



Saint Paul Public Schools

Regular Meeting

Tuesday, February 17, 2015 5:30 PM

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

BOARD OF EDUCATION



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BOARD OF EDUCATION COMMITTEES

Committee of the Board – Keith Hardy, Vice Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

February 17, 2015
5:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. PUBLIC COMMENT** (Time Certain 5:30 p.m.)
- V. RECOGNITIONS** (Immediately Following Close of Public Comment.)
 - A. Acknowledgement of Accomplishments of SPPS Students & Teacher 6
- VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VII. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of January 20, 2015 7
 - B. Minutes of the Special Meeting of the Board of Education of January 27, 2015 28
- VIII. COMMITTEE REPORTS**
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- IX. SUPERINTENDENT'S REPORT**
 - A. PLTT Update 42
 - B. Referendum Update 55
 - C. School Choice Season Review 66
 - D. Human Resource Transactions 76
- X. 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.

 - A. Gifts
 - B. Grants
 - 1. Permission to Accept a 3M Foundation Grant for 3M Partnership Program 88

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3. Bid No. A206822-A Homecroft/RiverEast Building Renovations	106
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A. Second Reading: Gender Inclusion Policy	107

XII. NEW BUSINESS

- A. Project Labor Agreement - Highland Park Complex Medium Voltage Electrical 110
Equipment - replacement of existing 13.8 kV and 4,160V electrical
distribution system and equipment and related work

XIII. BOARD OF EDUCATION

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

XIV. FUTURE MEETING SCHEDULE

- A. Action to Schedule Special Board of Education Meeting on Tuesday, June 9 -
4:00 p.m. to Address Non-Renewals.
- B. Board of Education Meetings (5:30 unless otherwise noted) 112
- C. Committee of the Board Meetings (4:00 unless otherwise noted) 113

XV. ADJOURNMENT

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

DATE: February 17, 2015

TOPIC: Acknowledgement of Good Work by Students & Teacher

A. PERTINENT FACTS:

1. **Browerti "Blu" Kofah** and **Kevis Hollins** from Washington Technology Magnet School who are representing the MN Urban Debate League at the National Urban Debate League Championships in LA this April. They will join Washburn HS from Minneapolis in representing MN. Blu and Kevis are the first students from Washington Technology to qualify for this prestigious national tournament. Blu is a Junior and Kevis is a Senior.

Minnesota Urban Debate League (MNUDL) is a program of Augsburg College. The Mission of MNUDL is to empower students through competitive academic debate to become engaged learners, critical thinkers, and active citizens who are effective advocates for themselves and their communities.

Currently, Minnesota Urban Debate League serves more than **750** students at 42 partner schools – including 8 St. Paul High Schools.

2. **David Howard**, a teacher at Capitol Hill, and **Emma Mulhern**, a sophomore Highland Park Senior High School, were selected to participate in the 2015 Albert H. Small *Normandy: Sacrifice for Freedom Teacher and Student Institute* offered through National History Day.

This year marks the 71st Anniversary of the D-Day landings, and resulted in a very competitive set of applications. Over the next six months, the pair will be participating in a program of student-teacher cooperative learning. Their work will culminate in their participation in the Institute, which will begin in Washington D.C., and end in Normandy, France in June 2015.

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

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
January 20, 2015

I. CALL TO ORDER

The meeting was called to order at 5:33 p.m.

II. ROLL CALL

PRESENT: Mr. Vue, Ms. Carroll, Ms. Doran, Ms. Seeba, Mr. Hardy,
Mr. Brodrick, Superintendent Silva, Ms. Cameron,
General Counsel and Ms. Polsfuss, Assistant Clerk

ABSENT: Ms. O'Connell (Illness)

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Brodrick moved the Board approve the order of the Main Agenda as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Absent
Mr. Brodrick	Yes

IV. PUBLIC COMMENT

- J. Nathan – Increasing College Readiness Project
- K. Montez (AGAPE)– Value of taking college level programs
- G. Escobar (AGAPE) – Value of taking college level courses
- T. Mota – CSI classes at Gordon Parks and value of earning colleges credit while in high school
- J. Castillo – Gordon Parks – Value of CSI classes and evolution of programming to meet needs and gain college credits
- W. Musachio - Racial equity
- H. Brisben - iPads and use in studying science (NASA)
- C. Kopka – Racial equity transformation
- S. Norby – Shared what is doing with iPads
- B. Wilson – Use of iPads in the study of math
- H. Montemayor – Value of gender inclusion policy to transgender students
- A. Armenta – Murray Middle School and how teachers offer support to the students and elective classes
- S. Carlstrom – Project Reach, thanks for coats for homeless students and need for emergency shelters
- A. McInnery – Thanks to donors for coats for homeless students
- J. Koon – Student evaluation of teachers
- Z. Danielson Sellie – Importance of gender inclusion policy
- J. Banks – Support for gender inclusion policy
- P. McPeak – Support for gender inclusion policy and value of privacy within policy

- A. Yocum – Transforming Families Minnesota – support for gender inclusion policy
- J. Hierlinger – Support for gender inclusion policy
- M. Shipman – Central’s effort to personalize instruction in the classroom and unique uses it can be put to by students and teachers
- R. Anderson – Out Front Minnesota – support for transgender students in all aspects of their life and support for gender inclusion policy
- R. Beck – thanks for expansion at Murray Middle School which has moved from transition to expectation.

V. RECOGNITIONS

BF 29959 Acknowledgement of Accomplishments of SPPS Students - Minnesota Urban Debate League within SPPS.

The Minnesota Urban Debate League (MNUDL) is a program of Augsburg College. The Mission of MNUDL is to empower students through competitive academic debate to become engaged learners, critical thinkers, and active citizens who are effective advocates for themselves and their communities.

Currently, the Minnesota Urban Debate League serves more than 750 students at 42 partner schools – including 8 St. Paul High Schools. By providing training for teacher-coaches and vital resources for after school debate programming, Minnesota Urban Debate League helps increase educational outcomes for St. Paul students and is part of the solution in closing the opportunity and achievement gap in Minnesota.

MNUDL boasts some very impressive statistics, including:

- 100% on-time high school graduation for all participating debaters
- 99% college acceptance for all graduating debaters
- 12% average increase on MCA reading scores for all participants

SPPS recognized the teacher-coaches and community-coaches who make these outcomes possible as well as a few of the student accomplishments for each school.

- **Como Park High School**
Teacher-Coach: Abby Boehm-Turner
Community Coaches: Ian Johnson and Rohit Asirvatham
Student Achievement at the MNUDL Twin Cities Championship Tournament
In the Junior Varsity Division:
 - Stephen Boler and Ella Harker won 3rd place.
 - Angela Aryiku and Maddie Karan won 4th place.
- **Central High School**
Teacher-Coach: Travis Ormsby
Community Coach: Ariel Willete
Student Achievement at the MNUDL Twin Cities Championship Tournament
In the Rookie Division:
 - Joe Walbran and Andrew Marchese came in 1st place.
 - Gabriele Plukaite and Kristin Ngyuen came in 6th place.*In the Novice Division*
 - Theo Hamilton and Otto Schroepfer received 1st place.
 - David Moberg and Owen McCready 2nd place.
 - Jack Lonstein and Adam Ickler 7th place.
 - Jacob Karrer and Kaaha Kaahija 10th place.
- **Gordon Parks High School**
Teacher-Coach: Tom Zachary
Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Rookie Division

- Augusta Rose Brom and Teresa Mota won 2nd place.
- Rojelio Castillo won 8th place.

- **Highland Park High School**

Teacher-Coach: Julie Kettering

Community Coaches: Avi Munoz and Courtney Schauer

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Novice Division

- Blessie Mande and Justine Anderson received 8th place.

In the Varsity Division

- Kieran Maneely and Sam Mulvaney received 3rd place.

Qualifying to attend the Minnesota State High School League State Tournament

- Ian Dill and Dan Bannister
- Kieran Maneely and Sam Mulvaney

Attending the National Speech Debate Association National Tournament in June 2015

- Ian Dill and Dan Bannister

MN State High School League Debate Tournament 2015

Ian Dill and Dan Bannister from Highland Park High School placed in the semi-finals at the state high school league state tournament this past weekend. The state tournament has been ongoing since 1902. Highland Park had two teams represented at state - among the top 20 teams in the state. They were the only team to be undefeated after the preliminary competition.

- **Humboldt High School**

Teacher-Coaches: Natasha Olubajo and Andrew Walerius

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Novice Division

- Yossef Elssawy received 5th place

In the Rookie Division

- Jessica Mattix received the 1st place speaker award and 7th place overall!

- **Johnson High School**

Teacher-Coaches: Eric Colchin and Mary Voigt

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Rookie Division

- Manny Yang and Neftali Neri won 5th place!
- Va Yang and Pa Xiong received the 2nd place speaker award, Neftali Neri 9th, and Bentura Perales 10th place!

- **Washington Technology Magnet School**

Teacher-Coaches: David Quosig, Lucas Smith, and Sarah Wellington

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Junior Varsity Division

- Blu Koffah and Max Landy received 2nd place.

In the Novice Division

- Zarina Sementelli received the 2nd place speaker award!

For the first time in school history this year Wash Tech had four students qualify to attend the Minnesota State High School League State Tournament which has been ongoing since 1902!

They are:

- Kevis Hollins and Dwight Smith
- Max Landy and Blu Koffah

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MOTION: Ms. Seeba moved the Board of Education recognizes the schools, coaches and students noted above for their contributions and outstanding work in their participation in the Minnesota Urban Debate League. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Mr. Hardy moved the Board approved the Order of the Consent Agenda. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

VII. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 16, 2015
- B. Minutes of the Annual Meeting of the Board of Education January 6, 2015

MOTION: Ms. Seeba moved the Board approve the Minutes of the Regular Meeting of the Board of Education of December 16, 2015 and the Minutes of the Annual Meeting of the Board of Education January 6, 2015 as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

VIII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of January 13, 2015
The Board received an update on the status of its OPEB Trust from the Wells Fargo Wealth Management Group.

RECOMMENDED MOTION: That the Board accept the Wells Fargo report on the OPEB Trust.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

MMKR Certified Public Accountants then presented the Auditor's Report on the SPPS financial statements for the year ended June 30, 2014. A clean opinion was issued on the basic financial statements. Three areas of noncompliance were reviewed, all were being addressed and processes/procedures put in place to ensure compliance.

RECOMMENDED MOTION: That the Board accept the audit report.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

The Human Resource Department provide an Update on Substitute Teacher System with a comparison of 2014 to 2015 same time periods. They discussed areas under consideration to address outstanding issues over the short, mid and long-term.

The Facilities Department provided an overview of the first phase of a Long Range Demographic Study which will be utilized as part of the data for the Facilities Master Plan as well as for long-range planning by administration.

The Demographic report was followed by an in-depth discussion on the new **Gender Inclusion Policy** which will be further addressed later in this meeting.

RECOMMENDED MOTION: That the Board of Education move the Gender Equity Policy to its first reading at the January 20, 2015 Board of Education meeting.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

The Office of Teaching and Learning presented an update on Talent Development and Accelerated Services (TDAS) describing the major activities with the department for 2014-15.

The Board Work Session included a Board Check-In, and overview of District Communications, a review of the 2015 Board Budget and Board Committee Assignments to Outside Organizations, discussion on a retreat and communications regarding the Gender Inclusion Policy.

Director Brodrick asked to return to the COB discussion on SSSC market share and the district goal of gaining 5000 students. A brief discussion occurred.

MOTION: Mr. Hardy moved the Board accept the report on the January 13 COB meeting and approve the minutes of that meeting as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

Mr. Hardy
Mr. Brodrick

Yes
Yes

IX. SUPERINTENDENT'S REPORT

A. SSSC Monitoring: Racial Equity

New VisionCards have been aligned to the SSSC 2.0; they utilize some existing metrics and have added new as well. In order to improve Outcomes, VisionCards focus on Inputs and Processes. The racial equity transformation is aimed at eliminating the district's institutional racism in order to increase achievement, on-time graduation for all students while narrowing the gaps between the highest and lowest-performing students.

Racial equity programming is organized into phases. Phase I (2010-2012) focused on Leadership with training for the school board, the cabinet, district leadership and principals. Programs were Beyond Diversity Foundational Training and on-going leadership training (LEADS). Additional training focused on development of school and departmental equity teams.

Phase II training and development (2013-14) focused on site staff and departmental staff training. Programs were Beyond Diversity, principal-led site staff training and department head led departmental staff training. Instructional coaches and teachers began to attend Beyond Diversity.

Phase III (2014 and ongoing) is focusing on SPPS racial equity training and support district-wide. This training is SPPS facilitated with multiple departments leading the work. Parent Advisory Councils have attended Beyond Diversity and there has been increased training for assistant principals. Teacher professional development has provided foundational training in Beyond Diversity and work in culturally responsive teaching and learning. Between 2011 and 2014 45 elementary schools (1,830 school staff), 7 middle schools (191 school staff), 11 secondary schools (476 school staff) and 21 alternative education schools and programs (423 school staff) have participated.

SPPS Policy 101.00 - Racial Equity has three parts which are reflected in the Equity VisionCard: engagement, leadership (racially equitable results/staff recruitment and retention) and teaching and learning.

- **Engagement** - Policy states "SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:
 - 1) Intentionally seeking and including **students' multiple racial perspectives** in the development and implementation of culturally responsive teaching and learning practices and curriculum.
 - 2) Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of **culturally appropriate and effective partnerships between home and school**.
 - 3) Inviting and **including community members** to bring multiple cultural perspectives to examining and solving issues that arise."

Engagement Measures are also related to Parent Advisory Committees (PACs) and the Parent Academy.

- **Measure 1:** 5 of 10 (50%) of PACs will present formal recommendations to administration each school year on what their work will be for that period. This measure will help PACs to focus themselves and their work. The Vision is projected to be 100%.
- **Measure 2:** Data on Attendance, Behavior & Courses (ABCs) of students of Parent Academy graduates vs. students of non-participants. (Results will be available in the 2016 VC.)

Recent efforts in the area of engagement include: "Small Talks, Big Issues"; targeted community dialogues (community boards, councils, committees, workgroups, listening sessions, etc.), "Sharing with the Superintendent", use of social media along with parent advocacy and leadership (PACs).

Looking forward in the area of Engagement, staff provided a chart detailing efforts in three areas (a Public participation goal, a Promise to the public and Examples of Techniques) and five areas of address (Inform, Consult, Involve, Collaborate and Empower).

- **Leadership** - Policy states "SPPS leaders will ensure that racial equity guides employee actions and lead to improved academic result by modeling racial equity in **business practices**, replacing inequitable **operational practices** with systems that support implementation of this policy and focusing **accountability systems and metrics** on racially equitable results.

Leadership measures will be made in the following areas:

- Gifted/Talented – highest equity ratio
- Special Ed Referrals – highest equity ratio
- Absences (Students with 11+) – Highest equity ratio
- Suspensions - Highest equity ratio
- Percent of central administrators who have implemented racial equity department-wide
- Percent of staff participating in racial equity PD - by function, role, departments

Personal and Professional Expectations for Racial Equity Leadership include:

- Racial autobiography
- Racial equity work plan
- Staff having attended Beyond Diversity
- Monthly staff meeting with explicit racial equity developments
- Use of racial equity lens and systems thinking in departmental decisions
- Personal, professional and organizational goals.

Organizational Expectations for Racial Equity Leadership focus on:

- Identification of racial equity challenges
- Departmental strategies aligned to challenges
- Specific action steps to implement strategies
- Measurable outcomes to monitor actions
- A timeline to achieve actions
- Capacity building with PD for staff to accomplish the goal
- An equity team to monitor all of the above and
- A meeting with the Racial Equity Department to implement.

The formula that will be utilized in equity ratios will show how many times more likely is this student group to experience this outcome than the group with the lowest percentage? An example of the calculation was provided:

$$\text{Suspension Ratio} = \frac{\% \text{ Suspended}_{W}}{\% \text{ Suspended}_{AS}} = \frac{3\%}{1.5\%} = 2$$

(White students were twice (2.0 times) as likely as Asian students to be suspended at least once.

Leadership Measures: Equity Ratios for Suspensions show black students were nearly 14 times as likely as Asian students to be suspended at least once and the measure remains at critical level.

- Black students - 11%

- American Indian students - 8%
- Hispanic students - 4%
- White students - 2%
- Asian students - 0.8%

Most suspensions are occurring at middle school level and seem to be related to the middle school transition. Disproportionality remains the same.

Recent efforts in this area involved:

- Aligning behavioral programming in SPPS
- Ongoing review, update and training on Rights and Responsibilities Handbook
- Collaborative planning and implementation protocols across departments (MTSS, PBIS, Equity, REA, etc.)

Looking forward work will be done to: analyze referral data to find patterns leading to suspensions, developing shared leadership at school sites to maintain positive school climate and strengthen interventions and supports and professional development for school staff, central administration and families.

Leadership Measures: Equity Ratios for Gifted/Talented show white students in grades 1-5 are four time as likely to have been G/T identified as black students. This measure is down slightly from last year.

- White students - 50%
- Asian students - 22%
- American Indian students - 20%
- Hispanic students - 20%
- Black students - 12%

Recent efforts in this area have been:

- Refinement of the student learner and identification process (CogAT7)
- Revision of the portfolio review process
- Auditing the assessment process & calendar
- Shifting from a G/T model to a Talent Development Model (TDAS)

As TDAS moves forward accelerated services will be aligned district-wide, communities will be engaged in the development of culturally relevant practices to enhance students' academic success, multiple measures will continue to be used to illustrate and enhance student talents and gifts through the talent development model and secondary student access to accelerated coursework will be expanded (e.g., AP, IB, post-secondary options).

Leadership Measures: Equity Ratios for Special Education Referrals show American Indian students were more than three times as likely to be referred for Special Education evaluation as Asian students. This ratio is up from 1.9 last year, down to Progress from Vision level.

- American Indian students - 3.7%
- Black students - 1.8%
- Hispanic students - 1.5%
- White students - 1.3%
- Asian students - 1.1%

Recent efforts to address Special Ed referrals include Student Assistance Teams (SAT), co-teaching within and across Special Ed and Multilingual Language Learners and establishing a Special Ed Professional Issues Committee (PIC) that meets quarterly.

As the efforts move forward work will continue with the schools to integrate equity teams and SAT teams, data will be utilized to recognize the patterns of referral by race and

implementation of culturally responsive interventions will take place; mental health and trauma training will be provided to school staff.

Leadership Measures: Equity Ratios for Absences show American Indian students were over three times as likely as Asian students to be absent 11 or more days. This measure is up slightly from 3.0 and is at progress level.

- American Indian - 47%
- Black - 36%
- Hispanic - 30%
- White - 21%
- Asian - 14%

Efforts have been put in place with SPPS staff hired specifically to support American Indian attendance along with a collaborative effort with Ramsey County, the City of St. Paul and community based organizations to launch an attendance campaign (*Attendance Matters*).

As the work moves forward an analysis will be done of attendance resources across the district and county to better support students along the continuum. School's capacity to support increased attendance will be enhanced with additional training for SPPS parent liaisons and cross training with other school support staff and work with families of students with chronic illnesses will be enhanced.

District leadership implementation shows 78% (23) of district leaders have implemented racial equity department-wide as of 1/15/15. Vision = 90%.

- **Recruitment and Retention** - Policy states "SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by recruiting, employing, supporting, retaining and continuously developing a workforce of **racially conscious and culturally competent** administrative, instructional and support personnel..."

R&R Measures: 3 Year Retention Rate - the three year retention rate shows that 52% of 2011 hires are still in SPPS in 2014 (153 new hires in 2011). Vision is 80%.

Of the 153 new hires in 2011, 127 (83%) were white and 26 (17%) were people of color and/or indigenous. Of these, 63 (50%) white and 17 (65%) colored/indigenous remain in SPPS in 2014. The challenge is how to attract, retain and increase staff of color along the entire continuum.

A review is being made in the area of diversity recruiting for teachers and administrators. It is looking at the percent of applicants that are persons of color and/or indigenous and the percent of interviews made with persons of color and/or indigenous.

Data shows that 22 out of 64 schools have more than 40% (10 percentage points more than district average) of teachers with less than four years experience in teaching in SPPS (SY 14-15).

Efforts have been put in place to work with traditional colleges and universities to develop partnerships with students of color professional organizations. Partnerships are also being pursued with Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) to build a pipeline of recruits.

Moving forward, SPPS is exploring additional opportunities to "grow its own" by encouraging paraprofessionals to pursue teaching careers and through work with counselors to promote a teaching career among SPPS students of color.

- **Teaching and Learning** - Policy says "SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by"

T& L Measure: % of MTSSs vertical team members who have received racial equity PD . This is at Vision level - 90% (n = 58)

T& L Measure: % of schools that have established equitable learning environments. This measure will show on the 2016 VisionCard. Key elements of an equitable learning environment include:

- Student leadership engaged in equity
- Equity Team in place
- Professional learning communities (PLCs) and an inquiry/problem-solving process
- Job-embedded equity professional development
- Culturally responsive framework in place
- Instruction is rigorous, relevant, real and relationship-based
- Community and families engaged in school equity work
- Racially-conscious positive behavior interventions and supports

Work in this area has included such things as "Beyond Courage" - interdepartmental instructional leadership, the LEARN framework - culturally responsive teaching and learning and the 4 R's (relationships, rigor, realness, relevance) and Racial equity through personalized learning.

As efforts progress, culturally responsive teaching and learning practices district-wide will be strengthened, rigorous and engaging learning environments through personalized learning will be promoted and teacher leadership will be expanded.

QUESTIONS/DISCUSSION:

- Will the 10 PACs report to the Board as well? Response: No, the 10 mentioned will present their recommendations to Administration. Those groups required to provide reports to the Board will continue to make their reports to the Board. (Special Ed, LCD and American Indian Parent Committee).
- Should the Board take up a discussion of what committees they feel should be reporting to them? It was recommended that this be taken up during discussions in Agenda Area XIII as a possible referral to COB.
- A Board member stated they liked seeing how the Racial Equity Policy is being implemented in the SPPS community, for the students and as an assessment tool.
- Regarding suspensions, can the Board have an update on efforts and ideas from the SAT that will address the black student 14% number and what is being done to provide PD to middle school employees to help them in finding other solutions than suspension for 6th graders? Response: SAT delves into overall behavior and aligns major services. A referral process is used district-wide and interventions occur when a pattern of behavior is identified/seen. The District has implement PBIS district-wide to bring a culturally responsive lens to situations. At school and district level, programming has been put in place to work with 6th grade students (the Honoring Project for 6th grade male students and various other efforts school by school). Data is being utilized to find areas that need to be addressed (times of occurrences, locations of occurrence, etc). PD is generally on a school by school basis. SPPS is working to reframe mindsets around what middle school is through monthly meetings with principals where they can learn from each other about what they are doing with successful interventions. There is a consistent expectation that a plan for behavior, support and training in this area will be in place at all sites and district-wide.
- Middle school is different from junior high. Junior high is generally a content based model while middle school is a developmentally based model. There was a much smoother

transition for 6th grade this year. The new model is comprehensive for 6th through 8th grade. SPPS is working to staff middle schools so all students can learn. Decisions are data driven providing information about what is happening and where and when incidents occur. Plans are in place to address these issues.

- The recommendation from the PACs to administration, will the district need to address the recommendations or will the PACs utilize them in their work? Once recommendations have been made will there be follow-up to be sure they are addressed? Response: The PACs will bring their recommendations to administration. The PACs are planning to use the process to gain agreement on one or two areas that they want to prioritize and focus on for that year. The recommendations may include something that administration needs to take action on or it may be PAC specific. This will further empower parents to be involved in their children's education.
- It was noted Asian students are the least suspended and most consistent in attendance so you would think they should be doing really well. They are, however, at the bottom with regard to science, etc. What can be done to help them achieve? This comment was to call attention to this fact and perhaps make it a subject for further discussion.
- At what point will we begin to see correlations among various student-centered analysis – how and when will we start seeing the “as a result.” Response: This year's VisionCards are the first iteration of the second phase of SSSC. The metrics are not there yet. These metrics were chosen to raise additional questions and to answer some questions. The current metrics are organized to work toward finding additional measures that will lead to the "as a result" areas. The metrics are helping define/measure elements that impact student achievement as well as their options and access to opportunities.
- It was noted it is important to have authentic teachers and staff thereby allowing students to be authentic as well.
- Administration was reminded they must not lose sight of the fact that the majority of students are not disruptive while they are addressing those students who have issues needing to be addressed.
- Administration was also reminded that what is needed is to make a difference for kids so achievement goes up and to provide supports to principals, teachers and students so that can be accomplished.
- Appreciation was expressed that a racial equity lens is being utilized in looking at this data.
- The issue of teachers with less than 4 years in teaching in SPPS and simultaneously the issue of newer or less experienced teachers being placed in the most needy schools, when will that change? Concern was expressed about how distribution of more experienced teachers is done relative to higher needs schools. Is there data on this item? Historically it would be interesting to see how this correlates with achievement data over time. Response: SPPS has changed the way it selects school leadership to base it on experience and knowledge base in order to develop a team within the schools.
- How can better support be given to new teachers?
- Send additional questions in this area to administration.

B. World's Best Workforce SPPS Plan and Report

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

The WBWF Plan must address the following five goals:

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

The SSSC 2.0 strategic plan has three overarching goals: Achievement, Alignment and Sustainability. There are five focus areas in SSSC 2.0:

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

The VisionCards represent a system for monitoring progress toward reaching the goals of SSSC 2.0. Over 80 performance metrics are organized on six VisionCards. Each card is presented to the Board annually at set times during the school year.

The WBWF, SSSC 2.0 and the Vision Cards are tied together with SSSC 2.0 being the destination (where SPPS wants to get to), the WBWF being the route (how SPPS will get there) and the VisionCards the measure (how far has SPPS progressed and how much further does it have to go).

The SPPS WBWF Plan is organized according to the five focus areas of SSSC 2.0. It provides a list of programs and initiatives that support the focus areas. Two or three VisionCard metrics are highlighted for each focus area and each will be addressed in the annual report.

Programs and initiatives associated with each focus area are as follows:

1. Racial Equity Transformation

- **Professional development** for SPPS staff including: Beyond Diversity, Culturally Responsive Teaching and Administrator's Academy
- School-specific work led by school **Equity Teams**
- A plan for the adoption of **racially equitable curriculum**
- **Joint racial equity training** with the City of St. Paul, Ramsey County, Parks & Recreation and Libraries
- **Parent Academy** and **Parent Advisory Committees**
- Diversity **recruiting** efforts

Metrics in this area will include staff completing foundational racial equity PD and % of hires who are persons of color or indigenous.

2. Personalized Learning

- Student learning in a 1:1 iPad environment
- Professional development for teaching in a 1:1 iPad environment

Metrics would include % who report students are able to make decisions about WHAT they learn (students and teachers) and % who report students are able to make decisions about HOW they learn (students and teachers). This data will become available for the SY 15-16 report.

3. Ready for College and Career

- **Camp 6** orientation program for rising 6th graders
- **Focus on Freshman** targeted support program for at-risk 9th graders
- **Naviance** advisory college and career planning tool
- **Specialized courses** such as: CTE, AP, IB and AVID
- **Mentoring programs:** the Honoring Project, New Lens, African American Male Initiative

Metrics will include such items as: CTE - number of students participating in out-of-school career programs and internships (Vision = 1,200), Advanced courses - proportionality ratio (student group % of those passing classes / % of student group in district) by race

passing advanced courses (Vision = All groups >.75) and Naviance - % of students completed recommended components for grade level (grades 6-12). Vision = >90%.

4. Excellent PK-12 Programs with Connected Pathways
 - 14 **specialized programs** including language immersion, arts, science and Montessori
 - Creation and expansion of program to meet needs of district
 - Additional **Pre-K** seats each year to meet high demand
 - Alternative education opportunities: **Extended Day Learning and S-Term.**

Metrics will include ECFE participation (by race); Vision = all groups >0.75. % of students that are awarded first or second choice school (KG and grades 1-12) Vision = >85%. % of students staying enrolled in community or specialized program pathway across transition grades 95th to 6th, 8th to 9th grades) Vision = >70%. (Metrics for the last two items will be available in SY 15-16.)

5. Systems that Support a Premier Education
 - Peer Assistance Review (PAR) program
 - Teacher Development and Evaluation (TD&E) program
 - Principal and administrator performance reviews
 - The Facilities Master Plan

Metrics would include: Personnel (central administrators, principals and assistant principals) rated at or above standard on last evaluation (Vision = >90%). PAR - % of current probationary teachers who have been supported through the Par Program (N=624), Vision = >90%. Maintain Unassigned Fund Balance, Vision (Board Policy) >5%.

6. Growth and Proficiency - this will capture student achievement data assessed by standardized tests. Metrics would be:
 - MCA+MTAS 3rd Grade % proficient (Vision >75%)
 - MCA+MTAS (total grades 3-8, 11) - largest % gap between race/ethnic groups (Vision < 10 percentage points) in Reading, Math and Science.

QUESTIONS/DISCUSSION:

- How does administration plan to get the WBWF message out? Response: The first step is making it clear SPPS has a plan for development of the WBWF and that it is working toward creating the WBWF. Voices would include students and alumni after college graduation.
- It was suggested SPPS arrange to participate in WCCO programming to talk about WBWF. SPPS will also need to work with SPPs staff and community as well to change perceptions of the district that are out there.

C. Human Resource Transactions

MOTION: Ms. Carroll moved the Board approve the Human Resource Transactions for the period December 1, 2014 through December 31, 2014 as published. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

X. CONSENT AGENDA

MOTION: Ms. Carroll moved the Board approve all items on the Consent Agenda
The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Mr. Brodrick	Yes

A. Gifts

BF 29960 \$34,153.10 Donation from Bridge View School PTSA for Bridge View's New Accessible Playground

That the Board of Education authorize the Superintendent (designee) to accept this generous donation.

BF 29961 Humboldt High School Scholarship Donation

That the Board of Education authorizes the Superintendent (designee) to accept this donation.

BF 29962 Traveler's Monetary Donation to AVID Program

That the Board of Education authorize the Superintendent (designee) to accept the 10,681.87 donation from Traveler's for the purposes noted above and that a letter of appreciation for the donation to be sent to Travelers.

B. Grants

BF 29963 Request for Permission to Submit a Grant Application to the Confucius Institute

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Confucius Institute to support academic and professional development activities at Jie Ming Mandarin Immersion; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29964 Ecolab Foundation Grant to Humboldt High School

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

BF 29965 Request for Permission to Submit Grant Applications to KaBoom

That the Board of Education authorize the Superintendent (designee) to submit applications to the KaBoom organization for the design and build of new playgrounds at American Indian Magnet School and Riverview West Side School of Excellence; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29966 Request for Permission to Submit a Grant Application to The McKnight Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to The McKnight Foundation to offer aligned literacy instruction, professional development, data collection and analysis, and family and community supports in two Pathway Schools: Saint Paul Music Academy and Paul and Sheila Wellstone Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29967 Request for Permission to Submit a Grant Application to the Minnesota Department of Education's Library Services and Technology Act
That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to purchase equipment and allow Johnson students to apply what they have learned in class and develop leadership and job readiness skills; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29968 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Cultural Awareness and Cross-Cultural Communication
That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to provide school social workers with the opportunity for in depth, focused staff development and clinic consultation around issues of culture, educational disabilities and culturally responsive social, emotional and behavioral services for students and families; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29969 Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation to Make it Safer for Students to Walk and Bike to School
That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Transportation to make it safer for students to walk and bike to school; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 29970 Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation to Support Safe Routes to School Events and Purchase Equipment and Materials
That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Transportation to support Safe Routes to School initiatives; to accept funds, if awarded; and to implement the project as specified in the award documents

BF29971 Request for Permission to Submit Mini-Grant Application to Safe Routes to School (Minnesota Department of Transportation)
That the Board of Education authorize the Superintendent (designee) to submit an applications to the Safe Routes to School program for funds to improve the safety of students who walk and bicycle to Saint Anthony Park Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 29972 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation
That the Board of Education authorize the Superintendent (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 29973 Request for Permission to Submit a Grant to The Saint Paul Foundation
That the Board of Education authorize the Superintendent (designee) to submit a grant to The Saint Paul Foundation funds to meet the emergency needs of elementary school students; to accept funds; and to implement the projects as specified in the award documents.

BF 29974 Request for Permission to Submit Grant Applications to The Saint Paul and F. R. Bigelow Foundations to support Freedom Schools 2015
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.

C. Contracts

BF 29975 CogAT7 Contract
That the Board of Education approve the Title III - Annual Measurable Achievement Objectives (AMAO).

BF 29976 Gateway to College ALC at Saint Paul College: Final Contract
That the Board of Education authorize the Superintendent (designee) to approve the Final Contract between the Gateway to College National Network and District.

BF 29977 iPad Deployment Project Manager Contractor Extension
That the Board of Education authorize the Superintendent (designee) to extend the contract for Mr. Geisen's engagement through April 3, 2015, at an additional cost not to exceed \$35,000 (total engagement cost not to exceed \$130,000).

BF 29978 Approval to Enter into a Contract with Northeast Metro Intermediate District #916 to Provide the Education for Children Enrolled at the Youth Transition Program for the 2014-2015 School Year
That the Board of Education authorizes the Superintendent (designee) to enter into a contractual agreement with Northeast Metro Intermediate District #916 to provide educational services for resident students enrolled through the Youth Transition Program operated by LifeSpan of Minnesota located in Shoreview, Minnesota for the 2014-15 year. The estimated cost of this contract is \$200,000 to be paid from Special Education General Fund tuition budgeted line item (01-998-420-000-6391-0000).

D. Agreements - None

E. Administrative Items

BF 29979 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers
That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

BF 29980 Approval of Employment Agreement for the Assistant General Counsel Position
That the Board of Education approve the employment agreement with the Assistant General Counsel, effective January 13, 2015.

BF 29981 Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors
That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2014, through December 31, 2015.

BF 29982 Discharge of N.N.

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

BF 29983 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 29984 Establishment of the Unclassified Position of Assistant Director, Transportation 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 Assistant Director, Transportation job classification effective January 20, 2015; that the Board of Education declare the position of Assistant Director, Transportation, as unclassified; and that the pay rate be Grade 21 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29985 Establishment of the Unclassified Position of Assistant Director, Workforce Planning and Organizational Design 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 Assistant Director, Workforce Planning and Organizational Design job classification effective January 20, 2015; that the Board of Education declare the position of Assistant Director, Workforce Planning and Organizational Design, as unclassified; and that the pay rate be Grade 26 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29986 Establishment of the Unclassified Position of School Bus Operations Supervisor 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 School Bus Operations Supervisor job classification effective January 20, 2015; that the Board of Education declare the position of School Bus Operations Supervisor as unclassified; and that the pay rate be Grade 40 of the 2014-2015 Manual and Maintenance Supervisors' Association standard ranges.

BF 29987 Establishment of the Classified Position of Environmental Specialist 1 for Independent School District No. 625 and Relevant Terms and Conditions Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Environmental Specialist 1 job classification effective January 20, 2015; that the Board of Education declare the position of Environmental Specialist 1 as classified; and that the pay rate be Grade 9 of the 2014-2015 Professional Employees Association standard ranges.

BF 29988 Establishment of the Classified Position of Environmental Specialist 2 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 Environmental Specialist 2 job classification effective January 20, 2015; that the Board of Education declare the position of Environmental Specialist 2 as classified; and that the pay rate be Grade 13 of the 2014-2015 Professional Employees Association standard ranges.

BF 29989 Establishment of the Classified Position of Environmental Specialist 3 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 Environmental Specialist 3 job classification effective January 20, 2015; that the Board of Education declare the position of Environmental Specialist 3 as classified; and that the pay rate be Grade 16 of the 2014-2015 Professional Employees Association standard ranges.

BF 29990 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2014 – November 30, 2014.

(a) General Account	#629387-630687	\$52,731,628.59
	#0001054-0001103	
	#7000996-7001025	
	#0000361-0000383	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	\$1,139,554.90
	\$53,871,183.49	

Included in the above disbursements are 2 payrolls in the amount of \$36,728,661.46 and overtime of \$178,837.74 or 0.49% of payroll.

(d) Collateral Changes	
Released	None
Additions	None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 30, 2015.

BF 29991 Title III - Annual Measurable Achievement Objectives (AMAO)

That the Board of Education approve the Title III - Annual Measurable Achievement Objectives (AMAO).

BF 29992 World's Best Workforce Plan and Report

That the Board of Education approve the SPPS World's Best Workforce (WBWF) Plan.

F. Bids - None

XI. OLD BUSINESS - None

XII. NEW BUSINESS

A. First Reading: Gender Inclusion Policy

The presentation began with a few definitions.

- Gender Identify – a person's deeply held sense or knowledge of their own gender.
- Cisgender – a person's gender identity matches their biological sex

- Transgender -- an adjective describing a person whose gender identity or expression is different from that traditionally associated with the sex at birth.

The Policy Work Group began meeting on the Gender Inclusion Policy in February, 2014. The inquiry into this policy was the result of:

- The denial of access to participation in high school athletics for a transgender student due to prior MSHSL guidelines.
- The MSHSL beginning a Transgender student athlete policy study
- Increasing concerns from SPPS youth about harassment and discriminatory practices and marginalization.
- A continual effort to create and support an equitable learning environment for all students.

The work group consulted numerous resources during its research phase (local, state and national organizations, districts and states across the nation and students, families, teachers and administrators). The draft policy is the result of outreach efforts and is grounded in student voice.

The rationale for the policy is based on transgender and gender nonconforming students reporting staggering levels of bullying, harassment (78%) , violence (36% physically assaulted and 12% sexually assaulted) and intimidation (data is based on a national study).. 51% of students who experienced harassment, physical or sexual violence reported attempting suicide.

Transgender and gender nonconforming students in SPPS reported:

- A lack of access to facilities resulting in an increased rate of health issues such as urinary tract infections
- Violations of personal privacy and data privacy
- Intimidation from peers and some adults
- A higher level of homelessness
- A lack of respect and understanding of gender identity and gender expression from adults
- A fear of harassment and discrimination from intentional or unintentional outing.

These SPPS students asked

- To be treated with dignity
- Have their humanity seen
- For consistent use of preferred names and pronouns
- For equitable access to facilities
- Adults to rethink arbitrary groupings based upon sex and
- To have their truth heard and understood.

There are many legal precedents covering gender identification. In the Minnesota Human Rights Act, sexual orientation is defined as "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness". (363A.03). It also states "it is unfair and discriminatory practice to deny any person the full and equal enjoyment of the services, facilities, privileges and accommodations of a place of public accommodation because of race, color.....sexual orientation, or sex. (363A.11). And, it further states, "it is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby to any person because of race, color.....sexual orientation or disability. (363A.13).

Under the Title IX of Education Amendments of 1972, the sex discrimination extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Similarity of the actual or perceived sexual orientation or gender identity of the parties does not change a school's obligation. (US Department of Education, 4/29/2014).

Best reading of the Title VII of the Civil Rights Act's prohibition of sex discrimination is that it encompasses discrimination based on gender identity, including transgender status. (Attorney General Eric Holder, 12/15/2014).

Other legal precedents include the Jane Doe et al. v. Regional School Unit 26 (2014) and DOE and DOJ Resolution Agreement with Arcadia Unified School District (2013).

The tenets of the SPPS draft policy have been created and grounded in student voice as well as family, teacher and administrator outreach. Policies are only as effective as their implementation and support structures allow. Procedures are being developed concurrently during policy development and the three reading process. Tenets of the policy are:

- 1) Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
- 2) Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical tool.
- 3) Provide all students the opportunity to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.
- 4) Provide all students access to facilities that best align with students' gender identity.

QUESTIONS/DISCUSSION:

- When can the Board begin addressing adjustments? At the 2nd reading or the 3rd reading? Response: Board policy allows recommendation for changes to be made with the initial reading; a policy can be amended at the 1st, 2nd or 3rd reading, but revisions can only be approved at the 3rd reading along with approval of the entire policy. The Vice Chair noted there is the standing agenda item of policy update during the COB and revisions can be discussed at that point with an amended version brought to next board reading starting with February 10 COB.
- Would it be possible to move the policy up earlier in agenda for discussion? Response: The Board adopts meeting agendas and any agenda can be adjusted to reflect the Board's wishes. The Vice Chair stated this can be determined at the next COB meeting.
- Is staff looking at going in-depth with procedures over the next month or month and a half so the procedural impact matches the intent of the policy? Response: Yes, staff will try to have procedures ready at the 3rd reading of the policy.
- The Board was reminded it does not approve procedures.
- A request was made for some FAQs to address questions or assumptions that come to the Board. Response: There is a significant section of FAQs on the website that are updated regularly. Staff was asked to circulate those to the Board.
- What has been done to address the privacy of students, to ensure that is maintained? Would staff provide some information on how that is currently worded.
- As issues are raised, they need to be tied together for the Board.

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

- Does the Board wish to have conversation at the next COB about whether they are comfortable with the grouping of committees that report to the Board? The Board Secretary was instructed to put that on the Ex Committee agenda for discussion. Administration was asked to compile a list of all of the different major committees and identify what/how they are formed (legally mandated, PACs, etc.) and who they report to currently.
- A response on additional questions relating to Teachers on Call was to be provided to Board members by today. Were there any questions? Response: There were two questions: 1) What does SPPS feel about the advance placement with no school specified process of ToC. (That was addressed at the last COB.) and 2) Does the district check to see how competitive it is on salaries for substitute teachers. SPPS is now in

conversations with SPFT regarding long-term subs and that question will be addressed at a later time.

- Concerns have been heard about the difficulty/inability to cancel a substitute assignment with ToC in the event of an emergency. Response: HR will follow up on this, however cancellation is pretty straight forward if cancellation is made more than 24 hours in advance. SPPS has put in place the extra step if cancellation occurs less than 24 hours in advance in order to better manage last minute cancellations. Those really are another absence that needs to be filled on very short notice.
- Is there an unwillingness to allow those? Response: Yes.
- Can we get clarification on the Monday Thursday being the most problematic days in middle school? This can be reported to the Board either in writing or at COB meeting. Response: Thursday was only mentioned as an example, it is not definitively a problematic day.
- It was noted by a Board member that the numbers related to achievement for students are important numbers needing to be addressed and SPPS needs to spend its time on the important numbers.

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications -- None

XIV. FUTURE MEETING SCHEDULE

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

- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

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

- February 10
- March 3
- April 7
- May 5
- June 9
- July 21 (want conversation about this date COB keep on one day)

XV. ADJOURNMENT

MOTION: Ms. Carroll moved the meeting adjourn, seconded by Mr. Vue.

The meeting adjourned at 10:04 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
January 27, 2015

I. CALL TO ORDER

The meeting was called to order at 5:04 p.m.

II. ROLL CALL

PRESENT: Ms. Carroll, Ms. Doran, Ms. Seeba, Ms. O'Connell, Mr. Brodrick, Mr. Vue, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

Mr. Hardy arrived at 5:18 p.m.

III. APPROVAL OF THE ORDER OF THE AGENDA

MOTION: Ms. O'Connell moved the Board approve the order of the agenda. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote.

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Absent
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

IV. NEW BUSINESS

BF 29993 Action on Intent to Withdraw from the East Metro Integration District

The East Metro Integration District (EMID) is a collaborative of 10 area school districts that united to address the educational issues resulting from dramatic demographic changes and inequities.

Since EMID was created several changes have occurred and these changes have resulted in SPPS's decision to declare its intent to withdraw from EMID.

- EMID has released management of its two schools (Harambee and Crosswinds), effectively eliminating its core vehicle for integration efforts.
- The percentage of students of color in many East Metro suburbs has increased, making integration efforts that depend solely on the movement of students across districts less necessary or useful.
- Over the last two years, EMID has struggled to develop a new vision for inter-district collaboration on which all members agree. The current fee-for-service model provides core and supplementary services that are redundant to programming within SPPS or could otherwise be provided through other collaborative efforts.
- MDE is in the process of revising the rule to align with new legislation and does not mandate that districts participate in collaboratives such as EMID, but does encourage mutually beneficial partnerships among racially isolated and other districts. Thus there is an opportunity for districts to voluntarily collaborate to receive incentive revenue over and above the integration formula revenue. SPPS has received incentive revenue in the past and is

looking for opportunities to continue doing so, including through joint summer school programming.

Under the EMID Joint Powers Agreement, member districts must give notice of their intention to withdraw by February 1 in order for the withdrawal to be effective June 30 of the following year. This means that SPPS's withdrawal would become effective on June 30, 2016.

A special meeting of the Board was called for Tuesday, January 27 so the SPPS Board could act to approve the SPPS withdrawal from the EMID Joint Powers Agreement, as required, in order that the notice of intent to withdraw can reach other member districts by February 1, 2015.

The Resolution to Withdraw stated: BE IT RESOLVED, by the Board of Education of Independent School District No. 625 (ISD No. 625), that notice be given to the East Metro Integration District (EMID) on or before February 1, 2015, that ISD No. 625 intends to withdraw its membership from the EMID Joint Powers Agreement and its participation in the EMID collaborative. The Notice of Withdrawal shall be effective on June 30, 2016, the calendar year following the Notice of Withdrawal, as outlined in the Joint Powers Agreement. Said Notice of Withdrawal shall be in the form of this resolution sent to EMID's members via its Board of Directors.

QUESTIONS/DISCUSSION:

- Will this place access to integration funding in jeopardy? Response: No.
- EMID includes a number of valuable partnerships, particularly the EMID Youth Executive Board which is something that should be emulated if possible. Does SPPS offer partnership in various areas to other EMID districts? Concern was expressed that a welcoming environment is extended to all families including those from EMID who come to St. Paul. Response: SPPS will not leave EMID until June 30, 2016 so opportunities can still be offered to the kids who took advantage of EMID.
- It is important SPPS get youth more engaged in such things as youth council or an advisory board, in leadership opportunities. Be sure administration keeps this in mind and perhaps has something in place for 2015-16.
- Are opportunities for student leadership development within SPPS under consideration and will this be considered in budgeting and planning for next year? Response: Several efforts are already in place (i.e., Dare to be Real). The Equity and the Leadership Departments are looking at student leadership opportunities and doing an inventory of what is currently being done. They will be reaching out to students to find out what is valuable to them and then will see how to transition this and create something district-wide; perhaps something similar to the Youth Advisory Board in St. Paul. Dare to be Real is about how to systemically bring about student voice for equity in the schools. 26 schools in the Twin Cities and 3 universities are working within the Dare to be Real framework. In SPPS, Como, Open World, Murray, Ramsey and Johnson have gone through the training and Hazel Park, Battle Creek and Harding are scheduled for training. The program is an interracial student leadership program working toward institutional student empowerment and making students part of the school governance system. There is an annual DARE summit that is on March 13 at Augsburg College this year. The SPPS schools above will participate.
- Why are districts leaving EMID? Response: When EMID was created it had two schools that were strong vehicles for the initial integration efforts. When those schools closed, EMID lost its vehicles in which to do collaborative work. With the schools gone, EMID is now struggling to find a suite of services to offer its member districts. EMID leadership has changed three times over a brief period and there have been two very extensive strategic planning processes working to arrive at a new vision, unfortunately without much success. Additionally, the integration revenue funding has been changed legislatively and is now about not only integration but achievement goals as well. The legislation does not require a collaborative entity any longer but does require cooperation among districts to meet goals. SPPS has also met with resistance to efforts to encourage EMID to take on programs such as Dare to be Real for its member districts and member districts are looking at/for what they will get out of the fee for service model EMID has moved to.

- What will SPPS's leaving do to EMID? Response: We do not know. EMID has had that question before it since the schools closed and it is still the question to be answered. EMID is still a "district" so that may need to be addressed as well. What SPPS is doing does not preclude member districts from continuing to work together through EMID or absent EMID. SPPS is the fourth or fifth to withdraw from EMID. EMID's defacto decision seems to be to spend down its fund and disband.
- Why was this action not ready at the last BOE? Response: It was an administrative oversight.
- If this goes forward can the Board be sure that when the news is shared with other districts emphasis is placed on the fact SPPS is interested in seeking partnerships with districts who are/were members of EMID to continue working toward mutual ends.
- When is this official? Response: It would go into effect in 2016.
- SPPS was instructed to seek to actively partner with other school districts.
- Does SPPS continue to collaborate on the MRC? Response: Yes, plans are in place to "market it."
- It was suggested the message be SPPS has been a member of EMDI "x" number of years, actually a charter member, and feels it has provided opportunities for many children to have good learning experiences. EMID's direction, at this point, does not align with the SPPS strategic priorities so it is ending the relationship. The decision is definitely not about money.
- It was noted the SPPS contribution is not monetary but in kind through housing and funding the MRC.

MOTION: Ms. Carroll moved the Board of Education approve the SPPS Resolution of Intent to Withdraw From the East Metro Integration District. The motion was seconded by Ms. Seeba.

The motion passed with the following roll call vote.

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

V. ADJOURNMENT

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

The motion passed with the following roll call vote.

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

The meeting adjourned at 5:30 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 10, 2015**

PRESENT: Board of Education: J. Brodrick, K. Hardy, M. Doran, J. O'Connell, L. Seeba, A. Carroll (arrived 4:36 p.m.), C. Vue (arrived 4:51 p.m.)

Staff: Superintendent Silva, M. Walker, J. Peterson, K. Wilcox-Harris, I. Davis, J. Engen, J. Schultz-Brown, M. Gilbert, L. Sayles-Adams, J. Ronnei, C. Osorio, R. Vernosh, H. Ott, M. Schrul, E. Agbamu, A. Collins, N. Cameron, L. Cathey, S. Freeman, M. Bierman, T. Battle, P. Duffy, J. Statum-Allen, E. Keenan, M. Hoerth, J. Turner.

Other: D. Phillips, J. Herron, D. Brown, J. Martin, T. Lonetree

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Legislative Update

The SPPS Legislative Liaison reviewed the Governor's budget as it related to education. She also provided an overview of the press conference held by Senator Wiger and several members of his committee which covered areas such as funding facilities state-wide, free breakfast for all grades K-6, PreK child care credits, requirement for eye exams on entering Kindergarten, Pathways to College and technology funding.

Other areas covered in her report were:

- The Teacher Licensing Bill SF 298
- The Teacher Development and Evaluation Task Force
- Directory Information for Library Collaboration
- The House Chairs Visit to Washington Technology Magnet
- The Comprehensive Finance Bill
- The Integration and Desegregation Rulemaking Proceeding
- Federal ESEA Reauthorization (Senate)
- Rep. Kline's Bill HR 5 - Student Success Act

QUESTIONS/DISCUSSION:

- Staff was asked to provide information on block grants. Response: Issues with block grants are the funds can be used for other purposes or the distribution/amount is locked even if changes in target population occur. Once in place, block grants redistribute money and there are usually no inflationary increases. In the case of Title I the concentration factor and per pupil allocation are in the current formula, if that formula is changed or eliminated it will dilute the impact.
- How likely is it the MTLA test will be dropped? If it were, urban teacher programs with 50% minority students and SPPS "home grows" could be moved into the employee pool as well. Response: The Legislature is looking at options and has heard testimony that the MTLA is a bad test and is punitive to teachers of color and second language students who have an average ACT score that is lower thus creating a barrier to teachers of color who want to enter the profession.

- Are there efforts through work force development for programs locally where EAs and TAs could work to progress to teacher status? Response: Yes there are.
- In SPPS's internship for EAs, can an EA go back to their original job? Response: Yes, if they go through the internship process their EA position is secure but not necessarily at their original location. This applies only to EAs on the Teacher Pathway.
- Regarding the Healthy and Hunger Free Kids Act reauthorization and the free breakfast bill before the legislature, what is being discussed on who provides the food and what is planned? Response: There are some discussions on more flexibility but the biggest issue is the question of should the State be paying for breakfast for every student, even those who can afford it? The price tag is very high to do this program across the state and many want to put the money back into the formula or funding for special ed. The list of wants at the Capitol is large and the proposed 1% increase in formula will put districts state-wide in the position of having to make cuts. More information will be available once the supplemental budget recommendation is made in March. Also, there is no money for nursing homes or the disabled community in the Governor's budget and both are asking for large amounts. Once the Legislature puts its finance bills together in April a comparison can be made of the House, Senate and Governor's proposed budgets.
- There is a challenge when you have a particular political persuasion putting forward priorities – what role can the SPPS team and national groups take to help ensure our State representatives are at the table to negotiate on behalf of Minnesota school districts. What can we do to get Minnesota representatives at the table? Response: Normally it is best to find allies that share your same concerns. SPPS now has lots of allies facing the same concerns. You should seek regional centers with similar size and demographics and ask them to share with their reps not just issues that affects cities but rural cities as well. Federally SPPS aligns with CGCS who is working on a position for 2015. It would be beneficial to find districts with Republican representation who would be willing to say the bill does not help them.
- What about the move toward LIFO? Response: There was a hearing this morning. There is a recognition that something needs to be done and the intent is that it is for teacher improvement not a tool for laying off teachers. Staff will keep the Board updated as this develops.
- It was noted, with regard to integration, that some portion will be applied to charter schools but specifics are not clear at this point. The Board will kept informed.

B. Quarterly Financial Report

This report was an update to the Board on the current fiscal year 2014-15 budget and it included a projection of revenue, expenditures and fund balance as of 6/30/2015. Once the budget is adopted the Board is asked, three times a year, to look at and approve the changes that occur in the district's revenue and expenditures in each of the seven funds. The final determination, by fund, occurs each fall following the acceptance of the audit report.

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

Highlights of the report included the following:

1. General Fund (which includes the five fund balance categories) revenue is projected to have a decrease of \$6.5 million in the areas of Special Education (\$4.2 m in excess cost revenue due to change in formula), Intra-school (Student fundraising, etc. revenues must match at year end) (\$1.5m) and Early Learning Scholarship revenue (\$0.8m) that was reallocated to the Community Service Fund as required by UFARS reporting.

General Fund expenditures are projected to be under spent by \$16.5 million in the areas of Alternative Facilities (Pay As You Go) anticipated fund balance due to project timing (\$5.3m), Personalized Learning Through Technology (\$1.0m), Intra-school (\$1.5m) and operational savings in various programs including Transportation.

These changes resulted in a projected unassigned fund balance of 5.2% which is within the 5% BOE policy for unassigned fund balance.

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These changes resulted in a projected unassigned fund balance of 5.2% which is within the 5% BOE policy for unassigned fund balance.

Overall, revenue is flat and this is being offset by efficiencies and reduced costs. It is too soon to see an accurate picture for FY 16.

2. General Fund, Fully Financed shows no change in fund balance at this time.
3. Food Service Fund has revenue slightly decreasing due to decreases in participation, however reimbursement rates and commodity rebates have offset most of the revenue loss in this fund. Expenditures are projected to have a slight increase due to food and milk expenditures. Milk costs are expected to decrease as of January which will assist in lowering expenditures. A phase out of the Fresh Fruit and Vegetable Program is anticipated in April as grant funding is spent down. Fund balance is projected to decrease by \$0.4m.
4. Community Service Fund revenues are projected to increase by \$0.4 million due to additional Early Childhood Family Education revenue. Expenditures are projected to increase by \$0.3m to support additional community service programming. Overall fund balance is projected to decrease by \$0.6m due to use of fund balance when preparing the FY 15 adopted budget..
5. Community Service Fund, Fully Financed revenues are projected to remain unchanged and expenditures are projected to decrease by \$0.4m due to decreased expenditure in pre-school screening. Fund balance is projected to increase by \$0.4m.
6. Building Construction Fund revenue is projected to decrease slightly as less interest is generated due to the expedited rate of spending proceeds. Expenditures are projected to increase by \$3.3m as projects are completed in preparation for the Facilities Master Plan. Fund balance is projected to decrease by \$12.5m as the remaining alternative facilities proceeds are fully spent and capital projects are completed.
7. Debt Service fund balance is projected to decrease by \$13.8m due to the net effect of the escrow activity for bond refunding and the net increase of revenue over expenditures.

QUESTIONS/DISCUSSION:

- The Community Service Fund, is that where the adult education fund is (ABE). Are you seeing a decrease in people coming in? Response: Yes and yes, a slight decrease in revenue,
- The Hubb Center are those costs covered by ABE? Response: There is a charge back to the fund for the operational cost of running the building.
- In the Fully Financed General Fund, is it correct that the revenue does not come in until it is spent on specific grants? Response: Yes, SPPS cannot be reimbursed until the funds are spent. This area does not reflect a revenue loss, it is a reflection of the timing of when money is used and reimbursed. The budget is built on what we know SPPS is getting in in revenue.
- The Unassigned Fund Balance is now at 5.2%, do you expect to pull funds from this area? Response: \$2.5m has already been set aside off the bottom line.
- It was noted there is uncertainty about sustainability – how does that translate into services? Will there be some that can no longer be provided or will this result in cuts? Response: SPPS will not be dipping into fund balance to bring it below 5%. The Board makes the final decision on how funds are used. Administration is working through each program to determine what it can keep and not keep. It was stated it is very important to keep any cuts away from the classrooms.
- Staff indicated the numbers will reflect what can be delivered to students.

RECOMMENDED MOTION: Ms. Carroll moved the Board accept the Quarterly Financial Report. Ms. Doran seconded the motion.

The motion passed.

C. First Budget Revision 2014-15

Re-appropriations to the assigned fund balance in the General Fund are:

Category	Amount	Description
Encumbrances	\$2,463,095	Open PO's from FY 14 carried into FY 15
Professional growth	292,071	Contractual carryover
Site carryover & adjustment	1,239,131	Balance of non-salary items in schools only
SSSC 2.0 initiatives	1,100,000	Additional allocations to schools/programs
Special Ed	1,500,000	Budget adjustment to Special Ed program
PLTT	3,022,008	FY 14 balance in Referendum PLTT budget carried over to FY15
TOTAL Re-Appropriation	\$9,616,305	

Revisions to Fully Financed budgets reflect the approval of grants under \$500,000 that were not adopted in FY15 as well as revisions to adopted grants.

General Fund Fully Financed	\$10,711,666
Community Service Fully Fin.	1,906,941

Revenue changes (all funds) are:

Fund	Adopted Budget	Revision	Revised Budget
General Fund	\$529,117,689	(789,110)	\$528,328,579
GF Fully Financed	39,518,088	10,711,666	50,229,754
Food Service	26,306,100	0	26,306,100
Community Service	20,090,888	0	20,090,888
CS Fully Financed	4,826,592	1,906,941	6,733,533
Building Construction	15,100,000	0	15,100,000
Debt Service	45,091,000	0	45,091,000
TOTAL Revenue	\$680,050,357	\$11,829,497	\$691,879,854

Expenditure changes (all funds) are:

Fund	Adopted Budget	Revision	Revised Budget
General Fund	\$537,217,689	\$9,616,305	\$546,833,994
GF Fully Financed	39,518,088	10,711,666	50,229,754
Food Service	26,306,100	0	26,306,100
Community Service	20,804,172	0	20,804,172
CS Fully Financed	4,826,592	1,906,941	6,733,533
Building Construction	24,272,906	0	24,272,906
Debt Service	41,517,000	0	41,517,000
TOTAL Expenditures	\$694,462,547	\$22,234,912	\$716,697,459

RECOMMENDED MOTION: Ms. O'Connell moved the Board approve the revised budget for Fiscal Year 2014-15. Mr. Brodrick seconded the motion.

The motion passed.

D. FY 2016 Budget Guidelines

The 2015-16 Budget Guidelines document sets parameters on how the FY16 budget will be compiled as it supports the District's SSSC 2.0 strategic plan. In accordance with Board of Education policy, the budget must maintain an unassigned fund balance of 5% of annual general fund expenditures. Administration will begin presenting the FY 16 proposed budget over the next several months and it must be approved by the Board no later than June 30, 2015.

The FY 16 Budget Guideline Philosophy is that 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.

1. Preparing Budget Calculations

- Budget Model: A modified roll-over budget method will be used.
- Revenue Projection: Revenue will be calculated using current law (Governor's projected budget)
- 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.

2. Creating the Budget

- Schools:
 - ✓ Continuation of a refined blended Site-Based and Centralized funding method will be used for schools in FY16.
 - ✓ Class size ranges will determine teacher FTEs.
 - ✓ Office staffing (Principal, AP, Clerk) and other staffing are determined by enrollment and type of school.
- Non-School Programs:
 - ✓ Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.

3. Compiling and Presenting the FY16 Budget

- Presentation Format: Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.
- Fully Financed Budgets: Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.
- Other Resources Allocated to Schools: The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.
- The Adopted Budget: Administration will present a balanced budget to the BOE. The budget for 2015-2016 must be approved by the Board of Education by June 30, 2015. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>)

Staff provided a draft timeline on the budget adoption schedule with proposed adoption of the final budget on June 23.

QUESTIONS/DISCUSSION:

- Will budgeting impact MCA testing? Response: MCAs are done mid to end of April. The budget should not impact testing
- Budget assumptions based on Governor's budget and 1% formula increase.
- The Board passed a staffing resolution last year, are those staffing number included? Response: Yes, they are built in.
- Guidelines for schools – Board resolutions additional staff allocations will be built in
- Will funding from the State be at 1%? Response: If it is, an increase of \$2.4 million does not keep up with inflation and for comp ed, the free and reduced lunch count dropped so projections are very flat. SPPS is planning a bottom line based on all these assumptions.
- When do Principals get to know how much money is available? When does that come out? When are school allocations distributed to schools? Response: The enrollment meetings will provide the first sense of the budget to principals and the budget documents are released at the end of March. Other Title 1 dollars and compensatory dollars both impact schools as well and those are not determined at this point.
- What is a Modified Roll Over Budget? Response: It is a budget model that takes everything in a current budget, applies inflation, takes out one-time costs and then is rolled into the next budget cycle. This is the starting point for budget consideration for the next year's budget.
- What is the degree of flexibility at site level and what is the role of site-based decision making at a site? Response: Under the new agreement SPPS has to be very

prescriptive about how many students are in classrooms. This took away a lot of flexibility for principals. With funding from both State and Federal in flux almost yearly, SPPS has a minimum of flexibility and it seems to reduce more each year.

- How will retirements come into play with this budget? Response: Retirements look to be average compared to the last two years. About 82 are projected at this point.
- How do retirements impact the budget? Response: It does not impact the budget but it does impact staffing.
- Is ELL and special ed changing? Response: There will be substantial change in FY 16. Details will be provided as details are received.

RECOMMENDED MOTION: Ms. Carroll moved the Board approve the FY 2016 Budget Guidelines. Ms. O'Connell seconded the motion.

The motion passed.

E. Standing Item: Policy Update

Staff provided the Board with information on the outreach being developed. The overarching purpose of the outreach is grounded in the belief that those who are affected by a decision have a right to be involved in contributing perspectives to the decision making process along with a continued commitment to inform stakeholders how their input has impacted policy and procedure development.

Policy design principles included involvement, work to ensure that the concerns and perspectives of those most impacted are directly reflected in the policy and outreach included targeted stakeholder workshops. A continued commitment to stakeholders was made

Procedure design involves consultation and meetings with stakeholders (youth, families, staff, community organizations) to inform and gather feedback about prospective procedures and sharing how stakeholder input influences draft procedures. Outreach includes public comment, focus groups and information sessions.

Key learning from outreach to date shows the policy will support health benefits for youth, educational equity for all students regardless of gender, State and Federal law, an environment of safety and respect and the right for students to be their full selves.

Procedures need to support privacy concerns of all students, encourage parent support, in compliance with State and Federal law and provide clear guidelines for building principals and instructional staff. The learning trends will be used to help dictate further outreach.

General public feedback has been overwhelmingly positive. The feedback has been used to help guide website development and further outreach and educate stakeholders as move forward.

Next steps include continued work with the Board on policy revisions during the second and third readings, continued consultation on procedures. Upon Board approval of the Gender Inclusion Policy, procedures will be ready for final Superintendent authorization by the end of March.

QUESTIONS/DISCUSSION:

- What has been done really well is the engagement of people in policy and procedure development. What has been learned that can be taken forward in development of further policy and procedures? Response: The process has created more contact and a structure for further use but it is time consuming to reach out to meet community expectations. A similar process will be used with bullying prevention and harassment procedures as well.

- SPPS has a racial equity policy and equity teams at schools, can these be used to broaden the equity effort and create bridges with and among schools. Response: Because SPPS had the racial equity policy in place and expectations of having a community voice in development has made inclusion easier. Where procedures enter into the process has been made clearer through this experience of working on the inclusion policy. SPPS has learned who and how to engage around procedure development through this process.
- Concern was express about item 2 under Ensure Gender Inclusiveness around placing the classroom teacher at the forefront of presenting materials in such a way that it is in the spirit of the inclusion policy. SPPS needs to be sure teachers are well prepared to deal with those subjects that bring up the topic of gender so as not to contradict policy. Response: The belief is that good teaching is good teaching and is not gender or racially specific. The broader conversation should be on how to engage all students regardless of race or gender and to get way from arbitrarily labeling curriculum pieces based on race or gender.
- Thanks were extended for this very important work.
- Staff indicated they were learning a lot in the procedure area and whatever is learned will be used on the next big policy.
- A concern was expressed about the need to do more outreach to address some of the concerns that might arise as there are a lot of people who may not really understand the issues in this area and what is being addressed. It was indicated that if certain groups came to mind, that information should be provide to Ryan Vernosh so he can follow up.
- It was suggested that "mini-cases" within the procedures might be helpful to illustrate points.
- Staff noted they have not heard anything on language changes for the policy. Staff was asked if they are hearing anything in the procedure development process that might indicate language in policy needs addressing. Response: #2 as noted in an earlier comment is the one that comes to mind.
- Are you hearing pushback or solutions on implementation? Response: The area that has generated the most questions are gender neutral bathrooms. This is being addressed long-term in the Facilities Master Plan. In the meantime various procedural process to address this are under consideration.
- A Board member noted the policy needed a number and an implementation date. Response: Staff indicated they would look into this and get back to the Board.

F. Standing Item: PLTT Update - Budget

The Chief Financial Officer presented information on the voter approved levy for Personalized Learning Through Technology (PLTT) FY 14-21 budget.

FIRST YEAR (2013-14) EXPENDITURES SHOW:

DELL PLATFORM

Category	Total Expenditures	% of Total Spent
Computers (site technology labs)	\$2,993,185	50%
Salary & Benefits (Technology Services, Building Support, Office of Personalized Learning	2,134,493	36%
Purchased Services	409,355	7%
Supplies & Software	114,477	2%
Technology Equipment (Other Than Computers)	326,481	5%
TOTAL FY 14 Expenditures	\$5,977,992	100%
Assigned Fund Balance/FY 15 Carryover	<u>\$3,022,008</u>	
Total PLTT Budget	\$9,000,000	

2014-15 PROJECTED EXPENDITURES (APPLE)

Category	Total Expenditures	% of Total Spent
Lease #1 (iPad Airs, iPad Minis, MacBook Pros)	\$5,892,482	54%
Salary & Benefits (Technology Services, Site Support for iPad deployment, OPL)	3,948,666	36%
Purchased Services	439,966	4%
Supplies & Software	565,379	5%
Technology Equipment (Other Than Computers – servers, routers, etc.)	102,348	1%
TOTAL FY 15 Projection	\$10,948,841	100%
Assigned Fund Balance FY 16 Carryover	<u>1,073,167</u>	
Total PLTT Budget	\$12,022,008	

LEASE #1 DETAILS 2014-15 SCHOOL YEAR (TERM BEGINNING 8/1/14)

Devices	Total Number	Total Cost
iPad Airs	22,340	\$4,365,925
iPad Minis	5,420	855,860
MacBook Pro Laptops	1,385	499,670
TOTAL		\$5,721,455

In addition to the devices listed above, Lease #1 includes: AppleCare Plus, Rugged cases, Device Management Software, Apple Professional Development Services and Apple Tech Support.

LOOKING AHEAD FY 16-FY 21**LEASE #2 - YEAR 2 TEACHERS/PROGRAMS (BEGINS 8/1/15)**

Devices	Total Number	Total Cost
iPad Airs	2,000	\$576,170
MacBook Pro Laptops	950	488,630
TOTAL		\$1,064,800

Lease #3 - Year 2 Sites (Begins 8/1/15)

Devices	Total Number	Total Cost
Planning in progress to support 2015-16 rollout to sites	TBD	Estimated \$2,076,000

In addition to the devices listed above, the lease includes: Apple Care Plus, rugged cases, Device Management Software, Apple Professional Development Services and Apple Tech Support

SPPS is in the final planning stages for Lease #3, accessories and services for Year 2 rollout to sites. The FY 16 Budget of \$9,000,000 will include site lease costs along with identified salaries and benefits for technology services/site support staff for iPad deployment. A portion of Lease #2 includes devices for programs that will be paid for by each program's technology budget (not Referendum funding).

Future district-wide savings include: textbooks and other printed material, instructional resource redundancies, paper and copier costs and inefficient technology purchases (PLTT provides a unified format)..

QUESTIONS/DISCUSSION:

- Did SPPS get any funds back from Dell? Response: Dell provided SPPS with a rebate of approximately \$660,000 in purchased services/items. This is a credit outside of the total Dell spend and is being held separate to be utilized for IT or PLTT needs.
- Did SPPS incur more in salary and benefit costs than anticipated? Response: There were tradeoffs, OPL used more FTEs than Tech Services. IT has been creative in

filling positions through promotions, etc. No overtime was used. Flex time was utilized to meet rollout needs. PLTT also offered opportunities for volunteers to participate as well. Handouts will be finished by the end of February. The capacity within classrooms is tremendous and this has become a collective, cooperative process.

- Can staff track the Dell rebate and how it is spent down? Response: So far it has been used to offset some server costs and other items needed in order to save future costs. A possible additional use would be a security analysis. This is a credit, not cash and can only be used for Dell services/products.
- It was stated Apple is providing project management support at no cost. Apple has stepped up and met expectations
- What in all this is not device specific? Response: SPPS needed devices in order use them in classrooms as a teaching tool. Staffing (tech integrationists to support personalized instruction) are the face of the process at sites. As part of the leases a significant amount of work has been done by Development Specialist that builds capacity throughout sites. Principals, their staff, OPL and IT staff have been working to develop background to support PLTT supports to build capacity.
- It was requested that as this material is communicated going forward the devices be identified separately from the personnel and other areas (i.e., management software, etc.) to provide the bigger picture.
- Regarding savings, what savings are being seen now? Is there a concern about how publishers might change processes? Are textbooks on line? Response: SPPS reviews a lot of resources in its curriculum review cycle (to meet new standards) and has consistently been looking at digital assets in the process. In the last adoption SPPS collected a number of resources for each grade level and the total adoption was from multiple vendors to get materials to meet standards. The next review cycle is world languages and the standards guide the review process. Additionally SPPS is looking to eliminate outdated resources and fill gaps by finding the best resources to teach to standards. It was noted that many digital resources have costs associated with them, subscription fees, etc.

G. Standing Item: SSSC 2.0 Update - None

H. Work Session

1. Board Check-In

The Director of Equity led Board members through a racial equity check-in using an equity model called the iceberg to model how to bring out deeper, priority questions and how to use the process in building agendas/presentations.

2. Further Discussion on Board Budget

The Board reviewed specific areas within its budget for FY 14-15 as it began the process of working on its FY 15-16 budget.

3. Renaming & Next Steps on Listening Sessions

The title "SPPS Board Community Conversations" was suggested and accepted. It is the Board's expectation that there will be at least one staff member present at the meetings. For the time being the focus will be on meeting with the PACs though other groups were discussed for future sessions.

4. Review of Public Comment Process and Practices

It was decided that as of the July Board meeting Public Comment will run as a separate meeting from the Board meeting. It will be scheduled from 5:30 to 6:00 p.m. The comment sessions will be taped but not broadcast. Announcement of the change will be made at the May and June Board meetings.

5. Receipt of LGB Disparities Results in 2013 MN Student Survey
The Board indicated they felt the material should be presented at the March Board meeting as a lead in to approval of the Inclusion Policy
6. Finalize New Date for March Board Retreat
The Board provided three possible dates for the retreat (March 6 – 4:00 to 8:00, March 20 - 4:00 to 8:00 and March 21 - 9:00 to 1:00). The Board Secretary was instructed to check into moderator availability.
7. Student Representation on the Board (Initial Discussion)
This was moved to the March COB agenda and it was requested the topic be expanded to look at leadership opportunities for students.

III. ADJOURNMENT

MOTION: **Ms. O'Connell moved the meeting adjourn, seconded by Ms. Doran.**

The motion passed

The meeting adjourned at 10:00 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

Personalized Learning and iPad Update

Board of Education update; February 17, 2015

Idrissa Davis

Deputy Chief of Technology Services

Hans Ott

Director of Office of Teaching and Learning

Kate Wilcox-Harris

Assistant Superintendent for Personalized Learning



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The Office of Personalized Learning | 657-744-7107 | pl@spps.org | personalizedlearning.spps.org | twitter.com/spps_PL

Personalized Learning and Racial Equity

Personalized Learning Mission:

Transform the teaching and learning experience at Saint Paul Public Schools to be **student-centered**, **customizable** and **technology-enriched** in order to meet the diverse needs of all students.

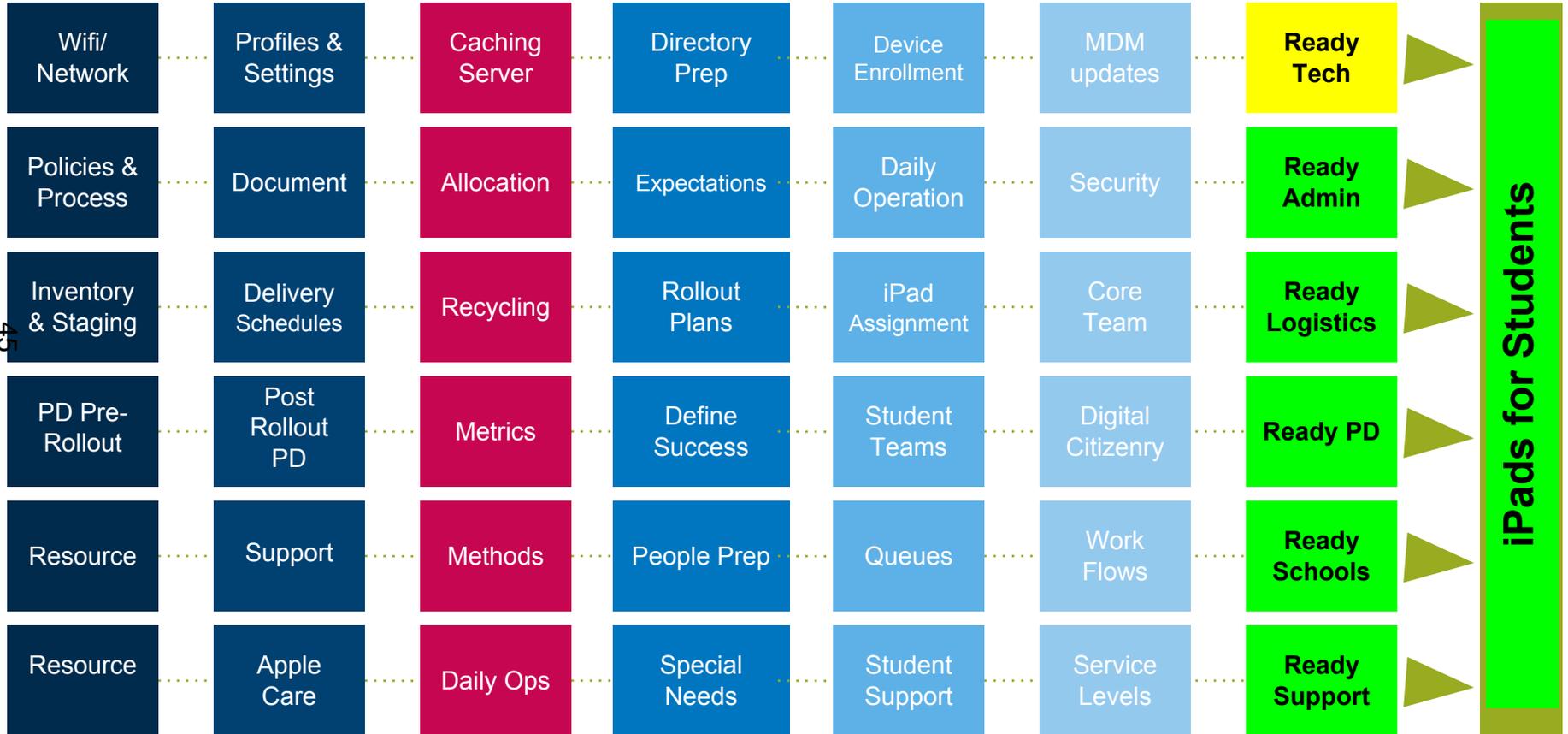


Agenda

- Project Management Overview
- Ready Tech: Infrastructure
 - Bandwidth Update
 - JAMF Update
- iPads Handout Status
- Professional Development
- Measuring Success



Project Management Overview



Ready Tech: Infrastructure

- Bandwidth Update
 - School level should experience improved performance
 - Still too soon to open up Streaming Media - Looking at piloting a solution
- Addressing JAMF issues
 - Self-Service
 - Casper Focus
 - Harding Roll-Out

School iPad Handout Schedule

Steps are:

- Initial kick off meetings with principal and leadership team
- Follow up 'Detail Mtg' with Tech Integrationist TOSA
- Staff Professional Development for events
- Family Orientation Night(s)
- Student iPad Handout(s)
- Follow up on site Professional Development

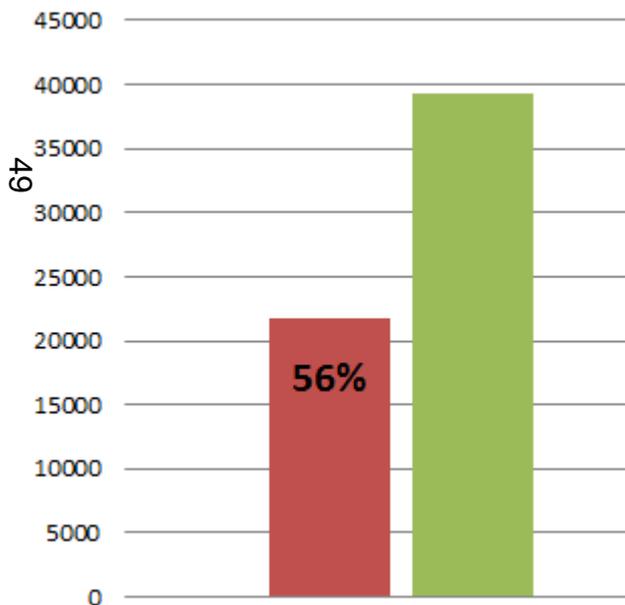


Handout Status: 31 of 39 Sites Complete

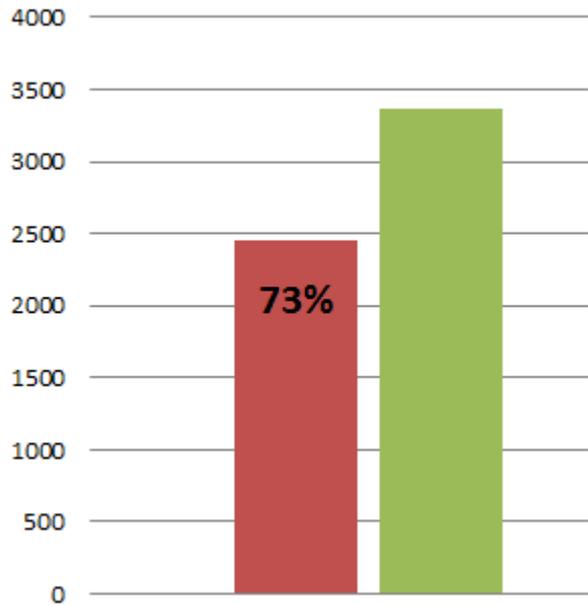
Parkway	10/9	Linwood-Monroe	1/6	Gordon Parks	1/26	RiverEast	2/12
Eastern Heights	10/23	Highland HS	1/12-13	Harding HS	1/27-28	Capitol Hill - PK-5, 6-8	2/12, 17
OWL	11/6	Frost Lake	1/14	Riverview	1/29	St Anthony Park	2/18
Humboldt	11/3-4	Hamline/Jie Ming	1/15	Obama	1/30	LEAP	2/19
Central	11/24-25	Jackson	1/20	Washington	2/2-4	Chelsea Heights	2/19
Murray	12/2	Mississippi	1/20	Crossroads	2/5	Highland Middle	2/23
Galtier	12/4	Journeys	1/21	Phalen Lake	2/5	Horace Mann	2/25
Johnson	12/8-9	Cherokee Heights	1/21	Farnsworth - Lower	2/9	Boys Totem Town	2/25
Como	12/15-17	John A. Johnson	1/22	Farnsworth - Upper	2/10	Adams	2/26
Agape	1/6	Maxfield	1/22	Randolph Heights	2/11		

iPad Enrollment to Date

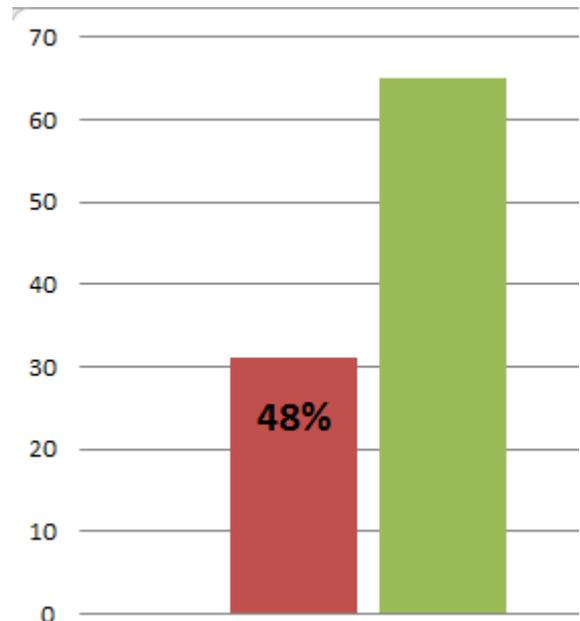
56% Students
(21,787 of 39,241)



73% Teachers & Staff
(2,459 of 3,362)



31 of 65 Schools



Transforming Learning: Genius Squad video



50

[Watch video](#)

Genius Squad



- 257 Genius Squad members at 17 sites; few sites in process of creating squads
 - 224 grades 6-12; 33 members PreK-5
- Highland Senior, Harding Senior, Gordon Parks, Washington squads pivotal in handouts
 - Organizing, assembling, delivering iPads; floating as helpers; interpreting; troubleshooters; guiding district staff
- Highland Park Middle squads ran entire Apple ID kiosk station: 13 members, 2-3 iPads each created Apple IDs for 250 students
- District GS from 6 sites met Feb. 8 and planning student-led and organized GeniusCon, tentatively scheduled for April

Professional Development

February-May

- Support for initial iPad use through Drop-In sessions with Apple PD experts
- Deepening understanding of iPad Core apps through after school and Saturday classes
- iPad Cafe events provide for teacher voice and choice
- Special sessions for Principals, District specialists, technology integration TOSAS, paraprofessionals
- Online course development
- PD for Year 2 staff begins: *Establishing a 1:1 environment* course returns

June-August

- Four-day iPad Institutes with Apple PD specialists
- Personalized Learning Institute
- PD for Year 2 staff continues: *Establishing a 1:1 environment* course returns
- HOOPLA II, technology integration workshops by SPPS teachers, for SPPS teachers

Measuring PL Success Would

Indicator	Evidence
Closing technology gap	<ul style="list-style-type: none">• 21,787 (56%) of all SPPS students have iPad enrolled in Casper• Wireless upgrades on schedule• Year 1 student device handout completed Feb.26• Year 2 teacher handout launches Feb. 27
Preparing teachers	<ul style="list-style-type: none">• Drop in PD as part of every student handout• Multiple sessions on iPad basics and core apps• Online version of <i>Establishing 1:1 iPad environment</i> course launched
Personalizing learning through technology	<ul style="list-style-type: none">• Moodle course introducing PL district-wide in progress• Apps vetted for alignment with SPPS Units of Study• Instructional departments reviewing curriculum and instruction to integrate PL• Teacher exploration underway: substitution and modification of instruction from SAMR

Questions

Tailoring instruction
& learning supports

Student
Voice & Choice

Engagement
in a technology
rich environment



Office of Personalized Learning

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pl@spps.org

personalizedlearning.spps.org

twitter.com/spps_pl



Saint Paul Public Schools FY15 Referendum Budget Update

Marie Schrul
Chief Financial Officer
February 17, 2015



Purpose

To provide a FY15 Referendum budget update to the Board of Education

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2012 Referendum

Strong Schools, Strong Communities

- The 2006 Referendum was renewed by the voters of Saint Paul in November 2012, with an additional \$9 million for Personalized Learning
- Funding is available for eight years, beginning in 2013-14 and continuing through 2020-21
- Revenue sources include levy and state aid

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2012 Referendum

Areas of Commitment

Continued Early Education/School Readiness

- Pre-Kindergarten
- All day Kindergarten
- Early Childhood Family Education (ECFE)
- Discovery Club (before and after school care)

58



2012 Referendum

Areas of Commitment

Continued K-12 Educational Class Impacts

- Increased elementary math and reading staff
- Reduced secondary class sizes for math and science
- Additional guidance counselors for secondary students

69



2012 Referendum

Areas of Commitment

Continued Specialized Learning

- Special Education services not funded by the State of Minnesota
- Multilingual Learners (MLL) services and support

09



2012 Referendum

Areas of Commitment

Learning Transformed by Technology

- Integrating technology in the classroom
- Engaging students, families, teachers, administrators and the community in student learning

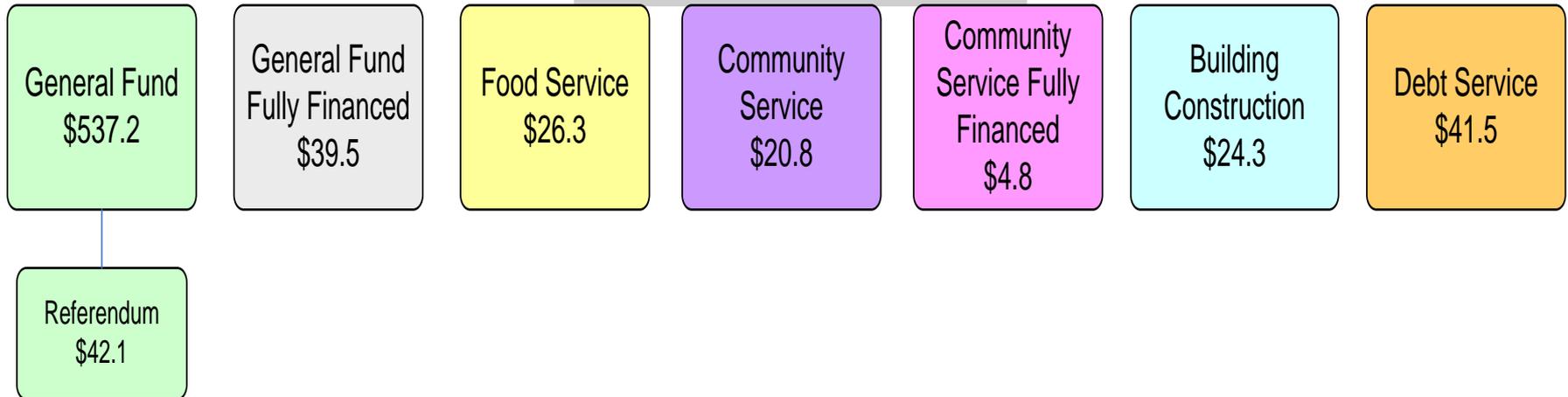
61



FY15 Adopted Budget

Total FY15
Adopted Budget
\$694.4

62



FY15 Adopted budget numbers are depicted in millions

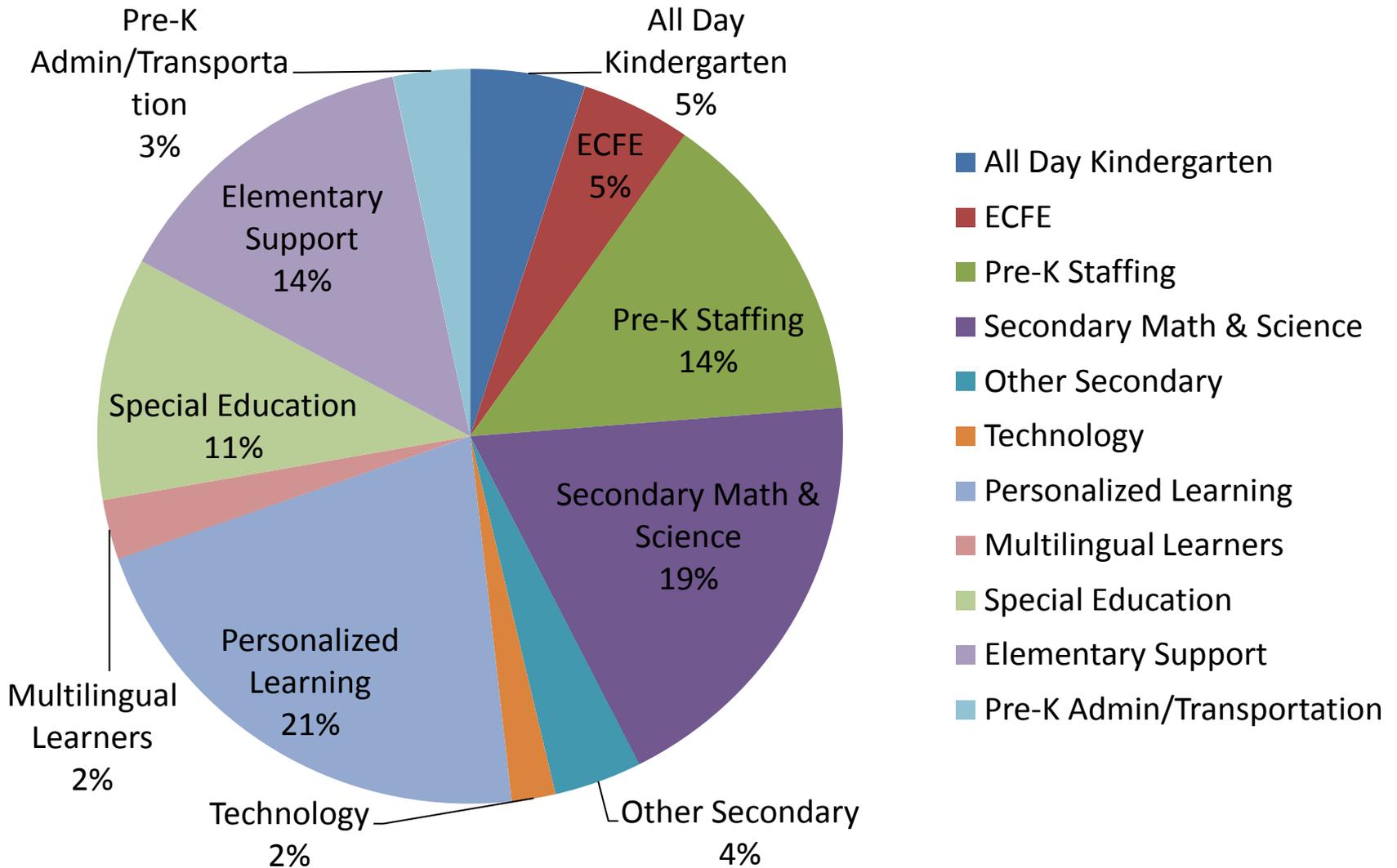


FY15 Referendum Budget

63

Description	Amount (in millions)
All Day Kindergarten	\$2.1
Early Childhood Family Education	2.0
Pre-K Staffing	5.9
Pre-K Admin & Transportation	1.4
Secondary Math & Science	7.9
Elementary Support	5.8
Other Secondary Programs	1.6
Technology	9.8
Multilingual Learners (MLL)	1.1
Special Education	4.5
Total	\$42.1

FY15 Referendum Budget



64



FY15 Referendum Budget Update

Questions?

69



School Choice Season Update

February 17, 2015

Chief Jackie Turner

Outreach/Recruitment

- **School Choice Fair**
 - 2500 participants
 - Stakeholder Focus Group & Survey
- **Open Houses**
 - Coordinated
- **Mailings**
 - Lower Enrollment area
- **Community Recruitment**
 - 102 different outreach events
 - 1597 personal connections



Outreach/Recruitment

88

GOOD THINGS
HAPPEN in the
MIDDLE!



Learn more about
8th grade at
Murray:



GOOD THINGS
HAPPEN in the
MIDDLE!

A Global Perspective



RIVERVIEW
WEST SIDE SCHOOL OF EXCELLENCE

ENGLISH/SPANISH TWO-WAY IMMERSION

SCHEDULE A TOUR. Learn more about our school community. CALL 651-293-8665.



Saint Paul Public Schools
A World of Opportunities

VISIT THE
SCHOOL
CHOICE FAIR

January 10 | St. Paul RiverCentre

More info at SPPS.ORG

Saint Paul Public Schools
A World of Opportunities

IT'S TIME TO
CHOOSE A
GREAT SCHOOL!

ON-TIME APP DEADLINE:
FEBRUARY 20, 2015
MORE INFO: APPLY.SPPS.ORG

**Saint Paul
PUBLIC SCHOOLS**
A World of Opportunities



**Saint Paul
PUBLIC SCHOOLS**
A World of Opportunities

Outreach/Recruitment

Digital ads

2014-15 (overall Nov. – Feb.)

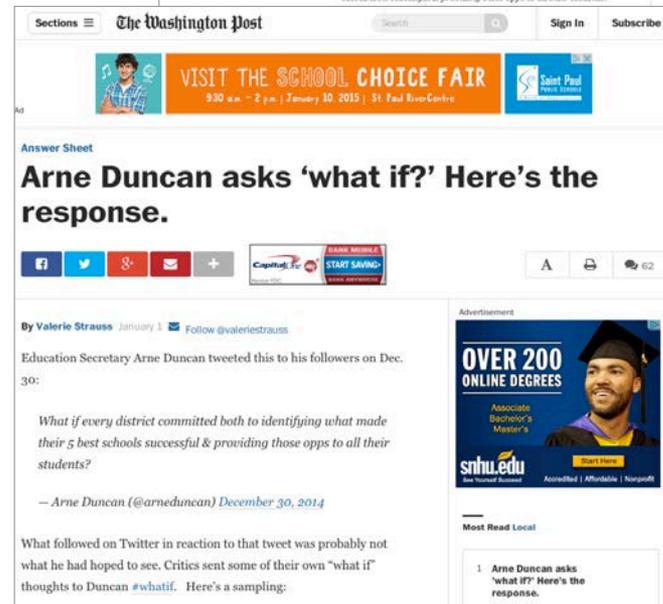
Impressions:	4,131,216
Clicks:	7,420
Cost:	\$3,392

2013-14 (overall Nov. – Feb.)

Impressions:	4,871,633
Clicks:	2,876
Cost:	\$11,481

Impressions = the number of times the ad was seen

69



Washington Post



Outreach/Recruitment

Social media marketing

Facebook (Jan. 6-10)

Reach:	11,180 people (8,936 paid impressions / 2,244 unpaid)
Clicks:	329
Post Likes:	102
Comments:	29
Shares:	22
Total Cost:	\$43.12

*83 percent of engagement on this post came from women 18-44.

Post Details

Saint Paul Public Schools SPPS
January 6 · 🌐

The annual 2015 School Choice Fair is THIS SATURDAY, Jan. 10, 2015 at the Saint Paul RiverCentre, from 9:30 a.m.-2 p.m.
<http://spps.org/schoolchoicefair>

11,180 people reached

153 Likes, Comments & Shares

102 Likes	78 On Post	24 On Shares
29 Comments	9 On Post	20 On Shares
22 Shares	22 On Post	0 On Shares

329 Post Clicks

139 Photo Views	48 Link Clicks	142 Other Clicks (👤)
-----------------	----------------	----------------------

NEGATIVE FEEDBACK

2 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

78 4 22

Boost Post

You've already edited this in Ads Manager. Please return to Ads Manager to modify this campaign.

How effective was the boost? ★★★★★

8,936 Paid Reach (71)	237 Actions (71)	\$43.12 Budget Spent
-----------------------	------------------	----------------------

Actions | People | Countries

75 Photo Clicks	
50 Link Clicks	
13 Page Likes	

See More Details

Audience and Payment

70

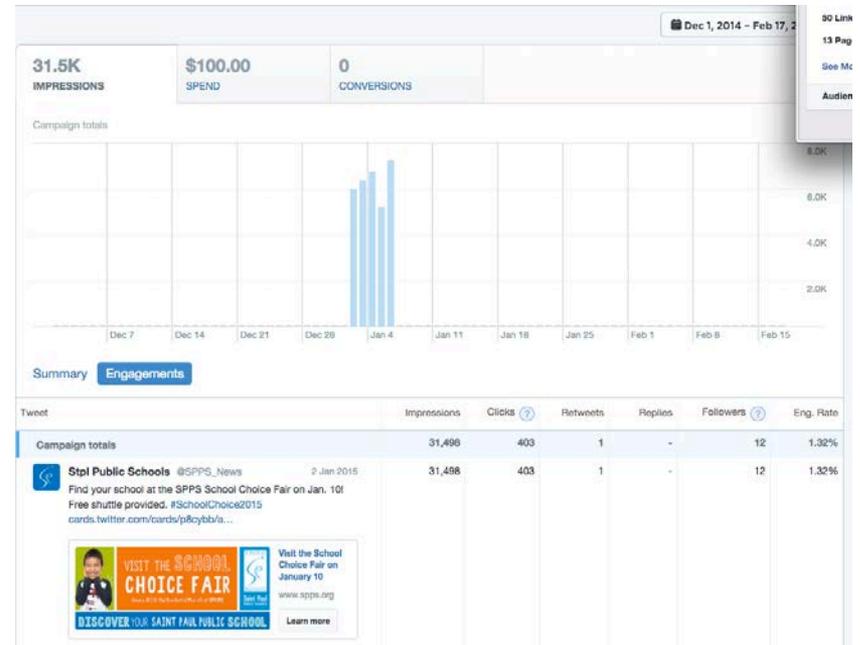


Outreach/Recruitment

Social media marketing

Twitter (Jan. 2-6)

Impressions:	31,498
Clicks:	403
Total Cost:	\$100



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Steady Progress

- 1200 Kindergarten Applications
- Nearly 60% using online process

St. Paul School application -- submitted on: Friday, February 13, 2015 at 7:51 AM

Student Name	Daniel J. Andrews
Birth date:	2/9/2001
Gender:	M
Ethnicity:	Black or African American
Home Language:	English
Grade Sought:	9
Address:	777 Colborne St, Saint Paul, MN 55102
Parent/Guardian(s):	Mary Andrews (Mother), Anthony Andrews (Father)
Home Phone:	651-555-1212
Daytime Phone:	651-555-1234
Email:	andrewshome@gmail.com
First Choice:	Johnson Senior High School – Aerospace/Engineering
Second Choice:	



Things to be aware of

- Over requested F2
- Increase RSP
 - 20 – 25%
- Centralized Support Immersion Testing
- Secondary
 - East Side Middle School
 - Central
 - Johnson
 - Open
 - Washington



Next Steps

- Kindergarten Recruitment Blitz
- Application Clean-Up & Verification
- Individual School Enrollment Meetings
- Lottery



It Is Not Too Late

IT'S TIME TO CHOOSE A GREAT SCHOOL!



ABC's

ON-TIME APP DEADLINE:
FEB. 20, 2015

APPLY ONLINE at APPLY.SPPS.ORG

75



HUMAN RESOURCE TRANSACTIONS
 (January 1, 2015 through January 31, 2015)
February 17, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Retelle, J. K.	Central Administrator	02/02/2015	\$37.03	Plato Admin Offices
Ecklund, T. E.	Classroom Teacher	01/05/2015	\$25.61	Humboldt Secondary
Gallagher, C. C.	Classroom Teacher	01/26/2015	\$27.15	Hazel Park Preparatory
Kennedy, A. R.	Classroom Teacher	01/21/2015	\$29.75	Farnsworth Aerospace Upper
Mund, A. R.	Classroom Teacher	01/05/2015	\$25.61	Harding Senior High
Schultz, A. M.	Classroom Teacher	01/20/2015	\$25.61	Ramsey Middle School
Stueber, L.	Classroom Teacher	01/20/2015	\$47.15	Nokomis Montessori North
Hubred, C. M.	ELL Teacher	01/12/2015	\$25.61	Linwood Monroe Arts Lower
Johnson, N. C.	Special Education Teacher	01/20/2015	\$25.61	Ramsey Middle School
Nieman, K. A.	Special Education Teacher	02/02/2015	\$29.75	Johnson Senior High
Pedersen, J. K.	Special Education Teacher	01/26/2015	\$25.61	Linwood Monroe Arts Lower
Galvin, K. F.	School/Community Professional	02/09/2015	\$38.06	1780 W. 7th Street
Suleiman, F. M.	Education Assistant	12/15/2014	\$16.57	Four Seasons A+
Cossetta, J. D.	Teaching Assistant	01/15/2015	\$13.53	Highwood Hills
Finman-Palmer, A.	Teaching Assistant	01/28/2015	\$13.75	Mississippi Creative Arts
Grimaud, C.	Teaching Assistant	01/08/2015	\$13.11	L'Etoile du Nord Upper
Jacobsen, C. M.	Teaching Assistant	01/05/2015	\$14.05	Bridge View
Moore, L. D.	Teaching Assistant	01/14/2015	\$11.99	Farnsworth Aerospace Upper
Popham, S.	Teaching Assistant	01/26/2015	\$11.38	Capitol Hill Magnet
Pratt, J. L.	Teaching Assistant	02/02/2015	\$12.53	Harding Senior High
Stice, J. B.	Teaching Assistant	01/05/2015	\$14.05	271 Belvidere Bldg
Sundance, S.	Teaching Assistant	01/27/2015	\$13.05	Randolph Heights

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vann, B. J.	Teaching Assistant	01/05/2015	\$13.75	271 Belvidere Bldg
Witzler, R. P.	Teaching Assistant	01/28/2015	\$14.05	RiverEast Elem/Secondary
Woodard, A. L.	Teaching Assistant	01/15/2015	\$14.75	RiverEast Elem/Secondary
Xiong, M. P.	Teaching Assistant	01/26/2015	\$11.95	Hamline Elementary
Boland, J. J.	Custodian	12/29/2014	\$23.79	Como Service Center
Martin, S. D.	Custodian	02/02/2015	\$15.31	Farnsworth Aerospace Upper
Olson, C. P.	Custodian	02/02/2015	\$15.31	Harding Senior High
Spencer, M. W.	Custodian	01/12/2015	\$15.31	Washington Tech Secondary
Hsu, V. E.	Professional Employee	01/12/2015	\$26.08	Colborne Admin Offices
Clark, E. M.	Technical	01/26/2015	\$21.53	Como Service Center
Lor, L. V.	Technical	01/12/2015	\$23.20	Colborne Admin Offices
Ouk, M.	Technical	01/26/2015	\$22.56	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Herrera-Gundale, A.	Central Administrator From: Classroom Teacher	01/26/2015	\$47.95	Plato Admin Offices
Holm, P. G.	Central Administrator Career Progression	01/15/2015	\$49.90	Title I Funded Programs
Centeno, E.	Special Education Teacher From: Teaching Assistant	01/05/2015	\$27.78	Bridge View
Davenport, S. D.	School/Community Professional From: Teaching Assistant	01/20/2015	\$19.14	Farnsworth Aerospace Upper
Boston, J. R.	Education Assistant Career Progression	02/02/2015	\$16.29	Crossroads Montessori
Williams-Davis, C. J.	Education Assistant From: Teaching Assistant	01/23/2015	\$21.13	Focus Beyond (18-Adult)

**HUMAN RESOURCE TRANSACTIONS
February 17, 2015**

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Groebner, J. L.	Custodian Career Progression	01/12/2015	\$24.61	Washington Tech Secondary
Hyrkas, M. J.	Custodian Career Progression	12/30/2014	\$23.79	Como Service Center
Ruiz, T. J.	Custodian Career Progression	01/10/2015	\$24.61	Central Senior High
Sand, J. J.	Custodian Career Progression	01/10/2015	\$24.61	Highwood Hills
Schmitz, P. J.	Custodian Career Progression	12/30/2014	\$23.79	Como Service Center
Kubits, E. T.	Professional Employee From: Teaching Assistant	01/16/2015	\$19.04	Colborne Admin Offices
Moua, B.	Professional Employee Career Progression	12/22/2014	\$42.64	Colborne Admin Offices
Carter, K. M.	Supervisory Career Progression	01/24/2015	\$54.53	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bregier, R. J.	Classroom Teacher	01/15/2015	\$26.51	Central Senior High
Kesler, C. C.	Classroom Teacher	01/28/2015	\$26.44	Central Senior High
Mahowald, J. A.	Classroom Teacher	02/02/2015	\$28.52	Parkway Montessori & Community Middle
Malone, D.	Classroom Teacher	01/05/2015	\$33.28	Four Seasons A+
Peterson, T. L.	Classroom Teacher	01/22/2015	\$33.82	Mississippi Creative Arts
Wasserlein, T. R.	Classroom Teacher	01/27/2015	\$28.29	St. Paul Music Academy

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Barnett, A. J.	Classroom Teacher	01/15/2015	International Academy-LEAP
Berlin, B. S.	Classroom Teacher	01/15/2015	St. Paul Music Academy
Cossetta-Recker, N.	Classroom Teacher	01/23/2015	Highland Park Middle
Courtney, M. G.	Classroom Teacher	02/17/2015	Washington Tech Secondary
Donnelly, C.	Classroom Teacher	01/14/2015	Parkway Montessori & Community Middle

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Erickson, R.	Classroom Teacher	01/07/2015	Bruce F Vento Elementary
Falcon, E.	Classroom Teacher	01/07/2015	Highland Park Middle
Jannett, C. B.	Classroom Teacher	01/28/2015	Highland Park Elementary
Kuendig, W. N.	Classroom Teacher	02/05/2015	Humboldt Secondary
Malaga de Mancilla, D.	Classroom Teacher	02/24/2015	Harding Senior High
Ormsby, T. P.	Classroom Teacher	01/26/2015	Central Senior High
Pierson, H. R.	Classroom Teacher	01/23/2015	Wellstone Elementary
Tuerk, A. M.	Classroom Teacher	01/07/2015	Central Senior High
Jobe, M.	Social Worker	02/25/2015	Four Seasons A+
Onyango, K.	Special Education Teacher	02/03/2015	Washington Tech Secondary
Pierson, Z. C.	Special Education Teacher	01/16/2015	Highland Park Middle
Funches, T.	School/Community Professional	01/29/2015	1780 W. 7th Street
Nigatu, A. T.	School/Community Professional	01/30/2015	Johnson Achievement Plus
O'Connor, M. R.	School/Community Professional	01/12/2015	Linwood Monroe Arts Upper
Drexler, I.	Education Assistant	01/07/2015	Four Seasons A+
Gabriel, J.	Teaching Assistant	01/06/2015	Linwood Monroe Arts Upper
Schuette, A. C.	Teaching Assistant	01/01/2015	Central Senior High
Suryadhay, P.	Teaching Assistant	12/18/2014	Bruce F Vento Elementary
Trice, C.	Teaching Assistant	01/21/2015	Battle Creek Middle
Linaman, T. J.	School Bus Driver	11/13/2014	Colborne Admin Offices
Ticknor, M. J.	Clerical	01/15/2015	Colborne Admin Offices
Bibeau, K. E.	Custodian	01/15/2015	Farnsworth Aerospace Upper

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., C. I.	Classroom Teacher	01/16/2015
H., M.	Classroom Teacher	01/29/2015
K., S.	Classroom Teacher	01/08/2015
D., H. T.	School/Community Professional	01/20/2015
K., H.	Teaching Assistant	01/26/2015
H., C. L.	Supervisory	01/10/2015

REINSTATEMENT FROM ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., C. I.	Classroom Teacher	01/22/2015
H., M.	Classroom Teacher	02/03/2015

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Davis, L. N.	Teaching Assistant	01/29/2015	\$14.75	Obama Service Learning
Nepstad, D. D.	Teaching Assistant	01/20/2015	\$13.75	Highland Park Senior
Williamson, A. D.	Teaching Assistant	01/14/2015	\$13.11	Nokomis Montessori North
Plattner, N. M.	Custodian	01/20/2015	\$23.79	Rondo Education Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bergstrom, N. P.	Classroom Teacher	01/26/2015	Capitol Hill Magnet
Donnelly, C.	Classroom Teacher	01/26/2015	Parkway Montessori & Community Middle
Edwards, H. E.	Classroom Teacher	01/20/2015	The Heights Community School
Erickson, R.	Classroom Teacher	01/20/2015	Bruce F Vento Elementary
Rosenthal, J. A.	Classroom Teacher	01/05/2015	Ramsey Middle School
Steinbring, C.	Classroom Teacher	01/23/2015	271 Belvidere Bldg
Tuerk, A. M.	Classroom Teacher	01/26/2015	Central Senior High
Vang, G. X.	Classroom Teacher	01/20/2015	St. Paul Music Academy
Xiong, M.	ELL Teacher	01/21/2015	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Joubert, K. H.		01/05/2015	Hazel Park Preparatory
Langenfeld, S. P.	Teacher on Special Assignment	01/26/2015	Homecroft Early Learning Center
Jerusal, L. L.	Teaching Assistant	01/07/2015	Horace Mann School
Suryadhay, P.	Teaching Assistant	01/20/2015	Bruce F Vento Elementary
Linaman, T. J.	School Bus Driver	01/26/2015	Colborne Admin Offices
Gibson, R. W.	Custodian	01/16/2015	St. Paul Music Academy
Supinski, P. M.	Nutrition Services Personnel	01/06/2015	Harding Senior High

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
T., P. J.	Classroom Teacher	01/27/2015
G., T. M.	Custodian	01/06/2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, C. E.	Classroom Teacher	08/22/2015	Crossroads Science
Barnes, J.	Classroom Teacher	08/15/2015	Frost Lake Elementary
Benedett, S.	Classroom Teacher	06/13/2015	Cherokee Heights
Benson, S. M.	Classroom Teacher	06/13/2015	Nokomis Montessori South
Berlin, B. S.	Classroom Teacher	01/27/2015	St. Paul Music Academy
Blevins, L.	Classroom Teacher	06/13/2015	St Anthony Park
Calebaugh, E. A.	Classroom Teacher	06/27/2015	Harding Senior High
Callan, S.	Classroom Teacher	08/31/2015	Crossroads Montessori
Cass, C. T.	Classroom Teacher	06/13/2015	Hazel Park Preparatory
Collova, B. J.	Classroom Teacher	06/13/2015	Wheelock Early Education Center
Dahl, R.	Classroom Teacher	06/13/2015	Horace Mann School
Dearly, J.	Classroom Teacher	06/13/2015	Open World Learning Community
Dickhausen, D. L.	Classroom Teacher	06/13/2015	Highland Park Middle

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Doring, D. A.	Classroom Teacher	06/13/2015	Bruce F Vento Elementary
Ducklow, A.	Classroom Teacher	08/17/2015	Battle Creek Elementary
Edmonds, P.	Classroom Teacher	06/13/2015	Como Park Elementary
Flynn, P. A.	Classroom Teacher	06/13/2015	Ronald M Hubbs Center
Fogarty, C.	Classroom Teacher	06/13/2015	Adams Spanish Immersion
Frye, T. R.	Classroom Teacher	08/22/2015	Crossroads Science
Gallagher, D. R.	Classroom Teacher	06/13/2015	Johnson Senior High
Harris-O'Neal, B.	Classroom Teacher	08/22/2015	Crossroads Science
Hartman, N.	Classroom Teacher	06/13/2015	Johnson Senior High
Hauge, J.	Classroom Teacher	06/13/2015	Frost Lake Elementary
Hennessy, C.	Classroom Teacher	06/13/2015	Colborne Admin Offices
Huck, R.	Classroom Teacher	08/22/2015	Crossroads Montessori
Jensen, T. A.	Classroom Teacher	06/13/2015	International Academy-LEAP
Johnson, T. J.	Classroom Teacher	06/13/2015	Daytons Bluff
Lacombe, C.	Classroom Teacher	06/13/2015	Harding Senior High
Larson, G. Y.	Classroom Teacher	07/01/2015	Hamline Elementary
Larson, M.	Classroom Teacher	08/15/2015	Jackson Preparatory
Lucas, R.	Classroom Teacher	06/13/2015	Bridge View
Lundberg, C.	Classroom Teacher	06/13/2015	Highland Park Senior
Lundeen, R.	Classroom Teacher	06/13/2015	Johnson Senior High
Magrane, J.	Classroom Teacher	06/13/2015	St Anthony Park
Maguire, K.	Classroom Teacher	06/13/2015	St Anthony Park
Marshall, L.	Classroom Teacher	06/13/2015	Battle Creek Elementary
McArdle, M. A.	Classroom Teacher	08/29/2015	Phalen Lake Hmong Studies
Murphy, J. L.	Classroom Teacher	06/13/2015	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nasi-Teed, A.	Classroom Teacher	06/13/2015	Battle Creek Elementary
Osterbauer, C. M.	Classroom Teacher	06/13/2015	St Anthony Park
Patschke, V.	Classroom Teacher	06/13/2015	Capitol Hill Magnet
Perry, D. O.	Classroom Teacher	06/16/2015	Parkway Montessori & Community Middle
Roe, J.	Classroom Teacher	06/13/2015	St Anthony Park
Rowan, T. F.	Classroom Teacher	06/13/2015	Daytons Bluff
Schiller, M. A.	Classroom Teacher	06/13/2015	Johnson Senior High
Schultz, S. E.	Classroom Teacher	06/13/2015	Mississippi Creative Arts
Schweiger, B.	Classroom Teacher	06/13/2015	Farnsworth Aerospace Upper
Seltzer, H. S.	Classroom Teacher	08/22/2015	St. Paul Music Academy
Sheldon, J.	Classroom Teacher	06/13/2015	Mississippi Creative Arts
Solo-Taylor, N. E.	Classroom Teacher	06/13/2015	Como Park Senior High
Thomas, M. M.	Classroom Teacher	06/13/2015	Eastern Heights
Wilson, D. L.	Classroom Teacher	06/13/2015	Four Seasons A+
Zanter, D. M.	Classroom Teacher	06/13/2015	Highland Park Elementary
Boehlke, L.	ELL Teacher	06/13/2015	International Academy-LEAP
Newton, V.	ELL Teacher	12/23/2015	Mississippi Creative Arts
Oberg, C. J.	ELL Teacher	06/13/2015	Como Park Elementary
Scoville, E.	ELL Teacher	06/13/2015	Highwood Hills
Lynch, T. R.	Early Education Teacher	08/01/2015	271 Belvidere Bldg
Miller, A.	Early Education Teacher	08/01/2015	271 Belvidere Bldg
Finger, B. A.	Nurse	06/13/2015	Groveland Park
McPeak, P.	Nurse	06/13/2015	Johnson Senior High
Patient, R. A.	Nurse	06/13/2015	St Anthony Park
Waldera, D. A.	Nurse	06/13/2015	Como Park Elementary
Cook, K. F.	Occupational Therapist	08/01/2015	271 Belvidere Bldg

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ross, E. R.	Principal	06/27/2015	Capitol Hill Magnet
Gilhooly, M.	Psychologist	06/13/2015	Benjamin Mays/Museum
Anderson, E. A.	Special Education Teacher	06/13/2015	JJ Hill Montessori
Anderson, L.	Special Education Teacher	06/13/2015	Journey's Secondary
King, Z. G.	Special Education Teacher	06/13/2015	Como Park Senior High
Kuhlman, L. S.	Special Education Teacher	06/13/2015	Focus Beyond (18-Adult)
Pankonien, K. H.	Special Education Teacher	06/13/2015	Washington Tech Secondary
Derr, A. C.	Speech Pathologist	06/13/2015	Rondo Education Center
Vosejka, J. A.	Athletics	08/01/2015	Colborne Admin Offices
Fischer, C. J.	School/Community Professional	06/13/2015	Humboldt Secondary
Seehusen, J. L.	School/Community Professional	07/01/2015	Como Service Center
Adams, C. M.	Education Assistant	06/11/2015	Maxfield Elementary
Mohamed, Y. H.	Education Assistant	06/10/2015	Horace Mann School
Scheunemann, C. J.	Education Assistant	03/14/2015	Johnson Senior High
Spack, N.	Education Assistant	06/23/2015	Hazel Park Preparatory
Habisch, T.	Teaching Assistant	06/13/2015	Chelsea Heights
Lambert, P.	Teaching Assistant	06/13/2015	Chelsea Heights
Lingle, C.	Teaching Assistant	08/01/2015	271 Belvidere Bldg
Sima, D.	Teaching Assistant	06/10/2015	American Indian Magnet
Laughlin, B.	Clerical	07/01/2015	Linwood Monroe Arts Lower
Lynch, M. K.	Clerical	07/01/2015	St Anthony Park
O'Neill, P. A.	Clerical	07/11/2015	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Triemert, M.	Clerical	07/01/2015	Chelsea Heights
Trummer, D. R.	Clerical	04/01/2015	Colborne Admin Offices
Ennis, R. A.	Nutrition Services Personnel	05/01/2015	Rondo Education Center
Geissinger, N. A.	Nutrition Services Personnel	01/25/2015	Como Service Center
Overton, B.	Nutrition Services Personnel	03/31/2015	Expo for Excellence
Schmidt, T. A.	Nutrition Services Personnel	07/01/2015	International Academy-LEAP
Stutzman, D.	Nutrition Services Personnel	03/01/2015	L'Etoile du Nord Upper
Conlin, M.	Operations	05/01/2015	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cole, M.	Central Administrator	02/27/2015	Title I Funded Programs
Ali, O. S.	Classroom Teacher	02/20/2015	Farnsworth Aerospace Upper
Dunn, S.	Classroom Teacher	01/20/2015	Expo for Excellence
Mlodozyniec, K.	Classroom Teacher	02/13/2015	271 Belvidere Bldg
O'Donnell, C.	Classroom Teacher	02/01/2015	Hazel Park Preparatory
Randall, E.	Classroom Teacher	06/13/2015	Bruce F Vento Elementary
Ross, P. K.	Classroom Teacher	02/20/2015	Mississippi Creative Arts
Saraceno, D. L.	Classroom Teacher	01/17/2015	Linwood Monroe Arts Lower
Friberg, S. M.	ELL Teacher	03/20/2015	Parkway Montessori & Community Middle
Polanski, K. M.	ELL Teacher	01/17/2015	American Indian Magnet
Dahir, A. M.	Nurse	01/17/2015	Linwood Monroe Arts Upper
Isaacs, R. E.	Nurse	01/17/2015	Johnson Achievement Plus
PaStarr, T. L.	Nurse	01/17/2015	Student Placement Center
Vo, H.	Special Education Teacher	08/22/2014	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Yang, B.	Special Education Teacher	01/24/2015	Johnson Senior High
Gibson, K.	School/Community Professional	02/10/2015	RiverEast Elem/Secondary
Harmon, L. E.	Education Assistant	01/09/2015	Four Seasons A+
Wells, L.	Education Assistant	01/10/2015	Como Park Senior High
Ashmun Mitchell, R.	Teaching Assistant	01/10/2015	L'Etoile du Nord Upper
Ayalkebet, S. E.	Teaching Assistant	02/06/2015	Frost Lake Elementary
Beasley, D. L.	Teaching Assistant	01/01/2015	Hazel Park Preparatory
DeCory, L. M.	Teaching Assistant	01/30/2015	American Indian Magnet
Hansen, A. J.	Teaching Assistant	02/21/2015	Humboldt Secondary
Huggins, K. J.	Teaching Assistant	01/17/2015	Homecroft Early Learning Center
Land, T. D.	Teaching Assistant	01/09/2015	Hamline Elementary
Moiyin, A. N.	Teaching Assistant	01/14/2015	Jackson Preparatory
Peterson, C. M.	Teaching Assistant	01/24/2015	Nokomis Montessori South
Rodgers, B. L.	Teaching Assistant	01/05/2015	Nokomis Montessori South
Schmidt, C. L.	Teaching Assistant	01/29/2015	Crossroads Science
Plattner, N. M.	Custodian	11/27/2014	Como Service Center
Alt, R. D.	Nutrition Services Personnel	02/14/2015	Como Service Center
Nguyen, C. T.	Professional Employee	02/07/2015	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Allen, S. A.	Classroom Teacher	01/24/2015	Maxfield Elementary
Bromeland, J.	Classroom Teacher	01/24/2015	271 Belvidere Bldg
Cherry, M. S.	Classroom Teacher	01/10/2015	Parkway Montessori & Community Middle
Neibauer, N.	Classroom Teacher	02/20/2015	Humboldt Secondary

HUMAN RESOURCE TRANSACTIONS
February 17, 2015

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Edwards, D. K.	Special Education Teacher	11/25/2014	Ramsey Middle School
Johanson, K. E.	School/Community Professional	01/10/2015	Journey's Secondary
Coulter, M. A.	Education Assistant	12/27/2014	Crossroads Montessori
Davis, J. A.	Teaching Assistant	01/03/2015	Harding Senior High
Vang, S.	Clerical	02/11/2015	Colborne Admin Offices
Swenson, T. A.	Nutrition Services Personnel	01/15/2015	JJ Hill Montessori
Harris, C. L.	Supervisory	02/24/2015	Como Service Center

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
B., J.	Teaching Assistant	01/13/2015	
N., B. M.	Teaching Assistant	01/21/2015	

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ungs, L.	Classroom Teacher	12/02/2014	Highland Park Senior

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

DATE: February 17, 2015

TOPIC: Permission to Accept a 3M Foundation Grant for 3M Partnership Program

A. PERTINENT FACTS:

1. 3M is continuing a partnership that began January 2004 with the Saint Paul Public Schools, Harding, and Johnson High Schools. The main objective of the partnership is to increase the number of students graduating and ready for college.
2. A part-time coordinator has been jointly hired as a consultant to manage the partnership, recruit volunteers, and work with teachers at Harding and Johnson High Schools, Battle Creek, Farnsworth and Hazel Park Academy Middle Schools.
3. Saint Paul Public Schools wishes to accept a grant of approximately \$62,000 from 3M to fund the coordinator position and to sustain other partnership activities such as bus transportation for volunteers to tutor students; transportation for teachers and students to visit 3M; and other costs such as substitutes and science fair expenses associated with the partnership.
4. This project will meet the Strong Schools, Strong Communities goal of achievement.
5. This item is requested by Kathy Kittel, Career and Technical Education Program Manager; Jon Peterson, Director, Office of College and Career Readiness; Dan Mesick, Principal on Special Assignment, Department of Postsecondary Partnerships; Julie Schultz Brown, Director of Communications, Marketing & Development; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to 3M to fund the consultant for the 3M partnership coordination and other partnership activities; 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 17, 2015

TOPIC: Request for Permission to Accept Grant from the Allina Foundation to support Student Health and Wellness

A. PERTINENT FACTS:

1. Allina Health, a non-profit family of clinics, hospitals and other health-care services throughout Minnesota and western Wisconsin, is committed to supporting the communities it serves. Allina Health is able to live its mission in the community by partnering with organizations like yours to fulfill identified community needs. Allina Health has a history of supporting student health and wellness activities in Saint Paul Public Schools.
2. Saint Paul Public Schools has received a grant of \$16,900 from Allina Health in support of mini-grants to be distributed to school wellness champions for wellness events and to promote wellness in their school communities.
3. This project meets the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Mary Yackley, Student Health and Wellness; Julie Schultz Brown, Director, Communications, Marketing and Development; Assistant Superintendent Elizabeth Keenan; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from Allina Health for the purpose of promoting wellness in SPPS schools; 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 17, 2015

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

A. PERTINENT FACTS:

1. Lowe's Toolbox for Education provides grants for schools to undertake projects that improve their learning environments.
2. Crossroads Elementary has received a Lowe's Toolbox for Education grant of approximately \$2,995 for Outdoor Beautification and Improvement.
3. This project will meet the District strategic plan goals of Sustainability.
4. This item is submitted by Principal Celeste Carty; Julie Schultz Brown, Director, Communications, Marketing and Development; Sharon Freeman, Assistant Superintendent; Tom Parent, Director, Department of Facilities; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Lowe's Toolbox for Education for use at Crossroads Elementary to accept funds and to implement the project as specified in the award documents.

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

DATE: February 17, 2015

TOPIC: Request for Permission to Accept a Grant from the Minnesota Agriculture in the Classroom (MAITC) Foundation to Linwood-Monroe Arts Plus

A. PERTINENT FACTS:

1. Minnesota Ag in the Classroom (MAITC) seeks to improve student achievement by applying authentic agricultural examples to teach core curriculum concepts in science, social studies, language arts, math and nutrition. These programs cultivate an understanding and appreciation of the food and fiber system that we all rely on every day.
2. Julie Manthe, a first grade teacher at Linwood-Monroe Arts Plus, applied for and has received a grant for \$345.14 from MAITC's Ag Literacy Grant program.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Bryan Bass, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant for \$345.14 from the Minnesota Ag in the Classroom (MAITC) Foundation for the purposes of educating first grade students at Linwood-Monroe Arts Plus about agriculture; 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 17, 2015

TOPIC: Request for Permission to Submit a Grant Application to Travelers Foundation for Talent Development and Accelerated Services (TDAS) Programming

A. PERTINENT FACTS:

1. Travelers Foundation is currently accepting applications for funding priorities in education to help support their goal of improved academic and career success for underrepresented youth.
2. Saint Paul Public Schools (SPPS) has prepared an application requesting approximately \$250,000 to continue TDAS programming using AVID based strategies. The programming includes the Honoring Project; a sixth grade initiative that supports African American males through building positive community, developing critical literacy skills and establishing healthy expectations. Funding will also be used to enroll high school students of color and American Indian in the Promise Scholar program, which supports these students in College in the Schools (CIS) course with AVID based strategies.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Rev Hillstrom, Assistant Director; Office of Teaching and Learning; Julie Schultz Brown, Director of Communications, Marketing & Development; Hans Ott, Director, Office of Teaching and Learning; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to Travelers Foundation to fund continued TDAS programming using AVID based strategies; 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 17, 2015

TOPIC: Request for Permission to Accept a Grant from the University of Minnesota Monarch Lab to Linwood-Monroe Arts Plus

A. PERTINENT FACTS:

1. The University of Minnesota Monarch Lab offers Schoolyard Garden grants to support conservation in two important ways: such gardens help to cultivate a generation of students who will care about nature; schoolyard gardens are especially important in urban areas, since the only 'nature' available in many urban schoolyards is grass. Second, since grass is not suitable habitat for most wildlife, including pollinators like monarchs, schoolyard gardens help in the creation of habitat. Important pollinators, as well as other invertebrates, birds, and even some mammals, will use the schoolyard gardens Monarch Lab grants help to create.
2. Julie Manthe, a first grade teacher at Linwood-Monroe Arts Plus, applied for and has received a Monarch Lab Schoolyard Garden grant for \$1,000 to create a garden that will attract monarch butterflies.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Bryan Bass, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant for \$1,000 from the University of Minnesota Monarch Lab for the purposes of educating first grade students at Linwood-Monroe Arts Plus about monarch butterflies and other aspects of the natural world; 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 17, 2015

TOPIC: Enter into Additional Lease Agreements with Apple for iPad Airs and iPad Minis

A. PERTINENT FACTS:

1. Permission to enter into sole source lease agreements (Lease Schedule No. 6) with Apple, Inc. for iPad Airs and iPad Minis. The agreements will also include technical support, iPad cases, Device Enrollment Program, and AppleCare+, which includes: three-year extended warranty, device insurance, and extended phone support for students, parents and SPPS staff. These agreements will amend the Master Lease Agreement dated August 1, 2014.
2. These leases enable students included in the second year of the Personalized Learning through a 1:1 iPad Environment initiative to receive their iPad Airs and iPad Minis, starting this fall. This will enable them to start mastering the use of the iPad for personalized learning.
3. Lease Schedule No. 6 will be three-year lease agreements for iPad Airs and iPad Minis. First payment will be due August 1, 2015, and will cost \$2,277,018.60 per year, with a total cost of \$6,831,055.79 over the life of the leases.
4. Apple, Inc. is considered a sole source, with leases that offers the unique characteristics of serial number registration and the telephonic support for SPPS staff.
5. Funding will be provided by the Personalized Learning Referendum.
6. This project meets the District Strategic Plan goal of achievement by creating a personalized learning environment.
7. This item is submitted by Idrissa Davis, Deputy Chief of Technology Services; Hans Ott, Director, Office of Teaching and Learning; Kate Wilcox-Harris, Assistant Superintendent, Office of Personalized Learning; Jean Ronnei, Chief Operations Officer; and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into sole source Lease Agreements with Apple, Inc. for iPad Airs and iPad Minis, for a total of \$6,831,055.79 over the life of the leases.

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

DATE: February 17, 2015

TOPIC: Discharge of D.S.

A. PERTINENT FACTS:

1. D.S. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that D.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 D.S. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of D.S.;
2. That such conduct by D.S. constitutes inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of D.S.;
3. That the Superintendent's recommendation for the discharge of D.S. is adopted by the Board of Education;
4. That D.S. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide D.S. with a written statement of the cause of such discharge;
6. That D.S.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides D.S. with a written statement of the cause of such discharge; and
7. That D.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 17, 2015

TOPIC: Discharge of S.C.

A. PERTINENT FACTS:

1. S.C. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that S.C. be discharged from School District employment for the statutory causes of conduct unbecoming a teacher and 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 S.C. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of S.C.;
2. That such conduct by S.C. constitutes conduct unbecoming a teacher and inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of S.C.;
3. That the Superintendent's recommendation for the discharge of S.C. is adopted by the Board of Education;
4. That S.C. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide S.C. with a written statement of the cause of such discharge;
6. That S.C.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides S.C. with a written statement of the cause of such discharge; and
7. That S.C. 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 17, 2015

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2014, through June 30, 2016.
2. Contract changes are as follows:

Wages: Effective July 1, 2014, the salary schedule is increased 1.8%. Effective July 1, 2015, the salary schedule is increased 1.8%. Maintain steps and lanes both years.

Longevity Pay: Effective July 1, 2014, employees at the beginning of their fifteen (15) years of service with the Employer shall receive an additional \$0.15 per hours above the normal rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer shall receive an additional \$0.30 per hour above the normal hourly rate of pay. Effective July 1, 2015, employees at the beginning of their fifteen (15) years of service with the Employer shall receive an additional \$0.20 per hours above the normal rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer shall receive an additional \$0.35 per hour above the normal hourly rate of pay.

3. The District has 610 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2014-15 budget year: \$438,978
 - in the 2015-16 budget year \$405,616
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Marie Schrul, Chief Financial Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

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

DATE: February 17, 2015

TOPIC: Establishment of the Classified Position of Information Technology Purchasing Analyst for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Technology Services Department has a need for a new job title for a professional position that will be responsible for identifying and screening supplier information relating to technology purchases, negotiating terms and conditions favorable to Saint Paul Public Schools, standardizing and automating information technology purchasing best practices and related activities.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Information Technology Purchasing Analyst. This title would be within the unit jurisdiction of the Professional Employees Association unit that represents professional employees. The appropriate pay rate for this position would be equivalent to Grade 16 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2014-2015 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Technology Services Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Marie Schrul, Chief Financial Officer; Idrissa Davis, Deputy Chief, Technology Services; Jean Ronnei, Chief Operations Officer; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Information Technology Purchasing Analyst job classification effective February 17, 2015; that the Board of Education declare the position of Information Technology Purchasing Analyst as classified; and that the pay rate be Grade 16 of the 2014-2015 Professional Employees Association standard ranges.

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

DATE: February 17, 2015

TOPIC: Establishment of the Classified Position of Information Technology Service Management Specialist for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Technology Services Department has a need for a new job title for a professional position that will serve as the information technology service management process specialist and work to define, document, enforce and support ITSM policies, processes and procedures, including making recommendations to improve the process.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Information Technology Service Management Specialist. This title would be within the unit jurisdiction of the Professional Employees Association unit that represents professional employees. The appropriate pay rate for this position would be equivalent to Grade 18 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2014-2015 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Technology Services Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Marie Schrul, Chief Financial Officer; Idrissa Davis, Deputy Chief, Technology Services; Jean Ronnei, Chief Operations Officer; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Information Technology Service Management Specialist job classification effective February 17, 2015; that the Board of Education declare the position of Information Technology Service Management Specialist as classified; and that the pay rate be Grade 18 of the 2014-2015 Professional Employees Association standard ranges.

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

DATE: February 17, 2015

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 17, 2015
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, 2014 – December 31, 2014.

(a) General Account	#630688-632652 #0001104-0001158 #7001026-7001067 #0000384-0000417	\$58,208,393.09
(b) Debt Service	-0-	\$1,377,071.92
(c) Construction	-0-	<u>\$1,771,424.47</u>
		<u>\$61,356,889.48</u>

Included in the above disbursements are 2 payrolls in the amount of \$36,743,138.73 and overtime of \$178,961.91 or 0.49% 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, 2015.

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

DATE: February 17, 2015

TOPIC: Minor Revision to Policy 701.01 - Fund Balance

A. PERTINENT FACTS:

1. Policy 701.01 governs fund balances.
2. A change was made to paragraph 3 deleting the title Chief Business Office and adding Superintendent, Chief Executive Officer (CEO), or Chief Financial Officer (CFO) to be in line with current system titles.
3. This project will meet the District strategic plan goals of alignment.
4. This item is submitted by Ryan Vernosh, Strategic Planning & Policy Administrator, Jacqueline Statum-Allen, Assistant Director, Strategic Planning and Policy and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the revision made to Policy 701.01 - Fund Balance.

701.01 FUND BALANCE

1. Portions of fund balances shall be classified as nonspendable, restricted, committed, assigned or unassigned in accordance with Governmental Accounting Standards Board (GASB) Statement No. 54.
2. The Board of Education shall establish, modify, or rescind a committed fund balance prior to the last day of the fiscal year for which the commitment is made. The amount subject to the constraint of the commitment may be determined in the subsequent fiscal year.
3. The School District employee serving in the role of the District's ~~chief business officer~~ **Superintendent, Chief Executive Officer (CEO), or Chief Financial Officer (CFO)** shall establish the specific purpose(s) of the assigned fund balance.
4. The administration shall plan and manage annual revenue and expenditure budgets that provide an unassigned general fund balance of at least five percent (5%) of annual general fund expenditures.
5. If the unassigned general fund balance should fall below five percent (5%) of annual general fund expenditures within a given year or the next succeeding year, the Superintendent shall alert the Board to the circumstances and recommend appropriate short-term actions to maintain the desired balance.

LEGAL REFERENCES:

CROSS REFERENCES:

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

DATE: February 17, 2015

TOPIC: Bid No. A206710-A Bus Garage Pavement Replacement at 261 Chester

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for a pavement replacement at the bus garage at 261 Chester Street.

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

	<u>Lump Sum Base Bid</u> <u>Plus alternate no. 1</u>
Fitol-Hintz Construction	\$198,800.00
Midwest Asphalt	203,100.00
FPI Paving	210,280.00
New Look Contracting	232,770.00
Peterson Companies	237,380.00
CM Construction	250,736.00

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

4. Alternate no. 1 is for additional site work.

5. Funding will be provided from the Operating Capital Reserves, budget code 01-005-810-302-6510-0000.

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. A206710-A Bus Garage Pavement Replacement at 261 Chester to Fitol-Hintz Construction for the lump sum base bid plus alternate no. 1 for \$198,800.00.

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

DATE: February 17, 2015

TOPIC: Bid No. A206725-A Focus Beyond Roof Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for a roof replacement at Focus Beyond.

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

	<u>Lump Sum Base Bid</u>
Palmer West Construction	\$478,000.00
Central Roofing	527,826.00
BL Dalsin Roofing	530,292.00
Thomas Finn Company	550,563.00
John A Dalsin	593,100.00
Berwald Roofing	593,470.00
JPMI Construction	660,600.00

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

4. Funding will be provided from the Pay As You Go Alternative Facilities Levy budget code 01-005-850-386-6520-6372.

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

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

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A206725-A Focus Beyond Roof Replacement to Palmer West Construction for the lump sum base bid of \$478,000.00.

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

DATE: February 17, 2015

TOPIC: Bid No. A206822-A Homecroft/RiverEast Building Renovations

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for renovations at Homecroft/RiverEast.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
	<u>Plus alternate no. 1</u>
Construction Results Corporation	\$933,240.00
Morcon Construction	995,000.00
Black/Dew	1,030,000.00
JPMI Construction	1,042,300.00
Schreiber Mullaney Construction	1,086,147.00
3. Alternate no. 1 is for the addition of the installation of the piping and condensing unit for dehumidification.
4. Bids have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Pay As You Go Alternative Facilities Levy, budget codes 01-005-850-386-6520-6380 and 01-005-850-386-6520-6381, and Capital Bonds, budget code 06-005-870-000-6520-6040.
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. A206822-A Homecroft/RiverEast Building Renovation to Construction Results Corporation for the lump sum base bid plus alternate no. 1 for \$933,240.00.

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

GENDER INCLUSION POLICY

Proposed Policy Revision:

First Reading **JANUARY 20, 2015**

Second Reading **FEBRUARY 17, 2015**

Third Reading _____

COMMENTS:

**Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149**

100 Level GENDER INCLUSION

PURPOSE

The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students' gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe.

This policy addresses the inequities some students, including intersex, transgender, and gender nonconforming students, confront as they navigate a system designed using a gender binary model.

DEFINITIONS

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
4. Gender Identity refers to a person's deeply held sense or knowledge of their own gender.
5. Gender Nonconforming is a term for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex refers to a person's biology and is generally categorized as male, female, or intersex.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity or expression is different from that traditionally associated with the sex at birth.

ENSURE GENDER INCLUSIVENESS

SPPS staff and systems ensure inclusive access to programming and facilities. In accordance with procedure, the District will:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical tool.
3. Provide all students the opportunity to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.

4. Provide all students access to facilities that best align with students' gender identity.

LEGAL REFERENCES:

CROSS REFERENCES:

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Highland Park Complex Medium Voltage Electrical Equipment Replacement

Project Description: Consists of the replacement of the existing 13.8kV and 4,160V electrical distribution system and equipment including removal and replacement of oil filled transformers, main switchboards, and wiring

Estimated Cost: \$900,000.00

Estimated Start Date: June 10, 2015

Estimated Project Length: 4 months

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		Not broad/lengthy enough to benefit from a PLA
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Size, multi craft, time sensitive project

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:

- *Complex coordination of power outages*
- *Technically complex multi-craft work*

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 5:30 unless otherwise noted)

- March 17
- April 21
- May 19
- June 9 - 4 p.m. (Non-Renewals)
- June 23
- July 21
- August 18
- September 22
- October 20
- November 17
- December 15

Committee of the Board Meetings

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

- March 3
- April 7
- May 5
- June 9
- July 21
- September 8
- October 6
- November 10
- December 1