



Saint Paul Public Schools

Regular Meeting

Tuesday, March 22, 2016 6:05 PM

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

BOARD OF EDUCATION



Jon Schumacher
Chair



Zuki Ellis
Vice Chair



Chue Vue
Clerk



Steven Marchese
Treasurer



John Brodrick
Director



Jean O'Connell
Director



Mary Vanderwert
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – 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

March 22, 2016
6:05 PM

A G E N D A

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

DATE: March 22, 2016

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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.

Principals are responsible for a school's instructional, school culture, and resource leadership. 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. She was recognized by colleagues statewide on February 4, 2016, at the MESPA Awards Banquet – held at the DoubleTree by Hilton Bloomington Hotel during the annual MESPA Institute, the statewide convention of Minnesota's elementary and middle level principals.

2. 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: March 22, 2016

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. A team of “mathletes” at Capitol Hill Magnet School took first place in the 2016 Minnesota MATHCOUNTS tournament held on March 12 at the Crowne Plaza Hotel and Conference Center in Plymouth. The Capitol Hill math team is made up of seventh-graders **Sasha Hydrie** and **Simon Mulrooney**, and eighth-graders **Riaz Kelly** and **Cali Rivera**. **Alex Ford**, middle school math teacher, is the team’s coach. More than 123 “mathletes” from 26 schools across the state qualified for this year’s Minnesota MATHCOUNTS tournament.
2. This item is submitted by Michelle J. Walker, Chief Executive Officer

B. RECOMMENDATION:

That the Board of Education recognizes the schools above for their contributions and outstanding work.

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

DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The middle school girls' basketball team was city co-champion. David Michaelson is the coach. The team roster consists of:

Kaylynn Asberry
Grace Bluhm
Catherine Carlson
Alexis Christianson
Mariana Cournoyer
Anne Grundhoefer
Danielle Johnson
Ella Johnson-Odegard
Mary Kristjanson
Audrey Martinez-Stewart
Lillian Mulvaney
Natalie Norquist
Edie O'keefe
Jalen Russell
Julia Rynkiewich
Jaycie Tuthill
Rachel VanFleet
Nitara Williams
Toni Williams

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
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DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Murray Middle School** – The middle school girls’ basketball team was city co-champion. Brian Pearson is the coach. The team roster consists of:

Lindsey Andert
Mabur Bility
Therodora Bin
Aynesia Chappell
Tenia Childs
Madison DeGaetano
Claire Driscoll
Kylee Guenter
Hannah Hausman
Mary Holm
Nakiya Holmes
Lydia Lee
Nakya McClaia
Morgan Nichols
Demya Riley
Dinnea Riley
Kamora Shambly

2. This item will meet the District target area goals of accelerating the path to excellence.
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B. RECOMMENDATION:

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Washington Technology Middle School** – The middle school wrestling team was city champion. Dave Anderson is the coach. The team roster consists of:

Dhiraj Basnet	Kler Taw
Moo Nay Blut	Moua Thao
Fredrick Bursch	Yang Thao
Maung Chai	El Thir
Doh Han	Lu Wace
Poe Shi Hsi	Has Mu Wah
Eh Ku Ku	Alex Xiong
Thomas Lee	Cheng Xiong
Has La May	Alex Yang
Christ Moo	Boon Lee Yang
Macko Nah	Chai Yo
Has Ray	
Ella Say	
Jeremiah Searcie	
Eh Taw Soe	
Hello Soe	
Soe Su	

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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**INDEPENDENT SCHOOL DISTRICT NO. 625
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DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Washington Technology High School** – The wrestling team was city champion and had one state tournament qualifier. Richard Taylor is the coach. The team roster consists of:

Jefferson Andrade
Jacques Campbell-Wood
Gabriel Clark
Alphonso Cooper
Eduardo Gomez
Will Grieman
Jesse Honorato
Anna Jibicho
Nay Soe Kmaw
Chit Ko
Hser Nay Moo
Kae Blut Moo
Taw Loe Moo
Yway Moo
Eh Ku Mwee

Christ Oh
Christian Pattan
Hser The Yue Plaw
Wai Po
Johnny Poe
Lor Der Say
Taw Nay Say
Mo Shay
Law Gay Shee
Moo That Thaw
James Vo
Kwe Soe Win
Quancy Xiong
Vang Yang

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' Nordic ski team had two state tournament qualifiers. Brad Moening is the coach. The team roster consists of:

Harry Pretel
Kris Johnson

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' Nordic ski team was city champion. Brad Moening is the coach. The team roster consists of:

Olivia Atmore
Catherine Donohue
Anna Engelhardt
Caroline Krall
Erica Meyers
Erin Moening
Maevé Moening
Amarah Otto
Libby Pearson
Anna Schmidt

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' co-op swim team was city champion and had four state tournament qualifiers. Kathryn Vandam is the coach. The team roster consists of:

Charlie Abenth	Alexander Law
Eliot Aust	Jasper Law
Max Chen	Ian Matenaer
Terry Cheney	Sam Matenaer
Jackson Cross	Kieran McDonald
Rahul Dev	Thomas Minner
Breandan Gibbons	Andrew Noecker
Cameron Guest	Karsten Runquist
Noah Hanson-Best	Dean Ryan-Simmons
Richard John	Sean Sepheson
Parker Johnson	Matt Suzuki
Harry Jones	Senay Tesfarium
Jak Kinsella	Jacob Wahlberg
Ned Laird-Raylor	
Axel Lange	

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DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Johnson High School** – The boys' basketball team was city co-champions. Vern Simmons is the coach. The team consists of:

Savion Benton
Carlin Clarke
Daniel Foster
Brandon Gill
Keylan Jackson
Saivon Parker
Isaiah Price
Xavier Roberts
Derek Siedschlag
Andre Smith
Lorenzo Smith
Arterreal Spriggs
Shemer Tucker-Adams
Justin Yang

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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SAINT PAUL PUBLIC SCHOOLS**

DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Johnson High School** – The boys' wrestling team had two state tournament qualifiers. Mason Fong is the coach. The state qualifiers names are:

Luis Cirilo
Joel Robertson

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Harding High School** – The wrestling team had one state tournament qualifier. Otto Kraus is the coach. The state qualifier was:

Jet Mika

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Como Park High School** – The girls' basketball team was city champion and qualified for the state tournament. Alexis Gray is the coach. The team consists of:

Andrayah Adams
Raiyne Adams
Emely Cruz
Ali Goodale
Rebekah Hausman
Aazhra'rae Jackson
Sydney Jackson
Elaina Jones
Leslie Roberson
Zarina Sementelli
Asiza Shepherd
Autumn Tucker
Makayla Van Nett
Afiya Ward

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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SAINT PAUL PUBLIC SCHOOLS**

DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Como Park High School** – The wrestling team had one state tournament qualifier. Tiji Vanderwege is the coach. The state qualifier was:

Corey Guenther

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The boys' basketball team was city co-champions. Scott Howell is the coach. The team consists of:

Re'Twan Balenger
Jack Beckman
Shawn Blanchard, Jr.
Elijah Brown-Kane
Daveonte Davis
Teflon Edwards, Jr.
Tez English
Jamal Galato
Jon Gubbrud
Sam Gubbrud
Taariq Hutchinson-Carroll
Quincy Irmiter
Abdikalak Muse
Erving Stewart
Kelson Valentine

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The girls' gymnastic team was city champions. Tammy Little is the coach. The team consists of:

Hannah Chazdon
Claudia Giedd
Sierra Hinze
Eva Langenbrunner
Sophie Palmer
Siri Schroeder
Gaosheng Vang

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The boys' Nordic ski team was city champion and qualified for state tournament. Robb Lageson is the coach. The team roster consists of:

Will Bogenshultz
Simon Brooks
Ben Dufresne
Leland Johnson
Andreas Kendrick
Liam McCully
Aidan McVey
Aidan Meekin
Henry Snider
Spencer WareJoncas

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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DATE: March 22, 2016

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The boys' swim team had four state tournament qualifiers. Emily Blasko is the coach. The state qualifiers consists of:

Aiden Fairman
David Grundmeier
Jock Tuttle
Yuki Yamamoto

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

February 23, 2016
6:05 PM

A G E N D A

I. CALL TO ORDER

The meeting was called to order at 6:09 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 30343 Acknowledgement of Good Work Provided by Outstanding District Employees

1. Five SPPS teachers have been nominated for the 2016 Minnesota Teacher of the Year. The list includes:

- **Juanita Ortiz**, a Latino Culture Teacher at Phalen Lake Hmong Magnet School
- **Mary Schmidt**, a Pre-K and Kindergarten Teacher at Nokomis Montessori
- **Laura Weghorst**, a special education teacher at Murray Middle School
- **Mark Westpfahl**, a sixth and seventh grade social studies teacher at Capitol Hill
- **Koua Yang**, a social studies teacher at Harding High School.

The 2016 Minnesota Teacher of the Year will be announced May 15. A 25-member panel of community leaders will name a group of semifinalists and finalists in the coming weeks.

2. Three years ago, at the direction of Saint Paul voters, Saint Paul Public Schools embarked on an instructional initiative to personalize the learning environment for teachers and put more technology in the hands of students and teachers.

To this end, and over the last five months, 42,000 iPads have been provided to the staff and students of Saint Paul Public Schools, the largest iPad handout in the country. This engaging 1:1 iPad learning environment supports personalized learning, our "how" of addressing the predictability of achievement by race and culture. In personalized learning:

- Teachers build relationships, incorporate multiple racial perspectives, and customize instructional strategies.

- Students pursue racially and culturally relevant opportunities and make meaningful decisions directing their educational experiences.
- A 1:1 iPad multimedia-learning environment provides equal access to creativity, productivity and communication tools, and access to real world contexts and resources from many perspectives.

This instructional transformation has deeply impacted operations and logistics district-wide. Along with countless parent and community volunteers, more than 300 employees of multiple departments and several hundred student Genius Squad members have supported providing iPads to students and setting them up as learning tools. These individuals have contributed significantly to creating new systems, uncovering and resolving issues leading to long term, sustainable technology integration in support of personalized learning.

The many staff and students who contributed to the largest iPad handout in the U.S.A. were recognized.

MOTION: Ms. O'Connell moved the Board of Education recognizes the staff and students acknowledged above for their contributions and outstanding work. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. O'Connell moved the Board of Education approve the order of the Consent Agenda as published with the exception of Item C2 - Contract for Metro Transit Student Passes for Johnson Sr. and Creative Arts and C3 - Enter into a Collaboration with Minnesota State University, Mankato for the Institute for Courageous Principal Leadership Program which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 19, 2016

MOTION: Ms. Vanderwert moved the Board approved the minutes of the regular meeting of the Board of Education for January 19, 2016 as published. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of February 9, 2016

The first subject to be addressed was an **Investment Update OPEB Trust** provided by Wells Fargo. The year-end market value of the Trust was \$30,626,730.

US Bank then presented a review of the recently established **SPPS Investment** account established to provide the District with some earnings on operating/cash flow funds until they need to be utilized.

The SPPS Legislative Liaison then present the Board with a **Legislative Update** and an overview of key focus areas for the SPPS Legislative Agenda: Voluntary Pre-K, Special Education and Teacher Development and Evaluation. She also provided a quick overview of testing efforts, Metro Transit and pension issues.

RECOMMENDED MOTION: That the Board of Education approve the Legislative Agenda as presented.

The motion was approved with the following roll call vote:

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

The Chief Financial Officer then reported on the **First Budget Revision 2015-16**.

RECOMMENDED MOTION: That the Board of Education approve the Revised Budget for FY 2015-16 as presented.

The motion was approved with the following roll call vote:

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

This was followed by the **Quarterly Financial Report** which provided the results of operations, budget vs. projected, as of December 31, 2015.

RECOMMENDED MOTION: That the Board of Education approve the Quarterly Financial Report for the period ending December 31, 2016 as presented.

The motion was approved with the following roll call vote:

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

She then moved on to review the **FY 2017 Budget Guidelines**.

RECOMMENDED MOTION: **That the Board of Education approve the 2017 Budget Guidelines as presented.**

The motion was approved with the following roll call vote:

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

The Assistant Director of Strategic Planning and Policy provided a **Policy Update** reviewing four areas for policy development/review: Holiday Policy 603.02, development of a policy regarding intellectual property rights, development of a policy to address the Protection of Pupil Rights Amendment (PPRA) and a revision to the Board Vacancy Policy 202.02.

The Board moved into its Work Session which included a **Board Check In** and **Approval of Dates for Future Board Meetings** through August 2017 along with changing the Board meeting date of April 19 to April 26 and scheduling a closed Board meeting.

RECOMMENDED MOTION: **That the Board of Education approve the list of Board meeting dates for the balance of 2016 through August of 2017.**

The motion was approved with the following roll call vote:

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

Board members then moved to a discussion of their **Board Priorities**.

The Board reached an understanding about the timeline, the process, initial topics and opportunities coming up. The Board will set priorities about learning and create action plans based on those learnings. The first sets of conversations will be Special Ed & MLL, the FMP, school climate, the budget and the whole area of achievement and racial equity - not necessarily in that order. The Board will also work on its governing process, structures, etc. making sure it has ways to communicate with and hear from the community.

It was understood the Executive Committee will hold the responsibility for keeping the queue moving on when and how this will be accomplished. The Executive Committee will own the timing recognizing this needs to move forward with some urgency.

MOTION: **Mr. Schumacher moved the Board accept the report on the Committee of the Board meeting of February 9 and approves the minutes of that meeting as published. The motion was seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

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

B. Student Engagement & Advancement Board (SEAB) Update

13 students for the SEAB. Shape how move forward, involving students in the group and changes they might instituted.

The group indicated the purpose of their presentation is to deliver recommendations, by and for SPPS students, on the subject of School Resource Officers (SROs). The SROs are staff members of SPPD who work in the SPPS schools. SPPS has nine SROs (seven are placed at Como, Central, Harding, Highland Senior, Humboldt, Johnson and Washington; two are mobile). SPPS covers 90% of the cost for the SROs in FY 2016 (\$854,214). SPPS has had SROs for approximately 30 years. The SEAB are concerned about the normalization of the police in schools. The UN panel investigating inequity in the U.S. educational system recommends eliminating on campus policing.

The research process consisted of background research (national issues and national SRO training). The SEAB conducted interviews with SPPS Administration and SPPD SRO leadership. It collected SPPS data to analyze impacts of having SROs. They surveyed students and staff and conducted student focus groups.

1. Student/Staff Survey

The survey was sent via email to all SPPS high school students and staff. 1,298 students responded as did 155 staff. Response rates varied with a higher response rate from students who identified as white or Asian; there was higher participation from students from Highland Senior and Johnson Senior.

Key findings from the survey showed students with more interaction with their SRO had more positive responses to all questions. Staff responses were more positive than student responses in all categories (graph provided). Race and ethnicity affected how SROs are seen as a resource. 90% of students had three or less interactions with their SRO.

2. Student Focus Groups

The focus group format was created based on data from the student and staff surveys. Most participants were a part of an under-represented group in the survey. Seven focus groups were conducts and 84 students participated.

The intent for SROs is that of positive role models, guides and mentors, providing response to low level crimes and they should not be part of behavior intervention. Generally, students do not know who their SRO is and race/ethnicity affect whether a student will go to an SRO for help. Actual experience shows 90% of students report three or fewer interactions with the SRO. More interactions show more positive responses. Race/ethnicity affects seeing an SRO as a resource and student experience is less positive than that of staff.

- Focus groups show greater disconnect between student experience and intent of SROs than was shown in the survey data.
- Students (and some staff) do not know what SROs are supposed to do.
- Students do not distinguish SROs from security.
- There are inconsistencies of what SROs do across school sites.
- Many concrete suggestions for improvement came from students, including. changes in uniform, training, increased visibility, welcoming affect, positive reasons to interact with SROs. A list of additional recommendations was provided.

As a result of the focus groups, SEAB feels SPPS needs to clarify who SROs are and what they do, increase positive ways to interact with SROs and create consistency in the use of SROs across SPPS sites.

3. Concerns and Recommendations

- Concern 1 - student survey results show that the majority of students do not interact with their SRO and some do not have positive interactions. SEAB recommends:
 - SROs have more visibility in schools, develop closer relationships with students and get involved in the school community.
 - Mandatory youth development, anti-bias and street-to-school transition training
 - SPPS and SPPD adopt a shared philosophy of students as humans able to solve their own problems and not problems to be fixed.
- Concern 2 - most students (and some staff) do not know how to interact with their SRO or what they do. SEAB recommends:
 - Clarity of SRO job description with measurable intended outcomes
 - SRO job description and outcomes be communicated to students and staff
 - Standardization of SRO involvement with students.
- Concern 3 - SPPS currently pays 90% of the cost of SROs without data that demonstrates a clear, positive impact on all students. SEAB recommends:
 - The Board negotiate for a lower percentage of the contract until a positive impact, directly tied to the SPPS mission and proportional to its spending, is measured.
- Concern 4 - SEAB does not want students criminalized in SPPS schools. SEAB recommends:
 - Increased restorative justice practices
 - SPPS cease in referring students to law enforcement for minor possession of drugs at school
 - SPPS develop a method to evaluate the impacts of SROs on SPPS students, collect data and evaluate (at least) annually.

As to the general purpose of SEAB, they felt the process could be improved with the following:

- A clear research question from the Board
- Administration should not edit their process or questions
- Background information should be provided by Board/Administration
- There should be increased support from school staff for students to complete surveys
- All existing data should be provided at the start of the process.

The group stated, in closing, that school climate is a bigger issue than just the SRO program and that the group hoped to work on the school climate issue in some manner.

QUESTIONS/DISCUSSION:

- You stated you want to work more on school climate – what specifically? Response: That is an item for the full SEAB to decide, the group will get back to the Board at later time.
- The U.N. study recommends no police officers in schools, your report seems to indicate that SROs are a good addition in the role of a mentoring, caring adult in buildings. What would make that a reality? Response: The SEAB has high hopes regarding some of the recommendations offered by students as shown in the "central pillar".
- Congratulations were offered for establishing a focus for this study. Is my understanding correct that you are not recommending removing SROs from the schools but want to clarify their role and actual practices in the schools? Response: SEAB assumed SROs would stay in the school so did not investigate not having SROs.
- Did anyone's opinion on SROs change through the research? Response: One person's did as they did not know what SROs were.
- The Board noted SEAB had raised interesting ideas on what to do with SROs in the buildings in the middle pillar. What are the ones that would be best practices to recommend to building leadership and what are ways for students to be engaged that could be rolled out in the near future, can you offer any guidance for administrative leadership? Response: SEAB believes the ideas from the focus groups centered around visibility, increasing students' understanding of the SROs' role and having the SROs become more involved in the school community. This would help define SROs in a

- positive way. Also, no guns on SROs. A student involvement opportunity maybe something re: community policing, a "get to know SRO day" or possibly internships,
- A Board members stated he was looking forward to more input from students in the district.
 - There were fewer responses from ethnic groups, do you know why? How would you do this differently in the future? Response: Reasons might be the need to overcome the intimidating uniform, a fear of being seen as a snitch, distrust of police, SRO use for noncriminal behavior. Also there is a belief (or reality) that the SROs do not understand cultural differences, they need training in that; there is a disconnect between SRO and students' cultural base.
 - Did ethnicity of SRO come up, did what they look like matter? Response: That was not asked only the ethnicity of student responders was asked. Race did not come up with students regarding the SROs, it was mostly students did not know who the SRO was or what they do.
 - You did some interviews with SROs how did that impact your research? Response: SEAB's interactions with the SROs were all positive. The SROs were strong on what they desired – seeking relationship with students, having a positive influence on students.
 - SEAB asked how the Board and SPPS administration will move forward with study findings. Response: The Board stated this was a new for the Board as well. They have not heard the student voice in this way before. The Board wants to be sure this is considered and part of the conversation that has been opened up by the study; there needs to be more conversations around the study as well as how to further support surveys and how to help SEAB in getting authentic student voice.
 - The Superintendent stated she was still putting together her thoughts. She stated the District has not heard the voices of students to any great degree before and the school climate initiative will need a lot of work from students in order to get to a school climate that is respectful, open and provides a better learning environment for all students.
 - It was stated that perhaps some key members of administration could work with SEAB and a working team from the Board to look at the study and see what is doable, particularly in the area of SPPS/SPPD partnership. There are a lot of ways to bring people together. Administration would like to see SEAB stay engaged in this area even when they move on to another project. Thanks were extended for the further definition of SRO structure.
 - The COO stated the information provided is very helpful and will help as there is currently a contract expiring and this will help strengthen the agreement SPPS has with SPPD. It will help in building a contract that is inclusive of and sensitive to school climate. The timing is perfect and the work done tremendous. It is obvious the contract will need to change so as to accomplish a strong reciprocal relationship between police/SROs and the school district. This is a step that will help to change reality and perception of school climate within the district.
 - Staff noted that within the school climate plan there is a big part related to engaging students and doing what is right for students in district. That might open areas for further SEAB involvement.
 - What is the timing on the study and what is the student time commitment relative to SEAB? Response: SEAB members put in 12 hours/month and the group has been working since November on the SRO project. They are looking to work on multiple projects toward the end of year with the hope of completing two by year end.

VIII. SUPERINTENDENT'S REPORT

A. SSSC 2.0 and VisionCard Overview

The Assistant Director, Research, Evaluation and Accountability and the Assistant Director, Strategic Planning and Policy provided the review of SSSC 2.0 and the overview on the VisionCards.

The first phase of SSSC ended with SY 2013-14 and infrastructure is now in place to accelerate student achievement. **SSSC 2.0** was introduced at the State of the District in

January 2014 with Board approval of the plan in March 2014. SSSC 2.0 will continue the work through 2019.

The SPPS mission is to provide a premier education for all. SSSC 2.0 goals are **achievement** for all students, **alignment** of school programs and **sustainability** to optimize classroom resources and academics. The goals have been broken out into five focus areas:

- Achievement
 - Racial Equity Transformation - change practices and systems, value and invest in all students and examination of personal racial beliefs. Approximately 4,000 staff have received foundational training. Ongoing professional development is being provided. A culturally relevant curriculum is being built. Parent involvement and engagement opportunities are being ensured and practices that perpetuate inequity are being interrupted.
 - Personalized Learning - adapts teaching and learning to diverse needs and abilities of students. It provides multiple ways for students to access information, express themselves and demonstrate learning. iPads and MacBooks have been distributed to 72 sites. The infrastructure to support a 1:1 iPad learning environment has been upgraded. Professional development for teachers, administrators and other staff is being provided. Student learning is being enhanced through personalized learning in the classrooms.
 - Ready for College and Career - Students are beginning to start planning early (middle grades) for high school and beyond. Post-secondary credit accrual opportunities are increasing. Career and Technology (CTE) programs are being expanded. Consistent grading, scheduling and graduation requirements have been put in place. This has resulted in six consecutive years of increased district four-year graduation rates. There is a 100% graduation rate for students in AVID all four years. Consistency in the middle school curriculum is being built. The *Focus on Freshmen* program is being delivered, CTE offerings are being expanded and youth employment opportunities are being promoted.
- Alignment
 - Excellent PK-12 school programs with connected pathways - Cultural, language and specialized programs have been expanded. SPPS is ensuring programs have clear pathways from elementary through high school. Opportunities to enroll in challenging classes are available for all students and pre-kindergarten opportunities are being made available for more children. A secondary pathway for Mandarin immersion has been established at Highland Middle/Senior. 94% of families received their first or second choice for Kindergarten in 2015. SPPS is continuing to evaluate capacity constraints at school sites and in the Areas. Pre-K and Early Childhood Special Education offerings are being expanded and SPPS is establishing a district-wide model for comprehensive mental and physical health supports.
- Sustainability
 - Systems that support a premier education - SPPS is working to attract and retain students and families. It is working to build an exceptional workforce, school buildings are equipped for students' learning needs. Efficient and effective financial and operational practices have been established along with systems to hold SPPS itself accountable to its strategic goals and its community. SPPS has developed a Board approved Facilities Master Plan (FMP) process that included engagement from almost 1,000 community members. It is implementing a Teacher Development and Evaluation (TD&E) system. It is delivering a robust employee on-boarding process. SPPS completed its 2015 audit with no major findings. SPPS is engaging the community in the annual budget planning process.

VisionCards offer a system for monitoring and reporting progress on the strategic plan. There are six cards aligned to SSSC 2.0 focus areas. They are clear, concise, visually simple and powerful. They inform policy review, procedure development, resource allocation and other strategic actions. They are a support to the Board as it works in their governance role.

The Board's role is to approve Superintendent-recommended Vision levels, review monthly VisionCard presentations, explore policy and fiscal implications and provide strategic guidance in response to results.

VisionCard levels have been established as: Level 1 - Critical, Level 2 - Concern, Level 3 - Stable, Level 4 - Progress and Level 5 - Vision. Each is defined with a specific color for quick visual acknowledgment of progress in the specific data points.

The six VisionCards are organized by the five focus areas of SSSC 2.0 (racial equity, personalized learning, college and career, programs and pathways and systems) plus growth and proficiency indicators. The report timeline follows. Measures and metrics for the various VisionCards were provided along with the Vision Level.

- Growth and Proficiency (October)
- College and Career (March)
- Programs and Pathways (April)
- Personalized Learning (June)
- Racial Equity (July)
- Systems (August)

QUESTIONS/DISCUSSION:

- It was stated that it was helpful to hear the overview of the plan and VisionCards. Concern was expressed that even with the multiple data elements measured they are not providing a focus for the district on how to move things forward. What does not seem clear are identifiable, measurable large objectives. It is hard to determine the relative importance of the various data points. The Board members stated he would like to the district move toward fewer focused hallmark indicators, understandable by the community, that show there is movement. Measures that can be explained as to how SPPS is moving toward specific outcomes. He noted it is easy to get lost in the data as presented. There is a difference in what is operationally useful to staff and what the community see to be of value to them. Response: Staff stated that prior to the implementation of the VisionCards data was reported out as it became available but there was no established process defining the relationship of the data being reported to other reports. This led to the VisionCard measures being selected and defined relative to the Strategic Plan. The measures look at not only outcomes but processes that will lead to the desired outcome. Both process and outcome needed to be measured and the VisionCard process utilized metrics developed to look at both. In many cases they helped to highlight the fact that to get certain outcomes the process had to be revised. The VisionCards measure progress toward implementation of the plan looking at key pieces that, if tracked, will keep the District on track to make progress. The more public /community conversations around outcomes are done through various annual reporting mechanisms.
- A Board member summarized that when desired outcomes have been defined a plan is needed to get to those outcomes. The VisionCards address how the process of the plan is working; they visually demonstrate how progress or lack thereof is appearing within the various defined metrics. The public is concerned with the end results, the desired outcomes as, of course, is the District. However, the District also needs to know how various processes are impacting movement toward those outcomes and what changes need to be put in place where to move the work forward. The visual aspect of the cards provides color definition on degree of progress. In the end there needs to be agreement on the way the measures are being made and what the targets are.
- A Board member stated he appreciated the VisionCards but the District may want to review the metrics at some point. He also indicated he would like to see some metrics on school climate in the future.
- How often are the metrics updated? Response: Because the VisionCards are presented once a year, the most current final data available is used. Staff noted that many VisionCard metrics are also monitored on a real time basis at the district and site level.

- Is there a way to look at how things are changing within the environment – in the real world students need to be successful. What about emotional social skills. Can that be evaluated in some way? Response: There is a way to measure some of those pieces – student surveys, etc. There will be specific measures for student engagement metrics as SPPS works with Generation Next on social/emotional goals.
- A Board member noted the VisionCards look at how the plan is being executed. But what is experienced in the classrooms/buildings is what gives the public a sense of comfort that concrete goals are moving forward. There may be value in creating key outcome metrics presented in a multiyear format. That might help with differentiation between processes, outcomes and progress over time.

B. School Climate Update

The update was provided by the Office of College and Career Readiness (OCCR) and the Department of School Climate and Support (DSCS). The purpose was to present short-term and long-term plans for supporting school climate improvement efforts and to show how school safety aligns with the district priorities.

The mission for school climate improvement is to build a district-wide framework that supports positive school climate with high quality behavioral, mental health and wellness supports. Beliefs around this are:

- It takes a village to raise a child
- Children need to know that they are our nation's greatest resource
- Our families are as important as our schools
- Teachers need to feel confident, valued and supported
- Individuals model the behavior they see
- The physical environments must support learning
- The role of the district leadership is to guide and support.

Guiding principles for the effort are: create positive climate and focus on prevention, develop clear, appropriate and consistent expectations and consequences to address student behaviors and ensure fairness, equity and continuous improvement.

School climate is and has always been an SPPS priority. School climate refers to the quality and character of school life. School climate is based on patterns of students, parents and school personnel's experience of school life and reflects: (1) norms, goals and values, (2) interpersonal relationships, (3) teaching and learning practices and (4) organizational structures. (from National School Climate Center). The US Dept of Education Guiding Principles on school climate are:

- Create positive climate and focus on preventions
- Develop clear, appropriate and consistent expectations and consequences to address student behaviors
- Ensure fairness, equity and continuous improvement.

SPPS School Climate goals are to:

- Improve school climate and increase supports to strengthen relational health amongst students and staff.
- Reinforce consistent implementation of support systems for students, families and staff.
- Improve the safety and security procedures for all students and staff in SPPS buildings.
- Clearly communicate expectations to the school and community.

Resource alignment within the four SSSC 2.0 areas are:

- Student Support - additional social and emotional staffing, student leadership
- Staff Support - professional development and PBIS full implementation
- Expanded security staffing options and security camera updates
- Procedures and systems - restorative practices and community partners

1. SHORT TERM FORCUS (Now thru June 2016)

- Principle 1: Climate and prevention action steps checklist:
 - Engage in deliberate efforts to create positive school climates
 - Prioritize the use of evidence-based prevention strategies, such as tiered supports
 - Promote social and emotional learning
 - Provide regular training and supports to all school personnel
 - Collaborate with local agencies and other stakeholders
 - Ensure that any school-based law enforcement officers' roles are clear.

Student support for climate and prevention will include such things as: family engagement, tip text, foundation classes, review of digital citizenship expectations, Check-n-Connect, Dare 2B Real, enhancement of student leadership opportunities, Change Inc.

Staff support will include additional staff support in buildings and professional development (student engagement, SDWAM, Crisis Intervention E-Courses, Trauma Informed Schools Training grants, gender inclusion.

Procedures and systems will be addressed at school wide district administrators meeting. Safety and security will involve securing a new SRO contract and revision of SRO training to focus on fostering positive relationships.

- Principle 2: Expectations and Consequences Action Steps Checklist:
 - Set high expectations for behavior and adopt an instructional approach to discipline
 - Involve families, students and school personnel and communicate regularly and clearly
 - Ensure that clear, developmentally appropriate and proportional consequences apply for misbehavior
 - Create policies that include appropriate procedures for students with disabilities and due process for all students
 - Develop restorative systems of support for students to maximize time in the classroom

Student support would include alternative programming (C3, A2E, Gordon Parks Middle). Staff support would include flexible PLC time and SAT Team Process training.

Procedure and systems would involve a formal review of the *Rights and Responsibilities Handbook*, rights and responsibilities communications and formalization of transition meetings. Safety and security would involve clarifying roles and responsibilities of SRO's and a Principal/SRO Roundtable.

- Principle 3: Equity and Improvement Action Steps Checklist:
 - Train all school staff to apply school discipline policies and practices in a fair and equitable manner
 - Use proactive, data-driven and continuous efforts (including gathering feedback from families, students, teachers and school personnel to prevent, identify, reduce and eliminate discriminatory discipline and unintended consequences.

Student support would include Dare 2B Real and the Gordon Parks Legacy Course. Staff support would involve PBIS implementation training.

Procedures and systems would involve a comprehensive needs assessment, staffing decisions for 2016-17, approval of FY 2017 budget, district-wide PBIS evaluation and

expedited Student Placement Records requests. Safety and security involves the FMP and installation/upgrades to identified school security cameras.

2. Long-Term Focus

The development of a long-term district plan addressing school climate should be responsive to a school-based climate needs assessment, including a strategic stakeholder engagement effort and incorporating the following elements:

- Establish clear district-wide expectations and accountability
- Provide site-based autonomy within the PBIS framework
- Examine effective relationship building strategies
- Address racial discipline disparities
- Support Restorative Practices
- Trauma informed practices and aligned support
- Targeted engagement to develop school-based climate plans.

Over the next eight months (now through September 2016) involvement will be community-wide, district-wide, school-wide and include the student voice.

- Community-wide efforts will include convening a task force to provide feedback on the District's long-term School Climate Plan with a public report of recommendations at the September 2016 Board of Education meeting.
- District-wide efforts will include establishing uniform district-wide expectations and accountability, needs-based professional development, revisions to Principal's Handbook and targeted additional staffing.
- School-wide efforts include development of a school climate improvement plan including agreed upon school expectations and accountability that is aligned to the school's SCIP. Restorative Practice pilots, Fall school climate kick-off materials and events, distribution of the *Rights and Responsibilities Handbook* and formalization of a SAT team process.
- Student engagement will include partnering with the Student Engagement and Advancement Board, opportunities for school-level student leadership and elevation of the role of WEB Leaders.

Staff provided the Board with a quick overview of district-wide PBIS implementation.

QUESTIONS/DISCUSSION:

- The task force will be a critical way to focus efforts. PBIS is an important piece, however, it sounds like tools and supports are not always available and there are no real alternatives for the kids to find help so they can return to the classroom. How will this work on a day-to-day basis when there is violence and disruption to classrooms? How is it being implemented and playing out? Response: Many things are being done and some things are in process; this includes the need to add more staff for support, realization that some students simply cannot be in a traditional middle school and options have to be created for them. To address the violence issue, the District has created the C3 program to move students into to keep them in the classroom and address the reasons behind the violence. SPPS needs to involve community agencies, it needs to put money where the needs are, do early interventions (PreK-K interventions to counter early behaviors). Administration knows schools that are implementing PBIS do not have the behavior issues; however, commitment to the program as a whole needs to be consistent across all schools. The policy on discipline needs to be clarified. The accountability of having a plan and following it needs to be communicated to families and students. The District needs to determine what is acceptable across the system. There needs to be flexibility within the schools to establish a "school way". Students need to own the rules and be part of the decision when the rules are established. Priorities need to be established as the upcoming budget is developed.
- C3 – Choice, Chance, Change was launched this month (February). It is an after school program designed as a cohort-based model to address fighting incidents resulting in three or more days of suspension. Individuals are offered the chance to participate in the 12 hour program. There is family involvement on both the front and back end of the

program. Students are led through reflections on relations with their teachers, adults, students as well as looking at academic and/or social/emotional gaps. At the conclusion of the course students are provided with the opportunity to repair relationships through a restorative process before moving back into the school. The program is located at Journeys.

- Additional community engagement – what is being looked for? Response: Communication needs to be done to establish why this is being done and communication needs to be genuine.
- Staff stated SPPS needs to strengthen the confidence of its teaching staff and families need to have confidence in the way daily life happens in the buildings. There will be funding, staffing, budgeting implications; that is the reality of implementation but it will give people the opportunity to move toward desired changes but there also needs to be a willingness to put resources in the buildings to support the work. The task force is important as a community engagement mechanism so there is public discussion around events happening in the buildings in order to give people a chance to participate. It is vital to get student voice into the process. A Board member stated there is a clear engagement process as demonstrated with the FMP process. School climate is as important as that and requires the same level of engagement in the process. There needs to be a clear understanding of the ways and means the task force will work to get the data and SPPS really needs to ensure that input and knowledge provided is serious and will bring change building and district-wide.
- What is actually preventing SPPS from announcing to the community what exactly SPPS's expectations of behavior are for students and staff and what the consequences are when correct behavior is not displayed? Response: SPPS needs the feedback from the community because obviously something is missing. The students have the *R&R Handbook* but that needs to provide more and clearer details. Saying discipline and behavior is important to SPPS for student learning is not enough. Teachers need to have training on mental health and student engagement during their PD. It is important to partner with community-based organizations within the multiplicity of communities that make up St. Paul. There needs to be a clear set of questions for the community on what problems are being experienced, what is prohibiting SPPS from having a positive climate then work toward potential solutions to address the primary problems. The questions of "if the problem was gone what would tomorrow look like" needs to be addressed. Answers need to set really firm targets over the next year, programs and processes to accomplish these need to be defined. There is a need for a needs assessment to get a clear sense of the problems facing the District's very diverse communities so solutions work for all students in all communities. SPPS needs to build cohesion, buy in and ownership of solutions.
- Accepting ownership is the difficult issue. SPPS is now hearing conversation around school climate and restorative practices coming together for meaningful public conversation with potential buy in from diverse groups. Despite District expectations, buy in has to happen in the schools.
- It is clear SPPS has to have common metrics to measure school climate. What is known of metrics on school climate? How can it be measured? Response: There are many metrics available, nationally or in the states. SPPS needs to determine a metric for the district, there has to be agreement on what is being measured. Attendance is a first indicator, while students are in the classroom learning increases, that is obvious.
- Climate is a reflection of the culture of an organization – culture comes from leadership – the task force will flesh out a number of issues, systems, structures, engagement, etc. It is incumbent on leadership to define a culture - what is wanted in the district, how does it approach problems, model problem solving, how are children regarded. All that will shape the approach to support them in behaviors and skills to be successful. St. Paul and SPPS needs to think about who they are as community.

C. Human Resource Transactions

MOTION: Ms. O'Connell moved approval of the HR Transactions for the period January 1, 2016 through January 31, 2016. Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. O'Connell moved the Board of Education approve all items on the Consent Agenda with the exception of Item C2 - Contract for Metro Transit Student Passes for Johnson Sr. and Creative Arts and C3 - Enter into a Collaboration with Minnesota State University, Mankato for the Institute for Courageous Principal Leadership Program which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 30344 Acceptance of West St. Paul Commercial Club Scholarship Donation
That the Board of Education authorizes the Superintendent (or Designee) to accept this gift.

B. Grants

BF 30345 Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way Screen @ 3 Initiative

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way Screen @ 3 Initiative for funds to improve early childhood screening in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30346 Request for Permission to Submit Grant Applications to KaBoom

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

BF 30347 Request for Permission to Accept a Grant from King County (WA)

That the Board of Education authorize the Superintendent (designee) to accept a grant from King County (WA) to provide professional development on health curriculum in SPPS; and to implement the project as specified in the award documents.

BF 30348 Request for Permission to Submit a Grant Application to the Minnesota Department of Education - Cafeteria Equipment

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to improve cafeteria equipment at Paul and Sheila Wellstone Elementary School and Humboldt Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30349 Request for Permission to Submit a Grant application to the Minnesota State Arts Board Arts Learning Grant for Creative Arts Secondary School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board Arts Learning Grant for funds to bring artists in residence to Creative Arts Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30350 Request for Permission to Submit a Grant Application to the Minnesota State Arts Board Arts Learning Grant for Mississippi Creative Arts School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board Arts Learning Grant for funds to bring a Neighborhood Bridges residency to Mississippi Creative Arts; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30351 Request for Permission to Submit a Grant Application to the Minnesota State Arts Board Arts Learning Grant for Saint Paul Music Academy

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board Arts Learning Grant for funds to bring artists in residence to three SPPS schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30352 Acceptance of MSHSL Foundation Grant to Humboldt High School

That the Board of Education authorize the Superintendent (or Designee) to accept this grant.

BF 30353 Request for Permission to Submit a Grant Application to the National Writing Project

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Writing Project's LRNG Innovation Challenge for funds to maximize the potential of iPad technology at Galtier Community School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30354 Request for Permission to Submit Grant Applications to The Saint Paul and F. R. Bigelow Foundations to Support Freedom Schools 2016

That the Board of Education authorize the Superintendent (designee) to submit applications to the Saint Paul and Bigelow Foundations for funds to conduct Freedom Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30355 Request for Permission to Accept a Grant from the Saint Paul Public Schools Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Public Schools Foundation to support technology education and leadership in SPPS; and to implement the project as specified in the award documents.

BF 30356 Request for Permission to Submit a Grant Application to Travelers Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Travelers Foundation for funds to sponsor college campus visits for AVID students in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30357 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 Murray Middle School; and to implement the project as specified in the award documents.

C. Contracts

BF 30358 RATIFICATION -- Iceberg Technology Group Contract Extension

That the Board of Education authorize the Superintendent (designee) to ratify the extension of the contract for Iceberg Technology Group's engagement through June 30, 2016 at a total engagement cost not to exceed \$160,000.

BF 30359 RATIFICATION -- Nature At Work Inc. Contract Extension

That the Board of Education authorize the Superintendent (designee) to ratify the extension of the contract for Nature At Work's engagement through June 30, 2016 at a total engagement cost not to exceed \$125,000.

D. Agreements

BF 30360 Request for Permission to Enter into a Memorandum of Agreement between St. Paul Public Schools (SPPS) and The Twin Cities German Immersion Public Charter School (German Immersion)

That the Board of Education authorize the Superintendent (designee) to enter into a MOA between SPPS and The Twin Cities German Immersion Public Charter School for the school year 2016-2017 and 2017-2018 school year, and to implement the agreement as specified in the MOA.

BF 30361 Request for Permission to Enter into a Memorandum of Agreement between St. Paul Public Schools (SPPS) and Yinghua Academy (Mandarin Chinese Immersion)

That the Board of Education authorize the Superintendent (designee) to enter into a MOA between SPPS and Yinghua Academy for the School Year 2016-2017 and to implement the agreement as specified in the MOA.

E. Administrative Items

BF 30362 Discharge of B.F.

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

BF 30363 Proposed Discharge of Tenured Teacher – K.D.

That the Board of Education: Accept the filing of the Charges proposing to discharge Tenured Teacher for the grounds alleged in the Charges. Ratify the Superintendent's suspension of Tenured Teacher without pay, effective at the end of the day on February 5, 2016, and pending the conclusion of teacher termination proceedings. Direct the Assistant Clerk of the Board of Education to serve Tenured Teacher with a copy of the Charges filed with the Clerk on February 8, 2016, and give notice to Tenured Teacher of the teacher's rights to a hearing or arbitration under the Teacher Tenure Act and Authorize the District's legal counsel to select a hearing officer or an arbitrator, as applicable, if Tenured Teacher requests a hearing.

BF 30364 Discharge of L.S.

That the Board of Education finds, concludes, and directs: That L.S. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of L.S.; That such conduct by L.S. constitutes inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of L.S.;

That the Superintendent's recommendation for the discharge of L.S. is adopted by the Board of Education; That L.S. be discharged from School District employment as a teacher; That the Clerk of the Board of Education provide L.S. with a written statement of the cause of such discharge; That L.S.'s discharge will take effect thirty (30) days after the Clerk of the Board of Education provides L.S. with a written statement of the cause of such discharge; and That L.S. remain on administrative leave with pay until the effective date of her discharge.

BF 30365 Approval of Employment Agreement for an Assistant General Counsel
That the Board of Education approve the employment agreement with an Assistant General Counsel.

BF 30366 Approval of an Employment Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2015-2018

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2015 through May 31, 2018.

BF 30367 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 February 26, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30368 Facilities Department FY16 Purchases/Change Orders over \$100,000

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

BF 30369 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2015 – December 31, 2015.

(a) General Account	#651746-653392	\$51,758,716.71
	#0001724-0001767	
	#7001545-7001595	
	#0000864-0000914	
(b) Debt Service	-0-	\$410,000.00
(c) Construction	-0-	\$934,683.55
		<u>\$53,103,400.26</u>

Included in the above disbursements are payrolls in the amount of \$35,739,875.19 and overtime of \$180,891.51 or 0.51% 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 May 31, 2016.

BF 30370 Approval of Pay Equity Implementation Report

That the Board of Education of Independent School District No.625 approve the Pay Equity Implementation Report to be submitted to the Minnesota Department of Employee Relations.

BF 30371 Settlement of Uninsured Claim

That the Board of Education approve the settlement of the above referenced claim and authorize School District administration to issue payment.

F. Bids

BF 30372 Bid No. A200889-A Rondo Partial Flooring Replacement

That the Board of Education authorize award of Bid No. A200889-A Rondo Partial Flooring Replacement to Schreiber Mullaney Construction for the lump sum base bid plus alternates no. 1 & 2 for \$381,490.00.

BF 30373 Request For Proposal (RFP) No. A208821.2-A and (RFP) No. A208821-A Approval of School Improvement Grant (SIG) funded contracts for John A. Johnson Elementary School (JAJ) for FY 2016 - FY2019

That the Board of Education authorizes the Superintendent (or Designee) to award contracts for FY 2016-2019 based on responses to the Request For Proposal (RFP) No. A208821.2-A and (RFP) No. A208821-A, Approval of School Improvement Grant (SIG) funded contracts for John A. Johnson Elementary School (JAJ)

BF 30374 RATIFICATION Bid No. A209017-A Rondo Window Replacement

That the Board of Education ratify an award of Bid No. A209017-A Rondo Window Replacement to Schreiber Mullaney Construction for the lump sum base bid of \$1,478,890.00.

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION:

BF 30375 Contract for Metro Transit Student Passes for Johnson Sr. and Creative Arts Ms. O'Connell stated she had pulled this to be sure people were aware SPPS is having students in grades 9-12 at Creative Arts use Metro Transit to get to and from school in the fall. SPPS is also continuing its partnership with Metro Transit for Johnson High School.

Staff indicated Metro Transit was able to add the upper grades at Creative Arts as transit points fall within the current routing system. The lower grades at Creative Arts will continue to be transported via yellow bus with a 7:30 start time. Grades 9-12 will have an 8:24 start time.

MOTION: Ms. O'Connell moved the Board of Education authorize the Superintendent (or Designee) to execute the contract between Metropolitan Council (Metro Transit) and Johnson Senior High School and Creative Arts Secondary School. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 30376 Enter into a Collaboration with Minnesota State University, Mankato for the Institute for Courageous Principal Leadership Program

Director Brodrick indicated he had pulled this item 1) to know why a contract for \$24,000 was even on the Consent Agenda, 2) to know the dates of the project and 3) if it is related in any way to the Pacific Education Group.

Staff indicated the program had no relationship with Pacific Education Group but was run by Minnesota State University, Mankato. The sessions have started with the 2015-16 cohort and another cohort will be selected for 2016-17. The program works with administrative interns allowing them to achieve their principal/administrator license for Minnesota. The item is on the consent agenda as it ties to another contract so that the total cost reaches the thresh hold requiring Board approval.

MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent to accept the collaboration and to approve the \$24,000 Customized Training Income Contract with Minnesota State University, Mankato. Ms. O'Connell seconded the motion.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS -- None

XI. NEW BUSINESS

A. Project Labor Agreements

- BF 30277** PLA for Replacement of the Restricted and Degraded Domestic Supply and Waste Piping and Plumbing Fixture from Original Building Construction, Replacement of Approximately 97,500 Sq. Feet of Existing Roof and Replacement of Boilers at Johnson High School, 1349 Arcade Street, St. Paul
- BF 30278** PLA for Replacement of Building Ventilation and Hydronic Heating System, including cast iron radiators and unit ventilators from original construction at Linwood Monroe Arts Plus 4-8 - Monroe Campus, 810 Palace Avenue, St. Paul

MOTION: Ms. O'Connell moved the Board of Education accept Administration's recommendation that PLAs be utilized for the replacement of the restricted and degraded domestic supply and waste piping and plumbing fixture from original building construction, replacement of approximately 97,500 sq. feet of existing roof and replacement of boilers at Johnson High School, 1349 Arcade Street, St. Paul AND for the replacement of building ventilation and hydronic heating system, including cast iron radiators and unit ventilators from original construction at Linwood Monroe Arts Plus 4-8 - Monroe Campus, 810 Palace Avenue, St. Paul. . The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

- A. Information Requests & Responses - None
- B. Items for Future Agendas
1. School start times
 2. Transportation
- C. Board of Education Reports/Communications
1. Reminder about March 10 community engagement around Paper Tigers film sponsored by Ramsey County.

XIII. FUTURE MEETING SCHEDULE

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

- March 22 (Tentative Closed - Negotiations) - 4:00 p.m.
- March 22
- April 19 (Tentative Closed - Negotiations) - 4:00 p.m.
- April 19
- 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, 2017 - 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)

- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12
- September 13
- October 4
- November 8
- December 6
- January 10, 2017 - 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. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 10.01 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
March 8, 2016**

PRESENT: Board of Education: J. Brodrick, Z. Ellis, J. Schumacher, M. Vanderwert, J. O'Connell, S. Marchese, C.Vue

Staff: Superintendent Silva, M. Walker, A. Collins, I. Davis, J. Engen, L. Cathey, H. Ott, T. Parent, E. Agbamu, J. Ronnei, K. Wilcox-Harris, J. Allen, R. Vernosh, L. Sayles-Adams, M. Schrul, S. Freeman, N. Cameron, M. Heurth, E. Keenan, T. Battle, P. Duffy, J. Turner, M. Bierman, Dr. Henderson

Other: P. Heminover, B. Zick, T. Lonetree, J. Verges

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m.

II. AGENDA

A. Preliminary 2017 Budget Overview (General Fund)

The CFO indicated the purpose of the presentation was to provide an overview of the preliminary FY 2016-17 General Fund budget and timeline to the Board. She reviewed the key planning assumptions approved by the Board at the previous COB meeting.

She moved on to factors which may influence the budget as it is developed:

- Third quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual commitments in labor agreements
- Legislative adjustments or state adjustments
- Previous year's October 1 free and reduced lunch count impact revenue (Comp Ed and Title I)
- Bond ratings

FY 2016-17 General Fund Preliminary Big Picture

	FY 16 Adopted (In millions)	FY 17 Preliminary (In millions)	Difference
Revenue	\$522.8	\$518.2	(\$4.6)
Used of Fund Balance	2.5	0	(2.5)
Expenditures	525.3	533.3	(8.0)
Balance	\$0	(\$15.1)	

She noted revenue is down \$4.6 million due to compensatory education dollars, free reduced lunch count down slightly (all of which is allocated directly to schools), enrollment projections indicate a slight decline in enrollment for the fall. School aid and referendum both are impacted. Currently, administration does not plan to use any fund balance. On the expenditure side the increase is due to inflationary increases overall and contractual agreements.

FY 206-17 General Fund Factors Impacting Shortfall

	Amount (In millions)
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)

Unknown factors for the FY 2016-17 budget are:

- Additional secondary electives/study hall reductions
- Elementary class size alignment
- Safety & security
- Transportation - bus route contracts
- Substitutes

Areas under consideration for FY 201617 budget reductions include:

- 0% inflation increase in most program budget
- Targeted program reductions/eliminations
- Hiring freeze (March–June 2016)
- Postpone FY 17 OPEB contribution to trust
- Professional Learning Communities (PLC)
- Transportation bus routes
- Early Retirement Incentive (ERI)

The CFO then moved onto 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

The budget adoption calendar was reviewed. The CFO indicated a great deal of background work has already occurred starting in November-December 2015. March 31 will see school allocations distributed as well as general fund program allocations. Joint budget and staffing meetings (Principals, HR and Finance) will occur between April 4 and 29. Community engagement presentations will be scheduled April 1 through June 21. On April 29 school and program budgets must be returned and HR staffing worksheets are due. June 21 is the proposed date for the Board to adopt the final budget.

Questions/Discussion:

- Community engagement what does that look like now? Response: It will be a combination of events. It started in November with the community budget presentations "School Finance 101." Additionally, there will be two large community meetings around the budget shortfall to prepare members who participate for working with their schools. Principals will receive budget tool kits. Schools will hold site based budget meetings. Individual questions will be addressed by finance staff.
- PLCs, what is the cost? Response: Around \$6.5 million for elementary, a total of \$9 million including the 7 period day in secondary.
- A Board member brought up some areas he felt might be addressed in the budget process: (1) Cut back of TOSAs (Staff indicated the targeted program reduction/elimination would fall in that area). (2) Look at expenditures for food at community events and (3) look at professional travel. Response: Staff indicated many of the contracts have a portion for PD money allocated for conference attendance. Other travel would have to be considered on a case by case basis.
- Who manages trip approvals, etc? Response: Each travel request is in the Finance System and is signed off by a member of the Superintendent. Finance has final approval. Without contractual changes substantial changes in travel cannot be made. Also, Federal grants and some other grants require some travel.
- A Board member noted it would be useful to know how much of the travel budget is contractual and what is over and above contractual obligations. Also a rough estimate on what the district spends on food. Response: For Title 1 2% must be spent on parent engagement (costs covered with this are food, transportation, interpretation and child care).
- Staff indicated the areas of consideration were presented for the Board to think about.
- When will the Board get an in depth look at actual considerations – what might be cut and the subsequent gain/loss? Response: Over the next couple meetings reports will go deeper. Small group sessions will be scheduled for a look at programs, etc. in greater depth.
- Early retirement – what was the net change for the last one? Response: About \$1 million over 5 years. A Board member stated SPPS will need to consult with the St Paul Teachers Retirement Assn. if another early retirement event is planned.
- So SPPS will be down \$4.6 million in revenue if everything remains the same. Most of that relates to enrollment and its impact on budget and facilities. SPPS can cut only so far. How is administration thinking about enrollment, how can more enrollment be achieved for the district? Response: Enrollment is \$1.2 million of the \$4.6 million. SPPS is trying to increase enrollment, it has recently made articulation agreements with two charter schools as part of that effort. The biggest decline is in low poverty sites where those schools are high request schools and families leave the district if they do not get their choice of that specific school. SPPS is gaining at Kindergarten and 9th grade - that is where the greatest number of kids are coming into or back into the system. SPPS needs to increase capacity at the schools families want to send their students to. It also needs to make all schools schools of choice. Prior to the FMP SPPS did a demographic

study over 10 years. SPPS will see dips in enrollment over the coming five years then increasing enrollments the following five years. SPPS does not capture back from private and parochial schools; the movement is between public and charter schools. SPPS needs to retain what it has, it needs to get more kids enrolled in Kindergarten and retain them as they move up through the grades. SPPS is currently looking at the impacts of class size ranges now it is two years into the implementation. It is a fact that the ranges decrease flexibility at particular sites.

- Does administration have a sense of the public system market penetration of school age children in St. Paul? Response: It is in the mid to high 70% penetration.
- In terms of high demand schools – SPPS cannot increase enrollment due to class sizes – what about those not so high in demand – how can those programs be made more appealing and competitive within an area? What are the barriers SPPS see to enrolling in the schools? Response: Perception is the greatest impact for schools. SPPS has seen little change through doing publicity campaigns, improving the facility, etc., families want only one certain school and many are willing to leave if they do not get their preference.
- The comment was made that lots of things impact family choices. The District needs to provide as many choices as possible.
- The transition times – what are the numbers on how many drop out of the district? What about 5-6 and 8-9 transitions. Response: Again, perception has a great impact. SPPS has a pattern of families choosing it for elementary then losing students at middle school when families choose private or religious schools or middle grade charters and then returning for high school. SPPS is now seeing more students staying in the middle grades. SPPS is now three years into the middle school model and people have a better understanding of the model.
- It was noted the best people to bring kids into the system are SPPS staff and teachers, principals and people within SPPS community advocating for the system.
- What about the role of innovation, what do parents want?
- How do PreK kids factor in? Response: They bring no dollars. It is fundamental to start kids earlier, that is supported by data; the State needs to invest in early childhood education in order to begin to address the gaps.

RECOMMENDED MOTION: Ms. Vanderwert moved the Committee of the Board recommend the Board of the Education accept the FY 2016-17 Preliminary General Fund Budget Report. Ms. O'Connell seconded the motion.

The motion passed.

B. Facilities Master Plan: Grade 6-8 Space Shortage - Next Steps

The Director, Facilities Department stated the goal of the presentation was to receive guidance from the Board on preparation for making relocation decisions. He stated the Board will be asked to approve the five-year FMP Implementation Plan and the Board will be asked to adopt the relocations outlined in April.

1. Jie Ming Mandarin Immersion Relocation - the recommendation is to relocate the program to the Homecroft building by 2017-18 In order to grow the program over the next 10 years. It would become a citywide magnet in Area F2. Mandarin immersion would move from K-4 to Pre-K-5. Creation of the PreK programming is dependent upon legislative changes and teacher availability. Enrollment is projected to grow from 328 in 2017-18 to 599 in 2024-25. The projected enrollment represents 80 PreK students.

Consideration for the new location includes ease of access for students (citywide magnet). A permanent home allowing long-term growth while avoiding multiple moves. Excess space can be utilized as they grow. It will also address the specific spatial needs of language immersion programs. A map was provided showing where Jie Ming students live.

Moving to Homecroft would require increasing its square footage by 12,000 SF. This would involve a population of 142 existing Jie Ming students (to grow to 500) and impact 80 River East and 300 ECFE families. It would provide a traditional learning environment close to pathways. The initial cost would be \$4 million, then \$340k FFE and \$102k annual operations.

It was recommended relocating River East from the Homecroft building to leased or newly purchased space which would be designed to meet the needs of the RiverEast program. The cost for this would be \$1.1 million annual lease or \$24 million initial capital with \$575k annual operations.

It was also recommended ECFE be transitioned out of Homecroft over the next few years. This would impact 300 families and the cost is TBD.

The "pro's" of the move are that Homecroft would be close to the Mandarin program pathway at Highland Middle/Senior (F2). Homecroft was originally designed as an elementary school. It has the physical capacity to accommodate current Jie Ming students but will need remodeling to allow for program growth. There is good access to I-494, I-35E and Highways 55 and 62.

The "con's" are that RiverEast and ECFE programs would need to move. The location is not centrally located in the city for a citywide magnet. There is no current working kitchen and limited parking (51 spaces).

The RiverEast relocation would affect the 80 RiverEast students (vulnerable students). It does provide an opportunity to move RiverEast to a more central location. 95% of its students reside in St. Paul (5% live out of the district). It would provide the opportunity to realign access for families and students.

For the ECFE relocation, staff is working with ECFE leadership to identify new locations. The transition of ECFE would occur over two to three years. Relocating ECFE into an elementary school would provide a pipeline to elementary schools. The ECFE program has been firmly rooted for about 15 years. Maintaining an F2 location is important to ECFE, however families are in the program for a short amount of time.

2. Middle School Growth

Junior High (7-8) are subject-centered with emphasis on cognitive development. It organizes teachers in subject-based departments. Traditional instruction dominates. There are between six and eight class periods per day. They provide academic classes, offer study hall or homeroom and classrooms are arranged randomly or by subject or grade level.

Middle schools (6-8) on the other hand are student-oriented and emphasize both cognitive and affective development. Teachers and students are organized in interdisciplinary teams. There is an experiential approach to instruction. They allow for block and flexible scheduling, provides exploratory, academic and nonacademic classes. They offer advisor/advisee, teacher/student opportunities and team classrooms in close proximity.

It is projected that SPPS middle schools will be 500 student seats short in 2019-20 (current 2nd, 3rd and 4th grade students) and 700 student seats short by 2024-25. Middle grade capacity issues will continue beyond that time. The enrollment projections are informed by an analysis conducted by former state demographer, Hazel Reinhardt. An enrollment projection chart was provided. Maps showing grades 6-8 growth from 2019-20 to 2024-25 were provided.

Area A is primarily affected, areas B and C are compensating for shortages. Staff indicated the best option would be to build a new comprehensive middle school in Area A. Other options considered were (1) converting Hazel Park IB (PreK-8) into a middle school. (2) Repurposing Wellstone (PreK-5) as a middle school and building a new elementary. (3) Converting three regional PK-5s to PreK-8 (Frost Lake, Dayton's Bluff, Eastern Heights) or (4) building two 500 seat middle schools.

Option 1 - building a new comprehensive middle school in Area A. This would impact 700-900 students, align with 6-8 curriculum and provide a comprehensive middle school in Area A. Cost would be approximately \$65-70 million capital and FFE of \$1.5 million annual operating.

Building construction funds must be used to maintain, improve and remodel SPPS school buildings and land. By law, Building Construction Funds cannot be used for funding other categories (e.g., General Fund, etc.) Increases to the Building Construction Funds do not decrease the General Fund.

Building a new middle school addresses Area A's community middle school needs. It is the least disruptive to students/families (no students displaced), it provides a state-of-the-art middle school for the East Side and will have intentional programming designed for middle school student needs.

This is also least disruptive in terms of construction. All elementaries in Area A would have pathways to an Area A middle school option. It would also provide air conditioned space for summer programming.

This would provide great opportunities for multiple agency East Side investment, aligning interests and opportunities. Community input will be sought on visioning design, wrap-around services and community amenities. Regardless of next steps community engagement is vital in all aspects of the process.

Other Options:

- Repurpose Hazel Park. It was originally designed as a 7-8 and would still need expansion to accommodate a 6-8 program. It would necessitate relocation of the International Baccalaureate elementary program which would involve additional professional development, etc. It would be 100-200 student seats short in grades 6-8 by 2024 and it eliminates a PreK-8 option for families in the district. PreK-5 Hazel Park students could be absorbed by other schools (Frost Lake, Eastern Heights and other programs.) This would affect 891 students by the addition of students to their programs. It displaces approximately 361 Hazel Park students.
- Repurposing Wellstone (PreK-5) as a middle school would require building a new elementary and displacing 600 Wellstone students. The location is not where the strongest 6-8 enrollment pressure is and potentially leaves the district short student seats in grades 6-8 long-term. This facility is well located for current Wellstone program students.
- Convert three Regional PK-5s to PreK-8. This would impact 1,240 students and does not provide options for families in Area A (no comprehensive middle school). PreK-8's typically have fewer academic and athletic opportunities. Dayton's Bluff and Eastern Heights have limited outdoor space. Frost Lake would be a very large school. This might require acquisition of homes along with disruptive construction at three sites.
- Two smaller middle schools is the highest cost option (acquiring two sites and building core facilities for both). It is more inefficient to run a small school and there would be fewer elective options.

3. BOE decision timeline:

- March 8 - COB meeting for preliminary briefing

- April 12 - COB recommendation
 - March 9-April 26 - Community engagement
 - April 26 - BOE vote with public comment.
4. BOE Listening Session on Middle Schools - this would INFORM the community providing them with balanced, objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions. It is suggested there be two BOE listening sessions in Area A with invitations to Area A, B and C school communities. It would involve a presentation followed by audience Q & A.
 5. Other public engagement opportunities would include an online survey with a PowerPoint screen cast; small group presentations to community groups and public comment at the April 26 Board meeting. The building/program design would continue for 12+ months.

QUESTIONS/DISCUSSION:

- Looking back to the relocation of OWL, didn't the relocation to its current site happen in far shorter time than is proposed for these changes? Response: Yes. SPPS must recognize this an important opportunity to customize a program for a specific community. We want to be further ahead in our work with community and sites around changes made to the programs.
- Is the greatest growth in Area A or E? Response: In a district as complex as SPPS where one lives and where students go to school are not necessarily related. SPPS is making a programmatic investment to ensure it is the right district for all. Area A needs a comprehensive middle school.
- Where is the community at regarding doing listening sessions? What does the area know, what are expectations so they can be managed in a helpful way and ensure the vision gets off the good start? Response: During the FMP work, all Area A schools were talked with and a middle school was a primary issue in that area. There is a definite need to have an articulation mapped out for families in that area. As SPPS talked with area district councils the need for the district to invest equitably in its communities was heard. That there might be a new middle school in the area would not be a surprise. The East Side community has been saying SPPS has not been investing in them equitably for a long time. There are no electives for middle school children in the area. The East Side will not be surprised about the need for a middle school, the community would be excited to work toward what it would look like. However, SPPS needs to be clear that the Board will make the decision and engagement will be around building design, community/partner involvement, etc. They should be informed that administration is bringing them information on its leading recommendation and then allow time for comments, etc. Sessions would be informational.
- If Hazel Park stays K-8 with the IB program those 6-8 graders would be well served? Response: Yes. The school is working to introduce interdisciplinary options for the students and allow for some electives. IB requires language (Spanish) and the arts. The electives would allow other vocational options for students to explore.
- K-8 has viable electives but it is not the same as a comprehensive middle school. Having one would keep the community kids together and address transportation and articulation issues.
- Community engagement would center around two larger meetings along with over 20 different events and meetings that will be put in place between now and April 26. This will be intensive engagement.
- Has how a new school might be used by the community/partners been considered? Could that generate some revenue? Response: This is an opportunity to build on the value of our partnerships and what could be done for the East Side.
- Board of Ed listening sessions. This needs to be called something totally different – engagement on a particular topic. Something that would manage expectations/input/response.

- Staff noted that when this is brought to the community, it will be in the format of being presentation of the leading recommendation which has been explored along with other options.
- Concern was express that SPPS is using a facility (Wellstone) that was really designed to be a middle school or senior high for elementary. Is the building being utilized to a proper degree? Response: Wellstone is a PreK-5 with a bilingual program. If families want a bilingual program they go to Wellstone. SPPS is trying to diminish the requirement for busing by establishing pathways for particular programming (i.e., BioSmart feeds to Washington). Equity is the greatest reason for investing in the East Side with a comprehensive middle school.
- It was noted the investments in Wellstone were high impact dollars. It was also noted that SPPS has a lot of programs in buildings designed for another purpose but it has found ways to use the buildings in new and strategic ways.
- It was noted SPPS is at capacity at Hazel Park.
- A Board member stated this is an opportunity to invest in the East Side and to address the need for education and the wrap around services part as well. It is essential to make this work, to demonstrate SPPS is acting as "host" and offering the ability to produce maximum utility around the site of the new school for the community. There needs to be a community investment. The new building addresses equity and the need for a middle school. It offers a draw for the area, it needs to be more than just a school or an opportunity to meet the educational needs in the area but should offer wrap around services for the community. He stated he would like to see a programmatic outline for the school to let the community know what needs are being met Engagement sessions need to be in the area of the city most impacted but this is also a citywide investment in the East Side area with a net benefit to the city as a whole as well as the East Side.
- It was noted developing this school could draw from areas adjoining it that are currently going to other districts.
- This will be a comprehensive Area A community school. Down the road it will serve 6-8 grade families in Area A (coming up from the current 2,3 & 4 grades). It should be an opportunity to build a connection with the program.
- What is a comprehensive? Response: It is a traditional middle school with core offerings to benefit students; it does not have a specific focus.
- A Board member noted this is a very good message to the entire community, that SPPS is willing to build a new school rather than piecemeal schools together in order to make a site viable. The message sent is that SPPS kids deserve top notch facilities designed for their needs. As an aside, she noted SPPS should also build new elementary schools rather than building on to existing buildings.
- It was noted the middle schools touch critical years for kids with economic difficulties and creating a new school to meet their needs might make education more valuable to them.
- There really needs to be a strong push to use these conversations to focus wrap around supports and partners, to emphasize and leverage relationships within the community to engender knowledge and enthusiasm.
- Clarification was sought on what action was necessary. Staff indicated by accepting the report the Board was authorizing administration to go to the community with its leading recommendation supported by other options explored.
- So there is a community engagement plan for one decision, what about Homecroft? We would also like to see what is planned for that community. What about Hamline/Galtier?. Response: SPPS has met with the Jie Ming community and work continues with the three communities – Jie Ming, ECFE, Riverside East. Connections have been made with the Highland District Council. SPPS is utilizing the IAP2 model as it looks at issues and engagement. It is choosing along the IAP2 continuum for the various instances of engagement. Jie Ming were informed they will be moving to Homecroft and are now moving toward involve/collaborate to create a space representing the program. Hamline and Galtier are looking at data around school choice and will collaborate and empower that group. For RiverEast there is a need to find an alternative site that represents the needs of the community involved. ECFE has had meetings with staff. ECFE parents will be informed that the program is moving but that it will be over a two to three year period so that engagement will extend over the next couple years. It was noted Jie Ming has

requested a move of school start time to 9:30 to give them more flexibility (many citywide magnets are at 9:30). SPPS believes the program is viable and wants to make it look and feel like a Chinese immersion program. Parent involvement will be in the design and making the environment appropriate.

- In moving RiverEast what are the possibilities for collaboration with the County to enhance the program? Response: Part of the plan is expanding various program pieces and for Ramsey County to be in collaboration on therapeutic services, etc. Once a site is found the program will be built as a therapeutic program school.
- Further discussion on appropriate action occurred, the General Counsel indicated acceptance of the report was all that was required as that would then authorize administration to bring its leading recommendation to the community engagement phase. Board approval would be provided once the engagement phase was complete and a final recommendation prepared for Board action on April 26.

RECOMMENDED MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of the Education accept the report on the FMP Program Relocations. Ms. Vanderwert seconded the motion.

The motion passed with Mr. Brodrick abstaining.

- C. Standing Item: Policy Update - No Report
- D. Standing Item: PLTT Update - No Report
- E. Standing Item: SSSC 2.0 Update - No Report

- F. Work Session

The Board asked administration to provide them with an update on the process moving forward now the teacher contract has been ratified and how areas outside of the contract would be addressed.

III. ADJOURNMENT

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

The motion passed.

The meeting adjourned at 7:47 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

GOAL 1: Achievement

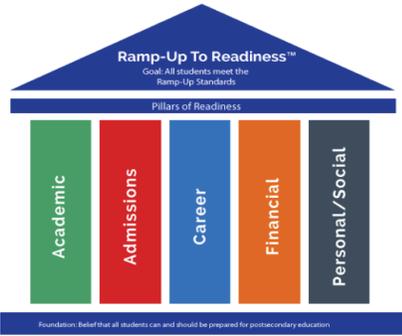
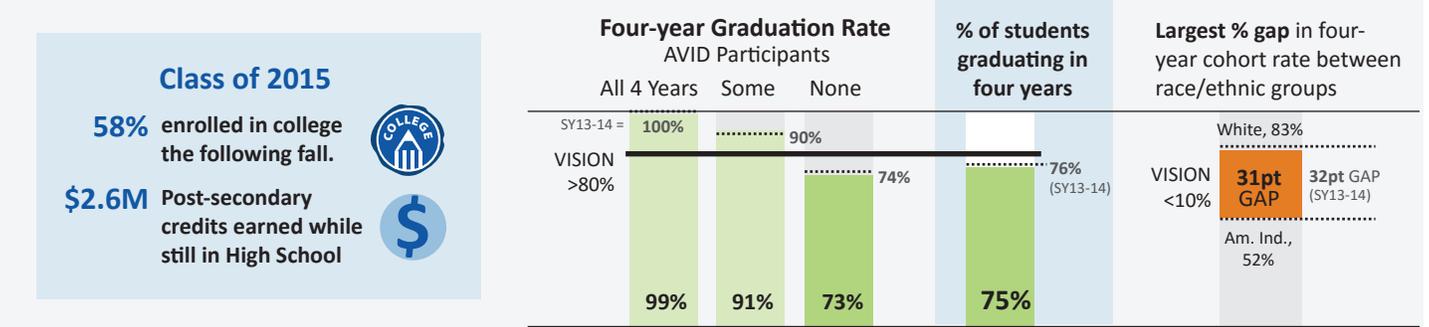
Ready for College and Career

DISTRICTWIDE DATA (SY 2014-15)

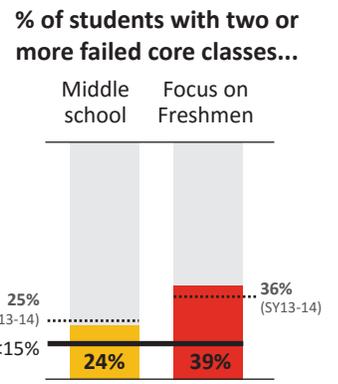
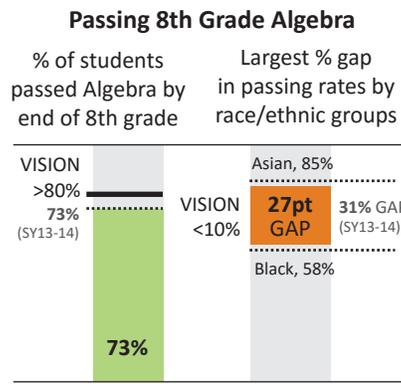


Vision Card Levels

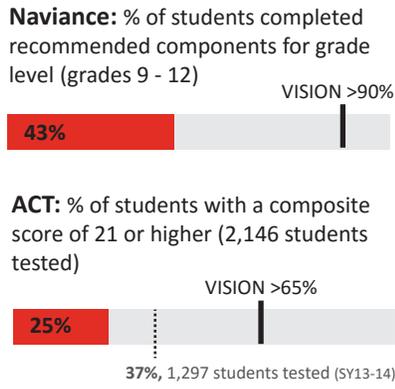
Critical Concern Stable Progress Vision — VISION SY13-14



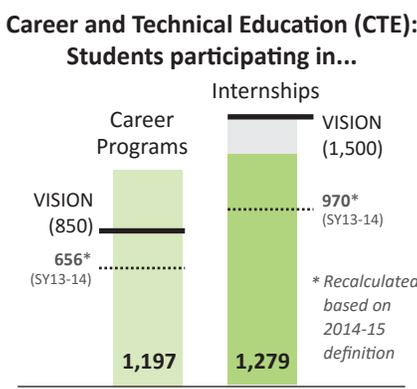
Academic



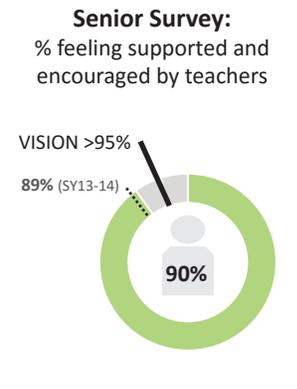
Admissions



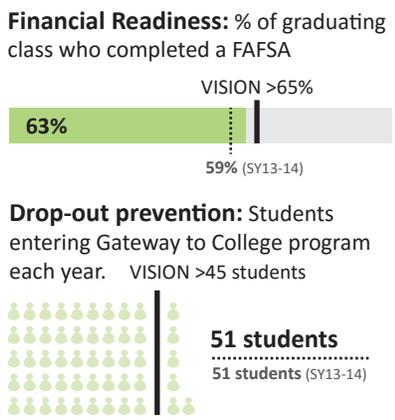
Career



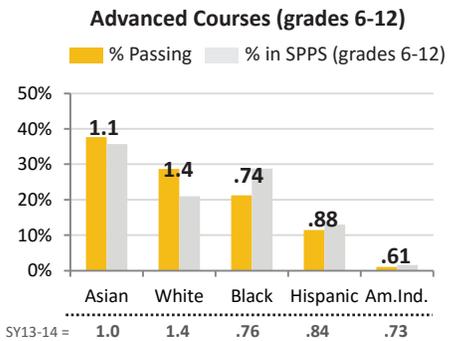
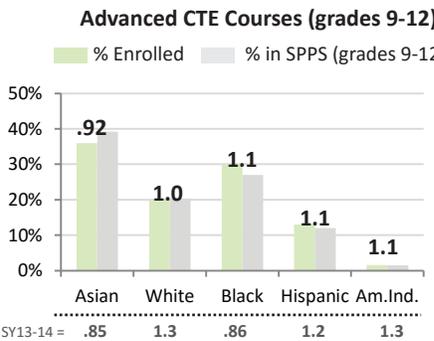
Personal/Social



Financial



Advanced Courses Proportionality Ratios by Race [student group % of those enrolled (or passing) classes / % of student group in district] VISION = >.75 representation by all groups



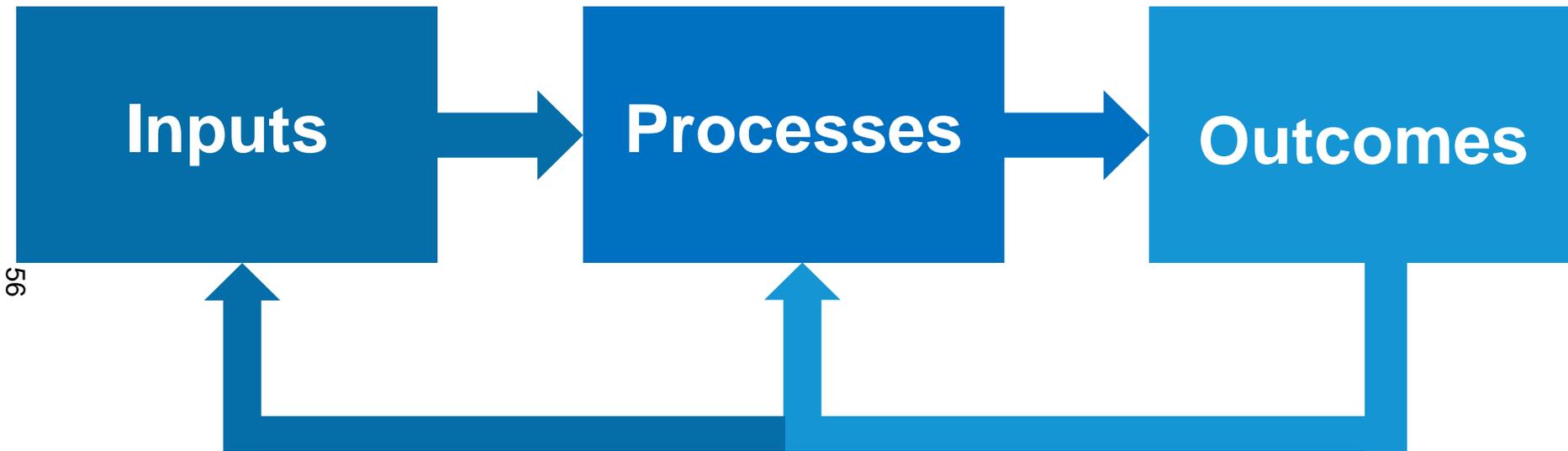


Ready for College and Career VisionCard 2016

Theresa Battle - Assistant Superintendent
Jon Peterson – Executive Director of the Office of College and Career Readiness

SPPS Board of Education Meeting March 22, 2016

Continuous Improvement (TeamWorks model)



56

To improve Outcomes, VisionCards focus on Outcomes and Processes





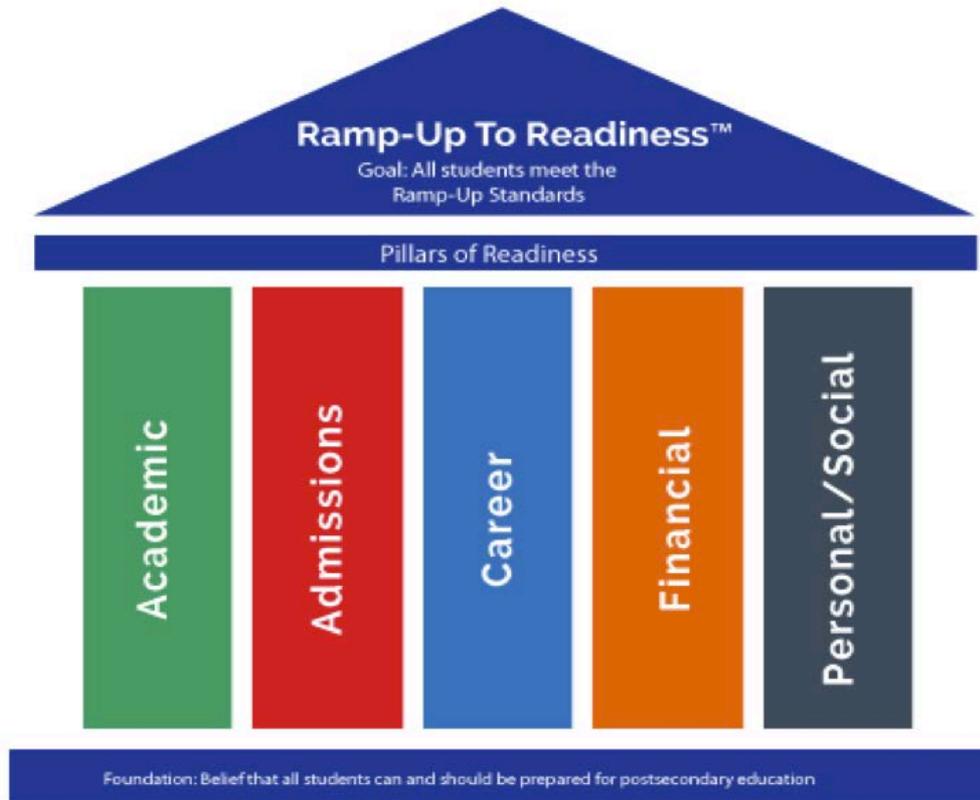
SSSC 2.0 Focus Area: Ready for College and Career

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

- Ensure middle school students start planning for high school and beyond
- Increase the opportunities for students to earn post-secondary credit
- Expand existing and develop new CTE programs

Ready for College and Career

5 Pillars



(College Readiness Consortium at the University of Minnesota)

Academic Pillar

The student has the knowledge and skills to succeed in first-year, credit bearing courses at a technical college, a community college or a four-year college or university

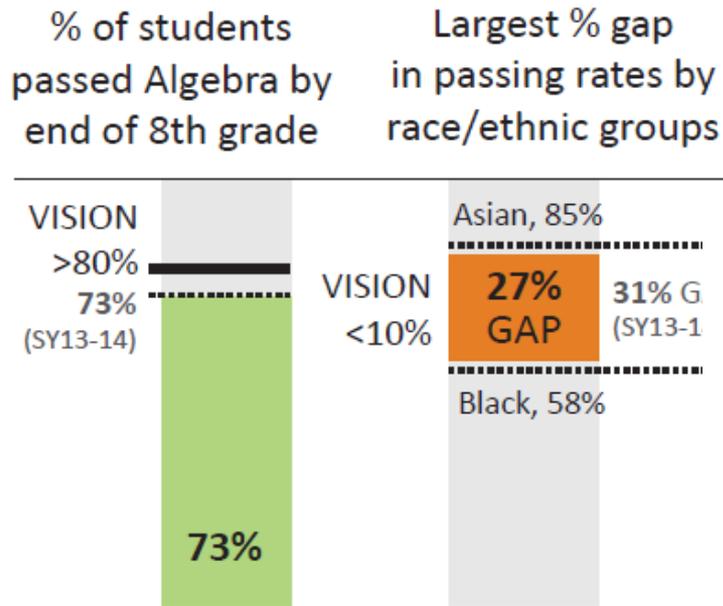
59

(University of Minnesota's Ramp-Up to Readiness)

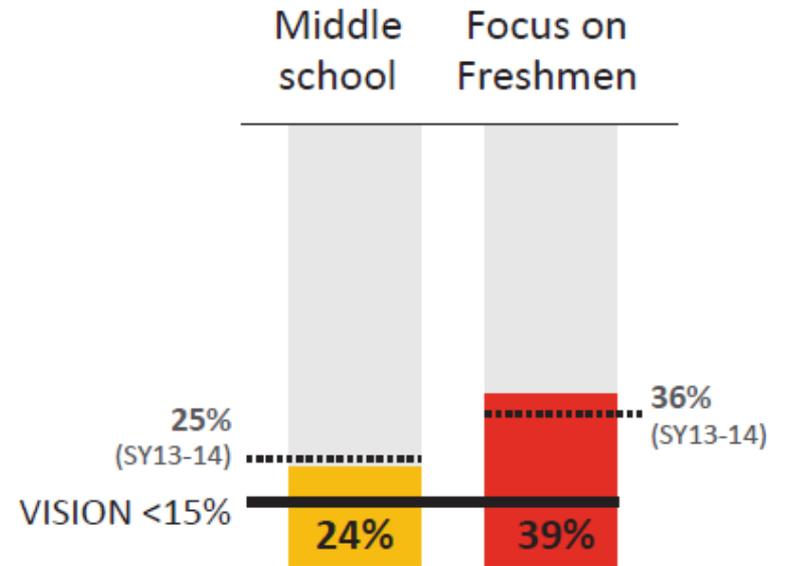


Academic Pillar

Passing 8th Grade Algebra



% of students with two or more failed core classes...



Gap closing in 8th grade Algebra passing rates.
More support needed to keep students from failing classes.

Admissions Pillar

The student has the ability to meet admissions requirements at a range of postsecondary institutions that are a match for his or her goal and interests

(University of Minnesota's Ramp-Up to Readiness)



Admissions Pillar

Naviance: % of students completed recommended components for grade level (grades 9 - 12)

VISION >90%

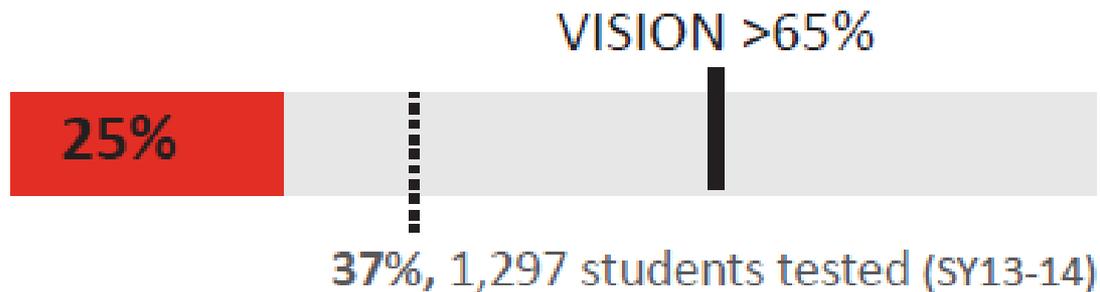
43%



We've added more training for counselors and greater accountability regarding progress monitoring and reporting

Admissions Pillar

ACT: % of students with a composite score of 21 or higher (2,146 students tested)



SY14-15 was the first year for universal testing. Dips in scores are typical nationally and statewide. Recovery expected in 3 years.

Spotlight: Princeton Review ACT Prep



ACT Prep Class



- Program introduced in 2015
- Curriculum created and published by The Princeton Review (TPR)
 - Teachers certified in teaching the ACT Prep Courses
 - Teachers were recruited through the high schools and also the College Access Programs
- Courses
 - Three course options: 3 hours, 9 hours, and 18 hours
 - Operated on Saturdays in the AM and early PM at Central and Washington

69



2015 ACT Prep Course Evaluation

- Used a matched comparison for the evaluation.
 - Matched students according to GPA, race, gender, and income status
 - Compared TPR prep course participants and non-participants
- The 2015 TPR prep course produced significant test score increases for TPR participants (698 students)

2015 ACT Prep Course Results

Point difference between participants and non-participants (matched comparisons)

Course	English	Mathematics	Reading	Science	Composite
3-hour	3.00	1.55	2.31	2.26	2.31
9-hour	3.38	2.57	2.84	2.98	2.98
18-hour	4.85	3.32	4.34	3.97	4.14
Overall	3.51	2.23	2.90	2.84	2.91

Significantly higher composite scores (2.31 pts to 4.14 pts) by participants vs. non-participants

Career Pillar

The student has the ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers

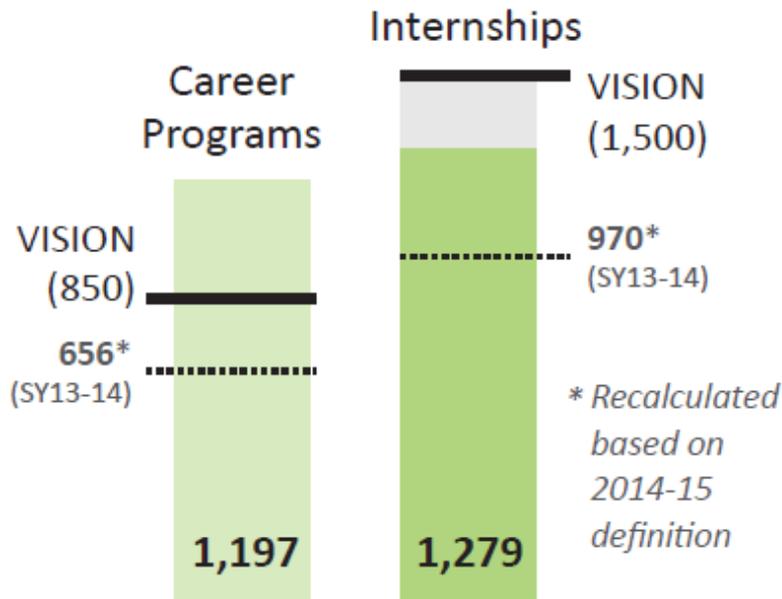
89

(University of Minnesota's Ramp-Up to Readiness)



Career Pillar

Career and Technical Education (CTE): Students participating in...



VISION and PROGRESS levels. Numbers increasing due to strong partnerships and solid programming

Personal and Social Pillar

The student knows how to set educational goals and monitor progress toward them, and create relationships with peers and adults that support academic success

(University of Minnesota's Ramp-Up to Readiness)

70



Personal and Social Pillar



Senior Survey: % feeling supported and encouraged by teachers



This metric is a composite of three survey questions:

- 1.) The teachers at this school believe that all students can do well.
- 2.) There is at least one adult in this school that I can talk to, that knows me well.
- 3.) The adults in this school care about students.

Financial Pillar

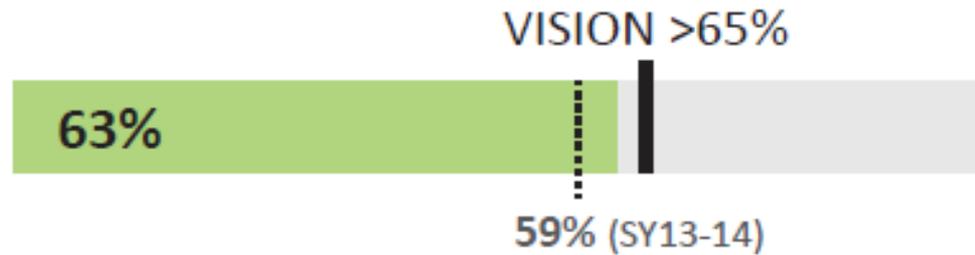
The student is able to cover the cost of the first term of study at a postsecondary institution through savings, loans, work-study and financial aid

(University of Minnesota's Ramp-Up to Readiness)



Financial Pillar

Financial Readiness: % of graduating class who completed a FAFSA



73

Seeing good improvement in student FAFSA completion



Proportionality Ratios: Definition

How does this student group's participation in a given program compare to their share of the total student population?

$$\text{Proportionality Ratio} = \frac{\% \text{ of program participants who are Asian}}{\% \text{ of enrolled students who are Asian}}$$

- A Proportionality Ratio of 1.0 means that a student group is represented in exactly the same proportion as in the overall student population.
- Less than 1.0 means the group is underrepresented.



Proportionality Ratios: Example

How does Asian student participation in Career & Technical Education (CTE) compare to Asian students' share of total enrollment (grades 6-12)?

CTE Proportionality Ratio = $\frac{\% \text{ of CTE participants who are Asian}}{\% \text{ of enrolled students who are Asian}}$
75 (Asian)

$$= \frac{35.9\% \text{ of CTE participants are Asian}}{39.0\% \text{ of enrolled students are Asian}} = \frac{35.9\%}{39.0\%} = \mathbf{0.92}$$

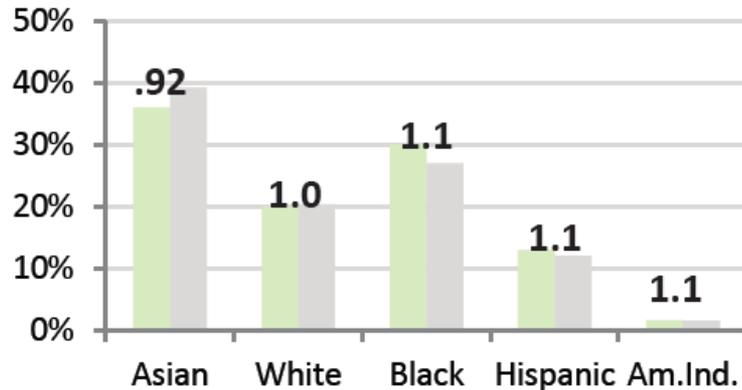
Asian students are **slightly under-represented** in CTE courses in grades 6-12. This is still within the **Vision** level.

Advanced Courses

Advanced Courses Proportionality Ratios by Race [student group % of those enrolled (or passing) classes / % of student group in district] VISION = >.75 representation by all groups

Advanced CTE Courses (grades 9-12)

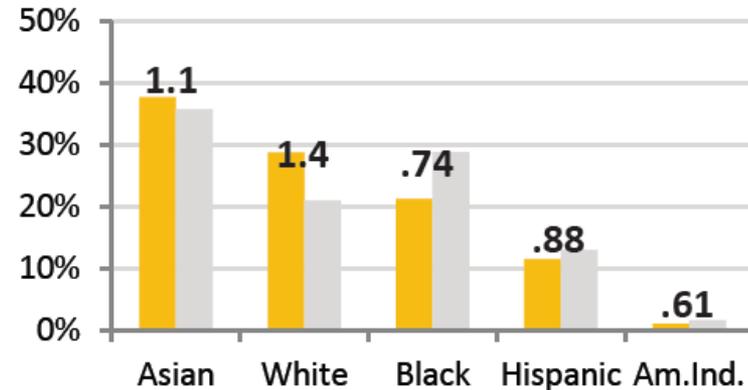
■ % Enrolled ■ % in SPPS (grades 9-12)



SY13-14 = .85 1.3 .86 1.2 1.3

Advanced Courses (grades 6-12)

■ % Passing ■ % in SPPS (grades 6-12)



SY13-14 = 1.0 1.4 .76 .84 .73

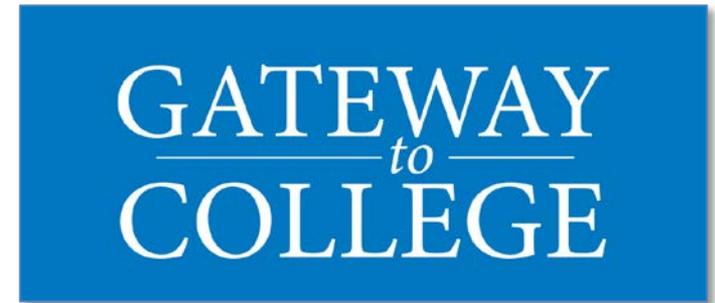
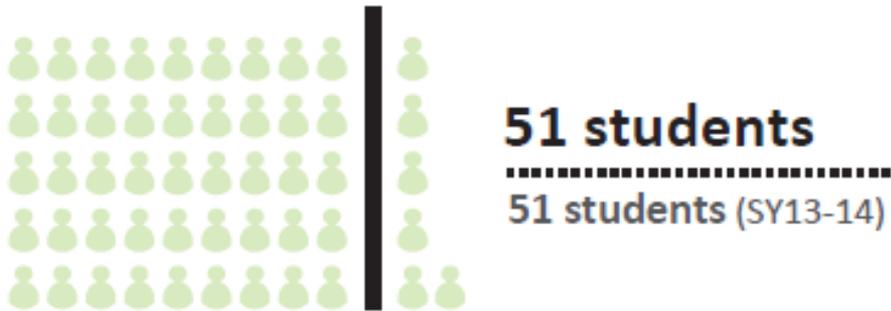
Last year our students earned **\$2.6 million** worth of post-secondary credits while still in High School.

76



Drop-out Prevention

Drop-out prevention: Students entering Gateway to College program each year. VISION >45 students

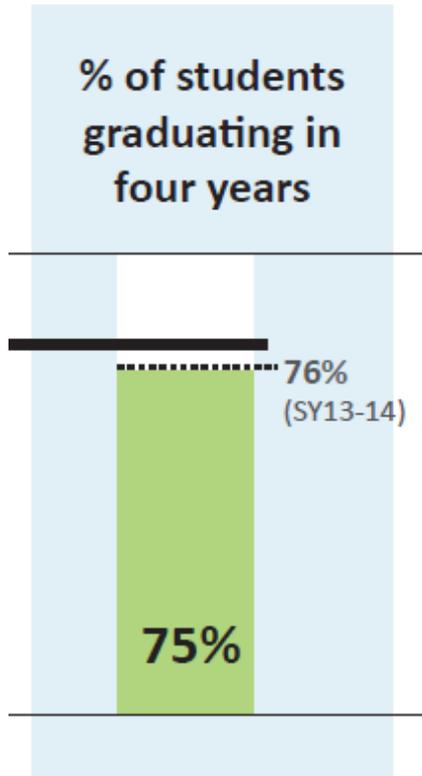


In the past two years, Gateway to College has served over 100 students at risk of dropping out.

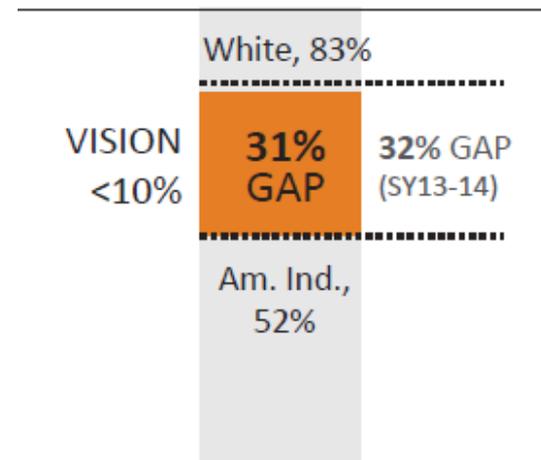


Four Year Graduation Rates

78



Largest % gap in four-year cohort rate between race/ethnic groups

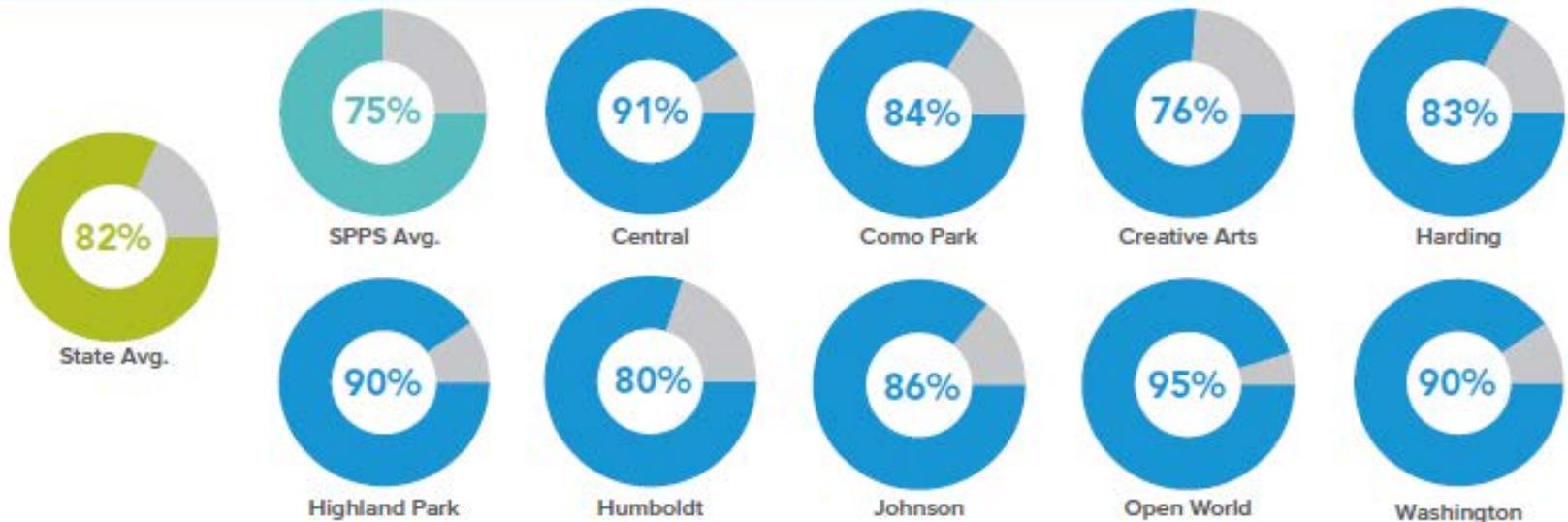


Graduation rates hold steady with rates from year ago



Four Year Graduation Rates

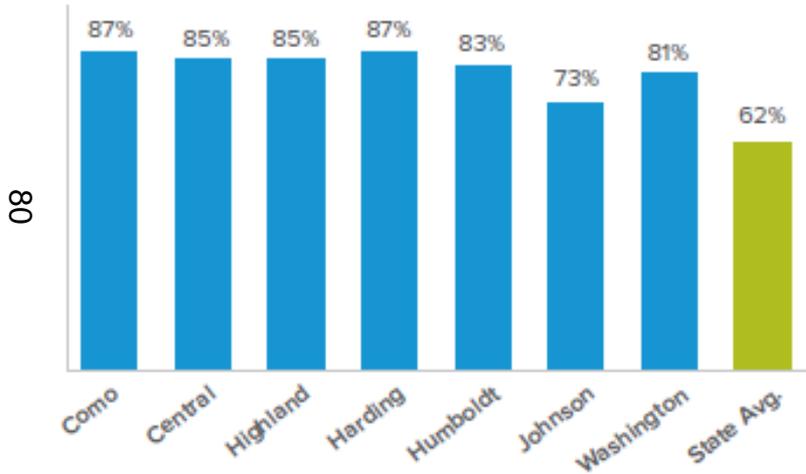
2015 SPPS Four-Year Comprehensive Graduation Rates*



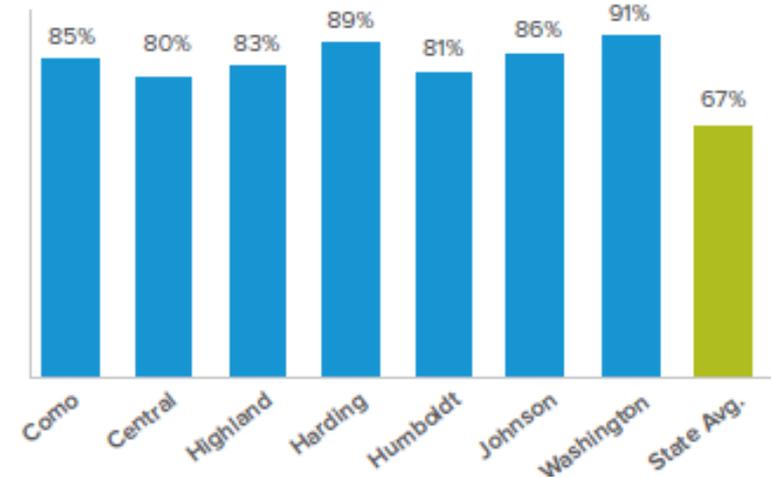
Graduation rates at seven SPPS schools surpass the state average at all schools

Four Year Graduation Rates

For the second year in a row, SPPS grad rates for **Black** students are higher than the state average at all schools

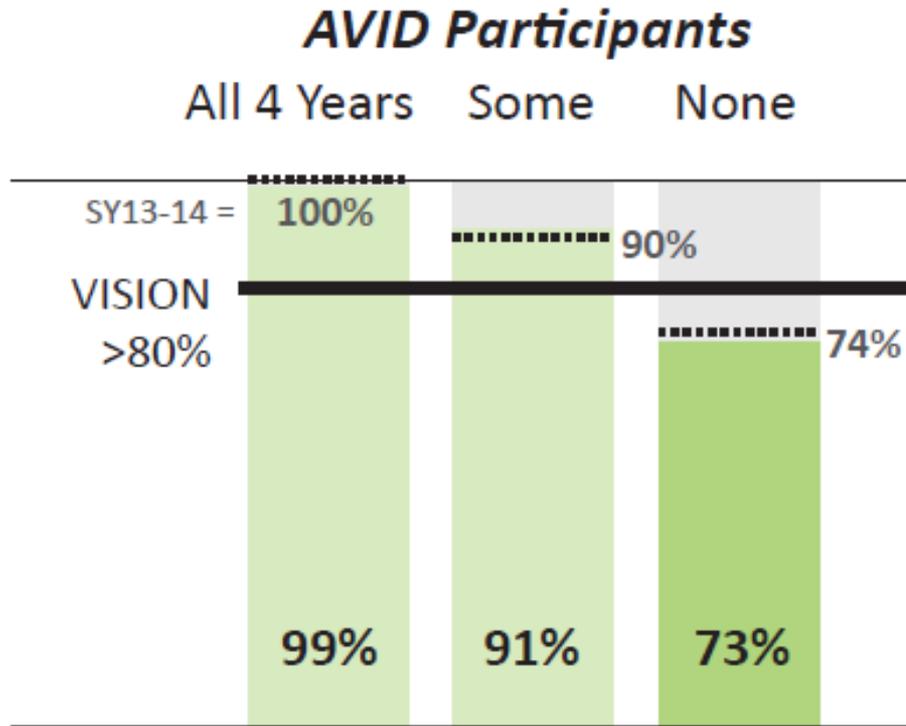


For the second year in a row, SPPS grad rates for **ELL** students are higher than the state average at all schools



Graduation rates for Black and ELL students surpass the state average at all schools

AVID Program



81

100% of students who took AVID all 4 years graduated on time



Spotlight: Washington Technology Magnet School

- Principal, Dr. Mike McCollor

Questions?





FY 2016-17 Preliminary General Fund Budget

Marie Schrul
Chief Financial Officer
March 22, 2016



Purpose

- To provide an overview of the preliminary FY 2016-17 General Fund budget and timeline to the Board of Education



Agenda

- Review of the FY 2016-17 budget guidelines adopted by the BOE on February 23, 2016
- Presentation of macro FY 2016-17 General Fund budget numbers
- Staffing the Schools
- Budget Development schedule
- Questions

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Key Planning Assumptions



- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget based 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 2016-17 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>)



Influencing Factors

- 3rd quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual Commitments in Labor Agreements
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue (Comp Ed)
- Bond ratings



FY 2016-17 General Fund Preliminary Big Picture



	FY16 Adopted (in millions)	FY17 Preliminary (in millions)	Difference
Revenue	\$522.8	\$518.2	(\$4.6)
Use of Fund Balance	2.5	0	(2.5)
Expenditures	525.3	533.3	(8.0)
Balance	\$0	(\$15.1)	

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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)



Unknown Factors for the FY2016-17 Budget

- Additional Secondary Electives/Study Hall Reductions
- Elementary Class Size Alignment
- Safety & Security
- Transportation - bus route contracts
- Substitutes

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Areas of Consideration for FY 2016-17 Budget Reductions

- 0% Inflation increase in most program budgets
- Targeted program reductions/eliminations
- Hiring freeze (March – June 2016)
- Postpone FY17 OPEB contribution to trust
- Professional Learning Communities (PLC)
- Transportation bus routes
- Early Retirement Incentive (ERI)



Staffing the Schools

Funding for SSSC 2.0



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

96



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

FY 2016-17

Budget Adoption Calendar

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
97 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

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 5, 2016 Tentative date	Distribute school allocations Distribute General Fund program allocations
April 5 – April 29, 2016	Joint budget & staffing meetings (Principals, Human Resources & Finance)
April 1-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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Questions?

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Boulay-Ali, E. R.	Classroom Teacher	02/08/2016	\$26.98	Como Park Senior
Kreps, M. R.	Classroom Teacher	02/12/2016	\$29.47	Highland Park
Johnson, K. S.	Special Ed. Teacher	02/19/2016	\$25.61	Daytons Bluff
Koegel, J. C.	Special Ed. Teacher	02/24/2016	\$25.61	Nokomis Montessori South
Benolken, L. A.	Nurse	02/16/2016	\$36.01	Eastern Heights
Sanders, R. J.	Nurse	02/01/2016	\$27.34	Randolph Heights
Moua, M. Y.	Occupational Therapist	02/19/2016	\$30.89	Highwood Hills
Schalmo, S. L.	Occupational Therapist	02/08/2016	\$32.12	Linwood Monroe Arts Plus Upper
Rounds, T. L.	Social Worker	03/01/2016	\$31.96	Washington Tech Sec
Lorenz-Walraven, K. J.	School/Community Professional	02/08/2016	\$25.16	Boys Totem Town
Timothilay, M.	School/Community Professional	02/10/2016	\$24.46	Colborne Admin Offices
Yang, X.	School/Community Professional	03/07/2016	\$25.88	Harding Senior High
Vigil, J. M.	Education Assistant	02/23/2016	\$22.54	Farnsworth Aerospace Upper
Arboleda, V.	Teaching Assistant	02/16/2016	\$12.43	Obama Service Learning
Clickenger, A. M.	Teaching Assistant	01/25/2016	\$13.52	Nokomis Montessori South
Cosey, R.	Teaching Assistant	01/26/2016	\$13.71	Central Senior High
Fields, C. R.	Teaching Assistant	02/29/2016	\$15.25	Highland Park Senior
Harris, L. E.	Teaching Assistant	01/25/2016	\$13.52	Nokomis Montessori South
Jackson, J. J.	Teaching Assistant	02/22/2016	\$13.52	Battle Creek Middle
Milton, C. M.	Teaching Assistant	02/02/2016	\$14.71	Benjamin Mays/Museum
Moua, N.	Teaching Assistant	02/08/2016	\$14.25	Eastern Heights
Saunders, V. S.	Teaching Assistant	02/05/2016	\$13.71	Creative Arts Secondary

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Singleton, A. K.	Teaching Assistant	02/24/2016	\$12.39	Wellstone Elementary
Yang, A. G.	Teaching Assistant	02/08/2016	\$12.86	Battle Creek Elementary
Picken, B. C.	Carpenter	02/22/2016	\$35.01	Como Service Center
Arnold, R. M.	Clerical	02/06/2016	\$13.37	Central Senior High
Robl, M. A.	Clerical	02/26/2016	\$18.59	Riverview School
Bryson, E. D.	Nutrition Services Personnel	02/19/2016	\$11.21	Rondo Education Center
Kanthak, J. M.	Nutrition Services Personnel	02/22/2016	\$14.89	Jackson Preparatory
Trevena, J. A.	Nutrition Services Personnel	02/19/2016	\$11.21	Farnsworth Aerospace Upper
Kelly, A. M.	Professional Employee	02/22/2016	\$27.12	Colborne Admin Offices
Nagendrappa, C. D.	Professional Employee	02/08/2016	\$26.34	Como Service Center
Ousley, A. R.	Professional Employee	02/16/2016	\$27.12	Colborne Admin Offices
Clements, C. M.	Supervisory	02/22/2016	\$37.65	Colborne Admin Offices
Gonzalez, G. E.	Supervisory	02/08/2016	\$43.33	Como Service Center
Zuker, S. L.	Supervisory	02/22/2016	\$47.00	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jackson, L. K.	Special Education Teacher From: Teaching Assistant	02/20/2016	\$25.61	Battle Creek Middle
Eshult, T. E.	Teaching Assistant Career Progression	01/19/2016	\$14.25	JJ Hill Montessori
Thomas, T. J.	Teaching Assistant Career Progression	02/22/2016	\$21.79	Johnson Achievement Plus Elem
Woodson, N.	Teaching Assistant Career Progression	02/08/2016	\$14.89	Adams Spanish Immersion

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
O'Donnell, J. M.	Custodian Career Progression	02/10/2016	\$24.46	Como Service Center
Madison, C. A.	Nutrition Services Personnel Career Progression	02/17/2016	\$19.80	Four Seasons A+
Gruen, M. W.	Research and Evaluation From: Professional Employee	02/01/2016	\$32.04	Colborne Admin Offices
Kaul, J.	Professional Employee Career Progression	01/10/2016	\$31.41	Title1/Federal Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Her, S.	Classroom Teacher	02/05/2016	\$27.34	Phalen Lake Hmong Studies Mgnt

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sanders Dokas, D. L.	Classroom Teacher	02/13/2016	Murray Middle School
Levinson, E.B.	Teacher Special Ed.	03/01/2016	271 Belvidere Bldg
Smith, A.	Education Assistant	02/29/2016	Harding Senior High
Vu, C.	Education Assistant	02/09/2016	Hazel Park Preparatory
Carter, L. M.	Teaching Assistant	02/18/2016	Obama Service Learning
Harris, K. J.	Teaching Assistant	02/25/2016	Benjamin Mays/Museum
Kramer, P. W.	Teaching Assistant	01/26/2016	St Anthony Park
Torrance, K. M.	Teaching Assistant	02/18/2016	Bridge View
Wolf, B. L.	Teaching Assistant	03/14/2016	St. Paul Music Academy
Xiong, X. L.	Teaching Assistant	12/14/2015	271 Belvidere Bldg
Kuchenmeister, G. A.	Custodian	03/01/2016	Maxfield Elementary

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lavelle, B.	Custodian	02/15/2016	Como Park Elementary
McCurdy, J. T.	Custodian	02/09/2016	Rondo Education Center
Green, R. J.	Nutrition Services Personnel	02/08/2016	American Indian Magnet
Selmon, W. J.	Nutrition Services Personnel	01/26/2016	Horace Mann School
Shaw-Baysinger, S.	Nutrition Services Personnel	02/04/2016	Rondo Education Center
Bolstad, T. A.	Technical	02/20/2016	Como Service Center
Florian, J. A.	Tri-Council	02/02/2016	Como Service Center
Her, N. S.	School/Community Professional	03/19/2016	Student Placement Center
Chan, H.	Supervisory	02/06/2016	1780 W. 7th Street

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., R. M.	Special Ed. Teacher	02/08/2016
W., D. P.	Special Ed. Teacher	02/17/2016
C., D.	Education Assistant	02/11/2016
T., E.	Education Assistant	02/06/2016
C., A. M.	Teaching Assistant	02/09/2016
K., H.	Teaching Assistant	02/24/2016
L., J. J.	Teaching Assistant	02/09/2016
N., D.	Teaching Assistant	03/07/2016

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blake, J.	Classroom Teacher	01/25/2016	\$36.01	Bruce F Vento Elementary
Harvang, M.	Special Ed. Teacher	02/16/2016	\$47.87	Mississippi Creative Arts Elem
Fitzgibbons, A.	Teaching Assistant	02/24/2016	\$15.25	Johnson Achievement

HUMAN RESOURCE TRANSACTIONS

**(February 1, 2016 through February 29, 2016)
March 22, 2016**

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
France, C. B.	Teaching Assistant	02/16/2016	\$15.25	Parkway Montessori
Herndon, D.	Teaching Assistant	02/03/2016	\$13.39	Humboldt Secondary
Thigpen, A.	Teaching Assistant	02/22/2016	\$14.25	Eastern Heights
Jackson, J. J.	Nutrition Services Personnel	02/19/2016	\$11.21	Johnson Achievement
Stepun, S. M.	Nutrition Services Personnel	02/19/2016	\$11.51	Washington Tech Sec
Webster, C. R.	Nutrition Services Personnel	02/19/2016	\$11.21	Farnsworth Aerospace Upper
Moua, C. G.	Professional Employee	02/16/2016	\$27.12	Colborne Admin Offices

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Andress, G. N.	Classroom Teacher	02/10/2016	Washington Tech Sec
Erickson, A. E.	Classroom Teacher	02/04/2016	Johnson Achievement
Parins, L. M.	Classroom Teacher	02/22/2016	Obama Service Learning
Rudderforth, V. M.	Classroom Teacher	02/01/2016	Washington Tech Sec
Vang, M. N.	Classroom Teacher	02/16/2016	L'Etoile du Nord Upper
Lucas, S. A.	ELL Teacher	02/01/2016	International Academy
Heinecke, D.	Education Assistant	02/22/2016	Journey's Secondary
Isaac, C.	Teaching Assistant	02/10/2016	Benjamin Mays/Museum
Jerusal, L. L.	Teaching Assistant	02/16/2016	Horace Mann School
Patterson, R. N.	Teaching Assistant	02/01/2016	Como Park Senior
Sanders, E. J.	Teaching Assistant	02/16/2016	Riverview School
Storms, S. E.	Teaching Assistant	02/02/2016	St Anthony Park
Torrance, K. M.	Teaching Assistant	02/22/2016	Bridge View
Evanson, J. P.	Custodian	02/11/2016	Humboldt Secondary

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Williams, J. M.	Custodian	02/01/2016	Hazel Park Preparatory
Bellovich, A.	Nutrition Services Personnel	01/27/2016	Bridge View
Florian, J. A.	Tri-Council	02/04/2016	Como Service Center
Farah, K. A.	School/Community Professional	02/22/2016	271 Belvidere Bldg
Chan, H.	Supervisory	02/08/2016	1780 W. 7th Street

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Updyke, R. J.	Custodian	02/16/2016	\$24.46	Como Service Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., L. E.	Classroom Teacher	04/04/2016
V., R.	Classroom Teacher	04/04/2016

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Weber, K. R.	Classroom Teacher	03/05/2016	1780 W. 7th Street
Gabriel, J.	Teaching Assistant	04/16/2016	Linwood Monroe Arts Plus Upper
Yannarely, J. R.	Clerical	04/30/2016	Como Service Center
Adamek, D.	Custodian	02/23/2016	Como Park Elementary
Unklesbay, J. V.	Nutrition Services Personnel	04/30/2016	Eastern Heights
Conrin, M. T.	Operations	04/30/2016	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Vomastek, J. L.	Special Ed, Teacher	02/16/2016	Parkway Montessori
Wiggins, D.	Classroom Teacher	02/27/2016	Riverview Elementary

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Fitzel, T. G.	Classroom Teacher	03/21/2016	Johnson Senior High
DeMeglio, M. J.	Education Assistant	01/29/2016	Bridge View
Fitzpatrick, T. A.	Teaching Assistant	08/23/2015	Central Senior High
Foss, J. J.	Teaching Assistant	02/06/2016	The Heights Community
Harness, C. A.	Teaching Assistant	01/16/2016	Central Senior High
Haro, M. C.	Teaching Assistant	02/26/2016	Wellstone Elementary
Hiler, H. J.	Teaching Assistant	02/24/2016	Eastern Heights
Lewer, J. L.	Teaching Assistant	01/01/2016	Central Senior High
Marrone-Deegan, S. M.	Teaching Assistant	01/07/2016	The Heights Community
Moua, K.	Teaching Assistant	02/20/2016	Jackson Preparatory
Plata, T. M.	Teaching Assistant	02/06/2016	Johnson Senior High
Robbins-Brazil, I. T.	Teaching Assistant	03/05/2016	Johnson Achievement
Thoreson, T. M.	Teaching Assistant	03/03/2016	Hamline Elementary
Wathum-Ocama, Q. A.	Teaching Assistant	02/06/2016	The Heights Community
Williamson, J. M.	Teaching Assistant	06/27/2015	Farnsworth Aerospace Upper
Xiong, P.	Teaching Assistant	02/18/2016	The Heights Community
Hurnyasa, V. A.	School Bus Driver	03/05/2016	Colborne Admin Offices
Jibril, H. A.	Clerical	03/10/2016	Como Service Center
Aguilera, V.	Nutrition Services Personnel	02/11/2016	Como Park Elementary
Jablonski, K. V.	Nutrition Services Personnel	01/26/2016	Eastern Heights
Rodriguez, C. S.	Nutrition Services Personnel	03/05/2016	Phalen Lake Hmong Studies Mgnt

HUMAN RESOURCE TRANSACTIONS
(February 1, 2016 through February 29, 2016)
March 22, 2016

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Teseagaber, M. I.	Nutrition Services Personnel	02/20/2016	Washington Tech Secondary
Hightower, A. R.	Professional Employee	03/03/2016	Como Service Center
Miranda, M. A.	Professional Employee	12/31/2015	Colborne Admin Offices
Williams, R. A.	Supervisory	02/22/2016	Colborne Admin Offices
Yang, K. H.	Supervisory	02/03/2016	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., R.	Classroom Teacher	04/22/2016
G., J. S.	Teaching Assistant	02/19/2016
K., Z.	Teaching Assistant	09/09/2015
N., D. A.	Teaching Assistant	01/29/2016
R., P. W.	Teaching Assistant	01/16/2016
X., M. P.	Teaching Assistant	09/09/2015
T., L. E.	Custodian	02/27/2016

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., A. M.	Teaching Assistant	02/26/2016
L., J. J.	Teaching Assistant	02/18/2016
T., E.	Education Assistant	03/15/2016

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

DATE: March 22, 2016

TOPIC: Gift Acceptance Hiway Federal Credit Union at Highland Park High School

A. PERTINENT FACTS:

1. Hiway Federal Credit Union wishes to donate \$43,477.64 to Saint Paul Public Schools for the construction of a branch office at Highland Park Senior High School.
2. The presence of the credit union will benefit the student population by offering employment opportunities as well as member services.
3. Construction will take place March 28, 2016 through April 18, 2016.
4. The gift imposes no undue financial burden or obligation to the school district.
5. This project meets 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 Superintendent (or Designee) to allow Highland Park High School to accept a gift of \$43,477.64 for the construction of the Hiway Federal Credit Union branch office at Highland Park Senior High School.

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

DATE: March 22, 2016

TOPIC: Request for Permission to Submit a Grant Application to Dollar General Literacy Foundation

A. PERTINENT FACTS:

1. The Dollar General Literacy Foundation is currently accepting grant applications for projects that provide direct service to adults and children in need of literacy assistance.
2. Saint Paul Public Schools' Department of Community Education has prepared an application for funds to provide literacy classes to immigrant students and their families. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$9,600. 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 of 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 Dollar General Literacy Foundation for funds to provide literacy classes at seven sites 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: March 22, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Kids in Need Foundation

A. PERTINENT FACTS:

1. The Kids in Need Foundation's Caring Tree program is currently accepting grant applications to social services agencies for projects that get school supplies into the hands of students in need.
2. Saint Paul Public Schools' Project REACH has prepared an application for in-kind provision of school supplies for students experiencing homelessness. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,000 (in kind). 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 Anne McInerney, Homeless Liaison; Ryan Vernosh, Director, Communications, Marketing and Development; Cheryl Carlstrom, Director, Title I Federal Programs; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Kids in Need Foundation for school supplies for students experiencing homelessness 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: March 22, 2016

TOPIC: Request for Permission to Accept a Grant from the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education issues sub-grant awards from federal monies made available for the State Personnel Development Grant. This grant provides pre-service and in-service training initiatives for Minnesota educators in special education.
2. The Office of Specialized Services prepared an application and received a grant for approximately \$320,000 to provide professional development to district special education staff.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Elizabeth Keenan, Assistant Superintendent of Specialized Services; 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 the Minnesota Department of Education to improve special education–related professional development 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: March 22, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota State Arts Board

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts.
2. Como Park Senior High School has prepared an application for funds to provide contact hours with an artist in residence specializing in kinetic sculpture. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$12,710. 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 Theresa Neal, Principal; 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 Minnesota State Arts Board for funds to provide contact hours with an artist in residence at Como Park Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 22, 2016

TOPIC: Request for Permission to Accept a Grant from the New Lens Urban Mentoring Society

A. PERTINENT FACTS:

1. The New Lens Urban Mentoring Society, through its YouthBank youth-led grant-making organization, channels money into projects that will improve the quality of life of the Saint Paul community.
2. Murray Middle School prepared an application and received a grant for approximately \$3,500 to install new two new basketball hoops in the main gymnasium.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Stacy Theien-Collins, Principal; Ryan Vernosh, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the New Lens Urban Mentoring Society to install new basketball hoops in the Murray gymnasium; and to implement the project as specified in the award documents.

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

DATE: March 22, 2016

TOPIC: Request for Permission to Submit Two Grant Applications to the U.S. Department of Agriculture

A. PERTINENT FACTS:

1. The U.S. Department of Agriculture is currently accepting grant applications for its Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom (SPECA) Challenge Grants Program. The purpose of the program is to promote and strengthen agriscience and agribusiness education to help ensure a qualified food and agriculture workforce.
2. Saint Paul Public Schools Career and Technical Education (CTE) has prepared two applications for funds to a) facilitate strategic planning toward developing SPPS' agriculture career pathway, and b) provide professional development for teachers to improve delivery of agriculture curricula. Saint Paul Public Schools will serve as fiscal agent for the project. These grants are for approximately a) \$25,000 and b) \$50,000, respectively. 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 Jon Peterson, Executive Director, Office of Career and College 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 submit two grants to the U.S. Department of Agriculture for funds to execute strategic planning and professional development for an agriculture career pathway 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: March 22, 2016

TOPIC: Request for Permission to Accept a Grant from the University of Minnesota
Monarch Lab - Belwin

A. PERTINENT FACTS:

1. The University of Minnesota Monarch Lab offers Schoolyard Garden grants to support conservation by helping to cultivate a generation of students who will care about nature and promoting schoolyard gardens, which help in the creation of habitat for important pollinators, as well as other invertebrates, birds, and even some mammals.
2. Belwin Outdoor Science prepared an application and received a grant for approximately \$1,000 to create a schoolyard garden to teach students about phenology (the study of the changing seasons).
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Joshua Leonard, Education Director, Belwin Outdoor Science; 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 University of Minnesota Monarch Lab to create a schoolyard garden at Belwin Outdoor Science; and to implement the project as specified in the award documents.

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

DATE: March 22, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Lillian Wright & C. Emil Berglund Foundation

A. PERTINENT FACTS:

1. The Lillian Wright & C. Emil Berglund Foundation is currently accepting grant applications for projects that improve student knowledge and awareness of science through observation and technology.
2. Saint Paul Public Schools' Crossroads Elementary has prepared an application for funds to develop and install an AquaLab for students to study hydroponics gardening. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000. 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 Celeste Carty, Principal, Crossroads Elementary School; Ryan Vernosh, Director, Communications, Marketing and Development; Sharon Freeman, 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 Lillian Wright & C. Emil Berglund Foundation for funds to install an Aqualab at Crossroads Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 22, 2016

TOPIC: Authorization for the Amendment to Metropolitan Health Plan (MHP) Contract

A. PERTINENT FACTS:

1. The MHP contract and amendment provides for reimbursement of immunizations and other health care services for children and youth who are enrolled in Metropolitan Health Plan. The original MHP contract was approved by the Board on October 7, 2003. The current term effective dates are from September 1, 2013, through August 31, 2020.
2. These health care services are provided primarily at the Student Placement Center (SPC). Student Health and Wellness staff have been providing these services since 1989 to students in Saint Paul Public Schools. These funds will be deposited in the Student Health and Wellness budget, 29-005-720-699-XXXX-4300. There will be no cost to the district.
3. This contract and amendment supports the goals of the Strategic Plan in the areas of Achievement and Sustainability.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services, and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve amendments to the Metropolitan Health Plan (MHP) contract for as long as the services support the District's infrastructure to provide the services.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into a Contract Addendum with Middle English, Inc. to Provide American Sign Language Interpreting Services for the Remainder 2015-2016 School Year

A. PERTINENT FACTS:

1. Special Education wishes to enter into a contract addendum with Middle English Inc. to continue to provide American Sign Language interpreting for both students and for parents involved with afterschool school activities and for conferences.
2. The Saint Paul Public Schools has entered into a contract with Middle English Inc. for \$70,000 for the 2015-16 year.
3. It is anticipated that for the remainder of 2015-16 year, the need for American Sign Language interpreting services requested by Special Education for students who are Deaf/Hard of Hearing and by the schools needing interpreting services for parents will exceed the \$70,000 contract with Middle English, Inc.
4. Special Education is requesting that a contract addendum for additional \$30,000 be entered into with Middle English Inc. for the remainder of 2015-16
5. The services of this agreement, including the contract addendum, will meet the District strategic plan goals of Achievement and Sustainability through supporting programs to enhance student learning and promoting sportsmanship and team playing.
6. The contract costs, including the contract addendum, is to be paid for by Special Education for interpreting services needed for students participating in afterschool activities (01-005-405-740-6305-0000) and by the schools for interpreting services needed for parents for conferences.
7. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract addendum with Middle English for \$30,000 to provide American Sign Language interpreting for students and parents as needed for the remainder of 2015-16 to be paid by Special Education and by the schools.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/American Indian Magnet School and Family Innovations, Inc., a Community Mental Health Service Provider

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with Family Innovations, Inc., for the provision of school-based mental health services in Saint Paul Public Schools at American Indian Magnet School.
2. There will be no monetary exchange between Family Innovations, Inc. and the District.
3. Family Innovations, Inc. will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning.
5. The agreement period is from September 1, 2015 through August 31, 2016 and will renew annually with a signed letter of agreement, or until either SPPS or Family Innovations, Inc. terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Family Innovations, Inc., a community mental health service provider, for school-based mental health services at American Indian Magnet School from September 1, 2015 through August 31, 2016 and renew annually with a letter of agreement or until either SPPS or Family Innovations, Inc. terminate this Agreement.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Como Park Elementary School and Family Innovations, Inc., a Community Mental Health Service Provider

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with Family Innovations, Inc., for the provision of school-based mental health services in Saint Paul Public Schools at Como Park Elementary School.
2. There will be no monetary exchange between Family Innovations, Inc. and the District.
3. Family Innovations, Inc. will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning.
5. The agreement period is from September 1, 2015 through August 31, 2016 and will renew annually with a signed letter of agreement, or until either SPPS or Family Innovations, Inc. terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Family Innovations, Inc., a community mental health service provider, for school-based mental health services at Como Park Elementary School from September 1, 2015 through August 31, 2016 and renew annually with a letter of agreement or until either SPPS or Family Innovations, Inc. terminate this Agreement.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Paul and Sheila Wellstone Elementary School and Family Innovations, Inc., a Community Mental Health Service Provider.

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with Family Innovations, Inc., for the provision of school-based mental health services in Saint Paul Public Schools at Paul and Sheila Wellstone Elementary School.
2. There will be no monetary exchange between Family Innovations, Inc. and the District.
3. Family Innovations, Inc. will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning.
5. The agreement period is from February 15, 2016 through February 14, 2017 and will renew annually with a signed letter of agreement, or until either SPPS or Family Innovations, Inc. terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Family Innovations, Inc., a community mental health service provider, for school-based mental health services at Paul and Sheila Wellstone Elementary School from February 15, 2016 through February 14, 2017 and renew annually with a letter of agreement or until either SPPS or Family Innovations, Inc. terminate this Agreement.

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

DATE: March 22, 2016

TOPIC: Food Service Agreements with Various Schools and Programs

A. PERTINENT FACTS:

1. Various schools and programs that are legally separate from Saint Paul Public Schools (SPPS) request food service from the Saint Paul Public Schools' Nutrition Services Department.
2. Service level is dependent on the program or school's kitchen capacity and student enrollment.
3. All services requested are coordinated through the Saint Paul Public Schools' Nutrition Services Department.
4. These agreements help the district meet its goal of ensuring high academic achievement for all students and help keep the nutrition center costs low through volume efficiencies.
5. Food Service agreements with legally separate from SPPS schools and programs are reviewed each year.
6. This item is submitted by Stacy Koppen, Director, Nutrition Services and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorizes the Superintendent (designee) to enter into agreements to provide food service for legally separate from SPPS schools and programs.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Highwood Hills Elementary School and Metro Social Services, a Community Mental Health Service Provider

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with Metro Social Services, for the provision of school-based mental health services in Saint Paul Public Schools at Highwood Hills Elementary School.
2. There will be no monetary exchange between Metro Social Services and the District.
3. Metro Social Services will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning.
5. The agreement period is from March 14, 2016 through March 13, 2017 and will renew annually with a signed letter of agreement, or until either SPPS or Metro Social Services terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Metro Social Services, a community mental health service provider, for school-based mental health services at Highwood Hills Elementary School from March 14, 2016 through March 13, 2017 and renew annually with a letter of agreement or until either SPPS or Metro Social Services terminate this Agreement.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Creative Arts High School and MinnesotaCare Partner, a Community Mental Health Service Provider.

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with MinnesotaCare Partner, for the provision of school-based mental health services in Saint Paul Public Schools at Creative Arts High School.
2. There will be no monetary exchange between MinnesotaCare Partner and the District.
3. MinnesotaCare Partner will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning.
5. The agreement period is from November 1, 2015 through October 31, 2016 and will renew annually with a signed letter of agreement, or until either SPPS or MinnesotaCare Partner terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with MinnesotaCare Partner, a community mental health service provider, for school-based mental health services at Creative Arts High School from November 1, 2015 through October 31, 2016 and renew annually with a letter of agreement or until either SPPS or MinnesotaCare Partner terminate this Agreement.

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

DATE: March 22, 2016

TOPIC: Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Frost Lake Elementary School and MinnesotaCare Partner, a Community Mental Health Service Provider

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with MinnesotaCare Partner, for the provision of school-based mental health services in Saint Paul Public Schools at Frost Lake Elementary School.
2. There will be no monetary exchange between MinnesotaCare Partner and the District.
3. MinnesotaCare Partner will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning.
5. The agreement period is from March 14, 2016 through March 13, 2017 and will renew annually with a signed letter of agreement, or until either SPPS or MinnesotaCare Partner terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with MinnesotaCare Partner, a community mental health service provider, for school-based mental health services at Frost Lake Elementary School from March 14, 2016 through March 13, 2017 and renew annually with a letter of agreement or until either SPPS or MinnesotaCare Partner terminate this Agreement.

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

DATE: March 22, 2016

TOPIC: SPPS Achievement and Integration Budget for FY17

A. PERTINENT FACTS:

1. Achievement and Integration budget details for FY17.
2. The budget funds the plan to provide support through activities that the district will undertake to increase proficiency of all students, decrease the achievement gap between students of color and white students, and provide opportunities for integration among students in the district.
3. This is in alignment with the Achievement and Integration plan that was approved by MDE in 2014.
4. This item is submitted by Jackie Statum Allen, Asst Director of Strategic Planning and Policy; Marie Schrul, Chief Financial Officer, and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the Achievement and Integration budget for Saint Paul Public Schools for fiscal year 2016-17.

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

DATE: March 22, 2016

TOPIC: Application for Child and Adult Care Food Program Funds

A. PERTINENT FACTS:

1. Federal funds are available for sponsors of the Child and Adult Care Food Program (CACFP).
2. An application for these programs is being prepared for submission to the Minnesota Department of Education, Food and Nutrition Service.
3. These funds will provide students with nutritious meals that will help the district meet its goal of ensuring high academic achievement for all students.
4. This item is submitted by Stacy Koppen, Director, Nutrition Services and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for CACFP funds for the 2016-2017 school year and, if granted, to accept such funds.

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

DATE: March 22, 2016

TOPIC: Discharge of Probationary Teacher 1

A. PERTINENT FACTS:

1. Teacher is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that Teacher be discharged from School District employment for the statutory cause of conduct unbecoming a teacher.
3. This item is submitted by Elizabeth Keenan, Assistant Superintendent Specialized Services, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education finds, concludes and directs:

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

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

DATE: March 22, 2016

TOPIC: Proposed Discharge of Tenured Teacher

A. PERTINENT FACTS:

1. Charges were filed with the Clerk of the Board against Tenured Teacher on February 29, 2016.
2. The Charges propose that Tenured Teacher be discharged pursuant to the Teacher Tenure Act.
3. This item is submitted by Nancy L. Cameron, General Counsel; Dr. Theresa Battle, Assistant Superintendent High Schools; and Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education:

1. Accept the filing of the Charges proposing to discharge Tenured Teacher for the grounds alleged in the Charges.
2. Ratify the Superintendent's suspension of Tenured Teacher without pay, effective at the end of the day on February 26, 2016, and pending the conclusion of teacher termination proceedings.
3. Direct the Assistant Clerk of the Board of Education to serve Tenured Teacher with a copy of the Charges filed with the Clerk on February 29, 2016, and give notice to Tenured Teacher of the teacher's rights to a hearing or arbitration under the Teacher Tenure Act.
4. Authorize the District's legal counsel to select a hearing officer or an arbitrator, as applicable, if Tenured Teacher requests a hearing.

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

DATE: March 22, 2016

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

A. PERTINENT FACTS:

1. New agreement is for a two-year period from July 1, 2015 through June 30, 2017.
2. Contract changes are as follows:

Wages: Effective July 1, 2015, increase salary schedule 2%. Effective July 1, 2016, increase salary schedule 2% and add \$50.00 to the Sr. High level, step 11, lane 14 salary schedule.

Benefits: Effective July 1, 2016, the District monthly contribution for family/single+1 coverage will increase from \$1,230 to \$1,290 per month. Effective July 1, 2017, the District contribution for family/single+1 coverage will be increased from \$1,290 to \$1,350 per month.

Deferred Compensation: Effective July 1, 2016 increase District match from \$1,500 to \$1,750.

Severance: Effective July 1, 2016 increase the Severance maximum from \$31,000 to \$33,000.

3. The District currently has 120 regular employees in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - In the 2015-16 budget year: \$520,650
 - In the 2016-17 budget year: \$545,855
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; 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 principals in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2015 through June 30, 2017.

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

DATE: March 22, 2016

TOPIC: Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Local 28, Exclusive Representative for Teachers, for 2015-2017

A. PERTINENT FACTS:

1. Term of the contract is July 1, 2015 through June 30, 2017.
2. Summary of Contract Changes:

Salary Schedule Improvement

Effective January 9, 2016, salary schedule increases by 2%. July 1, 2016, salary schedule increases by 2%.

Other Compensation Provisions

School Climate:

- Principals and Building Stewards will create SCITs (or other committees to focus on improving school climate).
- Teams composed of a licensed administrator, teachers, paraprofessionals and other building staff.
- Parents and students may be nominated. Parent, student and community member involvement must be reflective of the school population.
- SCIT or other appropriate committee can designate site as a restorative practice site by May 1 of the year preceding the school year where they desire the designation.
- Family Engagement will budget \$50,000 annually for translation services related to these meetings.
- The District will budget \$10,000 annually for summer meetings in the schools who get the restorative practice designation.
- Parents serving on the SCIT can participate in SPPS foundational training.

Restorative Practice:

- Designation as a Restorative Practice School requires:
 - Creation of a site based plan
 - 75% approval of building staff
 - Submission and approval of plan by March 1 of each year
- District will fund 1 FTE to oversee coordination of practices across the district.
- District will provide funding for 6, 9 and 12 schools respectively over the next 3 years, in year one schools will receive \$150,000 per site.
- Restorative Practice schools will convene a 15 member School Climate and Support committee.

Additional Support for Restorative Practice:

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DATE:

TOPIC:

March 22, 2016

Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Local 28, Exclusive Representative for Teachers, for 2015-2017

- This agreement is contingent upon SPFT receiving a grant from the National union to support restorative practices. The district and union will share that cost of the 1 FTE that coordinates efforts, training and implementation across the district. This agreement spans across 3 school years beginning with 2016-2017.

HVP/APTT:

- Sets a requirement for the number of visits and number of families for year 1 and year 2 of the program.
- Establishes a budget of \$150,000 for this effort and caps earning at \$2,500 for teachers in grades 1-4 and \$3,000 for teachers at grades 5-12.
- Requires the school to determine if they will use this model by March 1 of the proceeding school year and requires agreement from 75% of staff and 75% of impacted parents.
- Each designated school will receive a \$2,100 stipend for the APTT Champion.
- The District will fund one .5 FTE to coordinate these efforts district wide.
- The District will budget \$50,000 annually for summer training related to APTT conferences.

School Redesign:

- Provides for designated redesign schools to receive a one time \$100,000 grant in support of redesign efforts.
- Outlines that year one is a planning year and requires an approved redesign no later than May 15th of the proceeding school year.

Due Process:

- Provides a process for SpED teachers to request additional Prep Time for IEP paperwork.

NON-MONETARY PROVISIONS

PDAC:

- Changes the name to Advisory Staff Development Committee (ASDC) to align with legislation and outlines the composition of the 15 member committee.
- Clarifies that District will seek input from the ASDC, but not require their approval prior to proceeding with PD plans.

Co-Teaching Best Practices:

Requires that Co Teaching Arrangements:

- Give teachers the opportunity to volunteer for co-teaching partnerships before being assigned.
- Gives co-teachers input into the master scheduling process.
- Requires building leaders to maintain consistency with successful partnerships whenever possible
- Commits both parties to continue discussing co-teaching in Professional Issue Committees (PIC).

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DATE:

March 22, 2016

TOPIC:

Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Local 28, Exclusive Representative for Teachers, for 2015-2017

ELL Placement and Testing:

- Scheduling of ELL students will consider results on the ACCESS CPL and teacher recommendations.
- District will institute a process for applying a "SLIFE" flag according to the LEAPs Act.
- ELL PIC Committee will identify a "Newcomer Path" for secondary SLIFE students.

Responsible Banking:

Outlines shared values of the district and union related to banking and contractor relationships:

- Provides for the creation of a task force to review banking and contractor policies and make a recommendation of worthiness to the BOE.
- Sets the expectation that our banking partners should take efforts to reduce the adverse impact of foreclosures.
- Sets the expectation that our contractors will provide comprehensive benefits, including earned sick time, to their employees.
- Creates a public forum for these practices to be reviewed and discussed.

Teaching and Learning for Career Educators:

- Requires that an Assistant Superintendent observe any teacher slated for non-renewal that was previously recommended by PAR Board for renewal, before that recommendation is made to the Superintendent.
- Requires that the intent of non-renewal is shared with the PAR Board only to review before final determination is made.

Compensation Errors:

- Requires that the district mail a paper pay stub to any teacher who makes this request.

3. Memoranda of Agreement/Understanding are renewed/agreed upon on the following topics: Restorative Practices, Additional Support for Restorative Practices, Nurses Work Schedule, Discipline, Federation of Teachers Use of District Email System, Alternative Pay, Administrative Intern Procedures, Professional Issues Committee, Ideal Day, Workload Clarification, Special Education Professional Issues Committee, Post Employment Health Insurance, Special Education, English Language Learners Professional Development, Class Size, Labor Management Joint Training Sessions, Early Childhood Special Education Birth to Three Workloads, Teacher Sick Leave Bank, New Salary Schedule, Religious Observance, Academic Parent-Teacher Teams, Pay Stubs, English Language Learners Professional Issues Committee. Statements of Intent are renewed/agreed upon on the following topics: School Integration, School Climate and Safety, Co-Teaching Best Practices, ELL Placement and Testing, Responsible Banking, Student Engagement and Conduct, Instruction Classes – Size, Lesson Plans Procedures, Teacher Time and Workload, Site-Governed Schools, Summer School Labor Management Committee, Timeline for Settlement, Enrollment Preference, Standardized Testing.
4. There are approximately 3,352 full-time equivalent (FTE) employees in this unit.
5. The new total package costs for the agreement are estimated as follows:

In the 2015-2016 budget year: \$7,075,325
In the 2016-2017 budget year: \$9,948,631

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DATE: March 22, 2016

TOPIC: Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Local 28, Exclusive Representative for Teachers, for 2015-2017

6. This item will meet the District target area goal of alignment.
7. This request is submitted by Laurin 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 teachers in this school district for whom Saint Paul Federation of Teachers, Local 28 is the exclusive representative; duration of said Agreement is for the period of July 1, 2015 through June 30, 2017; and approve and adopt the related Memoranda of Agreement.

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

DATE: March 22, 2016

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

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective March 26, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: March 22, 2016

TOPIC: Humboldt Trap/Skeet Club

A. PERTINENT FACTS:

1. Humboldt High is looking to approve a Trap/Skeet Club to compete in the Minnesota State High School Clay Target League. The MSHSCTL is a 501(c)(3) non-profit corporation and the independent provider of shooting sports as an extra curricular coed activity to high schools for students in grades six through twelve who have their Firearms Safety Certification. With the assistance of volunteer coaches and parents, student athletes in grades six through twelve represent their high school by competing in weekly trap shooting at their local shooting range. Humboldt's local shooting range would be South Saint Paul Rod & Gun Club. Scores are submitted online and compared against other high school trap teams within their conference. The MSHSCTL provides a safe, comfortable, and positive team environment that enhances a student athlete's character and personal growth through safe, educational, and socially acceptable involvement in shooting sports.
2. Per request of SPPS insurance carrier, all student athletes will have written consent/permission by a parent or guardian to participate in the Trap/Skeet Club. All student athletes must have a Minnesota State Firearm Safety Training Certificate. The parent(s) or guardian must provide the firearms and ammunition, not the school. The firearms must be in good working order and a trap shoot supervisor should be checking each gun prior to use to ensure that it is and that the ammunition size is appropriate for the gun. Students must not have any misdemeanor convictions other than traffic offenses or adjudged delinquency.
3. Humboldt Trap/Skeet Club will complete various fundraising activities to fulfill surplus costs. The MSHSCTL requires a \$30 registration fee per student athlete. Firearm Safety required for all student athletes is \$24.95. All further expenses (ammunition, state registrations, etc.) will be sole responsibility of student athlete and parent(s) or guardian.
4. This project will meet the District target area goal of Achievement, Alignment, and Sustainability. The Trap/Skeet Club will meet achievement by allowing all students to participate disregarding race, ethnicity or cultural background. Student athletes will be held to the upmost responsible manner allowing for career development qualities to be built and expanded. The Trap/Skeet Club will meet district target of alignment by allowing for individual determination of specialized talents from all student athletes. Students will learn personal qualities and expertise in areas of talents never explored before. The Trap/Skeet Club will meet the district goal of sustainability by requiring students to show professionalism in an organized manner.
8. This item is submitted by T.J. Austin, Agriculture Instructor, Humboldt; David Mergens, Athletic Director, Humboldt; Steve Aeilts, Assistant Principal, Humboldt; Dr. Theresa Battle, Assistant, SPPS.

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DATE:

March 22, 2016

TOPIC:

Humboldt Trap/Skeet Club

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve a Trap/Skeet Club at Humboldt High School to compete in the Minnesota State High School Clay Target League

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

DATE: March 22, 2016

TOPIC: Increase Paid Lunch Prices

A. PERTINENT FACTS:

1. Sec. 205 of the Healthy Hunger-Free Kids Act of 2010 requires schools to charge students for paid meals at a price that is, on average, equal to the difference between the federal free meal reimbursement and paid meal reimbursement. Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; schools may choose to cover the difference in revenue with non-Federal funds instead of raising paid meal prices. This also establishes a maximum annual increase in the required paid lunch increases of \$0.10 annually.
2. SPPS raised paid lunch prices \$0.10 for 2015-16 to:
 - a. Grades PreK-5 \$2.15
 - b. Grades 6-8 \$2.30
 - c. Grades 9-12 \$2.50
3. We are required to raise prices as follows:
 - a. Grades PreK-5 paid lunch price increase from \$2.15 to \$2.25, a \$0.10 increase.
 - b. Grades 6-8 paid lunch price increase from \$2.30 to \$2.40, a \$0.10 increase.
 - c. Grades 9-12 paid lunch price increase from \$2.50 to \$2.60, a \$0.10 increase.
4. While there was no increase to Adult meals for the 2015-16 school year, we propose the following increases in Adult meals for the 2016-2017 school year:
 - a. Adult breakfast price increase from \$2.10 to \$2.25, a \$0.15 increase.
 - b. Adult lunch price increase from \$3.75 to \$4.00, a \$0.25 increase.
5. This project will meet the District target area goals by ensuring high academic achievement for all students and aligning resource allocations to District priorities. This will also insure that Saint Paul Public Schools moves towards compliance with the federal regulations by gradually increasing our prices.
6. This item is submitted by Stacy Koppen, Director, Nutrition Services, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2016.

- Grades PreK-5 lunch to \$2.25
- Grades 6-8 lunch to \$2.40
- Grades 9-12 lunch to \$2.60
- Adult breakfast to \$2.25
- Adult lunch to \$4.00

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

DATE: March 22, 2016

TOPIC: Application for Minnesota Kindergarten Milk Program Funds

A. PERTINENT FACTS:

1. State funds are available for sponsors of the Minnesota Kindergarten Milk Program (MKMP).
2. An application for this program is being prepared for submission to the Minnesota Department of Education, Food and Nutrition Service.
3. These funds will provide kindergarteners with milk that will help the district meet its goal of ensuring high academic achievement for all students.
4. This item is submitted by Stacy Koppen, Director, Nutrition Services and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for MKMP funds for the 2016-2017 school year and, if granted, to accept such funds.

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

DATE: March 22, 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 January 1, 2016 – January 31, 2016.

(a) General Account	#653393-654687 #0001768-0001827 #7001596-7001625 #0000915-0000950	\$48,022,694.20
(b) Debt Service	-0-	\$31,570,012.79
(c) Construction	-0-	<u>\$921,040.73</u>
		<u>\$80,513,747.72</u>

Included in the above disbursements are payrolls in the amount of \$35,988,421.30 and overtime of \$119,122.42 or 0.33% of payroll.

(d) Collateral Changes

Released:	None
Additions:	None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending June 30, 2016.

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

DATE: March 22, 2016

TOPIC: Application for School Nutrition Program Funds

A. PERTINENT FACTS:

1. State and federal funds are available for sponsors of the School Nutrition Program (SNP), which includes National School Lunch Program, School Breakfast Program, After School Snack Program and Community Eligibility Provision.
2. A consolidated application for these programs is being prepared for submission to the Minnesota Department of Education, Food and Nutrition Service.
3. These funds will provide students with nutritious meals that will help the district meet its goal of ensuring high academic achievement for all students.
4. This item is submitted by Stacy Koppen, Director, Nutrition Services and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for SNP funds for the 2016-2017 school year and, if granted, to accept such funds.

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

DATE: March 22, 2016

TOPIC: Application for Summer Food Service Program Funds

A. PERTINENT FACTS:

1. State and federal funds are available for sponsors of the Summer Food Service Program (SFSP).
2. Breakfasts, lunches, snacks and suppers are served at summer school sites, City of Saint Paul recreation centers and other community programs serving low income children.
3. A consolidated application for these programs is being prepared for submission to the Minnesota Department of Education, Food and Nutrition Service.
4. These funds will provide children with nutritious meals that will help the district meet its goal of ensuring high academic achievement for all students.
5. This item is submitted by Stacy Koppen, Director, Nutrition Services and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for 2016 SFSP funds and, if granted, to accept such funds.

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

DATE: March 22, 2016

TOPIC: RFP #A-2088827-A -- Prime Vendor Grocery Items and Supplies

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a prime vendor contract for furnishing and delivery of grocery items and supplies for a one year period beginning August 1, 2016 through July 31, 2017.
2. The following companies submitted bids and were scored out of a possible 200 points:

Indianhead Foodservice Distributor.....	198.78
Sysco Western Minnesota.....	173.72
Upper Lakes Foods.....	187.39
U.S. Foods.....	171.40
3. The Nutrition Services Department requests authorization to establish a contract with Indianhead Foodservice Distributor for a one year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of approximately \$4,500,000.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP# A-2088827-A to Indianhead Foodservice Distributor for the furnishing and delivery of groceries for the period of August 1, 2016 through July 31, 2017, for an estimated value of \$4,500,000.

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

DATE: March 7, 2016

TOPIC: Request For Proposal (RFP) No. A209144-A and (RFP) No. A209146-A
Approval of School Improvement Grant (SIG) Funded Contracts for
Cherokee Heights Elementary School

A. PERTINENT FACTS:

1. Cherokee Heights Elementary is a priority school with one of the lowest achievement rates in the State based on the State's Multiple Measurement Rating Accountability System. Cherokee Heights Elementary is one of three schools in St. Paul (and one of only 10 in the state) that was awarded federal funding to implement a four year School Improvement Grant (SIG) for school turnaround.
2. The Cherokee School Improvement Grant (SIG) is focused on two key interventions that promise to build capacity, create aligned systems, and focus on sustainability:
 - A focus on literacy achievement to increase reading achievement. (Solution Tree will provide in-depth coaching, data analysis training, and PLC supports, all within a standards-based framework).
 - A focus on Classroom Management that supports teacher practice. (Midwest Educational Consultants will provide in-person workshops, personal and group coaching with immediate feedback, leadership team training, and training and development for 2 school staff who will become the school's internal EnVoy coaches).
3. This RFP seeks to find two key partners to provide Cherokee Heights the time, staff, and access to content experts to guide this work. The selected partnerships will include vendors who have a proven track record of providing the needed support to Cherokee Heights staff and have a track record of improving staff effectiveness and positively impacting student achievement.
4. The RFP committee reviewed the proposals via the use of a scoring rubric with key indicators linked to the school's improvement goals and indicators of proven success. We are recommending the awards go to Solution Tree (\$149,200 over the next 2 yrs) and Midwest Educational Consultants (\$71,450 over the next 3-4 yrs) as they have met the quality indicators identified in the rubric:
 - Proven track record of increasing achievement in urban schools.
 - Evidence in SPPS schools of their effectiveness in our schools with positive impacts on the achievement of SPPS students.
5. As per the School Improvement Grant federal guidance document, School Improvement Grants are focused on turning around schools through interventions that promote capacity building, alignment, and sustainability. This project is clearly aligned to district strategic plan goals of achievement, alignment, and sustainability.

DATE: March 7, 2016
TOPIC: Request For Proposal (RFP) No. A209144-A and (RFP) No. A209146-A
Approval of School Improvement Grant (SIG) Funded Contracts for Cherokee Heights Elementary School

Page 2

Achievement:

- Strong professional development and coaching that will deepen teacher content knowledge and instructional practice.
- Heavy focus on data driven instructional practices that will increase student achievement.

Alignment:

- Through the use of Practice Profiles, MDE has aligned the use of highly effective practices from other School Improvement Grant schools in MN. Practice Profiles have proven to be highly effective at building an aligned and sustainable system for implementing highly effective practices built by staff and experts. Practice Profiles will be developed for the evidence-based practices provided via these vendors.

Sustainability:

- Annual Election to Work Agreement provides support for staff retention and selection of teachers who are motivated to do the intense work the grant demands.

6. This item is submitted by Melisa Rivera, Principal; Cheryl Carlstrom, Director of The Office of Title I Federal Programs and School Improvement; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (or Designee) to award contracts based on responses to the Request for Proposal (RFP) No. A209144-A and (RFP) No. A209146-A, approval of School Improvement Grant (SIG) funded contracts for Cherokee Heights Elementary.

Resolution on Staffing Supports to Promote Strong Schools, Strong Communities

Preamble

The Board of Education is pleased to publicly affirm its ongoing partnership with the Saint Paul Federation of Teachers and our shared commitment to providing all Saint Paul Public Schools students with a premier education.

We have agreed in negotiations on several ways to formally combine our collective philosophies and resources to provide the instruction, tools, supports, and learning environments required for increased student achievement and reduced racial disparities in Saint Paul Public Schools.

We also agree that many important issues require attention in terms of both policy and practice, and that action can and should take place outside a labor contract.

To that end, we look forward to working together on increasing staffing supports in key areas.

Resolution

For the 2016-17 school year, the Board of Education resolves to:

1. Continue honoring the additional staff supports agreed to by the Board of Education pursuant to its March 18, 2014 Board Resolution. Specifically:
 - *Personalized Learning – As the district expands its Personalized Learning capacity, priority budget decisions will be made to fund 10.0 FTEs of additional licensed media specialists to specifically identified school sites to provide additional student support at those sites. Existing FTEs of Educational Assistant staffing in school libraries will be maintained but not necessarily in the schools where they exist today.*
 - *Student Health and Wellness – We agree that additional health personnel would benefit student learning. The district will add 7.0 FTEs of Licensed School Nurses, as well as 10.0 additional Elementary School Counselors, and 5.0 FTEs of School Social Workers.*
 - *Each elementary student will have access to instruction from a licensed performance or visual art and a physical education teacher. Each secondary student will have access to instruction by licensed art, music and physical education teachers during the school day.*
2. Provide funding for 30 additional supports, specifically:
 - a. Ten (10) FTEs that were deferred from the 2015-2016 school year by the Board of Education pursuant to its “Implementation of March 18, 2014 Staffing Support Resolution” on June 23, 2015.
 - b. Twenty (20) additional FTEs that will be comprised of a combination of licensed Social Workers, School Nurses, School Counselors, ELL teachers and no less than seven (7) School Psychologists.

3. Consider voices of staff and parents in decision making about placements of the additional staff through the following process:
 - a. Assistant Superintendents will recommend schools to receive additional FTEs. Assignments will be based on school and student demographics, site level data, as well as license availability in the current marketplace.
 - b. When deciding how to apply the allocated FTE(s), school leadership teams will seek input from school staff and parents to consider what license area(s) are recommended to be hired (i.e., social worker, nurses, counselors, ELL, licensed media specialist).
 - c. Assistant Superintendent and school leadership team decisions will be presented to the May 2016 Professional Issues Committee (PIC) for discussion.
 - d. After discussion at the PIC, the final staffing plan will be brought to the Board of Education for inclusion in the FY 17 budget. The Board of Education's decision will be final.

4. In an effort to monitor progress and ensure that the FTEs are staffed as described, the following process steps will be implemented:
 - a. April 30, 2016: SPPS will establish the baseline for each of the relevant positions by communicating current FTE counts in these positions to the designated SPFT staff members.
 - b. September 30, 2016: SPPS will provide SPFT with the name, title and location of every person hired into one of the FTEs as proof of efforts to honor this resolution.
 - c. January 31, 2017: SPPS will provide a final summary document to SPFT outlining the names of the individuals filling the 30 FTEs, the new totals by position versus the baseline totals, a requisition number for any position that remains unfilled, and an explanation for why any unfilled positions remain open.

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- April 26 (Tentative Closed - Negotiations) - 4:00 p.m.
- April 26
- 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

Committee of the Board Meetings

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

- April 12
- May 3
- 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