



Saint Paul Public Schools

Regular Meeting

Tuesday, March 17, 2015 5:30 PM

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

BOARD OF EDUCATION



Mary Doran
Chair



Keith Hardy
Vice Chair



Chue Vue
Clerk



Anne Carroll
Treasurer



John Brodrick
Director



Jean O'Connell
Director



Louise Seeba
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Keith Hardy, Vice Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

March 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. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards, Championships and Qualified for State Tournament Participation 7
 - 1. Capitol Hill Magnet - Girls' Basketball Team - Middle School City Champion
 - 2. Washington Technology Magnet - Wrestling Team - Middle School City Champion
 - a. State Tournament Qualifier - Taw Lo Moo
 - 3. Johnson High School - Boys' Basketball Team City Champion & Qualified for State
 - 4. Johnson High School - Wrestling Team State Tournament Qualifier - Luis Cirilo
 - 5. Highland Park High School - Alpine Ski Team State Tournament Qualifier - Ellie Johnson
 - 6. Highland Park High School - Girls' Gymnastics Team - City Champion
 - a. Two State Tournament Qualifiers - Madisyn Hammick & Kit Wenzel
 - 7. Highland Park High School - Boys' Nordic Ski Team State Tournament Qualifier - Harrison Pretel
 - 8. Highland Park High School - Girls' Nordic Ski Team - City Champion & Qualified for Sate Tournament
 - 9. Highland Park/SPA High Schools - Boys' Co-op Swim Team - City

- Champion
 - a. State Tournament Qualifier - Eliot Aust
- 10. Highland Park High School - Wrestling Team - State Tournament Qualified
- Billy Merth
- 11. Harding Senior High School - Wrestling Team - Two State Tournament
Qualifiers - Jet Mi Ka & Keinnan Thacker
- 12. Como Park High School - Girls' Basketball Team - City Co-Champions
- 13. Central High School - Girls' Basketball Team - City Co-Champions
- 14. Central High School - Boys' Nordic Ski Team - City Champion & Qualified
for State Tournament
- 15. Central High School - Boys' Swim Team - Four State Tournament
Qualifiers - Ian Conery, William Dean, David Grundmeier & Jock Tuttle
- 16. Central High School - Wrestling Team - City Champion
 - a. Two State Tournament Qualifiers - Harvey Bradley Jr. & Zachary
Ferguson

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

VII. APPROVAL OF THE MINUTES

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

DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. **Capitol Hill Magnet School** – The girls' basketball team was middle school city champion. Jonny Ball is the coach. The team roster consists of:

| | |
|------------------|-------------------|
| MiaLura Bidbilla | Elaina Jones |
| Lashjay Burrell | Morgan Jones |
| Emily Cerkvenik | Cecilia Kintopf |
| Audrey Dahl | Eva Langenbrunner |
| Hawi Dinsa | Taneeah Rhodes |
| Sydney Jackson | Carolina Schuster |
| Selah Jacoway | Abegeya Tadese |
| Dejonae Johnson | Afiya Ward |

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

B. RECOMMENDATION:

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

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

DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. **Washington Technology Magnet** – The wrestling team was middle school city champion. Tiji Vanderwege is the coach. The team roster consists of:

| | | |
|------------------------|--------------|------------------|
| Jefferson Andrade | Ger Lee | Kler Taw |
| Francisco Anorve Perez | Kengly Lee | Moua Thao |
| Dhiraj Basnet | Thomas Lee | Ku Thaw |
| Moo Nay Blut | Christ Moo | Yue The |
| Maung Chai | Kae Blut Moo | Lu Wace |
| Eduardo Gomez | Joshua Moua | Hsa Wah |
| Poe Shi Hsi | Mocko Nah | Lunden Woodberry |
| Doh Han | Christ Oh | Alex Xiong |
| Baw Mu Htoo | Hser Plaw | Cheng Xiong |
| Lay Kler Htoo | Lwe See | Alexander Yang |
| Eh Ku Mwee Ku | Mu Ku Shi | Charlie Yang |
| Drua Lee | Eh Taw So | Chimeng Yang |

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

B. RECOMMENDATION:

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A. PERTINENT FACTS:

1. **Washington Technology Magnet** – The wrestling team had a state tournament qualifier. Richard Taylor is the coach.

Taw Lo Moo

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

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A. PERTINENT FACTS:

1. **Johnson High School** – The boys' basketball team was city champion and qualified for the state tournament. Vern Simmons is the coach. The team roster consists of:

Savion Benton
Sedrick Clark
Carlin Clarke
Eric Elliott
Tearrel Fields
Daniel Foster
Malik Jones
Jalen Mobley
Justus Murphy
Saivon Parker
Derek Siedschlag
Andre Smith
Joe Smith

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

B. RECOMMENDATION:

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A. PERTINENT FACTS:

1. Johnson High School – The wrestling team had a state tournament qualifier. Mason Fong is the coach.

Luis Cirilo

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

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A. PERTINENT FACTS:

1. Highland Park High School – The alpine ski team had a state tournament qualifier. Matthew Park is the coach.

Ellie Johnson

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

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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' gymnastics team was city champion and had two state tournament qualifiers (*). Katherine Balzart is the coach. The team roster consists of:

Maggie Blomgren
Madisyn Hammick*
Claire Johnston
Colleen McGough
Sarah Wall
Kit Wenzel*

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

B. RECOMMENDATION:

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

A. PERTINENT FACTS:

1. Highland Park High School – The boys' Nordic ski team had a state tournament qualifier. Brad Moening is the coach.

Harrison Pretel

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

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A. PERTINENT FACTS:

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

Julia Connly
Catherine Donohue
Anna Engelhardt
Annika Haley
Mimi Mejia
Erica Meyers
Erin Moening
Abbey Murray-Stark
Amarah Otto
Libby Pearson

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A. PERTINENT FACTS:

1. **Highland Park/SPA High Schools** – The boys' co-op swim team was city champion and had one state tournament qualifier (*). Kathryn Vandam is the coach. The team roster consists of:

| | |
|--------------------|--------------------|
| Eliot Aust | Alexander Law* |
| Max Chen Δ | Jasper Law |
| Jackson Cross | Malo Le Den |
| Rahul Dev Δ | Sam Matenaer Δ |
| Breandan Gibbons Δ | Kieran McDonald |
| Cameron Guest | Andrew Noecker |
| Noah Hanson-Best | Karsten Runquist Δ |
| Richard John | Dean Ryan-Simmons |
| Jak Kinsella Δ | Matt Suzuki Δ |
| Ned Laird-Raylor Δ | Senay Tesfariam |
| Axel Lange | Jacob Wahlberg |

Δ– St. Paul Academy students

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

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DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. Highland Park High School – The wrestling team had a state tournament qualifier. Dan Merth is the coach.

Billy Merth

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

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DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. **Harding High School** – The wrestling team had two state tournament qualifiers. Otto Kraus and Darin Schwarze are the coaches.

Jet Mi Ka
Keinnan Thacker

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

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

A. PERTINENT FACTS:

1. **Como Park High School** – The girls' basketball team were city co-champions. John Robinson is the coach. The team roster consists of:

| | |
|-----------------------|------------------|
| Andrayah Adams | Kaitlyn Jones |
| Raiyne Adams | Dariel McDonald |
| Monique Baker | Lucille Omwena |
| Shyanna Carpenter | Normandine Sagbo |
| Winter George Summers | Jasmin Thomas |
| Zinash Gjerdrum | Autumn Tucker |
| Rebekah Hausman | Mikayla Van Nett |

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

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DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. **Central High School** – The girls' basketball team were city co-champions. Marta Waalen is the coach. The team roster consists of:

| | |
|----------------------|------------------|
| I'lia Ballard | Chelcie Kizart |
| Shavonniece Copeland | Nana Montgomery |
| Aleeya Curtis-Evans | Taylor Moton |
| Anika Gardner | Sabria Patterson |
| Ayanna Gardner | Hayjah Richards |
| Kennedy Gay | Zarea Richards |
| Lilly Greenawald | Terri Sutton |

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

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A. PERTINENT FACTS:

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

Santi Bhattarai-Kline
Will Bogenschultz
Simon Brooks
Matt Dosland
Ethan Ferry
Leland Johnson
Keagan McCully
Aidan McVey
Aidan Meekin
Spencer WareJoncas

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

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DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. Central High School – The boys' swim team had four state tournament qualifiers. Eric DeLuca is the coach.

Ian Conery
William Dean
David Grundmeier
Jock Tuttle

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

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A. PERTINENT FACTS:

1. **Central High School** – The wrestling team was city champion and had two state tournament qualifiers (*). Wardell Warren is the coach. The team roster consists of:

Harvey Bradley, Jr.*
William Brennhofer
Silas Burnett
Zachary Ferguson*
Maurice Fields
Alton Lee
William Rolf
Lawrence Sanders
Oluwadare Sobande

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

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
February 17, 2015

I. CALL TO ORDER

The meeting was called to order at 5:32 p.m.

II. ROLL CALL

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

Ms. Seeba arrived at 5:34 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. O'Connell moved approval of the order of the main agenda with the exception that item E4- Establishment of the Classified Position of Grounds Worker/Temporary for ISD 625 and Relevant Terms and Conditions of Employment was pulled from the agenda. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

IV. PUBLIC COMMENT (S-Student)

- J. Farnsworth (S) – Suggested addition of student representative to Board
- J. Anderson (S) – Support for gender inclusion policy
- S. Lopez (S) – Support for gender inclusion policy
- M. Rathman – Purpose of substitute teachers
- D. Ginther - Never Too Late to Graduate Program
- R. Myashiro - Never Too Late to Graduate Program
- D. Kirk (S) - Value of Never too Late to Graduate Program
- J. Jackson (S) - Value of the Gateway College Program
- H. McCarl – Support for gender inclusion policy & suggested preferred name be put in student records
- A. Gaylord – Increase in student productivity with use of iPads
- S. Voeks – Value of iPads and productivity created by their use
- P. Duran – Out Front MN – Safe supportive schools in MN especially for LGBT
- Q. Moan (S) – Highland Genius Squad – personalizing learning for students
- R. Montemayor-Garcia – Support for Gender Inclusion Policy
- U. Becker – How iPads make learning more inclusive and increase participation
- B. Zick – Board censorship & read editorial on district results
- T. Kinley – Non-support for gender inclusion

V. RECOGNITIONS

BF 29994 Acknowledgement of Accomplishments of SPPS Students& Teacher

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.

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, 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.

MOTION: **Ms. Carroll moved the Board of Education recognizes the students and teacher above for their outstanding work. The motion was seconded by Ms. Seeba.**

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: **Ms. O'Connell moved the Board approve the order of the consent agenda with the exception that the following items were pulled for separate consideration: D1 - Enter into Additional Lease Agreements with Apple for iPad Airs and iPad Mini's, E5 - Establishment of the Classified Position of Information Technology Purchasing Analyst for Independent School District No. 625 and Relevant Terms and Conditions of Employment and E8 - Monthly Operating Authority. The motion was seconded by Ms. Carroll.**

The motion was approved with the following roll call vote:

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

VII. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of January 20, 2015
- B. Minutes of the Special Meeting of the Board of Education of January 27, 2015

MOTION: **Ms. Carroll moved the Board approve the Minutes of the Regular Meeting of the Board of Education of January 20, 2015 and the Minutes of the Special Meeting of the Board of Education of January 27, 2015 as published. The motion was seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

VIII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of February 10, 2015

The SPPS Legislative Liaison reviewed the Governor's budget as it related to education and reviewed pending legislation relating to education that has been brought forward at this point in the session.

The Chief Financial Officer provided the Board with details relating to the First Budget Revision FY 2014-15. This included re-appropriation of assigned funds in the General Fund, revisions to the fully financed budgets (approval of grants under \$500,000 that were not adopted in the FY 15 budget as well as revisions to adopted grants) and expenditure changes.

RECOMMENDED MOTION: **That the Board approve the revised budget for Fiscal Year 2014-15.**

The motion was approved with the following roll call vote:

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

She then went on to provide the Quarterly Financial Report to update to the Board on the current fiscal year 2014-15 budget. It included a projection of revenue, expenditures and fund balance as of December 31, 2014. 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 fund balance in the Food Service fund is controlled by Federal USDA regulations. After reviewing details within each of the seven funds, she indicated the changes resulted in a projected unassigned fund balance of 5.2% which is within the 5% BOE policy for unassigned fund balance.

RECOMMENDED MOTION: **That the Board accept the Quarterly Financial Report.**

The motion was approved with the following roll call vote:

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

Her next report was a review of the FY 2016 Budget Guidelines. The 2015-16 Budget Guidelines document set 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.

RECOMMENDED MOTION: That the Board approve the FY 2016 Budget Guidelines.

The motion was approved with the following roll call vote:

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

The Administrator of Strategic Planning & Policy provided the Board with information on the outreach being designed for use during development of the Gender Inclusion procedures. 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.

The Chief Financial Officer returned to provide the Board with an update on the voter approved referendum related to the budget for Personalized Learning Through Technology.

During the work session the Board conducted an equity check-in, had further discussion on the development of their budget, discussed renaming & next steps on what were formerly called Listening Sessions and which will now be named Community Conversations, reviewed the Public Comment Process and Practices making some changes which will be announced in May and finalized a date for their retreat. The Student Representation on the Board was deferred to the March COB.

MOTION: Mr. Hardy moved the Board accept the report of the February 10 COB meeting as presented and approve the minutes of that meeting as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

X. SUPERINTENDENT'S REPORT

A. PLTT Update

The Director of the Office of Teaching and Learning provided an updated view of the Project Management flow chart.

1. Ready Tech: Infrastructure -- bandwidth has been updated so schools should experience improved performance. It is still too soon to open up "steaming media," IT is looking at piloting a solution. JAMF issues are being addressed in the areas of self-service, Casper Focus and Harding rollout. Casper multi-device management what apps stored, etc. Self service on apps, focus on particular information in class for personalization for teachers content.

2. School iPad Handout Schedule. The steps in this process are:

- Initial kick-off meetings with principal and leadership team
- Follow-up detail meeting with Tech Integrationist TOSA
- Staff PD for events
- Family Orientation Night(s)
- Student iPad Handout(s)
- Follow-up on site PD

31 of 39 sites have completed iPad handouts. 56% of students are enrolled (21,787 of 39,241); 73% of teachers and staff (2,459 of 3,362) and 31 of 65 schools.

3. Genius Squad. There are 257 Genius Squad members at 17 sites (224 grades 6-12 and 33 members PreK-5); a few additional sites are in the process of creating squads. The squads were pivotal in handouts at Highland Senior, Harding Senior, Gordon Parks and Washington. They assisted with organizing, assembling and delivering iPads, floating as helpers, interpreting, troubleshooting and guiding district staff. Highland Park Middle squads ran the entire Apple ID kiosk station with 13 members creating Apple IDs for 250 students. District Genius Squads from six sites met on February 8 to begin planning a student-led and organized GeniusCon tentatively scheduled for April.

4. Professional Development - in February through May the following has/will occur:
 - 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 provided for teacher voice and choice
 - Special sessions for principals, district specialists, technology integration TOSAs and paraprofessionals. Have allowed substitutes to be part of training but need to communicate more timely information to them to expand their participation.
 - Online course development
 - PD for Year 2 staff begins, the Establishing a 1:1 Environment course returns.

June through August will see:

- 4-day iPad Institutes with Apple PD specialists
- Personalized Learning Institute
- PD for Year 2 staff continues
- HOOPLA II, technology integration workshops by SPPS teachers for SPPS teachers.

Measures for PL success are indicated by the following:

1. Closing technology gap
 - 21,787 (56%) of all SPPS students have iPad enrolled in Casper
 - Wireless upgrades are on schedule
 - Year 1 student device handout completed by February 26
 - Year 2 teacher handout launches February 27
2. Preparing teachers
 - Drop in PD as part of every student handout
 - Multiple sessions on iPad basics and core apps
 - Online version of Establishing a 1:1 iPad Environment course launched
3. PLTT
 - 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/DISCUSSION:

- Was the Genius Squad recruitment being done on an equitable basis? Response: This has been taken into consideration in the interview and collection process along with outreach in the buildings. ELL and Special Ed learners were represented as well.
- How are students doing with loss, damage or theft of their iPads? Response: The District is very proud that the lost, stolen and damaged rate is at about 0.5%. Staff will continue to work with care and responsibility education with the students. As staff hear students speak about and use devices it is evident students are becoming more attached to them and that they are becoming a valuable tool for the students. As SPPS came into this, there was already a philosophy of taking care of resources within the district and we are seeing that play out in the classrooms.
- Have you seen a reduction in negative behaviors due to iPads? Response: We have seen engagement go up and behavior incidents go down. We do not have numbers on that at this point but will provide them at a later time. It is also important to take advantage of the positive energy now and ensure teaching/learning stays engaging as well as effective.
- Is SPPS planning any type of recognition for the Genius Squad? What about adult support, how is it going and what will happen over the summer Response: The GeniusCon will serve as a way to celebrate their work in April. There is also a debrief session following each handout and the Genius Squad always gets a round of applause at end of each one. Regarding the adults, there are plans for some pre-service training, on-going training on an as needed basis and district trainings incorporated into programs throughout the year. During the summer there will be choice-based training as needed. In the fall there will be Year 1 and Year 2 pathways for teachers both in the areas of technical understanding and specific PD areas. Teachers have stepped up to the plate in developing strategies and utilizing the devices and curriculum.
- A Board member requested (for June) an update of numbers on response time at the Help Desk.
- Peer to peer capacity in buildings, how is it progressing and how are the logistical and practical problems of time, etc. being addressed? Response: There are ongoing opportunities for growth. At this time informal networks across the district (i.e., math leads meet monthly) meet periodically to share what is working. Digital communities have not been pushed this year but will expand over the next year in order to be certain things are being done well and correctly. We are also seeing general collaboration through e-mail, Twitter and SPPS Chat.

- It was requested that in subsequent updates the area of how digital communities are being created within schools and what tools are being utilized be provided.

B. Referendum Update

The 2005 Referendum was renewed by the voters of St. Paul in November 2012, with an original \$30 million referendum 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 which has an inflationary factor.

The areas of commitment for the 2012 referendum were:

- Pre-Kindergarten
- All Day Kindergarten
- ECFE
- Discovery Club (before and after school care)
- 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.
- Continued Specialized Learning
 - Special Education services not funded by the State of Minnesota
 - Multilingual Learners (MLL) services and support
- Learning Transformed by Technology
 - Integrating technology in the classroom
 - Engaging students, families, teachers, administrators and the community in student learning.

The FY 15 Adopted Budget totals \$694.4 million, this breaks out into the following funds:

- General Fund \$537.2 million (\$42.1 million from Referendum)
- General Fund Fully Financed - \$39.5 million
- Food Service - \$26.3 million
- Community Service - \$20.8 million
- Community Service Fully Financed - \$4.8 million
- Building Construction - \$24.3 million
- Debt Service - \$41.5 million

The Referendum Budget breaks down as follows (amounts in millions):

| | |
|--------------------------------|------------|
| • All Day Kindergarten | \$2.1 |
| • ECFE | 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 | 1.1 |
| • <u>Special Education</u> | <u>4.5</u> |
| TOTAL | \$42.1 |

QUESTIONS/DISCUSSION:

- Is it correct that the General Fund stands at \$537.2 million and that the \$42.1 million in Referendum funds is accounted for within that fund? Response: Yes, that is correct.
- Are there any other dollars in the General Fund that come from non-referendum state levies SPPS is allowed to put on tax payers (alternative facilities, etc.)? Response: The Pay 15 levy comes to about \$130 million and includes a portion of referendum

funds. This accounts for about 20% of overall district revenue. The \$130 million is paid by taxpayers in the property tax, the Referendum is a part of that levy. Other revenue funding sources come in the form of \$350-400 million in state and Federal aid and other sources not tied to the referendum.

- Where was the extra \$3 million distributed? Response: The \$3 million was not built into the original referendum, so fund balance will be allocated in addition to the \$42.1 million. It will basically be added to the bottom line for schools and other categories (added staffing for elementary and secondary).
- All Day Kindergarten – now the Legislature has passed the bill to pay for it, why do we still have levy dollars there? Response: When you look at the all day K enrollment count, it will generate approximately \$18 million per year on the formula now it is fully funded. When you add in costs for teachers, materials, PD, paraprofessionals, etc. the spending is more than is being generated in revenue so the referendum is used to address some of those costs. It is also still there because SPPS is maintaining the original promise made in 2006 to support all day K and Kindergarten in the classrooms. This area will be looked at as the 2016 budget is developed.

C. School Choice Season Review

The Chief Engagement Officer provided an update on school choice. She indicated the School Choice Fair had 2500 participants some of whom participated in a Stakeholder Focus Group and Survey. The department has coordinated open houses at the schools, continued to do mailings to lower enrollment areas, conducted 201 different community outreach events with 1,597 personal connections outside of School Choice Fair and produced targeted ads directed at middle schools. She went on to state that school choice happens all through the year as about 10% of the student population enrolls in the district outside of the school choice window. There is still a lot of choice within the SPPS district.

Digital ads have been utilized over the past two years; a comparison indicated:

| | <u>Impressions (Nov-Feb)</u> | <u>Clicks</u> | <u>Cost</u> |
|---------|------------------------------|---------------|-------------|
| 2013-14 | 4,871,633 | 2,876 | \$11,481 |
| 2014-15 | 4,131,216 | 7,420 | 3,392 |

Social media marketing has also been utilized. Results of a Facebook posting (1/6-10/15) reached 11,180 people (329 clicks, Post Likes: 102, Comments: 29, Shares: 22 at a total cost of \$43.12. A Twitter posting (1/2-6) had 31,498 impressions, 403 clicks and cost \$100.

Enrollments have shown steady progress with nearly 1,200 Kindergarten applications. About 60% are utilizing the online process. Things to be aware of relative to enrollment are: Area F2 is over requested, Reflecting St. Paul has been increased from 20% to 25%, centralized support has been provided for immersion testing for proficiency in languages when students apply for a specific language program. In secondary Central, Johnson, Open, Washington and East Side Middle Schools are in high demand. Participation in Montessori pathway is increasing. Humboldt Middle School is thriving.

Next steps will involved a Kindergarten Recruitment Blitz, application clean-up and verification, individual school enrollment meetings and the lottery will be conducted with information to parents the week prior to Spring break. The on-time application deadline is February 20, 2015.

QUESTIONS/DISCUSSION:

- A Board member stated access to school shadowing may have put up unintended barriers to families who have limited or no transportation. It was suggested that in schools with pathways, perhaps it might be arranged to allow students to take a bus to the pathway schools for families who cannot get the students to the schools themselves. She also noted an all day shadowing is better for families and the

students. Response: There are some schools where a whole class will shadow a school, but that is an individual school's choice. Administration will be explore this to see what can be changed for next year.

- Is anything being done for parents in Area E who are concerned that their students may not get into the IB program they are interested in? SPPS has indicated the classes would be available regardless of the school they attend. However, for students not on the pathway what can SPPS realistically tell people about what they can expect? SPPS needs to get better information to families earlier in the process so they know the issues as they go into the choice process. Response: The reality is SPPS has more spots than high school students. There is a perception that IB is only at Central, but it is at Harding and Highland as well.
- For in-area students for Central, what is the actual chance of a student getting into Central? Response: SPPS is encouraging families moving into middle school in area E that if they want a guaranteed seat in Central's IB program they should begin planning for that in their middle school choices. SPPS does not plan capacity for families coming in at the midway point but for those starting and progressing all the way from middle school. What was done last year is that SPPS communicated with families who applied in area E so they understood the options available to them making it clear there is not a guarantee they will get in. It is SPPS's belief that it must provide information, be clear and be honest about that information so families can make an informed choice.
- Families who discover in some fashion that they have made a mistake/change in their preferences, what happens? Response: These are cleared up in the application clean up and verification process. Families get an email to come in and discuss their choices/options is an error or poor choice is noted and the application is flagged as a choice problem. If a family/student realize they have made a mistake, they should call the Placement Center as soon as possible so changes can be made. If a change is made due to an error, it is still considered an on time application.
- Just to confirm, if a student is in a certain school and the next year at the same school in the regular pathway, they do not have to do anything as far as applications are concerned, correct? Response: Yes, that is correct. However, if they want to apply for an IB program they must indicate that through the application process in order to be considered for that pathway.
- Is there follow-up if a student is doing a special path? Response: Students on a pathway must complete a certain number of classes within a marking period to maintain their position on that pathway as well as transportation. If the student does not meet the requirements, families are informed they have not met their commitment for the program pathway so they will need to make another choice.
- Appreciation was expressed for the outreach to families.
- Consideration is being given to how to handle the School Choice Fair in future. One suggestion has been to hold the School Choice Fair by area.
- A Board member requested information on the retention rate from pre-k to kindergarten.
- Is there a marketing blitz for middle schools and high schools and if so, how is that being done? Response: A number of different things have been developed to address the move from 5th to middle school. A lot happens at the schools; staff talks to 5th grade classes or parents about the middle school transition, middle school principals reach out to schools in their areas to get families into the middle school buildings. SPPS encourages this building to building level work as it is closer to the communities involved and establishes relationship between the schools and the families. Parents have asked to push this effort to the schools with the district providing the framework and supports.
- How does SPPS market the alternative high schools? Response: That would be AGAPE, Gordon Parks and LEAP. Gordon Parks receives 90% of its enrollment from referrals from the high schools. SPPS wants students to have the comprehensive high

school experience as a first step in their secondary education then, if that is not working for the student, referrals are made by the principal or assistant superintendent to move the student to an alternative high school.

D. Human Resource Transactions

MOTION: Ms. Carroll moved the Board approve the Human Resource Transactions for the period January 1, 2015 through January 31, 2015 as published. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

X. **CONSENT AGENDA**

MOTION: Ms. O'Connell moved approval of all Consent Agenda Items with the exception that the following items were pulled for separate consideration: D1 - Enter into Additional Lease Agreements with Apple for iPad Airs and iPad Mini's, E5 - Establishment of the Classified Position of Information Technology Purchasing Analyst for Independent School District No. 625 and Relevant Terms and Conditions of Employment and E8 - Monthly Operating Authority. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

A. Gifts -- None

B. Grants

BF 29995 Permission to Accept a 3M Foundation Grant for 3M Partnership Program

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.

BF 29996 Request for Permission to Accept Grant from the Allina Foundation to Support Student Health and Wellness

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.

BF 29997 Request for Permission to Accept a Grant Award from Lowe's Toolbox for Education

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

BF 29998 Re0quest for Permission to Accept a Grant from the Minnesota Agriculture in the Classroom (MAITC) Foundation to Linwood-Monroe Arts Plus

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.

BF 29999 Request for Permission to Submit a Grant Application to Travelers Foundation for Talent Development and Accelerated Services (TDAS) Programming

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.

BF 30000 Request for Permission to Accept a Grant from the University of Minnesota Monarch Lab to Linwood-Monroe Arts Plus

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.

- C. Contracts - None
- D. Agreements - See Separate Consideration
- E. Administrative Items

BF 30001 Discharge of DS

That the Board of Education finds, concludes and directs: 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.; 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.; That the Superintendent's recommendation for the discharge of D.S. is adopted by the Board of Education; That D.S. be discharged from School District employment as a teacher; That the Clerk of the Board of Education provide D.S. with a written statement of the cause of such discharge; 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 That D.S. remain on administrative leave with pay until the effective date of her discharge.

BF 30002 Discharge of S. C.

That the Board of Education finds, concludes and directs: 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.; 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.; That the Superintendent's recommendation for the discharge of S.C. is adopted by the Board of Education; That S.C. be discharged from School District employment as a teacher; That the Clerk of the Board of Education provide S.C. with a written statement of the cause of such discharge; 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 That S.C. remain on administrative leave with pay until the effective date of her discharge.

BF 30003 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

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.

BF 30004 Establishment of the Classified Position of Information Technology Service Management Specialist 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 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.

BF 30005 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

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

BF 30006 Minor Revision to Policy 701.01 - Fund Balance

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

F. Bids

BF 30007 Bid No. A206710-A Bus Garage Pavement Replacement at 261 Chester
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.

BF 30008 Bid No. A206725-A Focus Beyond Roof Replacement
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.

BF 30009 Bid No. A206822-A Homecroft/RiverEast Building Renovations
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.

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION:

BF 30010 Enter into Additional Lease Agreements with Apple for iPad Airs and iPad Minis

Director Hardy stated he had pulled this item one to express appreciation to staff for getting back to the Board with the information requested. He then asked how SPPS is planning to promote the use of funds for PLTT as it moves forward in Year 2 and 3. Response: This is in the planning stages for next year's budget. There are three iterations of leases supported by the PLTT budget but costs will also be budgeted within departments separate from the leases. The leases include not only device costs but also include PD support, device cases, accessories, the

tracking system, etc. In addition, SPPS plans to have support staff in Tech Services allocated to PLTT funds as they work with the schools in support capacity and rollouts. This will be a mix between devices, support and staffing.

QUESTIONS/DISCUSSION:

- A request was made for information as the budget develops relative to the issue that as SPPS moves forward it would be helpful to talk about tech purchases already done for the lap tops for teachers. Specifically, in the past schools provided some form of computer support for teachers, how will SPPS free up money from other program funds to fund this in the future?

MOTION: **Mr. Hardy moved 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. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

BF 30011 Establishment of the Classified Position of Information Technology Purchasing Analyst for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Hardy stated he had pulled this item and, though he could see the value in the position, he was struggling with the timing particularly in face of the reduction to the Tech TOSAs next year. He asked to hear a specific plan regarding the Tech TOSAs, why the timing for this position is now and how the funding for the two positions is related. Response: The Deputy Chief of Technology Services stated the position would not need to be funded from the referendum but could come from the General Fund. He stated this is a vital position for the department to assist him in researching, ordering, tracking and analyzing work done with the 35 technology vendors the department deals with. As demand on his time expands he is no longer able to track the details of these transactions as deeply as is needed and needs someone dedicated to that process. It will also provide savings to the district. The department needs a person who has purchasing, negotiation and contract management skills to administer the purchasing of technology. The reason it needs to be filled now is in part due to retirements within the Purchasing Department putting a strain on remaining staff to meet demand. This is completely separate from Tech TOSAs, who specialize in support and training, and would have entirely different job requirements around purchasing IT systems, software, etc. in order to cut and manage costs. This position would require experience in pricing negotiations and contract review and needs a very strong IT background.

QUESTIONS/DISCUSSION:

- A Board member stated this was a really smart idea and from past experience with another company this position is vital.
- Administration indicated approving this position does not have any impact on the timing of or hiring of Tech TOSAs. The position would be within the hiring stream for Tech Services.

Director Seeba called the question.

MOTION: **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.

The motion was approved with the following roll call vote:

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

BF 30012 Monthly Operating Authority

Director Hardy stated he had pulled this for an explanation of overtime costs. He asked if there is a way to address work load and staffing so there is not as much overtime. Response: Overtime has been substantially higher in previous periods. The need for overtime ranges across the trades, clerical, technical and transportation areas and affects hourly staff only. Overtime is used to take advantage of staff with specific expertise that someone from the outside would not have or in the case of departments experiencing high turnover where it is necessary to utilize staff to get the work done by qualified individuals with a knowledge of the processes. The trend has gone down and is being mitigated by filling positions. From an HR perspective, overtime is looked at through the value of the overtime compared to adding a resource. HR is also looking at ways to maintain work levels over time through cross training which will allow more flexibility and responsiveness within departmental staff. Some overtime costs (primarily custodial) are mitigated through the income from permits that outside entities pay when they use SPPS sites.

MOTION: Ms. Carroll moved 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 | \$58,208,393.09 |
| | #0001104-0001158 | |
| | #7001026-7001067 | |
| | #0000384-0000417 | |
| (b) Debt Service | -0- | \$1,377,071.92 |
| (c) Construction | -0- | \$1,771,424.47 |
| | | <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

and that the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending May 31, 2015. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

XI. OLD BUSINESS

A. Second Reading: Gender Inclusion Policy

The Board Chair announced the second reading of the Gender Inclusion Policy. There were no comments or questions.

XII. NEW BUSINESS

A. Project Labor Agreement

BF 30013

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

MOTION: Ms. O'Connell moved the Board accept Administration's recommendation that a PLA be utilized on this project. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Vue requested further discussion on outreach to communities regarding later start times

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- Director Vue indicated he had been in discussion with the Hmong community and had heard and felt the Asian perspective is missing from discussions within SPPS. He indicated he had submitted a request for data to the Superintendent in order to facilitate further discussion of Asian Americans within SPPS. The Chief Executive Officer indicated the data would be provided.
- Director Carroll indicated this was similar to a discussion the Board had at an earlier point with the Karen community. She requested that as SPPS moves forward with its vision reporting, areas with nuances should be articulated in greater depth.
- Director Hardy reminded the Board of the upcoming West Side Education Summit on February 24 (6:00-8:00 p.m.) at Neighborhood House.
- Thanks were extended to the schools and staff for their support of the 20th Anniversary of African American Parent Involvement Day.
- The Vice Chair indicated the Board would hold discussion on respectful presentation during Public Comment.
- Director Hardy reminded the Board that Minnesota Senators and Representative want to hear from board members and students in particular on issues currently under consideration during the legislative session.
- The Superintendent extended thanks to the Board members for their public service during this School Board Member Week.

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.

MOTION: **Ms. Seeba moved the Board schedule a Special Board of Education Meeting on Tuesday, June 9, 2015 at 4:00 p.m. to address Non-Renewals. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

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

- March 17
- April 21
- May 19
- June 9 - 4 p.m. (Non-Renewals)
- June 23
- July 21

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

- March 3
- April 7
- May 5
- June 9
- July 21

XV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn, Ms. Seeba seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:07 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
March 3, 2015**

PRESENT: Board of Education: Keith Hardy, Mary Doran, John Brodrick, Anne Carroll (departed 8:59 p.m.), Jean O'Connell
Louise Seeba - arrived 5:05 p.m.
Chue Vue - arrived 5:36 p.m., departed 8:59 p.m.

Staff: Superintendent Silva, M.Schrul, J. Schulz-Brown, L. Cathey, J. Peterson, K. Wilcox-Harris, C. Osorio, M. Walker, S. Freeman, M. Bierman, A. Collins, M. Hearn, J. Turner, R. Vernosh, P. Duffy, J. Statum-Allen, L. Sayles-Adams, M. Hoelscher, E. Agbamu, T. Battle, E. Keenan, M. Yackley, N. Cameron, C. Grady

Other: J. Carley, B. Pierson, E. Dandan, J. Lonetree, J. Verges

I. CALL TO ORDER

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

II. AGENDA

A. Preliminary 2016 Budget Overview (General Fund)

The Chief Financial Officer reviewed the key planning assumptions for the 2016 budget.

- The SSSC 2.0 Plan is first consideration in funding
- Class size ranges will determine teacher FTEs
- The budget will be built on current laws
- A blended site-based and centralized funding method will be used for schools
- A table detailing the average salary and benefits will be provided for budget preparation
- The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with Board policy.
- Non-school programs will be reported into three categories: Central Administration, District-wide Support and School Service Support.
- Fully financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-16 school year will be included in the adopted budget and
- The FY 2015-16 budget must be approved by the Board by June 30, 2015.

Factors which could influence the budget are:

- Third quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings and
- Funding has not kept up with inflation.

The FY 2015-16 General Fund Preliminary Big Picture

| | FY 15 Adopted (in millions) | FT 16 Preliminary (in millions) | Difference | Percent Change |
|---------------------|-----------------------------------|---------------------------------------|------------|-------------------|
| Revenue | \$529.1 | \$528.2 | \$ (0.9) | (0.2%) |
| Use of Fund Balance | 8.1 | 2.5* | (5.6) | (69.1%) |
| Expenditures | 537.2 | 530.7 | (6.5) | (1.2%) |
| Balance | \$0 | \$0 | | |

* The ending FY 2014-15 (6/30/15) Unassigned Fund Balance is projected to be 5.2% (as of the December 2014 quarterly report). The \$2.5 million use of fund balance for FY 15-16 has been accounted for in the projection.

The CFO summarized considerations for balancing the FY 2015-16 budget, they were:

- Maintaining SSSC 2.0 commitments
- Maintaining current class size commitments and funding the change in the high poverty Kindergarten range to 20-24 in 2015-16.
- Maintaining the Board resolution on the additional 32 FTEs for staffing support plus an additional 10 FTEs in 2015-16
- Eliminating one time only allocations
- Reviewing areas where there has been cost savings due to efficiencies
- Addressing program expenditures where revenue has decreased
- Reviewing program reductions in Central Administration, District-wide Support Services and School Service Support areas
- Keeping the reductions as far away from the classroom as possible.

SSSC 2.0 class size ranges at higher poverty sites are:

| Grade | FY 16 Target Ranges |
|--------------|---------------------|
| Pre-K | 20 |
| Kindergarten | 20-24 |
| 1-3 | 22-25 |
| 4-5 | 25-28 |
| 6-8 | 29-33 |
| 9-12 | 30-35 |

The higher poverty threshold is the top 30 schools per the teacher's contract (these change from year to year). Effective FY 2015-16, the Target Range for Kindergarten changed to 20-24.

SSSC 2.0 class size ranges for lower poverty sites are:

| Grade | FY 16 Target Ranges |
|--------------|---------------------|
| Pre-K | 20 |
| Kindergarten | 22-26 |
| 1-3 | 22-27 |
| 4-5 | 25-29 |
| 6-8 | 29-35 |
| 9-12 | 30-37 |

Site staffing criteria for FY 15-16 has the following site configurations: Pre-K-5, K-8, Dual Campus, 6-8, 6-12 and 9-12. Staffing categories are:

- Principal
- Assistant principal
- Administrative intern
- Clerk (minimum, additional 10 month, mobility and attendance)
- Learning support (counselors)
- Library support
- SSSC 2.0 site staff for program articulation.

FY 2015-16 additional site staffing supports per Board Resolution are:

| Position | FY 15 FTEs | FY 16 Additional FTEs | Total Additional FTEs |
|------------------------------|------------|--------------------------|-----------------------|
| Licensed media specialists | 10 | 5 | 15 |
| Elementary school counselors | 10 | 5 | 15 |

| | | | |
|------------------------|---------|---------|---------|
| Licensed school nurses | 7 | - | 7 |
| School social workers | 5 | - | 5 |
| TOTAL | 32 FTEs | 10 FTEs | 42 FTEs |

The CFO then reviewed the budget adoption schedule. Schools and programs will roll out at the same time, March 27 and due back April 24.

QUESTIONS/DISCUSSION:

- You indicated you do make presentations to various groups, if a community group wished to understand the budgeting process how would they know how to request a presentation? Response: SPPS wants to make sure they are being transparent and providing information on how the budget process works. Last year's presentations contained elements of both budget and process and were presented to Central Administration and the schools; school sites offered presentations for their community. The Finance Office can do either or both presentations (the current budget and its impacts and/or how the budget is built and its components). Requests should be made to the Finance Office.
- A Board member commented the tiered approach is good. Response: SPPS is a steward of tax payer money so the community should be able to know how the budget works. Finance is putting together a tool kit for the community – Budgeting 101. That information will be made available to the PACs and Board members could be included. The Board indicated they would like to receive this and requested it be sent to the various district councils as well..
- Another Board member stated she was happy to see the gap between expenses and available revenue closing.
- What are the items impacting revenue reduction? Response: Stable enrollment results in a reduction in revenue. Compensatory dollars linked to the poverty threshold dropped by \$1.7 million for 2015-16 and a change in the integration formula resulted in a slight reduction.
- So the factors listed as having an influence on the budget means you do not know right now what will happen? How many of these will be known by next month? Response: Many will not be known until the actual monies are received. Finance, as it has over the past several years, has made very close projections about where they think the numbers will land. The Legislative Liaison is keeping Finance well informed on what can be expected as legislation evolves. Finance has a good sense of enrollment assumptions and the projections are updated over time.
- What about bond ratings? Response: The bond rating meetings will happen in May. Administration will present the state of the district to Moody's and Standard & Poors. This is a picture of where the district is and where it is headed and its ability to cover unforeseen circumstances. The rating agencies take all that into consideration when issuing their ratings.
- So at the April COB meeting Finance will bring their best projections to the Board, not actual figures, correct? Response: Yes, the budget will be built based on those projections. Administration noted that many districts in the state are coming up short and will need to make budget cuts because the State has not kept up with inflation. SPPS is in a better position than some but cuts may still be necessary. An additional consideration is SPPS is now doing "pay as you go" which needs to be budgeted for though in the long run it will benefit future tax payers by a reduction in bonding expenses.
- The high poverty school class sizes, how will SPPS help schools with higher poverty populations continue or increase services provided to the students? Response: High poverty schools get concentration and compensatory dollars and Title I dollars on top of regular funding to schools. SPPS tries to ensure that schools who need more support in a particular area get it and that schools maximize use of staff. In FY 15-16 there are 42 additional FTEs providing additional support to schools and families.
- Will extra supports continue to the high poverty schools so the schools can provide a stellar education to its students? Response: Cuts that have to be made will be kept away from the schools as much as is possible.

- Class size is dropping down one student at the Kindergarten level? Will this affect families with pre-K kids in those schools who want to move up to Kindergarten at that school? Does it affect enrollment at the schools? Response: Every time there is an increase or decrease in class size it will impact schools. Pre-K students moving to Kindergarten in the same school will not be affected, it affects only kids coming in.
- Program reductions, at this point in the process you do not know what or where the cuts will be, correct? Can you give an example of what would fall into those areas? Response: No, at this point specific cuts have not been determined. An example might be the "nice to haves" which have been trimmed over the past several years. One time only costs covered last year are not being renewed in the new budget..
- What is the timeline? Response: The budgets will go to programs and schools on March 27. The Board will be updated at the same time so you will have an idea of what program budgets are.
- Explain the three categories other than schools. Response: Central Administration would involve things such as Board governance and the Superintendent's budget. District-wide Support Services would be things such as facilities, finance, HR, transportation. School Support Services would be Special Education, MLL, counseling, etc.; areas where there is a direct correlation to the schools.
- Administration indicated that when the allocations are sent to schools and programs a message will be sent to the Board so they know the process has begun. Schools and programs will then have about one month to work through their budget. The Board should have a good idea about the budget by the April COB.
- A Board member noted it would be useful to see last year's budget figures alongside this year's budget for the schools and programs.

B. Wellness Policy Implementation Update

The Supervisor, Student Health and Wellness provided an update on the Wellness Policy implementation along with some background. The 2004 Child Nutrition and WIC Reauthorization Act required all districts establish local school wellness policies by SY 2006-07. The Board approved the original SPPS Wellness Policy in May 2006 and the subsequent revision in June 2008. The 2010 Healthy, Hunger-Free Kids Act expanded the scope of wellness policies and the SPPS policy was revised and approved in March 2013.

The 2013 changes to the policy reflect the changes required by the Healthy, Hunger-Free Kids Act. The revision process covered seven months and engaged stakeholders to provide input. The Wellness Policy aligns with the Racial Equity Policy with a link between race and health disparities and the final outline reflects the CDC. SHIP (Statewide Health Improvement Program) funds were used to facilitate the revision.

She went on to provide definitions for:

- SHIP (Statewide Health Improvement Program) -
- Site Wellness Teams
- Wellness Champions - have been identified at 46 schools to date and are there to promote wellness on the school site.
- District Wellness Team - is a 9-12 member group comprised of SPPS employees, parents and community partners. They are charged with supporting and evaluating the SPPS Wellness Policy, helping to ensure that staff and students are provided the opportunity for a healthy lifestyle during the school/work day.
- Annual Wellness Action Plan – developed at site level

Policy concerns expressed in 2012-13 included:

- A need for stronger language to "raise the bar" related to health education, physical education and physical activity.
- Accountability and enforcement
- Difficulty of implementation
- Mental health needs were not addressed
- Communication of the wellness message and

- A weak employee wellness section.

There is a close link between health and academic success. Research shows that students who earn mostly A's are almost twice as likely to get regular physical activity than students who receive lower grades. Physical activity has been shown to help students focus, improve behavior and boost positive attitudes.

Looking at the impact of the 2013 revision has shown that the District Wellness Team has a very engaged membership including parents, students and community partners (St. Kate's Public Health students, Health Partners, Allina Health and Children's Hospitals & Clinics). Strong leadership is provided by the SHIP lead (.6 FTE). There has been steady growth in the Wellness Champions program with varying levels of participation.

Key areas of the Wellness Policy are Physical Activity where efforts are made to find opportunities for increasing physical activity for students before, during and after school as well as offering professional development opportunities for physical education teachers. Healthy Eating and Nutrition helps teachers find ways to integrate nutrition education and healthier eating into the classroom. Staff Wellness and Family Involvement reinforces the importance of adult modeling of healthy behaviors.

Success in the area of wellness in 2013-14 was reflected in such efforts as: St. Paul Music Academy Ninja training, Johnson High School's GoVie Spring event, the St. Anthony Park running club, Chelsea Heights archery club and the Eastern Heights fruit of the month. Community Ed facilitated water safety classes for underserved populations and 300+ staff members participated in yogaCalm training.

2014-15 successes include: 55 Wellness Champions (up from 46 in 13-14), 40 action plans, the award of the Safe Route to School grant, expanded interest in biking partnerships as the city and county draft comprehensive bike plans, continued partnership with Community Education, the launch of the Wellness website, school yogaCalm residencies at select sites and increased interest in running clubs and events.

Next steps will involve:

- Working with Employee Wellness to inspire staff to model more healthy behavior
- Providing teachers with resources to make physical activity a classroom routine, including at the secondary level and
- Seeking opportunities for further collaboration with school communities and Community Partners.

QUESTIONS/DISCUSSION:

- In the Wellness Report – 56% of programs reported taking recess away from kids as punishment, is that the case? Should there be some messaging to administrators on the policy on recess? Response: Actually this is a slightly improvement from the previous report. The physical education piece is in the buildings and alternatives are being explored. The 56% is not "of programs," it means 56% of Wellness Champions have seen or heard of it happening at least once.
- Obesity and Type 2 diabetes, does SPPS have data on this? Response: Yes on Type 1 diabetes but not on Type 2 as that information is only available if the parent discloses the condition. Type 2 is on a slow and steady rise. The Health Department is looking at that in relation to health equity. Data on obesity is gathered by the Health Department from health plans. There is no data specific to SPPS schools. Some reports on obesity go back to an SPPS report in 2004 but SPPS does not collect data on it; only on Pre-K between 3 and 5 years.
- Celebrations and the policy of allowing only one celebration per month involving food or beverages, is this being done consistently? Response: This is an area that needs tightening up. Some sites do it well but how this rolls out varies. There is an ongoing need for other ideas (i.e., extra time in the gym or outside).

- Food allergies are prevalent and it has been defined as a "procedural" issue. What is being done through procedures relative to allergies? Response: Significant things have happened. The language in the policy aligns food allergies with disability so individual health plans for students can now be integrated into their IEP. The 504 has moved from a paper document to an electronic document based in the student's Education Plan. This would include anaphylaxis and diabetes plans for those most significantly impacted and follows the student from site to site.
- A Board member suggested a reminder be sent to the schools outlining the liability issues of allowing food associated with celebrations in the classrooms.

RECOMMENDED MOTION: Mr. Brodrick moved, seconded by Ms. O'Connell, the Board accept the Wellness Policy Implementation Update report.

The motion passed.

C. Out for Equity Presentation

Staff stated this presentation would provide an overview of the services and supports Out for Equity provides to students, families and staff in SPPS. Out for Equity is a school-based program that strives to maintain a safe and welcoming school environment that fosters positive self esteem, respect for others and academic success for all lesbian, gay, bisexual, transgender, queer and questioning students, staff members and families.

Common terminology in the program is: GSD - gender and sexual diversity. LGBTQ+ - lesbian, gay, bisexual, transgender, queer and other gender and sexual identities (intersex, asexual, gender non-conforming and two-spirit).

Identification of student need areas come from many sources:

- School requests for training and information and/or events
- Feedback on a need for family involvement
- Middle schools as an area of high need
- Transgender student experiences and
- Data (local and national).

The Minnesota Student Survey (done every three years) had 378 out of 3,570 students identified as other than heterosexual. They displayed a very low level of assets and very high levels of challenges.

School supports for LGBT students need to be provided earlier and include: comprehensive policies, student groups (GSAs – Gender and Sexual Alliance and SGs - Support Groups), LGBT-inclusive curriculum and supportive educators.

Programs offered by Out for Equity include: an evening out (AEO), Under the Rainbow Drop-In, Queer and Trans Youth Leadership Program, Special opportunities (Q-Quest, Youth Summit, Queer Youth Prom, Youth Pride and Twin Cities Pride). The racial breakdown of AEO participants in 2013-14 was: 54.8% white, 15.1% mixed race, 6.3% Hispanic/Latino, 19.8% black, 1.6% native American and 1.6% Asian.

Indirect student supports provided by Out for Equity include professional development for staff (the Safe Schools Manual), training for GSA advisers, "Beyond Courage: Leading for Gender Inclusion", "Safe Space" training and requested PD. Technical assistance is offered with such things as the Gender Inclusion Policy, the Safe & Supportive Schools initiative and mental health supports.

Student group participation has grown in 2013-14 there were groups in 8 high schools and 3 middle schools; in 2014-15 groups are in 8 high schools and 7 middle schools.

Out for Equity provides family engagement through the Gender & Sexual Diversity Parent Advisory Committee with support from the Office of Family Engagement and Community Partnerships. Through events (Twin Cities Pride, Queer Youth Prom, family meetings) and direct assistance with provision of resources and connections to services.

Out for Equity departmental support is provided through work with HR and other departments along with provision of individual support as requested through resources, perspectives about policies and coaching.

Alignment with SSSC 2.0 is through specific initiatives that include: racial equity, personalized learning, teacher development & evaluation (TDE) and safe and supportive schools.

Out for Equity is empowering students, staff and families to transform the educational experiences of LGBTQ+ students and families.

QUESTIONS/DISCUSSION:

- Is there data to show if SPPS is under serving certain groups? Response: The data available could not be disaggregated any further because of small number in the group. It may be available at the state level.
- How is SPPS helping students and families facing barriers? Response: It is important this is part of the curriculum from Pre-K through high school. It involves ways of speaking looking at differing perspectives, care for and support for all and materials that support the actual ways students live. Middle school is an important area and time in which to do this work. SPPS is a leader in this area and it tries to share its work with out-state schools and other districts.
- A Board member stated she liked the expansion, depth and elaboration happening in Out for Equity.
- What is being done to expand services to staff, to provide support within policies and procedures to ensure staff is also supported. Response: The GSA leaders are points of contact and support within buildings. There is no formal program for staff but it is being incorporated as part of new employee education. It is hoped that in future SPPS will have LGBT employee groups as part of the broader equity work. As a district, SPPS is advanced in work in this area but employees are still apprehensive about being open. They need to feel safe and comfortable before that happens.
- It was noted that supportive schools become known by parents and their children are taken to those sites. The hope is that this will become unnecessary and all schools will be viewed as supportive.

D. Standing Item: Policy Update

1. Gender Inclusion Policy

The one recommendation for revision was noted.

QUESTIONS/DISCUSSION:

- For areas needing to be dealt with on procedural level, how will SPPS be sure teachers are well prepared and informed in terms of covering sensitive topics and so they will not be accused of being in contradiction to the inclusion policy? Response: By emphasizing what the policy actually refers to, avoiding arbitrary separation of students or curricular materials. Small case studies will be built as an exhibit to accompany the procedures as a learning tool. SPPS staff is already accomplished at navigating multiple perspectives.
- As the policy moves on with the new addition, the Board was asked to give its permission to the policy team to continue to do grammatical tweaks to the language and punctuation as long as it does not change the substance. The Board was amenable to this and they agreed if they had any suggested changes that they be provided to Mr. Vernosh no later than 3/10/15.

- A Board member stated the Board should be aware of the fact that there will be students coming from families who will disagree with the basic tenants of this policy and that their perspective will need to be dealt with in a respectful and inclusive manner. The Board indicated they understood there will be multiple perspectives and that they are important but they must be expressed and addressed respectfully for all, there will be no tolerance for intolerant or hateful language or actions.
- A Board member indicated it would be helpful if administration would provide on-going information to the Board about how staff and students will be assisted in navigating this in order to create a respectful learning environment for all. Such things as examples, micro-lessons, etc.
- A Board member stated, in the end the need is to be respectful of people who feel differently but to be actively and demonstrably in support of the policy.

E. Standing Item: PLTT Update - No Presentation

F. Standing Item: SSSC 2.0 Update - No Presentation

G. Work Session

1. Board Check-In

The Board reviewed how it will proceed with exploring its beliefs regarding the budget process – how better to serve students with funds available and keep funds close to the schools. Distributions, realignment, where the focus should be, where cuts might occur while still addressing achievement and making it clear to the community how funding has been constricted by Federal and State laws and mandates and their failure to keep abreast of inflation.

2. Public Comment Follow-Up Discussion

The Board consulted with its General Counsel on how to interrupt disrespectful comments/behavior during public comment at board meetings. Counsel stated the Board is governed by Roberts' Rules of Order and its own directives on public comment. She stated the Chair has authority to take action to ensure rules are followed. After extensive discussion the consensus was the most efficient option would be for the Chair to gavel the speaker and call a recess.

The General Counsel was asked to provide examples of how and when an individual Board member can take action to end a comment session. It was also noted that the public comment period is provided for the community's benefit and is offered at the discretion of the Board.

3. Student Representation on the Board /Student Leadership Opportunities

Board members were asked to provide input in two areas:

- Purpose & Objectives (why the Board is considering doing this):
 - To get student perspectives on issues the Board deals with
 - To get student perspectives on specific issues (school start times, transportation, etc. - issues would, more than likely, change each year)
 - To foster student leadership & empowerment
 - To get more intentional input on decisions affecting students
 - To formalize the student advisory/input process
 - To gather breadth and depth (design, approach, method) tailored to the issue/need
 - To provide an avenue to hear from a full range of students from different programs and from different experiences/backgrounds (especially marginalized students)
- Options:
 - An existing option was brought up in the Community Education 2013 Youth Leadership Team. The team is formed from grades 9-12 representing the nine

high schools. Each school provides 14-21 people, the goal being having a total of 120 youth from all high schools. The group is already functioning and is supported from staff is in place (Community Ed leads). The focus is Service Learning.

- o Director Seeba indicated public housing has "resident councils" in each building and each building sends a representative to the "President's Council."

Other options mentioned were:

- o Formal structures
- o Secondary students (6-12)
- o Interschool students
- o Include ALL high school programs
- o A student Board member
- o A school-based youth leadership structure the Board could tap into on specific issues
- o Ask student council advisors for ideas
- o Look at example of the Interschool City Council (Green Bay) or
- o Police Chief Smith's Council

A Board Work Group was established (Ms. O'Connell, Ms. Carroll and Mr. Vue) to look at different formal structures and the link between structure and addressing specific issues or other formats. Four areas will be researched: "formal" structures, school-based youth leadership structures to address specific issues, inter-school/city youth councils and the youth council established by the St. Paul Chief of Police.

III. ADJOURNMENT

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

| |
|---------------------------|
| The motion passed. |
|---------------------------|

The meeting adjourned at 9:08 p.m.

Respectfully submitted by,
Marilyn Polsfuss
Assistant Clerk

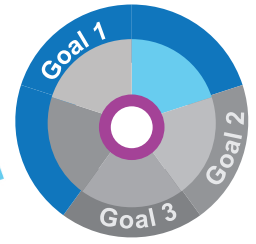
GOAL 1: Achievement

Ready for College and Career

DISTRICTWIDE DATA (SY 2013-14)

Vision Card Levels

Critical Concern Stable Progress Vision



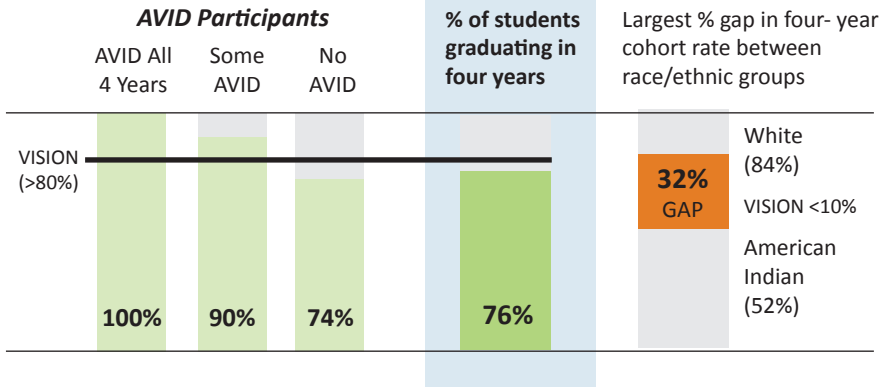
57% of the class of 2014 enrolled in college the following fall.



Last year, our students earned **\$2.2 million worth of post-secondary credits** while still in high school.

GRADUATION

Four-year Graduation Rate



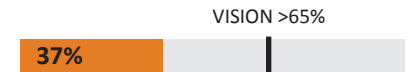
Senior Survey: % feeling supported and encouraged by teachers



Financial Readiness: % of graduating class who completed a FAFSA



ACT: % of students with a composite score of 21 or higher



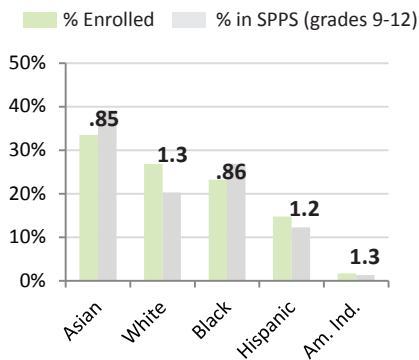
HIGH SCHOOL

Advanced Courses Proportionality Ratios by Race

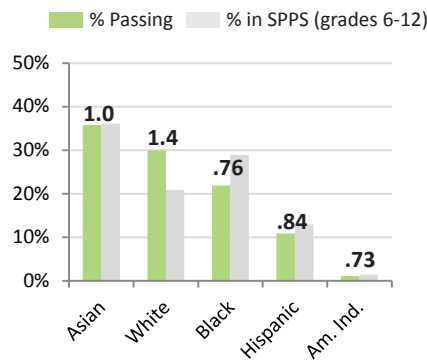
[student group % of those enrolled (or passing) classes / % of student group in district]

VISION = >.75 representation by all groups

Advanced CTE Courses (grades 9-12)



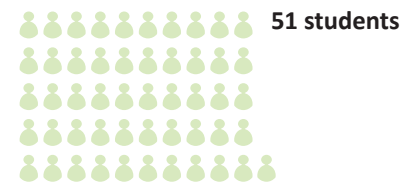
Advanced Courses (grades 6-12)



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

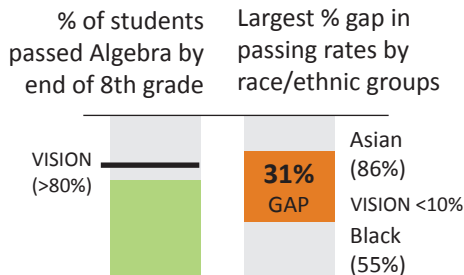


Drop-out prevention: Students entering Gateway to College program each year, VISION >45 students

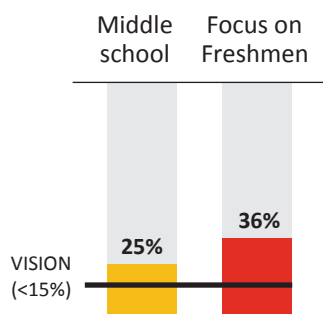


MIDDLE SCHOOL

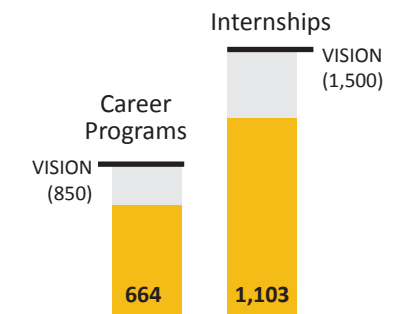
Passing 8th Grade Algebra




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



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






The VisionCard 2015 is a circular diagram with a central purple circle labeled "Mission" containing a photo of three people. Surrounding this are three main goal areas: "Goal 1: Achievement" (blue), "Goal 2: Alignment" (yellow), and "Goal 3: Sustainability" (green). Each goal area contains specific sub-goals: Goal 1 includes "Personalized Learning" and "Ready for College and Career"; Goal 2 includes "Excellent School Programs with Connected K-12 Pathways"; Goal 3 includes "Systems that Support a Premier Education". A separate blue wedge on the right also says "Ready for College and Career".

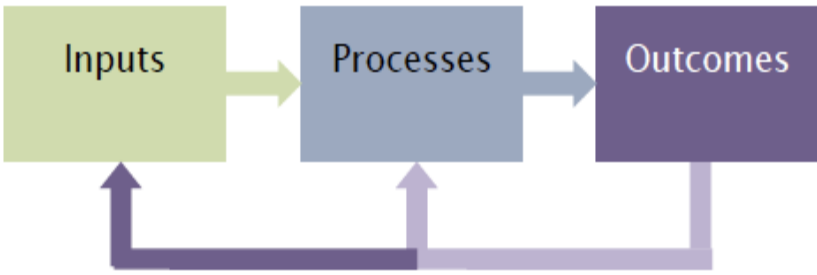
Ready for College and Career VisionCard 2015

Christine Osorio - Chief Academic Officer
Theresa Battle - Assistant Superintendent
Jon Peterson - Director of the Office of College and Career Readiness

SPPS Board of Education March 17, 2015




Continuous Improvement (TeamWorks model)

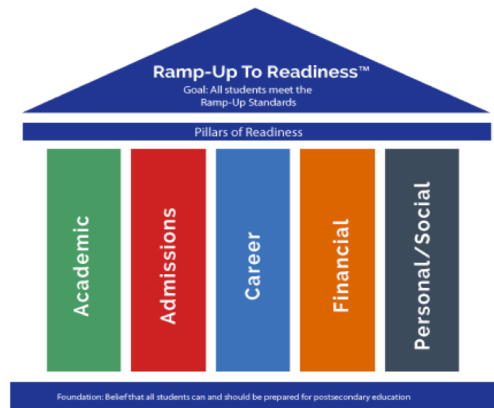


The diagram shows a flow from "Inputs" (green box) to "Processes" (blue box) to "Outcomes" (purple box). Below this flow, a feedback loop is shown with arrows pointing from "Outcomes" back to "Inputs" and "Processes".

To improve Outcomes, VisionCards focus on Outcomes and Processes



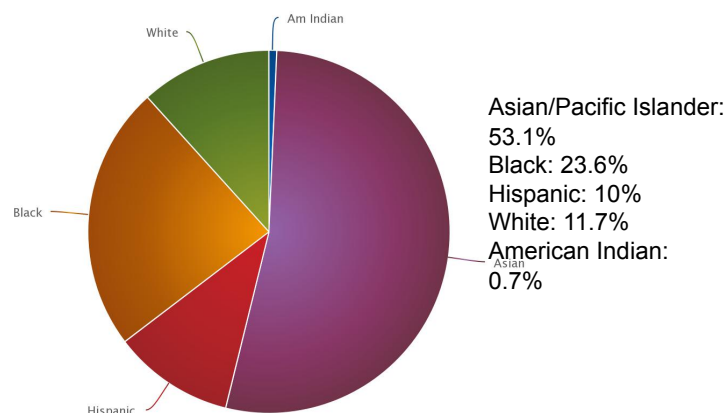
Ready for College and Career 5 Pillars



(College Readiness Consortium at the University of Minnesota)



Johnson High School Demographics



Spotlight On...

Johnson Aerospace Progress

| |
|---|
| Increase in students taking AP, CIS, PLTW (2013- 757; 2014 – 1351) |
| Naviance Support: Freshmen Focus (9 th), Frameworks (11 th), and Finale (12 th) |
| College Developmental Reading and English Course |
| FAFSA completion increasing |
| Student Leadership and “Govie pride” |
| Graduation Rates up to 86% in 2014 from 70% in 2010 |
| 59% accepted to college (32% 4 year and 27% 2 year) |



Spotlight On...

Johnson Aerospace Video

<http://minnesota.cbslocal.com/2015/02/13/high-schools-flight-simulators-turn-students-into-pilots/>



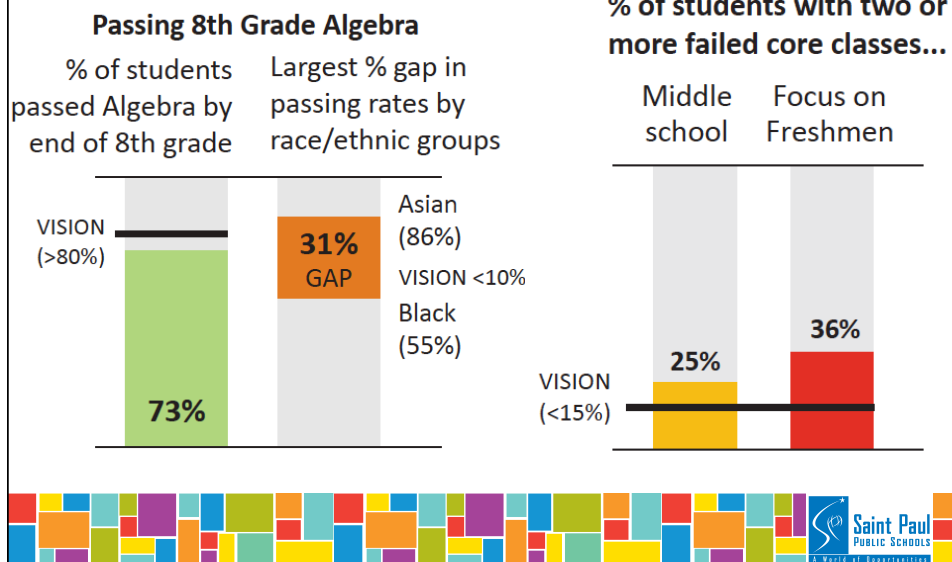
Academic Pillar

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

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



Academic Pillar



Admissions Pillar

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

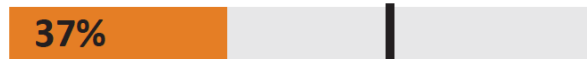
(University of Minnesota's Ramp-Up to Readiness)



Admissions Pillar

ACT: % of students with a composite score of 21 or higher

VISION >65%



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

VISION >90%



Expanding Use of Naviance

Online Tool for College and Career Readiness

Available to all SPPS students grade 6-12

Apply to College

Search for Scholarships

Explore Careers

Take Interest and Strength Assessments

Aligns with World's Best Workforce Legislation



Career Pillar

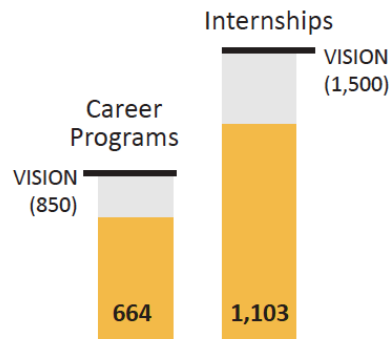
The student has the ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers

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



Career Pillar

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



Financial Pillar

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

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

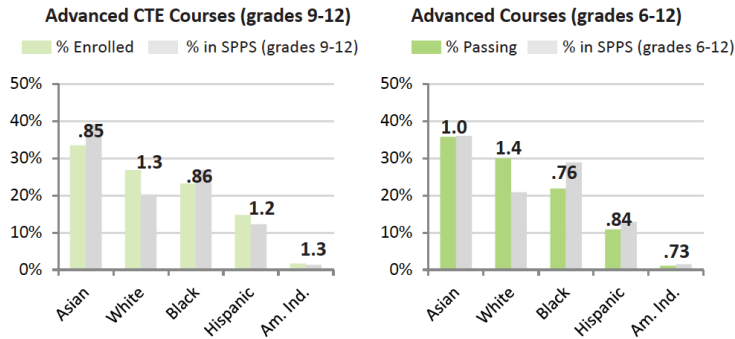


Financial Pillar

Advanced Courses Proportionality Ratios by Race

[student group % of those enrolled (or passing) classes / % of student group in district]

VISION = >.75 representation by all groups



Last year our students earned \$2.2 million worth of post-secondary credits while still in High School.



Personal and Social Pillar

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

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



Personal and Social Pillar

Senior Survey: % feeling supported
and encouraged by teachers

VISION >95%

89%



Spotlight On...

Dual Enrollment

Gateway to College
Video

<https://www.dropbox.com/s/yww43cikqrin9mi/Gateway%20to%20College.mp4?dl=0>



SPPS Graduation Rate

2014 Graduation Rate = 76%

Graduation rates for all student groups increased from 2013 to 2014

Increases in overall graduation rate for six years

Largest gap (32.1 points) between American Indian and White students

Gap between Black and White students decreased 3 points last year

Rates for Asian, F/R, and SpEd have increased steadily since 2009.



Questions?





FY 2015-16 Preliminary General Fund Budget

Marie Schrul
Chief Financial Officer
March 17, 2015



Purpose

- To provide an overview of the preliminary FY 2015-16 General Fund budget and timeline to the Board of Education

Agenda

- Review of budget guidelines adopted by the BOE on February 17, 2015
- Presentation of macro FY 2015-16 General Fund budget numbers
- Staffing the Schools
- Development schedule
- Questions

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Key Planning Assumptions

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.
- The FY 2015-16 budget 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/2015-16>).



Influencing Factors

- 3rd quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Funding has not kept up with inflation



FY 2015-16 General Fund Preliminary Big Picture



| | FY15 Adopted (in millions) | FY16 Preliminary (in millions) | Difference | % Change |
|---------------------|----------------------------------|--------------------------------------|------------|----------|
| Revenue | \$ 529.1 | \$528.2 | \$ (0.9) | (0.2 %) |
| Use of Fund Balance | 8.1 | 2.5* | (5.6) | (69.1%) |
| Expenditures | 537.2 | 530.7 | (6.5) | (1.2%) |
| Balance | \$0 | \$0 | | |

*The ending FY 2014-15 (June 30, 2015) Unassigned Fund Balance is projected to be 5.2% (as of the December 2014 quarterly report). The \$2.5m use of fund balance for FY2015-16 has been accounted for in the projection.



Considerations for Balancing the FY2015-16 Budget

88

- Maintaining SSSC 2.0 Commitments
- Maintaining current class size commitments and funding the change in the high poverty Kdgn range to 20-24 in 2015-16
- Maintaining the Board resolution on the additional 32 FTEs for staffing supports plus an additional 10 FTEs in 2015-16
- Eliminating 1x only allocations
- Reviewing areas where there has been cost savings due to efficiencies
- Addressing program expenditures where revenue has decreased
- Reviewing Program reductions in Central Administration, District-wide Support Services and School Service Support areas
- Keeping the reductions as far away from the classroom as possible



Staffing the Schools

Funding for SSSC 2.0

SSSC 2.0 Class Size Ranges Higher Poverty Sites

| Grade | FY16 Target Ranges |
|--------|-----------------------|
| Pre-K | 20 |
| KG | 20 – 24 |
| 1 – 3 | 22 – 25 |
| 4 – 5 | 25 – 28 |
| 6 – 8 | 29 – 33 |
| 9 - 12 | 30 - 35 |

Higher Poverty threshold is the top 30 schools per the teacher's contract
Effective FY2015-16, the Target Range for KG changed to 20-24

SSSC 2.0 Class Size Ranges Lower Poverty Sites

| Grade | FY16 Target Ranges |
|--------|-----------------------|
| Pre-K | 20 |
| KG | 22 - 26 |
| 1 – 3 | 22 – 27 |
| 4 – 5 | 25 – 29 |
| 6 – 8 | 29 – 35 |
| 9 - 12 | 30 - 37 |



FY2015-16

Site Staffing Criteria



Site Configurations

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

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Clerk
 - Minimum
 - Additional 10 month
 - Mobility
 - Attendance
- Learning Support (Counselors)
- Library Support
- SSSC 2.0 Site Staff for Program Articulation

FY2015-16 Additional Site Staffing Supports per Board Resolution

| Position | FY 15 FTEs | FY16 Add'l FTEs | Total Add'l FTES |
|------------------------------|----------------|-----------------------|------------------------|
| Licensed Media Specialists | 10 | 5 | 15 |
| Elementary School Counselors | 10 | 5 | 15 |
| Licensed School Nurses | 7 | - | 7 |
| School Social Workers | 5 | - | 5 |
| Total | 32 FTEs | 10 FTEs | 42 FTEs |



FY 2015-16 Proposed Budget Adoption Schedule



| Date | Description |
|-------------|--|
| 09FEB-09MAR | Administration to consult with schools on FY 2015-16 planning (enrollment, class size, space) prior to budget distribution |
| 02MAR | Presentation to District leadership at Cabinet meeting |
| 03MAR | Presentation of the FY 2015-16 Preliminary General Fund budget to the Committee of the Board |
| 27MAR | Distribute school allocations Distribute General Fund program allocations |
| 30MAR–22JUN | Presentations to various groups |
| 24APR | School budgets returned General Fund program budgets returned |
| Mid-APR | HR Staffing worksheets due |
| 23JUN | Budget adopted by Board of Education |



Questions?

Calendar Committee

FY 2016 Calendar Revisions

Sue Snyder & Hans Ott



Important Dates

Rosh Hashanah

- Sunday, September 13th - Tuesday, September 15th

First Day of Pre-K & Kindergarten

- Monday, September 14th

Recommendation

Change the Pre-K and Kindergarten start date

To: Thursday, September 10th, 2015

From: Monday, September 14th, 2015

Supporting families in the future

- Summarized list of key religious holiday dates for each of the next 6 years.
- Connecting with Parent Advisory Councils
- Surveying families, staff and administrators

Calendar Committee

FY 2016 Calendar Revisions

Sue Snyder & Hans Ott



SAINT PAUL PUBLIC SCHOOLS

Calendar for 2015-2016 School Year

AUGUST 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

SEPTEMBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

OCTOBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

NOVEMBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

DECEMBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

JANUARY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

AUGUST

- 26 New Teacher Orientation
- 27-28 PD for Selected Staff
- 31-4 Opening workshops

SEPTEMBER

- 7 Labor Day
- 8 E/S Classes begin
- 8,9 P & K No School conf.
- 10 P & K Classes begin

OCTOBER

- 15,16 NO SCHOOL All Sites
State teacher meetings
- 30 P/K/E - No School
Conf. Prep.
S-in session

NOVEMBER

- 13 End of Q1 (47 days)
- 19 P -No School: Conferences
- 20 NO SCHOOL All Sites
P/K/E-Conferences (plus two
evenings to be scheduled by
school). S-Prof. Dev.
- 26-27 NO SCHOOL All Sites
Thanksgiving

DECEMBER

- 12/23-
1/1 Winter break

JANUARY

- 4 Classes resume
- 18 NO SCHOOL All Sites
Martin Luther King Day
- 28 End Q2 (42 days)
- 29 NO SCHOOL All Sites
P/K/E-Prof. Dev.
S-Grading

FEBRUARY

- 12 P-No School: Prof. Dev.
- 15 NO SCHOOL All Sites
Presidents Day
- 26 NO SCHOOL All Sites
P/K/E-Conf. Prep
S-Prof. Dev.

MARCH

- 17 P - No School: Conferences
- 18 P/K/E-No School:
Conferences (plus two evenings
to be scheduled by school)
S-in Session
- 25 NO SCHOOL All Sites
P/K/E/S Prof. Dev.

APRIL

- 1 End of Q3 (42 days)
- 4-8 NO SCHOOL All Sites
Spring Break

MAY

- 30 NO SCHOOL All Sites
Memorial Day

JUNE

- 10 Last day for students
End Q4 (44 days)
- 13 Last day for teachers

FEBRUARY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

MARCH 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

APRIL 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

MAY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

JUNE 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

JULY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Key

- P Pre-K
- K Kindergarten
- E Elementary
- S Secondary
- # End of Quarter
- ☐ No School Select Grades
- ☒ No School All Grades

E - 173 Days, S - 175 Days

CROSSROADS SCHOOL CALENDAR 2015-2016 YEAR-ROUND

AUGUST

| M | T | W | TH | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

SEPTEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

OCTOBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER

| M | T | W | TH | F |
|----|----|----|-----|-----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12* | 13* |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

DECEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

FEBRUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

MARCH

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

APRIL

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

MAY

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5* | 6* |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

JUNE

| M | T | W | TH | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

JULY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |
| 1 | 2 | 3 | 4 | 5 |

| | |
|--|---|
| | No School |
| | Teacher Workshop Week - No School |
| | Student Attendance Day |
| | 1st day of school grades 1-6 |
| | 1st day of school PreK & Kindergarten |
| | No School Harris-O'Neal's PreK classes only |
| | * Parent Teacher Conferences |
| | Intersession |
| | Teacher Conference Prep Day |
| | Teacher Work Day Professional Development |
| | Last Day for Students |

Website: <http://crossroads.spps.org>

SAINT PAUL PUBLIC SCHOOLS

Calendar for 2015-2016 School Year

| AUGUST 2015 | | | | | | |
|-------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER 2015 | | | | | | |
|----------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER 2015 | | | | | | |
|--------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| NOVEMBER 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| DECEMBER 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JANUARY 2016 | | | | | | |
|--------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| AUGUST | |
|--------|-------------------------|
| 26 | New Teacher Orientation |
| 27-28 | PD for Selected Staff |
| 31-4 | Opening workshops |

| SEPTEMBER | |
|-----------|-----------------------------|
| 7 | Labor Day |
| 8 | E/S Classes begin |
| 8,9 | P & K No School conf. |
| 10, 11 | P & K No School: Prof. Dev. |
| 14 | P & K Classes begin |

| OCTOBER | |
|---------|--|
| 15,16 | <u>NO SCHOOL All Sites</u> State teacher meetings |
| 30 | P/K/E - No School Conf. Prep. S-in session |

| NOVEMBER | |
|----------|---|
| 13 | End of Q1 (47 days) |
| 19 | P-No School: Conferences |
| 20 | <u>NO SCHOOL All Sites</u> P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev. |
| 26-27 | <u>NO SCHOOL All Sites</u> Thanksgiving |

| DECEMBER | |
|---------------|--------------|
| 12/23- 1/1 | Winter break |

| JANUARY | |
|---------|---|
| 4 | Classes resume |
| 18 | <u>NO SCHOOL All Sites</u> Martin Luther King Day |
| 28 | End Q2 (42 days) |
| 29 | <u>NO SCHOOL All Sites</u> P/K/E-Prof. Dev. S-Grading |

| FEBRUARY | |
|----------|--|
| 12 | P-No School: Prof. Dev. |
| 15 | <u>NO SCHOOL All Sites</u> Presidents Day |
| 26 | <u>NO SCHOOL All Sites</u> P/K/E-Conf. Prep S-Prof. Dev. |

| MARCH | |
|-------|--|
| 17 | P - No School: Conferences |
| 18 | P/K/E-No School: Conferences (plus two evenings to be scheduled by school) S-in Session |
| 25 | <u>NO SCHOOL All Sites</u> P/K/E/S Prof. Dev. |

| APRIL | |
|-------|--|
| 1 | End of Q3 (42 days) |
| 4-8 | <u>NO SCHOOL All Sites</u> Spring Break |

| MAY | |
|-----|--|
| 30 | <u>NO SCHOOL All Sites</u> Memorial Day |

| JUNE | |
|------|---|
| 10 | Last day for students End Q4 (44 days) |
| 13 | Last day for teachers |

| FEBRUARY 2016 | | | | | | |
|---------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

| MARCH 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| APRIL 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY 2016 | | | | | | |
|----------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| JULY 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| Key | |
|-------------------------------------|-------------------------|
| P | Pre-K |
| K | Kindergarten |
| E | Elementary |
| S | Secondary |
| # | End of Quarter |
| <input type="checkbox"/> | No School Select Grades |
| <input checked="" type="checkbox"/> | No School All Grades |

E - 173 Days, S - 175 Days

OLD
10/2014

CROSSROADS SCHOOL CALENDAR 2015-2016 YEAR-ROUND - ROLLOVER

AUGUST

| M | T | W | TH | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

SEPTEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

OCTOBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER

| M | T | W | TH | F |
|----|----|----|-----|-----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12* | 13* |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

DECEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

FEBRUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

MARCH

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

APRIL

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

MAY

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5* | 6* |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

JUNE

| M | T | W | TH | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

JULY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |
| 1 | 2 | 3 | 4 | 5 |

| | |
|---|---|
| | No School |
| | Teacher Workshop Week - No School |
| | Student Attendance Day |
| | 1st day of school grades 1-6 |
| | 1st day of school PreK & Kindergarten |
| | No School Harris-O'Neal's PreK classes only |
| * | Parent Teacher Conferences |
| | Intersession |
| | Teacher Conference Prep Day |
| | Teacher Work Day Professional Development |
| | Last Day for Students |

OLD

Website: <http://crossroads.spps.org>

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

NEW APPOINTMENT

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Pay Rate</u> | <u>Location</u> |
|---------------------|------------------------------|------------------------|------------------------|---------------------------------------|
| Holcomb, H. L. | Classroom Teacher | 02/02/2015 | \$25.61 | Hazel Park Preparatory |
| Mecozzi, L. K. | Classroom Teacher | 02/11/2015 | \$38.08 | Crossroads Science |
| Parsons, M. B. | Classroom Teacher | 02/17/2015 | \$38.03 | Parkway Montessori & Community Middle |
| Boyd, S. P. | ELL Teacher | 02/17/2015 | \$28.52 | American Indian Magnet |
| Anderson, E. A. | Special Education Teacher | 02/05/2015 | \$28.52 | Ramsey Middle School |
| Sorensen, K. E. | Special Education Teacher | 02/04/2015 | \$27.15 | The Heights Community School |
| Adams, Q. S. | Teaching Assistant | 02/02/2015 | \$13.53 | RiverEast Elem/Secondary |
| Adeed, F. M. | Teaching Assistant | 02/04/2015 | \$14.05 | Nokomis Montessori South |
| Carter, B. A. | Teaching Assistant | 03/02/2015 | \$14.75 | Cherokee Heights |
| Conwell, D. | Teaching Assistant | 02/23/2015 | \$11.95 | Juvenile Service Center |
| Day, J. H. | Teaching Assistant | 02/19/2015 | \$14.05 | Humboldt Secondary |
| Gilbert, T. D. | Teaching Assistant | 02/18/2015 | \$14.75 | Battle Creek Elementary |
| Khang, N. | Teaching Assistant | 02/09/2015 | \$14.75 | Nokomis Montessori North |
| Winters, B. D. | Teaching Assistant | 02/17/2015 | \$12.53 | Humboldt Secondary |
| Yang, A. | Teaching Assistant | 02/09/2015 | \$13.75 | Eastern Heights |
| Wiese, K. M. | Clerical | 03/09/2015 | \$23.95 | Colborne Admin Offices |
| Biermaier, J. R. | Custodian | 02/09/2015 | \$15.31 | Frost Lake Elementary |
| Olson, R. D. | Electrician | 02/23/2015 | \$42.13 | Como Service Center |
| Amaris, M. E. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Horace Mann School |
| Belmares, K. S. | Nutrition Services Personnel | 02/23/2015 | \$11.51 | Groveland Park |
| Dodd-Ashby, Q. G. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Washington Tech Secondary |
| Dziekciowski, M. T. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Highland Park Senior |
| Freeman, L. R. | Nutrition Services Personnel | 12/18/2014 | \$10.71 | Central Senior High |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

NEW APPOINTMENT

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Pay Rate</u> | <u>Location</u> |
|--------------------|---------------------------------|------------------------|------------------------|---------------------------|
| Koehn, L. S. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Murray Middle School |
| Laubach, J. L. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Como Park Senior High |
| Mosher, C. L. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Nokomis Montessori North |
| Sanchez Cano, A. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Como Service Center |
| Shepperd, T. R. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Washington Tech Secondary |
| Hindahl, L. A. | Professional Employee | 02/17/2015 | \$25.82 | Colborne Admin Offices |
| Nesbitt, O. M. | Technical | 03/02/2015 | \$22.90 | Como Service Center |
| Peltier, C. A. | Technical | 03/02/2015 | \$22.90 | Como Service Center |

PROMOTION

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Pay Rate</u> | <u>Location</u> |
|--------------------|---|------------------------|------------------------|--------------------------|
| Mercado, W. S. | School/Community Professional From: Education Assistant | 02/17/2015 | \$25.73 | Johnson Achievement Plus |
| Mulvaney, P. J. | Custodian Career Progression | 12/29/2014 | \$25.24 | Wellstone Elementary |
| Lender, M. E. | Nutrition Services Personnel Career Progression | 02/19/2015 | \$16.60 | Como Park Elementary |
| Reiter, M. A. | Nutrition Services Personnel Career Progression | 03/02/2015 | \$13.71 | Creative Arts Secondary |
| Sadek, A. L. | Nutrition Services Personnel Career Progression | 02/18/2015 | \$17.79 | Highland Park Elementary |
| Utecht, M. | Nutrition Services Personnel Career Progression | 02/17/2015 | \$17.39 | Maxfield Elementary |
| Meyer, S. A. | Supervisory From: Professional Employee | 02/21/2015 | \$40.47 | Colborne Admin Offices |
| Parent, T. C. | Supervisory Career Progression | 08/14/2014 | \$49.28 | Como Service Center |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

TEMPORARY APPOINTMENT

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Pay Rate</u> | <u>Location</u> |
|--------------------|----------------------------|------------------------|------------------------|------------------------|
| Marshall, S. R. | Classroom Teacher | 02/09/2015 | \$25.61 | Highland Park Senior |
| Poupard, B. N. | Classroom Teacher | 01/28/2015 | \$31.98 | Central Senior High |

LEAVE OF ABSENCE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|------------------------------|------------------------|-------------------------------|
| Brennan, L. L. | Classroom Teacher | 02/24/2015 | Obama Service Learning |
| Brott, M. T. | Classroom Teacher | 03/06/2015 | Adams Spanish Immersion |
| Drieling, C. | Classroom Teacher | 01/29/2015 | Ronald M Hubbs Center |
| Englund, C. T. | Classroom Teacher | 02/02/2015 | Central Senior High |
| Hadley, M. E. | Classroom Teacher | 02/18/2015 | Four Seasons A+ |
| Moreno Gamez, A. | Classroom Teacher | 01/26/2015 | Highland Park Senior |
| Sweeney, S. | Classroom Teacher | 02/20/2015 | Bruce F Vento Elementary |
| Yang, Z. | Classroom Teacher | 01/23/2015 | Mississippi Creative Arts |
| King, Z. G. | Special Education Teacher | 01/30/2015 | Como Park Senior High |
| Mims, A. L. | Special Education Teacher | 02/21/2015 | Bridge View |
| Durkin, L. A. | Speech Pathologist | 01/14/2015 | Galtier Elementary |
| Agard, N. J. | Education Assistant | 01/24/2015 | Adams Spanish Immersion |
| Cobbins, P. A. | Education Assistant | 02/10/2015 | Focus Beyond (18-Adult) |
| Soeun, S. | Education Assistant | 01/31/2015 | Open World Learning Community |
| Yang, Z. | Education Assistant | 02/06/2015 | Phalen Lake Hmong Studies |
| Gulner, T. M. | Custodian | 01/30/2015 | Highland Park Senior |
| Jefferson, E. Y. | Nutrition Services Personnel | 01/09/2015 | Hamline Elementary |
| Jones, J. | Nutrition Services Personnel | 01/30/2015 | Mississippi Creative Arts |
| Lamb, F. A. | Nutrition Services Personnel | 01/24/2015 | Maxfield Elementary |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

LEAVE OF ABSENCE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|---------------------------------|------------------------|----------------------------|
| Rakotz, S. A. | Nutrition Services Personnel | 02/19/2015 | International Academy-LEAP |
| Supinski, P. M. | Nutrition Services Personnel | 02/02/2015 | Harding Senior High |

ADMINISTRATIVE LEAVE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> |
|--------------------|------------------------------|------------------------|
| B., A. D. | Classroom Teacher | 02/02/2015 |
| P., L. L. | Special Education Teacher | 02/12/2015 |
| S., P. A. | Special Education Teacher | 02/18/2015 |
| E., G. J. | Teaching Assistant | 02/18/2015 |
| M., D. L. | Teaching Assistant | 02/05/2015 |
| O., G. | Clerical | 02/13/2015 |

REHIRE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Pay Rate</u> | <u>Location</u> |
|--------------------|----------------------------------|------------------------|------------------------|--------------------------|
| Gums, E. C. | School/Community Professional | 03/04/2015 | \$21.58 | RiverEast Elem/Secondary |
| Myles, C. | Education Assistant | 02/13/2015 | \$22.46 | Como Park Senior High |
| Husten, K. N. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | St. Paul Music Academy |
| Williams, D. T. | Nutrition Services Personnel | 02/12/2015 | \$10.71 | Bruce F Vento Elementary |

REINSTATEMENT FROM LEAVE OF ABSENCE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|---------------------|----------------------------|------------------------|---------------------------|
| Braman, E. | Classroom Teacher | 02/17/2015 | Frost Lake Elementary |
| Cossetta-Recker, N. | Classroom Teacher | 02/23/2015 | Highland Park Middle |
| Drieling, C. | Classroom Teacher | 02/26/2015 | Ronald M Hubbs Center |
| Durnick, D. L. | Classroom Teacher | 02/02/2015 | Washington Tech Secondary |
| Englund, C. T. | Classroom Teacher | 02/17/2015 | Central Senior High |
| Ferguson, J. E. | Classroom Teacher | 02/27/2015 | Randolph Heights |
| Imbertson, D. A. | Classroom Teacher | 02/02/2015 | Bruce F Vento Elementary |
| Moulton, S. J. | Classroom Teacher | 02/02/2015 | Maxfield Elementary |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

REINSTATEMENT FROM LEAVE OF ABSENCE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|-----------------|------------------------------|-----------------|---------------------------|
| Steinman, S. A. | Classroom Teacher | 02/17/2015 | Wellstone Elementary |
| King, Z. G. | Special Education Teacher | 02/11/2015 | Como Park Senior High |
| Pierson, Z. C. | Special Education Teacher | 01/26/2015 | Highland Park Middle |
| Agard, N. J. | Education Assistant | 02/09/2015 | Adams Spanish Immersion |
| Cobbins, P. A. | Education Assistant | 02/23/2015 | Focus Beyond (18-Adult) |
| Gabriel, J. | Teaching Assistant | 02/09/2015 | Linwood Monroe Arts Upper |
| Heaser, E. | Teaching Assistant | 02/02/2015 | Central Senior High |
| Pucely, A. L. | Teaching Assistant | 02/18/2015 | Maxfield Elementary |
| Trice, C. | Teaching Assistant | 02/17/2015 | Battle Creek Middle |
| Hoffman, M. D. | Custodian | 02/17/2015 | 1780 W. 7th Street |
| Crew, N. N. | Nutrition Services Personnel | 02/10/2015 | Washington Tech Secondary |

CHANGE IN TITLE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Pay Rate</u> | <u>Location</u> |
|---------------|--|-----------------|-----------------|--------------------------|
| Moore, G. | Classroom Teacher From: Assistant Principal | 03/02/2015 | \$48.62 | Expo for Excellence |
| Brown, E. A. | Teaching Assistant From: Education Assistant | 02/24/2015 | \$19.24 | Expo for Excellence |
| Smith, A. A. | Teaching Assistant From: Nutrition Services Personnel | 02/03/2015 | \$11.95 | Nokomis Montessori North |
| Meza, J. | Supervisory From: Supervisory | 02/21/2015 | \$53.03 | Colborne Admin Offices |
| Norwig, P. L. | Supervisory From: Professional Employee | 02/21/2015 | \$46.18 | Colborne Admin Offices |
| Vaiphei, M. | Technical Career Progression | 02/17/2015 | \$26.92 | Como Service Center |

SUSPENSION WITHOUT PAY

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> |
|-------------|---------------------------|-----------------|
| K., D. J. | Classroom Teacher | Two Days |
| M., A. L. | Special Education Teacher | 02/06/2015 |
| S., L. | Teaching Assistant | Twelve Days |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

RETIREMENT

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|----------------------------|------------------------|---------------------------------------|
| Alexander, R. | Classroom Teacher | 06/27/2015 | Harding Senior High |
| Hanson, R. J. | Classroom Teacher | 01/31/2015 | Washington Tech Secondary |
| Link, W. | Classroom Teacher | 06/13/2015 | Highwood Hills |
| Milner, M. B. | Classroom Teacher | 06/13/2015 | Hazel Park Preparatory |
| Nilles, K. | Classroom Teacher | 07/01/2015 | 271 Belvidere Bldg |
| Perry, D. O. | Classroom Teacher | 06/13/2015 | Parkway Montessori & Community Middle |
| Renz, C. | ELL Teacher | 06/13/2015 | Battle Creek Middle |
| Couture, S. L. | Principal | 07/01/2015 | American Indian Magnet |
| Johnson, A. M. | Special Education Teacher | 02/27/2016 | Como Park Elementary |
| O'Malley, B. M. | Special Education Teacher | 06/13/2015 | St. Paul Music Academy |
| Candlin, A. P. | Speech Pathologist | 06/13/2015 | Humboldt Secondary |
| Payne, T. | Speech Pathologist | 06/13/2015 | Focus Beyond (18-Adult) |
| Palfe, Y. | Education Assistant | 04/07/2015 | Harding Senior High |
| Tuerk, V. | Education Assistant | 06/10/2015 | Johnson Achievement Plus |
| Hemmer, D. | Teaching Assistant | 06/10/2015 | Johnson Senior High |
| Trice, C. | Teaching Assistant | 06/10/2015 | Battle Creek Middle |
| Wiener, D. P. | Bricklayer | 03/31/2015 | Como Service Center |
| Burks, W. M. | Clerical | 07/01/2015 | Student Placement Center |
| Hammer, B. I. | Clerical | 05/27/2015 | Colborne Admin Offices |
| Hazelip, P. | Clerical | 06/13/2015 | Four Seasons A+ |
| Oothoudt, G. | Clerical | 02/24/2015 | The Heights Community School |
| Mansfield, R. | Custodian | 06/10/2015 | Cherokee Heights |
| Roberts, J. | Custodian | 06/11/2015 | Humboldt Secondary |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

RETIREMENT

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|----------------------------------|------------------------|------------------------|
| Thunborg, M. | Custodian | 05/30/2015 | Colborne Admin Offices |
| Conway, N. | Nutrition Services Personnel | 08/01/2015 | Como Service Center |
| Karas, J. M. | Nutrition Services Supervisor | 08/17/2015 | Como Service Center |
| Cardinal, D. V. | Painter | 02/28/2015 | Como Service Center |
| Forsberg, C. O. | Supervisors | 09/05/2015 | Como Service Center |

RESIGNATION

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|---------------------------------|------------------------|--|
| Parsons, M. B. | Classroom Teacher | 02/25/2015 | Parkway Montessori & Community Middle |
| Young, M. A. | Classroom Teacher | 01/31/2015 | Obama Service Learning |
| Friberg, S. | ELL Teacher | 03/20/2015 | Parkway Montessori & Community Middle |
| Heaser, E. | Teaching Assistant | 03/07/2015 | Central Senior High |
| Itie, F. | Teaching Assistant | 01/28/2015 | Bridge View |
| Lancaster, M. A. | Teaching Assistant | 02/14/2015 | Bridge View |
| Long, A. F. | Teaching Assistant | 03/07/2015 | RiverEast Elem/Secondary |
| Pfankuch, A. L. | Teaching Assistant | 07/01/2014 | Expo for Excellence |
| Shakir, N. A. | Teaching Assistant | 03/07/2015 | Harding Senior High |
| Chrysler, C. L. | Clerical | 02/28/2015 | Colborne Admin Offices |
| Baker, R. C. | Nutrition Services Personnel | 01/16/2015 | Chelsea Heights |
| Mellin, M. A. | Nutrition Services Personnel | 09/15/2014 | Randolph Heights |
| Monteroso, L. A. | Nutrition Services Personnel | 08/27/2014 | Humboldt Secondary |
| Wallace, W. L. | Nutrition Services Personnel | 08/22/2014 | Rondo Education Center |
| Couillard, J. D. | Technical | 02/28/2015 | Como Service Center |
| Lor, L. V. | Technical | 02/28/2015 | Colborne Admin Offices |

HUMAN RESOURCE TRANSACTIONS
March 17, 2015

TERMINATION

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|----------------------------|------------------------|------------------------|
| Prince, K. L. | Teaching Assistant | 02/24/2015 | Cherokee Heights |
| Rashaw, F. L. | Teaching Assistant | 02/20/2015 | Battle Creek Middle |
| Shields, A. D. | Teaching Assistant | 02/07/2015 | Humboldt Secondary |
| Bravo, T. | Maintenance Supervisor | 02/24/2015 | Como Service Center |

DISCHARGE

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> |
|--------------------|----------------------------|------------------------|
| E., G. J. | Teaching Assistant | 02/19/2015 |
| K., H. | Teaching Assistant | 02/20/2015 |

TERMINATION OF TEMPORARY EMPLOYMENT

| <u>Name</u> | <u>Job Category</u> | <u>Eff Date</u> | <u>Location</u> |
|--------------------|----------------------------|------------------------|------------------------|
| Chuhel, A. | Classroom Teacher | 02/28/2015 | Randolph Heights |

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

DATE: March 17, 2015

TOPIC: Helen Podruska Donation

A. PERTINENT FACTS:

1. Check received in the amount of \$10,000.00.
2. Check deposited in Intra Funds for enhancing school activities.
3. This project will meet the District target area goals by ensuring high academic achievement for all students
4. This item is submitted by Patrick Bryan, Principal, Capitol Hill, and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

We request the board approval to accept this monetary gift donation to support student achievement.

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

DATE: March 17, 2015

TOPIC: Target Take Charge of Education

A. PERTINENT FACTS:

1. Check received in the amount of \$6,021.30.
2. Check deposited in Intra Funds for enhancing school activities.
3. This project will meet the District target area goals by ensuring high academic achievement for all students
GOALS:
 - Ensure high academic achievement for all students
 - Accelerate the path to excellence
 - Align resource allocation to District priorities
4. This item is submitted by Patrick Bryan, Principal, Capitol Hill, and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

We request the board approval to accept this monetary gift donation to support student achievement.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Submit a Grant Application to 3M for the STEP Program.

A. PERTINENT FACTS:

1. 3M is currently accepting grant applications through the STEP program to increase the number of students pursuing science or technical fields after graduation.
2. SPPS has prepared an application to continue this partnership where high school juniors and seniors are provided classroom and work experiences that apply science to real world corporate application.

Thirty-six students will be chosen through an application process to participate in the classroom learning and 9-12 week summer internship program.

SPPS is requesting approximately \$172,989 over one year to accomplish the aforementioned goals.

3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Kathy Kittel, Career and Technical Education Program Manager; Julie Schultz Brown, Director of Marketing, Communications, and Development; Stacey Gray-Akyea, Director of Research, Evaluation, and Assessment; Jon Peterson, Director of College and Career Readiness; 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 increase the number of students pursuing science or technical fields after graduation; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Submit Grant Application to Jeffers Foundation
from Adams Spanish Immersion

A. PERTINENT FACTS:

1. A Garden 4 Every School is a program initiated by Jeffers Foundation to help promote interest in School Garden projects in Minnesota.
2. Adams Spanish Immersion has prepared an application to the Jeffers Foundation's "A Garden 4 Every School" program to fund a schoolyard garden. The purpose is to educate Adams students on all aspects of vegetable gardening, composting, harvesting and eating more nutritiously by introducing them to freshly picked veggies. Adams also aims to build a closer school and neighborhood community. The request is for approximately \$500.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Heidi Bernal, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Jeffers Foundation for funds to support a schoolyard garden at Adams Spanish Immersion; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Submit Grant Application to Ezra Jack Keats Foundation from Belwin Outdoor Science

A. PERTINENT FACTS:

1. The Ezra Jack Keats Foundation awards Mini-Grants of up to \$500 to public schools and public libraries for projects that foster creative expression, working together and interaction with a diverse community. EJK Mini-Grants give educators, whose efforts are often inadequately funded or recognized, an opportunity to design and implement a great program—whether a special activity outside the standard curriculum or one that helps meet its goals.
2. Belwin Outdoor Science has prepared an application to the Ezra Jack Keats Foundation for funds to create a Reading Trail that will embed reading into the trail experience. By taking those books with an outside focus (mostly primary), deconstructing them, weather proofing the pages, and installing them along appropriate points on the trail, the student can follow a trail and follow a story, turn a corner and turn a page. They can witness and read about the nature right around them. Picture books will also be used and students asked to tell their own stories about what they see. Different books will be used in different times of year. The request is for approximately \$500.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Joshua Leonard, Program Director; Julie Schultz Brown, Director, Communications, Marketing and Development; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Ezra Jack Keats Foundation for funds to support a Reading Trail at Belwin Outdoor Science Center; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Submit Grant Application to Lowe's Toolbox for Education from Capitol Hill Magnet

A. PERTINENT FACTS:

1. Lowe's Toolbox for Education grant program is funded by the Lowe's Charitable and Educational Foundation, which has supported thousands of grassroots community and school projects in the communities where Lowe's does business..
2. Capitol Hill has prepared an application to Lowe's for funds to create a Makerspace for STEM Education project, which will add engineering classes and an engineering lab space, the Maker Space, to Capitol Hill. Students will use hand tools and their imagination to engineer solutions to everyday problems in the Maker Space. The request is for approximately \$4,870.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Lowe's Toolbox for Education for funds to support a Maker Space at Capitol Hill; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. Creative Arts Secondary School has prepared an application for funds to support two talented local spoken word artists of color to work with CASS students to develop a performance piece around the theme of UNDER CONSTRUCTION. Fifty students across grades 6 through 12 will engage in and work with Minnesota state language arts and performing arts standards. The 12-week project will provide opportunities for direct instruction around the standards, along with student practice within and across standards, and will culminate in a performance opportunity in front of their peers as well as the public. The work will complement and extend students' day-time learning with personal experience and exploration of individuality, personal growth and development, along with personal voice. The request is for approximately \$6,100.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Valerie Littles-Butler, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support a spoken word residency at Creative Arts Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Open World Learning

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. Open World Learning (OWL) has prepared an application for funds to support an original a puppet show based on a book, Cajas de Carton by Francisco Jimenez. This memoir relates the experiences of a Mexican American family living as migrant farm workers in 1950s California. Students will engage in deep research about immigrant experiences; learn about the art of adaptation and scriptwriting for puppet theater; write, edit and revise a script for the play in Spanish; translate the Spanish script into English for non-Spanish speaking audiences; design and create the puppets/masks and sets for the play; rehearse and perform the play in Spanish and in English for their school, neighboring schools and the community; experience taking a "show on the road" and working together with all the logistics, variables and adjustments needed to put on a successful performance in a variety of conditions and locations; and learn about the power of community and working together for a common goal. The request is for approximately \$20,400.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Dave Gundale, Principals; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support an original puppet theater production based on Cajas de Carton by Francisco Jimenez; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. Saint Paul Music Academy has prepared an application for funds to support "Building S-T-E-A-M through the Arts," which will involve fifth grade students from SPMA, Hamline Elementary and Como Elementary Schools. A collaboration of science specialist, art and music specialists, classroom teachers, residency artists and science resource personnel, the project will support youth as they explore the cultural history, design and physics of the spinning top. The project includes (1) residencies in musical composition, instrument making, dance choreography, pottery and visual arts based on the topic; (2) a professional development workshop for classroom teachers and art and science specialists around the theme and art forms; and (3) a performance/exhibit of students' work at ArtStart's EcoArts Fest 2016. As a result of participating in this project, youth will see themselves as successful makers of art and, along with educators, gain new skills and understanding of core science and arts concepts, leading to a deeper understanding of the parallels between the artistic and scientific processes. The request is for approximately \$30,600.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Barbara Evangelist, Craig Anderson and Christine Vang, Principals; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support "Building S-T-E-A-M through the Arts," a collaborative, multi-disciplinary arts project involving Saint Paul Music Academy, Hamline and Como Elementary Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Accept a Grant from The Minnesota Department of Natural Resources Archery in the Schools

A. PERTINENT FACTS:

1. The Minnesota Department of Natural Resources Archery in the Schools Grant will provide fund equipment and training for teachers and staff members who will be implementing the "On Target for Life" archery curriculum.
2. The Minnesota Department of Natural resources recently awarded Washington Technology Magnet a Grant of approximately \$1,600 for Archery in the Schools.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Mike McCollor, Principal, Washington Technology Magnet; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Minnesota Department of Natural Resources; 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: March 17, 2015

TOPIC: Permission To Accept A Grant From Oak Grove Capital

A. PERTINENT FACTS:

1. Saint Paul Public Schools wishes to accept a grant from Oak Grove Capital to fund the student Speech Team at Gordon Parks High School at approximately \$11,880.
2. The funds will be used for the expenses such as coach and chaperone stipends, tournament fees, snacks for students during the tournaments, and transportation to participate in the Minnesota State High School League Speech League.
3. Budget Code: 19-710-000-000-5096-0000
4. This project meets Goal 1: Achievement in the Strong School Strong Communities Strategic Plan for Saint Paul Public Schools.
5. This item is submitted by Traci Gauer, Principal, Gordon Parks High School and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept grant funds from Oak Grove Capital to fund the Gordon Parks High School Speech Team.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Accept a Grant from the Robins, Kaplan, Miller & Ciresi Foundation for Children

A. PERTINENT FACTS:

1. The Robins, Kaplan, Miller & Ciresi Foundation for Children serves as a catalyst for creative, innovative, and systems-changing programs to achieve a long-term impact in promoting education and equitable opportunities for all of Minnesota's children and youth.
2. Saint Paul Public Schools has been awarded a one-year grant to fund a communication plan, to be implemented by staff, which will proactively engage families and other stakeholders. This grant is for \$50,000.
3. This project will meet the District strategic plan goal of Sustainability.
4. This item is submitted by Julie Schultz Brown, Director of the Office of Communications, Marketing and Development; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Robins, Kaplan, Miller & Ciresi Foundation for Children to fund a communication plan; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Submit Grant Application to Toshiba America Foundation from Capitol Hill Magnet

A. PERTINENT FACTS:

1. Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students.
2. Capitol Hill has prepared an application to Toshiba for funds to create a Makerspace for STEM Education project, which will add engineering classes and an engineering lab space, the Maker Space, to Capitol Hill. Students will use hand tools and their imagination to engineer solutions to everyday problems in the Maker Space. The request is for approximately \$9,500.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Toshiba America Foundation for funds to support a Maker Space at Capitol Hill; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 17, 2015

TOPIC: Request for Permission to Accept a Grant from the Twin Cities Opera Guild for Capitol Hill Magnet School

A. PERTINENT FACTS:

1. The Twin Cities Opera Guild Grant will provide funding for a musical production of Once Upon a Mattress at Capitol Hill Magnet.
2. The Twin Cities Opera Guild recently awarded Capitol Hill Magnet a Grant of approximately \$1,500 for a performance of Once Upon a Mattress.
3. This project will meet the Strong Schools, Strong Communities goal of alignment.
4. This item is submitted by Patrick Bryan, Principal, Capitol Hill Magnet; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Twin Cities Opera Guild; 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: March 17, 2015

TOPIC: Approval to Enter into an Agreement with Amherst H. Wilder Foundation
Regarding Achievement Plus

A. PERTINENT FACTS:

1. The District and Wilder have been collaborating since 1997 to implement the Achievement Plus education reform model in the District ("Achievement Plus") under an agreement dated September 2, 1997 ("Achievement Plus Agreement").
2. The proposed budget includes \$250,000 for each of three fiscal years (2016, 2017, 2018) to continue the collaborative education reform model implementation, through contracting services with Wilder.
3. The agreement would be in effect July 1, 2015 through July 1, 2018, and provide both onsite coordination for academics and learning supports, and the providing of services directly related to engaging and retaining community partners.
4. These services will be provided to John A Johnson Elementary, Dayton's Bluff Elementary, and Saint Paul Music Academy.
5. District funds for the support of this agreement are available through General Fund budget #01-005-640-000-6305-5906.
6. This project will meet the District strategic plan goal of achievement.
7. This item is submitted by – Andrew Collins, Elementary Assistant Superintendent and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period of July 1, 2015 through July 1, 2018 at a cost not to exceed \$250,000 each year.

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

DATE: March 17, 2015

TOPIC: Entering into Food Service Agreements with Various Schools and Programs

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorizes the Superintendent (designee) to enter into agreements to provide food service for non-Saint Paul district schools and programs.

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

DATE: March 17, 2015

TOPIC: Application for Child and Adult Care Food Program Funds

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for CACFP funds for the 2015-2016 school year and, if granted, to accept such funds.

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

DATE: March 17, 2015

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

A. PERTINENT FACTS:

1. The *Saint Paul Public Schools Principal Leadership Development Program* is a collaborative program offered jointly by Saint Paul Public Schools and Minnesota State University, Mankato in an effort to provide innovative practical and standards-based training to aspiring school principals.
2. Candidates who successfully complete the program should be eligible to become licensed principals in the state of Minnesota with the knowledge, skills and dispositions necessary to transform urban schools.
3. Saint Paul Public Schools will identify, recruit, and select appropriate candidates for the program in alignment with selection requirements that meet or exceed those of MSU. The program requires students to complete thirty (30) credits in thirteen (13) months. Curriculum will be delivered jointly by SPPS program facilitators and MSU Educational Leadership faculty.
4. Funding will be provided by the Office of Leadership Development, budget code 01-005-640-316-6305-4630 in the amount of \$60,000.00.
3. This project will meet the District strategic plan goals of Achievement, Alignment, and Sustainability.
4. This item is submitted by Patrick Duffy, Director of Leadership Development and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to accept the collaboration and to approve the \$60,000 Income Contract with Minnesota State University, Mankato.

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

DATE: March 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 March 26, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: March 17, 2015

TOPIC: Increase Lunch Prices to Students Paying Full Price

A. PERTINENT FACTS:

1. Sec. 205 of the Healthy Hunger-Free Kids Act of 2010 requires schools to charge students for paid meals at a price that is, on average, equal to the difference between the federal free meal reimbursement and paid meal reimbursement. Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; schools may choose to cover the difference in revenue with non-Federal funds instead of raising paid meal prices. This also establishes a maximum annual increase in the required paid lunch increases of \$.10 annually.
2. SPPS raised paid lunch prices \$.10 for 2014-15 to:
 - a. Grades PreK-5 \$2.05
 - b. Grades 6-8 \$2.20
 - c. Grades 9-12 \$2.40
3. We are required to raise prices as follows:
 - a. Grades PreK-5 paid lunch price increase from \$2.05 to \$2.15, a \$.10 increase.
 - b. Grades 6-8 paid lunch price increase from \$2.20 to \$2.30, a \$.10 increase.
 - c. Grades 9-12 paid lunch price increase from \$2.40 to \$2.50, a \$.10 increase.
4. Adult lunch prices will remain at \$3.75.
5. This project will meet the District target area goals by ensuring high academic achievement for all students and aligning resource allocations to District priorities. This will also insure that Saint Paul Public Schools moves towards compliance with the federal regulations by gradually increasing our prices.
6. This item is submitted by Stacy Koppen, Director, Nutrition Services, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2015.

- Grades PreK-5 lunch to \$2.15
- Grades 6-8 lunch to \$2.30
- Grades 9-12 lunch to \$2.50

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

DATE: March 17, 2015

TOPIC: Application for Minnesota Kindergarten Milk Program Funds

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for MMKP funds for the 2015-2016 school year and, if granted, to accept such funds.

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

DATE: March 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 January 1, 2015 – January 31, 2015.

| | | |
|---------------------|--|------------------------|
| (a) General Account | #632653-634358 #0001159-0001216 #7001068-7001103 #0000418-0000459 | \$52,161,486.08 |
| (b) Debt Service | -0- | \$33,083,349.09 |
| (c) Construction | -0- | <u>\$1,202,054.33</u> |
| | | <u>\$86,446,889.50</u> |

Included in the above disbursements are 2 payrolls in the amount of \$36,321,335.97 and overtime of \$103,970.70 or 0.29% of payroll.

(d) Collateral Changes

| | | | |
|------------------|--------------|---|-----------------|
| Released: | | | |
| <u>Custodian</u> | <u>Cusip</u> | <u>Security</u> | <u>Maturity</u> |
| Western Bank | | FHLB of Des Moines Letter of Credit No. 2236-50 | 2/27/2015 |

Additions: None

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

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

DATE: March 17, 2015

TOPIC: Approval of 2015-2016 School Calendar Change

A. PERTINENT FACTS:

1. Rosh Hashanah in 2015 is Sunday, September 13th through Tuesday, September 15th
2. The first day of Kindergarten and Pre-K is Monday, September 14th.
3. SPPS is committed to supporting religious holidays and minimizing student impact of school days missed for religious day absences.
4. This project will meet the District target area goal/goals of Sustainability: Attract and retain students and families by offering excellent programs and improved customer service.
4. This item is submitted by: Hans Ott, Director of Teaching and Learning, Christine Osorio, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education approve the a change in the Pre-K and Kindergarten start date to Thursday, September 10th, 2015 from the current adopted start date of Monday, September 14th, 2015. This will minimize the impact to families and students.

SAINT PAUL PUBLIC SCHOOLS

Calendar for 2015-2016 School Year

AUGUST 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

SEPTEMBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

OCTOBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

NOVEMBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

DECEMBER 2015

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

JANUARY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

AUGUST

- 26 New Teacher Orientation
- 27-28 PD for Selected Staff
- 31-4 Opening workshops

SEPTEMBER

- 7 Labor Day
- 8 E/S Classes begin
- 8,9 P & K No School conf.
- 10 P & K Classes begin

OCTOBER

- 15,16 NO SCHOOL All Sites
State teacher meetings
- 30 P/K/E - No School
Conf. Prep.
S-in session

NOVEMBER

- 13 End of Q1 (47 days)
- 19 P -No School: Conferences
- 20 NO SCHOOL All Sites
P/K/E-Conferences (plus two
evenings to be scheduled by
school). S-Prof. Dev.
- 26-27 NO SCHOOL All Sites
Thanksgiving

DECEMBER

- 12/23-
1/1 Winter break

JANUARY

- 4 Classes resume
- 18 NO SCHOOL All Sites
Martin Luther King Day
- 28 End Q2 (42 days)
- 29 NO SCHOOL All Sites
P/K/E-Prof. Dev.
S-Grading

FEBRUARY

- 12 P-No School: Prof. Dev.
- 15 NO SCHOOL All Sites
Presidents Day
- 26 NO SCHOOL All Sites
P/K/E-Conf. Prep
S-Prof. Dev.

MARCH

- 17 P - No School: Conferences
- 18 P/K/E-No School:
Conferences (plus two evenings
to be scheduled by school)
S-in Session
- 25 NO SCHOOL All Sites
P/K/E/S Prof. Dev.

APRIL

- 1 End of Q3 (42 days)
- 4-8 NO SCHOOL All Sites
Spring Break

MAY

- 30 NO SCHOOL All Sites
Memorial Day

JUNE

- 10 Last day for students
End Q4 (44 days)
- 13 Last day for teachers

FEBRUARY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

MARCH 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

APRIL 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

MAY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

JUNE 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

JULY 2016

| SU | M | T | W | TH | F | SA |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Key

- P Pre-K
- K Kindergarten
- E Elementary
- S Secondary
- # End of Quarter
- ☐ No School Select Grades
- ☒ No School All Grades

E - 173 Days, S - 175 Days

CROSSROADS SCHOOL CALENDAR 2015-2016 YEAR-ROUND

AUGUST

| M | T | W | TH | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

SEPTEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

OCTOBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER

| M | T | W | TH | F |
|----|----|----|-----|-----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12* | 13* |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

DECEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

FEBRUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

MARCH

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

APRIL

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

MAY

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5* | 6* |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

JUNE

| M | T | W | TH | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

JULY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |
| 1 | 2 | 3 | 4 | 5 |

| | |
|--|---|
| | No School |
| | Teacher Workshop Week - No School |
| | Student Attendance Day |
| | 1st day of school grades 1-6 |
| | 1st day of school PreK & Kindergarten |
| | No School Harris-O'Neal's PreK classes only |
| | * Parent Teacher Conferences |
| | Intersession |
| | Teacher Conference Prep Day |
| | Teacher Work Day Professional Development |
| | Last Day for Students |

Website: <http://crossroads.spps.org>

SAINT PAUL PUBLIC SCHOOLS

Calendar for 2015-2016 School Year

| AUGUST 2015 | | | | | | |
|-------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER 2015 | | | | | | |
|----------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER 2015 | | | | | | |
|--------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| NOVEMBER 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| DECEMBER 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JANUARY 2016 | | | | | | |
|--------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| AUGUST | |
|--------|-------------------------|
| 26 | New Teacher Orientation |
| 27-28 | PD for Selected Staff |
| 31-4 | Opening workshops |

| SEPTEMBER | |
|-----------|-----------------------------|
| 7 | Labor Day |
| 8 | E/S Classes begin |
| 8,9 | P & K No School conf. |
| 10, 11 | P & K No School: Prof. Dev. |
| 14 | P & K Classes begin |

| OCTOBER | |
|---------|--|
| 15,16 | <u>NO SCHOOL All Sites</u> State teacher meetings |
| 30 | P/K/E - No School Conf. Prep. S-in session |

| NOVEMBER | |
|----------|---|
| 13 | End of Q1 (47 days) |
| 19 | P - No School: Conferences |
| 20 | <u>NO SCHOOL All Sites</u> P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev. |
| 26-27 | <u>NO SCHOOL All Sites</u> Thanksgiving |

| DECEMBER | |
|-----------|--------------|
| 12/23-1/1 | Winter break |

| JANUARY | |
|---------|---|
| 4 | Classes resume |
| 18 | <u>NO SCHOOL All Sites</u> Martin Luther King Day |
| 28 | End Q2 (42 days) |
| 29 | <u>NO SCHOOL All Sites</u> P/K/E-Prof. Dev. S-Grading |

| FEBRUARY | |
|----------|--|
| 12 | P-No School: Prof. Dev. |
| 15 | <u>NO SCHOOL All Sites</u> Presidents Day |
| 26 | <u>NO SCHOOL All Sites</u> P/K/E-Conf. Prep S-Prof. Dev. |

| MARCH | |
|-------|---|
| 17 | P - No School: Conferences |
| 18 | P/K/E-No School: Conferences (plus two evenings to be scheduled by school) S-in Session |
| 25 | <u>NO SCHOOL All Sites</u> P/K/E/S Prof. Dev. |

| APRIL | |
|-------|--|
| 1 | End of Q3 (42 days) |
| 4-8 | <u>NO SCHOOL All Sites</u> Spring Break |

| MAY | |
|-----|--|
| 30 | <u>NO SCHOOL All Sites</u> Memorial Day |

| JUNE | |
|------|---|
| 10 | Last day for students End Q4 (44 days) |
| 13 | Last day for teachers |

| FEBRUARY 2016 | | | | | | |
|---------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

| MARCH 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| APRIL 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY 2016 | | | | | | |
|----------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| JULY 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| SU | M | T | W | TH | F | SA |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| Key | |
|-------------------------------------|-------------------------|
| P | Pre-K |
| K | Kindergarten |
| E | Elementary |
| S | Secondary |
| # | End of Quarter |
| <input type="checkbox"/> | No School Select Grades |
| <input checked="" type="checkbox"/> | No School All Grades |

E - 173 Days, S - 175 Days

OLD
10/2014

CROSSROADS SCHOOL CALENDAR 2015-2016 YEAR-ROUND - ROLLOVER

AUGUST

| M | T | W | TH | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

SEPTEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

OCTOBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER

| M | T | W | TH | F |
|----|----|----|-----|-----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12* | 13* |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

DECEMBER

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

FEBRUARY

| M | T | W | TH | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

MARCH

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

APRIL

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

MAY

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5* | 6* |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

JUNE

| M | T | W | TH | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

JULY

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |
| 1 | 2 | 3 | 4 | 5 |

| | |
|---|---|
| | No School |
| | Teacher Workshop Week - No School |
| | Student Attendance Day |
| | 1st day of school grades 1-6 |
| | 1st day of school PreK & Kindergarten |
| | No School Harris-O'Neal's PreK classes only |
| * | Parent Teacher Conferences |
| | Intersession |
| | Teacher Conference Prep Day |
| | Teacher Work Day Professional Development |
| | Last Day for Students |

OLD

Website: <http://crossroads.spps.org>

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

DATE: March 17, 2015

TOPIC: Application for School Nutrition Program Funds

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for SNP funds for the 2015-2016 school year and, if granted, to accept such funds.

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

DATE: March 17, 2015

TOPIC: Application for Summer Food Service Program Funds

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

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

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

DATE: March 17, 2015

TOPIC: Bid No. A206852-A Highland Complex Electrical Service Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the electrical service replacement at Highland Junior and Senior High.

2. The following bids were received for the lump sum base bid plus alternate no. 3:

| | |
|------------------------------|-----------------------------|
| | <u>Lump Sum Base Bid</u> |
| | <u>Plus alternate no. 3</u> |
| Premier Electric Corporation | \$1,223,500.00 |
| Peoples Electric | 1,320,800.00 |
| Muska Electric | 1,415,000.00 |

3. Alternate no. 3 is for the removal and replacement of additional bituminous pavement.

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 01-005-850-386-6520-6379.

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. A206852-A Highland Complex Electrical Service Replacement to Premier Electric Corporation for the lump sum base bid plus alternate no. 3 for \$1,223,500.00.

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

DATE: March 17, 2015

TOPIC: Bid No. A207056-A Gym Floor Replacement at Humboldt Senior

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for a replacement of main wood strip gym floor at Humboldt Senior.
2. The following bids were received for the lump sum base bid plus alternate no. 2:

| | |
|---------------------|-----------------------------|
| | <u>Lump Sum Base Bid</u> |
| | <u>Plus alternate no. 2</u> |
| Anderson Ladd | \$141,600.00 |
| Morcon Construction | 177,470.00 |
| JPMI | 200,500.00 |
3. Alternate no. 2 is for the addition of a divider curtain.
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 code 01-005-850-386-6520-6382.
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 an award of Bid No. A207056-A Gym Floor Replacement at Humboldt Senior to Anderson Ladd for the lump sum base bid plus alternate no. 2 for \$141,600.00.

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

Proposed Policy:

500.00 GENDER INCLUSION POLICY

Proposed Policy Revision:

First Reading

JANUARY 20, 2015

Second Reading

FEBRUARY 17, 2015

Third Reading

MARCH 17, 2015

COMMENTS:

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

500.00

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.~~
2. Within academic programming, prohibit the separation of students and/or curricular materials 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.~~
3. Provide all students the opportunity to participate in co-curricular and extracurricular activities, in a manner consistent with their gender identity, including but not limited to intramural and interscholastic athletics.
4. Provide all students with access to facilities that best align with students' gender identity.

LEGAL REFERENCES:

Minn. Stat. ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
20 U.S.C. § 1681 et seq. (Title IX)
20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)

CROSS REFERENCES TO DISTRICT POLICIES:

| | |
|--------|---|
| 102.00 | Equal Opportunity/Non-Discrimination |
| 415.00 | Harassment, Violence and Other Offensive Behavior |
| 505.00 | Bullying Prohibition |

Gender Inclusion Policy

Board of Education Meeting

March 17, 2015



Purpose

- To provide the Board with a brief review of:
 - The policy context
 - Outreach efforts
- To offer the Gender Inclusion Policy for its third reading



Policy Context

- Culmination of over a year's worth of research, outreach, and drafting
 - Two parallel paths of outreach
 - Involvement (policy)
 - Consultation (procedures)
- Use of racial equity protocols and tools uncovered trends of marginalization based upon gender
 - Initial focus was on student athletics
 - Student and family outreach lead to a shift towards a more comprehensive approach to gender inclusion



Policy Context

- The need is clear
 - Staggering levels of bullying, harassment, exclusion, and other offensive behavior directed toward transgender and gender non-conforming students
 - Growing legal precedence at local, state, and federal levels



Third Reading

- This policy is firmly grounded in the voices of our youth and family
- The youth of SPPS have consistently asked
 - To be treated with dignity
 - To 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
 - To have their truth heard and understood



“You can’t do equity half way.”
-SPPS Parent



Thank you



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

DATE: March 17, 2015

TOPIC: Renewal of Superintendent's Employment Contract for the Period
December 16, 2015 through December 15, 2018

A. PERTINENT FACTS:

1. The Superintendent's current employment contract expires at the close of business on December 15, 2015.
2. The Board of Education wishes to renew the employment contract, to be effective for the period December 16, 2015 through December 15, 2018, upon the terms agreed upon.
3. This item will meet the District target area goals of achievement, alignment and sustainability.
4. This item is submitted by Nancy L. Cameron, General Counsel and Mary Doran, Chair, Board of Education.

B. RECOMMENDATION:

That the Board of Education approve the Superintendent's employment contract for the period December 16, 2015 through December 15, 2018.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Baker Community Center Building Renovation

Project Description: This interior renovation includes demolition and remodel of an exterior curtain wall system, demolition and construction of interior walls, floor finishes, wall finishes, ceiling finishes; plumbing work; mechanical/electrical work, accessibility improvements; and data network infrastructure.

Estimated Cost: \$1,500,000.00

Estimated Start Date: June 2015

Estimated Project Length: 5 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 | |
| National Association of Minority Contractors Upper Midwest | | | X | |
| Saint Paul Building and Construction Trades Council | X | | | Size of project, time sensitive, life safety, multi-craft |

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 construction*
- *Coordination with tenants in the building and the adjacent Cherokee Heights Elementary*

Final Action

The BOE directs that a PLA

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

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

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Galtier Community School Roof Replacement

Project Description: This project includes the removal and replacement of approximately 40,000 square feet of the existing roofing system, with repair or replacement of the existing skylights.

Estimated Cost: \$600,000.00

Estimated Start Date: June 12, 2015

Estimated Project Length: 10 weeks

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 | | One trade only |
| Associated General Contractors of Minnesota | | | X | |
| National Association of Minority Contractors Upper Midwest | | | X | |
| Saint Paul Building and Construction Trades Council | X | | | Size of project, time sensitive, life safety, multi-craft |

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:

- *Single Trade involved*
- *Simple scheduling*

Final Action

The BOE directs that a PLA

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

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

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Murray Middle School Parking Lot Paving Replacement

Project Description: Replacement of approximately 39,000 SF of asphalt paving and adjacent curb and sidewalks. Project will include an underground retention system required by city regulations and correction of slope and backflow preventor of storm sewer connection to city street.

Estimated Cost: \$350,000.00

Estimated Start Date: June 20, 2015

Estimated Project Length: 10 weeks

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 | | One trade only |
| Associated General Contractors of Minnesota | | | X | |
| National Association of Minority Contractors Upper Midwest | | | X | |
| Saint Paul Building and Construction Trades Council | | X | | Does not meet bar |

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:

- *Simple scheduling*
- *Low level of complexity*
- *Limited on-site trades*

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.

ACTION TO SCHEDULE SPECIAL BOARD OF EDUCATION MEETINGS

I move the Board of Education schedule Special Board of Education Meetings, pursuant to Minnesota Statutes Section 123B.09, Subd. 6 for: April 21, May 19, June 23, July 21, August 18, September 22, October 20, November 17 and December 15, 2015. The meetings would begin at 4:00 p.m.

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted)

- April 21 - Special 4:00 p.m.
- April 21
- May 19 - Special 4:00 p.m.
- May 19
- June 9 - Special (Non-Renewals) 4:00 p.m.
- June 23 - Special 4:00 p.m.
- June 23
- July 21 - Special 4:00 p.m.
- July 21
- August 18 - Special 4:00 p.m.
- August 18
- September 22 - Special 4:00 p.m.
- September 22
- October 20 - Special 4:00 p.m.
- October 20
- November 17 - Special 4:00 p.m.
- November 17
- December 15 - Special 4:00 p.m.
- December 15

Committee of the Board Meetings

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

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