



Saint Paul Public Schools

Regular Meeting

Tuesday, February 23, 2016 6:05 PM

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

BOARD OF EDUCATION



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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

February 23, 2016
6:05 PM

A G E N D A

- I. CALL TO ORDER**
Time: 6:05 p.m.
- II. ROLL CALL**
Time: 6:06
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
Time: 6:08
- IV. RECOGNITIONS**
Time: 6:10
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees 7
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
Time: 6:40
- VI. APPROVAL OF THE MINUTES**
Time: 6:42
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- VII. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of February 9, 2016 22
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 - B. Student Engagement & Advisory Board (SEAB) Update 37
Time: 7:00
- VIII. SUPERINTENDENT'S REPORT**
 - A. SSSC 2.0 and VisionCard Overview 66
Time: 7:30
 - B. School Climate Update 93
Time: 8:00
 - C. Human Resource Transactions 130

Time: 9:00

IX. CONSENT AGENDA

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

Time: 9:15

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B. Grants

- 1. Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way Screen @ 3 Initiative 140
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- 4. Request for Permission to Submit a Grant Application to the Minnesota Department of Education - Cafeteria Equipment 143
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3. RATIFICATION Bid No. A209017-A Rondo Window Replacement	172

X. **OLD BUSINESS** -- None

XI. **NEW BUSINESS**

Time: 9:20

A. Project Labor Agreements	
1. 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	173
2. PLA for Replacement of Building Ventilation and Hydronic Heating	175

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

XII. BOARD OF EDUCATION

Time: 9:25

- A. Information Requests & Responses
- B. Items for Future Agendas
- C. Board of Education Reports/Communications

XIII. FUTURE MEETING SCHEDULE

Time: 9:35

- A. Board of Education Meetings (5:30 unless otherwise noted) 177
- B. Committee of the Board Meetings (4:30 unless otherwise noted) 178

XIV. ADJOURNMENT

Time: 9:40

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

DATE: February 23, 2016

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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 Sunday, May 15, at the Radisson Blu Mall of America in Bloomington, Minn. 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.

Tonight we will recognize the countless staff and students who contributed to the largest iPad handout in the U.S.A.

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

B. RECOMMENDATION:

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

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

January 19, 2016

I. CALL TO ORDER

The Chair called the meeting to order at 6:16 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. O'Connell moved the Board of Education approve the Order of the Main Agenda. Mr. Marchese seconded the motion.

The motion passed with the following roll call vote:

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

IV. RECOGNITIONS

BF 30313 Acknowledgement of Accomplishments of SPPS Students

Two Saint Paul Public Schools students took top honors in the Donaldson Science Awards in the middle school division.

Christian Agaba, an eighth-grader at Farnsworth Aerospace Upper was recognized for his award during the African Americans in Science event. **Kira Vega**, an eighth-grader at Highland Park Middle School will receive her award at the Amantes de la Ciencia! event. Both events are at the Science Museum of Minnesota.

The Donaldson Science Award recognizes Minnesota middle- and high-school students who have demonstrated exceptional achievement in, or passion for, a STEM discipline either in the classroom or outside of school.

The Board congratulated both students on their outstanding accomplishments.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. O'Connell moved the Board approve the Order of the Consent Agenda. The motion was seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 15, 2015
- B. Minutes of the Annual Meeting of the Board of Education of January 5, 2015

MOTION: Ms. O'Connell moved the Board approve the Minutes of the Regular Meeting of the Board of Education of December 15, 2015 and the Minutes of the Annual Meeting of the Board of Education of January 5, 2015 as published. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of January 5, 2015

The Committee of the Board meeting began with a report of the **Audit** for the year ending June 30, 2015. The auditors indicated they had audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the District. They issued an unmodified opinion on the District's basic financial statements. Three deficiencies were noted and corrective action has been taken by Financial Services.

RECOMMENDED MOTION: The Board of Education accept the MMKR Audit Report for FY 2015 as presented.

The motion passed with the following roll call vote:

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

An **Update on School Climate & Support** was presented by the Superintendent who outlined three goals relative to school climate and support:

- Improve school climate and increase supports to students and staff in the schools
- Increase relational health amongst students and staff and improve learning environments
- Align support systems for students, families and staff.

The goals, in turn, will apply to teaching and learning, relationship building, safety and security and systems.

The NEW Board members presented their list of **priorities** for the next year in six areas: School Climate, Achievement, Enrollment, Special Services Strategic Plans, Site-Based Management and Board Governance. It was agreed this document will be addressed so it reflects the priorities of the entire Board.

During the work session the Board check-in process was explained and outside committee assignments were made.

MOTION: Ms. Ellis moved the Board accept this report on the Committee of the Board meeting of January 5, 2015 and approve the minutes of that meeting as revised . Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Update on School Climate

The Superintendent introduced the subject asking the community to join with SPPS to find solutions to the issues of unacceptable behaviors in both the community and the schools. She stated violence is unacceptable and will not be tolerated in any form within SPPS.

The Director of the Office of College and Career Readiness opened the presentation on the "Safe Schools, Safe You" Plan. The purpose of the presentation was to provide a comprehensive plan for addressing school climate, review where SPPS is currently and share a vision of where it wants to be.

He provided a definition of school climate as defined by the National School Climate Center with slight modification by MDE. *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:*

- *Norms, goals and values*
- *Interpersonal relationships*
- *Teacher and learning practices*
- *Organizational structures.*

SPPS' philosophy on school climate is an environment built on a foundation of positive relationships between students, teachers and adults within the school building. The creation of a restorative culture in the schools holds significant promise as a means of achieving safe, culturally respectful, racially equitable and just learning environments. The most influential people in the creation of positive school climate are the adults in the education system.

Goals of school climate and support 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.

Safe Schools, Safe You involves four areas: student support, staff support, safety and security and procedures and systems.

1. Student Support

- Promoting good behavior - increased supervision of students, increase the consistent implementation of PBIS throughout the district, increase restorative practices through PBIS to give students a chance to repair relationships harmed through inappropriate behavior and clarifying expectations of hallway supervision for all staff. 27% of SPPS schools are at full implementation for PBIS. Administration is working on a comprehensive implementation of PBIS for building staff.
- Provide a continuum of support through Alternative Programs. Increase alternative programs and provide students with access to community services that focus on social/emotional support, student engagement and academics. Examples of alternative programs are: Gordon Parks' new middle level program, Alternatives to Expulsion (A2E) and the Interrupting Violence Programs. SPPS is looking into other contract alternative schools beyond the one it is now working with.
- For community based programs working with SPPS, create evaluation tools to determine effectiveness of the programs and increase the number of quality services for SPPS students. SPPS has over 300 partnerships in the community. SPPS is looking to increase efforts around mental health supports in schools with some of these partners.

2. Staff Support

- School support - deploy additional administrative staff and/or coaches to schools. . Increase the effectiveness of the crisis support team. Provide crisis de-escalation training that is imbedded into the PLCs. Expand SKIP and PBIS teams in the schools
- Create "restorative schools" that build community and repair harm. Adults' tasks in creating a restorative school include teaching the vocabulary of empathy, building relationships between students and students and students and adults (through consistent use of circles to build community and teach social/emotional skills), repair harm by working with people if there is harm (student to student, student to adult, adult to student, adult to adult). The process involves all parties working together. Repair of harm is a voluntary process, people choose to participate and school-wide relationship practices are essential for repairing harm.

Schools with some level of restorative practice systems in place are Johnson Senior, Highwood Hills, American Indian Magnet (AIM), Farnsworth Upper, Murray and Four Seasons.

- Professional development will be promoted and provided for staff. Procedures will be standardized to quickly inform teachers of students who have a history of violence against others.

3. Procedures and Systems

- Policies and procedures will be clarified and communication improved with families regarding procedures in the *Rights and Responsibilities Handbook*.
- Student Placement will work closely with other districts to quickly secure student records for appropriate placement. For student transfers within SPPS, transition meetings or discussions will take place to determine what did or did not work at the student's previous school.

4. Safety and Security

- The FMP will guide enhancements to school entryways and upgrades and expansion of security cameras for building safety.

- Relationship building will be provided with training for School Resource Officers (SROs), partnering with the new Juvenile Commander, consultation with the Student Engagement and Advisement Board; and adjusting/modifying training for SROs

QUESTIONS/DISCUSSION:

- Concern was expressed by a Board member that SPPS is moving students through the system without understanding fully what kids are showing through their behaviors. Are parents consulted, is health evaluated, etc.? A missing piece seems to be work with families and issues within the family unit. Response: SPPS is working to create a full service community school infrastructure by engaging with community partners where possible. This brings them into the school to make direct connections with the community. SPPS is working on an "on-boarding" of mental health service expansion within some buildings. It is working to further understand student needs, to educate teachers on what to look for and inform school administrators about partners existing in their areas. SPPS is exploring services that are out there so it has buildings that understand what is available within the local school community.
- What about coordination of care at sites, are there staff fulfilling those responsibilities? Response: This currently varies building by building. Some buildings have community partners within the school facility, counselors are in some. SPPS needs to understand the scale, the needs and what is wanted to accomplish the end goal. This ultimately falls to principals as champions to organize these efforts. The last teacher contract added 32 more professionals – counselors, social workers, etc. in schools with the highest needs. Title I monies are frequently used to add these services within schools. Some schools have Student Assistance Teams. All schools have some sort of a structure to address students needs/issues. Some schools have staff people to coordinate external resources. A comprehensive structure needs to be built up so this can be done within all schools.
- A Board member offered praise for the SPPS Crisis Intervention Team noting the support given to staff and students within buildings is extraordinary. She particular recognized the support efforts provided most recently to Central.
- About "full service schools," the legislature has provided strategic grant money to establish new full service schools to many areas other than St Paul. Can SPPS take advantage of this effort? Response: During the last legislative session a small amount of funds was provided to pilot full service schools. The State picked schools for the pilot efforts. SPPS will continue to advocate for access to those resources.
- The philosophy on school climate (slide 4) – bullet 1 – recognition of school culture, this implies creating an environment for teachers to teach and students to learn. This calls for SPPS to implement through input and agreements/acceptance by students, teachers and the school community and the communities in St. Paul. What will be the strategies and techniques used as educators and administrators working in the schools and the community to get buy in from students, teachers, adults and community organizations? How will SPPS get to those expectations? Adults need to reinforce expectations of what proper behaviors and expectations are within the schools. This will need the will, commitment and clear direction from the Board and administration to reinforce expectations. Response: People affected by a problem should be part of the solution. An engagement process needs to be developed to allow dialogue with teachers, students and families giving them the opportunity to articulate the problem from their perspective. This should occur before solutions are developed and implemented. A solution focused protocol provides people with the opportunity to articulate a problem and what would be different if the problem was not there. SPPS has processes to engage the community and ways to do it (i.e., the FMP process). Clarity precedes competency. It is important to the community that the solution be culturally responsive and racially equitable with all students and staff. SPPS needs to engage in ways that provide space, time and freedom to express how its community sees the problem and the solution.

- A Director indicated he understood the processes that could be used, what he wanted was a commitment on timing -- when things will happen. A timeline for discussion and commitment of roll out of public engagement and input. Is that something to be seen soon? Response: Staff stated climate, discipline and enrollment go together and adults govern school climate with clear expectations. SPPS is working with the Ramsey County Attorney's office to coordinate a community conversation on some of these issues. This problem involves all districts within the county along with the City. MnEEP has provided funds to initiate a capacity building effort to address disparities in SPPS and Minneapolis. The Superintendent committed to continue her listening sessions, noting, however, that the listening session have generally brought forth concerns with few solutions provided. SPPS will continue to work with the schools needing immediate assistance to improve the climate within those buildings. As to restorative practice, schools and their staff need to agree to be a restorative practice school, it does not work without full "buy in". The District will continue to be vigilant to assess what the various basis for violence are and to find a consistent definition of what constitutes violence. In the next few months SPPS will have results from discussions underway. There will then be a need to "own the plan" throughout the entire system. SPPS will continue to explore what services are out there that it can bring into schools to provide additional supports and continue to use current vehicles such as the parent advisory groups, community based boards, task forces, etc. as sources of input on the issues facing the district.
- A Director stated it would be helpful to have a clear understanding of what vehicles, methods will be used and the timing for the plan to implement public discussion. Response: The Superintendent indicated the need to work over the short-term to explore results from efforts currently being brought forward. She stressed the need for buy in from the community and all staff. She stated SPPS does have restorative practices in six or seven schools and administration is looking at results obtained though the process to date.
- The Director reiterated the need for a sense of timing for specific initiatives. Response: The Director of College and Career readiness stated timing isn't everything, it is the only thing. He noted instances -- the timing of the negotiations process coming to closure, the upcoming legislative agenda, the budget process and the strategic plan all need to synchronize and come together in the new fiscal year. This involves timing of multiple streams to ensure the intersection happens in a way most supportive to students and families. SPPS has been careful about what has been put into this particular presentation for clarity but there are many other things that have been discussed and may be in the strategic plan model. SPPS also needs to keep ongoing public conversations on this issue. Administration indicated a timeframe for implementation of next steps could be provided.
- Staff encouraged Board members, when they talk to community members, to ask for recommendations for further community engagement. SPPS needs to have a variety of options to receive community input.
- Alternative programs/learning centers, are these for all students? For the one contract alternative school, what are the age and demographics of its students? Response: GAP offers 9-12 programs for students with discipline issues, the majority are African American males. Administration noted SPPS has 3 times more out of school suspension than the state average. As to the alternative programs/learning centers these involve State approved alternative programs and are governed by Minnesota statute under the Graduate Incentives Act. There are 12 criteria that qualify a student to participate in a learning center or an alternative learning program. Participation is strictly the choice of the student. The programs are open to any student but they do need to meet the 12 criteria.
- A Director noted safety in the schools is important and SPPS does what it can to resolve problems when they arise. SPPS needs to continue to address suspensions and disparities. However, if it is deploying administrative staff into schools what is not being done by their absence from their area? SPPS needs to continue to keep achievement in focus as well by providing a foundation that is equitable. Response: Deployment of

administrators is planned through spring break, they will then go back to their normal assignments.

- Another Director stressed the continued need to address achievement.

B. School Choice Season

The School Choice application window opened the week of the School Choice Fair, the deadline for application is February 16. There were 1500 families in attendance at the Fair this year. SPPS has continued supporting middle and high schools with open houses. The school lottery will happen in the third week in March. Notification of schools will go to families before spring break. Enrollment to fill schools with open seats will continue to and through school start in the fall.

Moving the School Choice Fair (SCF) to Washington resulted from booking conflicts with St. Paul RiverCentre for the time period required. Other issues were parking congestion with the multiple events in process and it was expensive, parents were frustrated by the crowds and the RiverCentre was unable to assure that the same conflicts would not exist over the next three years.

The decision was based on a review of post-SCF parent survey data, an electronic survey of all current SPPS parents, focus groups of elementary and secondary principals and a presentation at the Principals' Professional Committee. The focus of the Fair was on PreK and Kindergarten and other schools were supported through open houses and other directed efforts.

The location (Washington Technology) was new this year. Mock classrooms were set up. Early Childhood Screenings were offered, books were given away. Concessions were provided by Nutrition Services and the JROTC Booster. There was also a family activity area for youngsters. Overall there were cost savings with the new format that were used to enhance the Fair itself and for additional mailing/advertising of school choice season.

School Selection Guides were mailed out to families:

- 8,971 to SPPS transition grades
- 8,450 to St. Paul families
- 16,630 distributed in the community
- 16,585 schools, ECFE, Head Start, Student Placement Center and Family Engagement.

The School Choice Fair was advertised with 52,736 School Selection Guides mailed/distributed, 130,000 Community Education Catalogs and through community newspapers (including multilingual). It was advertised digitally through Google Ads, Facebook and Twitter. Additionally a postcard was sent to all SPPS transition grades and to St. Paul families with 3-4 year olds. Email or text messages were sent to all SPPS families on December 28 and to transition grades on January 6.

Secondary support offers school leaders open house recommendations, promotes all open houses through digital and print ads, all open house dates were shared through SPPS.org, Facebook and Twitter, a new icon was created for My SPPS app and all schools were provided with one-pagers they could complete with their individual information.

More than 80% of applications have been made on-line this year, email notifications are provided to families with real time information. Applications are user friendly with help in determining attendance area, Reflecting St. Paul qualification and transportation information.

QUESTIONS/DISCUSSION:

- A Director noted the focus on PreK and K was good, however in discussion with some staff, they felt regional fairs might be useful -- something to consider for the future. Kudos were offered to everyone for their work in making it so very successful.

- Is there follow up with schools on how the enrollment process worked? Response: 88% of staff polled indicated their satisfaction rating was good to excellent.
- Information on how middle and high schools adapted to this change would be valuable to know in the next presentation. Response: High schools have indicated they feel better when families can come into the physical school and see the facilities available..

C. Human Resource Transactions

MOTION: Ms. O'Connell moved approval of the HR Transactions for the period December 1, 2015 through December 31, 2015. Mr. Marchese seconded the motion.

The motion passed with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. O'Connell moved approval of all items listed in the Consent Agenda. Ms. Vanderwert seconded the motion.

The motion passed with the following roll call vote:

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

A. Gifts

BF 30314 Ecolab Foundation Gift to Riverview West Side School of Excellence
That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Ecolab Foundation.

BF 30315 Helen Podruska Donation
That the Board of Education authorize the Superintendent (or Designee) to allow Capitol Hill Gifted and Talented Magnet School to accept this gift from the Helen Podruska Trust.

B. Grants

BF 30316 Request for Permission to Submit a Grant Application to AASA and the National Joint Powers Association Helping Kids Program Mini-Grant
That the Board of Education authorize the Superintendent (designee) to submit a grant to AASA and the National Joint Powers Association for funds to purchase blankets and linens for families in need in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30317 Request for Permission to Submit a Grant Application to Center for Responsive Schools, Inc.
That the Board of Education authorize the Superintendent (designee) to submit a grant to the Center for Responsive Schools, Inc. for funds to support social and emotional health at

Linwood Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30318 Request for Permission to Submit a Grant Application to the CenturyLink Clarke M. Williams Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the CenturyLink Clarke M. Williams Foundation for funds to introduce music production techniques at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30319 Acceptance of Ecolab Grant to Humboldt High School

That the Board of Education authorize the Superintendent (or Designee) to authorize acceptance of the Ecolab Grant to Humboldt High School.

BF 30320 Request for Permission to Accept a Grant from Fuel Up to Play 60

That the Board of Education authorize the Superintendent (designee) to accept a grant from Fuel Up to Play 60 to create a healthy school store in SPPS; and to implement the project as specified in the award documents.

BF 30321 Request for Permission to Submit a Grant Application to the Laura Bush Foundation for America's Libraries

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Laura Bush Foundation for America's Libraries for funds to purchase library books at Mississippi Creative Arts School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30322 Request for Permission to Partner on a Grant Application to the 2015 LISC Social Innovation Fund (SIF) Grant to Implement Bridges to Career Opportunities Program

That the Board of Education authorize the Superintendent (designee) to partner on a grant application to the LISC Social Innovation Fund to provide job training in Medical Careers, Commercial Drivers License and College Readiness education to Adult learners from Adult Basic Education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30323 Request for Permission to Submit a Grant Application to the Minnesota Agriculture In The Classroom Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agriculture in the Classroom Foundation for funds to instruct teachers and students on the process of farming at Linwood Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30324 AMENDED - Request for Permission to Accept a Grant from Minnesota State Colleges and Universities' (MNSCU) Minnesota Energy Center

That the Board of Education authorize the Superintendent (designee) to accept a grant from MNSCU for funds to participate in the Legacy 13 Diversity symposium; and to implement the project as specified in the award documents

BF 30325 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

That the Board of Education authorize the Superintendent (or Designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30326 Request for Permission to Accept a Grant from the National Center for Teacher Residencies

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Center for Teacher Residencies to develop a teacher residency program in SPPS; and to implement the project as specified in the award documents.

BF 30327 Request for Permission to Submit a Grant Application to the National Football League Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Football League Foundation for funds to purchase new football helmets at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30328 Request for Permission to Accept a Grant from the Saint Paul Children's Collaborative

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Children's Collaborative in SPPS to fund Project Return; and to implement the project as specified in the award documents.

BF 30329 Request for Permission to Accept a Grant from Scholastic Reading Club

That the Board of Education authorize the Superintendent (designee) to accept a grant from Scholastic Reading Club; to accept funds, and to implement the projects as specified in the award documents.

BF 30330 Request for Permission to Submit a Grant Application to the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to submit a grant to the University of Minnesota Monarch Lab for funds to plant and maintain a garden at Highland Park Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30331 Request for Permission to Submit a Grant Application to the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to submit a grant to the University of Minnesota Monarch Lab for funds to plant and maintain a garden at Linwood Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30332 Request for Permission to Submit a Grant Application to the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to submit a grant to the University of Minnesota Monarch Lab for funds to plant and maintain a garden at Murray Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents

C. Contracts - None

D. Agreements

BF 30333 Lease Agreement with Community Action Partnership of Ramsey and Washington County - Headstart at Highwood Hills

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Community Action Partnership of Ramsey and Washington County - Headstart to lease space at the Highwood Hills Elementary, 2188 Londin Lane, St. Paul, MN 55119 for the term January 1, 2016 through December 31, 2017, with monthly rent of Four

Thousand Four Hundred Ten and 43/100 Dollars (\$4,410.43) subject to all other terms and conditions of said agreement.

BF 30334 Amendment to MOA with Saint Paul Federal Credit Union for Banking and Professional Services

That the Board of Education authorize the District to approve the Amendment to MOA with Saint Paul Federal Credit Union for Banking and Professional Services

E. Administrative Items

BF 30335 Title III - Annual Measurable Achievement Objectives (AMAO) Plan Update
That the Board of Education authorize the Superintendent (designee) to approve submission of the AMAO Plan Update and Assurances to the Minnesota Department of Education.

BF 30336 Discharge of K.A.
That the Board of Education finds, concludes and directs: 1. That K.A. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of K.A.; 2. That such conduct by K.A. constitutes inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of K.A.; 3. That the Superintendent's recommendation for the discharge of K.A. is adopted by the Board of Education; 4. That K.A. be discharged from School District employment as a teacher; 5. That the Clerk of the Board of Education provide K.A. with a written statement of the cause of such discharge; 6. That K.A.'s discharge will take effect thirty (30) days after the Clerk of the Board of Education provides K.A. with a written statement of the cause of such discharge; and 7. That K.A. remain on administrative leave with pay until the effective date of her discharge.

BF 30337 Establishment of the Classified Position of Limited Energy Journeyman Technician for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Limited Energy Journeyman Technician job classification effective January 19, 2016; that the Board of Education declare the position of Limited Energy Journeyman Technician as classified; and that the pay rate be \$36.00 hourly in the International Brotherhood of Electrical Workers, Local 110, labor agreement.

BF 30338 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective January 29, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30339 Flexible Learning Year Re-Application for Crossroads Montessori and Crossroads Science Elementary

That the Board of Education authorize the Superintendent (or Designee) to approve the completion and submission of the re-application for the Flexible Learning Year (FLY) Program.

BF 30340 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2015 – November 30, 2015.

General Account	#650338-651745	\$51,060,572.46
	#0001671-0001723	
	#7001502-7001544	
	#0000823-0000863	

(a) Debt Service	-0-	\$3,000.00
(b) Construction	-0-	<u>\$2,748,726.41</u>
		<u>\$53,812,298.87</u>

Included in the above disbursements are 2 payrolls in the amount of \$35,940,808.91 and overtime of \$144,372.84 or 0.40% of payroll.

- (d) Collateral Changes
 Released: None
 Additions: None

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

F. Bids

BF 30341 Purchase of Servers and Equipment (RATIFICATION)

That the Board of Education ratify the Administration's action for the purchase to Dell Inc. for the amount totaling \$523,205.61.

X. **OLD BUSINESS** - None

XI. **NEW BUSINESS**

A. Project Labor Agreements

BF 30342 PLA for Stadium Improvements at Central High School Stadium

The Board extended its thanks for the work done to maintain and improve the Central Stadium.

MOTION: Mr. Brodrick moved the Board of Education accept Administration's recommendation that a Project Labor Agreement be used for Stadium Improvements at Central High School Stadium. Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

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

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses

- A request was made for a schedule on engagement efforts and what role(s) the Board can play in those efforts.
- Make school climate a standing item for February Board meeting as an update.
- A request was made for a report on parent engagement activities carried on by SPPS.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- Director O'Connell noted the four new Board members had just completed their Phase I and Phase II New Director Training Sessions sponsored by MSBA and that she, along

with the new members, had also attended the Annual MSBA Conference on the following day.

XIII. FUTURE MEETING SCHEDULE

A. Action to Schedule Closed Board Meeting

MOTION: Ms. O'Connell moved the Board of Education of Independent School District No. 625, Saint Paul Public Schools, schedule three special closed Board of Education meetings in Room 5A at 360 Colborne Street as follows: January 27, 2015 - 3:00 p.m. a closed meeting to consider expulsions, January 27, 2015 - 5:00 p.m. and February 23, 2016 - 4:00 p.m. to consider labor negotiation developments with the Saint Paul Federation of Teachers.

The motion passed with the following roll call vote:

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

B. Board of Education Meetings

(6:05 unless otherwise noted)

- January 27 (Closed - Expulsions) - 3:00 p.m.
- January 27 (Closed - Negotiations) - 5:00 p.m.
- February 23 (Closed - Negotiations) - 4:00 p.m.
- February 23
- March 22
- April 19
- May 17
- June 14 - Special - Non-Renewals - 4:00 p.m.
- June 21
- July 12 - 6:30 p.m.
- August 23

C. Committee of the Board Meetings

(4:30 unless otherwise noted)

- February 9
- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12

XIV. ADJOURNMENT

The Chair extended his thanks for having been elected Chair. He stated the Board understands the importance of the efforts SPPS is making in the education of St. Paul's children. He indicated the Board looks forward to the implementation of best practices to unlock the potential of all students and that it looks forward to working with the entire SPPS community to accomplish that task.

MOTION: Director Brodrick moved the meeting adjourn, seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:43 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 9, 2016**

PRESENT: Board of Education: Jon Schumacher, Zuki Ellis, Mary Vanderwert, John Brodrick, Steve Marchese
Director Vue arrived at 4:37 p.m.
Director O'Connell arrived at 6:30 p.m.

Staff: Superintendent Silva, M. Walker, M. Bierman, K. Wilcox-Harris, J.Ronnei, N. Cameron, M. Hoerth, J. Peterson, M. Schrul, S. Freeman, M. Gilbert, J. Statum-Allen, A. Collins, M. Walker, T. Battle, J. Turner, L. Cathey, E. Agbamu, E. Keenan, I. Davis, H. Ott, T. Melhus, J. Engen

Other: B. Zick, T. Kinley, J. Verges, T. Lonetree, M. Maloney, E. Qureshi, J. Schutz, M. Waters, K. Hardy, J. Classen

I. CALL TO ORDER

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

II. AGENDA

A. Investment Update OPEB Trust (Wells Fargo)

Representatives from Wells Fargo presented the Board with an update on the SPPS OPEB Trust. They presented a chart offering a summary of the status of their OPEB clients. They then moved to a review of the SPPS Consolidated Portfolio showing the breakout of how funds are invested as of December 31, 2015. They reviewed the target investment strategies and the current allocation. They also provided a receipt/disbursement history showing a year end market value of \$30,626,730 along with a review of the Trust's performance over various time periods. There was a brief overview of the Investment Policy

QUESTIONS/DISCUSSION:

- Where did the \$22,377,730 addition to the trust come from? Response: It was pulled from fund balance where it was being held until district funding stabilized relative to State funding.

B. Investment Update US Bank

Representatives from U.S. Bank provided an overview of the SPPS investment of \$25 million into short term CDs and bonds. The purpose of this deposit is to provide the District with some earnings on operating/cash flow funds until they need to be utilized. He reviewed the investment policy statement and ended with a market review and outlook addressing recent market volatility in particular.

QUESTIONS/DISCUSSION:

- Are some funds invested in CDs until the market loses some of its volatility? Response: Yes, short term investments are made to address this with funds that might be needed over the short term. Staff noted this account invests a portion of cash flow monies in order for the District to receive interest on them and gain some additional revenue. The funds are there to be utilized if necessary but also to make a small gain on the funds held.
- In terms of the return received, does that money go into the budget? Response: Yes, it goes into the General Fund. Interest revenue is applied to the "big picture," to the large revenue pool.

C. Legislative Update

The SPPS Legislative Liaison provided the Board with a list of important dates in the upcoming 2016 legislative session:

- February 26 - February forecast is released (does not include any inflation)
- March 8 - Legislature convenes
- Early March - The Governor issues supplemental budget based on February forecast
- Committee Deadlines:
 - April 1 - First Policy Committee (bills must be out of all policy committees)
 - April 8 - Second Policy Committee (bills must get through all policy committees in both bodies)
 - April 28 - Third Finance Committee (House and Senate must have finance bills out of committees to the Finance Committee) This is the earliest point where a sense of what monies might be available for education funding can be assessed.
- May 23 - Sine Die

Even year sessions are non-budget years and focus is on bonding. Tax and transportation bills are still on the table. All members are up for re-election in 2016 and many retirements have been announced. The House focus is on tax relief and transportation and they have indicated a ZERO target for K-12 and HHS. The Senate focus is on transportation, reserve and modest spending to account for inflation not included in forecast for FY 18-19 (\$1.7 billion).

The SPPS Legislative Agenda's key focus areas are: Voluntary Pre-K, Special Education and Teacher Development and Evaluation.

1. **Pre-K Funding** asks the State to fund voluntary school-based half-day and full-day four year-old programs on a per pupil basis. SPPS is currently serving 1,708 in PreK and 289 in Montessori Pre-K. These represent 70% free/reduced lunch, 50% ELL and 7-8% SPED. There are nearly 600 on the waiting list with the largest demand for full day. Actions thus far have included meeting with stakeholders and legislative leaders, a Senate draft proposal to fund half-day programs. The Governor and MDE have not released their PreK proposal at this time.
2. **Special Education** - the SPPS cross subsidy for special education is over \$900 per pupil. The subsidy is generally higher in urban and regional center locations. The statewide cross subsidy is estimated to rise to \$656 million in FY 19. The regular and excess cost formula must better recognize the cost and concentration of special education students and tuition billing costs. A bill has been introduced to increase excess cost aid and to create a tuition account at the State level. SPPS will continue to work with MDE and DHS regarding the MA billing/free care rule.
3. **Supporting Teachers and Teacher Development** - a meeting with stakeholders has occurred and a bill is being drafted to provide on-going Teacher Development Revenue for non Q-Comp districts. A bill has been drafted for revenue to support SPPS students, EA's and TA's to obtain teacher licenses (especially in high need areas) using tuition assistance and/or stipends. EDMN also has bills relating to this. Several bills contain support for policies and programs to maintain and expand College In School (CIS) teachers (including tax credits).

In regard to **testing** efforts are being made toward requiring the State to pay directly for annual administration of the ACT test, repeal the requirement for a new high school writing test, provide flexibility for districts to administer assessments in the way that is most efficient for them (e.g. paper and pencil, online). Also to continue the use of multiple measures (e.g. attendance, graduation) including growth models and provide resources to support district use of formative assessments.

Other efforts are moving to support the **Metro Transit** dedicated 1/2 cent sales tax. So far

the Met Council has indicated no expansion of transit for high schools without access to additional revenue. SPPS is working for comparable service between Minneapolis and St. Paul. The transportation bill is in the Conference Committee; the House favors a cash approach while the Senate and Governor want a long-term strategy with multiple sources of funding for roads, bridges and transit. New taxes are hard to sell in an election year and local taxing ability does not guarantee funding (JPTAC).

Pension issues have TRA and SPTRFA proposing an increase in contribution rates for employers to address new mortality tables. TRA is proposing a 1% increase in employer contribution rates. Education organizations support this if the State picks up the contribution and it is not from an E-12 target. SPTRFA is currently phasing in contribution increases from the 2013 pension legislation (.25% in FY 17 and FY 18). They are requesting a 1.5% increase (could be phased in) to reach 8% (in addition to 3.84% supplemental and \$800,000 annual payment). Education stakeholder groups testified that a 1% increase for employers should be funded by the State. They oppose the increase unless the State provides aid or levy authority for the increase. Any State funding request for a 1% increase should include SPTRFA with a recommendation for a continued phase in at 0.25% to reach 7%.

Other issues pending include:

- **Data Privacy** - ensuring the change enacted last year to issue library cards is not modified.
- **Elections** - allow boards to appoint interim members. Current law requires election. MSBA leads this with a resolution of support to repeal change.
- **Data Back Pack Bill** - a team will be meeting with supporters regarding goals and local costs.

QUESTIONS/DISCUSSION:

- If the house has a zero levy target with no money for education, could that lead to the need to cut money from one area to fund another within the budget? Response: Yes, there is that potential.
- Does the pre-K effort mean voluntary pre-k in all schools? Response: SPPS funding is school-based and predicated on half-day programming. Scholarships would be kept in place. Learning readiness for 3 year olds is envisioned to be delivered through an array of services. SPPS works for collaboration across systems. In developing a proposal things such as space, teacher licensing, staffing combinations, etc. need to be considered.
- Will MDE be part of drafting legislation around the ACT? Response: The department can submit its own proposal or plan. There is some additional flexibility for MDE to issue waivers. Another issue is how it counts toward the high school graduation rate calculation.
- A Board member noted TRA is state-wide and SPFTRA is for St. Paul only. Equity is needed between both organizations in considering pension funding obligations.
- EdMN wants to address the funding issue so there is no employee increase in the funding proposal but possibly a reduction in COLA for a period. Administrative groups would not support modifications unless the State picks up the cost. Costs should not come out of student dollars to address mortality issues.
- In approving the legislative agenda we want to ensure a wide variety of acceptable settings correct? Response: SPPS serves 1800 students some through funding formula and some through scholarship funding. The aim is to make access to pre-k a high priority throughout the state.

MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of Education approve the Legislative Agenda as presented. The motion was seconded by Mr. Marchese.

Motion passed.

D. First Budget Revision 2015-16

The Chief Financial Officer reviewed re-appropriations made to assigned fund balances within the General Fund.

<u>Assigned Category</u>	<u>Amount</u>	<u>Description</u>
Encumbrances	\$3,623,619	Open Purchase Orders from FY 15 carried over to FY 16
Professional Growth	287,796	Contractual balances from FY 15 carried over to FY 16
Site & Program Carryover/ Fall Adjustments	4,196,209	FY 15 carryover balance of non-salary items in school & program budgets/Fall 2015 enrollment adjustments
SSSC 2.0 Initiatives	3,200,000	Allocations to schools & programs
Personalized Learning Through Technology (PLTT)	<u>587,042</u>	FY 15 balance in Referendum PLTT budget carried over to FY 16
Total Assigned Fund Balance Re-Appropriation	\$11,894,666	

She then reviewed revisions Fully Financed that reflect the approval of grants under \$500,000 that were not adopted in FY 16 as well as revisions to adopted grants:

General Fully Financed Increase	\$9,964,586
Community Service Fully Financed Increase	\$3,046,432

The FY 16 Budget Revisions (All Funds - Revenue Changes) shows:

<u>Funds</u>	<u>Adopted Budget</u>	<u>Revision</u>	<u>Revised Budget</u>
General Fund	\$522,765,875	0	\$522,765,875
General - Fully Financed	36,939,270	9,964,586	46,903,856
Food Service	25,706,000	0	25,706,000
Community Service	22,186,188	0	22,186,188
Community Service - Fully Financed	4,220,623	3,046,432	7,267,055
Building Construction	27,062,000	0	27,062,000
Debt Service	41,172,000	0	41,172,000
TOTAL REVENUE	\$680,051,956	\$13,011,018	\$693,062,974

FY 16 Budget Revisions (All Funds - Expenditure Changes) are:

<u>Funds</u>	<u>Adopted Budget</u>	<u>Revision</u>	<u>Revised Budget</u>
General Fund	\$525,265,875	\$11,894,666	\$537,160,541
General - Fully Financed	36,939,270	9,964,586	46,903,856
Food Service	25,706,000	0	25,706,000
Community Service	22,513,802	0	22,513,802
Community Service - Fully Financed	4,220,623	3,046,432	7,267,055
Building Construction	27,400,000	0	27,400,000
Debt Service	55,750,650	0	55,750,650
TOTAL EXPENDITURES	\$697,796,220	\$24,905,684	\$722,701,904

QUESTIONS/DISCUSSION:

- What is the net impact on fund balance of the re-appropriation? Response: There is no impact on fund balance, the re-appropriation was adopted with the expectation that the carryover would occur. This was planned as part of fund balance allocation.

MOTION: Mr. Marchese moved the Committee of the Board recommend the Board of Education approve the Revised Budget for FY 2015-16 as presented. Mr. Schumacher seconded the motion.

Motion passed

E. Quarterly Financial Report

The Chief Financial Officer stated the December 31, 2015 Quarterly Financial Report is an update on the current FY 15-16 budget and includes projections of Revenue, Expenditure and Fund Balance as of June 30, 2016. She reminded the Board it is asked three times during the fiscal year to look at and approve the changes that occur in the District's revenues and expenditures in each of the seven funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report. She stated the fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board (GASB 54). The unassigned fund balance in the General Fund is the balance of 5% as referred to in Board policy and the fund balance in the Food Service fund is controlled by Federal USDA regulations.

She provided the results of operations, budget vs. projected, as of December 31, 2015:

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2015	485,958,105	\$85,958,105		
Revenue	522,765,875	525,349,512	2,583,637	0.49%
Expenditures	537,160,541	535,042,349	2,118,192	0.39%
Fund Balance				
6/30/2016	\$71,563,439	\$76,265,268	\$4,701,829	6.57%

She noted revenue is projected to increase by \$2.6 million in two areas: State Aid by \$2.0 million as related to adjustments on enrollment projections and by \$0.6 million in miscellaneous adjustments in Local revenue sources. Expenditures are expected to be under spent by \$2.1 million in the areas of Intraschool (student activity funds), staffing vacancies and operational savings in various programs.

She also provided Fund Balance details as follow:

	<u>7/1/2015</u>	<u>6/30/2016</u>	<u>Increase (Decrease)</u>
NONSPENDABLE			
Inventory & Prepaid Expense	\$1,254,944	\$1,500,000	\$245,056
	\$1,254,944	\$1,500,000	\$245,056
RESTRICTED (Governed by statute or law)			
Operating Capital	3,888,384	1,000,000	(2,888,384)
Health & Safety	(3,238,942)	(3,238,942)	0
Teacher Development	851,744	0	(851,744)
OPEB Revocable Trust	8,582,778	30,960,508	22,377,730
	10,083,964	28,721,566	18,637,602
COMMITTED (Requires Board approval)			
Severance Pay	2,538,018	2,538,108	0
Retiree Health Insurance	22,377,730	0	(22,377,730)
	24,915,748	2,538,018	(22,377,730)

ASSIGNED

Contractual Obligations	3,911,415	4,000,000	88,585
Next Year's Operations	2,500,000	0	(2,500,000)
Strong Schools Initiative	3,200,000	0	(3,200,000)
Site Based Operations	4,245,808	4,000,000	(245,808)
Personalized Learning	587,042	0	(587,042)
Intraschool Activities	<u>2,607,054</u>	<u>3,000,000</u>	<u>392,946</u>
	17,051,391	11,000,000	(6,051,319)

UNASSIGNED

Unassigned	<u>32,652,130</u>	<u>32,505,684</u>	<u>(146,446)</u>
	32,652,130	32,505,684	(146,446)

TOTAL FUND BALANCE **\$85,958,105** **\$76,265,268** **(\$9,692,837)**

She noted the Unassigned Fund Balance is estimated to be \$32.5 million in the General Fund which represents 5.6% of current year expenditures, within the limit of current Board policy. Projected UFARS General Fund expenditures for the year are \$577.4 million.

She then moved on to review the five fund balances within the General Fund noting:

- The General Fund revenue is projected to increase by \$2.6 million in the areas of State Aid by \$2.0 million due to adjustments on enrollment projections and by \$0.6 million in Local revenue sources due to adjustments. General Fund expenditures are projected to be under spent by \$2.1 million in the areas of: Intraschool (student activity funds), staffing vacancies and operational savings in various programs.
- General Fund Fully Financed must have revenue that equals expenditures. These are under budget by \$4.5 million (9.7%) due to Federal grants (specifically the Title programs and Special Education). No change in fund balance is anticipated at this time.
- The Food Service Fund has revenue projected to increase by \$1.0 million due to increases in breakfast and lunch participation along with planned menu changes. Expenditures are expected to increase by \$0.6 million due to food costs related to increased participation. Fund balance is projected to increase by \$0.5 million. Must have 3 months of operation within the fund.
- Community Service (Education) Fund revenue is projected to decrease by \$0.2 million in the areas of community programming for Aquatics and Trips/Tours. Expenditures are projected to decrease by \$0.4 million due to decrease in hourly licensed and non-licensed staffing for community programming. Fund balance is projected to decrease by \$0.1 million.
- Community Service Fund Fully Financed has revenue and expenditures projected to decrease by \$0.6 million in the areas of day care, early childhood screening and 21st Century. No change in fund balance is anticipated at this time.
- Building Construction Fund revenue is projected to decrease slightly as less interest is generated due to the expedited rate of spending bond proceeds. Expenditures are projected to increase by \$1.1 million as projects are completed in preparation for the FMP. Fund balance is projected to decrease by \$1.4 million. Increase or decrease based on timing of project implementation/completion.
- Debt Service fund balance is projected to decrease by \$35 million due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditure.

QUESTIONS/DISCUSSION:

- The student activity funds, do schools keep that money? Response: Schools keep all monies collected for the student activity funds on an on-going basis in their carryover accounts. Each school has a separate bank account for this purpose.
- Will SPSS use the \$2.5 million pulled from fund balance for FY 15-16 and if not what happens to it? Response: It will/has been used. The CFO stated she does not recommend use of any monies from the fund balance for the FY 16-17 budget.

MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of Education approve the Quarterly Financial Report for the period ending December 31, 2016 as presented. Ms. Vanderwert seconded the motion.

Motion passed

F. FY 2017 Budget Guidelines

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

She went on the state that in preparing the budget the following calculations will be utilized:

- Budget Model: A modified roll-over budget method will be used.
- Revenue Projection: Revenue will be calculated using current law.
- Inflation: The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.
- Enrollment: The Office of Research, Evaluation, and Assessment (REA) and the Finance Office will prepare overall enrollment projections.
- Average Salary and Benefits Calculation Data: A table detailing the average salary and benefits will be provided for budget preparations.
- Fund Balance: In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the BOE on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater.

For schools SPPS will continue to use a refined blended Site-Based and Centralized funding method FY17. Class size ranges will determine teacher FTEs. Office staffing (Principal, AP, Clerk) and other staffing are determined by enrollment and type of school.

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

Summary budget information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs. Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2016-2017 school year will be included in the Adopted budget. The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

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

QUESTIONS/DISCUSSION:

- Where do the non-school categories come from? Response: They are categories used over previous years and are used in order to allow accurate comparisons to previous years.
- Admin indicated they want to get the budgets to the schools sooner rather than later in order to expedite staffing and have access to best candidates as early as possible.
- What is the process for community input on the actual budget? Response: Community has access to the budget in Phase 2 with information on the projected budget and in Phase 3 as school build their specific budgets. Budgets are also discussed with the various PAC groups. The last piece in the process is Board adoption.
- What is the status of CBFAC? Response. The committee on hold. Prior to SSSC 1.0 SPPS suspended both CBFAC and SEAC. CBFAC would work at reviewing a specific budget question/area each year. The last CBFAC committee recommended the group be suspended as there was very little the group could suggest as such a large portion of the budget is defined by law and contracts.
- What about the new Finance/budget software, will it be helpful? Response: Yes, it has the ability to do five year projections and modeling quickly. It will give program and school administrators the ability to do their budget on line, streamlining the process. It will give principals the ability to run information/assessments that they did not have available previously. It will allow utilization of key performance indicators and will coordinate with the HR system to improve staff modeling. It has the potential to make many areas of budgeting, modeling, planning more efficient.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education approve the Budget Guidelines as presented. Mr. Schumacher seconded the motion.

Motion passed.

G. Standing Item: Policy Update

The Assistant Director of Strategic Planning and Policy suggested potential policy topics for the Board Policy Work Group to review in the upcoming year. The Board Policy Work Group consists of two to three Board directors who meet with administration to direct the development of new policies, review and amend existing policies, advise on communication and engagement of policies with students, staff and the community and then bring the recommendations to the full Board.

The list of policies included:

- Holiday Policy 603.02 - this policy was adopted in 1974 with three revisions since that time. Staff has researched other metro area districts and learned that most have a Religion policy based on MSBA model policy. SPPS has that Religion Policy (609.00) as well and there are some redundancies which the Work Group should review.
- Development of a policy regarding intellectual property rights
- Development of a policy to address Protection of Pupil Rights Amendment (PPRA)
- Board Vacancy Policy 202.02

QUESTIONS/DISCUSSION:

- One of the continuing Board members indicated there were two or three consistent members on the Policy Work Group. If other Board members had a strong interest in a particular policy that interest was accommodated. Meetings were called on as needed basis.
- John Brodrick, Mary Vanderwert, Chue Vue indicated they would serve on the Policy Work Group. Zuki Ellis also expressed interest in serving.

- The Chair indicated he felt it would be helpful to have something that would direct district personnel on the Valentine's Day issue. He felt it would be helpful if the CEO might encourage principals to reflect on the policy and encourage them to find ways to use celebrations to honor core values and find connections within the community of students; to have an eye to creating a learning opportunity. He stated Vento is a very connected to community and he wants to honor and encourage that. He felt the Vento offered a direction on how to incorporate holidays and celebrations and perhaps the district could move in that direction. He encouraged community engagement and working with school communities. Administration responded the Principal is the leader of the building and its community. He knows the pulse of the community and is best placed to find how to work best with and for that community. Principals are encouraged to find appropriate celebrations at their particular site that fit their community. It was noted the Principal at Vento received no complaints from his own school community. Primary guidance on celebrations is to have an educational direction, to be mindful of what works for the community and to make it an inclusive opportunity. Principals are operating with the understanding that they consider the community they serve and what works best for them.
- A Board member felt it would be beneficial to remind schools of the Holiday, Religion and Wellness Policies and then trust building administration to follow the guidelines and what works best for their site. Response: Administration indicated the monthly principal meetings are used to discuss what they need and challenges coming from their community. It is important that any additional guidance reflects what principals feel they need guidance on.
- It was noted the initial Vento letter was shared with staff not sent to the school community. As the school has 99% students in poverty the intention was to avoid putting the community in a position of feeling the need to expend income that might not be available.
- Administration stated the reality is that principals operate in a public context, how they communicate even with staff may go other places. They need to be clear about the process so that can be clearly communicated/explained to teachers and the school community.
- Administration stated the principal at Vento works to achieve buy in – the school's mission is based around collaboration, that every child be included. Everything is about collaboration and that decisions are made collaboratively.
- The comment was made that this brings up the issue out in the community about implementation of the racial equity work. SPPS has national recognition that it is doing good work around inclusiveness and looking at it systemically. The Board feels the District needs to move forward with its equity work.
- Core values were mentioned, what are "core values?" Response: Inclusion, friendship, community building, equity; these are all American values. Values central to who we are as Americans, things that can be built on as humans and treating each other in ways that are positive and inclusive. Honor and respect for new cultures and for existing communities. At heart it is what we are about as a district and how we honor and model behavior to the student community.

H. Standing Item: PLTT Update -- No Report

I. Standing Item: SSSC 2.0 Update -- No Report

J. Work Session

1. **Board Check In**

The Director, Office of Equity reviewed her previous discussion on the role of the Board check in at work sessions, quarterly training sessions (leadership develop through equity) and suggested one to one meetings with Board members to review their role through equity. She stated she wanted to be sure the new Board members have a way/time to take "Beyond Diversity" in order to provide a framework for equity conversations and to set a foundation.

2. **Approval of Dates for Future Board Meetings**

The Board approved the following dates for **future Board Meetings**:

COB	BOE (Rooms A&B)	EX TEAM (5th Floor)
9/13	9/20	9/27
10/4	10/25	10/18
11/8	11/22	11/29
12/6	12/13	12/20
1/10/16 - 5:15 p.m.	1/10 Annual Mtg - 4:30 p.m	
	1/24	1/17
2/7	2/21	2/28
3/7	3/21	3/28
4/11	4/18	4/25
5/2	5/16	5/23
6/13 - 4:45 p.m.	6/13 Non-Renewals - 4:00 p.m.(5A)	
	6/20	6/27
7/11	7/11- 6:30 p.m.	7/25
	8/15	8/29

MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of Education approve the list of Board meeting dates for the balance of 2016 through August of 2017. The motion was seconded by Ms. Ellis.

Motion passed.

Due to a change in the date for the Honors Concert at the Ordway Center to April 19 it was the consensus of the Board to **reschedule the April Board** meeting from April 19 to April 26. The change will be made to the Board calendar.

Administration requested a **closed Board meeting** be scheduled prior to February 18 in order to update the Board on teacher negotiations. The Board agreed to schedule the meeting for 8:00 a.m. on February 17. A formal notice scheduling the meeting will be sent to Board members.

A **Board Retreat** was scheduled for March 5 from 9:00 a.m. to 4:00 p.m. Location to be determined.

3. **Board Priorities Discussion - Notes on comments during discussion:**

- There are an array of issues the district must deal with, in order to give focus to that work the Board needs to have specific areas it is thinking about that are informed by experiences (one's own or the community) to provide structure to the work done over the year and to establish a level of expectation about what is on the "collective mind" so the Superintendent and administration understand what are the most important issues for the Board. They are the areas that consistently come up either internally or externally, the most urgent areas for inquiry. The Board needs to structure a direction and provide a level of commitment to ensure that urgency will be addressed.
- The title of the document "Board Priorities" can be heard in several different ways - as district priorities, as directions for the Superintendent and as Board specific priorities that the Board needs to work on. The Board has a set of goals with the Superintendent for her evaluation in July and some are included in the list and some are not. These established evaluation goals are meant to be directives that would be followed up during the evaluation process. These goals were established by the former board and the Superintendent is working on them for her July evaluation. Is the expectation to establish Board priorities for governance and list for priorities for the district, the Superintendent and administration? There needs to be clarity on what is Board work and what are directives.

- The Superintendent expressed concern about how the January 5 Board Priorities list relates to the Strategic Plan. She provided a document outlining the SSSC 2.0 goals, the goals established for her to work on for future evaluation purposes and a document laying out where she felt the January 5 Board Priorities fit into the SSSC 2.0 plan. She stated the Strategic Plan is the priority. She felt the Board's priorities should be toward alignment and sustainability. She stated the PACs want to look at priorities and provide input. Finally, she indicated she felt the timeline provided unrealistic timing and was already behind.
- One goal should be to decide what is truly priority and who it applies to.
- The document needs to be "harmonized" to establish clarity on how the goals and strategic plan match/align.
- The facilitator asked how the Strategic plan played into the priorities.
 1. The first priority is achievement.
 2. Special services is part of achievement
 3. Special Ed and ELL - the upcoming debrief should clarify that area (what is law and what is best practice). It was noted on area of concern is about implementation of the inclusion model, how will SPPS proceed to explain all this to parents and follow the law.
 4. Climate - work is being moved forward in this area
 5. Enrollment – there is a campaign plan. The Superintendent stated the best encouragement for enrollment is what people say and what newspapers say about the district.
 6. Site based – SPPS moved away from site based to address the issues of equity in programs and services no matter what school a child attended as formerly there were inequities from school to school. The Board's understanding of "site based" needs to be clarified. It was noted that the former move to site based was a very expensive endeavor.
- There should only be two to three priorities in order to address them well.
- We need to define priority – how to be a more effective as Board. They need to be set and focused on what is to be done. They need to allow the Board to be more effective as a Board and set the tone for staff. The Board deals in governance. Perhaps the Board should set goals for itself on a yearly basis. The Strategic Plan sets priorities for the district and Superintendent. The Board sets high level policy and lets the experts do their jobs to achieve those.
- The Board could develop strategic plans and priorities but it must have staff input and actual data to back up directions and decisions.
- How can the Board work more effectively toward goals for the Board - if there are to be district priorities we need to work with staff to establish those – they are the experts, the Board sets the vision.
- The January 5 list outlined areas of concern the community feels the District needs to address. We need to establish what an efficient Board is and work toward that and set goals to help the district move toward the goals established in its Strategic Plan.
- The Strategic Plan in Phase 2. Administration provided a packet of all vision cards that have been presented to the Board for both Phase I and 2 (to date) monitoring for Board member review. Administration noted the Board had approved the monitoring "levels" for the various visions cards and Administration had tracked the data. "Levels" were modified for Phase 2 monitoring and can be modified/expanded as the Board directs.
- As we learn more about our roles (speaking as a new Board member) it is clear we need to know more before we make recommendations. We also have an obligation to respond to what we heard during the campaign - school safety, the achievement gap. Perhaps we should use the "priorities" to move the Board forward to learn more in depth information about the district. They might become board priorities for learning in order to establish what is important.
- I wish to do both - establish Board priorities and further learning on District information.

- Data is necessary in order to plan, there is a steep learning curve for Board members in gaining knowledge on how the district works.
- Perhaps the priorities should be about learning more about the monitoring system in order to determine if the metrics are valid or need further work. To assume we need a different plan when the plan has not been reviewed in its depth and breadth creates work that takes the focus away from the primary strategic goal of achievement.
- The first step, the primary priority should perhaps be understanding the processes and procedures in place for implementing what serves the best interest of the district and its kids. The campaign was a yearlong focus group. We can gain a sense from the VisionCards what is being measured, but implementation of the programs themselves and how they are working in classrooms is less clear. The information heard from the community was that there was no way for feedback that did not fit a pattern of support for what was being done in the schools. I feel we heard a lot from the community about what does and does not work, I want to understand what is working and why and what is not and why. I want to have conversations about shared input about some areas and how that fits in with strategies. I want to hear what focus groups say about what is or not working, to find a point where we can get a process together that will serve the district for years to come. We need to know in order to process information toward making informed decisions.
- What I did like about the "priorities" is it defined some concerns about critical areas, perhaps there should be greater assessment of those areas. Perhaps staff should be encouraged to provide input to see if we are indeed moving in the right direction. There are issues we need to know more about, what methods/practices are actually helping kids, how is that implemented, how can it be disbursed across the district, what are the pitfalls, etc.
- Implementation is where things may not go as well as intended.
- The Facilitator stated she was hearing a consensus (1) to create a process for Board governance (committee structures, detail, where information can be accessed, strategic information, details on when and why). (2) A need for a process to learn about concerns heard and how they are being addressed and making sure the Board is hearing critical voices as well as supportive voices. (3) A need to build district priorities and to relate them to the Strategic Plan. (4) A need to hear information from a variety of sources in order to gain a balanced view of the district.
- There are both a sequential nature and a need to move in parallel in this. To deal with Board structures, do the learning and set direction for the district. The purpose of the timeframes was to put heat on the notion of moving things forward for the district and the Board. The need to build board capacity quickly.
- The parallel processes are Board governance development (structures, etc.), learning about areas of concern and how the concerns integrate with the Strategic Plan. Where is emphasis most critical?
- It was noted the concerns are concerns heard from community and therefore are important to assess and address.
- I felt tied into the concerns expressed in the January 5 priority document, how this fits into the Strategic Plan needs to be filled out. There are missing pieces, what is the true timeline, what will be the implementation plan, what is being done to support struggling schools, how are we supporting kids, how can we have achievement if families are leaving the district. We need to find a balance – a way to tie the priorities into the strategic plan and a way for more/different data to be plugged in, the dots need to be tied together.
- The Superintendent stated the new Board members have not had time to receive enough information to understand what is being done, what has been done, what has not worked but is being improved upon. From the beginning it has been acknowledged implementation has not been consistent. The district has to live in what is happening now and one major piece missing in the plan is the teachers' voice because that is currently connected to negotiations and therefore out of bounds.

- There is something missing in this conversation on the priorities document – there is not a single priority that describes a specific technique, method, etc. that we would like to see the district do. It is framed at the level of asking for information and explanation and a sense of strategy. It leaves a lot to admin to fill in the details. A lot is in administration's hands to present to the community, it is an opportunity to educate the Board and community about what the district is doing to achieve its plan. The difference is that these priorities come from what is at the front of Board members minds. These are the things we want to see discussed, that rise a little bit higher on where we want the district to focus and it is an opportunity to provide the Board with some confidence in how they are being addressed by administration and confidence that we as a Board are addressing the right issues. We inherited the SSSC 2.0, we did not create it. We need to understand it in terms we as a new group is looking at it. We want to know what is happening and where it is going and how it relates to the concerns we have and that we have heard. This is an opportunity to have the Board understand where the district is in each area. It is important to see this as an open ended request for knowledge and how administration can fill in that need with existing information and direction and how it all comes together. It is an opportunity to provide information on where the district stands on each item.
- Wanting to know is understandable and I wish the priorities list had come out in that way. The way the priorities were put forth was as a demand and they were not discussed with two existing Board members before they were issued. If they had been framed as just discussed it would have been more understandable as a need for information. I think the implementation was a bit off/awkward. If the intention was to get more information about areas seen as areas of concern that is fine though I wish we had been more involved in the initial development.
- I see this as an opportunity to look at the plan and identify what addresses the questions, to find out how things are intended to work, strategies in place, etc.. We have to realize that the Board with its four new members will have to respond to what was heard during the campaign. The people heard from were raising questions about implementation, behavior and safety issues in the schools. It is a question of trust in the district, trust between administration and the teachers union and rank and file teachers. The campaign ran in an atmosphere of concern about what has been implemented and concern about how some changes that have been made and revealed a real question of trust. There is great urgency to restore that trust, to get the message out that the Board understands not everything is going as well as it should be. There is a need to be sure this urgency on the part of the Board is heard and understood in the community.
- The Facilitator asked if it would be helpful to look at the comments about the different priorities, concerns, areas to be explored. By numbering them, there is an assumption of prioritization which may or may not be true. Would a list of comments broken into areas of what you would like to learn more about, areas of concern and how they are being addressed, how the priorities/concerns align with the Strategic Plan. How they affect the Strategic Plan, do they shift urgency in certain areas, what can be addressed immediately and what needs more time/information to address. Would that be helpful? I did not hear anyone say they want to throw out the plan. Some of the items brought up were about governing and some are about district issues. You heard both when you were campaigning so it is not either or but both and. Rather than trying to determine which of the priorities you want to accept or not accept that you want to learn about all of it. What is important is what you really feel you need to learn.
- We could use a process that identifies the concerns we heard in the campaign, develop set of questions about what we want to know about that area and set a plan for getting answers. That would help us get understanding and that could be done on a timeline. That would lead to addressing how that influences the Strategic Plan, the information has to be integrated.
- Could we take what we learn to the community in forums or in some other manner to demonstrate that we are responding.

- What we did before with the listening sessions might be a possibility.
- What is important to me is that we leave here with some schedule of how do that, we have a commitment to ourselves and the community to address these things. I do not want this to be only about the things we want to know or learn, there are areas that need solutions and we need to know where things are going and address the gaps. We have Board meetings coming up and an agenda that can be used to address these things, we can embrace aspects of what people want to hear and see in this manner. Achievement and equity in addressing achievement are number one in that respect. Even if we do not get to everything, we can map out where we want to be and when. We can look at things in sequence, in between we can do community engagement, etc. We just need to be clear on when and how.
- If we can identify areas/items we want information on we could have the Executive Team establish a schedule of when they could be addressed going forward
- Climate is coming up for the Board meeting, budget, negotiations, FMP are large areas needing decisions from the Board. These could fill the agenda for the next couple months.
- School climate needs community discussion. We need to decide how to do that collectively as a Board and administration. What works, what does not, what has changed. We need that conversation sooner rather than later.
- We need to be ready at the Feb Board meeting to say how we plan to communicate in/to the community, what that might look like. We need to meet people where they are, we need to have learning conversations, are we going in the right direction before we approve the budget. Special Ed and MLL may need to change, we need to increase support, etc. All these things impact the budget and need to be addressed as that process moves forward. Within all these conversations we need to be absolutely sure we keep equity issues at the forefront within each topic so that this Board conveys a strong and unbending support for the equity efforts we have put in place. The community needs to recognize that equity is at the forefront of all of the Board and administration efforts right along with achievement
- The Board and administration need to be saying it is going to be moving into the next phase of racial equity, outline plans and implementation so the community understands how it is being done across all platforms in the district. We need to plan for public presentations so the public understands the importance of district efforts. This has to happen within the budgeting timeframe.
- The CEO indicated she had heard Board orientations are a good opportunity for learning to occur, to understand what is in and how areas relate to the Strategic Plan, programming, etc. There needs to be a cross dialogue to share what the district is doing in order to establish a true view for the public. During the Board learning process clarification can be established on what public engagement is needed and a process for that. The sessions will allow the new board members to learn what is in place and bring forward/integrate the concerns heard.
- The new Board members can help bring the community in to see the reality of programming rather than the perception. We need to integrate a process to give information out to the community and to hear concerns from community.
- Conversation about enrollment is another issue for later on.
- Lets commit to bringing ELL and Special Ed out to the community in March or April
- As we talked with the community the topic of willful disobedience came up often what does that constitute and what procedures are there for teachers to deal with it when it comes up? That term was deleted from the Rights & Responsibilities Handbook in the last revision. It lacked of clarity the term now used is defiance of authority. There is a need to get into specifics so teachers to know what they can and cannot do.

- The Facilitator stated there appears to be an understanding about the timeline, the process, initial topics and opportunities coming up to deal with these things. You will be setting priorities about learning and create action plans based on those learnings (learning and doing). The first sets of conversations will be Special Ed & MLL. the FMP, school climate, budget and the whole area of achievement and racial equity - not necessarily in that order. You will also be working on your governing process, structures, etc. You will also make sure you have ways to communicate with and hear from the community.
- It is 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.
- The biggest issue will be finding time to accomplish all this. The community needs to understand the Board cannot solve all the issues in the first months. Timing will be critical but patience will be needed as well.
- We need to create change not just plans. People have to buy in.

III. ADJOURNMENT

<p>MOTION: Ms. O'Connell moved the meeting adjourn, seconded by Ms. Vanderwert.</p> <p>Motion passed.</p>

The meeting adjourned at 9:46 p.m.

Respectfully submitted,
Marilyn Polsfuss
Secretary to the Board

Student Engagement and Advancement Board

School Resource Officers Project

February 23rd, 2016



Purpose:

Deliver recommendations, by and for Saint Paul Public School students, on the subject of School Resource Officers (SROs).



Context

- School Resource Officers are staff members of SPPD who work in SPPS Schools
- SPPS has 9 School Resource Officers
 - 7 SRO's are placed at schools: Como, Central, Harding, Highland Sr., Humboldt, Johnson and Washington.
 - 2 are mobile
- SPPS covers 90% of the cost for School Resource Officers in FY16 (\$854,214)



Context

- SPPS has had School Resource Officers for approximately 30 years
- We are concerned about the normalization of the police in schools
- United Nations panel investigating inequality in US educational system recommends eliminating on campus policing



Research Process

- Background research
 - National issues
 - National SRO training
- Conducted interviews with SPPS Administration and SPPD SRO leadership
- Collected SPPS data to analyze impacts of having SROs
- Surveyed students and staff
- Conducted student focus groups



Student & Staff Survey

Survey was sent via email to all SPPS high school students and staff

- 1,298 students responded
- 155 staff responded
- Response rates varied:
 - Higher response rate from students who identify as white or Asian
 - Higher participation from students from Highland Sr. and Johnson Sr.



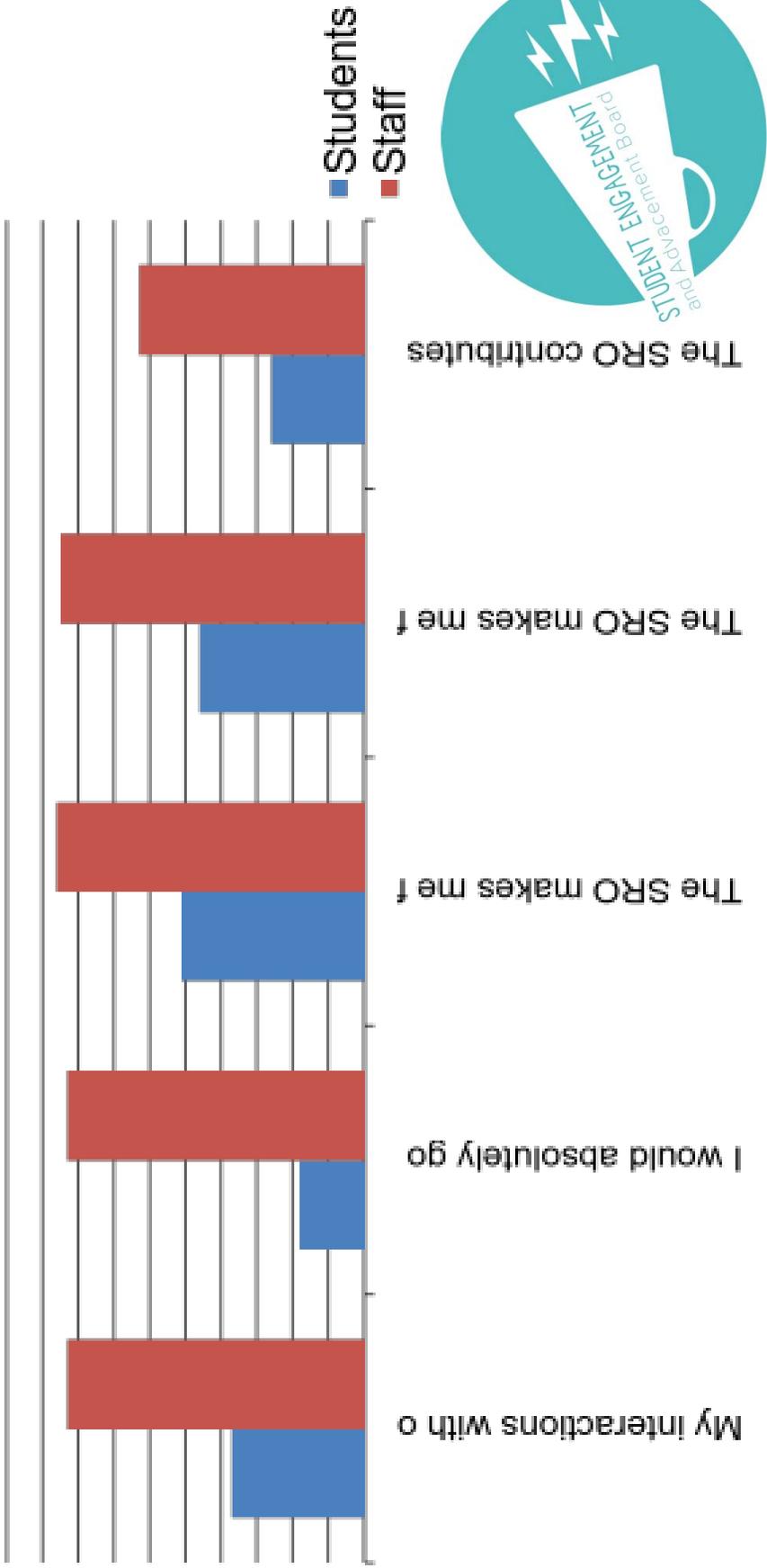
Key Findings from Survey

Students with more interactions with their School Resource Officer had more positive responses to all questions.



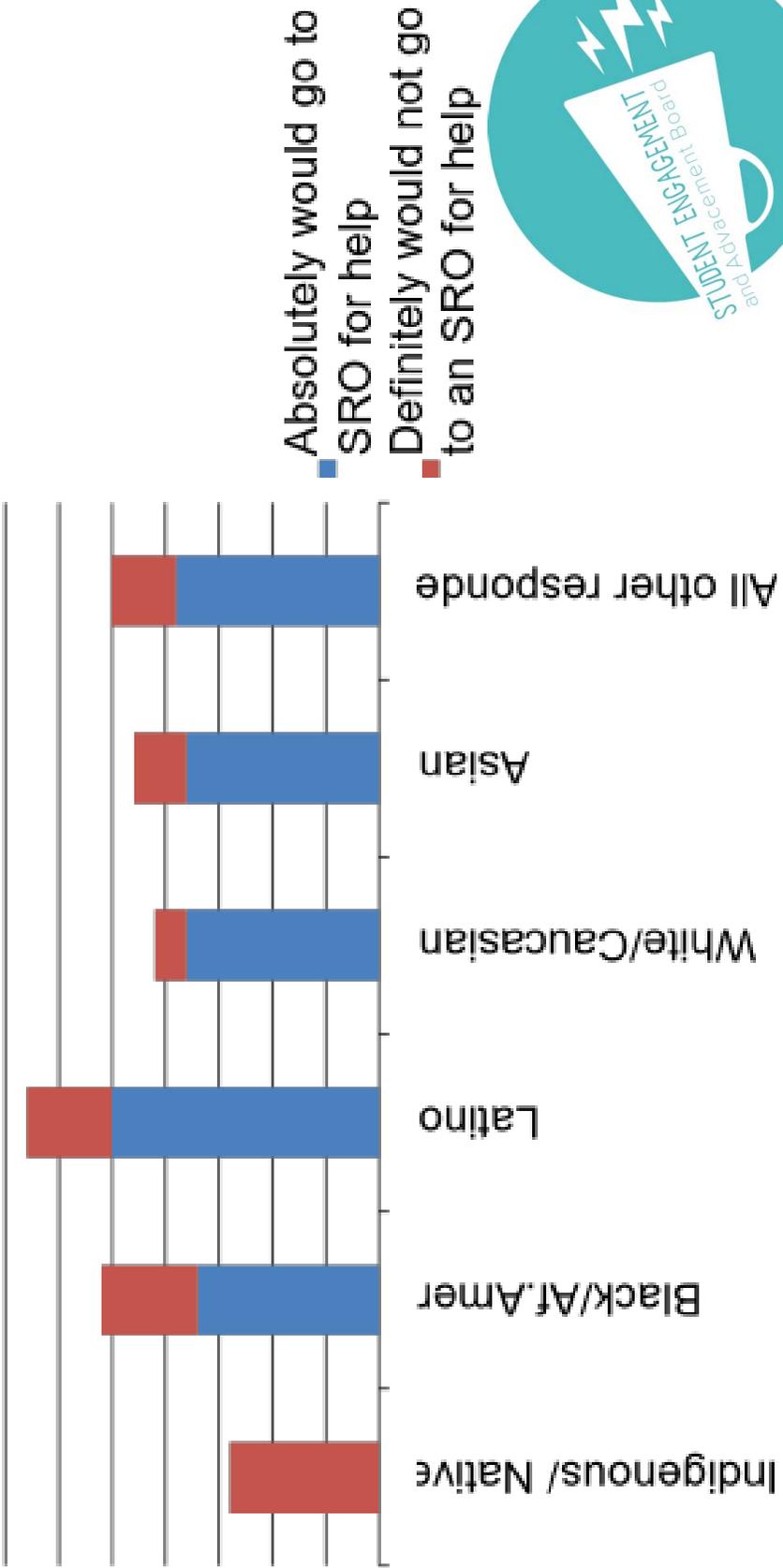
Key Findings from Survey

Staff responses were more positive than student responses in all categories



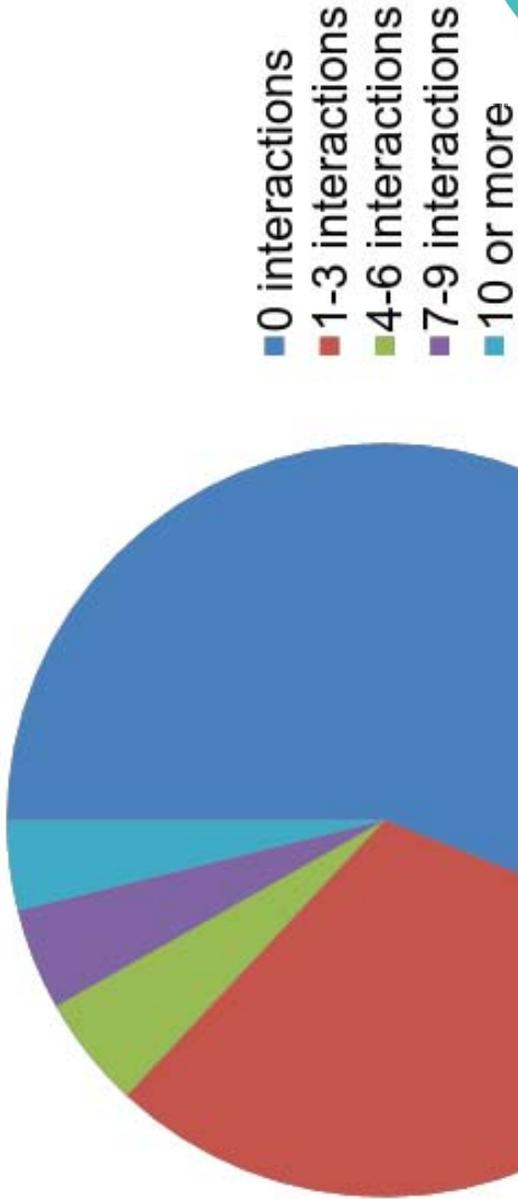
Key Findings from Survey

Race and Ethnicity affected seeing SROs as a resource



Key Findings from Survey

90% students had 3 or less interactions with their School Resource Officer



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 underrepresented group in the survey
- 7 focus groups conducted
- 84 students participated



Focus Groups

Intent

Positive role models, guides and mentors
Respond to low level crimes
Should not be a part of behavior intervention

Students don't know who their SRO is
Race/ethnicity affect whether a student will go to an SRO for help

Experience

90% report 3 or less interactions with SRO
More interactions showed more positive responses
Race/ethnicity affects seeing SRO as a resource
Student experience is less positive than staff

Key Findings from Focus Groups

- Focus groups showed greater disconnect between student experience and intent of then shown in the survey data
- Students (and some staff) do not know what SROs are supposed to do
- Students do not distinguish SRO's from security



Key Findings from Focus Groups

- Inconsistencies of what SROs do across school sites
- Many concrete suggestions for improvement from students, including: changes in uniform, training, increased visibility, welcoming affect, positive reasons to interact with SROs



Focus Groups

Train for transition - street to school
 Minimum year commitment
 School administrator and students involved in hiring
 SRO's attend student-led training on culture

Youth development training
 Be present in the halls & lunch
 Visit classes

No guns or conceal weapons
 Different uniform than street police
 Be nice/smile - Don't be intense
 Know our names

Get to know SRO day
 Be an active member of our school community

SRO introductions during announcements/pep fests
 Start with that students are people capable of their own solutions – do not need to be "fixed"

Schools need plan for behavior that does not include SRO's

Clarify SRO job description
 Use SROs consistently

Create positive ways for SROs to interact with students: self defense training, volunteer positions, internships

Increase prevention strategies for fights (not just responding)

visibility
 connection
 more time with students

be present
 positive interactions
 training

Intent

Positive role models, guides and mentors
 Respond to low level crimes
 Should not be a part of behavior intervention

Experience

90% reported 3 or less interactions with SRO

More interactions showed more positive responses

Student race/ethnicity affects seeing SRO as a resource

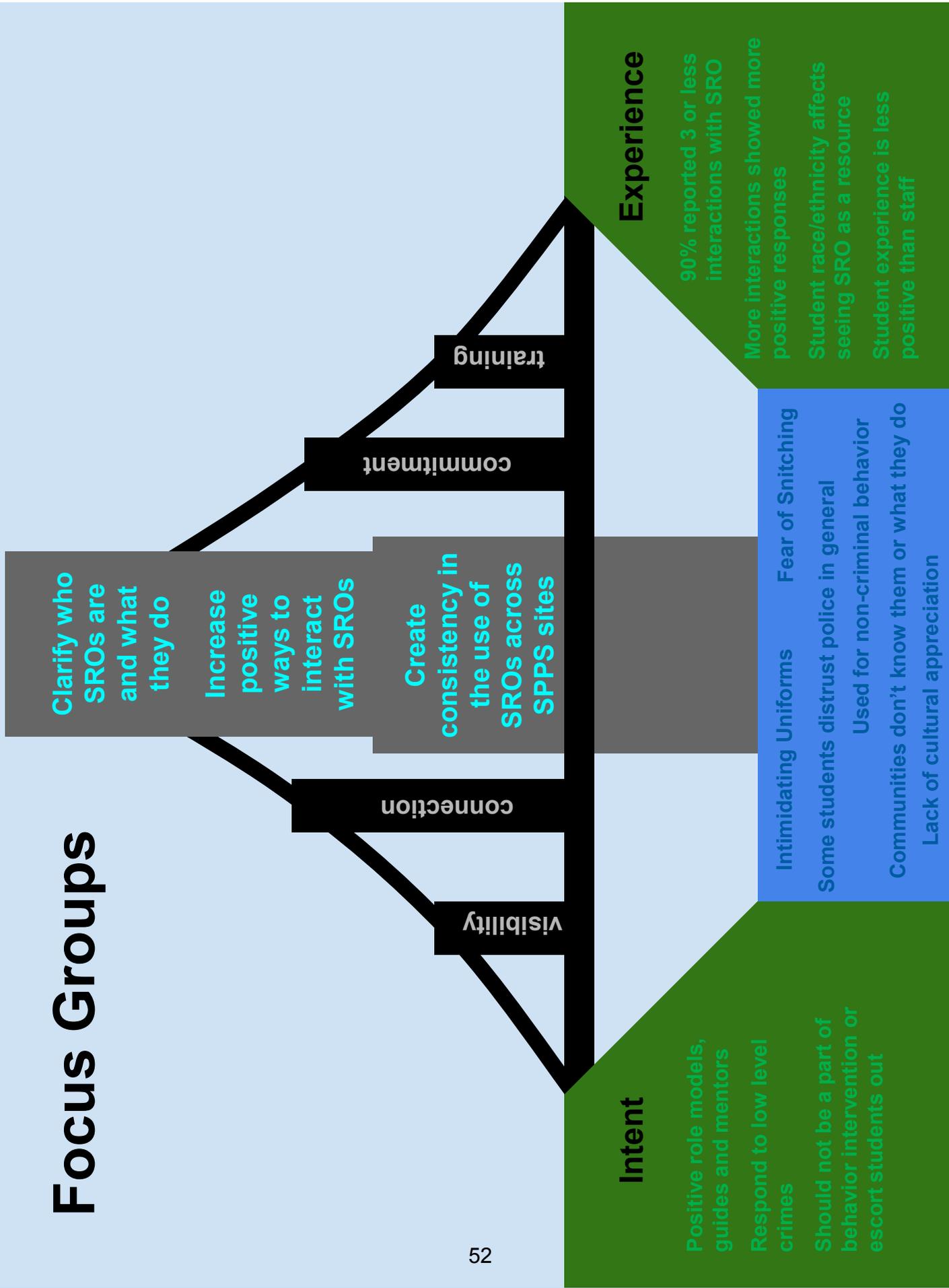
Student experience is less positive than staff

Intimidating Uniforms Fear of Snitching

Some students distrust police in general
 Used for non-criminal behavior

Communities don't know them or what they do
 Lack of cultural appreciation

Focus Groups



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



We recommend:

- 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) don't know how to interact with their SRO or what they do



We recommend:

- 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



We recommend:

- The Board negotiate for a lower percentage of the contract until a positive impact, directly tied to the SPPS mission and proportional to our spending, is measured



Concern 4

**We do not want students
criminalized in our schools**



We recommend:

- 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.



Improving the Process

- Clear research question from the Board
- Administration should not edit our process or questions
- Background information provided by Board/Administration
- Increased support from school staff for students to complete surveys
- All existing data provided at start



Final Thoughts



Thank You



Questions?



Front row: Kyeh Paw, Ruby Sutton, Isabel Riemer, Serena Jing, Skyler Kuczabowski, Zoë Splendoriogiebel, Xe Chang
Back row: Keith Eicher, Misha Prasolov, Rogelio Salinas, Astrid Steiner-Manning, Marcelus Ifonlaja Not pictured: Serene Lewis



Overview of Strong Schools, Strong Communities 2.0 and VisionCards

Joe Munnich – Asst. Director, Research, Evaluation, and Accountability
Jackie Statum Allen – Asst. Director, Strategic Planning and Policy

*Regular Meeting of the SPPS Board of Education
February 23, 2016*



Strong Schools, Strong Communities 2.0

- First phase of SSSC ended SY2013-14
- Infrastructure now in place to accelerate student achievement
- SSSC 2.0 was introduced at the State of the District January 2014
- Board approved plan March 2014
- SSSC 2.0 will continue the work through 2019



Strong Schools, Strong Communities 2.0

Goal 1: Achievement for all students

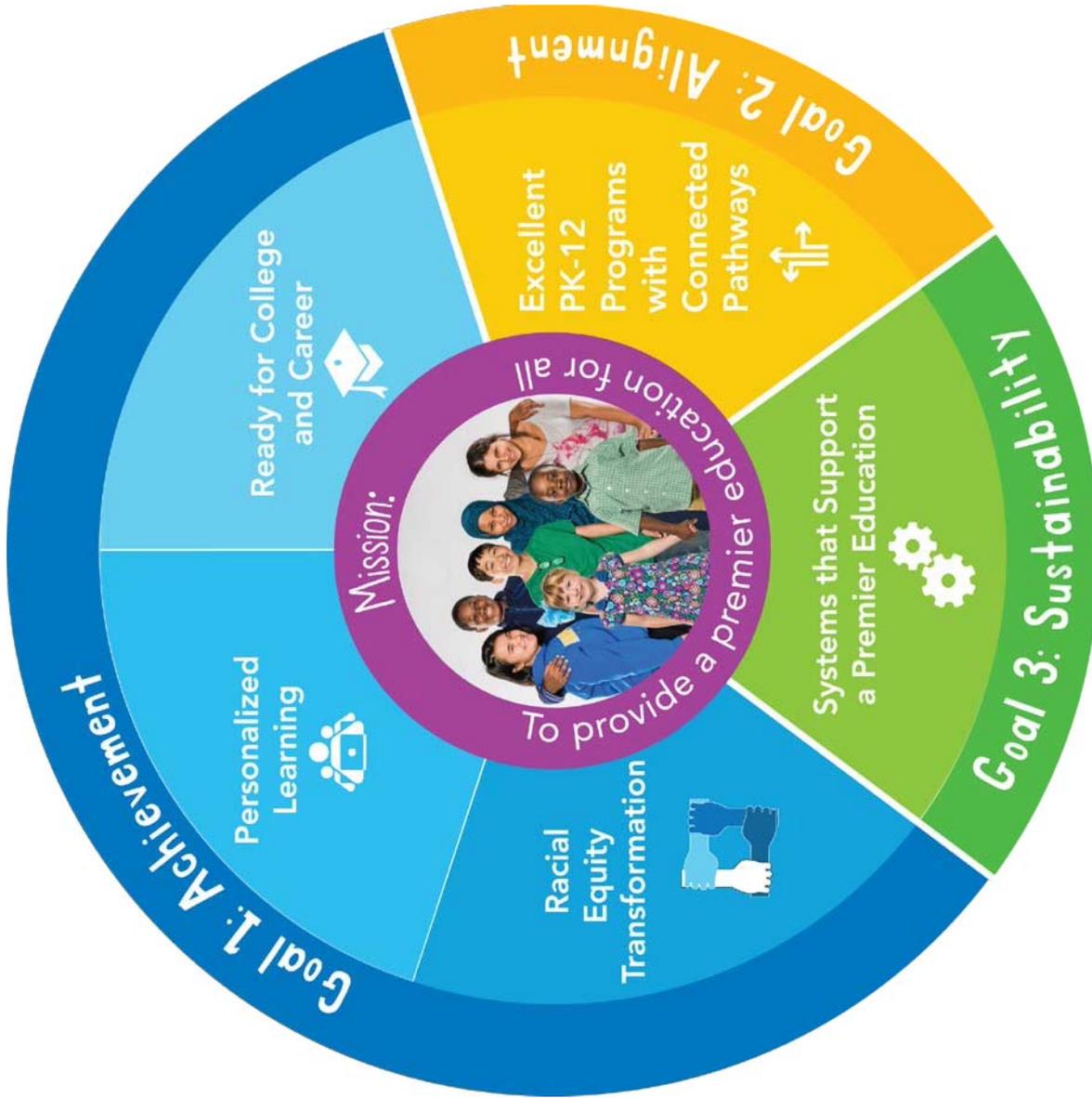


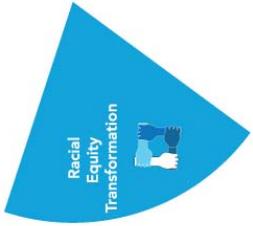
Goal 2: Alignment of school programs



Goal 3: Sustainability to optimize classroom resources and academics



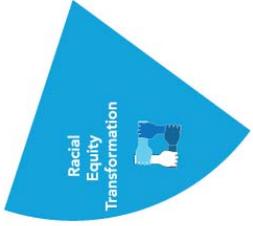




Racial Equity Transformation

- Change practices and systems
- Value and invest in all students
- Examine our personal racial beliefs





Racial Equity Highlights

- Approximately 4,000 staff have received foundational training
- Delivering ongoing professional development
- Building culturally relevant curriculum
- Ensuring parent involvement and engagement opportunities
- Interrupting practices that perpetuate inequity





Personalized Learning

- Adapts teaching and learning to diverse needs and abilities of students
- Provides multiple ways to access information, express themselves, and demonstrate learning

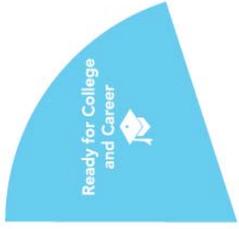




Personalized Learning Highlights

- Distributed iPads and MacBooks at 72 sites
- Upgraded infrastructure to support 1:1 iPad learning environment
- Providing professional development for teachers, administrators, and other staff
- Enhancing student learning through personalized learning

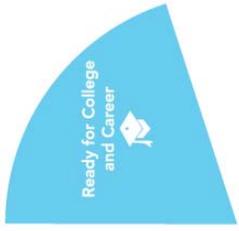




Ready for College and Career

- Students start planning early (middle grades) for high school and beyond
- Increasing post-secondary credit accrual opportunities
- Expand Career and Technology (CTE) programs
- Consistent grading, scheduling and graduation requirements



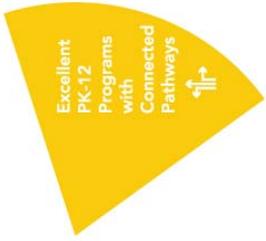


College and Career Highlights

- Six consecutive years of increased district four-year graduation rates
- 100% graduation rate for students in AVID all four years
- Building consistency in middle school curriculum
- Delivering *Focus on Freshmen* program
- Expanding CTE offerings
- Promoting youth employment opportunities

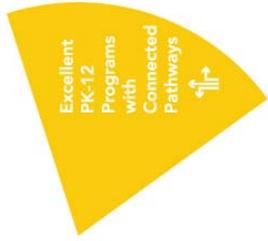


Excellent PK-12 School Programs with Connected Pathways



- Expand cultural, language, and specialized programs
- Ensure programs have clear pathways from elementary through high school
- Opportunities to enroll in challenging classes for all students
- Pre-kindergarten opportunities for more children





Programs and Pathways Highlights

- Established secondary pathway for Mandarin immersion at Highland Middle/Senior
- 94% of families received first or second choice for Kindergarten in 2015
- Continuing to evaluate capacity constraints at schools sites and in Areas
- Expanding Pre-K and Early Childhood Special Education offerings
- Establishing district-wide model for comprehensive mental and physical health supports





Systems that Support a Premier Education

- Attract and retain students and families
- Build an exceptional workforce
- School buildings are equipped for students' learning needs
- Efficient and effective financial and operational practices
- System to hold ourselves accountable to our strategic goals and our community





Systems Highlights

- Developed Board approved Facilities Master Plan (FMP) process that included engagement from almost 1,000 community members
- Implementing Teacher Development and Evaluation (TD&E) system
- Delivering robust employee on-boarding process
- Completed FY15 audit with no major findings.
- Engaging community in annual budget planning process



VisionCards

A system for
monitoring and
reporting progress



VisionCards Defined

- Six cards aligned to *Strong Schools, Strong Communities* focus areas
- Clear, concise, visually simple, and powerful
- Informs policy review, procedure development, resource allocation, and other strategic actions



Role of Board of Education

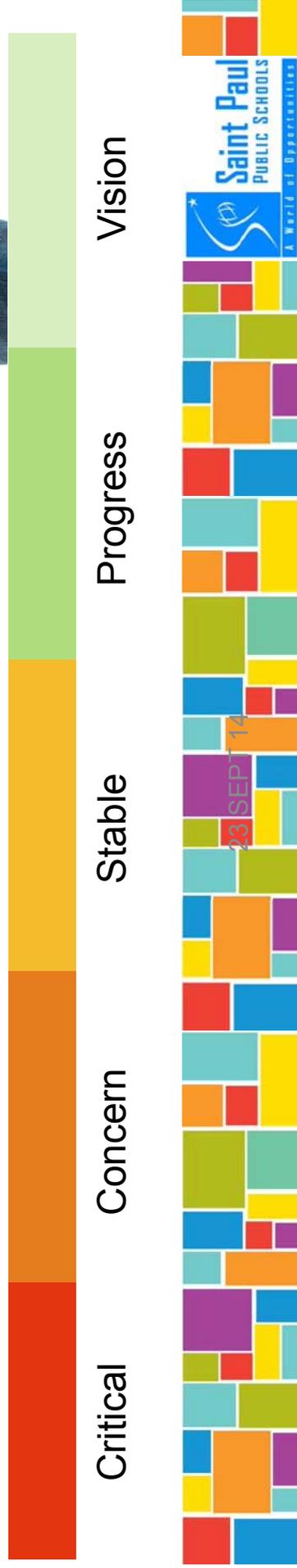
- Approve Superintendent-recommended Vision levels
- Review monthly VisionCard presentations
- Explore policy and fiscal implications
- Provide strategic guidance in response to results



VisionCard Levels

- Level 1 – Critical
- Level 2 – Concern
- Level 3 – Stable
- Level 4 – Progress
- Level 5 – Vision

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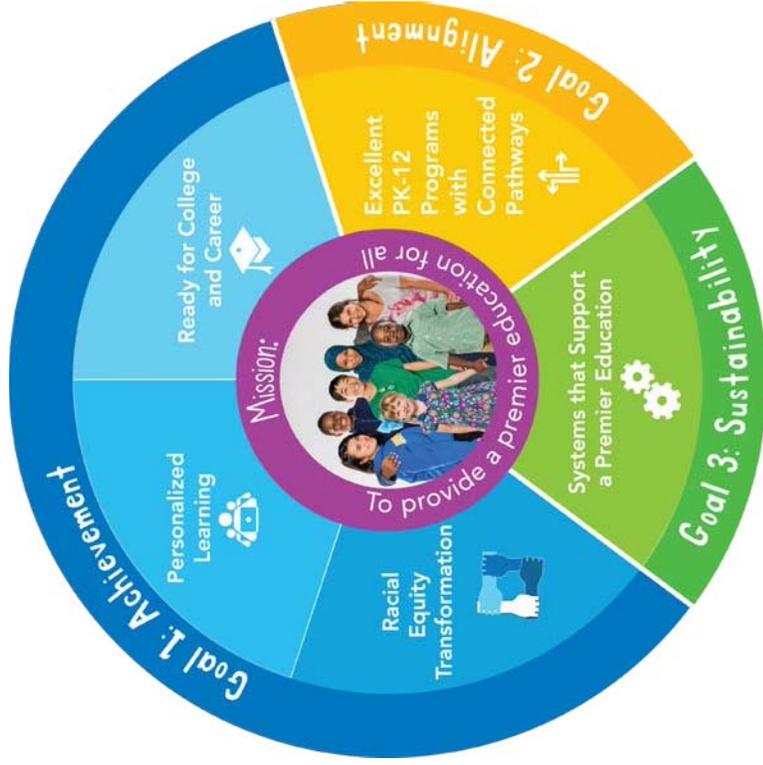


Vision Card Organization

- Organized by the five focus areas of SSSC 2.0

Six VisionCards

- Racial Equity
- Personalized Learning
- College and Career
- Programs and Pathways
- Systems **plus**
- Growth and Proficiency



Growth and Proficiency (October)

ACHIEVEMENT - Growth & Proficiency	
Measures / Metrics	Vision Level
MCA Growth: % of students made medium or high growth in Reading and Math	> 75%
ACCESS (total of grades 1-12): % of students making progress towards English proficiency	> 55%
Mondo: % Meeting spring grade level benchmark for oral language (K-2)	> 75%
Mondo: % Meeting spring grade level benchmark for text level (K-2)	> 75%
Mondo: Meeting spring grade level benchmark for letter-sound correspondence (K-1)	> 75%
MCA + MTAS + MOD 3rd Grade: % proficient in Math and Reading	> 75%
MCA + MTAS + MOD 5th Grade: % proficient in Math, Reading, and Science	> 75%
MCA + MTAS + MOD 8th Grade: % proficient in Math, Reading, and Science	> 75%
MCA + MTAS + MOD Math (total grades 3-8, 11): Largest % gap between race/ethnic groups	< 10 percentage pts
MCA + MTAS + MOD Reading (total grades 3-8, 10): Largest % gap between race/ethnic groups	< 10 percentage pts
MCA + MTAS + MOD Science (total grades 5, 8, HS): Largest % gap between race/ethnic groups	< 10 percentage pts



College and Career (March)

ACHIEVEMENT - Ready for College and Career	
Measures / Metrics	Vision Level
Courses	
CTE: Number of students participating in career programs	850
CTE: Number of students participating in internships	1500
Advanced courses: Proportionality ratio (student group % of those in classes / % of student group in district) by race enrolled in advanced courses	All groups > 0.75
Advanced courses: Proportionality ratio (student group % of those passing classes / % of student group in district) by race passing advanced courses	All groups > 0.75
8th Grade Algebra: % of students who passed Algebra by end of 8th grade	> 80%
8th Grade Algebra: Largest % gap in passing rates by race/ethnic groups	< 10 percentage pts
Middle school: % of students with two or more failed core classes	< 15%
Support tools and programs	
Focus on Freshman: % of students with two or more failed core classes	< 15%
Naviance: % of students completed recommended components for grade level (grades 6 - 12)	> 90%
AVID: four-year graduation rate for AVID participants	> 80%
Drop-out prevention: Number of students entering Gateway to College program each year	> 45
Senior Survey: % feeling supported and encouraged by teachers	> 90%
Capstone measures	
ACT: Composite Score of 21 or higher	> 65%
Graduation: four-year cohort graduation rate	> 80%
Graduation: Largest % gap in four-year cohort rate between race/ethnic groups	< 10 percentage pts



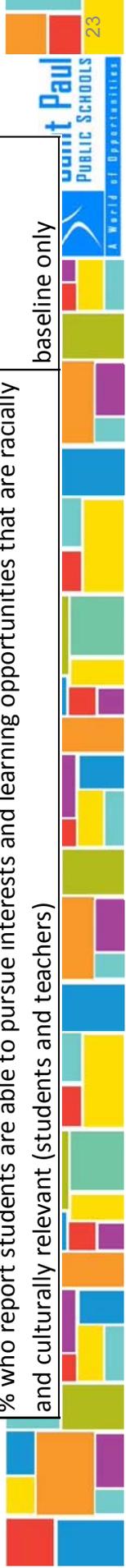
Programs and Pathways (April)

ALIGNMENT - Excellent PK-12 Programs with Connected Pathways		Vision Level
Measures / Metrics		
School readiness		
Number of St. Paul daycare providers located in Promise Neighborhood using SPPS early childhood workshop model		Baseline only
Early childhood readiness screening: % screenings by age		Baseline only
ECFE participation: Proportionality ratio by race (% group in ECFE / % of student group in K-12 in district)		All groups > 0.75
School Choice		
On-time Kindergarten applications as % of total projected seats (not including Pre-K students continuing to K)		> 70%
% Students that are awarded first or second choice school (KG and grades 1-12)		> 85%
Continued Enrollment and Engagement		
% students staying enrolled in SPPS across transition grades (PreK to K, 5 th to 6 th grade, 8 th to 9 th grade)		> 85%
% students staying enrolled in community or specialized program pathway across transition grades (5 th to 6 th grade, 8 th to 9 th grade)		Baseline only
Alternative Education: attendance rate of students enrolled in S Term		> 80%
Alternative Education: attendance rate of students enrolled in Extended Day Learning (EDL)		> 80%
% of student involved in out-of-school activities		Baseline only



Personalized Learning (June)

ACHIEVEMENT - Personalized Learning		Vision Level
Measures		
Tools		
% of PreK-12 students who have 1:1 iPad access during school hours		> 97%
% students (K-12) that report using their iPad for educational purposes in at least one subject area at least once a week		> 95%
% students in grades 3 - 12 who report using their iPad for educational purposes outside of the school day at least once a week		> 95%
Number of times per month network capacity exceeds 80% of available bandwidth for one hour or more		baseline only
Capacity Building		
% of school-based instructional staff who have completed the 3 PL Essentials modules		> 90%
% instructional staff (school and district) who have completed the "Establishing Personalized Learning through a 1:1 iPad environment" course		> 90%
% of instructional staff who report they are confident in their skills and abilities to integrate technology into teaching and learning		> 80%
% of teachers who report having integrated each level of SAMR into their teaching		baseline only
Teaching and Learning		
% who report students are able to make decisions about what they learn (students and teachers)		baseline only
% who report students are able to make decisions about how they learn (students and teachers)		baseline only
% who report students are able to pursue interests and learning opportunities that are racially and culturally relevant (students and teachers)		baseline only



Racial Equity (July)

ACHIEVEMENT - Racial Equity Transformation	
Measures / Metrics	Vision Level
Leadership	
TDAS: Highest equity ratio	< 2.0
Special Education Referrals: Highest equity ratio	< 2.0
Absences (Students with 11+): Highest equity ratio	< 2.0
Suspensions: Highest equity ratio	< 2.0
% of Central administrators who have implemented racial equity department-wide	> 90%
Teaching & Learning	
Number of staff completing foundational racial equity PD	No Vision, reporting only
% of MTSS vertical team members who have received racial equity PD	100%
Family and Community	
% of Parent Advisory Committees that present formal recommendations to administration each school year	100%
Recruitment and Retention	
Teacher retention rate - retention for 3 or more years	> 80%
Diversity recruiting: retention rate for teachers and administrators of color or indigenous	baseline only
Number of schools with 10 percentage points or higher than the district average for percent of teachers with less than 4 years of experience teaching in SPPS	baseline only



Systems (August)

SUSTAINABILITY - Systems that Support a Premier Education		Vision Level
Measures / Metrics		
Leadership		
% of Central Administrators with a current completed annual evaluation		> 97%
% of Principals with a current completed annual evaluation		> 97%
% of Assistant Principals with a current completed annual evaluation		> 97%
% of Central Administrators rated at or above standard on last evaluation		> 90%
% of Principals rated at or above standard on last evaluation		> 90%
% of Assistant Principals rated at or above standard on last evaluation		> 90%
% of tenured Principals with a completed evaluation proficient or better in each of the four performance expectations		> 90%
Professional Development		
PAR: % of PAR supported teachers who rate the overall program as Good or Excellent		> 80%
MTSS: % of Priority and Focus schools with highly established leadership teams		Baseline only
PBIS: % of schools fully implementing a PBIS framework		Baseline only
TD&E: % of schools where staff believe TD&E supports their growth as a professional		Baseline only
Operational Excellence		
% students participating in SPPS breakfast program		> 64%
% students participating in SPPS lunch program		> 82%
% of on-time arrival at first bus stop of day		> 98%
% of IT service desk tickets resolved within 48 hours		> 90%
% recycling rate (by weight)		> 60%
% energy use reduced (from baseline year 2013-14)		> 2.5%
% School administrators that received annual emergency preparedness training		> 95%
% of unassigned general fund balance		> 5%
% of vendor payments made within 35 days		> 90%

Questions?

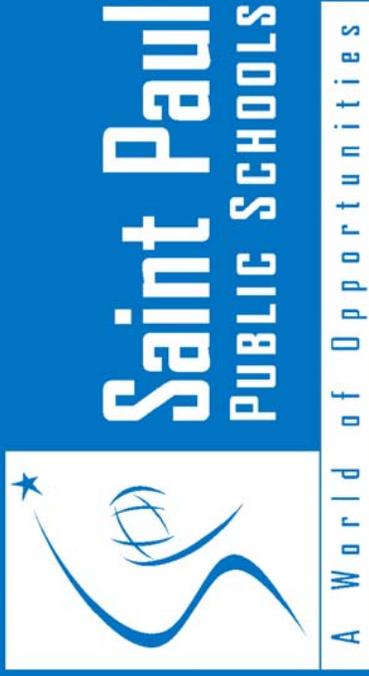




Saint Paul
PUBLIC SCHOOLS

A World of Opportunities

A premier education for all



School Climate Update

Office of College and Career Readiness (OCCR)
Department of School Climate and Support (DSCS)

Board of Education Regular Meeting
Tuesday, February 23, 2016

Purpose

Provide short term and long term plans for supporting school climate improvement efforts to show how school safety aligns with our district priorities.



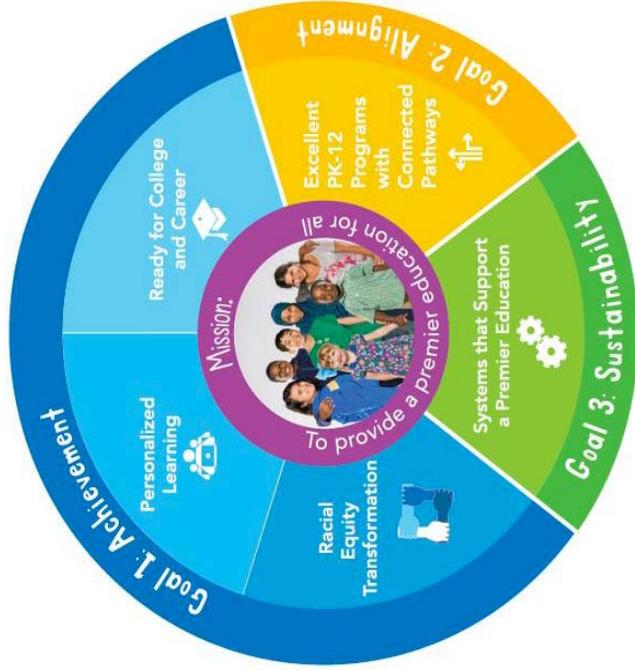
Agenda

- District Vision and School Climate Goals
- Guiding Principles
- Short Term Plan Specifics
- Resource Alignment
- Long Term Plan Considerations
- School Climate Spotlight



Strong Schools, Strong Communities 2.0

District strategic plan for 2014-2019



SPPS Priority School Climate



School Climate Definition

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
4. Organizational structures

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Source- National School Climate Center

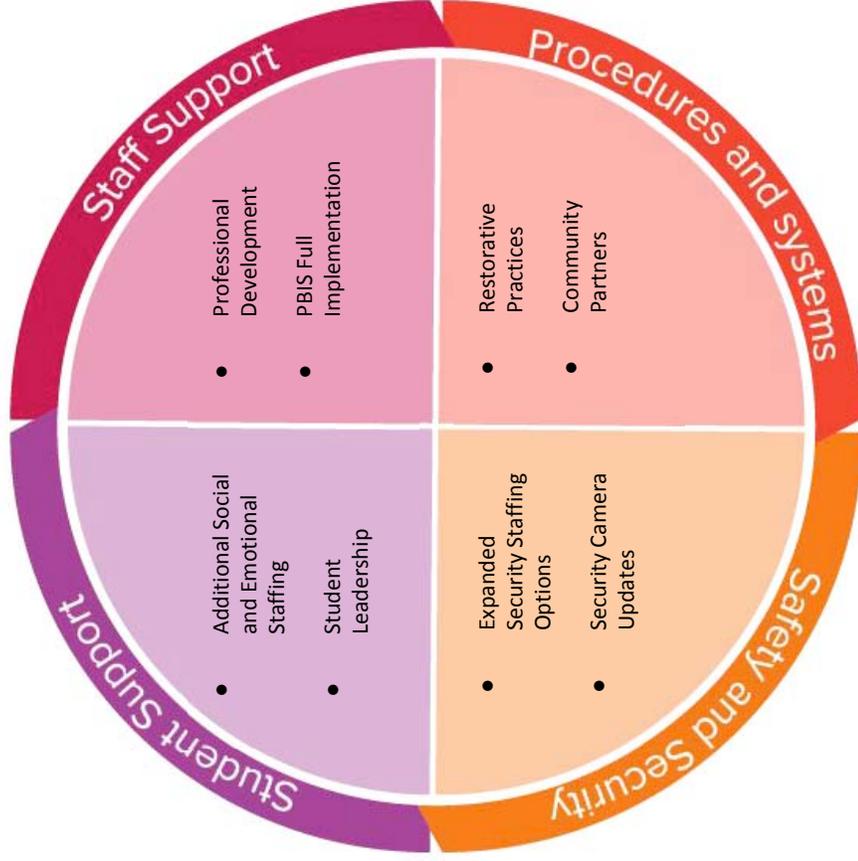


School Climate Goals

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



Resource Alignment



Guiding Principles

1. Create positive climate and focus on prevention
2. Develop clear, appropriate, and consistent expectations and consequences to address student behaviors
3. Ensure fairness, equity, and continuous improvement

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-US Department of Education, January 2014



Short Term Focus

Now through June 2016

Principle 1: Climate and Prevention

Action Steps Checklist

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



Principle 1: Climate and Prevention

Student Support	Staff Support
<ul style="list-style-type: none"> ● Family Engagement ● Tip Text ● Foundation Classes ● Review of Digital Citizenship Expectations ● Check-N-Connect ● Dare 2B Real ● Enhancing Student Leadership Opportunities ● Change, Inc 	<ul style="list-style-type: none"> ● Additional staff support in buildings ● Professional development <ul style="list-style-type: none"> ○ Student Engagement ○ SDWAM ○ Crisis Intervention E-courses ○ Trauma Informed Schools Training Grant ○ Gender Inclusion



Principle 1: Climate and Prevention

Procedure and Systems	Safety and Security
<ul style="list-style-type: none"> School Wide District Administrators Meeting (SDWAM) 	<ul style="list-style-type: none"> Secure new School Resource Officer (SRO) Contract Revise SRO Training to focus on fostering positive relationships

Principle 1 - Climate and Prevention

Professional Development - Project Aware

A course that introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations.



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.

Principle 2: Expectations and Consequences

Student Support	Staff Support
<ul style="list-style-type: none">● Alternative Programming<ul style="list-style-type: none">○ C3○ A2E○ Gordon Parks Middle	<ul style="list-style-type: none">● Flexible PLC Time● SAT Team Process Training

Principle 2: Expectations and Consequences

Procedure and Systems	Safety and Security
<ul style="list-style-type: none">● Formal Review of Rights and Responsibility Handbook● Rights and Responsibilities Communications● Formalize Transition Meetings	<ul style="list-style-type: none">● Clarifying roles and responsibilities for SRO's● Principal/SRO Roundtable

Principle 2 - Expectations and Consequences

Alternative Programming - C3 (Choice - Chance - Change)

C3 is an alternative, after school program designed to help students get back on track after they have been suspended for three or more days for a fighting related incident.



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.

Principle 3: Equity and Improvement

Student Support	Staff Support
<ul style="list-style-type: none">● Dare 2B Real● Gordon Parks Legacy Course	<ul style="list-style-type: none">● PBIS Implementation Training



Principle 3: Equity and Improvement

Procedure and Systems	Safety and Security
<ul style="list-style-type: none"> ● Comprehensive Needs Assessment ● Staffing Decisions for 2016-17 ● Approve Fiscal Year 2017 Budget ● District Wide PBIS Evaluation ● Expedited Student Placement Records Request 	<ul style="list-style-type: none"> ● Facilities Master Plan ● Installation and Upgrades to Identified School Security Cameras

Principle 3 - Equity and Improvement

Procedures and Systems - PBIS Tier I Systems and Practices

Positive school-wide systems for all students & staff across all settings to prevent the development of new incidents of problem behavior



Long Term Focus

Now through September 2016



Guiding Principles

1. Create positive climate and focus on prevention
2. Develop clear, appropriate, and consistent expectations and consequences to address student behaviors
3. Ensure fairness, equity, and continuous improvement

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-US Department of Education, January 2014



Looking Ahead

The Next Eight Months

- Community Wide
- District Wide
- School Wide
- Students



Looking Ahead

Community Wide

- Convene a task force to provide feedback on the the District’s long term School Climate Plan
 - Board members, staff, families and community members
 - Guiding principles as a foundation
 - Recommendations may include policy revisions, creation or other guidelines
- Public report of recommendations at the September 2016 Board of Education meeting



Looking Ahead

District Wide

- Uniform district wide expectations and accountability
- Needs-based professional development
- Principal handbook
- Targeted additional staffing



Looking Ahead

School Wide

- Develop a school climate improvement plan including agreed upon school expectations and accountability and aligned to the school's SCIP.
- Restorative Practice Pilots
- Fall school climate kick off
 - Supplemental materials
 - Fall open houses
- Distribute Rights and Responsibilities Handbook
- Formalize SAT team process



Long Term Plan

Students

- Partner with the Student Engagement and Advancement Board
- Opportunities for school level student leadership
- Elevate role of WEB Leaders

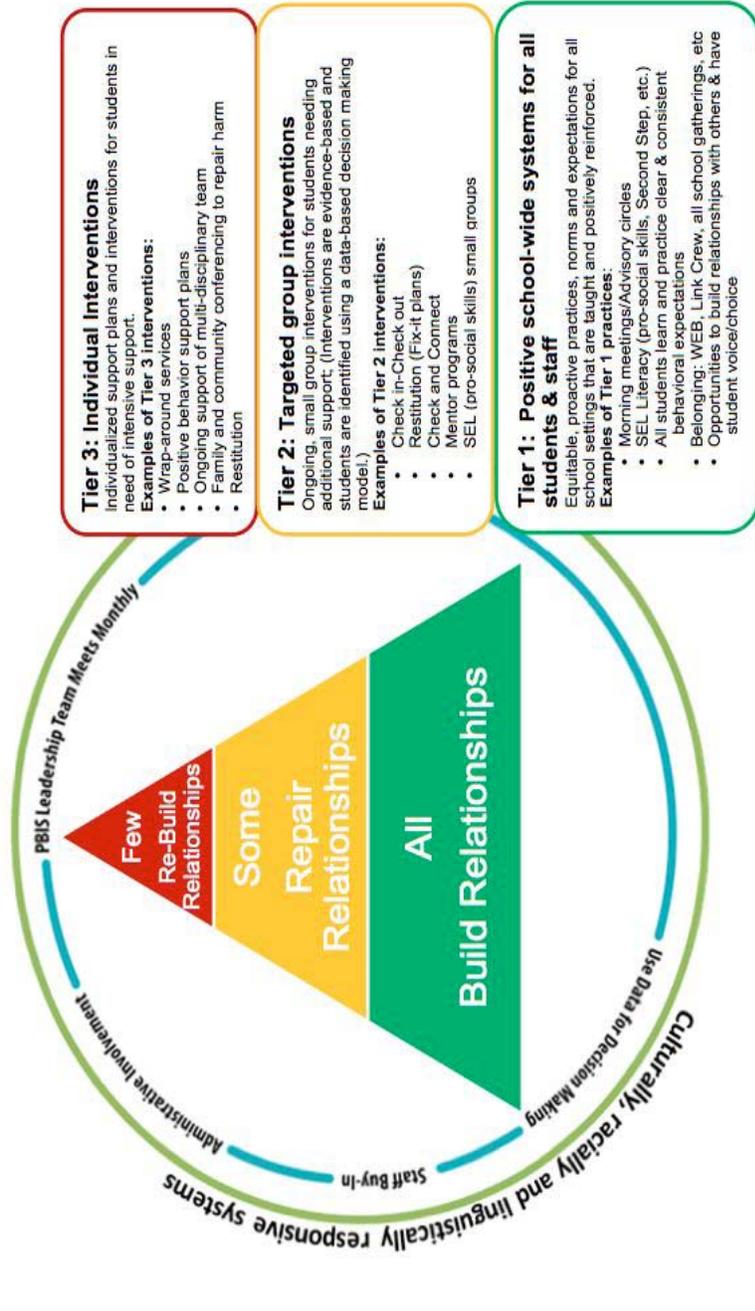


Spotlight

- **Positive Behavioral Interventions and Supports (PBIS)**
 - Teajai Anderson Schmidt, Assistant Director, OTL



SAINT PAUL PUBLIC SCHOOLS USING RESTORATIVE PRACTICES IN THE PBIS FRAMEWORK



For additional information and support, please contact your or PBIS department leads Erin Metz (Erin.Metz@spps.org) or Kristi Kohn (Kristi.Kohn@spps.org).



District-wide PBIS Implementation

Next Steps

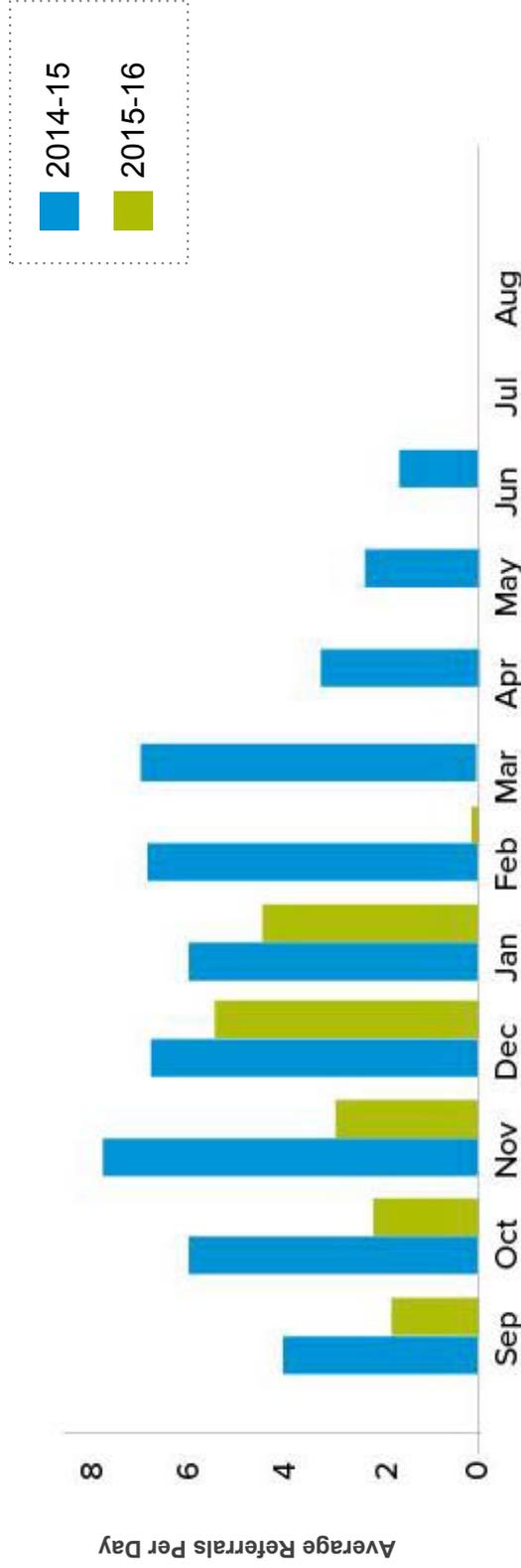
- Deepen Tier 1 systems to build, restore, and repair relationships; build community; and teach social-emotional skills
- Strengthen student, family, and community participation in establishing the school climate and culture
- Analyze and respond to data to:
 - Improve Tier 1 systems and practices
 - Match Tier 2 and Tier 3 supports to student need
- Increase resources and professional development to support classroom management systems



Increasing Instructional Time

Average Referrals Per Day Per Month - Multi Year

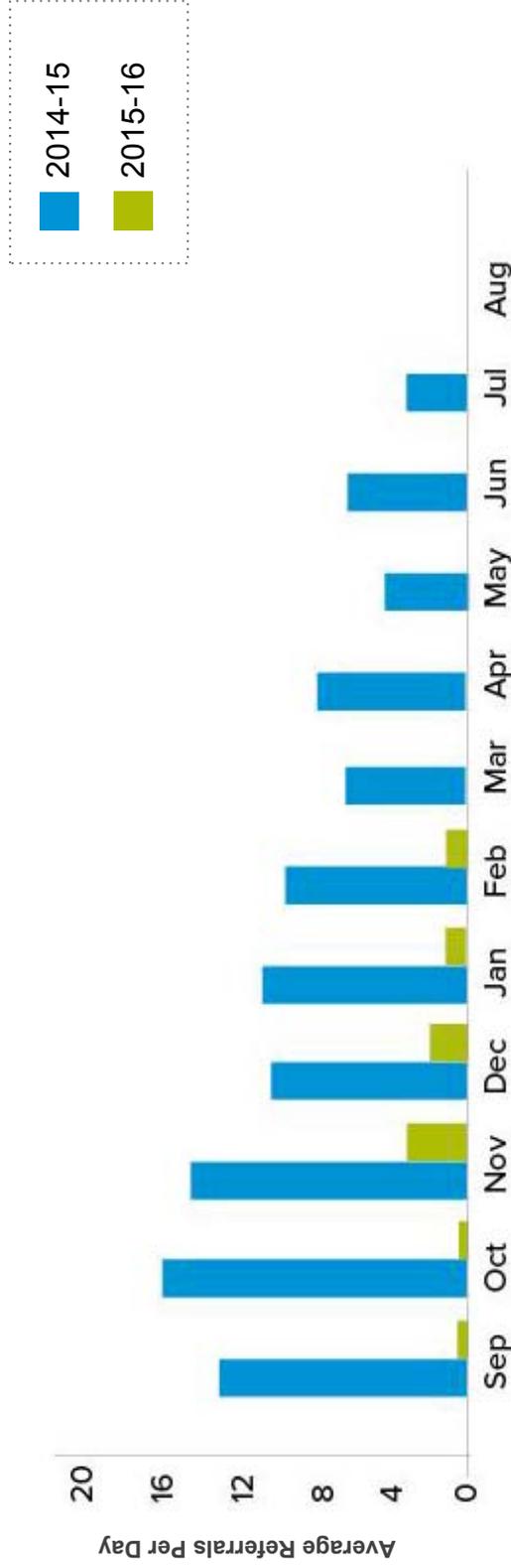
All, 2014-15 - 2015-16



Increasing Instructional Time

Average Referrals Per Day Per Month - Multi Year

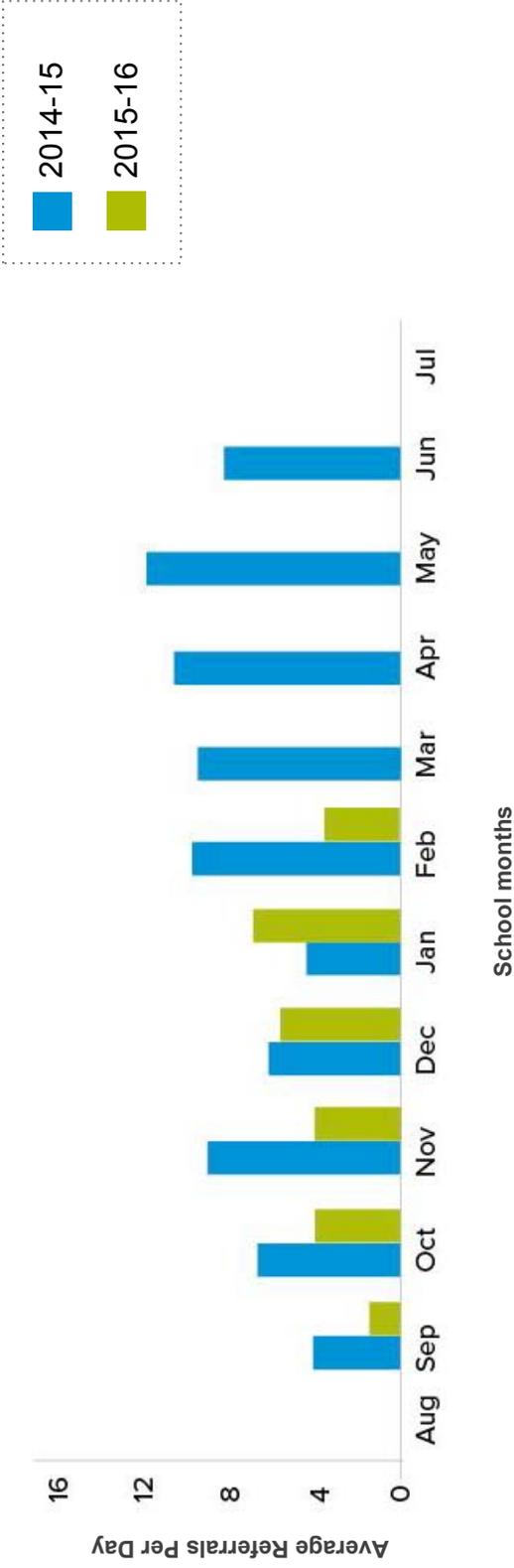
All, 2014-15 - 2015-16



Increasing Instructional Time

Average Referrals Per Day Per Month - Multi Year

All, 2014-15 - 2015-16





Questions?

Jon Peterson, Executive Director OCCR
E-mail: jon.peterson@spps.org





School Climate Presentation Supplemental Information

Vision

To transform the SPPS community by aligning the tools, strategies, protocols and social emotional supports to create an environment of safety, respect, and equity.

Mission

To build a district wide framework that supports positive school climate with high quality behavioral, mental health, and wellness supports.

Beliefs

- 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.
- We **model** the behaviors we see.
- Our physical environments must **support** learning.
- The role of district leadership is to **guide** and support.

Guiding Principles

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

Long Term Planning Considerations

The development of a long term district plan addressing school climate should be responsive to a school based climate needs assessment, include a strategic stakeholder engagement effort, and incorporate 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



HUMAN RESOURCE TRANSACTIONS
January 1, 2016 through January 31, 2016
February 23, 2016

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Laubenstein, K. L.	Classroom Teacher	01/19/2016	\$28.52	Jie Ming Mandarin Immr Academy
Pucci, J. W.	Classroom Teacher	01/09/2016	\$25.61	Ramsey Middle School
Randall, J. S.	Classroom Teacher	01/04/2016	\$33.82	Johnson Senior High
Sanchez, M. E.	Classroom Teacher	01/29/2016	\$25.96	Ramsey Middle School
Tapio, N. W.	Classroom Teacher	01/25/2016	\$25.61	Como Park Senior High
See, P. J.	ELL Teacher	01/11/2016	\$25.61	Battle Creek Middle School
Brown, M. N.	Special Education Teacher	02/01/2016	\$27.15	Harding Senior High
O'Shea, B. M.	Teacher on Special Assignment	01/11/2016	\$39.76	Title I Fed Program Offices
Erickson, K. A.	School/Community Professional	01/09/2016	\$23.11	Student Placement Center
Johnson, D. L.	Education Assistant	01/19/2016	\$15.22	Creative Arts Secondary
Juhlke, S. L.	Education Assistant	01/25/2016	\$18.37	Frost Lake Elementary
Ball, J. G.	Teaching Assistant	01/25/2016	\$12.43	The Heights Community
Brooks, J. N.	Teaching Assistant	01/09/2016	\$12.39	Wellstone Elementary
Bryant, T. M.	Teaching Assistant	01/21/2016	\$13.99	Expo for Excellence Elementary
Gibbs, J. P.	Teaching Assistant	12/21/2015	\$13.99	Parkway Montessori
Langreck, J. D.	Teaching Assistant	01/20/2016	\$13.71	Mississippi Creative Arts
Marrone-Deegan, S. M.	Teaching Assistant	01/04/2016	\$12.86	The Heights Community
Matz, T.	Teaching Assistant	01/05/2016	\$13.52	271 Belvidere Bldg
Moua, K.	Teaching Assistant	01/14/2016	\$13.59	Jackson Preparatory
Osberg, J. P.	Teaching Assistant	01/22/2016	\$13.99	Humboldt Secondary

HUMAN RESOURCE TRANSACTIONS
January 1, 2016 through January 31, 2016
February 23, 2016

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Reiswig, J. K.	Teaching Assistant	01/11/2016	\$13.59	American Indian Magnet
Slattery, M. A.	Teaching Assistant	01/04/2016	\$14.71	Expo for Excellence
Slechta, E. R.	Teaching Assistant	01/12/2016	\$13.52	271 Belvidere Bldg
Thao, G. C.	Teaching Assistant	01/19/2016	\$13.52	271 Belvidere Bldg
Theodis, B. L.	Teaching Assistant	01/18/2016	\$13.06	Eastern Heights Elem
White, J. L.	Teaching Assistant	01/05/2016	\$12.99	Washington Tech Sec
White, K. F.	Teaching Assistant	01/14/2016	\$13.06	Benjamin Mays/Museum
Glancey, M. M.	Custodian	12/31/2015	\$15.74	Rondo Education Center
Amuda, B. A.	Nutrition Services Personnel	01/28/2016	\$11.21	Central Senior High
Fitzgerald, J. L.	Nutrition Services Personnel	01/28/2016	\$11.21	Hamline Elementary
Rivera, A.	Nutrition Services Personnel	01/28/2016	\$11.21	St. Paul Music Academy
Tadesse, E. T.	Nutrition Services Personnel	01/28/2016	\$11.21	St Anthony Park Elementary
Vang, P. H.	Nutrition Services Personnel	01/28/2016	\$11.21	Harding Senior High
Amunrud, M. J.	Operations	01/19/2016	\$23.40	Como Service Center
Her, R.	Operations	01/29/2016	\$23.40	Como Service Center
Friedman-Shedlov, D. B.	Professional Employee	01/25/2016	\$37.48	Como Service Center
Her, K.	Administrator	03/07/2016	\$51.09	Colborne Admin Offices
Jonassen, J.	Assistant General Counsel	03/07/2016	\$43.27	Colborne Admin Offices
Barrett, D. T.	Technical	01/11/2016	\$25.04	Como Service Center
Larson, B. G.	Technical	01/11/2016	\$25.04	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Knudsen, J.	Assistant Principal From: Classroom Teacher	01/04/2016	\$54.75	Obama Service Learning
Kunz, A. B.	Central Administrator From: Classroom Teacher	02/01/2016	\$39.74	1780 W. 7th Street

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Murphy, L. A.	Classroom Teacher From: Teaching Assistant	01/07/2016	\$27.15	Humboldt Secondary
Kenney, A. M.	Teaching Assistant From: Nutrition Services Personnel	02/01/2016	\$14.71	Battle Creek Middle School
Garrido, M. R.	Professional Employee Career Progression	01/09/2016	\$32.71	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jimenez, J. G.	Classroom Teacher	01/19/2016	\$39.93	Wellstone Elementary
Kurtti, K. P.	Classroom Teacher	01/25/2016	\$25.61	Humboldt Secondary
Lere, A. L.	Classroom Teacher	01/11/2016	\$25.61	Creative Arts Secondary
Richards de Campana, M. R.	Classroom Teacher	01/04/2016	\$50.02	Adams Spanish Immersion
Richardson, E. C.	Classroom Teacher	02/01/2016	\$28.52	Obama Service Learning
Sweat, S. T.	Classroom Teacher	02/03/2016	\$25.61	Battle Creek Elementary
Barrett, J. D.	Speech Pathologist	02/02/2016	\$36.77	Linwood Monroe Arts Plus Upper

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Andress, G. N.	Classroom Teacher	02/02/2016	Washington Tech Secondary
Boesel, G. D.	Classroom Teacher	01/26/2016	Highland Park Middle
Corbett, A. S.	Classroom Teacher	02/23/2016	Highland Park Senior
Kneisl, C. M.	Classroom Teacher	01/21/2016	Humboldt Secondary
Kour, R.	Classroom Teacher	01/27/2016	Randolph Heights
Lee, K.	Classroom Teacher	03/08/2016	Phalen Lake Hmong Studies Mgnt
Parins, L. M.	Classroom Teacher	01/11/2016	Obama Service Learning
Thome, C. J.	Classroom Teacher	02/02/2016	Riverview School of Excellence

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wamsley, J.	Classroom Teacher	02/23/2016	Creative Arts Secondary
Webb, L. M.	Classroom Teacher	03/11/2016	Hazel Park Preparatory
Whiteis, A. V.	Classroom Teacher	02/25/2016	Crossroads Science
Xiong, C.	Classroom Teacher	02/19/2016	Nokomis Montessori North
Zimmerman, K. L.	Classroom Teacher	02/17/2016	Homecroft Early Learning
Harambasic, D. S.	ELL Teacher	02/18/2016	Highland Park Middle
Morphew, N.	ELL Teacher	02/19/2016	Battle Creek Middle
Reid, C. P.	Early Education Teacher	02/11/2016	Maxfield Elementary
Gonzalez, J.	Special Education Teacher	01/21/2016	Linwood Monroe Arts Plus Upper
Levinson, E. B.	Special Education Teacher	02/24/2016	271 Belvidere Bldg
Wiest, S. J.	Social Worker	01/21/2016	Journey's Secondary
Farah, K. A.	School/Community Professional	12/31/2015	271 Belvidere Bldg
Vang, C.	School/Community Professional	01/19/2016	Humboldt Secondary School
Berenato, M. K.	Education Assistant	01/28/2016	Battle Creek Elementary
Heinecke, D.	Education Assistant	01/25/2016	Journey's Secondary
Burton, D.	Teaching Assistant	02/29/2016	Linwood Monroe Arts Plus Upper
Flynn Buggs, I. D.	Teaching Assistant	01/25/2016	Riverview School
Harris, M. L.	Teaching Assistant	01/07/2016	Eastern Heights

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Isaac, C.	Teaching Assistant	01/06/2016	Benjamin Mays/Museum
Jerusal, L. L.	Teaching Assistant	12/16/2015	Horace Mann School
Meyer, M. E.	Teaching Assistant	02/05/2016	Linwood Monroe Arts Plus Lower
Niska, L.	Teaching Assistant	02/12/2016	Bridge View
Patterson, R. N.	Teaching Assistant	01/05/2016	Como Park Senior High
Sanders, E. J.	Teaching Assistant	12/29/2015	Riverview School
Sherrod, F. T.	Teaching Assistant	01/22/2016	Eastern Heights
Suryadhay, P.	Teaching Assistant	01/07/2016	Bruce F Vento Elementary
Christofore, S. S.	Clerical	01/25/2016	Hamline Elementary
Evanson, J. P.	Custodian	01/22/2016	Humboldt Secondary
Bellovich, A.	Nutrition Services Personnel	01/20/2016	Bridge View
Kedir, S. A.	Nutrition Services Personnel	01/21/2016	Expo for Excellence Elementary

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S. R., C. M.	Classroom Teacher	01/23/2016
S., R.	Classroom Teacher	02/08/2016
B., C. D.	School/Community Professional	01/14/2016
M., H. T.	Nutrition Services Personnel	01/04/2016
M., P.	Operations	12/14/2015
F., J. A.	Tri-Council	01/21/2016

SABBATICAL LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Creager, P.	Classroom Teacher	01/04/2016	Gordon Parks High School - ALC

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kong, K.	Education Assistant	12/12/2015	\$28.41	No Assigned Bldg - Misc

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kampmeier, H.	Teaching Assistant	01/25/2016	\$19.44	St. Paul Music Academy
Seeger, J. M.	Teaching Assistant	01/04/2016	\$21.79	RiverEast Elem/Secondary
Hartwich, N. M.	Custodian	01/12/2016	\$25.30	Rondo Education Center
Ali, A. M.	Nutrition Services Personnel	01/28/2016	\$11.21	International Academy - Leap
Fahey, K. M.	Nutrition Services Personnel	01/07/2016	\$11.51	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Boesel, G. D.	Classroom Teacher	01/29/2016	Highland Park Middle
Brown, L.	Classroom Teacher	01/19/2016	Chelsea Heights Elementary
Green, M.	Classroom Teacher	12/21/2015	Crossroads Montessori
Kubousek, M. S.	Classroom Teacher	12/22/2015	Parkway Montessori
Saunders-Pearce, R. A.	Classroom Teacher	01/04/2016	JJ Hill Montessori
Schoot, J. E.	Classroom Teacher	01/25/2016	Adams Spanish Immersion
Wellington, S. J.	Classroom Teacher	01/15/2016	Washington Tech Sec
Patel, M. R.	Early Education Teacher	01/04/2016	Riverview School
Keleny, M. V.	Special Education Teacher	01/04/2016	271 Belvidere Bldg
Matson, J. R.	Special Education Teacher	01/04/2016	Ramsey Middle School
Brown, M.	Education Assistant	01/11/2016	Focus Beyond (18-Adult)
Butler, A. M.	Education Assistant	01/04/2016	L'Etoile du Nord Upper
Her, P. H.	Teaching Assistant	01/04/2016	Jackson Preparatory
Kramer, P. W.	Teaching Assistant	01/04/2016	Eastern Heights

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Murphy, L. A.	Teaching Assistant	01/04/2016	Obama Service Learning
Sherrod, F. T.	Teaching Assistant	01/25/2016	Eastern Heights
Christofore, S. S.	Clerical	02/06/2016	Hamline Elementary
Scarver, O.	Nutrition Services Personnel	01/21/2016	Como Park Elementary
Supinski, P. M.	Nutrition Services Personnel	01/05/2016	Harding Senior

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hackbarth, D. T.	Classroom Teacher	01/23/2016	\$32.13	Como Park Senior

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., B.	Classroom Teacher	12/28/2015
G., B.	Classroom Teacher	04/04/2016
J., A. J.	Special Education Teacher	02/02/2016
J., A. J.	Special Education Teacher	02/15/2016
J., A. J.	Special Education Teacher	01/18/2016
S., M. L.	Teaching Assistant	01/20/2016

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Gabriel, J.	Teaching Assistant	04/15/2016	Linwood Monroe Arts
Unklesbay, J.	Nutrition Services	04/30/2016	Eastern Heights Elem
Yannarely, J. R.	Operations	04/30/2016	Como Service Center
Conrin, M. T.	Operations	04/30/2016	Como Service Center
Matthew, P.	Operations	01/04/2016	Como Service Center
Graff, R. G.	Custodian	02/01/2016	L'Etoile du Nord Lower

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hackbarth, D. T.	Classroom Teacher	01/23/2016	Como Park Senior High
Kelsey, K. R.	Classroom Teacher	01/30/2016	Highland Park Elementar

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ormsby, T. P.	Classroom Teacher	01/30/2016	No Assigned Bldg - Misc
Dupas, L. D.	Special Education Teacher	01/16/2016	Battle Creek Middle School
Mackey, C. G.	School/Community Professional	01/23/2016	Colborne Admin Offices
Yang, B.	School/Community Professional	01/16/2016	Harding Senior High
Evjen, H. A.	Teacher on Special Assignment	01/02/2016	Plato Admin Offices
Camara, A.	Teaching Assistant	01/16/2016	Humboldt Secondary
Conwell, D.	Teaching Assistant	01/06/2016	Juvenile Service Center
Gibbs, J. P.	Teaching Assistant	01/30/2016	Parkway Montessori
Holod, E. J.	Teaching Assistant	12/23/2015	L'Etoile du Nord Upper
Massie, J. M.	Teaching Assistant	01/15/2016	Harding Senior High
Meador, B. J.	Teaching Assistant	02/03/2016	Mississippi Creative Arts
Mohamud, A. F.	Teaching Assistant	01/10/2016	Mississippi Creative Arts
Smith, S. T.	Teaching Assistant	01/22/2016	Bridge View
Vang, K.	Teaching Assistant	01/23/2016	Battle Creek Elementary
Lewis, D.	Nutrition Services Personnel	09/09/2015	Phalen Lake Hmong Studies Mgnt
Phillips, K. A.	Nutrition Services Personnel	01/30/2016	International Academy - LEAP
Christofore, S. S.	Clerical	02/06/2016	Hamline
Arnett, J.	Professional Employee	01/04/2016	Como Service Center
Williams, R.	SEM Supervisor	02/21/2016	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., D. J.	Teaching Assistant	01/10/2016
X., L. L.	Teaching Assistant	01/05/2016

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DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., K. R.	Classroom Teacher	02/19/2016
D., K.	Counselor	02/24/2016
M., D. R.	Teaching Assistant	01/20/2016
M., P.	Teaching Assistant	01/12/2016
C., J. L.	Clerical	01/08/2016
M., H. T.	Nutrition Services Personnel	01/12/2016

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

DATE: February 23, 2016

TOPIC: Acceptance of West St. Paul Commercial Club Scholarship Donation

A. PERTINENT FACTS:

1. West St. Paul Commercial Club has gifted Humboldt High School \$5,000 for top Humboldt seniors who are graduating in 2016.
2. This money is used for student scholarships for higher education.
3. This project will meet the District strategic plan goals of Achievement,
4. This item is submitted by Michael Sodomka, Principal, Humboldt High School, Theresa Battle, Assistant Superintendent and Michelle, Walker, Chief Executive Officer.

B. RECOMMENDATION:

The Board of Education authorizes the Superintendent (or Designee) to accept this gift.

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. The Greater Twin Cities United Way Screen @ 3 Initiative is currently accepting grant applications for projects that increase in the number of children who receive the Early Childhood Screening and follow-up services.
2. Saint Paul Public Schools' Student Health & Wellness has prepared an application for funds to improve early childhood screening procedures through improved collaboration with community partners. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$227,294. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Mary Yackley, Supervisor, Student Health & Wellness; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Request for Permission to Submit Grant Application to KaBoom

A. PERTINENT FACTS:

1. The KaBoom organization is currently accepting grant applications for awards valued at approximately \$85,000 to design and build new and innovative playgrounds.
2. Saint Paul Public Schools has prepared an application seeking an award from KaBOOM that will enable design and implementation of new playgrounds at Linwood Monroe Arts Plus Lower School.

KaBoom works with school leadership and students to design a play space and provide equipment to suit the specific needs of the school and surrounding community. The grant also funds the construction of the new playground. Saint Paul Public Schools will serve as fiscal agent for the project. The grant does not have a specific dollar amount; rather, it covers the cost of designing and building a new playground for the school, including the donation of equipment.

Staff and community volunteers at each of these schools researched this opportunity.

3. This project will meet the District target area goals of Achievement and Sustainability.
4. This item is submitted by principal Bryan Bass; Ryan Vernosh, Director, Communications, Marketing and Development; Facilities Director Tom Parent; Assistant Superintendents Lisa Sayles-Adams; Chief Operations Officer Jean Ronnei; and Chief Executive Officer Michelle Walker.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Request for Permission to Accept a Grant from King County (WA)

A. PERTINENT FACTS:

1. King County (WA) has been awarded a federal grant to train and support school districts in an adolescent health curriculum.
2. SPPS adopted the King County Public Health Department Curriculum in 2010.
3. The Office of Teaching and Learning has received a sub-grant from King County for approximately \$70,000 for professional development, support and further curriculum development to demonstrate and improve student outcomes using the curriculum.
4. This project will meet the District strategic plan goal of achievement.
5. This item is submitted by Hans Ott, Director, Office of Teaching and Learning; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that purchase new school cafeteria equipment to assist in the serving of healthier meals, with emphasis on fruits and vegetables, improved food safety, and expanded access and participation.
2. Saint Paul Public Schools Department of Nutrition Services has prepared an application for funds to improve cafeteria equipment at Paul and Sheila Wellstone Elementary School and Humboldt Secondary School. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$25,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Stacy Koppen, Director, Nutrition Services; Ryan Vernosh, Director, Communications, Marketing and Development; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to 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.

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

DATE: February 23, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota State Arts Board Arts Learning Grant for Creative Arts Secondary School

A. PERTINENT FACTS:

1. The Minnesota State Arts Board Arts Learning Grant is currently accepting grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts.
2. Creative Arts Secondary School has prepared an application for funds to bring artists in residence to help students develop skills in the performing arts. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$6,300. 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 Carlondrea Hines, Principal, Creative Arts Secondary School; Ryan Vernosh, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. The Minnesota State Arts Board Arts Learning Grant is currently accepting grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts.
2. Mississippi Creative Arts School has prepared an application for funds to facilitate a fourth-grade residency by Children's Theatre Company Neighborhood Bridges program. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$36,088. 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 Be Vang, Principal, Mississippi Creative Arts School; Ryan Vernosh, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. The Minnesota State Arts Board Arts Learning Grant is currently accepting grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts.
2. Saint Paul Music Academy has prepared an application for funds to bring artists in residence to facilitate musical and theatrical performances at SPMA, Mississippi Creative Arts School and Galtier Community Schools. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$16,200. Staff at SPMA researched this grant opportunity, and staff at the other schools have been informed.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Barbara Evangelist, Principal, Saint Paul Music Academy; Ryan Vernosh, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Acceptance of MSHSL Foundation Grant to Humboldt High School

A. PERTINENT FACTS:

1. \$8,457.72 of this grant is deemed for Athletic support of student athletes
2. This project will meet the District strategic plan goals of Achievement and Sustainability through supporting programs to enhance student learning and promoting sportsmanship and team playing.
3. This item is submitted by Principal Michael Sodomka, Theresa Battle, Assistant Superintendent and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Request for Permission to Submit a Grant Application to the National Writing Project

A. PERTINENT FACTS:

1. The National Writing Project's LRNG Innovation Challenge accepted grant applications for projects that develop partnerships and programs that connect in-school and out-of-school learning and create opportunities for young people to follow their interests and do ambitious work.
2. Staff at Galtier Community School prepared an application for funds to build on and maximize the potential of iPad mobile technology. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,043. 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 Shawn Stibbins, Principal, Galtier Community School; Ryan Vernosh, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. The Saint Paul and F. R. Bigelow Foundations are currently accepting grant applications for projects that sustain Saint Paul as a vibrant community where all people can find hope and opportunity; build the capacity of SPPS to ensure ALL students receive a premier education; support proven and new approaches to critical issues; and seek to eliminate racial and economic disparities and engage the people most impacted.
2. Saint Paul Public Schools has prepared an application for funds to support Freedom Schools 2016, a program of the Office of Alternative Education. Freedom Schools, originally created by the Children's Defense Fund, aims to stem summer learning loss, with a special focus on improving reading scores through cultural alignment. This grant requests approximately \$75,000 each from the Saint Paul and Bigelow Foundations.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Jon Peterson, Executive Director, Office of College and Career Readiness; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Request for Permission to Accept a Grant from the Saint Paul Public Schools Foundation

A. PERTINENT FACTS:

1. Saint Paul Public Schools Foundation supports Saint Paul Public Schools in several ways, serving as a fiscal agent for some grants.
2. The Foundation has awarded Saint Paul Public Schools a grant for approximately \$80,000 to support students participating in technology and leadership programming as part of Genius Squads.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Hans Ott, Director, Office of Teaching and Learning; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Request for Permission to Submit a Grant Application to Travelers Foundation

A. PERTINENT FACTS:

1. The Travelers Foundation is currently accepting grant applications for projects that improved academic and career success for underrepresented youth, particularly by increasing the number of students who are qualified for and complete postsecondary education.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to fund college campus visits for AVID students in SPPS. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$100,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Hans Ott, Director, Office of Teaching and Learning; Ryan Vernosh, Director, Communications, Marketing and Development; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. The Whole Kids Foundation supports schools and inspires families to improve children's nutrition and wellness. The foundation's School Garden Grants help fund edible educational gardens located at a school.
2. Murray Middle School prepared an application and received a grant for approximately \$2,000 to expand the school garden at Murray and improve its irrigation system. The garden will also be used to support STEM education.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Stacy Theien-Collins, Principal, Murray Middle School; Ryan Vernosh, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the 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.

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

DATE: February 23, 2016

TOPIC: RATIFICATION -- Iceberg Technology Group Contract Extension

A. PERTINENT FACTS:

1. Iceberg Technology Group has been under contract with Saint Paul Public Schools assisting in the support of both the Finance and Human Capital Management (HCM) sides of the People Soft system due to transition of technical staff and shifting of responsibilities district-wide. More specifically, Iceberg Technology Group has been focused on database management & tuning. Iceberg Technology Group has proven to be a critical asset leading to the success of this process. .
2. Iceberg Technology Group has been on this assignment since September of 2015. The estimated amount of the new contract is expected to exceed \$100,000.
3. There is need to continue Iceberg Technology Group's engagement through June 30, 2016 to facilitate a successful Hyperion implementation effort and to assist with People Soft database support through staff transitions.
4. This project will meet the District target area goals of each of the following: Achievement, Alignment and Sustainability.
5. This item is submitted by Marie Schrul, Chief Financial Officer, and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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.

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

DATE: February 23, 2016

TOPIC: Contract for Metro Transit Student Passes for Johnson Sr. and Creative Arts

A. PERTINENT FACTS:

1. For the 2016-17 school year, Johnson Senior High School and Creative Arts Secondary School will have a later school start time and will use Metro Transit for school transportation.
2. Each student eligible for transportation will receive a Metro Transit Student Pass to be used to get to and from school. The pass can be used seven days a week between the hours of 5 a.m. and 10 p.m.
3. This project will meet the District strategic plan goals of Achievement and Alignment.
4. This item is submitted by Jackie Statum Allen, Asst Director of Strategic Planning and Policy; Tom Burr, Director of Transportation; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That 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.

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

DATE: February 23, 2016

TOPIC: Enter into a Collaboration with Minnesota State University, Mankato for the *Institute for Courageous Principal Leadership Program*

A. PERTINENT FACTS:

1. The *Institute for Courageous Principal Leadership* is committed to developing principals as they hone their practice and significantly improve student achievement. The Institute is committed to continuous development of principals to lead with fearlessness, skill, self-knowledge and racial competence so that under their leadership, EVERY child fully achieves.
2. The mission for the Institute is to advance student achievement in school districts through the continuous development of courageous and results driven principal leaders who demonstrate a desire to lead with a moral imperative. The focus of the Institute is to guide principals so that achievement, teaching and participation gaps are eliminated for all students. Leaders will cultivate their ability to create a school culture where every student is fully engaged, educated and included.
3. The dates of activity are July 15, 2015 – June 30, 2017. Sessions run from 9:00am – 3:00pm
4. Funding will be provided by the Office of Leadership Development, budget code 01-005-640-316-6305-4630 in the amount of \$24,000.00
3. This project will meet the District strategic plan goals of Achievement, Alignment, and Sustainability.
4. This item is submitted by Patrick Duffy, Director of Leadership Development; Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to accept the collaboration and to approve the \$24,000 Customized Training Income Contract with Minnesota State University, Mankato.

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

DATE: February 23, 2016

TOPIC: RATIFICATION -- Nature At Work Inc. Contract Extension

A. PERTINENT FACTS:

1. Nature At Work has been under contract with Saint Paul Public Schools assisting in the implementation and upgrade of both the Finance and Human Capital Management (HCM) sides of the People Soft system and has proven to be a critical asset leading to the success of this process.
2. Nature At Work has been intermittently on this assignment since February of 2014. The estimated amount of the new contract is expected to exceed \$100,000.
3. In addition to the People Soft technical support work being done, the District is in its final phase (phase IV) of ERP system implementation which includes the Hyperion budget planning and forecasting application. The tentative project period is May 2015 - June 2016. Nature At Work will be used to assist with technical support.
4. There is need to continue Nature At Work's engagement through June 30, 2016 to facilitate a successful Hyperion implementation effort and to assist with People Soft updates and development support.
5. This project will meet the District target area goals of each of the following: Achievement, Alignment and Sustainability.
6. This item is submitted by Marie Schrul, Chief Financial Officer, and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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.

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

DATE: February 23, 2016

TOPIC: 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)

A. PERTINENT FACTS:

1. SPPS and German Immersion recognize the need to develop a German Immersion program K-12 in order to fully reap the benefits of a language immersion experience. They will do this by forming a partnership that will mutually benefit both parties.
2. Saint Paul Public Schools and The Twin Cities German Immersion Public Charter School agree to partner together to build a unique and challenging experience for the students of German Immersion and SPPS at the secondary level through collaboration and sharing. The plan is to build this relationship beginning in the fall of 2016 based on a minimum enrollment of ten students from German Immersion. (As of the 2015-2016 school year, there are 26 - 8th graders enrolled at German Immersion who will need a high school to meet their needs; there are increasing numbers at the lower grades.)
3. This project will meet the Strong Schools, Strong Community goal of achievement by building a rigorous German language program at the secondary level in the district that will benefit our SPPS/ German Immersion students.
4. This item is submitted by Efe Agbamu, Assistant Superintendent of Multilingual Learning; Theresa Battle, Assistant Superintendent for High Schools; Jackie Turner, Chief Engagement Officer; Kate Wilcox-Harris, Chief Academic Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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.

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

DATE: February 23, 2016

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

A. PERTINENT FACTS:

1. SPPS and Yinghua Academy recognize the need to develop a Chinese Immersion program K-12 in order to fully reap the benefits of a language immersion experience. They will do this by forming a partnership that will mutually benefit both parties.
2. Saint Paul Public Schools and Yinghua Academy agree to partner together to build this unique and challenging experience for the students of Yinghua and SPPS at the secondary level through collaboration and sharing of information about the students and their K-8 experience. The plan is to build this relationship beginning in the fall of 2016 based on a minimum enrollment of ten students from Yinghua. (As of the 2015-2016 school year, there are 25 - 8th graders enrolled at Yinghua Academy who will need a high school to meet their needs; there are increasing numbers at Yinghua through the grades, with 140 who are now in 1st grade. This is the potential number of students, new to SPPS, that would enroll in Highland Park Senior High to continue their Chinese Immersion education.)
3. This project will meet the Strong Schools, Strong Community goal of achievement and sustainability by building the program at the secondary level that will benefit our SPPS/Jie Ming Academy students as they articulate into the middle and high school levels. (The oldest class at Jie Ming Academy is now in 4th grade; they will transition to Highland Park Middle School in the fall of 2017, and to Highland Park Senior High in the fall of 2020.)
4. This item is submitted by Efe Agbamu, Assistant Superintendent of Multilingual Learning; Theresa Battle, Assistant Superintendent for High Schools; Jackie Turner, Chief Engagement Officer; Kate Wilcox-Harris, Chief Academic Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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.

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

DATE: February 23, 2016

TOPIC: Discharge of B.F.

A. PERTINENT FACTS:

1. B.F. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that B.F. be discharged from School District employment for the statutory cause of inefficiency in teaching.
3. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Office of Specialized, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education finds, concludes, and directs:

1. 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.;
2. 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.;
3. That the Superintendent's recommendation for the discharge of B.F. is adopted by the Board of Education;
4. That B.F. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide B.F. with a written statement of the cause of such discharge;
6. 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
7. That B.F. remain on administrative leave with pay until the effective date of her discharge.

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

DATE: February 23, 2016

TOPIC: Proposed Discharge of Tenured Teacher – K.D.

A. PERTINENT FACTS:

1. Charges were filed with the Clerk of the Board against Tenured Teacher on February 8, 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; Andrew Collins, Assistant Superintendent Elementary 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 5, 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 8, 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: February 23, 2016

TOPIC: Discharge of L.S.

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

That the Board of Education finds, concludes, and directs:

1. 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.;
2. 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.;
3. That the Superintendent's recommendation for the discharge of L.S. is adopted by the Board of Education;
4. That L.S. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide L.S. with a written statement of the cause of such discharge;
6. 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
7. That L.S. remain on administrative leave with pay until the effective date of her discharge.

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

DATE: February 23, 2016

TOPIC: Approval of Employment Agreement for an Assistant General Counsel

A. PERTINENT FACTS:

1. The terms and conditions of employment for an Assistant General Counsel position are set forth in an individual employment agreement to avoid any potential conflict of interest with other labor contracts. Fringe benefits are substantially consistent with terms established for the members of the Saint Paul Supervisors' Organization of Saint Paul Public Schools.
2. This item will meet the District target area goal of alignment.
4. This item is submitted by Laurin J. Cathey, Executive Director of Human Resources; Nancy L. Cameron, General Counsel; Michelle Walker, Chief Executive Officer; and Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the employment agreement with an Assistant General Counsel.

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

DATE: February 23, 2016

TOPIC: 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

A. PERTINENT FACTS:

1. New Agreement is for a three-year period, June 1, 2015, through May 31, 2018.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has 2 regular FTE in this bargaining unit.
4. This contract agreement reflect wage and benefit changes that reflect prevailing wage for the industry. The first year total cost increase is \$1.55; the second and third year will be a reopener for wages only.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2014-2015 budget year (June 1, 2015 – June 30, 2015): \$500
 - in the 2015-2016 budget year (July 1, 2015 – May 30, 2016): \$5,502
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

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.

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

DATE: February 23, 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 February 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: February 23, 2016

TOPIC: Facilities Department FY16 Purchases/Change Orders over \$100,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchase orders with vendors that may incur costs in excess of \$100,000 throughout the fiscal year.
2. In a few instances, change orders for \$100,000 or more may be requested. Reasons for these increases are listed below.
3. The following list indicates purchase orders anticipated to be over \$100,000 for the fiscal year with the vendor name, a general description, anticipated amount and procurement notes as well as change orders needed.

Vendor	Description	Amount	Notes
EPA	Upgrade camera systems at various sites throughout the District	\$225,000	State contract #A-203(5)
Hitachi	Update camera systems and interfaces at various sites throughout the District	\$250,000	State contract #C-871 (5)
Flagship	Playground Maintenance Change Order	\$200,000	State contract P-949(5)
RAK	Corrections of MN Dept. of Health Kitchen Code Violations Change Order/ Corrections of Fire code Violations Change Order	\$700,000	NJPA Contract

3. The purchase orders have been approved by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2016 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: February 23, 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 December 1, 2015 – December 31, 2015.

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

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 May 31, 2016.

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

DATE: February 23, 2016

TOPIC: Approval of Pay Equity Implementation Report

A. PERTINENT FACTS:

1. The local Government Pay Equity Act, M.S. 471.991 – 471.999 and Minnesota Rules Chapter 3920 require school districts to provide a Pay Equity Implementation Report to show that they are in compliance with these rules. The District Last reported in 2013. The report is due to the Minnesota Management and Budget Office by January 31, 2016
2. The new report shows that the District remains in compliance.
3. There is no cost associated with submission of this report
4. This report supports the District's strategic plan goal of alignment
5. This request is submitted by Patty Norwig, HRIS/Compliance/Payroll Manager; Laurin Cathey, Executive Director, Human resources & Labor Relations and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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.

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

DATE: February 23, 2016

TOPIC: Settlement of Uninsured Claim

A. PERTINENT FACTS:

1. J S Cates Construction, Inc. has made an uninsured claim against the School District.
2. J S Cates Construction, Inc. is willing to settle the claim for a \$3,516.50 payment.
3. This settlement supports the SSSC Strategic Plan goal of alignment.
4. This item is submitted by Tom Parent, Director of Facilities and Nancy L. Cameron, General Counsel.

B. RECOMMENDATION:

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

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

DATE: February 23, 2016

TOPIC: Bid No. A208889-A Rondo Partial Flooring Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the flooring replacement at the Rondo complex.

2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u> <u>Plus alternates no. 1 & 2</u>
Schreiber Mullaney Construction	\$381,490.00
McFarland Construction	474,861.05
Construction Results Corp	516,740.00
Enviro Bate Inc	534,460.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.

4. Alternates no. 1 & 2 are additional work in adjacent spaces.

5. Funding will be provided from Long Term Facilities Maintenance Revenue, budget codes 06-005-850-386-6520-6997.

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

7. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. 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.

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

DATE: February 23rd, 2016

TOPIC: 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

A. PERTINENT FACTS:

1. John A. Johnson (JAJ) is a priority school with one of the lowest achievement rates in the State based on the State's Multiple Measurement Rating Accountability System. JAJ is one of three schools in St. Paul (and one of nineteen in the state) that was awarded federal funding to implement a four year School Improvement Grant (SIG) for school turnaround.
2. The JAJ School Improvement Grant (SIG) is focused on three key interventions that build capacity, create aligned systems, and focus on sustainability:
 - A focus on literacy achievement to increase reading achievement.
 - A focus on equity that will deepen understanding of equity in action and teacher practice.
 - Increase family engagement and involvement in the building by strengthening the crucial partnership between home and school.
3. This RFP seeks to find key partners, with a track record of improving student achievement, to provide JAJ staff access to content experts to assist in guiding the work in the areas of literacy and equity.
4. The following companies answered the RFP for literacy: Edmentum, iStation, Catapult Learning, and UChicago Impact/STEP. For the equity initiative, Innocent Technologies was the only company to answer the RFP. The RFP committee reviewed the proposals against a rubric linked to the school's improvement goals and indicators of proven success. Based on the results of the review, the committee is recommending the awards go to UChicago Impact/STEP, LLC (\$ 316,540.00 for FY 16-19) to support the literacy intervention and Innocent Technologies, LLC (\$165,000 for FY 16-19) to support the equity initiative for the following reasons:
 - Both have the highest scores on the rubric.
 - Proven track records of increasing achievement in urban schools.
 - Show promising evidence in SPPS schools of their effectiveness with positive impacts on the achievement of SPPS students.
 - The team of RFP reviewers unanimously recommended UChicago Impact/STEP and Innocent Technologies.
5. As per the SIG federal guidance document, SIG 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.

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.

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DATE:
TOPIC:

February 23rd, 2016
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

Alignment:

- The creation of Practice Profiles, MDE-endorsed highly effective practice from other SIG 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.

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 Lisa Gruenewald, 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 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)

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

DATE: February 23, 2016

TOPIC: RATIFICATION Bid No. A209017-A Rondo Window Replacement

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the water infiltration corrections and window replacement at the Rondo complex.
2. The following bids were received for the lump sum base bid:

Schreiber Mullaney Construction	<u>Lump Sum Base Bid</u> \$1,478,890.00
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3. Because of unexpectedly long lead times for glazing materials, the Facilities Department issued direction to proceed in ordering materials in order to mitigate potential impact on school readiness.
4. Bids have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Long Term Facilities Maintenance Revenue, budget code 06-005-850-386-6520-6417.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education 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.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Johnson Senior Building System Replacements and Building Addition

Project Description: This project includes replacement of the restricted and degraded domestic supply and waste piping, and plumbing fixtures from the original building construction; replacement of approximately 97,500 square feet of existing roof system that has exceeded its life expectancy; and replacement of boilers from 1960's that have exceeded their serviceable life. This project also includes a building addition of approximately 8,900 square feet to provide administration and academic space; this would include demolition and remodel of existing interior construction, new finishes, mechanical and electrical work, accessibility improvements and network infrastructure.

Estimated Cost: \$11,000,000.00

Estimated Start Date: June 13, 2016

Estimated Project Length: Summer 2016 and Summer 2017; complete for school start September 2017

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project		X		
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			X	
Associated General Contractors of Minnesota			X	
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Dollar Amount, Labor Negotiations, Duration

Staff Recommendation:

- The Facilities Department **recommends** that a PLA be used for this project
- The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

High complexity of work and schedule coordination.

Final Action:

The BOE directs that a PLA

- be used for this project
- not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Linwood Monroe Upper – Ventilation and Hydronic System Replacement

Project Description: This project includes replacement of building ventilation and hydronic heating system (including cast iron radiators and unit ventilators) from original 1926 construction and 1939, 1965 and 1972 additions.

Estimated Cost: \$1,846,800.00

Estimated Start Date: June 13, 2016

Estimated Project Length: Summer 2016 and Summer 2017; complete for school start September 2014

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project		X		
Potential for work stoppage		X		
Complexity of project		X		
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			X	
Associated General Contractors of Minnesota			X	
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Dollar Amount, detail of project, Labor negotiations

Staff Recommendation:

- The Facilities Department **recommends** that a PLA be used for this project
- The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

High complexity of work and schedule coordination.

Final Action:

The BOE directs that a PLA

- be used for this project
- not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

Board of Education Meetings

(Regular meetings at 6:05 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 - 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)

- March 8
- 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