superintendent Silva, Ms. Cameron, General Counsel, 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. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 30415 Acknowledgement of Accomplishments of SPPS Students

Fue Xiong, a senior at **Central High School**, has been recognized for winning *Chipotle's Cultivating Thought* national essay contest. His 300-word essay is printed on the restaurant chain's cups and bags and earned him a \$20,000 scholarship. He has been accepted to the University of Minnesota College of Liberal Arts.

BF 30416 Acknowledgement of Good Work Provided by Outstanding District Employees

1. The Minnesota Elementary School Principals' Association (MESPA) recognized **Catherine Rich**, principal of Phalen Lake Hmong Magnet, with the 2016 MESPA Division Leadership Achievement Award. The award honors principals whose exemplary leadership and sustained efforts have made noteworthy contributions to the operation of effective school learning programs — improving education, their communities, and their profession
2. The **Saint Paul Public Schools** has received the **Minnesota Department of Education 2016 School Finance Award**: The Minnesota Department of Education (MDE) released its list of school districts that received the 2016 School Finance Award, in which Saint Paul Public Schools made the list. Each year, MDE reviews each school district for criteria in the following areas: timely submission of financial data, compliance with MN statutes, presence of select indicators of fiscal health, and accuracy in financial reporting. The Finance team is pleased to share this great news with the Board, the District and the community.
3. The Fund for Teachers fellowships have been announced. These individuals and teams received a total of \$37,734 to undertake their fellowships. Congratulations to the following teachers: **Julie Elliott**, who will travel to Scotland to research how natural environments

impact art; **Brad Ollmann**, who will explore Latin dance and percussion in Mexico, Guatemala and Colombia; **See Vang, Leigh Vang** and **Kethkeo Vichaiyarath**, who will research current living conditions of the Hmong people in Laos, Vietnam and Thailand; **Bethany McGraw** and **Charlotte Landreau**, who will explore the impacts of conflicts on indigenous groups in Thailand and Cambodia; **Charlotte Sivanich**, who will study mindfulness in Amsterdam and attend a math conference in Hungary; and **Amber Glawe**, who will travel to Guatemala to learn self control strategies for struggling learners and deepen her Spanish language proficiency.

The Fund for Teachers supports educators' efforts to develop skills, knowledge and confidence that impact student achievement. By trusting teachers to design unique fellowships, Fund for Teachers grants validate teachers' professionalism and leadership, as well. Since 2001, Fund for Teachers has invested \$22 million in nearly 6,000 teachers, transforming grants into growth for teachers and their students.

4. **Jesse Buetow**, a 5th grade teacher at **Randolph Heights**, was recently chosen for the 2016 Lead PBS LearningMedia Digital Innovator program. They choose one representative from each state. The PBS LearningMedia Digital Innovators program is a yearlong, free professional program designed to foster and reward a community of highly engaged, tech-savvy K-12 educators who are effectively using digital media and technology in classrooms to further student engagement and achievement. In addition to representing his state in Denver in June at the PBS Digital Summit and one day at the International Society for Technology Education Conference, he will be invited to join hundreds of Local Digital Innovators from across the country for exclusive access to all affiliated virtual events and trainings and the potential to partner with PBS in-person at specific education events back in our community.

MOTION: **Ms. O'Connell moved the Board of Education recognizes the students and staff acknowledged above for their contributions and outstanding work. Ms. Vanderwert seconded the motion.**

The motion was approved with the following roll call vote:

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

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: **Mr. Schumacher moved the Board of Education approve the Order of the Consent Agenda with the exception of Items B2 - Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Grant and B6 – Request for Permission to Submit four Grant Applications to the Saint Anthony Park Community Foundation which were pulled for separate consideration. Motion was seconded by Ms O'Connell.**

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 22, 2016

MOTION: Mr. Brodrick moved the Board approve the Minutes of the Regular Meeting of the Board of Education of March 22, 2016 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of April 12, 2016

At the April 12 Committee of the Board meeting there were two areas discussed: an FY 2016-17 Budget Update and an FMP Update. Both will be addressed again at this Board meeting. Actions made regarding these reports were:

RECOMMENDED MOTION: That the Board accept the budget report.

The motion was approved with the following roll call vote:

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

and

RECOMMENDED MOTION: That the Board approve the FMP report.

The motion was approved with the following roll call vote:

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

There was also a brief update on policies under review which will be coming to the Board.

MOTION: Director Ellis moved acceptance of the report on the COB meeting of April 12, 2016 and approval of the minutes of the that meeting as published. Seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. SSSC 2.0 Monitoring: Programs & Pathways

Staff provided the VisionCard Excellent PK-12 Programs with Connected Pathways. This card falls into the area of Alignment and overlooks four areas:

1. School Readiness

- Childcare Partnerships - Vision is at least one in each area. Distribution of childcare providers using the SPPS early childhood workshop model ins SY 15-16 is Stable.
- Early Childhood Readiness Screening - Vision is 1,224. This is currently at Progress.
- Early Childhood Family Education Participation Proportionality ratio by race - Vision is >75%. American Indian is at 1.09, Asian at 0.70, Hispanic 1.22, Black 0.50 and White 1.69.

2. Continued Enrollment

- Continued enrollment in SPPS - % of students staying enrolled across transition grades - Vision is >85%. PK to K 81% SY 15-16, 84% SY 14-15. 5 to 6 79% SY 15-16, 81% SY 14-15 and 8 to 9 83% SY 15-16, 84% SY 14-15.
- Continued enrollment in pathway - % of students staying enrolled across transition grades. Community 52% 5 to 6 and 70% 8 to 9. Specialized Programs: 60% 5 to 6 and 57% 8 to 9 (this was broken down further in the data via programs).

3. School Choice

- On time Kindergarten applications (2016 School Choice Process) - % of total projected seats (including PK continuing to K). Vision if >70%. This area is at Vision with 94% in 2015 and 2016.
- Kindergarten Choice - % of families applying in 2016 that received first or second choice school for Kindergarten. Vision is >85%. This is at Vision with 86% (down from 89% in 2015). 80% received their first choice, 6% their second choice.

1,228 Family Feedback Exit Surveys were sent out in Quarters 1 and 2. 80 responses have been received back as of 4/16/16.

4. Out of School Learning

- Percent of SPPS students participating in Sprockets activities in SY 14-15 is at 44%, up from 41% in SY 13-14.
- Attendance rate of students enrolled in Extended Day Learning (K-12) in SY 14-15 is 43%, down from 76% in SY 13-14.
- Attendance rate of students enrolled in S Term (K-12) in Summer 2015. Vision is >80%. This is at Vision with 95%, up from 83% for Summer 2014.

The metric spotlighted from the Programs and Pathways VisionCard was Early Childhood Readiness Screening. During last school year, 1,015 three-year olds were screened. this is a 22% increase from the previous school year. SPPS is targeting three-year olds because the earlier SPPS is able to identify and address concern areas for children, the better prepared they will be for Kindergarten.

Screenings are important and required. They review: height and weight, vision and hearing, health and immunization information, social/emotional areas, speech and other developmental concerns. The screenings are done by several different groups: Early Childhood Family Education, Early Childhood Special Education, Office of Early Learning (Pre-K), Student Health & Wellness and community members and programs making Readiness for Kindergarten a truly collaborative process.

Several practices have been improved within early childhood screening in collaboration with Generation Next:

1. Greater collaboration

- a process map has been developed as part of United Way Women's Giving Grant that has helped clarify roles and define work flow.
 - The group (which includes ECFE, ECSE, OEL, Student Health & Wellness) now meet together on a regular basis
 - This is being done in order to screen more children even while SPPS has fewer resources.
2. There have been equipment upgrades
 3. Data system supports have been improved so that now when children are screened, there is an electronic health record uploaded to Campus. This is important because it allows SPPS to collect and report more accurate data on who has been screened and who has been missed. This has been a collaborative effort between REA, Technology Services and OTL.
 4. SPPS is always looking for additional ways to get into the community to screen children. It already screens at 19 city childcare centers, community events such as the Mr. Roger's event, Meet Your Neighbor and the School Choice Fair.

QUESTIONS/DISCUSSION:

- What happens after screening if a child is identified with special needs? Response: When a child does not pass a particular part of the screening the child is referred to Special Ed or to a health care provider for follow-up on the area(s) of concern. Adults are also referred to ECFE and early learning.
- Head Start screens all 3 and 4 year olds in its programs. The data is complicated to share and SPPS and Head Start are working with United Way to find a way to integrate records.

School Choice Season 2016 was the other area highlighted. The Chief Engagement Officer reviewed the Admissions Priority chart with Board members so they were aware of how priorities are assigned to enrollments. Admission priorities are to keep families together, encourage enrollment in their community school and maintaining school choice.

The 2016 Lottery was completed March 31st. There were 6,245 on-time participants, 2,616 reserved seats and 1,260 late applications of which 737 have been placed. For the Kindergarten Lottery there were 1,772 participants (on time and late). 79% of the students placed received their first choice, 86% of the students were placed; 256 were not able to be placed because their schools of choice were full. The majority applied for six schools (St. Anthony Park, JJ Hill, Randolph Heights, Expo, Nokomis North and Horace Mann).

The Grade 1-12 lottery had 4,086 students participating. 60% received their first or second choice school. 2,616 reserved seats were utilized..

The Continued Enrollment in SPPS - % of students staying enrolled across transition grades showed the following results for 2015-16. PreK to K 81% (84% in 14-15), Fifth to Sixth Grad 79% (81% in 14-15) and Eight to Ninth 83% (84% in 14-15). Vision level is >85%. Staff presented a chart showing Continued Enrollment in Pathways - % of students staying enrolled across transition grades. Data was broken out into Community schools 5 to 6 and 8 to 9 and Specialized Programs 5 to 6 and 8 to 9.

PreK had 1,647 students enrolled, 77% of them were placed leaving 371 students on the waiting list.

Schools with waiting lists with the most significant numbers are JJ Hill (107), St. Anthony Park (89), Nokomis (111), Capitol Hill (473), Farnsworth (66), Highland Park Middle (118), Open (137), Central (114), Washington (262) and Highland Park Senior (118). If a family wants to maximize the possibility of their student attending school with the same classmates from K-12 they should consider the recommended Community School Pathway (the natural pathway for students to take if they want to attend school in their general community or neighborhood.)

Reflecting St. Paul was established to help integrate schools. Schools that are at 20% or below the district poverty average are the schools qualifying for this program. Schools requested with no available seats were: Capitol Hill, Chelsea, Expo, Groveland, Horace Mann, Jie Ming, JJ Hill, L'Etoile, Randolph Heights and St. Anthony Park. There were 296 available seats, 209 applicants, 120 were placed with 42% of seats filled (last year there were 325 seats and 98% were filled). Placement will hold seats releasing some to be filled in June and additional seats in August. Held seats are 25% of available seats at grade level after siblings are placed and families within the community assigned.

Placement has 500+ late applications they are working on. Phone calls are being made to the applicants and site-based outreach is being done. There are also 40 additional Kindergarten applications. The District will continue to manage incoming applications; those on the waiting list, walk-ins, online and paper applications on an on-going basis.

QUESTIONS/DISCUSSION

- What was the process for middle and high school? Response: SPPS conducted a survey and parents and staff did not feel the School Choice Fair model fit at the secondary level. Families want more in-depth information about and experience of secondary school sites. Schools are now offering open houses so families and their students can see and experience the school site as they make their decisions.
- So, compared to last year did, more students and families show up? Response: Student Placement and high school staff were at all open houses to address questions and offer information. There was improvement in overall attendance. Middle and high school principals felt the open houses were a benefit for showing off the school sites and their offerings.
- What is the retention mark being aimed for? Response: Around 80%. SPPS still loses about 20% at transitions.
- Concern was expressed about the 20% going somewhere else. Why are students leaving? Response: The Waiting List tells us that if every family could get into their school of choice they would stay in the district. The "in demand" schools need to be able to increase supply at their sites, that would increase retention rates (Highland, Open, Washington, etc). Unfortunately most of the "in demand" sites are at full capacity.
- A Board member commented the SSSC was designed to offer excellent options across the city. It appears SPPS cannot accommodate demand unless it brings other programs and schools to that "in demand" level making those schools places where families want their students to go. We need to increase capacity/desirability in schools beyond those in high demand. Response: When a district has the school choice process in place there is choice. The District can build programs and offerings equal to other schools but ultimately it is the parent's choice. SPPS is monitoring whether students, after they have chosen a program, are staying with the pathways chosen. It is not about numbers entirely, SPPS rates of retention are higher than most systems with choice offerings. Market share is not going to change, parents who typically choose private and parochial will continue to do so. The change occurs between public and charter. The biggest area of growth is at the earlier grades when families enter the system. Many factors influence choices and SPPS does make an effort to encourage families but ultimately it is the parents who choose the program.
- How can SPPS build programs from successful programs to keep students within the district and not go outside. Response: Parents are always evaluating other options available, it is an annual, on-going process.
- Concern was expressed that the Board is not seeing increasing enrollment. Families are making other choices, what are they and why. How and what can be integrated into programs to capture more families? Response: The SSSC is based on addressing that. Immersion and magnet program were created to address desires for programs. Regional magnets were developed because of demand. SPPS is now in the process of gathering feedback as families transition out of the district to try to pinpoint specific reasons why they are leaving.
- Does SPPS understand why Kindergarten parents feel they have to be in the in demand schools, what are they looking for? Response: SPPS does everything it can to

encourage parents to consider other options. Academics, achievement, demographics (an environment where the child looks like others) is what families want to feel welcome. Start time and close to home are other factors. Families that support diverse schools tend to choose magnet schools. SPPS can use all the tools it has available to create environments but not all sites get the number of students they need to continue a program and then again some programs can be redesigned into very successful programs. Parents also decide on other factors such as reputation, academic results and concentration of poverty.

- All SPPS schools have made progress, there have been some amazing changes (ie. Washington) and the FMP is a part of this as well offering better facilities. Recognizing there are many factors why schools are chosen and given all the conversations around the city, SPPS still has good retention rates – parents see the schools are working. A lot of things have been put in place to improve things over the past few years.
- There is still some inequity within the district as well. SPPS has been trying to get high poverty families to attend SPPS schools, is that goal being achieved? How have the schools been marketed to families so SPPS can take advantage of opportunities? Response: Reflecting St. Paul numbers were high last year (325 seats honored, 95%). As capacity changes within identified schools some come off the list as their diversity increases. Highland elementary came off this year as it now has diversity. Families that did not come in early will not miss an opportunity to be part of Reflecting St. Paul as SPPS is holding seats to accommodate late comers.
- Staff commented, in a choice system, St Paul led the way in the country in terms of offering good choices. Concern was expressed about helping struggling schools to be schools of choice for their community. SPPS has taken schools and built them up to improve their reputation and we want to be sure to continue to do that, helping struggling schools to be stronger. Much of a school's reputation is based on perceptions which may not be accurate. There is a need to give schools time and assistance to change perceptions about the school, that will make the community stronger as well.
- Does SPPS have adequate capacity? Has class size ranges impacted capacity for waiting lists? Response: Yes. As an example, modifying class sizes at Expo which has six sections of kindergarten, the class size reduction was 4. Times that by 6 resulted in 24 fewer seats at Expo for Kindergarten. It has definitely had an impact at the schools.
- Does SPPS have capacity to accommodate all students in the city that might come in? Response: Yes Capacity in the right schools? Maybe - SPPS needs to make every school the right school, make all schools schools of choice. Currently there is a mismatch of where families want to go and where seats are available.
- Concern was expressed about looking at options in Area E, the over subscription at one school and under capacity at another that exists within Area E. A Board member suggested involving the community in Area E to enable staff, community, administration to collectively look at options in the total area and use this as a chance to engage, to learn what is working, what is not, about concerns and having enough stakeholders to use this as a planning process to find where to go with options in that area. The question was asked, does that sound feasible? Can that be done to expand the reach within the community? Response: I like the idea but not in only in the one area, we would need to formalize the concept across all areas. That would allow the different areas to decide what are the most important areas to work on together. A Board member stated class size is important to student learning, she hoped for more one to one with teachers. She went on to say she liked having conversations about schools within the areas - what do parents want, communities might value having the opportunity to have larger conversations around that. It was suggested that a couple Board members and some staff plan/explore around the idea, flesh it out more and bring it back to the COB in June.
- Another Board member stated SPPS needs to see how best to make neighborhood schools attractive to their neighborhood community.
- A Board member stated there is a need to get clarity around Galtier and Hamline that is based on data and trends within that area, enrollment loss and gain and the impact. Staff indicated they had isolated Galtier and Hamline based on their proximity and issues within those two schools.

- Communities want to have strong schools in their neighborhood.
- A Board member stated he liked the idea of looking at areas citywide but the process needs more development before moving forward. The Superintendent could work with staff to flesh out next steps. Response: Administration is always open to explore other possibilities. The Superintendent noted that maintaining a small school means SPPS has to have a minimum amount of money to make the school viable and that means funding is taken away from other schools. It is a decision the Board needs to make soon on how they want the dollars allocated and to consider ways for area involvement along with Galtier issues.
- A Board member suggested Board members and staff work to bring ideas to a COB on how and where to start. Reporting at the June COB was suggested. Director Marchese expressed willingness to work with the Chief Engagement Officer to flesh out an area wide planning process to be implemented down the road. Enrollment options, analyze data, etc.
- Staff indicated SPPS will continue to move forward with Hamline and Galtier conversations. May 19 is the next meeting.
- A Board member stated SPPS needs to promote all SPPS schools.

B. 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)

	FY 16 Adopted Budget	FY 17 Preliminary	Difference	% Change
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

Item	Amount (\$M)
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

Area	FY 16 Adopted	FY 17 Proposed	Change	% Change
Schools	\$253,330,183	\$247,708,812	(\$5,621,371)	(2.2%)

School Service Support	175,987,186	178,608,557	2,098,371	1.2%
District-wide Support	91,793,916	88,691,572	(3,102,344)	(3.4%)
Central Admin	4,154,590	3,694,499	(460,091)	(11.1%)
TOTAL	\$525,265,875	\$518,180,440		

FY 17 Proposed General Fund Budget Reductions of Central Admin Programs

Program Category	FY 16 Adopted	FY 17 Proposed	Reduction Amount	Reduct. %	Inflation Amt. Not Allocated	% Total Reduct.
Central Admin	\$4,154,590	\$3,694,499	(\$460,091)	(11.1%)	(\$73,742)	(12.8%)

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

FY 17 Proposed General Fund Budget Reductions of District-wide Support Programs

Program Category	FY 16 Adopted	FY 17 Proposed	Reduction Amount	Reduct. %	Inflation Amt. Not Allocated	% Total Reduct.
District-wide Support	\$91,793,916	\$88,691,572	(\$3,102,344)	(3.4%)	(\$1,311,404)	(4.8%)

- 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

FY 17 Proposed General Fund Budget Reductions of School Service Support Programs

Program Category	FY 16 Adopted	FY 17 Proposed	Reduction Amount	Reduct. %	Inflation 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

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
Eliminating job-embedded PD at non-priority elementary, K-8 and 6-8 sites	7.5
Targeted departmental and central admin staff & program adjustments	2.7
Offering an early retirement incentive	0
Total	\$15.3

FY 17 Additional Allocation to Sites - \$3.0 million

Description	Amount
Additional reduction of 1% across department budgets	(\$1.4)
Early use of Fall adjustment funding	(1.6)
Total	\$3.0
Additional allocation to sites to address funding challenges with specialized programs and class sizes	3.00
Total	\$0

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

<u>Grade</u>	<u>FY 17 Target Ranges</u>
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

<u>Grade</u>	<u>FY 17 Target Ranges</u>
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).

<u>Site Configurations</u>	<u>Staffing Categories</u>
Pre-K - 5 Principal	
K - 8	Assistant Principal
Dual Campus	Administrative Intern
6 - 8	Teachers
6 - 12	Clerks
9 - 12	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. It is also necessary in order to align staffing for the following year.

QUESTIONS/DISCUSSION

- The CFO stated there was a perception that if the funding is not put into OPEB retirees would not receive their benefits. She stated OPEB and benefits are unrelated issues, health benefits are not going away.
- The School Service budget increase – is every other department making cuts to allow for transportation? Response: Yes. Transportation costs have increased state-wide and are impacting most school districts. All other budgets have received reductions and inflationary reductions across the board. There is about a \$2.1 million increase for transportation balanced by the inflation reduction of \$2.6 million.
- A Board member asked if there was any other way to achieve the \$7.5 reduction in job embedded PD. What impact will the reduction have on programs? Response: For the past four years SPPS has been able to provide an additional 50 minutes of time during the day for teachers to have PD during the day, it is best practice. In elementary this added additional science prep/specialists plus 50 minutes of PLC time. Most schools have now added science into their rotation – art/music, phy. ed. and science, some with theater, dance. It will be a reduction in staffing.
- A Board member stated he was concerned about the \$7.5 reduction for job-embedded PD at non-priority elementary, K-8 and 6-8 sites being a reduction borne by the schools. It seems contrary to where SPPS is trying to concentrate resources. He felt Administration may have to go into the admin budgets more deeply to get this amount. Response: Staff indicated job embedded PD, specialty classes and electives have been going on for a long time and schools are putting funding toward support specialists and electives.
- SPPS is facing hard times and needs to choose its priorities to be sure teachers get what they need. Administration stated it was not in favor of reducing admin further. To have a successful district strong leaders are needed so there is a definite need to retain strong leaders particularly in addressing the achievement issue. As far as the budget reduction recommendation on job embedded PD, SPPS is one of the only districts in the state that currently provides job embedded PD in way it is done here. Other districts utilize Title I or QComp resources. Job embed PD was directly tied to providing specialists in science – increasing science instruction. Provision of specialists and electives was being done prior to job-embedded PD and will continue to be. The amount of time for science instruction, art and music in rotation may change but it will still be there. The budget commits to contractual obligations such as class size, additional staffing (counselors, nurses, librarians, etc); all those come with a cost. PD was the only cut not related to enrollment or contractual obligation associated with the budget. PD is a luxury SPPS cannot afford at this time and added reductions elsewhere would impact contractual items. The SPPS budget is mostly personnel costs.
- The original idea of job-embedded PD tied to electives was a way to implement it. When Administration did not cut it last year, the cost was a loss of a lot of support staff. Schools will not be losing all electives, there will be a scaling back of electives but adding additional support staff. SPPS has also added \$3 million to offset the worst of \$7.5

reduction so that amount is mitigated to some degree. It has come to the point of the least worst decisions in regard to the budget.

- The chair noted SPPS will have to think about what do this year and how it will shape what happens next year. It needs to consider how to deliver the kind of education kids need in ways that are sustainable. This budget is part of an on-going process.
- Staff/personnel is 86% of the SPPS budget, Administrative staff is critical to the functioning of the district and needs to be maintained at a functional level. Staff noted SPPS is the largest employer in the City of St. Paul.
- A director noted SPPS needs to be sure the community understands that in a district this large administration is being cut but must not be cut to a point where it is not longer functional.
- What does the Board need to get their job done? They were elected to make the hard decisions for the entire district. Do we need additional community meetings for input? What does the Board need to feel comfortable in what needs to be done. Feedback on process as it moves into the future? Another Board member stated people may not see the bigger picture affecting the entire district, just their own little piece of it. There has been a lot of input on the budget in general over the past months (and years), there does not seem to be any benefit of having more input sessions right now. The Board needs to make the hard decisions. Input from community is important coming into process but the budget is at the point now where additional input might not be helpful. The Board will need to discuss how the process might be done differently next year however.
- The Superintendent stated probably the most beneficial thing the Board, staff and the community can do now is to advocate with their legislative representatives to use the State surplus to benefit the children of Minnesota's education. Every school district in the state needs funding to continue their educational efforts.

C. Human Resource Transactions

MOTION: **Ms. O'Connell moved approval of the Human Resource Transactions for the period March 1, 2016 through March 31, 2016. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: **Ms. O'Connell moved the Board of Education approve all items on the Consent Agenda with the exception of Items B2 - Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Grant and B6 - Request for Permission to Submit four Grant Applications to the Saint Anthony Park Community Foundation which were pulled for separate consideration. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

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

A. Gifts - None

B. Grants

BF 30417 Request for Permission to Accept a Grant from the CenturyLink Clark M. Williams Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the CenturyLink Clark M. Williams Foundation to purchase a laser cutter at Crossroads; and to implement the project as specified in the award documents.

BF 30418 Request for Permission to Submit a Grant Application to the Jeffers Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Jeffers Foundation for funds to create a pollinator garden at Belwin Outdoor Science; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30419 Request for Permission to Submit a Grant Application to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30420 Request for Permission to Submit a Grant Application to the National Environmental Education Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Environmental Education Foundation for funds to create an ecology curriculum at Belwin Outdoor Science; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF30421 Request for Permission to Accept a Grant from the Whole Kids Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Whole Kids Foundation to expand and improve the school garden at Crossroads Elementary School; and to implement the project as specified in the award documents.

C. Contracts

BF30422 Authorization for Amendment to the Contract with Public Consulting Group, Inc.

That the Board of Education authorize the Superintendent (designee) to approve this Amendment to the contract with Public Consulting Group, Inc. for the services in accordance with the terms and conditions of Amendment for as long as the services support the district's application infrastructure and systems.

D. Agreements - None

E. Administrative Items

BF 30423 Children's Defense Fund Freedom Schools Program

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC funds in the amount of \$142,500 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during CDF Freedom Schools Summer Term.

BF30424 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for Educational Assistants

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 educational assistant employees in this District for whom the Saint Paul Federation of Teachers is the

exclusive representative; duration of said Agreement is for the period of July 1, 2013 through June 30, 2015.

BF 30425 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective April 30, 2016, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30426 Facilities Department FY16 Purchases/Change Orders over \$100,000

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

BF 30427 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period February 1, 2016 – February 29, 2016.

General Account	#654688-656265	\$46,620,088.25
	#0001828-0001878	
	#7001626-7001677	
	#0000951-0000997	

(a) Debt Service	-0-	\$0.00
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(b) Construction	-0-	\$1,081,277.28
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\$47,701,365.53

Included in the above disbursements are payrolls in the amount of \$36,740,608.04 and overtime of \$162,215.45 or 0.44% of payroll.

(d) Collateral Changes

Released: None

Additions: None

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

F. Bids

BF 30428 Bid No. A209050-A Transforming Central Sitework Project

That the Board of Education authorize award of Bid No. A209050-A Transforming Central Sitework Project to LS Black for the lump sum base bid plus alternates no. 1,3,5,6 & 8 for \$369,953.00.

BF 30429 Bid No. A209059-A Central Griffin Stadium Repair

That the Board of Education authorize award of Bid No. A209059-A Central Griffin Stadium Repair to Innovative Masonry Restoration, LLC for the lump sum base bid plus alternate no. 2 for \$1,184,000.00.

BF 30430 Bid No. A209277-A Toilet Partition Replacement at Various Schools

That the Board of Education authorize award of Bid No. A209277-A Toilet Partition Replacement at Various Schools to Iyawe & Associates for the lump sum base bid plus alternate no. 1 for \$135,000.00.

BF 30431 Bid No. A209292-A Johnson Aerospace High School Renewal

That the Board of Education authorize award of Bid No. A209292-A Johnson Aerospace High School Renewal to Corval for the lump sum base bid plus alternate nos. 1,2,5 & 6 for \$15,071,092.00.

BF 30432 Bid No. A209302-A Humboldt Secondary Campus Tennis Court Rehabilitation

That the Board of Education authorize award of Bid No. A209302-A Humboldt Secondary Campus Tennis Court Rehabilitation to Bituminous Roadways for the lump sum base bid for \$215,635.00.

IX. CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

The Board Chair recused himself from both of the pulled items as he is involved with the organizations. He indicated the two items could be moved together.

BF30433 Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Grant

BF30434 Request for Permission to Submit four Grant Applications to the Saint Anthony Park Community Foundation

Director O'Connell offered Board recognition to the groups and individuals involved in fund raising for the exterior renovations being planned for Central High School.

MOTION: Mr. Schumacher moved the Board of Education authorize the Superintendent (designee) to submit a grant to the City of Saint Paul Neighborhood STAR Grant for funds to make exterior renovations at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents; and that the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Anthony Park Community Foundation for funds to subsidize a band field trip and administer a tutoring program at Murray Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents. The motion was seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS

A. Facilities Master Plan Update

The Director of Facilities provided a brief review of the FMP process stating it was a 10-year strategic plan that addresses facility improvements equitably, efficiently and cost-effectively. It is student-centered and addresses 21st century learning needs.

The FMP 5-year implementation plan is based off of Board resolutions passed in November and December of 2015.

- Five-Year Facilities Maintenance and Capital Implementation Plan
- Long-Term Facilities Maintenance and Improvement Investments
- Criteria for the Prioritization of Facility Improvements for SPPS, District 625, to Create 21st Century Schools.

The Plan covers FY 2017 through 2021 and will be updated every year with the assistance of the FMP Committee. It sets strategic direction but does not provide funding. Actions taken at this meeting will adopt the five-year implementation plan and the list of proposed school facility work scopes. Actions that will occur in August will determine the financial commitment to the 5-year plan: levy amount set for FY 2018, levy ceiling includes more than just facilities, bonds sold in May; levy process is September thru December. In April of 2017 the Board will be asked to review and approve the next 5-year rolling facility plan.

The total facilities investment for 2017-2021 is approximately \$484 million and includes new construction, major repair/replacement, abatement and renovation.

SPPS has two funding options: (1) Pay-As-You-Go using Long Term Facilities Revenue (LTFR) - levy and (2) issue General Obligation Bonds and Certificates of Participation - levy. SPPS has special legislative bonding authority which was granted by the legislature in 1989. SPPS can issue bonds without voter approval which it has conservatively done since. SPPS is anticipating using both funding options of continuing LTFM revenue (facilities levy) with GO bonds and Certificates of Participation (debt levy). SPPS will be very conscious of the timing of the funding and the taxpayer impact.

Building construction funds are used to maintain, improve, remodel buildings and land. By law, they cannot be used for other funding categories. Increases to the Building Construction Funds do not decrease the General Fund. Building Construction Funds are funds from bond sales, capital loans or Long Term Facilities Maintenance Revenue (including levies). SPPS has used bonds every year since 1994 to pay for facilities.

Next steps involve communications and engagement such as:

- FMP website as a clearinghouse for information regarding the FMP process
- May-June meetings with the Mayor, District Councils, PACs
- Start new middle school design planning and engagement efforts
- Development of project-specific communications (started six months ahead of design process)
- Working with regulatory agencies, city, county, watershed districts, etc.
- March-April 2017 reconvene FMP Committee to review rolling 5-year plan and update as necessary per criteria.

QUESTIONS/DISCUSSION:

- Any progress on finding a place for River East? Response: Not at this point.

BF 30435 Motion Regarding Jie Ming and River East

MOTION: **Ms. O'Connell moved the Board of Education approve (a) Saint Paul Public Schools relocating the River East Elementary and Secondary program from the Homecroft building, at 1845 Sheridan Ave, to another suitable site by the start of the 2017-2018 school year, and (b) That Saint Paul Public Schools relocate Jie Ming Mandarin Immersion Academy from the Hamline Elementary building, at 1599 Englewood Ave., to the Homecroft building, at 1845 Sheridan Ave, beginning with the 2017-2018 school year. Ms. Vanderwert seconded the motion.**

The motion was approved with the following roll call vote:

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

BF 30436 Motion to Adopt the RESOLUTION on Construction of a New Middle School in Area A

QUESTIONS/DISCUSSION:

- Concern was expressed about the costs of an extra building and increasing the District's foot print. Granted it would be an important investment on the East Side but she was concerned that by increasing the number of buildings would SPPS actually see enrollment growth, can it sustain growth?
- A Board member stated she believed the District has children currently in its schools who will be needing room to go to middle school. Additionally, the East side needs investment. SPPS has a number of buildings it wants to improve but having a new building might lead to elimination of an old building. It might even be created as a K-8.

- A Board member stated he had questioned if it is prudent to spend money on a new building but has been convinced that the investment will be better on the East Side and will be good for SPPS. The enrollment projection is for existing kids that will need space in middle school.
- A Board member stated she thinks SPPS needs to upgrade its image and send a message to kids that they are important.
- A Director indicated he was torn about building on the East Side, he is struggling with the fact that SPPS's reputation is not good right now and is it fiscally responsible when the district is \$15 million in the red.
- The Chair stated that ultimately one needs to look at the process that has been done and it was a very comprehensive process. When you have a process that has been well done you need to support the conclusion offered. There is excitement felt about this project and what this might lead to with councils, the city, etc. We need to have confidence in the process as we move forward.

MOTION: Mr. Schumacher moved the Board of Education adopt the Resolution "Construction of a New Middle School in Area A." Ms. O'Connell seconded the motion.

RESOLUTION - Construction of a New Middle School in Area A

WHEREAS, Saint Paul Public Schools (SPPS) has engaged in an extensive planning process to develop a 10-year Facilities Master Plan (FMP) to ensure school buildings and facilities are able to meet the 21st century learning needs of Saint Paul students; and

WHEREAS, as part of the FMP planning process, demographic analyses of housing, birth and enrollment patterns in Saint Paul were conducted;

WHEREAS, SPPS projects there will not be enough space for students currently in grades 2, 3, and 4 when they reach middle school; and

WHEREAS, SPPS projects an increase in enrollment in SPPS and that SPPS will be short approximately 500 student seats in grades 6, 7, and 8 by 2019-2020 and at least 700 student seats by 2024-2025; and

WHEREAS, SPPS has further determined that students on the East Side of Saint Paul in Area A will need a middle school option in the near future; and

WHEREAS, Area A does not have a comprehensive middle school option aligned with its elementary academic pathway; and

WHEREAS, the new middle school is estimated to cost approximately \$65-\$70 million to build and have a \$1.5M annual operating budget; and

WHEREAS, the Board of Education has the authority to locate and acquire necessary sites for schoolhouses and to erect schoolhouses on sites acquired, pursuant to Minnesota Statutes section 123B.51, subdivision 1;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Independent School District No. 625 as follows: Construction of a new middle school building in Area A is necessary and serves a public purpose; Acquisition of a site is necessary for the construction of a new middle school in Area A; and Administration is authorized and directed to take all appropriate steps to locate and investigate potential sites for the construction of a new middle school in Area A and is directed to report back to the Board with administration's findings and recommendations on potential sites and acquisition costs.

The motion was approved with the following roll call vote:

Mr. Marchese	No
Ms. Ellis	No
Mr. Brodrick	No
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes

BF 30437 Motion to Adopt the RESOLUTION on the 2016 Five-Year Facilities Maintenance and Capital Implementation Plan, Covering Fiscal Years 2017-2012

- We are approving a five year plan? Will it be able to be changed? Response: Years 17 and 18 will be in the design phase soon but projects beyond that may change over time. Remember, it will come back for approval every year.
- I want to be sure there is flexibility as work moves forward on the plan – I am concerned about programs which may need resources, facilities, etc. at a time when they do not appear on the plan. Response: That will be taken into account.
- Will the Board weigh in on paying for particular projects? Response: The Board has "power of purse strings"; long-term the Board passed the prioritization with alignment to programming and is adopting a five year implementation structure – if there are a series of issues that come up, the FMP Committee can address the plan. The Board will have, at the least, annual input as it approves the rolling plan every year.
- If I sign off tonight does that include the addition at St. Anthony Park? The Board has given permission to start the design process on that. It does start construction in 2017. It was prioritized in December so we could do proper design work. There will be further opportunities to look at projects. The issue with St. Anthony Park is it needs classroom space for the 17-18 school year because they have more students coming up than there is current space for. Keep in mind other reasons for the St. Anthony Park expansion K-5 is also a priority. The St. Anthony Park project does not correlate to Galtier or other schools in area E. The project is not done until resources have been committed and contracts signed.
- What might prompt moving projects up? Safety? Response: Absolutely, balancing factors, safety is not taken lightly. If SPPS can capitalize on partnerships or grant opportunities that might also bring about reprioritization of projects. There is also the need to balance year to year cash flow and to balance impacts on taxpayers. There will be shifts and flexibility within the process.

MOTION: Ms. O'Connell moved the Board of Education adopt the Resolution "2016 Five-Year Facilities Maintenance and Capital Implementation Plan, Covering Fiscal Years 2017-2021". The motion was seconded by Ms. Vanderwert.

**RESOLUTION: 2016 Five-Year Facilities Maintenance and Capital
Implementation Plan, Covering Fiscal Years 2017-2021**

WHEREAS, on December 15, 2015, the Board of Education (BOE) established a rolling Five-Year Facilities Maintenance and Capital Implementation Plan (hereinafter "Five-Year Plan") to implement the approved 10-year Facilities Master Plan (FMP) and otherwise meet the strategic facility needs for the District; and

WHEREAS, the BOE has resolved to approve a rolling Five-Year Plan annually; and

WHEREAS, District administration has developed a 2016 Five-Year Facilities Maintenance and Capital Implementation Plan, covering Fiscal Years 2017-2021, with the involvement of a broad cross-section of District stakeholders and the guidance of the FMP Committee; and

WHEREAS, District administration proposes that the BOE approve the 2016 Five-Year Facilities Maintenance and Capital Implementation Plan, covering Fiscal Years 2017-2021, as reflected in Attachment A; and

WHEREAS, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the 2016 Five-Year Facilities Maintenance and Capital Implementation Plan, covering Fiscal Years 2017-2021;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith: Commits to and approves the 2016 Five-Year Facilities Maintenance and Capital Implementation Plan, covering Fiscal Years 2017-2021, as reflected in the 2016 Five-Year Facilities Maintenance and Capital Implementation Plan, subject to the Board's future funding of specific projects.

The motion was approved with the following roll call vote:

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

BF 30438 Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2016A

BF 30439 Resolution Providing for the Competitive Negotiated Sale of \$37,635,000 General Obligation School Building Refunding Bonds, Series 2016B

The representative from Springstead stated these resolutions authorize Springstead to go out for bids and define terms of the offers. She indicated there would be a net savings of \$3.9 million with the refundings, a 9% savings. The winners will be the taxpayers. Springstead has combined the issues in order to save SPPS money. There will be a rating call with Standard and Poors and Moody's on June 1. Bids will be received June 21 and once verified, resolutions of sale will be completed for the Board's approval. If interest rates or bond markets begin to change the sale can be stopped or the refunding pulled. Springstead wants to maximize savings received on the sale.

MOTION: Ms. O'Connell moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2016A and the Resolution Providing for the Competitive Negotiated Sale of \$37,635,000 General Obligation School Building Refunding Bonds, Series 2016B. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas

1. A couple Board members to work with administration on process to involve the communities in the various Areas to look at options in the total area and use this as a chance to engage, to learn what is working, what is not, about concerns and having enough stakeholders to use this as a planning process to find where to go with options in the areas, flesh out a proposed process and bring it back to the COB in June.

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- May 17
- 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. Committee of the Board Meetings (4:30 unless otherwise noted)

- May 3 – 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 the meeting adjourn, seconded by Ms.Vanderwert.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 10:43 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**

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

April 27, 2016

6:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Jon Schumacher, Chair at 6:11 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

Staff: Nancy L. Cameron, General Counsel.

Attorney: Jeanette Bazis, Greene Espel

III. APPROVAL OF THE AGENDA

MOTION: It was moved by Mr. Marchese and seconded by Mr. Brodrick 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 Jean O'Connell and seconded by Steven Marchese 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 8:55 p.m. with the roll call vote as follows:

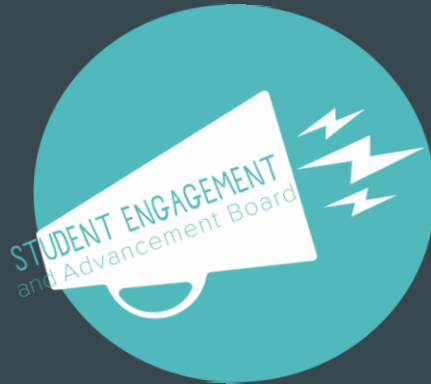
Mr. Schumacher	-	yes
Ms. Ellis	-	yes
Mr. Vue	-	yes
Mr. Marchese	-	yes
Mr. Brodrick	-	yes
Ms. O'Connell	-	yes
Ms. Vanderwert	-	yes

Prepared and submitted by
Nancy L. Cameron, General Counsel

Student Engagement and Advancement Board

School Climate – Ask Us

...



Purpose:

SEAB asserts that student experience and student voice should be the primary source of information in elevating school climate

Context

NOT PREP
TESTS
APRUE
LEARNING
ABOUT
OURSELVES?
HOW CAN WE
MAKE THIS
CURRENT
RELEVANT?
to the
real world

WHAT are
your students
learning?

Transparency
Want admin to show
Communication
closer relationships
between staff & students
or policy makers & those who
follow the policies

Flexibility in
teaching
SAFE
Community

Racial
Equity
Establishing
relationships
between what we
learn in the classroom
& how we apply it in
our lives

Teacher
Social Awareness
relationships
and involvement
between staff
& students
(Favoritism)

SAFETY

SAFETY

SAFETY

SAFETY

SAFETY

SAFETY

SAFETY

SAFETY

SAFETY

SAFETY

How do we want our
Schools to look?
a place where...

Power with
not power
OVER

More teachers
& staff
Systematically
Diversified

Safety

Grateful
Diverse

No oppo-
sition
WELCOMING

Community

Industry

Home

Consistency
CONSEQUENCES
STAFF
ENGAGEMENT

CREATING
A WIKING
ENVIRONMENT

TAKING AWAY
A RIGHT TO EDU-
CATION IS NOT
CONSEQUENCE

What are
POSITIVE
CONSEQUENCES

RACIAL
AWARE-
NESS
WEEK!

SCHOOL HAS
BECOME MORE
POLITICAL

ARE WE TOO
BUSY?

ACCOUNTABILITY
BRING things up!

SCHOOL SUCCESS
is the ROUTE to
FINANCIAL
SUCCESS

HOW DO WE BECOME
MORE COMPLETE
TEACHERS?

Where is the
SELF GROWTH?

WORKING
around the
system

TESTS - are they the ONLY WAY to MEASURE
BEING TRUE ~ REAL PERSON?

HOPEFUL ~ AWARE ~ CHANGE ~ HARMONIOUS

SOCIAL AWARENESS

HOW DO WE MAKE LEARNING RELEVANT
if the TEST is the GOAL CAREER?

When do we look at teacher performance as the cause of low GRADES?

HEALTHY RELATIONSHIPS

is the staff
just collecting
a paycheck?

I'm too
busy

ASK ME HOW I'M
DOING?

DO I HAVE TO
Get in trouble?

ARE TEACHERS
Allowed to
STOP?

ARE WE LEARNING
or just getting
CREDIT?

SHARE!!

COMPETITIVE

run-down

I don't want to
be seen with
one

How do I
teach the
correct
language
around race?
I'm white...

ARE TEACHERS
Allowed to
STOP?

and correct

THRIVE

A PLACE WHERE EVERYONE
can

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Positive School Climate is...



**Everyone Feels
Safe and Respected**

**We Do Not Feel
Invisible**

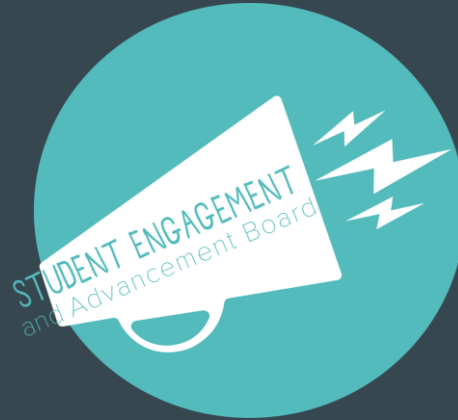
**All Voices
Are Heard**

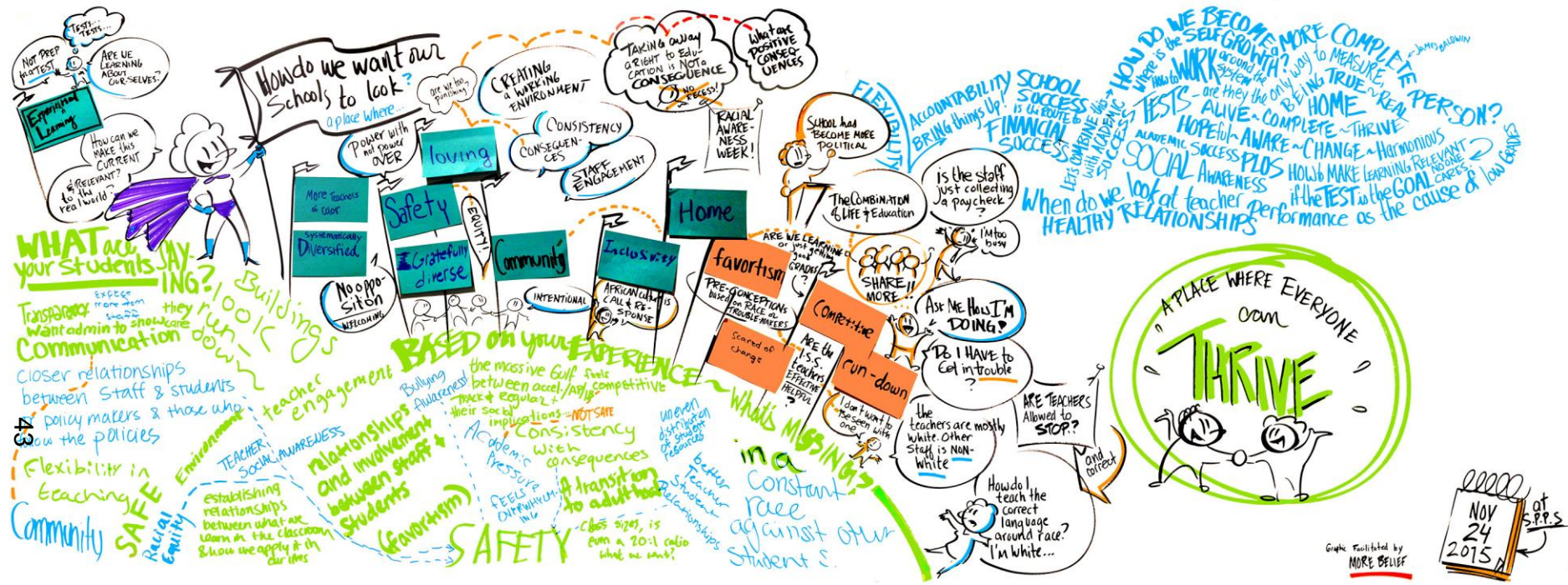
**We Experience
Positive Relationships**

Mistakes Are An Opportunity For Growth

**We Honor Power With
Not Power Over**

Final Thoughts





Questions ?

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 3, 2016**

PRESENT: Board of Education: Z. Ellis, J. Schumacher, M. Vanderwert, J. Brodrick, S. Marchese, J. O'Connell, C.Vue (arrived 4:29 p.m.)

Staff: Superintendent Silva, M. Walker, R. Vernosh, M. Schrul, J. Engen, M. Hoerth, P. Duffy, J. Ronnei, J. Allen, K. Wilcox-Harris, J. Turner, R. Currier, H. Ott, L. Cathey, N. Cameron, S. Freeman, M. Gilbert, S. Walsh, K. Keller, L. Crocker, J. Peterson, E. Agbamu, A. Collins, M. Bierman, T. Berres, M. Duls, J. Jonassen, B. Huffman

Other: J. Verges, B. Zick, R. Sutton, R. Salina, M. Prasolov, A. Steiner-Manning, S.Kuczaboski, K. Paw, X. Chang, S. Lewis, K. Eicher, J. Farnsworth

I. CALL TO ORDER

The meeting was called to order at 4:07 p.m.

II. AGENDA

A. Future of the Student Engagement and Advancement Board (SEAB)

The SEAB representatives asked that SEAB be added to the Board Charter by the fall, that a student seat at school board meetings be added. They indicated they would have one student sit at board meetings prepared to speak on issues on behalf of SEAB. When legislation is changed, SEAB will help create the process of electing a student Board member. Their last request was that SEAB be involved in the Superintendent hiring process and host own interviews.

The group requested they meet three times a month. The need to meet more frequently is to maintain momentum on their projects and it would allow for more efficiency and thoroughness in their work. This would require an increased financial investment by the Board and Administration.

The SEAB facilitator's primary role is supporting authentic youth voice. They asked to be able to replace their facilitator if SEAB believes they do not support the group. Any re-hire would involve SEAB members. SEAB would provide written evaluations for facilitators as part of their annual evaluation.

They asked that, for each project, a Board member serve as liaison to SEAB. . This would ensure there is communication between the Board and SEAB. The Board liaison should be interested in the project and dedicated to a productive outcome. The Board can recommend members to work on the project. Once SEAB has completed the project, the Board Liaison will work with Board administration to keep SEAB updated with progress. The Board Administrator would be asked to prepare monthly updates to SEAB on the progress of past projects.

In their initial project, SEAB felt it had insufficient information. There needs to be a new process for Board/Administration to propose projects and have the projects to SEAB facilitators each year by August 15. They would like to have included in the project recommendation the following:

- The general topic
- The proposed research question
- How would SEAB answer the research question
- Who are the decision makers in the District/Board
- Does the decision maker want to work with SEAB and in what capacity
- What is the deadline for completion
- Relative to the proposed research question, SEAB sees its role is to: inform, consult, involve, collaborate and/or empower.
- Finally, which Board member will serve as liaison for this project.

QUESTIONS/DISCUSSION

- How does SEAB form as a group, how is it structured? Response: SEAB is currently talking about its internal structure. Applications and posters have been prepared and sent out asking for applications. SEAB wants to make the application accessible to all students. The Board will be involved in interviewing candidates.
- Would it be helpful to have a more formalized structure in the schools? Response: We are looking into having a trickle down democracy, we have consider the student councils as channels toward SEAB so there is a direct connection to all schools. The challenges include communicating with the schools, the structure of Student Councils at schools varies as to responsibilities, SEAB does not have access to some communication areas to reach all students. SEAB has placed a link on all student iPods. Need to improve communication in schools.
- Is there any other support the District can provide? Response: SEAB has considered voting with iPads around issues, etc. In future that would boost engagement.
- Could SEAB have a parallel process to that of Board to get on the committee?
- How do you see the rotating member on school board structured? Response: It shouldn't be just one student but an opportunity for all student. The person would be part of internal structuring, SEAB will set up a protocol to schedule when students get to be the Board rep.
- Have you considered ways to prepare prior to the Board meetings and debriefing afterward? Response: That would all be part of the structure, SEAB meets frequently so there would be time to debrief.
- The SEAB Board position – how would you help those coming to the Board develop relationships with Board members? Response:; That would be Jackie Allen's role.
- I like idea of putting something in Board Policy as the Board does not have a charter. The Board encourages student engagement through SEAB. In order for it to change though we would have to change policy. Does that fit with adding it to the charter? Response: Yes, it would be a collaborative effort for revising the policy.
- The rotating Board SEAB representative, it seems there might be greater benefit in being able to have the student representative be there for two or three months consistently in order to understand what is going on and the Board process. Representation might be project related.
- If students have concerns how would they be involved.? How can their ideas be brought forward? Response: SEAB has added a SEAB website app to student iPads. Students can go the website and fill out a form, communicate directly with SEAB if they have permission from school counselors or SEAB members. One SEAB member is in charge of communication, direct messaging, etc.
- I like the annual process of thinking about what SEAB wants to do and when Board has projects that it might want to propose. Is August the right time? Response: The Board can do planning to incorporate SEAB into its process.
- The rotation of members, I like the idea of having a student voice on the Board. Have you looked at other models on how other districts do this? Response: The goal is to have a SEAB member on the Board. The rotating idea has been put forward but SEAB is not solid on the model at this time. Minneapolis has one sitting student member with no vote, they do not have the equivalent of SEAB.
- A Board member noted that having someone consistently there and aware of issues, would lessen the learning curve for the individual which if there is rotation has to be

repeated each time the representative changes. If there is good communication and feedback with the Board and a clear way information flows from the Board student representative, that could maximize how one person does it. Having multiple representatives might lead to a lack of consistency and may not result in a stronger voice. SEAB has to consider what will maximize the impact of student voice.

- How will the application process work in future. How will you reach students not in student government? How will you reach those students who stand outside normal processes/interactions? SEAB needs to engage more than just high school students, it needs to engage at other levels (middle school, etc.)
- The inform, consult, involve, collaborate, empower – how does that work relative to projects? Response: It is what position the Board wants SEAB to take on a particular project. Staff went on to say it is an engagement spectrum. It allows for clarity around the Board's direction to SEAB about where in the spectrum the Board wants SEAB to position themselves for different projects.
- How many projects does SEAB imagine doing in a year? What is your capacity? Response: Four per year but it will depend on the size of the projects. The early date for submission of project suggestions allows SEAB to plan for an entire year which is beneficial. It is an advantage in that it gives SEAB time to think about what it wants to do and to engage students.
- What is the timeline for the Board to act on recommendations/feedback? Response: It would vary from project to project. That would be negotiated with the projects.
- When the Board set up SEAB it wanted to get as broad a voice as possible. I am glad to see the SEAB representatives took a step further in wanting to do more, be more involved. I see the Board needs to take this seriously and gain input from students. Response: SEAB wants to be sure the student voice taken seriously.
- Membership in SEAB, I want to be sure there is representation from each school or broadly across the district. That there are representatives of students who might not be engaged in student government. If someone comes on SEAB as sophomore what is the assumption of term? Response: SEAB needs to think about terms, etc. SEAB will do an annual review process of how it is doing as a committee and as individuals. If members continue on as SEAB representatives they can help new members get acclimated and continue with the same goals.
- What is this year's application process? Response: SEAB is sending messaging through the Bridge and school counselors that we are looking for students who want to contribute and have ideas. SEAB is also sending out through the youth work world. There will be an interview process for applicants, the Board will be involved.
- The project selection date of 8/15, is that too early, what about mid-September? Response: SEAB wants a reasonably early selection of projects so they can decide on what projects they want to do, allow time for planning and student engagement.
- There will be things during the school year where the Board or Administration want input. There might be teams looking at issues (i.e., school start times) when they want SEAB input. Response: SEAB could engage at multiple points but it would not be a project. The addition of a liaison position from the Board to SEAB would be beneficial, particularly in these instances. SEAB wants to be involved in issues the Board feels are relevant.

The Chair stated we haven't addressed all point brought up, this is on-going process and there is Board commitment to make this work for everyone. The Board wants to take advantage of the creativity and engagement brought to this by SEAB to date.

B. Legislative Update

The Legislative Liaison stated both House and Senate have passed omnibus bills. The Conference Committee will soon begin to sort out the process since the bills do not line up. Targets must be set and agreed by the Governor, the House and Senate before any real negotiations take place. The last day for passing bills is May 22 up to midnight. Sine Die is May 23 and involves mostly retirement speeches. The Governor has 14 days to sign or pocket veto bills or do line item vetoes.

Even year sessions involve a supplemental budget but focus is on bonding. Tax and transportation are still in conference committee. All members are up for re-election in 2016. Many retirements have already been announced. The House target is zero for education and HHS. Using capital loan repayment and other MDE cuts for one time funding. Technically since there is a surplus, they have already met their constitutional obligation.

This is how the entities currently stand:

	Governor	House GOP	Senate DFL
Tax Reductions	(\$177 million)	(\$2.3 million)	(\$300 million)
New Spending	\$698 million		
	Added \$52 million*	\$2 million	\$489 million
Balance	\$202 million	\$0	\$288 million

* One-time capital loan repayment.

Agency Targets	Governor	House	Senate
Education	\$61.1 million plus \$52 million cap. loan	\$56 million (\$52 million cap loan)	\$100.2 million (Includes \$52 million cap loan)
Higher Ed	76.3 million	0	47.7 million
HHS	87.1 million	0	43.3 million
Environment	10.7 million	3.9 million	7.5 million
Agriculture	0	(1.19 million)	60 million
Debt Service	28.9 million	(3.1 million)	0

Targeted three things on the SPPS legislative agenda.

- **Voluntary PreK** - included in Governor and Senate bill
The Senate would phase in Voluntary PreK. Funding would be distributed between four areas of the state, Minneapolis and St. Paul (10% for Kindergartners). Rank order of schools based on free/reduced lunch and on presence or absence of 3 and 4 star programs. It allows for mixed delivery. There were \$18, \$24, \$31 million and added pre-K facilities grants made by the Governor last week.
- **Special Education** - no funding, includes SPPS amendment for medical assistance (MA). Ongoing meetings with the Governor's office regarding MA mental health and free care provisions.
- **Teacher Development and Evaluation** - several provisions for teacher recruitment in both bills, including "grow your own."
This includes multiple teacher recruitment, loan forgiveness, grow your own, CIS, National Certification, scholarship, stipend for student teachers and CUE. The Senate and Governor have a one time TD&E funding on a per license teacher (\$10 million). The QComp Cap would be lifted and tails funded (Senate) - \$9.8 million in FY 17 and \$42 million in FY 18-19. \$260 per ADM if district levies \$91 per ADM. There are also teacher-governed school grants (\$500K).
- **Other Support Services**
 - Grants for support staff (\$13 million) - matching grant with phase out (Senate and now Governor)
 - Full Service Community Schools (\$2.2 million)
 - Increase in American Indian Aid (\$3 million)
 - Parent Home Visiting grants (House and Senate)
 - After school learning community grants (\$500K)
 - Reading Corp increases (\$3 million)
 - Generation Connect Aid (\$431K) for connectivity
 - School linked mental health grants in HHS and E-12
 - ABE-GED and other grants
- **Other Policy Provisions**
 - Teacher licensing task force, plus other teacher licensing provisions
 - Student discipline task force

- College and career ready test scores (MCA) - no remediation allowed
- Civics test (House requires, Senate permissive)
- Additional reports by Board for Location Equity Revenue (House)
- Extracurricular participation for full time on-line students (House)
- Requires negotiation of unrequested leave (House)
- **Transportation**
 - Senate still working on transit (sales tax and cash) and many projects in bonding bill
 - Conference Committee meeting this week
 - House \$600 million bonding includes transportation
 - House and Met Council - general dispute with several counties over development
 - If final bill includes local option county tax, it will not fund transit in Ramsey
- **Other Issues**
 - Election bills - part of omnibus election bill (House - appointment and election at next regularly scheduled November election - recall provision included. Senate - appointment and election in November following appointment, unless within 90 days of November date)
 - Pension - increases for TRA, SPTRFA, MSRS still on hold. No funding secured for employer portion. There is disagreement about contribution rates.

QUESTIONS/DISCUSSION:

- Do you have a sense of if there is any hope for additional dollars for St. Paul. Response: I am worried there may not be a bill at all, it is a 50/50 shot. The Governor and Senate don't want to spend the surplus on tax cuts. Inflation has been taken out of forecast. The House bill has no on-going money. SPPS would be eligible for grants and may get some. I am hoping we can get grow your own. There may be one time TDE money. It would all be about the same as in 2011. There is on-going money in the Senate – voluntary Pre-K. TDE, connectivity aid. QComp - small pots of on-going money The Senate is the only one with money in the tails.
- Are there particular legislators the Board should be contacting? Response: Really all of them to keep the pressure on.

C. 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)

	FY 16	FY 17		
	Adopted Budget	Preliminary	Difference	% Change
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

Item	Amount (\$M)
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

Area	FY 16 Adopted	FY 17 Proposed	Change	% Change
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

Program Category	FY 16 Adopted	FY 17 Proposed	Reduction Amount	Reduct. %	Inflation Amt. Not Allocated	% Total Reduct.
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

Program Category	FY 16 Adopted	FY 17 Proposed	Reduction Amount	Reduct. %	Inflation Amt. Not Allocated	% Total Reduct.
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%)

- | | |
|--|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 non-priority elementary, K-8 and 6-8 sites	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

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

Grade	FY 17 Target Ranges
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

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. It is also necessary in order to align staffing for the following year.

QUESTIONS/DISCUSSION:

- What about the Free and Reduced Community Eligibility Program? Response: 40 schools receive meals at no cost, all schools receive free breakfast. This cannot be used with compensatory revenue. Schools must take applications for free and reduced meals. Students often qualify because of other benefits. The number of completed applications and information from MDE drive the funds. The key message to families is to fill out the application even if they do not qualify.
- What percentage of applications are completed? Response: Some schools 100%, some fewer. SPPS needs to get schools to get every application completed and submitted.
- Explain the \$3 million to job embedded cuts – how are schools impacted? Response: Administration asked the Assistant Superintendents what schools needed to fulfill contract obligations (music, art, phy. ed, science). Dollars were reallocated to some schools so they could meet the contract criteria. Staffing adjustments were made to meet classroom needs. These adjustments are usually done in the fall but because of where SPPS is now it needed to see that students are getting everything SPPS committed to contractually.
- Is there any wiggle room left? Response: Very little.
- What does this mean relative to FTEs? Response: We don't have the answer yet, we are optimistic about the number of cuts against vacancies. We are in better shape than

last year. Schools have learned to run lean. We are reducing PARAs now though not as significant as last year.

- A Board member asked if the Board could get a better idea of what staffing changes will be across different levels of staff. He stated overall patterns would be helpful. Response: Administration stated they would be using some closed Board meeting time to talk about school readiness impacts in addition to negotiations.
- What is the timeline? Response: Budgets were due in last Friday. HR is monitoring positions and balancing that. The Assistant Superintendents have compiled data for all schools as to what positions were cut with the initial budget and implications regarding the specialist areas. The majority of schools did not have to impact science to any great degree. Middle grades are looking at implications for elective offerings; they may keep content but make changes in structure. Some schools were able to keep their seven period days.
- Will the changes schools are making to make the best of the situation have any impact relative to what is needed to support those programs? Response: There will be some changes at school sites. Administration has made sure programming specifics at schools have been met (i.e., Aerospace, etc.) and that contractual obligations have been met.. Most schools have been able to prioritize with parent input.
- At the end of the day, what does that mean for ongoing programs? Response: Administration will have to assess that as we move toward the final budget. Schools interested in restorative practices have reflected that in the staffing they kept. Six schools are working on restorative practices. As the District expands its contractual negotiations it needs to be mindful there may be opportunities added funding and push for it. QComp would be an additional revenue opportunity for SPPS.
- Proposals are due, has staff voted? Response: Yes, they have already voted – Union leadership will confirm the 75% level was met at all schools who applied. Was staff asked prior to writing the proposal? Yes, SPFT staff, not all staff. The foundation was that restorative practices need to be building wide.
- In order to help with scenario planning for smaller conversations should the Board arrive at some number to recommend cutting to give more to schools? Does the Board want to come back about cuts – what tradeoffs might be. Where would cuts be in other parts of the budget if we don't want to reduce staff? Response: If, for example, we cut facilities, we would be cutting custodians, plumbers, etc. We may gain more ed assistants but would change the degree of work for remaining facility staff. 86% of the SPPS budget is personnel in some shape or form. We are up against a timeline, the challenge is no new revenue, we can make different decision about tradeoffs but staffing notifications have a limited timeline for meeting contractual notification of staff. The Board member expressed concern about how to manage expectations around what can be done within the existing timeline.
- A Board member stated the central idea is to be working toward a sustainable fiscal picture for the future, the Board has to point toward that understanding, that is the reality. Some of the nice things SPPS has been able to do may fall by the wayside as SPPS is no longer able to afford them.
- A Board member stated that when SPPS gets into the next budget cycle it will be his 16th as a Board member. The Board is now in a position where it is trying to do damage control. That is where we are at, we have to make substantial cuts that are not good. SPPS may have to move to an austerity program – there may come a time when it cannot do some programs. We need to look at zero based budgeting, an austerity program, may even have to talk about wage freezes. We need to start thinking about next year. We need to make the real, very hard decisions.
- It was noted the Board budget has gone up so the Board needs to consider looking at some areas where it can cut.
- How does not contributing to OPEB now impact us? Response: Administration has been looking at this for a long term. As more people retire the obligation will grow. As a district SPPS can levy to pay costs into the future. SPPS has an actuarial study every two years to establish its obligation which it is mitigating through the trust in order to pay off its obligations in the future. A one or two year delay will not make a difference but over the long term it would have a definite impact.

- D. Standing Item: PLTT Update - No Report
- E. Standing Item: SSSC 2.0 Update - No Report
- F. Work Session
 - 1. Policy Input

- **Student Surveys (PPRA)**

This policy is required under Federal Law. The Board discussed how this would impact the various surveys conducted in the District. Staff indicated they would like to bring this forward for its first reading at the May Board meeting.

RECOMMENDED MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education bring Policy 520.00 Student Surveys to the May 17 Board of Education meeting for its first reading. Mr. Schumacher seconded the motion.

The motion passed.

- **Use of Social Media**

Staff indicated this was a proposal for a new policy. There is no MSBA model policy on this but there are some very good examples of ones being used in the area and nationally.

There was discussion on whether this should be a policy or something else. The Assistant General Counsels provided input from the legal perspective and HR provided input from their position.

Staff indicated the Policy Work Group could continue to refine the policy as they would like to bring it to the May Board meeting for its first reading. This would allow sufficient time for the development of professional development training for teachers returning in the fall.

The consensus was for the Work Group to continue development of the policy with a report back at the June COB meeting.

- **Policy 506.00 Student Discipline**

Staff indicated this was an existing policy but that there is a need to make it stronger and clearer. She indicated she was looking for Board input around their beliefs about discipline. The procedure piece for this policy is the *Rights and Responsibilities Handbook*.

Staff indicated they were in the process of doing the annual review of *R & R Handbook*. After in-depth engagement with staff, SPFT, principal, SEAB and the PACS, major themes brought to light will be shared with the Board at the June 7 COB.

The Policy Work Group feels the current policy is more about control than a learning opportunity. They asked for guidance around the purpose of discipline in order to do further work on the draft policy they have in process. They indicated they were aiming for a first reading in June.

Staff asked "what is the purpose of student discipline?" Responses included:

- To restore community
- To support self regulation
- To establish an effective learning environment
- To provide an educational opportunity
- To lead to behavior that allows for an educational atmosphere
- To establish behavioral norms
- To teach social skills

- To promote emotional intelligence
- It was noted that Discipline is a polarizing word
- To instill the value of self respect and a sense of the common good
- To change behavior (doing it well can actually change behavior)
- To get to know an individual student and their needs
- To teach self regulation
- To show a student they have a place in the community
- To reconnect with students - to promote understanding why education is important to them.

Board members were asked what their concerns were.

- Should policy be called student discipline, classroom climate, establish a positive school climate, promoting a positive learning environment.
- Does there need to be a broader discussion about school climate, then get to student discipline.
- Need to address broader contributing factors.
- Offer anchor of what reference means in context being use.
- Too narrow in some respects, more about what want buildings to be. Discipline cedes control to a third entity. Climate, culture, way of being,
- Discipline has become very descriptive to a group of students.
- Schools should have high standards, safe, secure, polite and respectful.
- Concerned does not address how action is handled inconsistently across the district. There needs to be consistency of implementation.
- Consistency issue important, perception informed by many things.
- Consistent application of consequences across the district, are consequences being applied consistently.
- Behavior and relational standards. Honest, loyalty, trust, when breaks down this is how restore relations that have been destroyed. Behavior a piece of climate, not everything
- We have to take into account the needs of kids too. What does behavior mean and how respond to it.
- What does a healthy community look like, need to be restorative.
- Concern about timing - Needs to be done well even if go beyond August.

Staff indicated the Policy Work Group would continue to refine its draft of a revised policy. (J. Allen, M. Vanderwert, C. Vue, J. Brodrick)

III. ADJOURNMENT

MOTION:	Ms. O'Connell moved the meeting adjourn, seconded by Mr. Schumacher.
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Motion passed.

The meeting adjourned at 8:15 p.m.

Respectfully submitted
Marilyn Polsfuss
Assistant Clerk



FY17 General Fund Budget Update

Board of Education
May 17, 2016

Marie Schrul
Chief Financial Officer



Purpose

To provide an update on the FY 2016-2017
General Fund budget to the Board of Education

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Strong Schools, Strong Communities 2.0

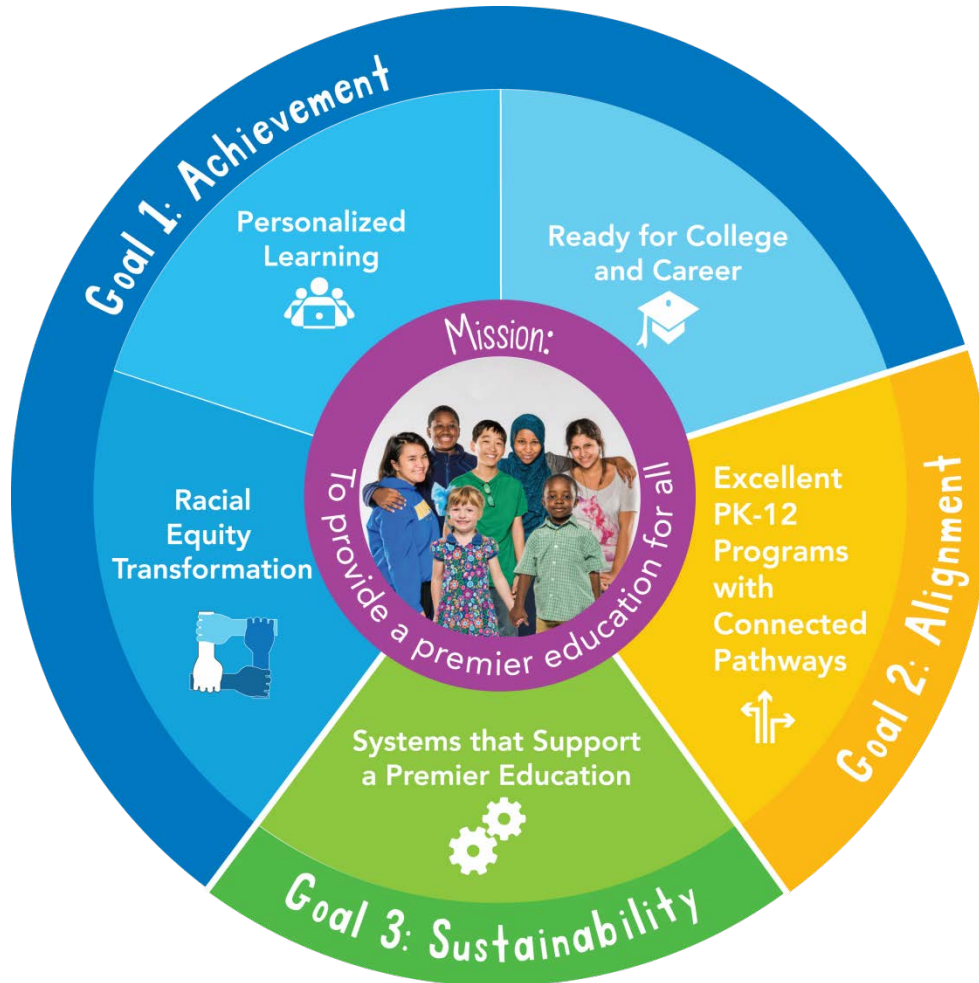
Goal 1: Achievement for all students

Goal 2: Alignment of school programs

Goal 3: Sustainability to optimize classroom resources and academics



SSSC 2.0 Focus Areas



Focus Areas

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



FY 2016-17 Budget Guidelines

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2016-2017 school year will be included in the Adopted budget.
- The FY 2016-17 budget 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/2016-17>).



General Budget Information

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

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FY 2016-17 General Fund Preliminary Big Picture

	FY16 Adopted (in millions)	FY17 Preliminary (in millions)	Difference	% Change
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

Item	Amount \$M
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)

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FY17 Proposed General Fund Big Picture – Expenditures

Area	FY16 Adopted	FY17 Proposed	Change	Percent Change
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 Administration	4,154,590	3,692,306	(462,284)	(11.1%)
Total	\$525,265,875	\$ 518,180,439		

FY17 Proposed General Fund Budget Reductions of Central Administration Programs

Program Category	FY16 Adopted	FY17 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
Central Administration	\$4,154,590	\$3,692,306	(\$462,284)	(11.1%)	(\$73,742)	(12.9%)

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- Board of Education
- Superintendent's Office
- Chief Executive Officer
- Chief Academics Officer
- Chief of Operations
- General Counsel
- Office of Elementary and Secondary Education
- Chief of Engagement

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

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

Departments with an increase:

- Board of Education 18%



FY17 Proposed General Fund Budget

Reductions of District-wide Support Programs

Program Category	FY16 Adopted	FY17 Proposed	Difference Amount	% Change	Inflation Amt Not Allocated	% Total Change
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
- Human Resources
- Research & Evaluation
- Referendum Technology
- Technology Infrastructure

- Grounds
- Custodial
- Safety & Security
- Facility Planning/Leases/Health & Safety
- Employee Benefits
- Insurance
- Utilities
- Operations & Maintenance

Departments with a 9% or more reduction:

- Family & Community Engagement
- Communications
- Research & Evaluation

No departments received an increase





FY17 Proposed General Fund Budget Reductions of School Service Support Programs

Program Category	FY16 Adopted	FY17 Proposed	Amount of Increase	Increase %	Inflation Amt Not Allocated	% Total Reduction
School Svc Support	\$175,987,186	\$178,085,557	2,098,371	1.2%	(\$2,678,066)	(0.01%)

- Student Placement
- Indian Education
- Valley Branch
- Am Indian Studies
- TDAS
- MLL
- Substitutes

- Referendum Family Ed
- School to Work
- Special Education
- Third Party Reimb.
- Instructional Services
- Staff Development
- Leadership Development

- Counseling/Guidance
- OCCR
- Student Wellness
- Alt to Suspension
- **Transportation***
- Referendum – PLTT
- Peer Assistance/Review
- Career in Education
- Pre-K Support
- Achievement Plus
- Athletics

Departments with an increase:

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

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





FY17 General Fund Recommendations to Address Projected Shortfall of **\$15.1 million**

Description	Amount (\$M)
Eliminating the proposed 2017 contribution to the Other Post Employment Benefits (OPEB) trust	1.0
No annual inflationary increases for central administration & departments	4.1
Targeted reductions for central administration & departments	3.9
Eliminating job-embedded PD at non-Priority elementary, K-8 and 6-8 sites (restored \$3.0 m to sites on 4/25/16 to address funding challenges with specialized programs and class size)	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 the Schools

Funding for SSSC 2.0



Funding Priorities

- Maintain 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

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FY17 Proposed General Fund School Allocations

Area	FY16 Adopted	FY17 Proposed	Change	Percent Change
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 our 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 schools



SSSC 2.0 Class Size Ranges Higher Poverty Sites

Grade	FY17 Target Ranges
Pre-K	20
KG	20 – 24
1 – 3	22 – 25
4 – 5	25 – 28
6 – 8	29 – 33
9 - 12	30 - 35

Higher Poverty threshold is the top 30 schools per the teacher's contract



SSSC 2.0 Class Size Ranges

Lower Poverty Sites

Grade	FY17 Target Ranges
Pre-K	20
KG	22 - 26
1 – 3	22 – 27
4 – 5	25 – 29
6 – 8	29 – 35
9 - 12	30 - 37



FY2016-17

Site Staffing Criteria

Site Configurations

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

Staffing Categories

- Principal
- 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

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FY 2016-17

Budget Adoption Calendar

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Date	Description
November-December 2015	Community budget presentations (Introduction to School District Finance & SPPS Budget)
November – February 2016	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

5/17/16



FY 2016-17

Budget Adoption Calendar

Date	Description
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 allocations Distribute General Fund program allocations
April 18 – April 29, 2016	Joint budget & staffing meetings (Principals, Human Resources & Finance)
April 14-June 21, 2016	Community engagement budget presentations
April 29, 2016	School budgets returned Program budgets returned HR Staffing worksheets due
June 21, 2016	FY 2016-17 Budget adopted by Board of Education

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Engagement Information

- Principal toolkit includes:
 - Allocation worksheet with directions and supporting documentation
 - Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Budget Video
- Business office website (businessoffice.spps.org)
 - FAQ & who to contact
 - Board presentations posted in Budget section
- Community meetings scheduled through Office of Family & Community Engagement (dates on next slide)



MN STATUTE 123B.77 ACCOUNTING, BUDGETING, AND REPORTING REQUIREMENT

Subd. 4. Budget approval.

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.

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FY 2013-14 MDE District/Site Level Expenditure Report

Fiscal Year 2014 MDE District/Site Level Expenditures & UFARS REPORTING

	Minneapolis	Anoka-Hennepin	Osseo	Saint Paul
Students Served	37,990.67	37,760.82	20,823.53	39,569.87
GF Expenditures	536,856,339.51	418,508,538.97	240,079,776.21	565,927,855.92
School Expenditures	369,778,676.14	321,505,981.02	148,114,980.03	409,959,631.94
School % of GF	68.88%	76.82%	61.69%	72.44%
Program Expenditures	167,077,663.37	97,002,557.95	91,964,796.18	155,968,223.98
Program % of GF	31.12%	23.18%	38.31%	27.56%
District Administration	28,812,553.76	12,744,444.45	7,239,351.47	22,184,330.19
Admin % of GF	5.37%	3.05%	3.02%	3.92%

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Administration Expenditures:

- Data is from fiscal year 2013-14
- Comparison should be based on size of District & % of total General Fund
- St. Paul Administration expenditures include Other Post Employment Benefits (OPEB), St Paul Teachers Retirement Fund payment (per legislation, unique to St. Paul), one-time only HR/Finance system implementation costs
- The FY 2016-2017 allocation (same comparison) is \$19.9 million, or down 10%

Questions?

HUMAN RESOURCE TRANSACTIONS
April 1, 2016 through April 30, 2016
May 17, 2016

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Shine, V.	Supervisory	05/09/2016	\$41.59	Como Service Center
Rage, M. A.	School/Community Professional	03/19/2016	\$25.01	271 Belvidere Bldg
Slabiak, K. M.	School/Community Professional	04/11/2016	\$24.46	Galtier Elementary
Dolata, R. D.	Professional Employee	04/25/2016	\$31.41	Como Service Center
Pinkalla, S. J.	Professional Employee	05/24/2016	\$25.28	Como Service Center
Vang, B.	Technical	04/11/2016	\$20.23	Como Service Center
Clayton-King, L.	Teaching Assistant	04/16/2016	\$15.25	Johnson Senior High
Delli Bovi, J. L.	Teaching Assistant	04/25/2016	\$12.39	Four Seasons A+
Smith, O. J.	Teaching Assistant	04/16/2016	\$13.52	Murray Middle School
Hanggi, M. R.	Clerical	04/02/2016	\$20.78	Colborne Admin Offices
Hanson, E. M.	Clerical	04/18/2016	\$16.47	Central Senior High
Abda, N. M.	Nutrition Services Personnel	04/28/2016	\$11.21	Harding Senior High
Freshwater, C. D.	Nutrition Services Personnel	03/30/2016	\$11.21	Johnson Senior High
Ji, Y.	Nutrition Services Personnel	05/17/2016	\$11.21	American Indian Magnet
Kargbo, E.	Nutrition Services Personnel	04/28/2016	\$11.21	American Indian Magnet
Kraskey, D. M.	Nutrition Services Personnel	04/28/2016	\$11.21	Harding Senior High
Lo, V. T.	Nutrition Services Personnel	05/17/2016	\$11.21	Washington Tech Sec
Phillips, A.	Nutrition Services Personnel	05/17/2016	\$11.21	Como Park Elementary
Roppeau, K. A.	Nutrition Services Personnel	05/17/2016	\$11.21	Mississippi Creative Arts
Smith, B. E.	Nutrition Services Personnel	04/28/2016	\$11.21	Washington Tech Sec
Thompson, I. P.	Nutrition Services Personnel	05/17/2016	\$11.21	Phalen Lake Hmong

HUMAN RESOURCE TRANSACTIONS
April 1, 2016 through April 30, 2016
May 17, 2016

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Williams, T. K.	Nutrition Services Personnel	03/15/2016	\$11.21	Johnson Senior High
Zschokke, C. A.	Nutrition Services Personnel	05/17/2016	\$11.21	Bruce F Vento Elementary
Schannel, M.	Nutrition Services Personal	05/17/2016	\$11.21	Maxfield
Baker, M.	Nutrition Services Personal	05/17/2016	\$11.21	Eastern Heights
Campbell, L.	Nutrition Services Personal	05/17/2016	\$11.21	Randolph Heights
Lammers. -McKelvey, M.	Nutrition Services Personal	05/17/2016	\$11.21	Wellstone Elementary

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lochungvu, M. X.	Central Administrator From: Teacher on Special Assignment	04/02/2016	\$47.95	Plato Admin Offices
McCarty Addy, K. M.	Supervisory From: School/Community Professional	09/23/2015	\$38.80	Central Senior High
Mommaerts, K.	Supervisory From: School/Community Professional	05/09/2016	\$33.74	Harding Senior High
Farley, L. J.	School/Community Professional From: Education Assistant	03/29/2016	\$19.14	Murray Middle School
Smith, T. N.	School/Community Professional From: Teaching Assistant	04/11/2016	\$19.81	RiverEast Elem/Secondary
Brinkhaus, M. M.	Clerical Career Progression	04/25/2016	\$19.19	Groveland Park
Newstrand, M. A.	Custodian Career Progression	04/20/2016	\$25.94	Creative Arts Secondary
Anderson, G.	Nutrition Services Personnel Career Progression	04/30/2016	\$17.79	Eastern Heights
Bohmer, M. M.	Nutrition Services Personnel	05/09/2016	\$13.71	Randolph Heights

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bohmer, M. M.	Nutrition Services Personnel Career Progression	05/09/2016	\$13.71	Randolph Heights
Hall, S. L.	Nutrition Services Personnel Career Progression	05/09/2016	\$16.60	Wellstone Elementary
Malone, K. M.	Nutrition Services Personnel Career Progression	05/14/2016	\$24.16	Washington Tech Sec

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kurtti, K. P.	Classroom Teacher	04/18/2016	\$26.12	Humboldt Secondary
Reese, M. M.	Special Education Teacher	04/26/2016	\$26.12	Parkway Montessori
Seeger, J. M.	Special Education Teacher From: Teaching Assistant	04/11/2016	\$29.09	RiverEast Elem/Secondary
Stout, E. L.	Speech Pathologist	04/11/2016	\$26.96	Riverview School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bregier, R. J.	Classroom Teacher	04/29/2016	Central Senior High
Elliott, J.	Classroom Teacher	04/20/2016	Highland Park Middle
Gerten, L. A.	Classroom Teacher	04/13/2016	Frost Lake Elementary
Johnson, D. G.	Classroom Teacher	04/12/2016	Benjamin Mays/Museum
Kuhlers, K. C.	Classroom Teacher	04/23/2016	St. Paul Music Academy
Larson, D. A.	Classroom Teacher	05/09/2016	Expo for Excellence
Noah, A. L.	Classroom Teacher	05/18/2016	Highland Park Senior
Ryan, H. G.	Classroom Teacher	05/14/2016	Adams Spanish Immersion
Sall, J. W.	Classroom Teacher	05/03/2016	Creative Arts Secondary
Schubert, S. E.	Classroom Teacher	04/28/2016	Focus Beyond (18-Adult)
Skaar, J. M.	Classroom Teacher	05/18/2016	Capitol Hill Magnet

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Spanier, K. V.	Classroom Teacher	03/29/2016	Daytons Bluff
Sparkman, K. R.	Classroom Teacher	05/21/2016	Obama Service Learning
Vang, M. X.	Classroom Teacher	04/15/2016	Jackson Preparatory
Vogelgesang, T. M.	Classroom Teacher	05/20/2016	Highland Park Elementary
Wedger, H. J.	Classroom Teacher	04/21/2016	Highland Park Senior
Yakovlev, J. M.	Classroom Teacher	05/14/2016	Johnson Achievement
Lindwall, B. L.	Nurse	05/10/2016	Horace Mann School
Bukowski, J. A.	Special Ed. Teacher	05/17/2016	Bridge View
Erwin, L. M.	Special Ed. Teacher	05/01/2016	Ramsey Middle School
Giefer, L. H.	Special Ed. Teacher	05/03/2016	Expo for Excellence
Johnson, J. M.	Special Ed. Teacher	05/04/2016	Four Seasons A+
Richardson, C.	Special Ed. Teacher	04/13/2016	Hamline Elementary
Riederer, H. E.	Special Ed. Teacher	05/07/2016	Highland Park Middle
Donnelly, E. G.	Speech Pathologist	04/19/2016	Linwood Monroe Arts
Van Leer, T.	Education Assistant	03/24/2016	Focus Beyond (18-Adult)
Virnig, B.	Education Assistant	04/16/2016	Journey's Secondary
Clardy, D.	Teaching Assistant	04/04/2016	Wellstone Elementary
Jaco, J. T.	Teaching Assistant	03/18/2016	Wellstone Elementary
Reyes Sanchez, E.	Teaching Assistant	04/21/2016	Battle Creek Middle
McCurdy, J. T.	Custodian	04/01/2016	Rondo Education Center
Jenniges, D. J.	Nutrition Services Personnel	04/16/2016	Bridge View
Hanley, P. A.	Operations	03/30/2016	Como Service Center
Hanley, P. A.	Operations	03/30/2016	Como Service Center

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ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., A. L.	Classroom Teacher	04/16/2016
E., J.	Teaching Assistant	04/25/2016
L., C. E.	Teaching Assistant	04/26/2016

SABBATICAL LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McPhail Shank, A.	Classroom Teacher	11/14/2016	Hubbs Center
Thompson, J. A.	Classroom Teacher	07/01/2016	Harding High School

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lewis, A. C.	Teaching Assistant	04/11/2016	\$14.52	RiverEast Elem/Secondary
Taulelle, K. J.	Teaching Assistant	04/18/2016	\$15.25	Linwood Monroe Arts
Thompson, M. G.	Teaching Assistant	04/11/2016	\$13.59	St. Paul Music Academy

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Chrzaszcz, J. K.	Classroom Teacher	03/28/2016	Humboldt Secondary
DelCastillo, A.	Classroom Teacher	03/28/2016	Crossroads Science
Gerten, L. A.	Classroom Teacher	04/18/2016	Frost Lake Elementary
Heeringa, C. R.	Classroom Teacher	04/20/2016	Crossroads Montessori
Sanders Dokas, D. L.	Classroom Teacher	04/11/2016	Murray Middle School
Berenato, M. K.	Education Assistant	03/28/2016	Battle Creek Elementary
Renn, T.	Education Assistant	03/31/2016	Randolph Heights
Ayala, R. M.	Teaching Assistant	04/11/2016	Johnson Senior High
Carter, L. M.	Teaching Assistant	03/29/2016	Obama Service Learning
Clardy, D.	Teaching Assistant	04/11/2016	Wellstone Elementary
Niska, L.	Teaching Assistant	04/11/2016	Bridge View
Hernandez, P. L.	Clerical	03/28/2016	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kedir, S. A.	Nutrition Services Personnel	04/11/2016	Expo for Excellence
Shaw-Baysinger, S.	Nutrition Services Personnel	04/13/2016	Rondo Education Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
T., B.	Special Ed. Teacher	04/29/2016
B., G.	Education Assistant	05/30/2016
B., G.	Education Assistant	05/19/2016
B., G.	Education Assistant	05/05/2016
M., B. D.	Teaching Assistant	04/28/2016

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brooks, S.	Classroom Teacher	01/01/2017	Farnsworth Aerospace Lower
Hayman, E.	Classroom Teacher	06/16/2016	Central Senior High
Peterson, R. L.	Classroom Teacher	06/16/2016	Eastern Heights
Cocker-Ferreira, R.	ELL Teacher	06/14/2016	JJ Hill Montessori
Edman, J.	Teaching Assistant	06/11/2016	Groveland Park
Franzen, S.	Teaching Assistant	06/11/2016	271 Belvidere Bldg
Shanklin, B. J.	Teaching Assistant	06/11/2016	Bruce F Vento
Baran, M. W.	Custodian	07/30/2016	Humboldt Secondary
Mammenga, L. R.	Custodian	07/02/2016	Battle Creek Middle
Joswiak, J. J.	Electrician	06/25/2016	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Parker, L. G.	Assistant Principal	07/01/2016	No Assigned Bldg - Misc
Ashley-Wurtmann, A. B.	Classroom Teacher	06/14/2016	Parkway Montessori
Beni, L.	Classroom Teacher	07/02/2016	L'Etoile du Nord Upper

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, E. N.	Classroom Teacher	04/09/2016	Four Seasons A+
Davis, W. C.	Classroom Teacher	06/14/2016	Benjamin Mays/Museum
Halpin, E. J.	Classroom Teacher	06/14/2016	Ramsey Middle School
Henshaw, B. E.	Classroom Teacher	08/05/2016	Como Park Senior
Hobbins, T.	Classroom Teacher	07/02/2016	Harding Senior High
Hoff, K. A.	Classroom Teacher	06/14/2016	Horace Mann School
Jenkins, W.	Classroom Teacher	03/28/2016	No Assigned Bldg - Misc
Kreger Dale, A. M.	Classroom Teacher	06/14/2016	Linwood Monroe Arts
LeClear Vachta, T. J.	Classroom Teacher	06/15/2016	Creative Arts Secondary
Lowry, J. P.	Classroom Teacher	04/30/2016	Murray Middle School
Omdalen, E. M.	Classroom Teacher	07/01/2016	Bruce F Vento Elementary
Percy, C. C.	Classroom Teacher	06/14/2016	Battle Creek Middle
Schilling, M. J.	Classroom Teacher	06/14/2016	Daytons Bluff Achievement Plus
Schunk, M. A.	Classroom Teacher	07/01/2016	Hazel Park Preparatory
Wychor, C. R.	Classroom Teacher	06/14/2016	Maxfield Elementary
Arney, R. C.	Special Ed. Teacher	06/14/2016	Linwood Monroe Arts
Brodeur, L.	Teacher on Special Assignment	06/21/2016	Plato Admin Offices
Nakanishi, G.	School/Community Professional	06/30/2014	Murray Middle School
Xiong, J.	School/Community Professional	04/30/2016	Colborne Admin Offices
White, B. K.	School/Community Professional	05/07/2016	John A. Johnson

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Denkinger, S. B.	Teaching Assistant	04/16/2016	Highland Park Middle
Evans, R. D.	Teaching Assistant	04/02/2016	RiverEast Elem/Secondary
Feld, S. E.	Teaching Assistant	06/09/2016	St. Paul Music Academy
Her, P. H.	Teaching Assistant	04/23/2016	Jackson Preparatory
Malaske, H.	Teaching Assistant	06/11/2016	Wellstone Elementary
Moe, T. Z.	Teaching Assistant	06/11/2016	St. Paul Music Academy
Moua, N.	Teaching Assistant	04/30/2016	Eastern Heights
Patridge, L. A.	Teaching Assistant	04/30/2016	Como Park Elementary
Popham, S.	Teaching Assistant	04/22/2016	Capitol Hill Magnet
Woods, D. M.	Teaching Assistant	04/19/2016	Central Senior High
Meisel, T. J.	Clerical	05/14/2016	Boys Totem Town
Yang, C.	Custodian	04/23/2016	Highland Park Senior
Adell, W. F.	Nutrition Services Personnel	04/23/2016	Creative Arts Secondary

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., B. L.	Nutrition Services Personnel	03/09/2016

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., Q. S.	Teaching Assistant	04/16/2016
T., R. D.	Teaching Assistant	04/13/2016
C., E.	Teaching Assistant	05/06/2016
E., L.	Clerical	05/26.2016
N., J. P.	Custodian	03/08/2016

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., G. C.	Classroom Teacher	07/01/2016
K., K. P.	Classroom Teacher	03/26/2016

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Otto Bremer Foundation

A. PERTINENT FACTS:

1. The Otto Bremer Foundation is currently accepting grant applications for projects that help build healthy, vibrant communities where basic needs are met, mutual regard is prized and opportunities for economic, civic and social participation are within everyone's reach.
2. Saint Paul Public Schools Adult Basic Education has prepared an application for funds to expand its Online Learning Initiative, a digital learning program that prepares adult students for success in the workforce. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$78,000. 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 Lynn Gallandat, Director, Community Education; Ryan Vernosh, Director, Communications, Marketing and Development; 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 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.

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Bush Foundation

A. PERTINENT FACTS:

1. The Bush Foundation is currently accepting grant applications for projects that provide critical data and analysis, spread great ideas and build capacity, advance public awareness and policy, or build and support leadership networks.
2. Saint Paul Public Schools Office of Leadership Development has prepared an application for funds to improve teacher induction supports to increase the number of teachers achieving tenure. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$150,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Patrick Duffy, Director, Office of Leadership Development; Ryan Vernosh, Director, Communications, Marketing and Development; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Lois Lenski-Covey Foundation

A. PERTINENT FACTS:

1. The Lois Lenski-Covey Foundation is currently accepting grant applications for projects that purchase books published for young people, preschool through grade 8.
2. Saint Paul Public Schools American Indian Magnet School has prepared an application for funds to purchase level-specific, culturally relevant books for the school library. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$3,000. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Todd Goggleye, Principal, 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 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.

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

DATE: May 17, 2016

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education's Library Services and Technology Act Grant is currently accepting grant applications for projects that facilitate increased access to resources in libraries, supporting Minnesotans' need for education.
2. Saint Paul Public Schools Personalized Learning has prepared an application for funds to create an effective delivery system for district digital research resources. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$100,000. 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 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 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.

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education McKinney Vento Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education McKinney Vento Grant Program is currently accepting grant applications for projects that remove barriers to enrollment, attendance and success for homeless students.
2. Saint Paul Public Schools' Office of Title I Federal Programs has prepared an application for funds to provide in-shelter tutoring, school supplies, transportation services and staff professional development in service of SPPS students experiencing homelessness. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$100,000. 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 Cheryl Carlstrom, Director, Title I Federal Programs; Ryan Vernosh, Director, Communications, Marketing and Development; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: May 17, 2016

TOPIC: Request for Permission to Accept a Grant from Travelers Foundation

A. PERTINENT FACTS:

1. Travelers Foundation supports initiatives that improve academic and career success for underrepresented youth, specifically targeted at public school children in grades five through 12, students in transition to post-secondary education, and in the post-secondary learning environment.
2. Saint Paul Public Schools' Office of College and Career Readiness prepared an application and received a grant for approximately \$70,000 to support the implementation of programming at Como Park High School Academy of Finance and Humboldt High School Academy of Information Technology.
3. This project will meet the District strategic plan goal of achievement.
4. 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 (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.

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Education's Innovative Approaches to Literacy Grant

A. PERTINENT FACTS:

1. The U.S. Department of Education's Innovative Approaches to Literacy is currently accepting grant applications for projects that develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies.
2. Saint Paul Public Schools Office of Early Learning has prepared an application for funds to strengthen partnerships with community childhood providers through early literacy activities, professional development and take-home book bags. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$894,673. 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 Lori Erickson, Assistant Director, Office of Early 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'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.

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Voya Foundation

A. PERTINENT FACTS:

1. The Voya Foundation is currently accepting grant applications for projects that support and improve education for youth in grades K-12, especially children in underserved areas or facing economic disadvantages.
2. Saint Paul Public Schools Central High School has prepared an application for funds to expand an existing three-course sequence of high school music production courses to introduce and teach live sound technology skills. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$12,000. 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 Mary Mackbee, Principal, Central 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 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.

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

DATE: May 17, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Wallace Foundation

A. PERTINENT FACTS:

1. The Wallace Foundation is currently accepting grant applications for projects that promote social and emotional learning in school and out-of-school settings.
2. Saint Paul Public Schools Division of Engagement has prepared an application for funds to further align systems and practices of social and emotional learning with Sprockets Saint Paul, SPPS' out of school initiative partner. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$400,000. 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 Megan Garrido, Fund Development Coordinator; Ryan Vernosh, Director, Communications, Marketing and Development; 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 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.

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

DATE: May 17, 2016

TOPIC: Request for Permission to Contract with Urban Planet Software for Services

A. PERTINENT FACTS:

1. The Office of Engagement/Student Placement Center requests permission to enter into a contract with Urban Planet Software for continued management and expanded development of the Student Enrollment Management System. The system supports both the school choice application process and year round enrollment.
2. The system has transitioned the enrollment process over the past four years from a multi-layered process to a streamlined system supporting on line and paper application submission. Nearly 70% of on-time applications were submitted on-line during the most recent on-time choice season.

The user-friendly system supports a more expeditious processing of applications including initial email notification. Continued development includes integrating the language assessment and SLIFE identification into the enrollment management system.

The services are contracted at a cost of \$5,500.00 per month which has been built into the Student Placement Center budget.

3. This project will meet the District strategic plan goal/goals of alignment and sustainability.
4. This item is submitted by Jayné Williams, Director Student Placement Center, Jackie Turner, Chief Engagement Officer, and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That 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.

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

DATE: May 17, 2016

TOPIC: Request for Permission of Board of Education to Continue an Agreement with Schoology

A. PERTINENT FACTS:

1. In support of Goal 1: Personalized Learning, the Division of Academics has identified the service agreement Schoology to be continued. Schoology is a user-friendly Learning Management System (LMS) that offers important student, family and teacher resources in support of personalized learning. Over the past few years, staff and students in several schools have used the free and limited version of Schoology Basic. This past year, 2015-2016, Schoology was piloted at secondary schools across the district.
2. The proposed agreement with Schoology includes:
 - Comprehensive learning management systems that complements our student information system.
 - District-wide access for all students, families and staff, including evening high schools and other programs
 - Ongoing national support
 - Full integration with our 1:1 iPad initiative
3. Renewing the service agreement with Schoology for the use of personalized learning aligns with Goal 1 : Personalized Learning to provide an equitable education for all 39,000 students through strong leadership, well-rounded curriculum and data-driven decisions.
4. The proposal from Schoology was reviewed by the Division of Academics and will be funded through Instructional Services and Personalized Learning. The cost of services during the 2016-17 school year will not exceed \$110,880.00 and will not exceed \$138,600.00 for 2017-2018, 2018-2019 and 2019-2020.
5. This item is submitted by: Kate Wilcox-Harris, Chief Academic Officer; Hans Ott, Director, Office of Teaching and Leading; and Megan Dols Klingel, Assistant Director, Office of Teaching and Learning.

B. RECOMMENDATION:

That 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.

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

DATE: May 17, 2016

TOPIC: Lease Agreement with Youth Farm

A. PERTINENT FACTS:

1. Youth Farm 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 Youth Farm.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be nineteen (19) months commencing May 11, 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 Youth Farm for the promotion of food justice and meeting the wellness needs of our communities.
 - 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 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.

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

DATE: May 17, 2016

TOPIC: Designating Official with Authority to Authorize User Access to MDE Secure Websites

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) requires that a district official manages access to MDE secure websites. Instead of having MDE manage user access to the sites as they did in the past, MDE changed that structure by having the district designate an authorized person to manage the user access at the district level.
2. The Identified Official with Authority has the responsibility of authorizing user access to MDE secure websites for the district, verifying eligibility and assigning roles based on authority.
3. It is recommended that Cheryl Carlstrom, Director of Title I Federal Programs and School Improvement and LEA representative, be identified as the Saint Paul Public Schools official with authority who has the responsibility of authorizing user access to MDE secure websites for the district and assigning job duties to district staff.
4. Saint Paul Public Schools will resubmit documentation from the school board annually designating the Identified Official with Authority, as well as any time there is a change in the assignment of the Identified Official with Authority. This documentation serves as the annual recertification of the Identified Official with Authority designation in accordance with Minnesota State Access Control Security Standard 1.0.
5. An email will be sent to MDE (mde.school-verify@state.mn.us) with the name of the designated Identified Official with Authority and the associated school board meeting minutes attached.
6. This project will meet the District target area goal of achievement.
7. This item is submitted by Cheryl Carlstrom, Director Title I Federal Programs and Michelle Walker, Chief Executive Officer,

B. RECOMMENDATION:

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.

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

DATE: May 17, 2016

TOPIC: Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2016, through December 31, 2017.

2. Contract changes are as follows:

Wages: Effective January 1, 2016, the salary schedule is increased 1.5%. Effective January 1, 2017, the salary schedule is increased 1%. Maintain step increases both years.

Benefits: Effective January 1, 2017, the family benefits coverage contribution will increase by \$35 per month and \$15 per month for single coverage contribution.

Deferred Compensation: Effective January 1, 2017, the District match contribution is increased from \$1,000 to \$1,250 per year for employees hired after January 1, 1996.

Vacation: Effective January 1, 2017, employee will be allowed to convert sick leave to vacation if they have 164 days of accumulated sick leave credits.

Sick Leave: Effective January 1, 2017, employee will be allowed to use 160 hours of accumulated sick leave in a 12 month period to allow the employee to care for and attend to the serious or critical illness of a parent, adult child, spouse, sibling, mother-in-law, father-in-law, grandchild, grandparent, stepparent or a member of his/her household.

3. The District has 77 FTE's in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2015-16 budget year: \$6,920,743
- in the 2016-17 budget year: \$7,161,836

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 for Professional Employees

Association in this school district; duration of said Agreement is for the period of January 1, 2016, through December 31, 2017.

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

DATE: May 17, 2016

TOPIC: Facilities Department FY17 Purchases over \$100,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchase orders with vendors that may incur costs in excess of \$100,000 throughout the fiscal year.
2. The following list indicates purchase orders anticipated to be over \$100,000 with the vendor name, a general description, anticipated amount and procurement notes.

Vendor	Description	Amount	State Contract ID
Dalco	TP & PT	140,000.00	#P-661(5)
Diesel Dogs Fuel	On site Diesel fueling and repair services	180,000.00	
Egan	Inspection and maintenance of fire alarm systems	350,000.00	F-547(5)
Flagship	Playground Maintenance	150,000.00	F-547(5)
Grainger	Maint and Janitorial Supplies/PPE/Fire Marshal Orders/Emerg Lighting	925,000.00	T-572(5)
Mavo	General services for environmental abatement and remediation	750,000.00	A-189
Nasseff	Fire Suppression systems inspection and repair	180,000.00	Per bid No. A9134-C
RAK	Bathroom Partitions and Lockers/Emerg Light Replacement/Corrections to Kitchen and Fire Code Violations	1,575,000.00	NJPA JOC Contract
Supply Works	Custodial Supplies & Equipment	195,000.00	12-22
Trane	Year 4 of 5 HVAC Chiller-Boiler Inspect/Chemicals and Services	130,000.00	TCPN #5045
Twin City Janitor	Janitorial Supplies	160,000.00	76714/62451

3. The purchase orders have been approved by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2017 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: May 17, 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 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

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

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

DATE: May 17, 2016

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

A. PERTINENT FACTS:

1. This 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 two 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): \$1,123
 - in the 2016-2017 budget year (July 1, 2016 – April 30, 2017): \$5,615
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 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.

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

DATE: May 17, 2016

TOPIC: Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, 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 six 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): \$3,838
 - in the 2016-2017 budget year (July 1, 2016 – April 30, 2017): \$19,192
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 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.

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

DATE: May 17, 2016

TOPIC: Amendment of Request for RFP #A153556-E/PO 307093 - Prime Vendor Groceries

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a prime vendor contract for furnishing and delivery of groceries with Indianhead Foodservice Distributor.
2. The original contract was approved for a one year period, beginning August 1, 2012, through July 31, 2013, for the estimated value of \$3,060,000. The contract was renewed for the period of August 1, 2013, through July 31, 2014, for the estimated value of \$3,605,000. The contract was renewed for the period of August 1, 2014, through July 31, 2015, for the estimated value of \$3,800,000. The contract was renewed for the period of August 1, 2015, through June 30, 2016, for the estimated value of \$4,500,000.
3. The Nutrition Services Department requests authorization to amend the contract to increase the established amount by \$300,000 to \$4,800,000. This increase will accommodate Nutrition Services decision to utilize this contract more comprehensively and accommodate consumption of products due to increased participation in the National School Lunch Program.
4. This amendment 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 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.

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

DATE: May 17, 2016

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

A. PERTINENT FACTS:

1. This RFP establishes the rates for school bus routes, field and athletic trips, summer and other transportation services for 2016-2017 and 2017-2018 school years. The period of the contract is from June 10, 2016 through the last day of regular school session June 2018.
2. The RFP committee reviewed the proposals and determined the best approach for student transportation using specific criteria including an extensive evaluation of vendor performance, operational and safety records, vendor capacity and price. The RFP also included the ability to negotiate price.
3. The RFP is being awarded for the School Years 2016-2017 and 2017-2018 with the ability to extend, in one year increments, for school years 2018-2019 and 2019-2020.
4. Over a two year period, transportation costs increase an average of 8.1%
 - School year 2016-2017 increases 12.5% over 2015-2016
 - School year 2017-2018 increases 3.6% over 2016-2017
5. The following factors contributed to the cost increases: labor and equipment.
6. This supports the District Strategic Goal of aligning resources to district priorities through a safe and efficient student transportation system.
7. Submitted by Tom Burr, Director, Transportation; and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That 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 2014-2016, with the ability to extend the contracts, in one year increments, beyond the initial contract periods to the vendors as indicated in the attached documentation.

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

DATE: May 17, 2016

TOPIC: Bid No. A209426-A Harding High School Pavement Rehabilitation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the pavement project at Harding High School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u> <u>Plus alternate no. 1</u>
Midwest Asphalt Corp	\$282,500.00
Bituminous Roadways.....	\$317,845.00
Fitol-Hintz Inc.	\$349,180.00

3. Alternate no. 1 – inclusion of areas 1 & 2
4. Bids have been 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 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.

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

DATE: May 17, 2016

TOPIC: Request For Proposal Contracted Security Services # RFP A209458-A

A. PERTINENT FACTS:

1. This request for proposal (RFP) provides for contracted security services to support District sites as well as provide mobile assets to meet security and emergency management needs.
2. The following companies submitted proposals:
 - American Security and Investigations, LLC
 - Securitas
 - Universal Security Corporation
3. The highest scoring proposer, Securitas, offers the most competitive pricing, most robust recruitment and retention plan and value added services. Securitas also provided a comprehensive transition plan to ensure a successful launch to the 2016-2017 school year. Administration authorizes acceptance of the proposal form, and will enter into a contract with Securitas for the annual proposed rates detailed in the Pricing Worksheet.
4. Proposals have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the SEM budget fund 01-005-815-342-6305-0000
6. This project will achieve the District Strategic Plan goals by providing and sustaining a safe and welcoming learning environment for all students, staff and visitors.
7. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That 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.

Policy on Student Surveys

First Reading

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Board of Education Meeting

May 17, 2016



Purpose

- 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

Questions?



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 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.
- 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;
 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. 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

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- 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

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 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