



Saint Paul Public Schools

Regular Meeting

Tuesday, November 18, 2014 5:30 PM

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

BOARD OF EDUCATION



Mary Doran
Chair



Keith Hardy
Vice Chair



John Brodrick
Clerk



Anne Carroll
Treasurer



Jean O'Connell
Director



Louise Seeba
Director



Chue Vue
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

November 18, 2014
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.)
 - A. M. Namowicz - ECFE 40th Anniversary
 - B. J. Koon - What's happening RE: student evaluation of teachers
 - C. K. Hansen - iPad Rollout
- V. RECOGNITIONS** (Immediately Following Close of Public Comment.)
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees 7
 - B. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul 9
Public Schools That Have Won Athletic Awards and Championships
 - 1. Hazel Park Prep Academy - Flag Football Team - City Champion
 - 2. Highland Park Middle School - Girls' Soccer Team - City Champion
 - 3. Murray Middle School - Volleyball Team - City Champion
 - 4. Ramsey Middle School - Boys' Soccer Team - City Champion
 - 5. Central High School - Boys' Cross-Country Team - City Champion
 - 6. Central High School - Football Team - City Champion
 - 7. Central High School - Boys' Soccer Team - City Champion
 - 8. Central High School - Girls' Soccer Team - City Champion
 - 9. Central High School - Girls' Swim Team - City Champion
 - 10. Harding High School - Girls' Tennis Team - City Champion
 - 11. Highland Park High School - Girls' Cross-Country Team - City Champion
 - 12. Highland Park High School - Volleyball Team - City Champion
- VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

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

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

DATE: November 18, 2014

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Dr. Delores Henderson, Principal of Hazel Park Preparatory Academy**, for being named the recipient of the 2014 Charles L. Hopson Racial Equity Principal Leadership award from the Pacific Educational Group (PEG) at its annual National Summit for Courageous Conversations in New Orleans in October.

According to PEG, Henderson has been called a “visionary, no excuses principal” who demonstrates daily her belief that all children are gifted. She is a champion for equity not only in the district but also throughout the broader community, where she collaborates with religious and other community leaders to energize constituents around critical education issues.

2. **Valeria Silva, Superintendent of Saint Paul Public Schools**, for being recognized among the top superintendents in the country by the Council of the Great City Schools (CGCS). On October 23rd at the CGCS Annual Conference, Superintendent Silva was named a finalist among a field of five superintendents across the country for the CGCS Green-Garner Award, which annually recognizes the “urban educator of the year.”

Each year, the Council presents a board member or superintendent with the award, which is considered the nation's highest urban education honor. The award recognizes outstanding contributions in urban education leadership and is named in memory of urban school leaders Richard R. Green and Edward Garner.

"We represent 67 of the nation's largest urban school districts, so to be a finalist is really saying something," said Henry Duvall, CGCS Director of Communications. "She's in very good company."

3. **Valeria Silva, Superintendent of Saint Paul Public Schools**, was among 84 Twin Cities Women Leaders Honored by the George Family Foundation.

The George Family Foundation recognized Saint Paul Public Schools Superintendent Valeria Silva as one of [84 exceptional women leaders](#) making remarkable contributions to the Twin Cities at its first-ever celebrating women leaders event on Sept. 16th.

The event celebrated women who have served as CEO, board chair or president of large corporations, colleges and universities, government and nonprofit organizations, health care, and major arts organizations in the Twin Cities. Nine groundbreaking women leaders also were honored posthumously at the event for their contributions in creating the quality of life in the Twin Cities today.

"We are pleased to honor Superintendent Silva for her leadership and contributions to our community. I find it immensely gratifying the number of talented women who have led the

Page 2
DATE:
TOPIC:

November 18, 2014
Acknowledgement of Good Work Provided by Outstanding District
Employees

Twin Cities in building institutions and solving significant social problems," said Penny George, president of the George Family Foundation. "I hope the community realizes how very fortunate we are for their dedication and their leadership."

The mission of the George Family Foundation is to foster wholeness in mind, body, spirit and community by developing authentic leaders and supporting transformative programs serving the common good. The guiding philosophy of the George Family Foundation is to invest in people, programs and initiatives that further the mission of the Foundation and help build the communities in which we live.

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

B. RECOMMENDATION:

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

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

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Hazel Park Prep Academy** – The flag football team was city champion. Royce Bell is the coach. The team roster consists of:

Julian Barney Hodges	Ty Shelton
Jalen Christian	Christopher Vang
Jovan Christian	Andrew Vue
Austin Fields	Jacky Vue
Jonathan Fields	Jonathon Vue
Tommy Her	Daelen Whitfield
Andy Lor	Ta'Jerrien Williams
Jacob Sarn	Malik Wilson

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.

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: November 18, 2014

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

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The girls' soccer team was city champion. Chris Steenberg is the coach. The team roster consists of:

Shelsea Arias	Lillian Mulvaney
Yasmeen Caballero	Natalie Narvaez
Bella Ciccarelli	Natalie Norquist
Maria Coughlan	Emma Patty
Olivia Coughlan	Maya Patty
Mariana Cournoyer	Liv Rosten
Emma Goulet	Irene Sullivan
Maetzin Gutierrez	Nora Taubert
Emma Larson	Leah Terry
Riley McGrath	Nataly Valencia
Lia Meeter-Biggs	Isabella Vazquez
Lucy Minner	Olivia Verdeja

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Murray Middle School** – The volleyball team was city champion. Marshall Little is the coach. The team roster consists of:

Carter Brown	Jewls Lee
Jamie Cohen	Phelameena Lee
Leandra Dahlke	Magdalena March
Adina DeGaetano	Anisa Moreno
Mya Fitzgerald	Jade Sklar
Bailey Huepenbecker	Savannah Staydohar
Leona Jacoby	Katrina Sweet
Katherine Johnson	Nora Thomey
Caitlin Jones	Keyera White
Georgia Langer	Nora Winkelaar

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Ramsey Middle School** – The boys' soccer team was city champion. Domonique Gilmer is the coach. The team roster consists of:

Aydyrus Abdirahman	Benjamin Dobbins	Koob Lee
Armel Alagbo	Eli Dreisbach	Franck Lidji
Sammy Appiah-Serebour	Mika Folstad	Richard Lindley
Eli Baltazar	Oscar Fortoso	Tianlong Liu
Jacob Banas	Jared Garcia	Charlie Nazarian
Aiden Cavanaugh	Vincent Gateri	Hamza Omar
Cormac Clark	Kade Hagen	Mohamed Omar
Solomon Currie Ickes	William Hintz	Adam Pikel
Ali Dahmani	Jackson Humes	Amer Said
Zachary Danielson	Noah Johnson	Mac Staloch
Hamze Daod	Aidan Klepp	John Takgbajouah

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' cross-country team was city champion. Michael Reneau is the coach. The team roster consists of:

Simon Brown
William Dean
Vince Dzik
Abda Nebi
Amanuel Roba
Abdiaziz Wako
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.

B. RECOMMENDATION:

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

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The football team was city champion. Scott Howell is the coach. The team roster consists of:

Eyosiyas Abate	Jon Gubbrud	Abdikalak Muse
Abdulbasid Aden	Sam Gubbrud	Mon C. Non
Opemipo Aghenu	Vonte Hubbard	Hassen Osman
Ishma'il Ahmed	Taariq Hutchinson-Carroll	Peyton Pike
Masud Ali	Rory Ierien	Blassius Pridgen
Keymani Bellaphant	Jakobi Jackson	Cedric Roby
Noah Bowle	Keylan Jackson	Mubarek Sado
Tray Brooks	Markus Jackson	Kylan Saffold
Silas Burnett	Archie Jacob	Emmanuel Smith
Max Celandier	Ethan Jones	Devin Staunig
Xavier Davis	Eric Kuta	Christian Taylor
Owen Donnelly	Ethan Levin	Stephon Tonge
Truman Emmings	Geormelee Logan	Anders Ulland
Jamal Galato	Chapale Moody	Saveontae Williams
Garrett Gardner	Isaac Morales	Ja'Quantay Winston

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' soccer team was city champion. Jorey Erickson is the coach. The team roster consists of:

Carlos Albornoz Ruiz	Avery Larsson
Andrew Dulles	Andrew Mullen
Joseph Gagne	Benjamin Pauls
Mohamed Galab	Liam Plambeck
Natanael Getachew	Keenen Reed
Elijah Grow-Hanson	Mikkel Sawyer
Salih Hashim	Quinn Tempas
Ian Heegaard	Berhane Tesfamichael
Elias Hofrenning	Karl VueBenson
Evan Holmes	Omar Worika
Ararso Hussen	Joseph Wriedt
Ameer Khoury	Fue Xiong

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

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' soccer team was city champion. Anthony Jacobs is the coach. The team roster consists of:

Isabel Anderson	Anna Kazlauskas
Ellie Casement	Abby Lee
Frankie Cerkvenik	Charis Lee
Stefanie Cruz	Alice Michell
Sunniva Dunagan	Tessa Simmons
Helena Elwell	Lucia Toninato
Anna Goetter	Lisa Torstenson
Josie Hannum	Lucy Trotter
Eleanor Heberlein	Rosy Weber
Mei Hecht	

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

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' swim team was city champion. Suzanne Lancey is the coach. The team roster consists of:

Mariah Banas	Madison Hare	Emma Nelson
Elizabeth Bergmann	Sierra Hinze	Grace Nelson
Maya Black	Emily Hite	Claire Newhouse
Zoe Braun	Lily Ingersoll	Alena Oxenham
Mary Cerkvenik	Reilly Ingersoll	Alaina Portoghese
Morgan Christianson	Erin Kennedy	Adryan Riesgraf-Mahon
Giulia DeLuca	Leila Khalid	Bella Rohde
Eve Devens	Vilde King	Natalie Rucks
Isabella Fairman	Sophia Lipset-Dean	Giovana Sarmiento
Claudia Feilmeyer	Ellie Malmom-Andrews	Grace Trimble
Moiria Flagstad	Ruby McCormick	Anna Weimholt
Emersyn Goetz	Madeline Moberg	Dama Wlaschin
Zosia Haney		

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Harding Senior High School** – The girls' tennis team was city champion. Koua Yang is the coach. The team roster consists of:

Foua Khang
Meyayua Lee
Pajar Lee
Nayni Paung
Amany Reynolds
Ia Vang
Lily Vang
Ong Vang
Xee Vue
Bae Wa
Pa Ja Yang
Yeeko 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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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

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

Tianna DuCloux-Potter
Keiko Hilmo
Clara Jackson
Mimi Mejia
Erica Meyers
Erin Moening
Amarah Otto
Libby Pearson
Alexa Ries

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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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 18, 2014

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

A. PERTINENT FACTS:

1. **Highland Park Senior High School** – The volleyball team was city champion. Kathleen Kramer is the coach. The team roster consists of:

Nina Bielinski
Meagan Blair
Lucia Calatayud
Adriana Cardenas
Annie Conzet
Emilia Czapiewska
Allison Kavanaugh
Cassandra Krois
Allison Kurtz
Alexandra Linssen
Colleen McGough
Molly McMahon
Maria Nelson
Carli Weber
Hetta Williams

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
October 14, 2014

I. CALL TO ORDER

The meeting was called to order at 5:31 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, Ms. Polsfuss, Assistant Clerk

Ms. Seeba arrived at 5:39 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Hardy moved the Board of Education approve the order of the main agenda as published. Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

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

IV. PUBLIC COMMENT

- Melanie Hazelip – Concerns about school start time initiative for elementary students

V. RECOGNITIONS

BF 29861 Acknowledgement of Good Work Provided by Outstanding District Employees

The Office of College and Career Readiness for their contribution of creating a focus on college and career throughout SPPS schools. The office now has a renewed focus that connects credit recovery and alternative education with college and career options. Team members include: Jon Peterson, Director, Office of College and Career Readiness; Dan Mesick, POSA for the Department of Postsecondary Partnerships; Dr. Fatima Lawson, POSA for the Department of Alternative Education and Sue Arvidson, Elementary Lead Counselor/ COSA.

BF 29862 Acknowledgement of Accomplishments of SPPS Students

Moises Roman-Mendoza, a senior at Harding High School and **Daisy Hoang**, a senior at Central High School, were chosen to attend a prestigious scholars program at Princeton University this past summer.

Each year the Leadership Enterprise for a Diverse America (LEDA) finds and recruits approximately 60 LEDA Scholars to attend the Aspects of Leadership Summer Institute. Scholars are high-achieving, low-income students from communities that are under-represented at our nation's top colleges and universities and in the nation's leadership sectors. LEDA engages in a national recruitment effort to identify talented, low-income students who demonstrate leadership potential who do not have access to support that would enable them to attend our nation's top colleges and universities.

The Aspects of Leadership Summer Institute, held annually on the Princeton University campus, is an intensive, seven-week program including leadership training, writing instruction, standardized test preparation and college guidance.

MOTION: Mr. Hardy moved the Board of Education congratulate and acknowledge the accomplishments of the Office of College and Career Readiness staff and Moises Roman-Mendoza and Daisy Hoang for their participation in the Princeton Aspects of Leadership Summer Institute. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Carroll moved the Board of Education approve the order of the consent agenda with the exception of Items E-8 - 2014 Facilities Radon Testing Results and F-7 - Red Gold Foods Commodity Request for Commodity Purchase which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. 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 September 23, 2014

MOTION: Ms. O'Connell moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of September 23, 2014 as published. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

VIII. COMMITTEE REPORTS

A. Committee of the Board Meetings of October 7, 2014

The Controller provided the Final 2013-2014 Budget Revisions. As of June 30, 2014 the SPPS budget is fully balanced.

RECOMMENDED MOTION: That the Board of Education approve the final revision for the FY 14 budget (2013-2014) as presented.

The motion passed with the following roll call vote:

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

The SPPS Legislative Liaison presented the 2014-15 Legislative Update and Agenda.

RECOMMENDED MOTION: That the Board accept the direction of the 2014-15 legislative agenda.

The motion passed with the following roll call vote:

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

The Director of Facilities gave an update on Project Labor Agreements (PLAs) reviewing the history and past practices along with details on current practices.

Staff provided an in-depth report on the Rethinking School Start Times for 2015-16 process along with the Steering Committee recommendations to the Superintendent. These were:

- 1) Maintain the current start times for school year 2015-16,
- 2) Continue working with Metro Transit to determine if any partnership would alter proposed alternative start time scenarios and
- 3) They support shifting start times, but want to ensure SPPS has time to analyze new information to avoid the possibility of schools shifting start times in successive years.

This resulted in in-depth discussion and the following motion:

RECOMMENDED MOTION: That the Board move further discussion on this item to the Board of Education meeting along with a public comment period. No formal action was taken on this motion.

There were no reports on Standing Items. The meeting finished with a Board Work Session which covered several operational items for upcoming meetings along with a report on the General Council Search process.

MOTION: Ms. O'Connell moved the Board accept the report on the October 7, 2014 Committee of the Board meeting and approve the minutes as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

IX. SUPERINTENDENT'S REPORT

A. Overview of the Office of College and Career Readiness (OCCR)

The OCCR is divided into three areas under the Director, OCCR.

- 1) Alternative Education
 - Reading & Math Program (RAMP)
 - Hubs/collaborative
 - S-term
 - Extended day learning
 - *Freedom Schools*
 - Multi-district programs.
 - LEAP and Gordon Parks High Schools, Programs and Budgets, Grades 9-12
 - Evening High School (EHS) and Eastside Learning Hub at Harding, grades 9-12
 - Credit Recovery Using online resources, grades 9-12
 - Charter school partnerships (provide extended day partnerships)
 - Guadalupe Alternative Program (GAP) contract alternative
- 2) Post-secondary Partnerships
 - Career/Technical Education Programs (CTE)
 - *Youth Career Connect Grant (Academy of Finance & Academy of IT)*
 - Early College/concurrent enrollment
 - PSEO (Post-secondary Enrollment Options)
 - College access and community partnership programs
 - Outreach to families
 - OCCR branding
 - Building/principal partnerships
- 3) Graduation progress and Acceleration
 - Secondary counseling
 - Elementary counseling
 - Non-public counseling
 - *It's Never Too Late to Graduate Program*
 - *Gateway to College*
 - Crisis Response Team (support to sites as needed)
 - Summer Graduation
 - 8th Grade College and Career Assessment & Planning
 - Naviance.

QUESTIONS/DISCUSSION:

- Provide more information on the EDL efforts with charter schools. Response: This is a collaboration with the Placement Office and public charters within St. Paul. In an action last year, MDE took ALC revenue away from charters and assigned it to public schools. Public schools have an obligation to provide services to charter schools if they desire them. Participating charter students enroll as SPPS students, their extended time services are recorded and funds provided by SPPS to cover cost of the services..
- In terms of ensuring OCCR schools and counselors are presenting opportunities for college and career focus partnerships to students, what is being done in terms of reaching regular and alternative high school students with various programs and initiatives? Response: It would be difficult to say. When the system is taken as a whole there are about 7,000 students in extend day, 12,000 in S Term. Additionally, there are approximately 60 outreach events coordinated or participated in and 15+ college access partnerships. It would be at a minimum 50% or possibly more. There is still capacity to do better and OCCR is looking for ways to reach the academic middle students to galvanize them toward college and career readiness. If this is accomplished it is hoped this will draw more of the lower achieving students to participate as well.
- Is OCCR guiding students and families to one source for information through counselors or a website? What is that one-stop place? Response: The OCCR website is coming

together to coordinate efforts and provide information. The department is in the process of developing a "Road Map for Post Secondary Success" handout for families. There are post secondary options at the Parent Fair, the Parent Academy, at PAC meetings and high schools are making a concerted effort to provide information. One issue is that students need to believe they can be successful in college. Another is that the cost can be prohibitive to some families so many students are moving to a two year program.

- A Board member stated she appreciated the attention to rigor and high expectations. As OCCR pursues the strategic planning process, she indicated she wanted to hear how the department is working with non-traditional students and kids on the margins. She wants to hear more about how student and family stakeholders are engaged in decisions to be sure the content of the work meets SPPS expectation and expectations of students and families and how access and methods will meet their needs over time.

B. SY 15-16 Calendar Update

The Calendar Committee presented recommendations for revision to the FY 2016 Calendar: They worked to make days off focus on Fridays so families can make plans. This also allows staff to have the weekend to get records done. Changes to the calendar were:

- P/K/E Conference Prep moved from Monday, November 2 to Friday, October 30
- P/K/E PD and Secondary Grading moved from Monday, January 25 to Friday, January 29
- P/K/E Conference Prep and Secondary Grading moved from Monday, February 29 to Friday, February 26

The reason for the changes was to maintain the consistency of Fridays off throughout the year while supporting meaningful assessment and grading windows.

Additionally, First Quarter runs September 8 through November 13 (47 days). Second Quarter runs from November 16 through January 28 (42 days). These changes support meaningful assessments and grading windows and by extending the first quarter it supports a strong start to school year rituals and routines.

QUESTIONS/DISCUSSION:

- A Board member noted there was one other change Pre-K and Kindergarten starting on Thursday, September 10. Response: That proposal was not brought forward and the calendar will be corrected before posting.
- A Board member asked that as the committee looks at calendars going forward should specific days be designated as weather challenge days? Response: There are five additional days built into the elementary schedule and six additional days for secondary. These can be used to address weather or other challenges should they occur. The specific situations will be addressed as the year evolves.
- When will the Board formally approve the calendar? Response: Tonight.
- Who is on the Calendar Committee? Response: It consists of representatives from the District, the schools, parents. Communications, a Crossroads representative. It is a cross section of people. The Board member noted SPPS needs to be more attentive to student voices and the Superintendent indicated she would recommend adding a middle and high school student to the committee. She further indicated it would be beneficial to have representation from the community agencies working with students before or after school as well.
- The Board thanked the committee for working the calendars out for the three year period.

MOTION: Ms. Carroll moved the Board approved the 2015-16 Calendar revision with the correction noted regarding start day for PreK/K. Mr. Hardy seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

C. SSSC Monitoring: Growth & Proficiency VisionCard

The SSSC 2.0 VisionCards are organized into five focus areas: racial equity, personalized learning, college and career, programs and pathways and systems plus the sixth of growth and proficiency;. Vision Levels are 1-Critical, 2-Concern, 3-Stable (formerly Baseline), 4-Progress and 5-Vision.

The Growth and Proficiency Metrics (measures) are:

- MCA Growth % of students making medium or high growth > 75%
- ACCESS % of students making progress >55%
- Mondo % meeting spring grade-level benchmark for oral language (K-2) >75%
- Mondo % meeting spring grade-level benchmark for text level (K-2) >75%
- Mondo % meeting spring grade-level benchmark for letter-sound correspondence (K-1) >75%
- MCA+MTAS+MOD % of 3rd graders proficient in Math & Reading >75%
- MCA+MTAS+MOD % of 5th graders proficient in Math, Reading & Science >75%
- MCA+MTAS+MOD % of 8th graders proficient in Math, Reading & Science >75%
- MCA+MTAS+MOD Math (grades 3-8 & 11) Largest gap between racial/ethnic groups < 10 pct pts
- MCA+MTAS+MOD Reading (grades 3-8 & 11) Largest gap between racial/ethnic groups < 10 pct pts
- MCA+MTAS+MOD Science (grades 5, 8 & HS) Largest gap between racial/ethnic groups < 10 pct pts

Early Readers Report (Mondo) results come from formative assessments, used by teachers to measure literacy development in order to guide instruction. The percentage of students at or above the benchmark target give an indication of how students are developing and applying their early literacy skills.

- Early Readers Report – Oral Language – Mondo Bookshop Assessment Spring 2014. Kindergartners reached Vision Level in oral languages. 1st graders were at the Stable level and 2nd at Progress.
- Early Readers Report – Text Level. 2nd graders were at Progress level in text level/comprehension. Kindergartners and 1st graders were at Stable level.
- Early Readers Report – Letter/Sound Correspondence. Kindergartners and 1st graders were at Vision level in letter/sound correspondence.

Proficiency – did a student reach the target score (MN Comprehensive Assessment [MCA] targets linked to grade-level standards). Percent proficient is the percentage of students reaching that target. Results include the alternative MN Test of Academic Skills (MTAS) and the modified MCA (MOD) along with MCA. The following are the “milestone” grades and subjects, originally developed as part of the original SSSC plan.

- MCA Grade 3 Reading – Proficiency was higher in 2014 (41%) than in 2013 (37%), still at Concern level.
- MCA Grade 5 Science – Proficiency was higher in 2014 (37%) than in 2013 (34%) but is still at Concern level.
- MCA Grade 8 Math – Proficiency was lower in 2014 (35%) than in 2013 (39%), remains at Concern level.

Percentage Point Gaps – Proficiency rates. What are the racial disparities in proficiency rates (% proficient) and the largest proficiency gap = the difference between highest percent proficient and the lowest, among race/ethnic groups.

- MCA Overall Proficiency and Percentage Point Gap. Racial disparities in MCA proficiency are large and persistent; math and reading gaps are at Critical level. The gap in MCA reading results increased; the math gap decreased slightly but only because the proficiency of white students decreased.

Growth – individual student growth = how much did a given student improve from the most recent measurement and Percent making growth = what percentage of students made growth that was about the same or higher than other students with the same score on the last test.

- MCA Reading Growth – A higher percentage of Hispanic students made medium or high growth in reading in 2014 compared to 2013. Asian students' percentage remained steady. All other groups had lower percentage making medium or high growth in 2014. Black and American Indian students were at Stable level. All other groups were at Progress level.
- MCA Math Growth – all racial groups had lower percentages of students making medium or high growth in math in 2014. Black, Hispanic and American Indian students were at Stable level. White and Asian students were at Progress level.

ACCESS (2013 data only) – making progress (vision is >55%) and is the percent of emergent bilingual students making progress. ACCESS is an assessment given to Emergent Bilingual (EL) students in grades 1-12 to gauge academic English. The percentage of students making progress, which is different from MCA growth, was at Stable level in 2013. SPPS will update the measure when MDE releases this metric for 2014 results.

Upcoming Vision Cards will be as follows:

- January 20 – Racial Equity
- March 17 – College and Career
- April 21 – Programs and Pathways
- June 23 – Personalized Learning
- August – Systems to Support

QUESTIONS/DISCUSSION:

- What are the “targets” noted for Mondo? Response: These are target levels aligned to a Fountas and Pinnell system of benchmark levels. It denotes text levels appropriate to grade levels and indicate where a student should be at the spring assessment..
- There are a lot of areas of “Concern” on the VisionCards. What are the bright points and how will this be changed? Response: There are not many bright spots on the VisionCard, it aligns with what has been reported with the MCA and multiple measures. One bright spot is with Mondo and the development of literacy and language in Kindergarten and 2nd grade. If strong literacy skills are established with these early learners it should reflect later on MCA results. There is also a lot of green in growth but SPPS needs to address students at the lower levels. This card allows the Board to ask the tough questions on how results will be changed.
- A Board member noted that in future reports it would be good to know how many students are represented in each ethnic group.
- With growth numbers, assuming high and medium growth numbers are split out, are there particular schools, grades, teachers where there is high growth? What is being done to capture this progress and “spread” it to other schools? Response: The MTSS vertical teams are working on these measures now to discover where performance is being accomplished and exploring practices that are bringing the progress about.
- Explain the correlation of progress and growth in that arena. Response: It focuses on medium and high growth and if students are proficient they need to make medium or high growth to get to the next level. With many students, even if they make growth, it is not at the rate to meet proficiency targets because the targets are accelerating. SPPS wants to see students grow from year to year and teachers are cognizant of moving a child forward but if a child is behind they need to make high growth to have any chance of reaching proficiency. Being EL complicates this further. In that case, students are not being measured “apples to apples” as students coming in as EL come in already behind.
- The Board extended its thanks to all teachers for their efforts in teaching the students day in and day out.
- What else can be done to help students who are in the lower percentiles while continuing to work within the confines of testing structures and college readiness. How to we help

them learn at the fastest rate they can. Response: That is difficult question. Over the last years conversations around data have changed greatly and SPPS is moving toward a culture where the use of information/data has improved markedly. There is more intentionality in reviewing data and finding where to take action. This needs to happen a lot faster and teams at the district and in the schools are focused on that. Another piece is community conversations in this area and in conversations with counselors. Parents are partnering with SPPS and asking what they can do to help with the work. The Board needs to continue to be present in conversations at the community level to provide reassurance and to bring concerns back to administration on areas of concern. Everyone needs to be at the table with the same conversations. Testing will not go away and SPPS is judged on those results. The data provides measures of where students are and what needs to be done to move them forward. SPPS needs to look at areas of success and utilize them to provide input to others on how to achieve that success.

- How does SPPS assess curriculum and how often to be sure it is the best piece for that teaching area? Response: Curriculum needs to align to State standards. When SPPS adopted Mondo there was a year long process involving a large group of people to reach that decision. SPPS has aligned Mondo with State standards and is now looking for further gaps that need to be addressed. This process is true for all curriculum and it comes down to how to deliver it to students and making it come alive for the students is what brings about success.

D. Rethinking School Start Times for 2015-16

The recommendation provided by the School Start Time Steering Committee and the Superintendent was to maintain current start times for SY 2015-16. To continue collaborative work with Metro Transit and to investigate other innovative and possibly more efficient transportation options and analyze the impact on the proposed alternative start time scenario.

Staff provided a brief overview of research in this area, noting:

- Sleep studies and brain research conclude that late sleep patterns unique to teens is largely biological.
- There are large health and cognitive impacts when teens are sleep deprived.
- Research is clear and consistent that secondary students benefit from an 8:30 or later start time.
- Little research has been conducted about the impact of early start times for elementary students but what is available shows benefits as long as sleep patterns are adjusted.

The goal in determining alternative start times was starting middle school and high school at 8:30 or later. The work covered a three month process period consulting with internal and external consultants such as the Center for Efficient School Operations, a review of feedback from the District Parent Advisory Council (DPAC) and an analysis of each scenario against the required transportation criteria.

The criteria used for transportation included student ride time, impacts to after school activities, customer service, DPAC feedback, cost and efficiency.

Several scenarios were investigated:

1. One Tier System – 8:30 start time for all schools. This requires an increase from about 300 to about 900 buses with an approximate cost increase of \$30 million
2. Two Tier System – 8:00 start time and 9:15 start time. The cost increase for this scenario was approximately \$8 million primarily an increase in buses needed. Research indicates an 8:00 a.m. high school start time will not yield the desired results. A 9:15 start time begins to limit after school participation, job opportunities and there would be difficulty finding more qualified drivers to work for fewer hours a day.
3. Three Tier System
 - 8:00 start time, 9:00 start time, 10:00 start time. 10:00 is too late for families.
 - 7:45 start time, 8:30 start time and 9:30 start time. Transportation needs a minimum of 60 minutes in between tiers to ensure on time service.

- 7:30 start time, 8:30 start time, 9:30 start time. This is the most efficient system based on cost and service. This was analyzed having middle and high schools on different tiers. It is most efficient to have middle and high schools on the same tiers because of several 6-12 buildings.
4. Current System – No change in start time (7:30 start middle and high schools, 8:30 start most community schools, some regional magnet schools, most district-wide elementary schools and some special sites. 9:30 start time most K-8 schools, some community elementary schools, dual campus elementary schools, some regional magnet elementary schools, most special sites.
 5. Alternate System – changed start times. 7:30 start for elementary community schools, regional magnet elementary schools and some special sites primarily because these are the shortest routes. 8:30 start time for middle and high schools. 9:30 start time for district-wide magnets, K-8 schools, dual campus schools and some special sites.

Metro Transit has been an active collaborative partner providing multiple capacity reports for analysis. SPPS would still need a three tier system even with a Metro Transit partnership because it would need to eliminate roughly 300 total routes to reduce to a two-tier system. Having all 9-12 grade high school students use public transit would allow SPPS to eliminate roughly 120 bus routes. Initial Metro Transit reports indicated that 77% of rides would be 45 minutes or less ; 23% would be 45-90 minutes. Further analysis needs to be done on how to overcome the challenges faced by underserved areas of the city.

SPPS conducted extensive outreach on start times. Staff met with roughly 2,000 stakeholders (families, students, SPFT, teachers, principals and community partners). Over 1,500 people responded to the survey. A concerted effort was made to obtain feedback from each area though it is difficult to accurately measure the number of people reached in each area. The best approximation of people consulted from each area is:

- Area A – 375
- Area B – 350
- Area C – 325
- Area D – 150
- Area E – 275
- Area F – 525

The survey was a tool to get additional feedback on changing start times.

Feedback trends were similar across areas. Feedback trends supporting the proposed shift in start times included:

- Research clearly favors later start times for teens
- The decision to shift times should have been made years ago
- Parents of elementary students will understand when their children become teens
- The majority of people support later times for teens but are against early start times for elementary schools.

Feedback opposed to the proposed shift in start times included:

- Loss of evening family time for some families
- Some students having a 7:30 a.m. to 6:00 p.m. day
- Shifting childcare needs
- Safety concerns about before 7:00 a.m. bus pick up times for young students.
- Shifting all middle school and after school activities back an hour will force students to stay up later negating any benefit of starting school later
- Challenges faced by community partners in staffing and moving activities to later in the evening.

The Steering Committee met regularly to synthesize feedback and guide the outreach process and at the end of the process provided the Superintendent a recommendation report

The recommendation was, again, to maintain current start times for SY 2015-16. To continue collaborative work with Metro Transit and to investigate other innovative and possibly more efficient transportation options and analyze the impact on the proposed alternative start time scenario.

The impact of an additional year of study will yield the following opportunities:

- Time to investigate innovative, more efficient busing options
- Allow SPPS to combine any transportation and start time changes into one year
- Allow SPPS and Metro Transit to continue collaboration exploring pilot opportunities
- Examine changes to alternative start time scenarios based upon incoming information.

MOTION: Director Vue moved the Board of Education accept the recommendations made by the Steering Committee on Rethinking School Start Times and brought forward by the Superintendent. The motion was seconded by Ms. Carroll.

QUESTIONS/DISCUSSION:

- Board expressed appreciation to everyone involved in the process.
- Mr. Hardy spoke in favor of the motion with 3 caveats. 1) The timing was too short for a proper decision. 2) He would be more comfortable with a decision being ready by Spring as this would allow more time for discussion on how to execute that decision. He asked, in giving administration more time to study options, is there a way to find out from as many families as possible how changes would impact older children (work, childcare, etc.). Can that be included in the research? Using a pilot programs might gain insight on the demographic impact on home life if time changes are implemented. Response: The Superintendent indicated SPPS is waiting on the next data analysis from Metro Transit. Once that is analyzed perhaps a pilot with one high school could be implemented to see how the process would work and allow refinement to the process before it is rolled out across the district..
- Director Brodrick stated he supported the recommendation as is.
- Director O'Connell spoke against the motion stating she is really frustrated with waiting and further study. She felt SPPS had missed opportunities in creating the scenarios now being proposed. She stated she would vote against the recommendation. She further stated SPPS needs to move faster on creative solutions and adjustments, these things need to be looked at more often and earlier.
- Ms Seeba stated moving start times is a no brainer with many positive results associated with the change. She stated she would vote against the recommendation to delay the change.
- Director Vue noted later start times are obviously beneficial to HS students however there are a lot of areas that still need to be explored so he felt it is wise to take a step back and see what options evolve. He further noted there are a lot of families who are just making ends meet in St. Paul and that SPPS is unique in having such a delicate population so there is a need to assess further how the proposed change will impact them. He stated he would vote for the recommendation. However he stated, given the fact there are so many poor kids in the district it is important for SPPS to understand how will this impact them. Additionally, there is the issue of giving elementary kids their requisite 10-12 hours of sleep at night with earlier start times.
- Director Carroll commended everyone on the highly collaborative effort and the quality of the process. She stated the results are not what she wanted to hear but she stated she trusted the work that has been done. She further stated there is no evidence that changing start times will improved student achievement or close the achievement gap and she is concerned about all the other impacts that have not been sorted out. She stated in this deeper look she will be looking for alternatives that do not currently exist, new choices and alternatives, how SPPS will deal with community partners and new areas of collaboration with Metro Transit. As administration looks at changes and continues the engagement work, it is important to find who bears the impacts and on whom do they fall the hardest as impacts are not borne equally by all community members. As the engagement work is deepened take it to the next level, look to hear

from voices not heard from and include student voices. She stated she would support the recommendation.

- Director Doran stated, as a parent of two children on different start times, she is frustrated with the speed in which this has happened, with the number of stakeholders reached (she had hoped for greater numbers). She asked how SPPS will reach those families who were not reached to get their input? She stated timing on this was very bad as energy was in a different place (the Green Line).
- The Superintendent responded she is very open on suggestions to strengthen parent/community engagement efforts though few engage until it affects them directly. She noted parents who usually do engage are those who know how to navigate the system. Additionally, there are cultural beliefs that need to be addressed. She stated SPPS needs to do better to meet the needs of more kids with more time to look at options.

RESTATEMENT OF MOTION: Director Vue moved the Board of Education accept the recommendations made by the Steering Committee on Rethinking School Start Times and brought forward by the Superintendent. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

Ms. Doran	No
Ms. Seeba	No
Mr. Hardy	Yes
Ms. O'Connell	No
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

E. Human Resource Transactions

MOTION: Director O'Connell moved the Board approve the Human Resource Transactions for the period September 1 through September 28, 2014 as published and that the Board adopt the Superintendent's recommendation and in connection therewith appoint Nancy L. Cameron to the General Counsel position effective October 15, 2014 at a salary of \$154,500 and that they recognize that other employee benefits will be aligned to those of the Terms and Conditions of Professional Employment for the Members of the Superintendency agreement. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

X. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board of Education approve all items on the consent agenda with the exception of Items E-8 - 2014 Facilities Radon Testing Results and F-7 - Red Gold Foods Commodity Request for Commodity Purchase which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

Mr. Vue
Ms. Carroll

Yes
Yes

A. Gifts

BF 29863 Request for Permission to Accept a Gift from Ecolab to Support Bridge View School

That the Board of Education authorize the Superintendent (designee) to accept Ecolab Foundation's gift of \$5,000 for use in renovating Bridge View School's playground; and to implement the project as specified in the award documents.

B. Grants

BF 29864 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

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

BF 29865 Request for Permission to Accept a Grant from Reebok for Saint Anthony Park Elementary

That the Board of Education authorize the Superintendent (designee) to accept the BOKS grant of \$1,000 for use in establishing a Build Our Kids' Success before-school fitness program at Saint Anthony Park Elementary School; and to implement the project as specified in the award documents.

BF 29866 Request for Permission to Submit Grant Application to The Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Saint Paul Foundation for funds to build capacity in the Department of Research, Evaluation and Assessment; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29867 Request for Permission to Submit a Grant to Verizon from Eastern Heights Elementary

That the Board of Education authorize the Superintendent (designee) to submit a request for \$20,000 to the Verizon Innovate Learning program; to accept the grant if awarded; and to implement the project as specified in the award documents.

BF 29868 Grant Agreement between Saint Paul Public Schools (SPPS) and the Amherst H. Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood (SPPN) for the Saint Paul Public Schools (SPPS) Freedom Schools Program.

That the Board of Education authorize the Superintendent (designee) to enter into a Grant Agreement with the Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood and accept their offer of a \$200,000 grant to support the Freedom Schools Program at the Rondo Complex from Summer Term 2014.

C. Contracts – None

D. Agreements

BF 29869 Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Bruce Vento Elementary and Family Innovations, Inc., a Community Mental Health Service Provider.

That the Board of Education authorize the Superintendent to enter into an agreement with Family Innovations, Inc., a community mental health service provider, for school-based mental health services at Bruce Vento Elementary from November 1, 2014, through October

30, 2015, and renew annually with a letter of agreement or until either SPPS or Family Innovations, Inc. terminate this Agreement.

BF 29870 Professional Services Agreement between Saint Paul Public Schools and the Gateway To College National Network.

That the Board of Education authorize the Superintendent (designee) to enter into a Professional Services Agreement with the Gateway to College National Network and accept their offer of a \$100,000 grant to support the creation of the Gateway to College Program and SPPS ALC at Saint Paul College.

E. Administrative Items

BF 29871 Establishment of the Classified Position of Wage Garnishment 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 Wage Garnishment Specialist job classification effective October 14, 2014; that the Board of Education declare the position of Wage Garnishment Specialist as classified; and that the pay rate be Grade 33 of the 2012-2014 AFSCME labor agreement standard ranges.

BF 29872 Employee Life Insurance Renewal

That the Board of Education approves the contract for employee life insurance with Minnesota Life with no change in premium renewal rates.

BF 29873 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education continues the District's employee long-term disability contract with Hartford for calendar year 2015 at a monthly cost of \$.475/month per \$100 of annual salary

BF 29874 Post Age-65 Retiree Health Insurance Annual Renewal

That the Board of Education approves the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2015, at the proposed premium rates.

BF 29875 Employee Short-Term Disability Insurance Annual Renewal

That the Board of Education approves the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

BF 29876 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 October 20, 2014, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29877 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period August 1, 2014 – August 31, 2014.

(a) General Account	#624536-625626	\$33,640,361.25
	#0000876-0000933	
	#7000850-7000885	
	#0000287-0000302	
(b) Debt Service	-0-	\$20,723.50
(c) Construction	-0-	<u>\$8,238,680.73</u>
		\$41,899,765.48

Included in the above disbursements are 2 payrolls in the amount of \$18,089,839.96 and overtime of \$50,180.81 or 0.28% of payroll.

(d) Collateral Changes

Released:			
Custodian	Cusip	Security	Maturity
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-46	2/5/2014

Additions:			
Custodian	Cusip	Security	Maturity
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-50	2/27/15

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 December 31, 2014.

BF 29878 Approval of Memorandum of Agreement with North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2014-2015

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom North Central States Regional Council of Carpenters is the exclusive representative; duration of said agreement is for the period of May 1, 2014 through April 30, 2015.

BF 29879 Resolution on College Park Outdoor Classroom

That the Board of Education approve the following resolution: Be it resolved that the Saint Paul Public Schools Board of Education designates the 3.86 acres located in College Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

BF 29880 Resolution on Langford Park Outdoor Classroom

That the Board of Education approve the following resolution: Be it resolved that the Saint Paul Public Schools Board of Education designates the 6.13 acres located in Langford Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

BF 29881 Resolution on Marydale Park Outdoor Classroom

That the Board of Education approve the following resolution: Be it resolved that the Saint Paul Public Schools Board of Education designates the 20.75 acres located in Marydale Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

BF 29882 Temporary Right to Construct at Hamline Elementary

That the Board of Education authorizes the Superintendent or designee to approve a Temporary Right to Construct at Hamline Elementary with The Minnesota Department of Transportation.

F. Bids

BF 29883 Bid No. A206107-A Elevator Modernization at Adams Spanish Immersion School
That the Board of Education authorizes an award of Bid No. A206107-A Elevator Modernization at Adams Spanish Immersion School to Minnesota Elevator for the lump sum base bid of \$158,442.00.

BF 29884 Citrus System Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Citrus System for an estimated value of \$350,000 for furnishing and delivery of orange juice product for the period of September 1, 2014, through July 1, 2015.

BF 29885 Jennie-O Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Jennie-O Foods for an estimated value of \$220,000 for furnishing and delivery of turkey products for the period of September 1, 2014, through July 1, 2015.

BF 29886 JTM Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from JTM Foods for an estimated value of \$450,000 for furnishing and delivery of beef and turkey products for the period of September 1, 2014, through July 1, 2015.

BF 29887 Land O Lakes Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Land O Lakes Foods for an estimated value of \$480,000 for furnishing and delivery of cheese products for the period of September 1, 2014, through July 1, 2015.

BF 29888 Michaels Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Michaels Foods for an estimated value of \$140,000 for furnishing and delivery of egg products for the period of September 1, 2014, through July 1, 2015.

BF 29889 Sunny Fresh Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Sunny Fresh Foods for an estimated value of \$110,000 for furnishing and delivery of WG breakfast wrap tortilla product for the period of September 1, 2014, through July 1, 2015.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29890 2014 Facilities Radon Testing Results

Director Hardy indicated he needed more information as he was confused as to what action was needed on this item. Response: This report is required by the Department of Health every five years. Testing is conducted at all buildings, if there is mitigation needed that is done and reported out as well. It is a legal requirement that the results be reported to the Board of Education for the district.

MOTION: Director Hardy move the Board accept the report on the 2014 Facilities Radon Testing Results. Ms. Doran seconded the motion.

The motion passed with the following roll call vote:

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

BF 29891 Red Gold Foods Commodity Request for Commodity Purchase

Director Hardy indicated he had pulled this item as he wanted to know what "divert" meant in relation to the various items. Response: The word "divert" is commonly used in the nutrition services world. USDA periodically issues allocations of government commodities. School districts can accept direct shipment of the product from USDA as case goods or they can instead be "diverted" or shipped directly to a manufacturer to be turned into a more usable product for the district accepting the commodity.

MOTION: Ms. Carroll moved the Board of Education authorize the request for purchase of commodities from Red Gold Foods for an estimated value of \$150,000 for furnishing and delivery of tomato products for the period of September 1, 2014, through July 1, 2015. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

XI. OLD BUSINESS - None

XII. NEW BUSINESS - None

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

- Ms. O'Connell asked for an update on how SPPS is prepared to handle infectious diseases in the district.
- Mr. Hardy noted his third caveat was the VisionCard, he suggested establishment of a committee to address test results. This was referred to an upcoming COB for further discussion.
- Director Hardy stated he would be more comfortable with a decision on school start times being ready by Spring as this would allow more time for discussion on how to execute that decision.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications - None

XIV. FUTURE MEETING SCHEDULE

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

- November 18
- December 2 – Public Hearing on Pay 15 Levy
- December 9 – Closed (Superintendent Evaluation)
- December 16
- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

B. Committee of the Board Meetings (4:00 unless otherwise noted)

- October 21
- October 28 - Cancelled
- December 2
- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21

XV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn, seconded by Ms Doran.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:43 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 21, 2014**

PRESENT: Board of Education: Mary Doran, Jean O'Connell, Louise Seeba, Keith Hardy, John Brodrick, Anne Carroll

Director Vue arrived at 4:48 p.m.

Staff: M. Walker, C. Osorio, J. Ronnei, L. Cathey, J. Peterson, J. Allen, M. Bierman, J. Williams, M. Hoerth, J. Turner, I. Davis, M. Gilbert, K. Wilcox-Harris, H. Ott, M. Schrul, J. Engen, N. Cameron, E. Keenan, R. Vernosh, L. Sayles-Adams

Other: T. Lonetree, J. Vergis, M. Lord, M. Vang, K. Withers, J. Dunn

I. CALL TO ORDER

The meeting was called to order at 4:01 p.m.

II. AGENDA

A. Standing Item: PLTT Update

Staff again provided an overview of the project management grid for iPad release indicating all was in readiness to continue the process. Ready Tech: Infrastructure was highlighted indicating wireless access is being added as needed for all schools on-line for iPad rollout. The installation of the caching server is almost complete. A server for expanding capacity of Mobile Device Management (MDM) is arriving this week. Installation of a new operating system (iOS8.1) is underway and all 39 schools should be done by the end of November. Apple brought in 10 individuals to update devices to iOS8.1.

The Parkway iPad handout was a success. 84% of families came to the orientation event. 96%+ (466) students got iPads the week of the handout. Only 19 of 485 did not have an iPad by the end of the week.

Moving forward in the iPad dispersal handout of the devices will move to daytime in classrooms. Students will set up the iPads with support from OPL/OTL staff and teacher support as well as TS tech support. This will align resources, district staff, school staff and volunteers and provide "at the elbow" support for teachers and students for iPad setup. Roles will be more defined as will the overall process. On-site professional development support will continue.

Schools next in line for iPad handout are: Eastern Heights on 10/21 with the new model piloted for grades 3-5. PK-2 iPad set up will be done in advance. OWL on 10/27 and Humboldt the week of 10/27. Administration is going forward with school input to accommodate multi-night family orientation events and scheduling student handout during the school day.

The family/student evening orientation event provides time to handout the "Student and Family iPad Handbook" to all in attendance. It provides time for parents to sign

the "Student iPad Loan Agreement" and for students to set up emails and Apple IDs as needed. Family supports provided included interpreters and transportation. No child care or snacks were provided. During school hours orientation opportunities exist for email and Apple ID assistance.

Professional Development (PD) is being provided to teachers with the "Establishing a 1:1 Environment" courses with elementary grade bands. OPL and PBIS developed lessons on iPad behavior expectations and responsible use. Lessons covered such areas as: iPad purpose, choosing apps for learning, IDs and passwords, iPad care and how-to's, digital citizenship overview and CIPA (online behavior, cyber bullying, copyright/fair use, etc.). 748 teachers have completed the six-hour course. 505 teachers completed the feedback survey with 87% understanding the three key PL features and 86% understanding the app selection process. To the question of the training meeting learning forward PD standards, 88% agreed they interacted with ideas and concepts, 87% agreed it used relevant examples and 86% indicated the course applied to their work.

Measuring PL success will be based on 1) closing the technology gap, 2) preparing teachers and 3) personalizing learning through technology.

QUESTIONS/DISCUSSION:

- How will you show progress on the management grid since the work streams are ongoing throughout the project. Will there be a snap shot of where you are in work stream? Response: The work teams are very much on top of where they are in the processes, however, staff will find a way to address this as reporting continues.
- Why did you switched from roll out in the evening to the classrooms during the day? What about loss of learning hours for a procedural process. Response: Yes, this does interfere with instructional time, however the quality of the set up during the day with "all hands on deck" makes for a much smoother process, lowers costs and ensures it is being done in a thoughtful thorough way. Also support staff is on hand during the day over the following several days following handout. There is an equity issue associated with the evening handout in that not all students are there to receive their iPad. The change ensures each child gets an iPad, at least during the day for those whose parents have not yet signed the agreement, this creates greater equity.
- How long does the rollout take out of instructional time? Response: The first formal day time handout is upcoming but it takes about one to one and one-half hour per class. Humboldt will take two days so kids have three hours for the entire set up process with make up the next day.
- How will you measure success? Response: Staff is tracking the time it takes to set up along with other processes. There is also a whole VisionCard dedicated to Personalized Learning.
- What does staff see, with the rollout of iPads, in a redefinition of homework? What about students in poverty, how will that help those students? Response: Research seems to indicated that the value of homework is questionable. As a tool it will be used in such a way as to make it as good as we can. Teachers need to balance what is sent home though the iPads will allow kids to get work done outside classroom. Use of an iPad will not increase screen time unnecessarily. The iPads help create relevance, the student will have more voice in what they are looking at and how they do their homework. The device gives them a way to work around a prescribed way to doing things and allows flexibility and engagement. It is also useful in creating reciprocal conversations between students and teachers changing the dynamics of the classroom in positive ways.
- Is the iPad Handbook available in other languages? Response: Yes.

- Before students get an iPad, the parents must sign off on the loan agreement, correct? Response: Yes, parents must complete a loan agreement even if the device is kept at school. Parents come in for an orientation session the night before handout. They receive the loan agreement to sign at that time or they can complete it online.
- Do students get an 'orientation' before they get the iPad?. Response: The orientation is done and students receive the iPads about a week later. During the time between orientation and handout students are receiving instruction in computer foundation classes.
- Will parents still get a chance to see iPads? Response: Yes.
- As part of the hands on for parents, do they get to go into the Parent Portal? Response: Yes, that does happen. Schools also have drop in hours the following day or orientation can also be done online.
- What other concerns have been allayed after release at one school? Response: Almost everything that has been heard has been disproved. Students do care for devices. Positive behavioral expectations are being established. Concerns in the schools are primarily around respectful use of devices and time on task.

B. Pay 15 Levy Update

The Controller updated the Board on the Pay 15 levy. Truth in Taxation mailings are in preparation at this time.

The Pay 15 Levy Ceiling is as follows:

	Certified Pay 14	Pay 15 Levy Ceiling	Difference
General Fund Levy	\$91,272,110	\$96,574,604	\$5,302,494
Community Service Levy	3,457,227	3,435,950	(21,277)
Debt Service Levy	40,327,197	36,396,560	(3,930,637)
Total All Levies	\$135,056,534	\$136,407,114	\$1,350,580
Percent Change			1.0%

Staff provided examples of the impact of the Pay 15 levy on staffing:

Item (each represents a use for the \$1.3 million)	\$1.3 million (1%)	\$.65 Million (.5%)
Technology Support	16.5 FTEs	8.3 FTEs
Elementary Teachers	14.0	7.0
Librarians	12.8	6.4
Nurses	13.4	6.7

and on facilities:

Item (each represents a use for the \$1.3 million)	\$1.3 million (1%)	\$.65 Million (.5%)
Replace corroded water piping in on small elementary school	Able to complete	Insufficient funds or
Replace old pneumatic controls with new digital controls on HVAC system at one large secondary building	Able to complete	Insufficient funds or
Replace roof on a small elementary school	4 roofs	2 roofs or
Replace the wooden gym floor in one small elementary school	3 buildings	1.5 buildings

Staff went on to answer several questions on the levy.

- 1) Why do school boards levy? To provide revenues that help fund cost of staff (salary and benefits), school supplies, utilities, OPEB, health and safety projects and other expenses. Schools can only levy what is authorized by law.
- 2) What factors impact school levies? Changes in state formulas for funding schools, equalization factors, state changes to pension contributions and selling bonds.
- 3) Why is the school board proposing a 1% increase in the levy? Costs continue to rise for the district. Continuation of the second year of the phase in of Alternative Facilities "Pay As You Go" levy, OPEB costs are increasing and statutory increases for pension contributions.
- 4) Assuming no increase in market value, what is the tax impact of the levy proposal? Staff provided a chart showing the Pay 2014 property taxes, estimated Pay 15 property taxes, the estimated change at 1% and the estimated change at 0% and the difference between these.

Staff then went on to review the Levy Process Timetable.

QUESTIONS/DISCUSSION:

- Did we get numbers from MDE? Response: Yes, SPPS got them on October 6. The SPPS estimate was within \$109,000 of the actual figure.
- On Slide 4, is the debt service levy coming down because of the pay as you go levy? Will this impact repeat in subsequent years? Response: Each year, as debt expires, the number will continue to decrease. The figure represents SPPS refinance and debt reduction and also reductions from tax increment districts. SPPS will still sell bonds so there will still be debt service on those costs. Staff will send out estimates from the Debt Book to Board members.
- By reducing the debt service levy SPPS increases the general fund levy, when will that offset cease? Response: There are many things that go into valuing homes for tax purposes. The fiscal disparities distribution reduces the SPPS levy but is distributed across all households, there are shifts across housing, rental and commercial values and/or between values of homes. The biggest part offsetting the increase is the fiscal disparities distribution.
- Did SPPS do better this year? Response: SPPS received a fiscal disparities distribution last year but the impact was minimal. Property taxes dropped last year which affected the disparities distribution. The market is now beginning to recover so values are coming back.
- The impacts on facilities – why has SPPS not already planned to do this in the budget, why do we need to levy for it? Response: SPPS has a 10 year facility plan, if it does not continue with the alternative facilities program projects would be impacted. The alternative facilities levy, particularly in districts with very old buildings, provides a way to deal with deferred maintenance costs. If the deferred maintenance was not done, the buildings would fall apart. In calculating alternative facilities levy the legislature calculated schedules for certain maintenance projects, the \$11 million was the amount the legislature could approve. It is a historically-based figure. SPPS could levy more if it could get its plan approved, but it has tried to balance debt service and facility projects against the general fund.
- A Board member noted the Board does not decide on the final levy figure until December after it has heard public comment. With the information provided at the most JPTAC meeting the Board members had a strong need to hear from the public.
- Another Board member stated the main concern is not that SPPS could do a better job of cutting but a better job of responding to the public and the hardships

some of them are facing. SPPS needs to think about its budget in relation to the people paying the taxes.

- The Controller noted that what the Board has done in the past was to receive public comment then act on the levy figure at the following board meeting.
- A request was made that as staff looks at this sort of session next year. the Board would like to see information on change in debt service over time and the results of the long range facilities plan and putting those pieces together have a discussion on a or the long-term plan.

D. School Choice Preferences

The Chief Engagement Officer stated the purpose of the presentation was to review data regarding school choice priorities and discussion on the implications of those priorities. Further, to begin discussing whether modifications should be made to assure SPPS is still aligned with SSSC goals.

Applications to Kindergarten in 2014 were 1,969 (2013 - 2,074). In 1st - 12th grades: 2014 - 6,707, 2013 - 5,631.

Kindergarten results were:

	<u>2013</u>	<u>2014</u>
1st Choice	89%	90%
2nd Choice	8%	5%
Waiting List	3%	5%

1st - 12th Grade results were:

	<u>2013</u>	<u>2014\</u>
1st or 2nd Choice	69%	
1st Choice		86%
Waiting List	31%	
2nd Choice or Waiting List		14%

Various priorities have been established in assigning students to the schools. One additional priority used across all sections is sibling preference. Priority areas are:

- 1) PreK
 - Community School Zone
 - Area
 - Regional
 - District
 - Out of District
- 2) Elementary - Community Schools
 - Community School Zone
 - Reflecting St. Paul (RSP)
 - Specific Employee Consideration
 - Area
 - District
 - Out of District
- 3) Elementary - Regional Magnets
 - Regional
 - Reflecting St. Paul
 - Specific Employee Consideration
 - District
 - Out of District
- 4) Elementary - District Magnets
 - Reflecting St. Paul
 - Specific Employee Consideration

- District
 - Out of District
- 5) Middle & Senior High
- Magnet/Articulation
 - Area
 - Specific Employee Consideration
 - Regional
 - District
 - Out of District

2013 Priority Results showed:

Teacher preference	141 students	
Sibling	344 students	20 unplaced
Community School Zone	928 students	120 unplaced
Area	7,480 students	452 unplaced
EA to K	24 passed out of 92 who tested	
(EA = early admission – children turning 5 during later calendar year)		

Staff noted that 2013-14 was the initial implementation of SSSC for middle schools and all 5th and 6th grades were moved.

2014 Priority Results showed:

Teacher preference	50 students	
Sibling	1,983 students	90 unplaced
Community School Zone	712 students	30 unplaced
Area	2,918 students	134 unplaced
EA to K	18 passed out of 77 who tested	
(EA = early admission – children turning 5 during later calendar year)		

Reflecting St. Paul placed 549 students in 2013 and 189 students in 2014.

Administration requested guidance on employee preference (which employees – currently this is only those in the teacher bargaining group) and RSP - should percentage be increased?

QUESTIONS/DISCUSSION:

- Staff noted that administration has agreed to look at practices for early admissions.
- How can we expand early admission when there was a problem with finding room for additional Kindergarten classes? Response: Yes, there was a problem finding space for additional Kindergarten classes in certain areas of the city (Area F) but there were schools in other areas where space was available to accommodate more Kindergartners. As the public gains a greater knowledge of programs SPPS will get a more equitable distribution of racial ethnic balance and more kids.
- The District Action Team is looking at Reflecting St. Paul and will come back with recommendations.
- Staff noted SPPS had some children who could not get into community-based schools because there were too many community zone children filling seats at those schools. This also limited Reflecting St. Paul participation at those schools because RSP specifies 20% of "available" seats. In order to provide more opportunities for RSP SPPS may need to look at reviewing community school zone boundaries.
- Administration noted that when it established the school zones the data included actual students in the areas reflecting overall demographic but factoring in birth

rates, matriculation in the system, etc. SPPS is challenged in some areas because schools in some of those areas are smaller buildings.

- Administration suggested waiting on the decision regarding Reflecting St. Paul as the Mayor is reviewing use for the Ford Plant area so SPPS may have to do something to accommodate changes in population depending on final decisions on usage of that site.
- A Board member stated she would like to see 1st choice results for all of the progression points: Kindergarten, 5th and 8th grades.
- Staff indicated they did well with projections compared to number of seats in the spring planning/budgeting process.
- Are the bulk of apps for 6th and 9th grade families new to the district? Response: No, not necessarily. SPPS needs to find a way to enhance families' understanding that they do not need to submit applications if they are staying in their current school, they have a place automatically and they also have an automatic pathway to middle/high schools as their students move up in grades. There is still confusion surrounding this.
- With the community school zone why were there 30 unplaced students? Response: Staff noted they should not say guarantee, if families get their apps in on-time for Kindergarten community zone schools can be honored. However, this year, because of grade articulations up and new class sizes SPPS saw some unavailable seats for students within the community zones.
- Do families lose their priority on the list if they pick a school after deadline No.
- There are instances people did not get into their community school zone but found other community schools within their areas to chose from? Yes
- Is there data showing the percent of students in a school area opting not to go to their community school? Response: Yes, that data is available. This would be discussed on the Partnership VisionCard.
- For long-term planning - SPPS should look at what schools are overfilling and look at the 1-12 break down to account for normal change when expecting applications. This should show where there should be concern.
- Are students following pathways or choosing to go out and why.
- RSP – given percentage is now only percent of remaining seats. Why would changing the percent actually change the percent of students? Response: It would have an impact long-range, and in the meantime it does not displace kids in the primary tier
- A Board members noted when SSSC talked about closer to home it is the area not necessarily the community school zone.
- Administration noted 2013 is an anomaly year being the first to reflect the new class sizes.
- It was noted that with SSSC and zones, SPPS wanted to have children go to a school closer to home.
- What is SPPS doing to change the mindset of parents who love busing to one where they see the value in following the established pathways. Response: This is a grass roots change, SPPS is doing what it can.
- A Board member noted parents are the best marketers for a school and should be utilized more.
- Regarding employee preference, it sends a strong message that employee's children attend SPPS.
- A Board member stated he would like to see all employees have a chance for preference but does want to see numbers increase for RSP in district-wide magnets. Staff noted SPPS does not do RSP at middle and high schools. The bulk of available seats are at Kindergarten level
- How would employee preference affect negotiations? Response: If the Board created a directive/procedure establishing that all employees would have access to employee preference there would be no need to negotiate with each group.

- Is there a rush on this? Response: Staff would like to have accurate information in the School Choice Booklet.
- The General Counsel stated if changes are considered administration will want to look at the Open Enrollment Act to be sure they are in compliance.
- Employee preference – concern was expressed about having particular schools highly enrolled and thus having difficulty getting RSP into them.
- Who, in St. Paul, gets information on enrollment? If SPPS is serious about getting more kids into SPPS it needs to address charter schools. Response: SPPS cannot do direct marketing to charter schools under law. It can do marketing to any/all St. Paul residents. Staff noted SPPS is strengthening its partnerships with certain charter schools in order to provide pathways to middle and high schools.
- A Board member stated SPPS needs to look at how it is communicating with St. Paul residents on what the district has to offer. Response: SPPS has a data base that includes every (or at least most) residents in St. Paul along with basic demographics but it cannot use that information to do direct marketing to them.
- Can SPPS provide information to St. Paul residents on what the district offers? Yes. Then perhaps it should send that information to all St. Paul residents to enlighten them on what is available.
- Why put percentage on RSP, why not just set as a priority? Response: The whole point of RSP is to integrate and balance schools that are not. Without the percentage, it might balance a particular school but without a limit it can imbalance the school in other ways.
- How can SPPS encourage families to see community schools as a good school to go to? Response: Staff at the Placement Center spend a great deal of time with families explaining what is offered at schools and the value of community schools.

Board members were encouraged to provide further comment or suggestions to administration.

E. Standing Item: Policy Update - No Update

F. Standing Item: SSSC 2.0 Update - No Update

G. Work Session

1. Board Check-In

The Board discussed a recent action it took and the appropriate way in which it was handled.

2. Prep for Superintendent's Review

The Board discussed how they wanted to approach the work for the upcoming Superintendent evaluation both for the Superintendent and themselves. They wanted the evaluation to be outcome oriented and to include both competencies and goals.

A work group of Directors Carroll, O'Connell, Doran and Vue was established to consolidate format for competencies and goals for future evaluations. The first meeting to happen in early January.

3. Board Retreat - Winter 2015

Board members stated they preferred to hold the retreat at a different venue rather than at 360. Board Secretary was instructed to find dates between mid-

January and mid-March when Superintendent and Chiefs would be available then poll Board for preferred date.

4. Fund Balance Work Group Final Recommendations

The work group indicated they had made their recommendation during the discussion at an earlier COB meeting. They stated there was no need to change the fund balance policy but that the Board recommend that administration look at ending FY 16 with a fund balance near 6%.

The Controller indicated she would put this direction into the Budget Guidelines so the Board could formalize the recommendation when the Guidelines were voted on.

She also asked for direction on bringing forward an action to commit \$3 million into the OPEB trust. The Board indicated this could be handled with a Board Agenda Item at the November Board meeting.

5. Award Ceremonies

The Board discussed who, what and when recognitions should occur. They indicated a strong desire to see more recognition of academic excellence in addition to athletics. They felt the coaches should be asked to poll the athletic team members to ascertain how the students felt about the award ceremonies already in existence.

The COB Chair indicated this item would be discussed further at the Executive Team meeting and brought back to the December COB.

III. ADJOURNMENT

MOTION: the motion.	Director Brodrick moved the meeting adjourn. Ms. Doran seconded
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The motion passed.

The meeting adjourned at 7:34 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

Personalized Learning and iPad Update

Board of Education update; November 18, 2014



Idrissa Davis

Deputy Chief of Technology Services

Hans Ott

Director of Office of Teaching and Learning

Kate Wilcox-Harris

Assistant Superintendent for
Personalized Learning

Personalized Learning and Racial Equity

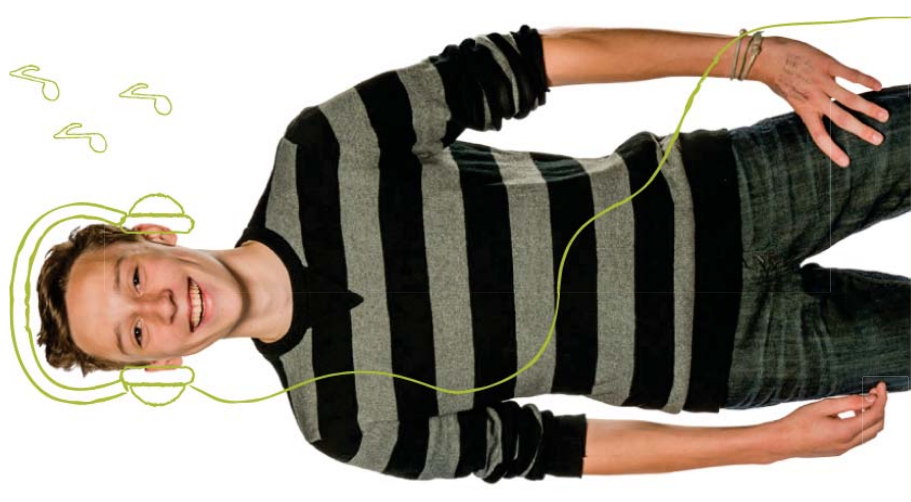
Personalized Learning Mission:

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

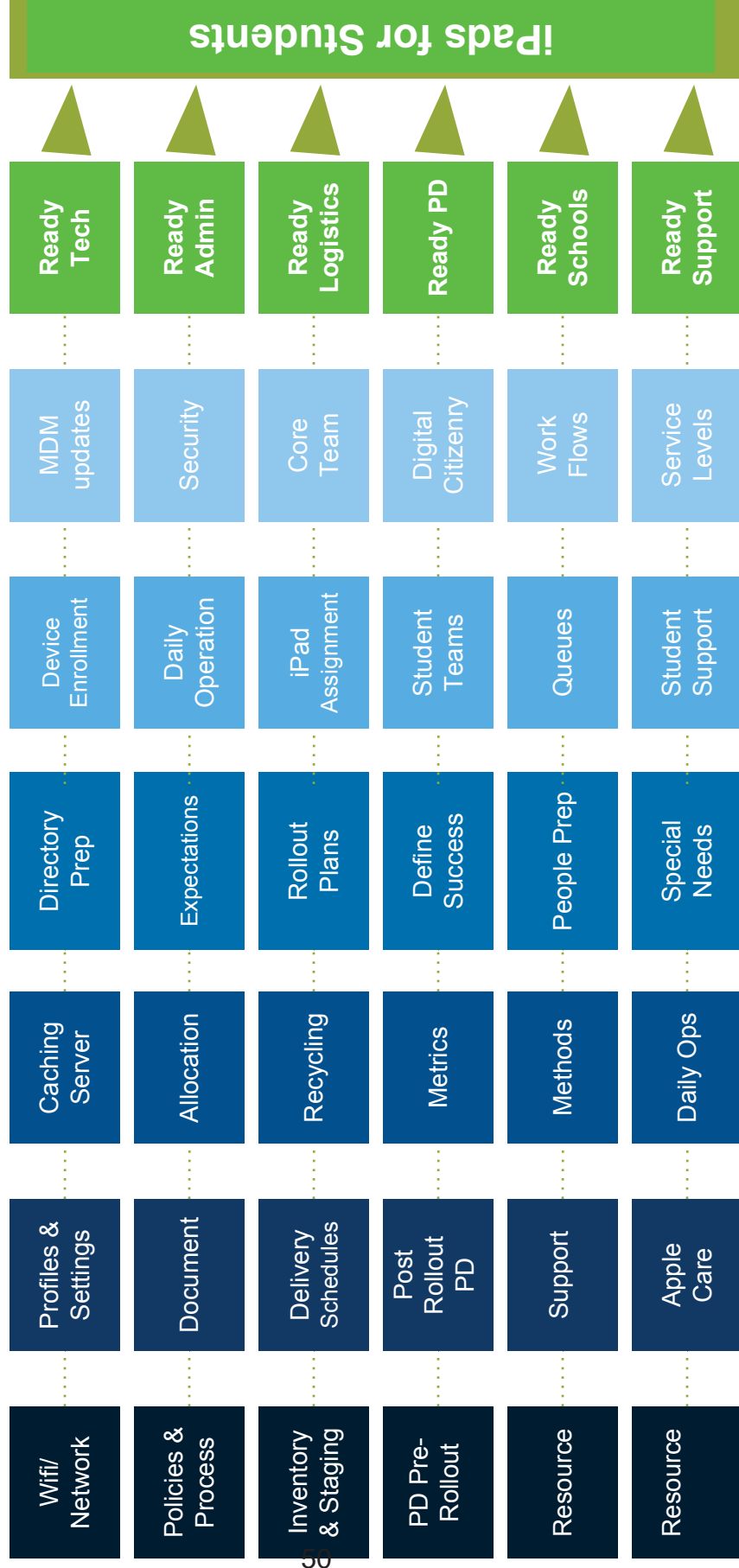


Agenda

- Project Management Overview
- Ready Tech: Infrastructure
- Student iPad Safety Campaign
- Lessons learned from pilots
- “Adopt a School” Volunteer Campaign
- Family/student orientation evening events
- Professional Development
- Measuring Success



Project Management Overview



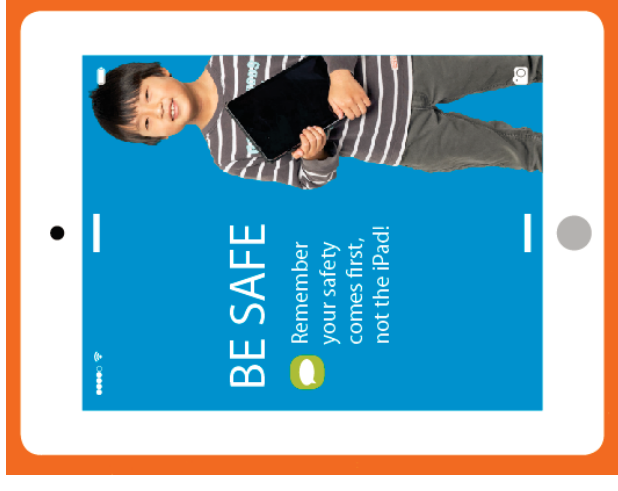
Ready Tech: Infrastructure

- Adding wireless access on schedule
- Caching server installation on track
- Server for expanding capacity of Mobile Device Management (MDM) in place
- New operating system (iOS8.1) still updating a few iPads
- Addressing network bandwidth issues

Student iPad Safety Campaign

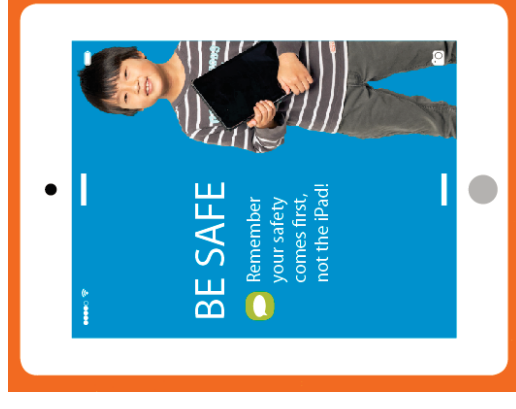
- **Launched week of Nov. 10** spps.org/ipadsafety
- **Safety tips:**
 - Keep an eye on your iPad
 - Don't share passcode
 - Public buses / bus stops; right rail cars/stations

- **Video, posters, flyers highlight tips**



Student iPad Safety Campaign

- **Anti-theft/remote disabling features:**
 - Renders iPad useless to thieves
 - Working with media and police dept.: pawn shops, coffee shops, libraries, etc.
- **Online safety:**
 - Digital Citizenship course
 - Apps not allowed on ipads
 - Home content filters



School iPad handout schedule

- Completed: Parkway, Eastern Heights, OWL, Humboldt
- Before winter break: Central, Johnson, Murray, Galtier, Como
- 29 Year 1 schools remaining



School status

SCHOOLS	Apple IDs 12U	Use Agreement
Parkway, 6-8	99%	100%
Open World Learning, 6-12	98%	96%
Humboldt, 6-12	88%	94%

Lessons learned: Moving forward

- Student iPad handout moved to daytime in class
- Students set up iPads
- OPL/OTL staff and teacher support; TS tech support
- District wide support



“Adopt a School” Volunteer Campaign

- Evening family sessions and daytime iPad handout
- Roles:
 - Greeters
 - Help families set up Apple IDs
 - Student iPad setup



Family iPad Orientation

1. Evening orientation event

- a. Presentation: “Student and Family iPad Handbook”
- b. Review behavior consequences lost/damaged/stolen iPads
- c. “Student iPad Loan Agreement” signed by parent, student
- d. Set up Apple ID; email

2. Online option

- a. Review handbook / Watch video
- b. Review behavior consequences
- c. Sign loan agreement
- d. Prompted to set up Apple ID



Teacher Video

How will the iPad help your learning?

“At home, my brother gets the computer first because he’s in college. Now I can use the iPad and it’s easier to do and send in my homework.”

“Music helps me think. I can have it on when I work at home.”

“I’m excited to read books on it.”

“Yesterday I went home sick and forgot to turn in my homework first. Now I can send it from home.”

Teacher quotes

“Students have been very responsible with them! They are so proud.”

“Students emailing me with responses for English class and/or questions.”

“Kids love them and seem to want to work and complete work when using them.”

“Students are more engaged in classroom activities. Students who are usually quiet have more of a voice now with iPads.”

“Students have access to student portal and classroom documents at their fingertips.”

“Students are really engaged in classes where teachers are using them.”

Professional Development

“Apple Leadership 1:1 Course” for all Principals

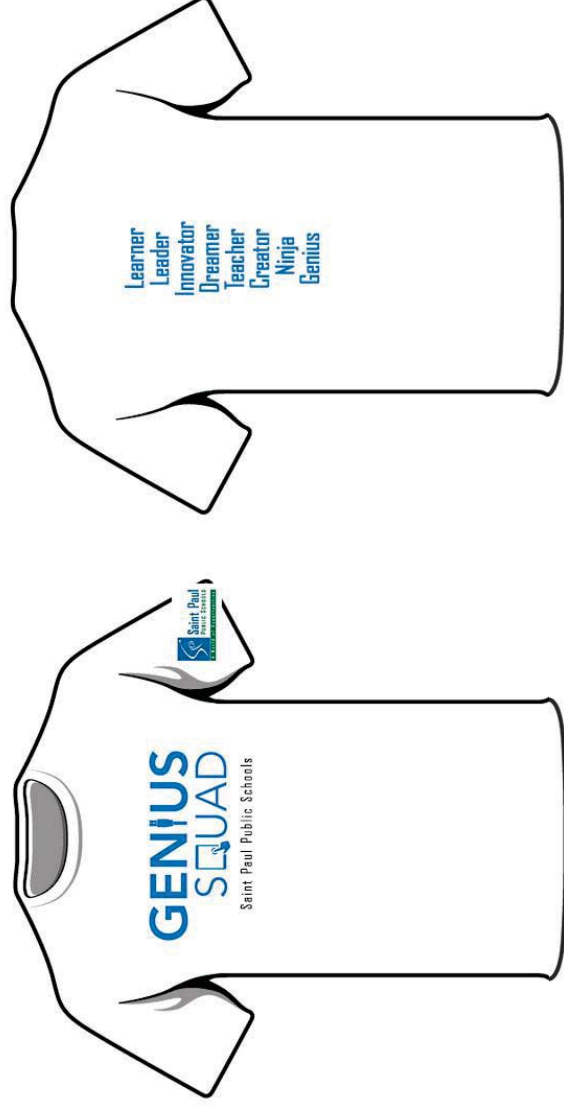
- 4-day course: Year 1 and Year 2 Cohorts
- Apple Professional Development specialists
- Transform schools into 1:1 learning environment
- iPad features in education
- Key components of successful 1:1 deployment, success
- iPads for collaborative strategic planning with staff



Professional Development

“Establishing a 1:1 Environment” Course:

- 1627 teachers have attended 80 sections
- More sessions scheduled; online module
- OPL + PBIS develop lessons on iPad behavior expectations, responsible use:
 - iPad Purpose: Why are we getting iPads?
 - Choosing Apps for Learning
 - IDs and Passwords
 - iPad Care and How-to
 - Digital Citizenship Overview
 - CIPA: Online behavior; Cyberbullying; Copyright/Fair Use



- Finalized process for iPads for Genius Squad students
- Ordering T-shirts, lanyards and badges.
- Ideas for Genius Squad Students to be part of the iPad events.

“Establishing a 1:1 Environment” Course

1,627 teachers completed the six-hour course (Sept. 23-Nov. 7)

- 25 teachers/average in each section
- 25 OPL/OTL/Apple facilitators

505 teachers completed feedback survey:

- 87% understand three key PL features
- 86% understand app selection process

Meets Learning Forward PD standards

- 88% agree they interacted with ideas and concepts
- 87% agree it used relevant examples
- 86% indicated the course applies to their work

PD Going Forward

- Additional 1:1 course sections--demand continues, looking to year 2 teacher participation in spring
- On site teacher drop-in center as part of site handout
- Catalog of after school courses to address range of needs
- Collaboration with departments about iPad integration

Measuring PL Success

Indicator	Evidence
Closing technology gap	<ul style="list-style-type: none">• Student handouts in progress.• Wireless upgrades on schedule.• Year 1 teacher device handout complete.
Preparing teachers	<ul style="list-style-type: none">• 1:1 iPad environment course attended by 1,627 teachers• OPL teacher resource web site created
Personalizing learning through technology	<ul style="list-style-type: none">• Moodle course introducing PL district-wide in progress• Instructional departments reviewing curriculum and instruction to integrate PL

Questions

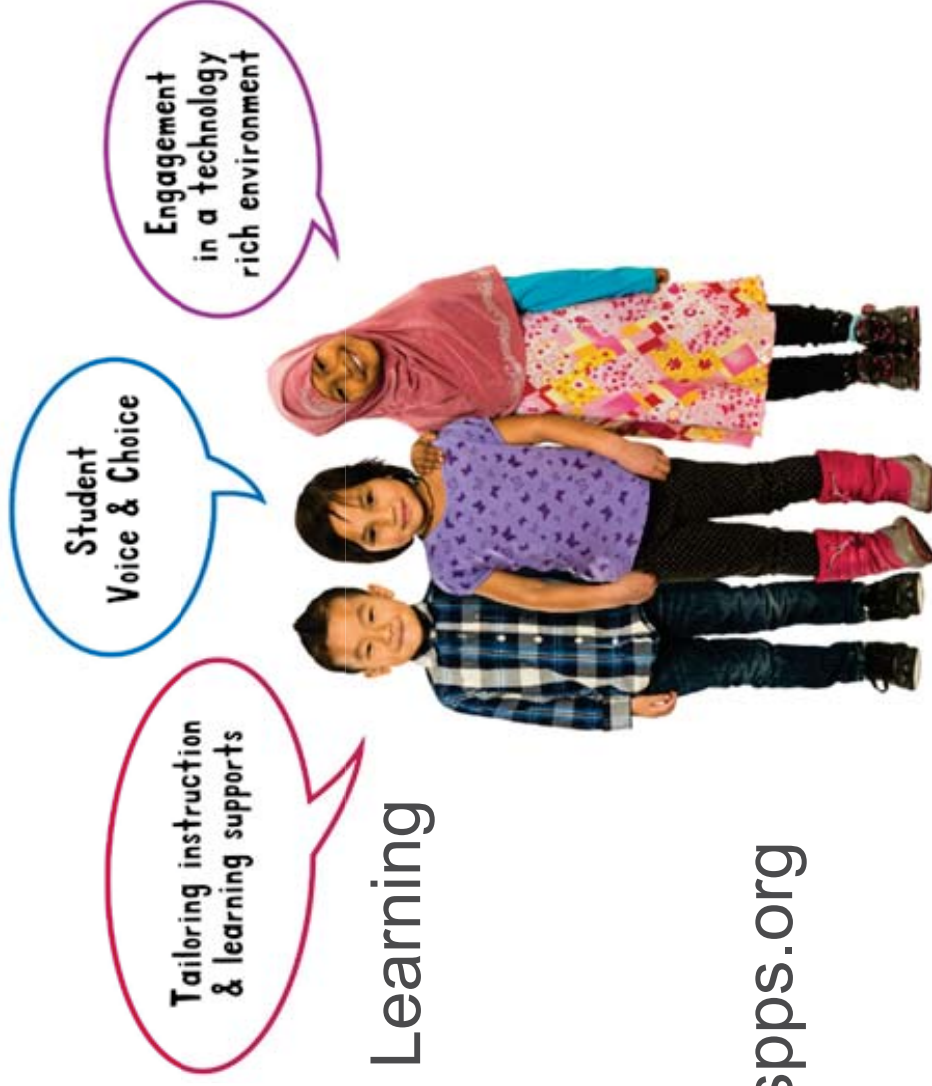
Office of Personalized Learning

657-744-7107

pl@spps.org

personalizedlearning.spps.org

twitter.com/spps_pl





District Facilities Master Planning for 21st Century Learning

Tom Parent, AIA, LEED AP
Director, Facilities Department
Board of Education | November 18, 2014



Agenda

- FMP Timeline Overview
- Phase 2: Updates
- Phase 3: Site-based engagement structure
- Phase 4: Finalize Facilities Master Plan

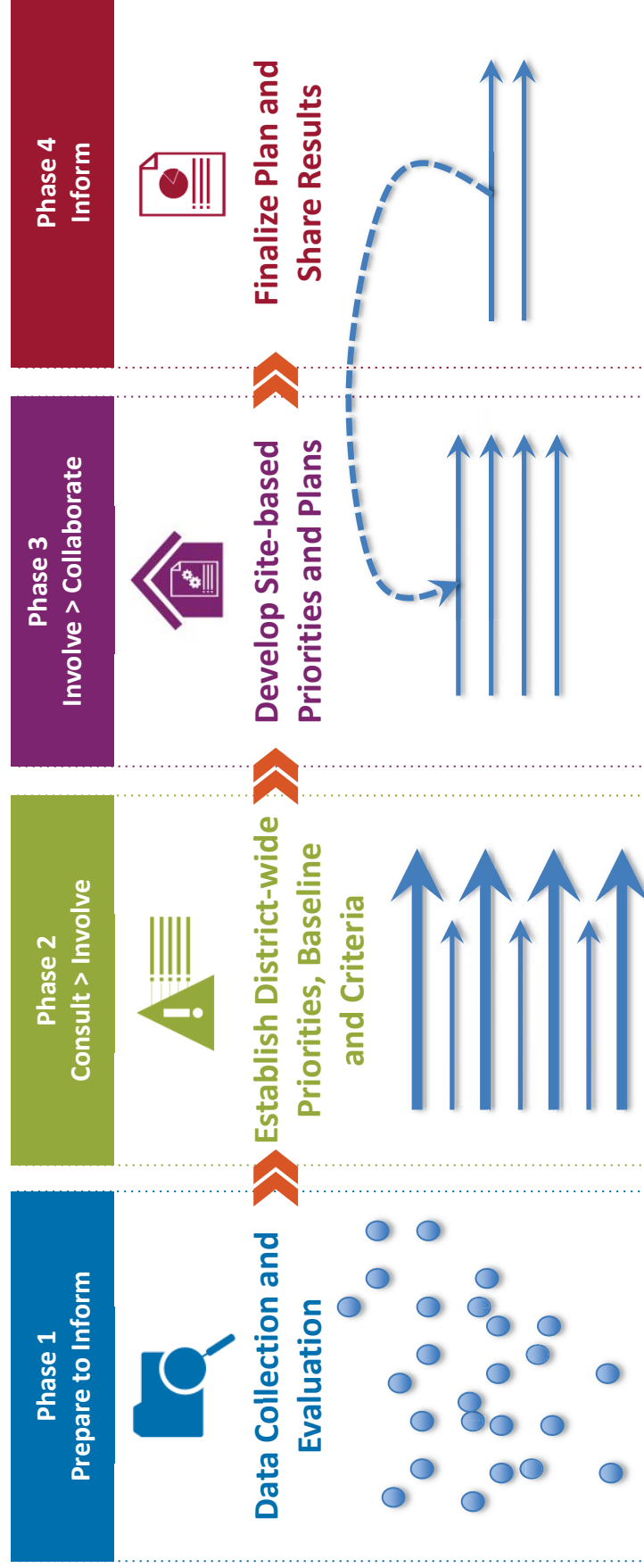


Facilities Master Plan - Planning Process

May 2014 – December 2015



Design as Iterative Process



Master Planning Philosophy

Technical Challenges

- Identify experts and known industry solutions; share information in forums and methods

Adaptive Challenges

- Convene stakeholders to understand systemic issues and collaboratively design solution with community values and priorities



Phase 2: Facilities Master Plan Committee



- 4 of 6 workshops since May
- Development sessions for teachers, students
- Outcomes – guiding documents:
 - Vision
 - Principles
 - Standards



Facilities Master Plan VISION

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.



Facility Principles

Strong Schools, Strong Communities 2.0 goals:

Goal 1: Achievement

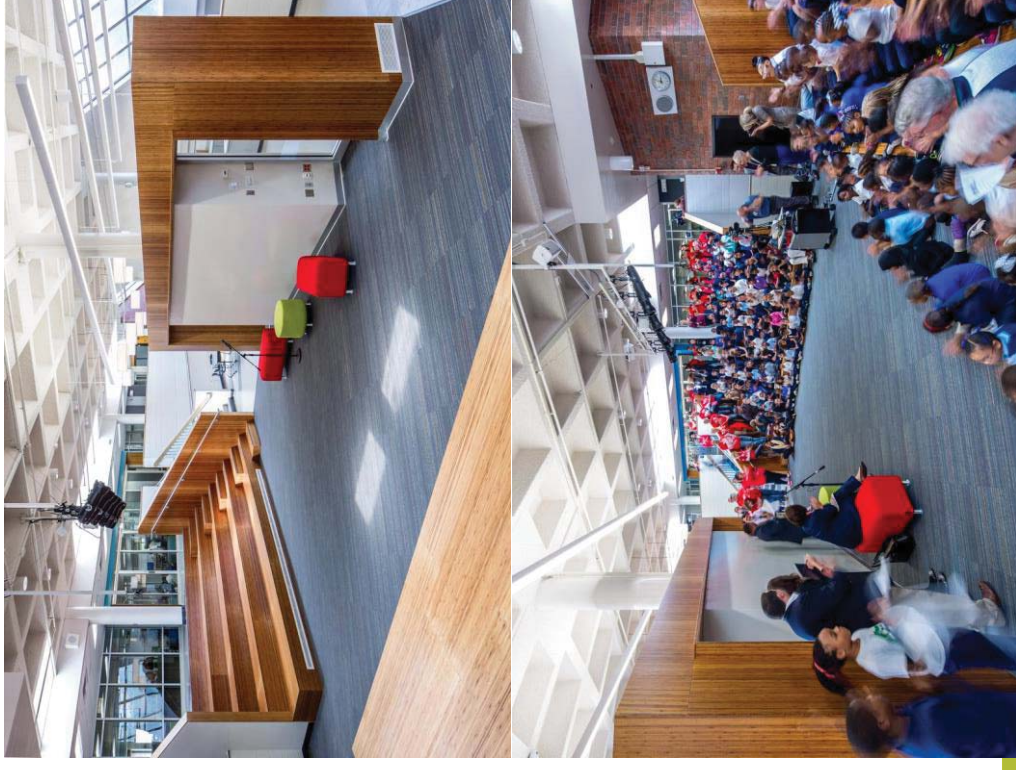
Goal 2: Alignment

Goal 3: Sustainability



Facility Principles | Goal 1: Achievement

- Foster personalized learning and collaboration
- Support college and career readiness
- Support authentic and experiential learning
- Flexible, adaptable learning environments
- Adaptable to respond to future technologies



Facility Principles | Goal 2: Alignment

- Support access and equity for all
- Used by, reflect and connect to the community and neighborhoods
- Foster partnerships and community connections
- Support connectivity to natural environment, outdoors



Facility Principles | Goal 3: Sustainability

- Excellence in design, construction of facilities, grounds
- Utilizing sustainable principles in siting, design, operations
- Minimizing facilities' impact on environment
- Environments support, promote health and safety and balance emergency preparedness with all

Facility Principles



Facilities Data – The Foundation

- Facilities Condition Assessment (FCA)
- Educational Adequacy Assessment (EAA)
- Facilities Alignment Analysis (FAA)



Deeper dives

- Demographics
- Specialized learning needs
- Early learning
- College and Career readiness
- Athletics
- Food Service
- Community Education
- ...and many more



Deeper dives: Enrollment Projections

- Partners: Demographer, Metropolitan Council, City of St. Paul, Ramsey County
- New enrollment model for long-range planning
- 10 Year school-by-school enrollment projections by grade
- Ongoing enrollment model informs more than FMP

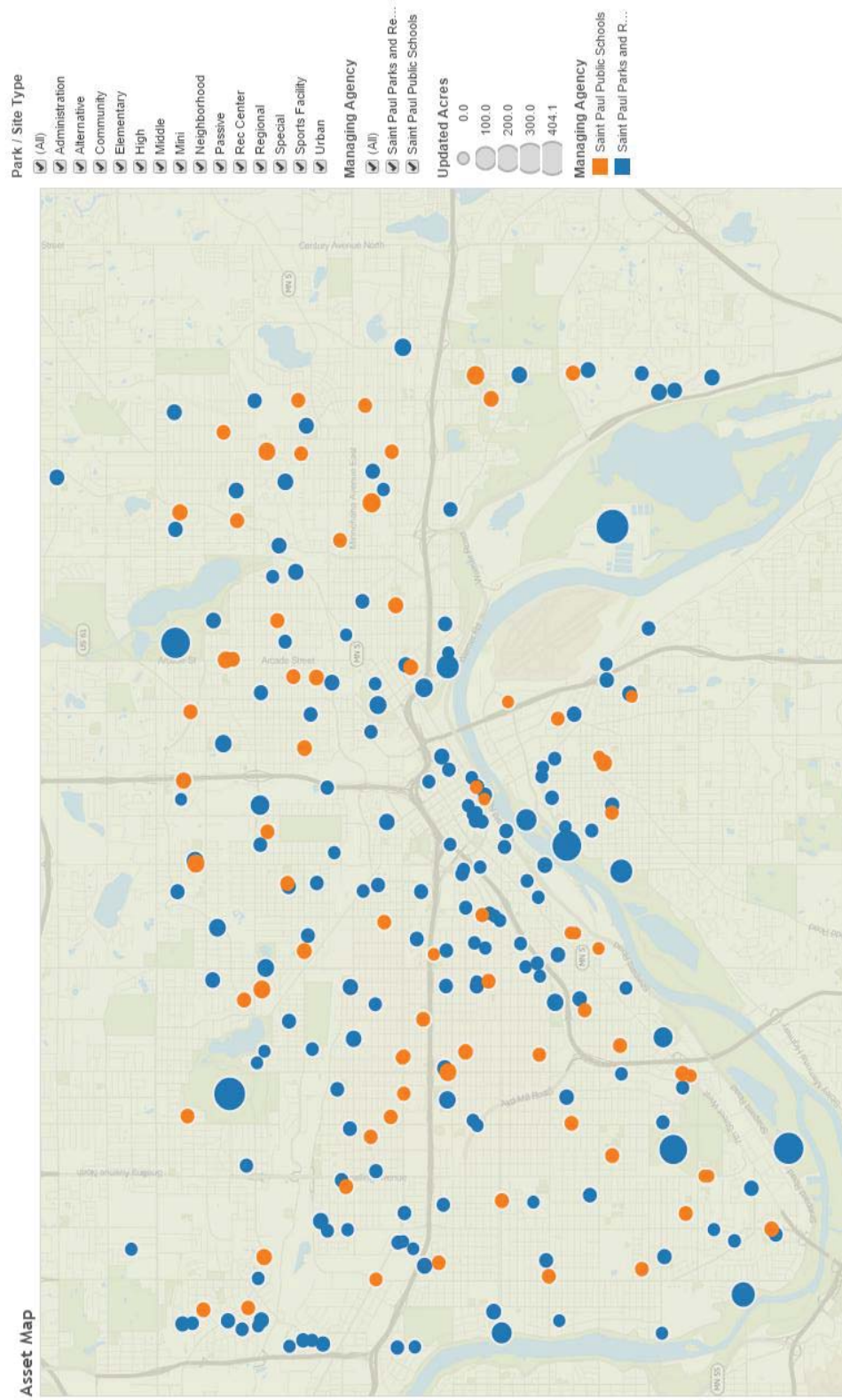


Deeper dives: Athletic Council

Purpose: To ensure that scholar/athletes receive a premiere experience through competitive and equitable programs by leveraging the assets of a diverse stakeholder council.



Asset Map - Partnering with Ramsey County and Parks and Recreation



Phase 2: Bringing it to a close

November 20, 2014, workshop

- Analysis of FCA & FAA
- Survey of FMP participant prioritization

January 23, 2015, workshop

- Demographics compared to programming, capacity
- Finalize planning parameters / standards
- Select strategic recommendations for BOE
- Growth / prioritization / prudent assumptions



Phase 3: Site-based Engagement



- Partnering with Engagement Office
- Modeling FMP Committee recruitment process
- Equity: development sessions
- FMP Principals Toolkit
- **Outcome: Site-based master plans based on district criteria/standards**



Phase 3: Planning within Pathways

Example: Area 'E' Community School Pathway

Elementary
Como Elementary
Hamline
Galtier
Chelsea Heights
St. Anthony Park

Middle

Murray

High

Como Senior



Phase 3: Planning within Pathways

Planning Groups

Area A Community Schools
Area B Community Schools
Area C & D Community Schools
Area E Community Schools
Area F1 Community Schools
Area F2 Community Schools
Montessori
Creative / Performing Arts
Language Immersion



Phase 3: School Teams, 17-19 members

PHASE 3:
January – June 2015

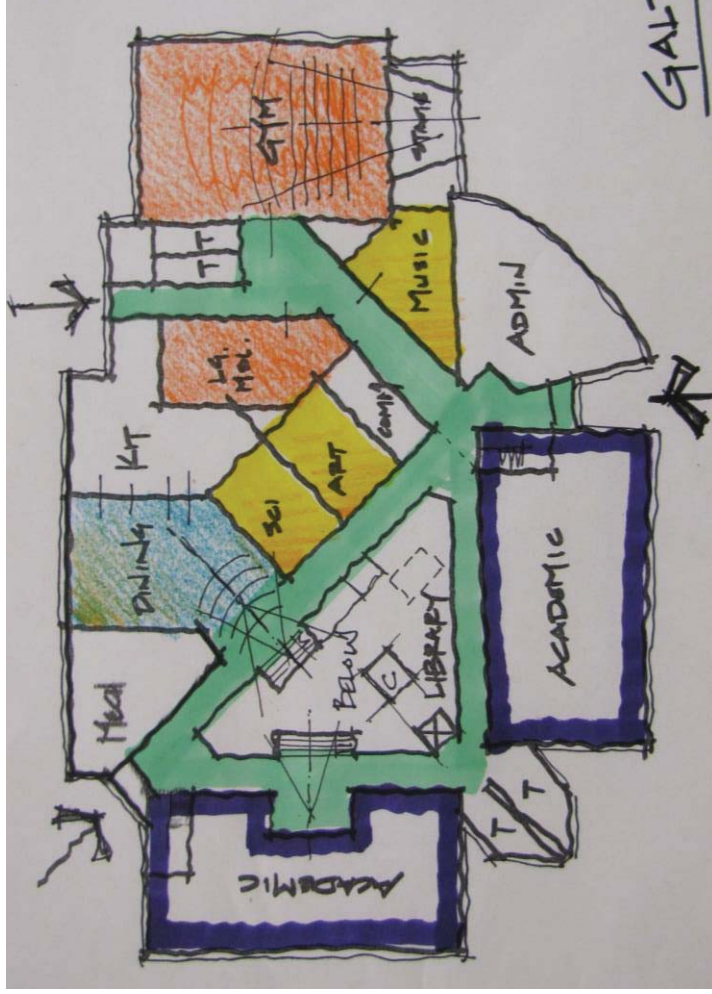
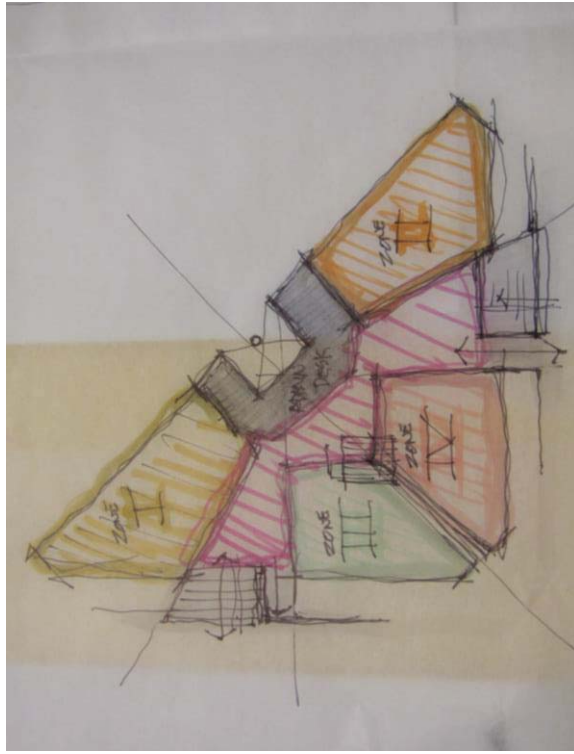


SCHOOLS and other
district buildings
DEVELOP THEIR OWN
PLANS on how to
improve their
buildings

- Principal
- Assistant principal
- Head engineer
- Teachers (4)
- Parents (4)
- Students (4)
- Community members (2-4)



Phase 3: Raw Results



Phase 4: Finalize Facilities Master Plan

PHASE 4:
June - December 2015



**FINALIZING THE
DISTRICT'S PLAN for
making building and
land improvements;
sharing the plan with
families, students,
staff, partners and
community**

- Finalize FMP
- Facilities Improvement Approval Process
- Funding recommendations



Questions?

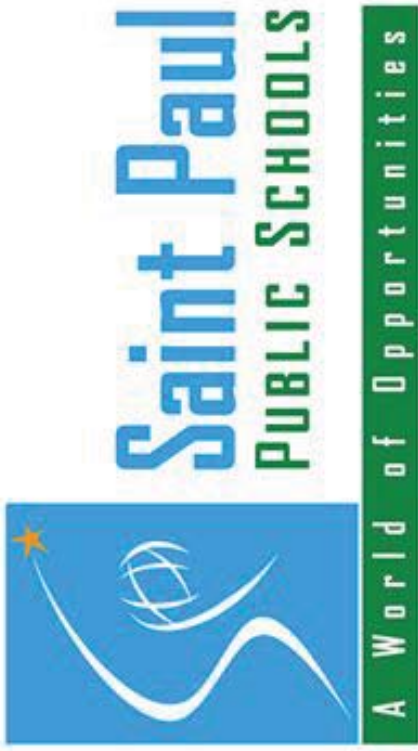
Contact information:

651-744-1800

facilities@spps.org

<http://facilities.spps.org/fmp>





Pay15 Levy Update

Board of Education

Marie Schrul

November 18, 2014



Purpose



To update the Board of Education on the Pay15
levy process

Pay 15 Levy Process

Date	Action
✓ September 9	COB discusses Pay15 levy
✓ September 11	MDE provides preliminary calculations
✓ September 16	COB discusses Pay15 levy calculations
✓ September 23	BOE sets ceiling for Pay15 levy
✓ September 29	JPTAC (Joint Property Tax Advisory Committee) adopts joint levy
✓ September 30	SPPS provides Pay15 levy ceiling data to Ramsey County and MDE
✓ October 1 – November 15	Ramsey County calculates taxes and prepares tax statements
November 17 (approximately)	Ramsey County mails tax statements
December 2	SPPS holds public hearing
December 16	BOE certifies Pay15 levy
December 31	SPPS certifies Pay15 levy to Ramsey County



Pay15 Levy Ceiling

	Certified Pay14	Pay15 Levy Ceiling	Difference
General Fund Levy	\$91,272,110	\$96,574,604	\$5,302,494
Community Service Levy	\$3,457,227	\$3,435,950	(\$21,277)
Debt Service Levy	\$40,327,197	\$36,396,560	(\$3,930,637)
Total – All Levies	\$135,056,534	\$136,407,114	\$1,350,580
Percent Change			1.0%

Q&A Review

Why do school boards levy?

- To provide revenues that help fund cost of staff (salary and benefits), school supplies, utilities, OPEB, health and safety projects and other expenses
- Schools can only levy what is authorized by law

Q&A Review

What factors impact school levies?

- Changes in state formulas for funding schools
- Equalization factors
- State changes to pension contributions
- Selling bonds
- Enrollment

Q&A Review

Why is the school board proposing a 1% increase in the levy?

- Costs continue to rise for the district
- Second year of phase in of Alternative Facilities “Pay As You Go” levy
- OPEB costs are increasing
- Statutory increases for pension contributions

Q&A Review

Assuming no increase in market value, what is the tax impact of the 1% levy increase proposal?

Home Estimated Market Value	Pay 2014 ISD 625 Property Taxes	Estimated Pay 2015 ISD 625 Property Taxes	Estimated Change in School Tax
75,000	312.81	296.01	(16.80)
100,000	472.19	444.60	(27.59)
145,000 [median]	762.63	715.29	(47.34)
200,000	1,118.13	1,046.60	(71.53)
300,000	1,764.07	1,648.60	(115.47)
400,000	2,410.01	2,250.6	(159.41)
500,000	3,019.52	2,819.60	(199.92)

This information is prepared by Ramsey County, Property Records and Revenue

Pay 15 Levy Process

Date	Action
✓ September 9	COB discusses Pay15 levy
✓ September 11	MDE provides preliminary calculations
✓ September 16	COB discusses Pay15 levy calculations
✓ September 23	BOE sets ceiling for Pay15 levy
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Questions

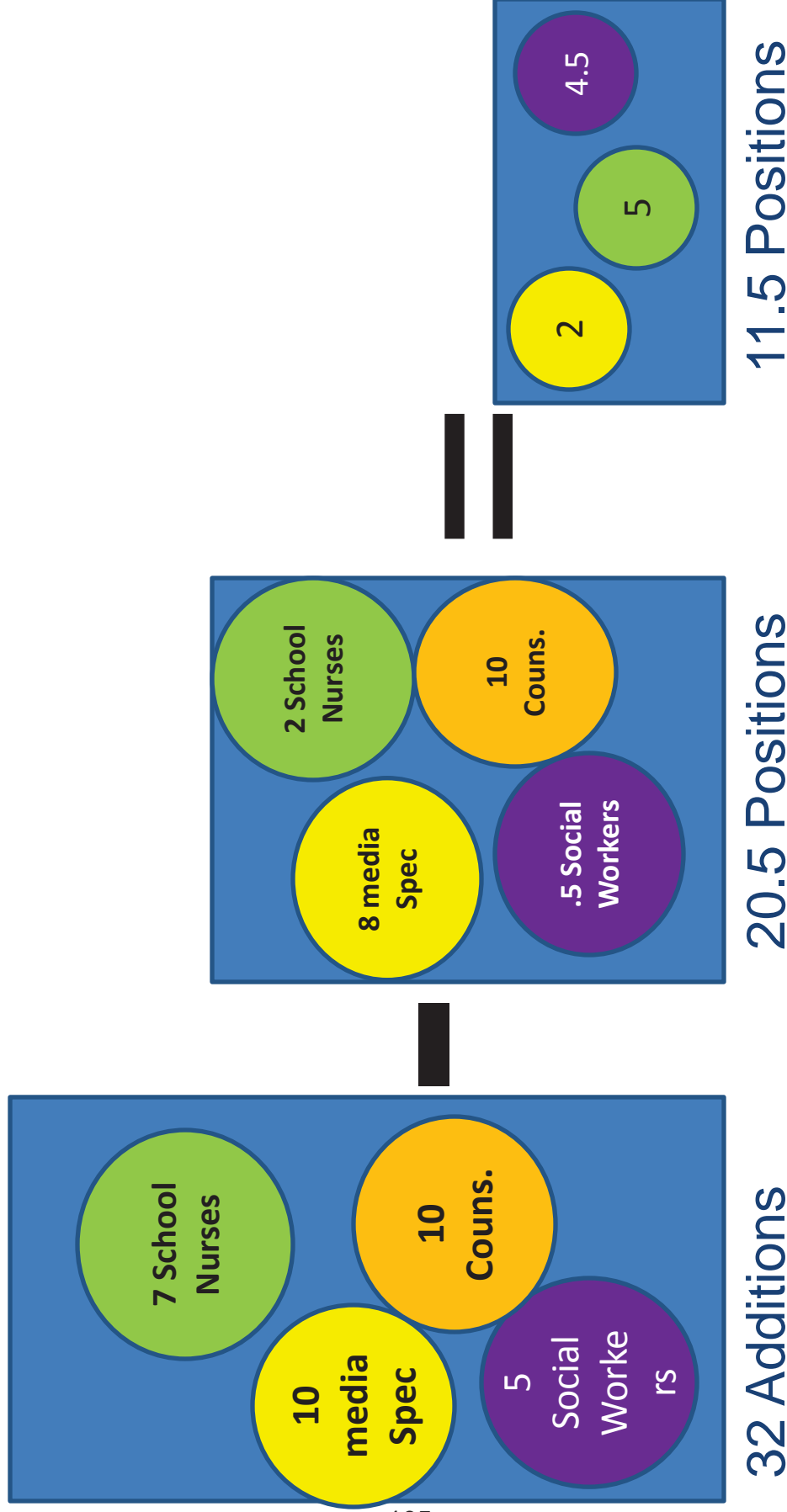
Human Resources Update

Board Resolution on Staffing Supports

Laurin Cathey, Executive Director
Board of Education Regular Meeting
November 18, 2014



Current Status vs. Commitment (Counselors, Media Spec, Nurses Social Workers)



Deep Dive by Position Type

Counselors (10 Additions)

- 86.6 Baseline on 2/21/14
- 11.4 New Hires to Date
- 2.0 Terms (1 Ret./Pos Chg)
- **9.4 Net Additions**

Social Workers (5 Additions)

- 108.9 Baseline on 2/21/14
- 9.8 New Hires to Date
- 9.3 Terms (4 Ret./3 Terms/1Pos Chg/1.3 FTE Red.)
- **0.5 Net Additions**

School Nurses (7 Additions)

- 63.1 Baseline on 2/21/14
- 10.0 New Hires to Date
- 7.3 Terms (3 Res. / 3 Ret./Pos Chg)
- **2.7 Net Additions**

Media Specialist (10 Additions)

- 9.0 Baseline on 2/21/14
- 10.0 New Hires to Date
- 2.0 Terms (2 Ret.)
- **8.0 Net Additions**



Current Status vs. Commitment (Arts, Music, Physical Education)



- 3 Schools in the district are without access to either of the supports
- 16 schools in the district are missing one of the supports
- The districts meets the commitments in this area in 44 schools **(71%)**



Next Steps

- Continue efforts to hire more Counselors, Media Specialist, Nurses, Social Workers.
- Improve retention of these positions during the 2015 – 2016 budgeting process.
- Establish Dates for Baseline and Results measures.
- Explore alternative school schedules that better support specialist rotations



Questions



HUMAN RESOURCE TRANSACTIONS
(September 29, 2014 through October 31, 2014)
November 18, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Balbo, A. D.	Classroom Teacher	10/08/2014	\$28.52	Creative Arts Secondary
Cherry, M. S.	Classroom Teacher	10/21/2014	\$25.61	Parkway Montessori & Community Middle
Cole, N.	Classroom Teacher	09/29/2014	\$26.51	Ramsey Middle School
Dressel, S. R.	Classroom Teacher	10/20/2014	\$26.44	Johnson Senior
Gerber, D. J.	Classroom Teacher	10/01/2014	\$26.51	Creative Arts Secondary
Hosfield, P. S.	Classroom Teacher	10/20/2014	\$39.49	Ramsey Middle School
Jensen, D. C.	Classroom Teacher	10/20/2014	\$48.62	271 Belvidere Bldg
Johnson, J. D.	Classroom Teacher	10/09/2014	\$44.87	Creative Arts Secondary
Lacher, K.	Classroom Teacher	10/06/2014	\$26.98	Como Park Senior
Mena, M. T.	Classroom Teacher	10/20/2014	\$25.61	Johnson Achievement Plus
Parslow, B. C.	Classroom Teacher	10/20/2014	\$46.23	1780 W. 7th Street
Wakefield-Dagen, D.	Classroom Teacher	10/06/2014	\$27.34	Creative Arts Secondary
Yang, C. X.	Nurse	10/06/2014	\$26.51	Student Placement Center
Max, A. J.	Special Education Teacher	11/03/2014	\$25.61	271 Belvidere Bldg
Smith, J. G.	Teacher on Special Assignment	10/27/2014	\$37.44	Highland Park Middle
Stone, S. K.	Teacher on Special Assignment	10/06/2014	\$50.09	Plato Admin Offices
Reyes, S. P.	School/Community Professional	10/27/2014	\$25.88	Colborne Admin Offices
Pinner, I.	Education Assistant	10/13/2014	\$19.64	Colborne Admin Offices
Vollmer, J.	Superintendency	11/24/2014	\$51.68	Colborne Admin Offices
Antoncich, L. M.	Teaching Assistant	10/01/2014	\$11.99	Hazel Park Preparatory
Bickford, L. E.	Teaching Assistant	10/20/2014	\$14.75	Washington Tech Secondary
Butler, K. L.	Teaching Assistant	10/02/2014	\$12.53	Mississippi Creative Arts
Carlisle, N.	Teaching Assistant	10/27/2014	\$13.75	Parkway Montessori & Community Middle

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Christensen, P. A.	Teaching Assistant	10/27/2014	\$11.95	Focus Beyond (18-Adult)
Curtis, S. L.	Teaching Assistant	10/20/2014	\$11.95	Highland Park Senior
Gbadebo, A. T.	Teaching Assistant	09/05/2014	\$12.95	RiverEast Elem/Secondary
Jones, A. M.	Teaching Assistant	10/27/2014	\$12.95	RiverEast Elem/Secondary
Khang, Y.	Teaching Assistant	10/27/2014	\$13.23	Jackson Preparatory
LaPointe, L. M.	Teaching Assistant	10/20/2014	\$14.75	American Indian Magnet
Leith, L. S.	Teaching Assistant	10/09/2014	\$13.11	Bruce F Vento Elementary
Lewis, M. A.	Teaching Assistant	10/02/2014	\$11.95	Washington Tech Secondary
Luna, M. J.	Teaching Assistant	09/30/2014	\$12.53	Humboldt Secondary
Lundeen, S. E.	Teaching Assistant	10/29/2014	\$14.05	Linwood Monroe Arts Upper
Moiyin, A. N.	Teaching Assistant	10/10/2014	\$11.38	Jackson Preparatory
Monjeau, L. M.	Teaching Assistant	10/27/2014	\$12.60	Johnson Achievement Plus
Murphy, B.	Teaching Assistant	10/21/2014	\$13.23	The Heights Community School
Oliver, D. M.	Teaching Assistant	10/02/2014	\$13.75	Humboldt Secondary
Partlo, A.	Teaching Assistant	10/21/2014	\$13.11	The Heights Community School
Peterson, N. S.	Teaching Assistant	10/20/2014	\$14.05	Bridge View
Pettiford, J. J.	Teaching Assistant	10/13/2014	\$13.05	Hazel Park Preparatory
Powell, T. T.	Teaching Assistant	09/02/2014	\$13.05	Hazel Park Preparatory
Rashaw, F. L.	Teaching Assistant	09/29/2014	\$12.53	Battle Creek Middle
Rime, L. C.	Teaching Assistant	10/13/2014	\$12.53	Focus Beyond (18-Adult)
Senungi, C. N.	Teaching Assistant	10/20/2014	\$14.23	RiverEast Elem/Secondary
Shields, A. D.	Teaching Assistant	09/29/2014	\$12.53	Humboldt Secondary
Simmons, M.	Teaching Assistant	10/07/2014	\$12.60	Cherokee Heights
Suryadhay, P.	Teaching Assistant	09/08/2014	\$13.11	Bruce F Vento Elementary
Taulelle, K. J.	Teaching Assistant	10/13/2014	\$13.75	Highland Park Senior
Thein, N. N.	Teaching Assistant	10/06/2014	\$13.11	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Williamson, J. M.	Teaching Assistant	09/29/2014	\$14.75	Farnsworth Aerospace Upper
Xiong, K. Z.	Teaching Assistant	10/15/2014	\$12.41	Nokomis Montessori South
Asp, K. S.	Clerical	10/27/2014	\$28.46	Colborne Admin Offices
Ridley, S. M.	Clerical	10/13/2014	\$13.50	Washington Tech Secondary
Ashton, B. J.	Custodian	10/13/2014	\$14.94	Bruce F Vento Elementary
Custer, J. R.	Custodian	10/27/2014	\$24.01	Como Service Center
Peterson, R. O.	Custodian	10/27/2014	\$14.94	Early Ed Ben Mays-Rondo
Updyke, R. J.	Custodian	11/03/2014	\$23.21	Ramsey Middle School
Carbonneau, C.	Professional Employee	10/13/2014	\$34.66	Como Service Center
Murray, D. S.	Professional Employee	10/13/2014	\$24.34	Como Service Center
Pier, A. D.	Supervisory	10/20/2014	\$42.60	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Freeman, M.	Assistant Principal From: Central Administrator	10/08/2014	\$51.37	Ramsey Middle School
Dols Klingel, M. M.	Central Administrator Career Progression	11/03/2014	\$50.86	Colborne Admin Offices
Meyer, S.	Central Administrator From: Classroom Teacher	10/20/2014	\$39.05	Riverview School
Un, S.	Central Administrator From: Classroom Teacher	11/03/2014	\$48.03	Colborne Admin Offices
Davison, A. C.	School/Community Professional Career Progression	09/22/2014	\$24.20	Obama Service Learning
Mackey, C. G.	School/Community Professional Career Progression	10/27/2014	\$29.05	Colborne Admin Offices
Min, H.	Education Assistant From: Teaching Assistant	09/08/2014	\$15.22	Washington Tech Secondary
White, L. A.	Clerical Career Progression	10/27/2014	\$24.21	Creative Arts Secondary
Yang, K. H.	Supervisory From: Professional Employee	10/06/2014	\$34.84	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Chuhel, A.	Classroom Teacher	10/06/2014	\$27.93	Randolph Heights
LaMere, D.	Classroom Teacher	09/29/2014	\$33.70	Humboldt Secondary
Noble, K. R.	Classroom Teacher	10/20/2014	\$25.61	Creative Arts Secondary
Kroulik, K.	Speech Pathologist	10/22/2014	\$32.92	Ramsey Middle School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Parker, L. G.	Assistant Principal	08/29/2014	The Heights Community School
Norton, F. A.	Central Administrator	09/20/2014	Riverside Admin Offices
Askew, E. L.	Classroom Teacher	09/18/2014	Mississippi Creative Arts
Bannon, K. S.	Classroom Teacher	10/03/2014	Battle Creek Middle
Chrzaszcz, J. K.	Classroom Teacher	09/20/2014	Humboldt Secondary
Dachel, A. L.	Classroom Teacher	10/10/2014	American Indian Magnet
Englund, C. T.	Classroom Teacher	10/07/2014	Central Senior High
Ferguson, J. E.	Classroom Teacher	10/08/2014	Randolph Heights
Himmelstrup, L. M.	Classroom Teacher	09/02/2014	Central Senior High
Kane, L. J.	Classroom Teacher	10/11/2014	Johnson Senior High
Lang, K. A.	Classroom Teacher	09/18/2014	The Heights Community School
Lugo Rodriguez, S.	Classroom Teacher	08/25/2014	Riverview School
Peters, T. C.	Classroom Teacher	09/11/2014	Adams Spanish Immersion
Suarez, C. M.	Classroom Teacher	10/18/2014	Wellstone Elementary
Tweeten, D. W.	Classroom Teacher	09/20/2014	Harding Senior
Vincent, J. L.	Classroom Teacher	10/04/2014	Obama Service Learning
Hamel, E. R.	Early Education Teacher	10/29/2014	271 Belvidere Bldg
Nelson, K. R.	Occupational Therapist	10/11/2014	Bridge View
Vue, M. N.	Psychologist	10/09/2014	Journey's Secondary
Stibbins, R. D.	Social Worker	09/13/2014	Washington Tech Sec

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Deacon, B.	Special Education Teacher	10/07/2014	Randolph Heights
Monson Gimpl, J. J.	Special Education Teacher	09/13/2014	Jackson Preparatory
Richards, M. A.	Speech Pathologist	09/09/2014	American Indian Magnet
Belden, J. L.	Education Assistant	10/07/2014	Bridge View
Furman, T.	Education Assistant	08/29/2014	Central Senior High
Grant, C. L.	Education Assistant	09/26/2014	Humboldt Secondary
Chii, M.	Teaching Assistant	09/15/2014	Linwood Monroe Arts Lower
Hester, L. S.	Teaching Assistant	09/03/2014	Highland Park Senior
Itie, F.	Teaching Assistant	09/02/2014	Bridge View
Reasoner, K. J.	Teaching Assistant	09/11/2014	Bruce F Vento Elementary
Tapio, M.	Clerical	08/04/2014	Como Park Senior

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., T.	Classroom Teacher	11/14/2014
J., R. C.	Classroom Teacher	11/14/2014
K., D. J.	Classroom Teacher	10/27/2014
R., P. A.	Classroom Teacher	10/07/2014
T., A. M.	Classroom Teacher	10/14/2014
T., P. J.	Classroom Teacher	10/03/2014
M., R.	Special Education Teacher	10/15/2014
V., K.	Special Education Teacher	11/07/2014
H., L. T.	Teaching Assistant	10/07/2014

REINSTATEMENT FROM ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
T., A. M.	Classroom Teacher	10/22/2014

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Furman, T.	Education Assistant	08/25/2014	\$25.00	Central Senior
Nelson, A. M.	Education Assistant	10/06/2014	\$25.95	Highland Park Senior

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Martinucci, A. C.	Classroom Teacher	10/27/2014	\$33.66	Battle Creek Elementary
Weller, J. D.	Classroom Teacher	09/30/2014	\$27.78	Creative Arts Secondary
Klein, L. J.	Education Assistant	09/29/2014	\$23.45	Focus Beyond (18-Adult)
Abdella, G.	Teaching Assistant	09/02/2014	\$11.38	International Academy-LEAP
Cobbins, K. A.	Teaching Assistant	10/27/2014	\$11.95	Johnson Senior
Sweet, S. L.	Teaching Assistant	09/29/2014	\$13.75	Battle Creek Middle
Win, L. L.	Teaching Assistant	09/02/2014	\$11.38	International Academy-LEAP
Young, W. A.	Teaching Assistant	10/27/2014	\$13.53	RiverEast Elem/Secondary
Payton, C. E.	Clerical	10/29/2014	\$14.62	Maxfield Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bannon, K. S.	Classroom Teacher	10/13/2014	Battle Creek Middle
Beard, K. K.	Classroom Teacher	09/30/2014	Washington Tech Secondary
Carr, D. J.	Classroom Teacher	10/20/2014	Gordon Parks High - ALC
Chrzaszcz, J. K.	Classroom Teacher	10/13/2014	Humboldt Secondary
Dachel, A. L.	Classroom Teacher	10/27/2014	American Indian Magnet
Englund, C. T.	Classroom Teacher	10/09/2014	Central Senior High
Jarvis-Hill, J. M.	Classroom Teacher	10/06/2014	Galtier Elementary
Lang, K. A.	Classroom Teacher	10/20/2014	The Heights Community
MacPhail, M. J.	Classroom Teacher	10/13/2014	271 Belvidere Bldg
Thao, S.	Classroom Teacher	10/06/2014	Randolph Heights
Nelson, K. R.	Occupational Therapist	10/13/2014	Bridge View
Stibbins, R. D.	Social Worker	10/08/2014	Washington Tech Secondary
Richards, M. A.	Speech Pathologist	10/15/2014	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thao, L.	School/Community Professional	09/22/2014	Plato Admin Offices
Belden, J. L.	Education Assistant	10/23/2014	Bridge View
Chii, M.	Teaching Assistant	09/22/2014	Linwood Monroe Arts Lower

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Funk, D. J.	Clerical	10/27/2014	\$20.90	Harding Senior

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carr, D. J.	School/Community Professional From: Classroom Teacher	10/20/2014	\$26.63	1780 W. 7th Street

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., E.	Teaching Assistant	10/22/2014
O., S.	Teaching Assistant	11/03-11/24/2014
G., D.	Custodian	One Day

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Katz, D. G.	Classroom Teacher	10/23/2014	Como Park Senior
Wilmes, S.	Special Education Teacher	12/01/2014	Humboldt Secondary
McGlory, A. V.	Professional Employee	01/01/2015	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bloomquist, A. S.	Classroom Teacher	10/01/2014	Highland Park Senior
Cole, N.	Classroom Teacher	10/22/2014	Ramsey Middle School
Edmundson, R. W.	Classroom Teacher	10/24/2014	Parkway Montessori & Community Middle
Lijewski, J.	Classroom Teacher	10/04/2014	Harding Senior
Mahrt, A. H.	Classroom Teacher	10/23/2014	Ramsey Middle School
Simons, S. J.	Classroom Teacher	10/11/2014	Johnson Senior
Tweeten, D. W.	Classroom Teacher	10/29/2014	Harding Senior
Peterson, J. R.	Social Worker	08/25/2014	Farnsworth Aerospace Upper

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Zielinski, L.	Social Worker	10/07/2014	RiverEast Elem/Secondary
Boyken, J.	Special Education Teacher	08/23/2014	Linwood Monroe Arts Upper
Mumaugh, J. R.	Special Education Teacher	11/01/2014	Bridge View
Smith, W. A.	Special Education Teacher	10/18/2014	Ramsey Middle School
Vollmer, K.	Special Education Teacher	11/19/2014	RiverEast Elem/Secondary
O'Leary, J.	Education Assistant	11/15/2014	Adams Spanish Immersion
Sirois, A.	Education Assistant	09/16/2014	Ramsey Middle School
Lauver, K. M.	Teaching Assistant	10/09/2014	Highwood Hills
Lu, X.	Teaching Assistant	11/15/2014	Jie Ming Mandarin Immersion
Mandujano, J.	Teaching Assistant	10/04/2014	Riverview School
Rishel, J. E.	Teaching Assistant	10/17/2014	Bridge View
Thurmond, K. R.	Teaching Assistant	11/20/2014	Battle Creek Elementary
Tuenge, C. M.	Teaching Assistant	10/16/2014	Johnson Achievement Plus
Yang, D. N.	Teaching Assistant	10/18/2014	Mississippi Creative Arts
Berry, M. P.	Nutrition Services Personnel	08/23/2014	Washington Tech Secondary
Breault, B.	Nutrition Services Personnel	10/15/2014	Crossroads Science
Hurley, P. L.	Nutrition Services Personnel	08/02/2014	Harding Senior
Lundheim, S. Y.	Nutrition Services Personnel	10/15/2014	Linwood Monroe Arts Upper
Mcbride, S. L.	Nutrition Services Personnel	10/01/2014	St. Paul Music Academy
Napihaa, N. N.	Nutrition Services Personnel	10/01/2014	Battle Creek Elementary
Wilkins, S. L.	Professional Employee	10/11/2014	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hennen, A.	Classroom Teacher	10/04/2014	Washington Tech Secondary
Lugo Rodriguez, S.	Classroom Teacher	10/07/2014	Riverview School
Casselton, A. T.	Superintendency	10/11/2014	Como Service Center
Matos Rodriguez, B.	Education Assistant	10/01/2014	Homecroft Early Learning Ctr
Petrak, A. E.	Education Assistant	10/01/2014	Focus Beyond (18-Adult)
Boran, C. J.	Teaching Assistant	10/01/2014	Early Ed Ben Mays-Rondo
Cammon, M. C.	Teaching Assistant	10/23/2014	The Heights Community School
Dean, B. J.	Teaching Assistant	10/01/2014	Washington Tech Secondary
Gbadebo, A. T.	Teaching Assistant	09/18/2014	RiverEast Elem/Secondary
Hale, D. J.	Teaching Assistant	10/16/2014	Benjamin Mays/Museum
Hines, K. S.	Teaching Assistant	10/01/2014	Parkway Montessori & Community Middle
Lee, H.	Teaching Assistant	10/01/2014	The Heights Community School
Mack, M. J.	Teaching Assistant	10/01/2014	Farnsworth Aerospace Upper
Muellerleile, E. A.	Teaching Assistant	09/01/2014	St. Paul Music Academy
Nepstad, D. D.	Teaching Assistant	09/27/2014	Focus Beyond (18-Adult)
Norbu, P.	Teaching Assistant	10/01/2014	The Heights Community School
Paitich, G. W.	Teaching Assistant	09/01/2014	Como Park Elementary
Roberts, D. T.	Teaching Assistant	10/01/2014	Farnsworth Aerospace Upper
Schuster, A. J.	Teaching Assistant	10/01/2014	Johnson Senior High
Smaller, R.	Teaching Assistant	09/01/2014	Johnson Achievement Plus
Turner, J. O.	Teaching Assistant	05/21/2014	Frost Lake Elementary
Vue, S.	Teaching Assistant	10/25/2014	Obama Service Learning
Woods, J. A.	Teaching Assistant	10/01/2014	Juvenile Service Center

HUMAN RESOURCE TRANSACTIONS
November 18, 2014

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Htway, H.	Clerical	10/01/2014	Washington Tech Secondary
Cain, E. A.	Custodian	10/01/2014	Como Service Center
Folley, K. M.	Supervisory	10/04/2014	Como Service Center

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., L. T.	Teaching Assistant	10/10/2014
H., R. J.	Custodian	10/09/2014
Z., J. E.	Custodian	11/15//2014

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, J. L.	Classroom Teacher	08/09/2014	Focus Beyond (18-Adult)
Setness, D.	Classroom Teacher	08/09/2014	Central Senior
Sharp, D.	Classroom Teacher	08/09/2014	Highland Park Middle

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Norton, F. A.	Central Administrator	01/01/2015	Riverside Admin Offices

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

DATE: November 5, 2014

TOPIC: \$5,000 Online Donation from Gayle Smith for Bridge View's New Accessible Playground

A. PERTINENT FACTS:

1. Donation will be used to fund the playground project at Bridge View School.
2. Will go towards the purchase of safe and handicap accessible playground equipment.
3. This project will meet the District strategic plan goal/goals of:
This project will meet the District strategic plan goal of achievement and sustainability.
4. This item is submitted by Lisa Carrigan, Bridge View Principal and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: November 5, 2014

TOPIC: \$6,000 Make-A-Wish Foundation Donation on Behalf of Eisha Vang
(Bridge View Student) for Bridge View's New Accessible Playground

A. PERTINENT FACTS:

1. Donation will be used to fund the playground project at Bridge View School.
2. Will go towards the purchase of safe and handicap accessible playground equipment.
3. This project will meet the District strategic plan goal/goals of achievement and sustainability.
4. This item is submitted by Lisa Carrigan, Bridge View Principal, Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: November 18, 2014

TOPIC: Acceptance of Monetary Gift to Humboldt Athletics

A. PERTINENT FACTS:

1. Monetary gift of \$5000 was presented to Humboldt Athletics from alumni "H-Club"
2. Check #4137 signed by Denice Marruffo
3. Funds are to be used to promote, enhance and support the athletic program at Humboldt High School. Fund code 19 225 292 000 5096 0000.
4. This project will meet the District target area goal of achievement through support of student participation in extra curricular activities.
5. This item is submitted by – David Mergens, Humboldt Athletic Director, Michael Sodomka, Principal Humboldt High School and Assistant Superintendent, Theresa Battle.

B. RECOMMENDATION:

That the Board of Education approve the acceptance of the monetary gift of \$5,000.00 presented to Humboldt Athletics from alumni "H-Club".

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

DATE: November 18, 2014

TOPIC: Gift Acceptance from Randolph Heights PTA

A. PERTINENT FACTS:

1. A gift of \$10,000 was received at Randolph Heights Elementary in October of 2014.
2. The gift was received from the PTA. This donation is for use at Randolph Heights.
3. This money will be used for the purchase of Projectors, iPad stands, Accelerated Reader, Microphones, History Books and New letters for the marquis sign. This money will be put into our Intra-School account 19-545-291-000-6430-0000.
4. This gift will meet the strategic plan goals of Achievement, Alignment, and Sustainability.
5. This item is submitted by Dr. Karen Duke, Principal, Randolph Heights Elementary School; and Sharon Freeman, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Randolph Heights to accept this gift from the PTA to aid in the support of student achievement.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Accept Gift from Saint Paul Public Schools Foundation

A. PERTINENT FACTS:

1. Saint Paul Public Schools Foundation supports Saint Paul Public Schools in several ways, serving as a fiscal agent for some grants.
2. The Foundation has awarded SPPS \$10,000 to support efforts to promote internet safety as part of the district's Personalized Learning initiative. The funds were contributed to the SPPS Foundation by AT&T.
3. This project will meet the District strategic plan goals of ACHIEVEMENT and SUSTAINABILITY.
4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing and Development; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift from the Saint Paul Public Schools Foundation; and to use the funds for internet safety education for students.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit Initial Applications to the Bush Foundation Community Creativity Cohort

A. PERTINENT FACTS:

1. The Bush Foundation has solicited applications for its Community Creativity Cohort, in the belief that the arts can be a powerful force for strengthening communities; can inspire communities to think bigger and think differently about how to address tough challenges. By working closely with the organizations selected to participate in the Community Creativity Cohort, Bush will increase understanding of these challenges and thereby strengthen future efforts to support work that meaningfully engages people in the arts and integrates arts into public life. The program will provide \$100,000 in unrestricted funding to at least 10 organizations, which will become the Cohort.
2. Two SPPS schools have submitted initial applications to the Bush Foundation to become part of the Community Creativity Cohort: Four Seasons Elementary and Creative Arts Secondary School. Applicants must pass an initial review, after which a portion will advance to final review.
3. This project will meet the District strategic plan goals of ACHIEVEMENT and ALIGNMENT.
4. This item is submitted by Heidi George and Valerie Littles-Butler, respective principals of Four Seasons Elementary and Creative Arts Secondary School; Julie Schultz Brown, Director, Communications, Marketing and Development; Sharon Freeman and Theresa Battle, respective assistant superintendents; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit initial applications from Four Seasons and Creative Arts to the Bush Foundation Community Creativity Cohort; to accept funds if awarded; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit Application to the Bush Foundation
Teacher Effectiveness Initiative

A. PERTINENT FACTS:

1. The Bush Foundation has solicited applications for its Teacher Effectiveness Initiative, a partnership with 14 institutions of higher education to improve how they are preparing teachers to excel in the K-12 classroom. SPPS was encouraged to apply for this opportunity by the Foundation.
2. Saint Paul Public Schools has prepared an application for this funding to design a program partnership with the Twin Cities Teacher Collaborative (TC2), a partnership of six private institutions of higher education: Augsburg College, Bethel University, Concordia University - St. Paul, Hamline University, St. Catherine University, and the University of St. Thomas. TC2 recruits, prepares, and supports teachers to be effective instructional leaders.

The requested funding will allow for planning to launch the Saint Paul Public Schools Urban Teacher Residency program (SUTR), which will recruit, prepare, and support racially diverse candidates from the pool of SPPS paraprofessionals. The request is for approximately \$150,000.

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 the Office of Leadership Development; Julie Schultz Brown, Director, Communications, Marketing and Development; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Bush Foundation's Teacher Effectiveness Initiative; to accept funds if awarded; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit Application to Capitol Region Watershed District (CRWD) for Central High School

A. PERTINENT FACTS:

1. The Capitol Region Watershed District (CRWD) protects, manages and improves the water resources of Capitol Region Watershed District. One way it does this is by funding water quality improvement projects and programs through a grants program.
2. Central High School and its Parent Advisory Council have requested approximately \$367,000 in funding from the CRWD for the development of construction details, related contract documents, construction management, and implementation funds for water quality improvement projects identified in the Central High School Stormwater Retrofit Plan.
3. This project will meet the District strategic plan goal of SUSTAINABILITY.
4. This item is submitted by Mary Mackbee, principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Tom Parent, Facilities Director; Jean Ronnei, Chief Operating Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the application from Central High School to Capitol Region Watershed District; to accept the funding if awarded; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit Application to Capitol Region Watershed District for Rondo Education Complex and at Bridge View School

A. PERTINENT FACTS:

1. The Capitol Region Watershed District (CRWD) protects, manages and improves the water resources of Capitol Region Watershed District. One way it does this is by funding water quality improvement projects and programs through a grants program.
2. The Facilities Office of Saint Paul Public Schools has prepared a request for approximately \$99,000 to the CRWD. The funding will support storm water management projects at the Rondo Education Complex and at Bridge View School.
3. This project will meet the District strategic plan goal of SUSTAINABILITY.
4. This item is submitted by Tom Parent, Facilities Director; Julie Schultz Brown, Director, Communications, Marketing and Development; Jean Ronnei, Chief Operating Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the application to Capitol Region Watershed District; to accept the funding if awarded; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Accept a Grant from Ecolab for FIRST Robotics at Humboldt Secondary School

A. PERTINENT FACTS:

1. Ecolab Foundation supports many activities in Saint Paul Public Schools, including a variety of programs at Humboldt Secondary School.
2. Ecolab has awarded a grant of \$7,000 to Humboldt for FIRST Robotics.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Michael Sodomka, principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the grant from Ecolab for FIRST Robotics at Humboldt; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit a Grant to Educator Innovator LRNG Innovation Challenge from Eastern Heights Elementary

A. PERTINENT FACTS:

1. In partnership with the LRNG Innovation Challenge, the Show Me Campaign, and the John D. and Catherine T. MacArthur Foundation, Educator Innovator is investing in teams of teachers who are working to expand the time and space students have to create, explore, and follow their interests and passions. The LRNG Innovation Challenge will award \$20,000 to teams of educators working to solve the challenges of expanding time and space for creative learning in their own context, and willing to share their solutions and lessons learned with others.
2. Eastern Heights Elementary has prepared a request for approximately \$20,000 to support completion of the school's second grade Learning Studio, including purchase of supplies and professional development to assist teachers in embedding connected learning throughout the school day and beyond.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Billy Chan, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; 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 request for \$20,000 to the Educator Innovator LRNG Innovation Challenge program; to accept the grant 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: November 18, 2014

TOPIC: Request for Permission to Accept Grants from Knight Foundation

A. PERTINENT FACTS:

1. The Knight Foundation has solicited applications for two challenges: The Green Line Challenge engages community members in developing and executing projects that increase the vibrancy of neighborhoods and commercial districts along the new Central Corridor Green Line. The goal of the Knight Arts Challenge is to create transformational and sustainable change through artistic excellence and collective cultural experiences.
2. The Knight Green Line Challenge has awarded \$3,700 to Four Seasons Elementary for a "Public Art Wayfinding" project that will engage Four Seasons students and teachers in creating wayfinding art to lead people from the Fairview light rail station through the Iris Park neighborhood to the school and Merriam Park businesses. The Arts Challenge has pledged \$5,000 for Gallery 65 at Creative Arts Secondary School, to create a street-level, publicly accessible space in which students will not just create the art but learn career skills including how to set up a show, market an event and more.
3. This project will meet the District strategic plan goals of ACHIEVEMENT, ALIGNMENT and SUSTAINABILITY.
4. This item is submitted by Heidi George and Valerie Littles-Butler, respective principals of Four Seasons Elementary and Creative Arts Secondary School; Julie Schultz Brown, Director, Communications, Marketing and Development; Sharon Freeman and Theresa Battle, respective assistant superintendents; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the grants from the Knight Foundation's Green Line and Arts Challenges; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit Application to Lowe's from LEAP

A. PERTINENT FACTS:

1. The Lowe's Charitable and Education Foundation provides funding to parent and teacher groups to enhance facilities and increase parent involvement. Its deadlines are published in The Bridge.
2. LEAP High School has prepared a request for approximately \$5,000 to purchase a collection of audio books for the use of LEAP students, all of whom are learning English.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Rose Santos, principal of LEAP; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; 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 request to the Lowe's Charitable and Education Foundation; to accept the grant 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: November 18, 2014

TOPIC: Request for Permission to Submit Applications to Metro Educational Cooperative Service Unit (Metro ECSU) from the Office of Specialized Services

A. PERTINENT FACTS:

1. Metro ECSU helps schools and school districts, local governments and other nonprofits fulfill their missions by delivering high quality services while reducing costs through collaboration. Metro ECSU administers Regional Low Incidence Projects - Region 11, a state initiated and federally funded Special Education program serving educators, administrators and caregivers of students with low incidence disabilities..
2. The Office of Specialized Services has prepared two requests for the Region 11 work, each for approximately \$2,000: to support professional development in Personalized Learning technology for (1) paraprofessionals; and (2) teachers of high school students with Learning Disabilities and Emotional Behavioral Disorders.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Gail Ghere, Supervisor, Office of Specialized Services; Julie Schultz Brown, Director, Communications, Marketing and Development; Elizabeth Keenan, Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit two applications requesting approximately \$2,000 each to the Metro ECSU/Region 11 program; to accept the grant(s) 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: November 18, 2014

TOPIC: Request for Permission to Accept a Grant from the Minnesota Historical Society

A. PERTINENT FACTS:

1. The Minnesota Historical Society (MNHS) has awarded Saint Paul Public Schools a History Enrichment Program Grant to improve the education of Minnesota students by providing effective educational resources for teachers and students that support state standards for Social Studies, Language Arts, American Indian studies and related disciplines..
2. Saint Paul Public Schools Washington Technology Magnet will use these funds to implement the *Northern Lights* Minnesota history curriculum for sixth grade students, participate in National history day, and participate in MNHS field trips. Washington Technology Magnet will also be able to use these funds to develop out-of-school learning opportunities for students, participate in MNHS teacher professional development programs, develop and implement student and teacher assessment tools, and facilitate development of educational resources by MNHS educators. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$17,000. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Mike McCollor, Principal, Washington Technology Magnet; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Historical Society for funds to implement the *Northern Lights* Minnesota history curriculum for sixth grade students, participate in National history day, and participate in MNHS field trips at Washington Technology Middle School; 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: November 18, 2014

TOPIC: Request for Permission to Accept Awards from the NEA Foundation -
Neighborhood Bridges Project

A. PERTINENT FACTS:

1. NEA Foundation supports new ideas and practices to strengthen teaching and learning. The Foundation's goal is to fund and share successful strategies to educate and prepare students for bright and rewarding futures. The Foundation has several deadlines each year, all of which are published in The Bridge.
2. The NEA Foundation has awarded two Student Achievement grants of \$5,000 each for which SPPS will serve as fiscal agent. The first, submitted by Elodie Sontgerath, will support the Neighborhood Bridges project at Jackson Elementary, a partnership with Children's Theater Company. The second, submitted by Rebecca Biel, will support a partnership between SPPS social studies teachers and the Minnesota International Center's Classroom Connection program, which trains international students to work with classrooms on sharing their narratives in engaging and interactive ways.
3. Both projects will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Yeu Vang, principal of Jackson Elementary; Hans Ott, Director, Office of Teaching and Learning; Julie Schultz Brown, Director, Communications, Marketing and Development; Sharon Freeman, Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept two awards from the NEA Foundation on behalf of Elodie Sontgerath and Rebecca Biel; to serve as fiscal agent for the awards; and to implement the projects as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Submit Applications to NEA Foundation from two SPPS teachers

A. PERTINENT FACTS:

1. NEA Foundation supports new ideas and practices to strengthen teaching and learning. The Foundation's goal is to fund and share successful strategies to educate and prepare students for bright and rewarding futures. The Foundation has several deadlines each year, all of which are published in The Bridge.
2. Two SPPS teachers have prepared applications for NEA Foundation grants.
Bart Berlin of Saint Paul Music Academy has prepared a Student Achievement request for approximately \$5,000 to establish a Sensory Integration Room to provide opportunities for students with autism to engage in activities that are designed to assist in sensory integration stimulation

Kay Kennedy, reading recovery teacher at Mississippi Creative Arts, is requesting a Learning & Leadership (professional development) grant for approximately \$2,000 to help her attend the 2015 National Reading Recovery & K-6 Literacy Conference in Columbus, Ohio, February 7-10, 2015.
3. Both projects will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Barbara Evangelist and Be Vang, respective principals of Saint Paul Music Academy and Mississippi Creative Arts; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins and Sharon Freeman, respective Assistant Superintendents; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit two applications to the NEA Foundation on behalf of teachers Bart Berlin and Kay Kennedy; to accept the grant(s) 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: November 18, 2014

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Education and Department of Health and Human Services to Provide Preschool Expansion Efforts

A. PERTINENT FACTS:

1. The U.S. Department of Education and Department of Health and Human Services are currently accepting applications to support states that have robust state preschool programs or that have been awarded a Race to the Top—Early Learning Challenge grant. Grants will be awarded to states to implement and sustain high-quality preschool programs that reach and serve additional eligible children in two or more high-need communities.
2. In conjunction with the Minnesota Department of Education, Saint Paul Public Schools has prepared an application to: 1) to create strong collaborations between schools and community partners for supporting the needs of families and students, and 2) increase access to high quality Pre-K programs.

This will be done by reorganizing classroom allocations to support full day Pre-K in four area schools; Benjamin E. Mays, Galtier, Maxfield and Obama. Students from the St. Paul Promise Neighborhood (SPPN) will be invited to attend all day pre-kindergarten in these four school buildings which are in or near the SPPN. These buildings will move from a combined one full day program and nine half-day programs serving 200 students to six full day programs and seven half days serving 260 students. The total new pre-kindergarten slots will increase by 80 in SPPS classrooms. An additional 80 slots will be created in partnership with four local childcare centers and HeadStart.

MDE is requesting approximately \$15,000,000 over forty eight months to accomplish the aforementioned goals. Of that amount, SPPS will receive approximately \$5,200,000. MDE will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of alignment and sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Vicki Turner, Assistant Director, Office of Early Learning; Sharon Freeman, Assistant Superintendent; Andrew Collins, Assistant Superintendent; Stacey Gray-Akyea, Director of 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 an application to the U.S. Department of Education and Department of Health and Human Services to support full day Pre-K in four area schools; Benjamin E. Mays, Galtier, Maxfield and Obama; 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: November 18, 2014

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Department of Health and Human Services to Promote Access to Health Care for Children and Employ Preventative Health Strategies

A. PERTINENT FACTS:

1. The U.S. Department of Health and Human Services is currently accepting applications to increase the number of innovative community initiated programs that promote access to health care for children, youth and families nationwide, and employ preventative health strategies.
2. SPPS has prepared an application to improve learning and safety for SPPS students with chronic conditions by increasing competency and coordination in the care provided for these students. This will be accomplished through: 1) a comprehensive implementation of the proven, evidence-based Healthy Learner Model for Student Chronic Condition Management, 2) sustaining and utilizing a new Healthy Learner Advisory Board, and 3) expanding care management capacity through 100% conversion to an electronic Pupil Health Record so that health data is accessible to appropriate staff across the district.

SPPS is requesting approximately \$250,000 over five years. SPPS will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Mary Yackley, Supervisor, Student Health and Wellness; Elizabeth Keenan; Assistant Superintendent; Office of Specialized Services; Stacey Gray-Akyea, Director of 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 an application to the U.S. Department of Health and Human Services to improve learning and safety for SPPS students with chronic conditions by increasing competency and coordination in the care provided for these students; 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: November 18, 2014

TOPIC: Request for Permission to Accept Grant Award from Fuel Up to Play 60/Minnesota Vikings Hometown

A. PERTINENT FACTS:

1. The Minnesota Vikings have awarded Capitol Hill Magnet School a \$10,000 Fuel Up to Play 60 MN Vikings Hometown Grant to implement additional programs throughout the 2014-2015 School year for more kids to eat healthy, be active and make a difference.
2. The funding will help Capitol Hill implement a all-school nutrition education program and increase access to healthy food choices for a health-conscious student community.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan, principal, Capitol Hill; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the grant from Fuel Up to Play 60/Minnesota Vikings; and to use the funds as specified in the award documents.

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

DATE: November 18, 2014

TOPIC: Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support

A. PERTINENT FACTS:

1. Saint Paul Youth Services (SPYS) provides SPYS provides behavior intervention, family support, crisis counseling, and restorative justice services. SPYS uses accredited research to continually assess, modify and target its strategies based on what proves most effective for young people and their families, based on the particular situation..
2. Saint Paul Public Schools (SPPS) and SPYS agree to partner, with SPYS providing nine (9) behavioral specialists supporting four SPPS sites, for the 2014-2015 school-year. The 4 sites are: Washington Technology Magnet School (4), American Indian Magnet (1), Battle Creek Middle School (2), and Harding Senior High School (2). The SPSY behavioral specialists will support and increase early intervention strategies throughout the district. Approximately 360 students will be served by this partnership.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Jackie Turner, Chief Engagement Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services for behavioral specialist support at four sites for SY 2014/2015; and to implement the services as specified in the contract.

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

DATE: November 18, 2014

TOPIC: Consulting Services Contract between Wilder Foundation and Saint Paul Public Schools

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a contract with Wilder Foundation to provide services via a Learner Support Facilitator at Cherokee Heights Elementary and Riverview Westside School of Excellence for students who experience difficulties at school due to concerns with emotional/social functioning, family instability, parent disengagement with school, physical/mental health, or other concerns.
2. The services the Learner Support Facilitator will deliver include reasonable and necessary administrative/supervisory support, assessing and addressing individual student barriers to learning, and coordinating appropriate SPPS and community resources to reduce such barriers. The Learner Support Facilitator will work with the student, their family, and school staff to track the path between identified need and a successful resolution.
3. Eligible pre-kindergarten to fifth grade students will be served, based on school referral and parent consent.
4. The total cost for this agreement is a sum not to exceed \$182,000 for the time period July 1, 2014 through June 30, 2015. Funding for this agreement will be paid from the following budgets: #29-005-203-000-6305-4295, #29-005-203-000-6305-3680, #29-005-420-000-6305-4295, #01-005-640-000-6305-5906.
5. This project will meet the District strategic plan goal of achievement.
6. This item is submitted by – Sharon Hendrix, Principal Cherokee Heights Elementary; Melisa Rivera, Principal Riverview Westside School of Excellence; and Andrew Collins, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Wilder Foundation to provide Cherokee Heights Elementary and Riverview Westside School of Excellence with a Learner Support Facilitator to improve the health and well-being of students.

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

DATE: November 18, 2014

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2014, through June 30, 2016.

2. Contract changes are as follows:

Wages: Effective July 1, 2014, the salary schedule is increased 2.5%. Effective July 1, 2015, the salary schedule is increased 3%.

Severance: Effective July 1, 2014, employees who provide three months notice of retirement will receive \$125 per day for each day of accrued, unused sick leave. Employees who provide less than three months notice of retirement will receive \$100 per day for each day of accrued, unused sick days. The maximum amount of severance pay an employee may obtain is \$22,500.

Insurance: Effective January 1, 2015, the district monthly contribution for single coverage will remain at \$637.50 per month; family coverage will increase to \$1,275 per month. Effective January 2016, the district contribution for single coverage is increased to \$652.50; family coverage is increased to \$1,290.

Safety Equipment: The district will provide personal protective equipment for those employees who are required to wear protective equipment by the Employer. The equipment will be provided through the Environmental Health and Safety Office.

3. The District has 319 FTE's in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2014-15 budget year: \$583,380
- in the 2015-16 budget year: \$617,542

5. This item will meet the District target area goal of alignment.

6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

Page 2

DATE: November 18, 2014

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

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

DATE: November 18, 2014

TOPIC: Approval of Employment Agreement Extension for the Assistant Manager, Negotiations/Employee Relations

A. PERTINENT FACTS:

1. The terms and conditions of employment for the position of the Assistant Manager, Negotiations/Employee Relations is set forth in an individual employment agreement to avoid any potential conflict of interest with other labor contracts or terms for the Superintendency. Fringe benefits are substantially consistent with terms established for the members of the Superintendency.
2. An extension of the agreement for the Assistant Manager, Negotiations/Employee Relations is requested effective November 19, 2014. The District may terminate this Agreement at any time by written notice.
3. The estimated cost for the new agreement would be:
 - in the first year: \$4,400
 - in the second year: \$4,088
4. This item will meet the District target area goal of alignment.
5. The request is submitted by Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the extension of the employment agreement with the Assistant Manager, Negotiations/ Employee Relations effective November 19, 2014.

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

DATE: November 18, 2014

TOPIC: Approval of Memorandum of Agreement with Minnesota Cement Masons, Plasterers, and Shophands Local No. 633 to Establish Terms and Conditions of Employment for 2014-2015

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2014, through April 30, 2015.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix B (Salary) and Appendix C (Benefits).
3. The District has 1 regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2013-2014 budget year (May 1, 2014 – June 30, 2014): \$211
 - in the 2014-2015 budget year (July 1, 2014 – April 30, 2015): \$1,056
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Minnesota Cement Masons, Plasterers, and Shophands Local No. 633 is the exclusive representative; duration of said agreement is for the period of May 1, 2014 through April 30, 2015.

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

DATE: November 18, 2014

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

A. PERTINENT FACTS:

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

Wages: Effective July 1, 2014, the salary schedule increase is 2.5%. Effective July 1, 2015, salary schedule increase is 2.8%.

Longevity Pay: Effective July 1, 2014, increase longevity pay for employees who have completed 19 years of service with the district from \$1.00 to 1.05 per hour. Effective July 1, 2015, increase longevity pay to \$1.10 per hour.

Premium Pay for Advanced Training: Effective July 1, 2014, premium pay for advanced training is increased by \$.10 per hour for each classification listed in the Memorandum of Understanding regarding Training.
3. The District has 232 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2014-15 budget year: \$326,517
 - in the 2015-16 budget year: \$342,240
6. This item will meet the District target area goal of alignment.
5. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

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

DATE: November 18, 2014

TOPIC: Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2014, through December 31, 2015.
2. Contract changes are as follows:

Wages: Effective January 1, 2014, the salary schedule is increased 1%. Maintain step increases. The 15 year and 20 year step are each increased by \$1,000. Effective January 1, 2015, the salary schedule is increased 2%. The 15 year and 20 year step are each increased by \$1,000.

Severance: Effective July 1, 2014, for notification of more than three months, increase the number of accrued, unused sick leave days from 140 to 164 days and the maximum contribution not to exceed \$20,500. The maximum amount of severance pay is increased from \$20,000 to \$23,000.

Profession Growth: Effective January 1, 2014, the maximum individual allowance available in any fiscal year, including carryover, is changed from \$1,000 to \$1,500.

Vacation: Effective January 1, 2014, vacation carry over into the following year is increased from 160 hours to 184 hours of vacation.

3. The District has 78 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2013-14 budget year: \$ 224,666
 - in the 2014-15 budget year: \$ 260,467
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2014, through December 31, 2015.

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

DATE: November 18, 2014

TOPIC: Establishment of the Unclassified Position of Chief Financial Officer for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The District has a need for a position in the Business Office to provide leadership and direction for all functions of the Business Office (including general accounting, financial reporting, budgeting, accounts payable and receivable and software applications), Purchasing and Contract Services.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Chief Financial Officer. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisory employees. The appropriate pay rate for this position would be equivalent to Grade 42 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Business Office budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Chief Financial Officer job classification effective November 18, 2014; that the Board of Education declare the position of Chief Financial Officer, as unclassified; and that the pay rate be Grade 42 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: November 18, 2014

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 December 1, 2014, 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: November 18, 2014

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, Controller.

B. RECOMMENDATIONS:

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

(a) General Account	#625627-627143 #0000934-0000987 #7000886-7000940 #0000303-0000326	\$50,307,977.24
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$3,312,288.31</u>
		<u>\$53,620,265.55</u>

Included in the above disbursements are 2 payrolls in the amount of \$35,297,083.31 and overtime of \$123,880.92 or 0.35% of payroll.

Collateral Changes

Released	None
Additions	None

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

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

DATE: November 18, 2014

TOPIC: Property Transfer of 129 Chatsworth Street N, St Paul, MN 55105

A. PERTINENT FACTS:










1. The Housing and Redevelopment Authority of the City of Saint Paul, Minnesota wishes to quit claim the property located at 129 Chatsworth Street N to Saint Paul Public Schools.
2. The property indicated is located in the parking lot of J.J. Hill Montessori Magnet School, 998 Selby Avenue as indicated on the attached map.
3. The legal description of the property is the Northerly ½ of Lot 28, Block 8, Roger's Addition to St. Paul, Ramsey County, Minnesota.
4. The Housing and Redevelopment Authority Board of Commissioners approved the transfer on September 10, 2014.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

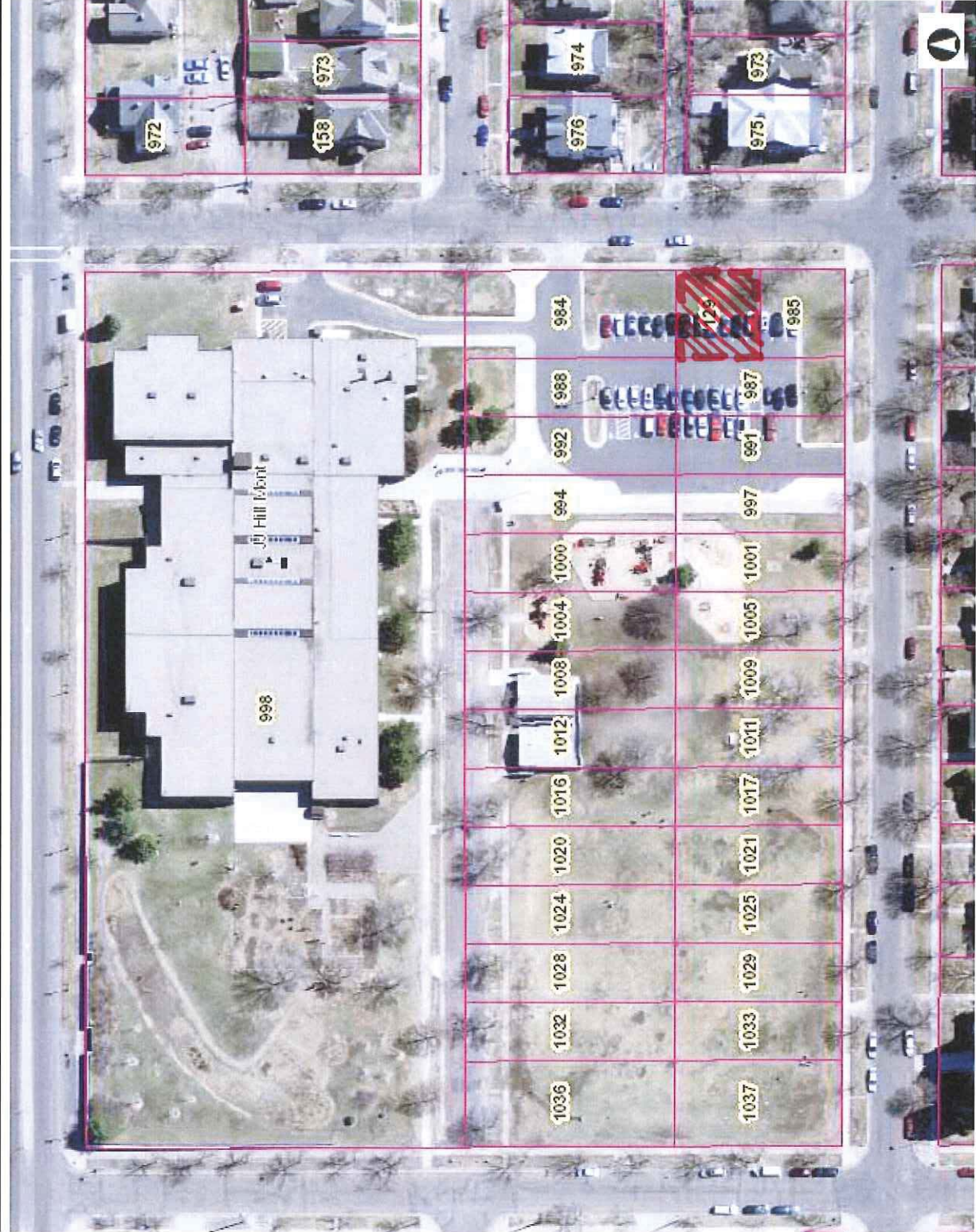
B. RECOMMENDATION:

That the Board of Education accepts the property located at 129 Chatsworth Street North by use of a quit claim deed from the Housing and Redevelopment Authority of the City of Saint Paul.

Legend



-  City Halls
-  Schools
-  Hospitals
-  Fire Stations
-  Police Stations
-  Recreational Centers
-  Parcel Points
-  Parcel Boundaries
-  Airports



200.0 0 100.00 200.0 Feet

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Notes

Enter Map Description

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

DATE: November 18, 2014

TOPIC: Request for Approval to Un-Commit \$3 Million of Committed Fund Balance

A. PERTINENT FACTS:

1. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, the Board of Education must authorize any modifications to the District's Committed Fund Balance.
2. This item meets the District strategic goals of alignment and sustainability.
3. This item is submitted by Marie Schrul, Controller.

B. RECOMMENDATION:

That the Board of Education authorize a modification to the District's Committed Fund Balance and un-commit \$3 million for purposes of making the funding available to invest into the District's Other Post Employment Benefits (OPEB) revocable trust.

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

DATE: Board of Education meeting November 18, 2014

TOPIC: Submission of a Minnesota Residential Care and Treatment Education Program Application for Brittany's Place

A. PERTINENT FACTS:

1. A Minnesota Residential Care and Treatment Education Program application is required from the District for a new residential care and treatment program opening in Saint Paul called Brittany's Place.
2. Brittany's Place will be a safe haven for young girls who are victims of sex trafficking and will support the Minnesota Safe Harbor Law that recognizes sexually exploited youth under the age of 18 as victims rather than juvenile delinquents.
3. Brittany's Place was launched by 180 Degrees, a nonprofit group that provides services for at-risk youth and adults. The shelter offers 14 beds to girls aged 10 to 17 who have been trafficked.
4. Brittany's Place is located at 1281 E. 7th Street Saint Paul, MN
5. Brittany's Place, in collaboration with the Saint Paul Public Schools has developed a residential care and treatment education program that shares the mission, vision and purpose of the Saint Paul Public Schools meeting the District target area goals of ensuring high academic achievement for all students.
6. A licensed secondary level teacher (1.0 FTE) will be assigned by the District to Brittany's Place.
7. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to submit a Minnesota Residential Care and Treatment Education Program application on behalf of the District to provide educational services at the new residential care and treatment program, opening in Saint Paul, called Brittany's Place.

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

DATE: November 18, 2014

TOPIC: Bid No. A206108-A Elevator Modernization at Ramsey Middle School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services for the elevator modernization at Ramsey Middle School.

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

	<u>Lump Sum Base Bid</u>
Schumacher Elevator Company	\$135,635.00
All City Elevator	139,446.00
Minnesota Elevator	143,849.00
KONE	195,500.00

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

4. Funding will be provided from capital bonds, budget code 06-005-870-000-6520-6040.

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

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

B. RECOMMENDATION:

That the Board of Education of Bid No. A206108-A Elevator Modernization at Ramsey Middle School to Schumacher Elevator Company for the lump sum base bid of \$135,635.00

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

DATE: November 18, 2014

TOPIC: Bid No. A206172-A Elevator Modernization at Humboldt Secondary Campus

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services for the elevator modernization at the Humboldt Secondary Campus.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Minnesota Elevator	\$327,944.00
All City Elevator	373,655.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from capital bonds, budget code 06-005-870-000-6520-6040.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education of Bid No. A206172-A Elevator Modernization at Humboldt Secondary Campus to Minnesota Elevator for the lump sum base bid of \$327,944.00.

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

DATE: November 18, 2014

TOPIC: Ferndale Market Foods Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of turkey products with Ferndale Market Foods.
2. Nutrition Services requests authorization to purchase turkey products from Ferndale Market Foods for a one-year period, beginning September 1, 2014 through July 1, 2015, for the estimated value of \$175,000.00.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request to purchase turkey products from Ferndale Market Foods for an estimated value of \$175,000.00 for furnishing and delivery of ground turkey and turkey thigh meat products for the period of September 1, 2014 through July 1, 2015.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Renovation of the bus garage at 261 Chester Street, St. Paul, MN 55107

Project Description: This project includes renovation of an existing office/garage facility including overhead doors, concrete work, interior renovations, mechanical, electrical, civil, and paving replacement.

Estimated Cost: \$1,400,000.00

Estimated Start Date: January 5, 2015

Estimated Project Length: 12 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	Randolph garage lease issues
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		ABC's position is PLAs should never be used
Associated General Contractors of Minnesota			X	
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Meets SPBCT criteria

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:

- Potential high operational impact of delays on transportation operations.

Final Action

The BOE directs that a PLA

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

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

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted

Closed meetings are all at 4:00 p.m. unless otherwise noted and are in regard to updates on labor negotiations)

- December 2 – Public Hearing on Pay 15 Levy
- December 9 – Closed (Superintendent Evaluation)
- December 16
- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

Committee of the Board Meetings

(4:00 p.m. through December 2, thereafter 4:30 p.m. unless otherwise noted)

- December 2
- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21