

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

**February 23, 2016**  
**6:05 PM**

**A G E N D A**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

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

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

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

The motion was approved with the following roll call vote:

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

**IV. RECOGNITIONS**

**BF 30343**      Acknowledgement of Good Work Provided by Outstanding District Employees

- Five SPPS teachers have been nominated for the 2016 Minnesota Teacher of the Year. The list includes:
  - **Juanita Ortiz**, a Latino Culture Teacher at Phalen Lake Hmong Magnet School
  - **Mary Schmidt**, a Pre-K and Kindergarten Teacher at Nokomis Montessori
  - **Laura Weghorst**, a special education teacher at Murray Middle School
  - **Mark Westpfahl**, a sixth and seventh grade social studies teacher at Capitol Hill
  - **Koua Yang**, a social studies teacher at Harding High School.

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

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

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

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

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

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

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

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

The motion was approved with the following roll call vote:

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

#### V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

#### VI. APPROVAL OF THE MINUTES

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

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

The motion was approved with the following roll call vote:

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

## VII. COMMITTEE REPORTS

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

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

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

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

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

The motion was approved with the following roll call vote:

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

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

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

The motion was approved with the following roll call vote:

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

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

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

The motion was approved with the following roll call vote:

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

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

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

The motion was approved with the following roll call vote:

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

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

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

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

The motion was approved with the following roll call vote:

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

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

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

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

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

The motion was approved with the following roll call vote:

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

## B. Student Engagement & Advancement Board (SEAB) Update

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

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

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

### 1. Student/Staff Survey

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

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

### 2. Student Focus Groups

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

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

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

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

### 3. Concerns and Recommendations

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

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

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

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

#### QUESTIONS/DISCUSSION:

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

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

## VIII. SUPERINTENDENT'S REPORT

### A. SSSC 2.0 and VisionCard Overview

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

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

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

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

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

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

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

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

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

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

#### QUESTIONS/DISCUSSION:

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

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

#### B. School Climate Update

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

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

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

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

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

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

SPPS School Climate goals are to:

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

Resource alignment within the four SSSC 2.0 areas are:

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

#### 1. SHORT TERM FORCUS (Now thru June 2016)

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

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

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

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

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

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

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

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

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

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

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

## 2. Long-Term Focus

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

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

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

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

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

### QUESTIONS/DISCUSSION:

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

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

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

### C. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

## IX. CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

### A. Gifts

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

### B. Grants

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

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

**BF 30346** Request for Permission to Submit Grant Applications to KaBoom

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

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

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

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

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

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

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

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

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

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

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

**BF 30352** Acceptance of MSHSL Foundation Grant to Humboldt High School

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

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

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

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

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

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

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

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

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

**BF 30357** Request for Permission to Accept a Grant from the Whole Kids Foundation

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

C. Contracts

**BF 30358** RATIFICATION -- Iceberg Technology Group Contract Extension

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

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

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

D. Agreements

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

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

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

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

E. Administrative Items

**BF 30362** Discharge of B.F.

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

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

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

**BF 30364** Discharge of L.S.

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

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

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

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

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

**BF 30367** Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

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

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

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

**BF 30369** Monthly Operating Authority

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

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

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

(d) Collateral Changes

Released:	None
Additions	None

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

**BF 30370** Approval of Pay Equity Implementation Report

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

**BF 30371** Settlement of Uninsured Claim

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

F. Bids

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

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

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

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

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

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

**CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION:**

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

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

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

The motion was approved with the following roll call vote:

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

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

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

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

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

The motion was approved with the following roll call vote:

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

**X. OLD BUSINESS -- None**

**XI. NEW BUSINESS**

A. Project Labor Agreements

**BF 30277** PLA for Replacement of the Restricted and Degraded Domestic Supply and Waste Piping and Plumbing Fixture from Original Building Construction, Replacement of Approximately 97,500 Sq. Feet of Existing Roof and Replacement of Boilers at Johnson High School, 1349 Arcade Street, St. Paul

**BF 30278** PLA for Replacement of Building Ventilation and Hydronic Heating System, including cast iron radiators and unit ventilators from original construction at Linwood Monroe Arts Plus 4-8 - Monroe Campus, 810 Palace Avenue, St. Paul

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

The motion was approved with the following roll call vote:

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

**XII. BOARD OF EDUCATION**

A. Information Requests & Responses - None

B. Items for Future Agendas

1. School start times
2. Transportation

C. Board of Education Reports/Communications

1. Reminder about March 10 community engagement around Paper Tigers film sponsored by Ramsey County.

**XIII. FUTURE MEETING SCHEDULE**

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

- March 22 (Tentative Closed - Negotiations) - 4:00 p.m.
- March 22
- April 19 (Tentative Closed - Negotiations) - 4:00 p.m.
- April 19
- May 17
- June 14 - Special - Non-Renewals - 4:00 p.m.
- June 21
- July 12 - 6:30 p.m.
- August 23
- September 20
- October 25
- November 22
- December 13
- January 10, 2017 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- March 21
- April 18
- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11
- August 15

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

- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12
- September 13
- October 4
- November 8
- December 6
- January 10, 2017 - 5:15 p.m.
- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11

**XIV. ADJOURNMENT**

**MOTION:**                      **Mr. Brodrick moved the meeting adjourn. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 10.01 p.m.

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

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