



Saint Paul Public Schools

Regular Meeting

Tuesday, November 12, 2013 5:30 PM

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

BOARD OF EDUCATION



Jean O'Connell
Chair



Mary Doran
Vice Chair



Louise Seeba
Clerk



Keith Hardy
Treasurer



John Brodrick
Director



Anne Carroll
Director



Elona Street-Stewart
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Mary Doran, 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 12, 2013
5:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. PUBLIC COMMENT** (Time Certain 5:30 p.m.)
- IV. APPROVAL OF THE ORDER OF THE AGENDA**
 - A. Order of the Consent Agenda
 - B. Order of the Main Agenda
- V. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of October 15, 2013 6
- VI. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of October 22, 2013 21
- VII. RECOGNITIONS** (Time Certain 6:30 p.m.)
 - A. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships 29
 - 1. Highland Park Middle School -- Boys' Soccer Team
 - 2. Highland Park Middle School - Girls' Soccer Team
 - 3. Murray Middle School - Flag Football Team
 - 4. Murray Middle School - Volleyball Team
 - 5. Central Senior High School - Football Team
 - 6. Central Senior High School - Girls' Swim Team
 - 7. Central Senior High School - Girls' Tennis Team
 - 8. Como Park Senior High School - Boys' Soccer Team
 - 9. Como Park Senior High School -- Volleyball Team
 - 10. Highland Park Senior High School - Boys' Cross-Country Team

11. Highland park Senior High School - Girls' Cross-Country Team
12. Highland Park Senior High School - Girls' Soccer Team

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IX. CONSENT AGENDA

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

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a Second Credit Union Branch in Saint Paul Public Schools Harding High School.

F. Bids

X. OLD BUSINESS

XI. NEW BUSINESS

A. Canvass of the November 5 Election Results for School Board Members 91

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

1. Report on CUBE Annual Conference

XIII. FUTURE MEETING SCHEDULE

A. ACTION to schedule a Closed Board of Education Meeting on Thursday, December 12, 2013 from 5:00 to 8:00 p.m. for the Purpose of the Superintendent's Evaluation

B. Board of Education Meetings (5:30 unless otherwise noted) 109

C. Committee of the Board Meetings (4:30 unless otherwise noted) 110

XIV. ADJOURNMENT

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
October 15, 2013

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT: Ms Doran, Ms O'Connell, Mr. Brodrick, Ms Street-Stewart, Miss Carroll, Superintendent Silva, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

Ms. Seeba – arrived at 5:38 p.m.

Mr. Hardy – arrived at 5:41 p.m.

III. PUBLIC COMMENT (Time Certain 5:30 p.m.)

1. Joe Nathan – SPPS center for School Change – Help young people to move on to college
2. Donee Amaerde – attend college classes while in high school (PSEO)
3. Angelica Veys – PSEO opportunities
4. Khalique Rogers – PSEO and college opportunities
5. Richard Dodson – Partner with SPPS to form permanent home for OWL
6. Jonathan Sage-Martinson - Reasons families like OWL
7. Rebecca Noecker – West Side for Strong Schools 10/29 Community meeting
8. Leslie Trone – OWL move to Humboldt and how it affects students
9. Tabitha Benei-DeRango – OWL move to west side and leaving downtown area is a loss
10. Alex Gordon – West Siders for Strong Schools –vote no to OWL move, west side community needs to be a stakeholder in process
11. Greg Copeland – Increase in property taxes, how to reduce district expense and Racial Equity training
12. Megan McCoy – Ed Coordinator Project Pathfinder, Inc. rehabilitation of sexual abusers
13. Bob Zick – Balancing finances of the district

IV. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved approval of the order of the Consent Agenda with the exception of items C3 -- Contract for Services with Kelly Educational Staffing; E6 -- Request to Approve the 2013-14 Saint Paul Public Schools Parent Academy Pay Rate with the Office of Family Engagement and Community Partnerships and E8 -- Repeal of Policy 508.00 Pupils with Individualized Education Programs that were pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

B. Order of the Main Agenda

MOTION: Ms. Carroll moved the Main Agenda be adjusted to allow the Superintendent's Report to precede Item V – Approval of the Minutes. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

V. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of September 17, 2013

B. Minutes of the Special Meeting of the Board of Education of September 24, 2013

MOTION: Ms. Carroll moved the Board approved the Minutes of the Regular Meeting of the Board of Education of September 17, 2013 and the Special Meeting of the Board of Education of September 24, 2013. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of October 1, 2013

The meeting began with an update on the 2013 legislative session and then moved on to the recommendations for the **2014 SPPS Legislative Agenda**.

RECOMMENDED MOTION: That the Board of Education approve the 2014 Legislative Agenda as presented.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

The next area of discussion was an update on the timing, focus areas and internal and external outreach plans for developing the continuing strategic plan -- **SSSC 2.0 - Continuing the Momentum**. Priority areas of focus are racial equity, personalized learning, infrastructure, and systems. Supporting focus areas include post-secondary preparation, program articulation and alignment.

Members of the Latino Consent Decree Parent Advisory Group joined the meeting to hear the **Administrative Response to the Latino Consent Decree Report and Recommendations**

presented earlier in the year. The response addressed each area of concern noted by the advisory group and outlined steps that were being taken to address the issues brought forward.

RECOMMENDED MOTION: That the Board of Education accept the Latino Consent Decree Report and the Administrative Response, with thanks.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

Staff then provided an **overview of the procedure revision process** and provided a context for the finalized procedure revisions to be presented at the October 22 COB meeting. All procedures are being looked at using a racial equity lens.

The Board's Work Session covered:

1. An update on the September 30 JPTAC meeting
2. Discussion on the Region 4AA proposal regarding funding
3. Discussion on the review of public comment process at the 10/22 COB.
4. The process for Board offices and external appointments
5. Proposed subjects for the Board's additional Equity Sessions
6. An update on the OWL/Humboldt change and
7. A request for information on the SEED move

MOTION: Ms. Doran moved the Board accept the report on the Committee of the Board meeting of October 1, 2013 and approved the minutes of that meeting as published.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

VII. RECOGNITIONS

BF 29491 Acknowledgement of Good Work Provided by Outstanding District Employees

1. The Minnesota Association of Secretaries to the Principal (MASP) recently named **Mary Mackbee, Central High School Principal, Administrator of the Year**, at their annual workshop this summer. She won the award based on recommendations from her staff and students. Mary is known for her hard work, leadership, welcoming nature and genuine interest in serving the greater community.
2. **Diana van Deusen, audiologist**, has been chosen to be one of the four Minnesota Hands & Voices High Five Award recipients for 2013. According to her nomination, Diana provides outstanding audiological services for children with hearing loss in SPPS. Diana is known as a patient educator for families of children with hearing loss, helping them understand their children's hearing and communication needs. Diana also seeks out opportunities to educate and advocate for culturally and linguistically diverse parents.

BF 29492 Acknowledgement of Accomplishments of SPPS Students

Heron Lopez, a Senior at Washington Technology Magnet School and Naval JROTC Cadet, for receiving the Legion of Valor Bronze Cross for Achievement. The Legion of Valor is sanctioned by the U.S. Congress and its members include only those who have been awarded the Medal of Honor or the Distinguished Service Cross (Army), the Navy Cross (Navy and USMC), or the Air Force Cross (AF). These are the two highest decorations for heroism in combat awarded by our military. The membership in this organization is very limited and exclusive. Heron is one of only 22 recipients of this award nationwide. There were about 87,000 NJROTC cadets eligible for this award.

MOTION: Ms. Street-Stewart moved the Board of Education recognize the good works and accomplishments of the outstanding district employees and students. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

VIII. SUPERINTENDENT'S REPORT

A. Open World Learning (OWL) Move to Humboldt Site on the West Side

The Superintendent extended her thanks to the OWL community for their input regarding the change. She apologized for the breakdown in communication on the move. She stated the success of the school was one of the primary reasons for the move as it has grown beyond expectations and is now too large to share the space with Creative Arts, which has also grown. The growth is a result of the work of the teachers and school community who should be praised for their dedication to the school and their recruitment efforts in the community.

The primary issue was how to maximize current space in the district and provide OWL with the opportunity for the school to continue to grow. Staff looked at what was available and found space at the Humboldt Junior High site that, in fact, was the only space available that can hold up to 400 students. The move also provided additional choice in Area D.

The move allows for the possibility to build the space to meet the expeditionary learning philosophy and needs. SPPS will work with the school community and staff and the West Side community to make the location change a success. The Superintendent again thanked the community for taking the time to attend this and other meetings and for the communication provided by the school community.

She stated she wanted to start discussion early in order to allow time to transform the school site to meet the unique needs of the OWL school. She expressed excitement at the possibilities this move presents and that she was looking forward to the next steps.

B. Enrollment Update

The Superintendent indicated SPPS had reached its enrollment goal for the year. Numbers are still in flux with students still enrolling and/or leaving. She thanked the Placement Center for the amazing work done in both enrollment and in moving 17,000-19,000 students this year in conjunction with the SSSC plan. Administration has worked to remediate differences in enrollment levels at schools requiring this. SPPS has been able to retain more of its Pre-K students and the District is losing fewer students in transition grades. In passing the SSSC plan, the District can celebrate more students being closer to home in their schools.

The Superintendent acknowledged the SSSC plan set very ambitious enrollment targets, and though these were not met, SPPS did maintain enrollment numbers especially this year where major changes outlined in the SSSC plan occurred.

Class size continues to be monitored and SPPS is moving on a trajectory to meet the class size goals set out in the strategic plan. This year, Elementary has 795 classroom sections with only six over class size ranges or less than 1%. Where numbers are over it is generally due to programmatic design. Middle school has 90% of classes below class size ranges for core courses and where there are larger classes, they are co-taught by two teachers. With the move to the quarter system, schedule adjustments can be made at quarter breaks to address some of the class size issues. In the high schools, 92-96% are below class size ranges. In the core courses, all classes are below class size ranges. AP & IB and specialized courses may have higher numbers of students. SPPS had more students in middle and high school and fewer in elementary this year. High schools are doing a great job in preparing 9th graders coming into the high schools.

Class size is an annual issue and SPPS sets aside dollars to meet its needs in adjusting this area. This year SPPS was able to provide additional teachers and resources to meet most class size needs. Additionally, adjustments were made to minimize the impact for schools who did not meet enrollment projections in order to preserve teacher student relationships.

QUESTIONS/DISCUSSION

- When will starting times for high schools be addressed, next year? Response: This is a very important discussion and SPPS needs to invite stakeholders in to help make that decision. The School Choice catalog must be ready to print by late November, so this change would not take place next year. Administration is committing to beginning the discussion in March for the SY 2015-16. VersaTrend is being utilized to look into the cost of doing start time changes and that might be the deciding issue right at the start if the cost exceeds what the district is able to afford.
- When will the Board get final enrollment numbers? Response: Typically, a count is done on October 1; it is then verified and audited. The numbers should be final by November or December. Non-traditional programs are still growing right now.
- Is SPPS doing everything it can in regard to class sizes? Response: SPPS is doing well based on the SSSC plan. The work will be done when class sizes are smaller. SPPS needs to see how much more it can imbed into class size. Administration recognizes smaller class sizes are the optimum and it is working to achieve that. Where there are large class sizes administration is doing everything it can (assigning teaching assistants, etc) to assist those teachers.

C. Aligning District Furniture with 21st Century Personalized Learning

The Facilities Director provided an overview for the Board on how furniture changes are being implemented in the district. As the process evolved, the guiding questions were:

- How does furniture best support the academic mission of SPPS?
- What role does furniture play in personalized learning?
- What does research indicate about the role of movement in learning?
- What are the best investments for the district?

Input was provided by instructional leaders at the Office of Teaching, Learning and Leading as well as by individual teachers and administrators. Research was also done by looking at similar school districts and referencing industry literature and standards.

The direction being taken is not the same static learning environment with more contemporary furniture. The furniture selected met several criteria:

- Flexibility in meeting configurations for whole group instruction, small group collaboration, individual work and easy reconfiguration.
- Student choice for soft seating where appropriate as well as offering a variety of options to suit individual preference.

- Allowance for movement to engage the whole student and able to accept all different varieties of behavior needed for learning.
- Promotion of collaboration
- And, that it be fun.

Elements decided upon for classrooms included flexible student tables and chairs, mobile teacher's desks, mobile group tables and activity stools, at least one soft seating option and mobile bookcases and/or storage cabinets. All of these elements allow for easy reconfiguration within the classroom. All elements are sized appropriately for the various age levels using them.

Parkway Middle School and Riverview Elementary were selected to serve as test sites for the new furniture. Evaluation will take place with periodic feedback from teachers and an evaluation for student input is under development.

The work over the past year in furniture represents a shift in thinking about how the culture of flexibility and personalization can be engrained into classroom environments. How movement is a critical component for student engagement and how investment in quality furniture can benefit the district long term.

In moving forward facilities is currently developing a standardized furniture replacement and upgrade plan. Furniture repair and reuse will still continue as a central strategy for satisfying the district's needs.

QUESTIONS/DISCUSSION:

- What is the timeline for other schools? Response: Facilities is putting together a roll out plan which will be released next year.
- Are teachers from other schools being invited to check out the changes? Response: Yes, teachers will be invited to see the furniture especially when the roll out plan is released.
- How is this a benefit to academic learning? How will you measure the benefit? Response: Facilities is working with the Office of Teaching, Learning and Leading to put metrics around that.

C. Human Resource Transactions and Organizational Changes

BF 29519

The Superintendent indicated she was recommending several **personnel and position changes**. She asked the Board adopt her recommendations as follows:

1. Establish the following Superintendency positions and associated salary ranges, effective October 16, 2013:

<u>New Title</u>	<u>2011-13 Salary Range</u>
Chief Executive Officer	\$140,000-\$175,000
	(With \$600/month business expense allowance)
Chief Operations Officer	\$126,506-\$144,803
Director, Equity	\$94,744-\$120,286
2. Appoint the following individuals to the following Superintendency positions effective October 16, 2013:

Chief Executive Officer	Michelle Walker
Chief Operations Officer	Jean Ronnei
Executive Director, Human Resources	Laurin Cathey
Director, Equity	Michelle Bierman
Director, Research, Evaluation and Assessment	Stacey Gray Akyea
3. Discontinue the following Superintendency positions, effective on the date shown:

Deputy Superintendent, Schools & Business Operations	October 16, 2013
Chief of Staff	October 16, 2013
4. That the 2011-13 Terms and Conditions of Professional Employment for the Members of the Superintendency be amended to comply with the foregoing.

QUESTIONS/DISCUSSION:

- As you fill these positions, what does this mean for students, having this team in place? How will you move forward now? Response: The COO will have to make changes in bus operations and addressing how students behave on buses. IT has grown quickly in a short time and with new systems being put in place needs direction. Facilities continues its support and needs more opportunities to show what it can do as team. The CEO will need to address various HR practices needing to be brought up-to-date and to meet compliance. Equity Director will act as liaison between the City, County and St. Paul police in their equity work along with continuing her involvement in district equity work. REA will continue its focus on looking at what the District is doing and its practices and providing evaluation of programs and staff. It will allow the Superintendent more time in the schools where the magic happens with greater support from a district team.
- The Superintendent was asked to insure the district maintains its nationally recognized lead in nutrition services programs.

MOTION: Ms. Carroll moved that the Board adopt the personnel and position recommendations outlined and approve the Human Resource Transactions for the period August 29, 2013 through September 29, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved approval of all items on the Consent Agenda with the exception of items C3 -- Contract for Services with Kelly Educational Staffing; E6 -- Request to Approve the 2013-14 Saint Paul Public Schools Parent Academy Pay Rate with the Office of Family Engagement and Community Partnerships and E8 -- Repeal of Policy 508.00 Pupils with Individualized Education Programs that were pulled for separate consideration. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

- A. Gifts -- None
- B. Grants

BF 29493

Acknowledgement of Grant Received by District Employee
That the Board of Education recognize and acknowledge receipt by Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, of a School Facility Improvement Grant to attend the School Equipment Show, December 4-6, 2013 in San Antonio, Texas.

BF 29494 Request for Permission to Participate with Augsburg College to Implement the Minnesota Indian Teacher Training Program Grant
That the Board of Education authorize the Superintendent (designee) to participate with Augsburg College to Implement the Minnesota Indian Teacher Training Program Grant and to implement the project as specified in the award documents.

BF 29495 Request for Permission to Accept a Grant from the City of St. Paul
That the Board of Education authorize the Superintendent (designee) to accept a grant from the City of St. Paul to support the Jackson Elementary School Family Carnival; to accept funds; and to implement the project as specified in the award documents.

BF 29496 Request to Accept Ecolab Visions for Learning Grants, Awarded to Primary and Secondary Schools as Listed in Number 2 Below.
That the Board of Education authorize the Superintendent (designee) to accept these awards to teachers from Ecolab's Visions for Learning program; and to implement projects as specified in the award documents.

BF 29497 Request for Permission to Submit a Grant Application for \$175,114 from Saint Paul Public Schools to East Metro Integration District (EMID)
That the Board of Education authorize the Superintendent (designee) to submit a grant to EMID for funds to implement projects that advance gap-closing student learning programs through collaboration among EMID member districts; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29498 Request to Submit a Proposal to the W. K. Kellogg Foundation, Supporting a Project Designed to Accelerate English Language Skill Acquisition for English Learners in Four Saint Paul Public Schools
That the Board of Education authorize the Superintendent (designee) to submit this request to the W. K. Kellogg Foundation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29499 Request for Permission to Accept a Grant from the Minnesota Department of Education for Early Learning Scholarships
That the Board of Education authorize the Superintendent (designee) to accept an Early Learning Scholarships Program grant from the Minnesota Department of Education for funds to enroll students (from established waiting lists) in Pre-Kindergarten; to accept funds; and to implement the project as specified in the award documents.

BF 29500 Request for Permission to Accept a Grant from the Minnesota Humanities Center
That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Humanities Center in partnership with the Chicano Latino Advisory Council to improve supports to Latino/a students and families; to accept funds; and to implement the project as specified in the award documents.

BF 29501 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 29502 Request for Permission to Accept a Grant from the NEA Foundation
That the Board of Education authorize the Superintendent (designee) to accept a grant from the NEA Foundation for funds to incorporate tablet technology into special education classrooms to introduce research-based audio content to improve reading comprehension with students with severe print disabilities; to accept funds; and to implement the project as specified in the award documents.

BF 29503 Request for Permission to Accept a Grant from the Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Foundation for to build on the grassroots approach of the "One Thing I Love" campaign to educate and engage both SPPS staff and parents about what's working for them and students in SPPS; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 29504 Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with City of Saint Paul Department of Human Resource and Equal Economic Opportunity (HREEO).

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with the City of Saint Paul HREEO department Medical Service Career Pathway Program.

BF 29505 Request Permission to Enter into Contract with Haberman Company for \$110,000 a Funding Obligation Being Met by Two Grants Already Received by Saint Paul Public Schools.

That the Board of Education authorize the Superintendent (designee) to requisition appropriate funds from two existing grants to the District and implement the project as specified in the award document.

D. Agreements

BF 29506 Commitment by Saint Paul Public Schools Regarding Placement of an AmericaCorps Vista Member at Jackson Preparatory Magnet for the 13-14 School Year

That the Board of Education authorize the Superintendent (designee) to allow placement of an AmeriCorp member at Jackson Preparatory Magnet.

BF 29507 Professional Services from the Adkins Association, Inc.

That the Board of Education authorize the administration to procure professional architectural/ engineering services from The Adkins Association Inc as needed, based on a schedule of rates not to exceed \$150.00 per hour, depending on the level of expertise provided.

BF 29508 Professional Services from TDKA

That the Board of Education authorize the administration to procure professional architectural/engineering services from TDKA as needed, based on a schedule of rates not to exceed \$150.00 per hour, depending on the level of expertise provided.

BF 29509 Professional Services from The Westlund Group, Inc.

That the Board of Education authorize the administration to procure professional architectural/engineering services from The Westlund Group, Inc. as needed, based on a schedule of rates not to exceed \$135.00 per hour, depending on the level of expertise provided.

BF 29510 Professional Services from Wold Architects Engineers

That the Board of Education authorize the administration to procure professional architectural/engineering services from Wold Architects Engineers as needed, based on a schedule of rates not to exceed \$130.00 per hour, depending on the level of expertise provided.

E. Administrative Items

BF 29511 Approval of an Employment Agreement with Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota to Establish Terms and Conditions of Employment for 2013-2016

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

BF 29512 Approval of an Employment Agreement With International Union of Painters & Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2013-2016

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters & Allied Trades District Council 82, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

BF 29513 Establishment of the Unclassified Position of Nutrition Coordinator 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 Nutrition Coordinator job classification effective October 15, 2013; that the Board of Education declare the position of Nutrition Coordinator as unclassified; and that the pay rate be Grade 12 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

B29514 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 24, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29515 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period August 1, 2013 – August 31, 2013.

(a) General Account	#601881-603263	\$36,086,335.44
	#0000257-0000312	
	#7000270-7000322	
	#0000039-0000044	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$2,946,897.13</u>
		\$39,033,232.57

Included in the above disbursements are payrolls in the amount of \$16,014,145.01 and overtime of \$29,891.48 or 0.19% of payroll.

(d) Collateral Changes	
Released	None
Additions	None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 31, 2014.

BF 29516 Post Age-65 Retiree Health Insurance Annual Renewal

That the Board of Education approve the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2014, at the proposed premium renewal rates.

F. Bids

BF 29517

Amendment of Bid No. A9465-E – Non-Fat Yogurt Items

That the Board of Education authorize a one-year extension of bid No. A9465-E for furnishing and delivery of Yogurt Items for the period of July 1, 2013 through June 30, 2014 to Upstate Farms Yogurt based on holding price from previous year, for an estimated total amount of \$247,880.00.

BF 29518

Bid #A200780-E – Nutrition Services Juice Bid Recommendation

That the Board of Education authorize award of Bid No. A200780-E for furnishing and delivery of Juice items during the period October 21, 2013 through August 15, 2014 to the lowest conforming bidder, Hastings Co-Op Creamery for Ardmore Farms juice, in the amount of \$534,213.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29520

Contract for Services with Kelly Educational Staffing

Mr. Brodrick indicated he had pulled this over a concern about the impact on pay relative to substitute teachers hired through the SPPS regular source and the pay base for Kelly. Will Kelly hires receive the same things as other substitutes? Response: The contract with Kelly Educational Staffing replaces contracted services from another organization. Kelly hires would receive the pay outlined in the contract. This contract will assure SPPS has substitutes available.

SPPS has a challenge in finding substitutes in particular areas, is Kelly going to provide a bigger pool to fill hard to fill areas? Are they a “partner” to help find those people if they are not in their pool? Response: How to find substitutes is a larger questions that needs to be address by administration. The Kelly contract expands SPPS’s ability to provide substitutes in a fast and efficient manner. Administration needs to explore other options to expand the substitute pool. The Kelly contract is replacing a service that was utilized previously. SPPS needs to think about how and with whom to collaborate to expand and find teachers who want to work as substitutes. How can that be incentivized as much as possible.

MOTION: Ms Carroll moved the Board of Education authorize the Superintendent (designee) to enter into a contract with Kelly Services effective October 16, 2013 to provide substitute teachers on an as needed basis. The contract amount will be charged to budget code #01-005-271-000-6305-0000. Ms. O’Connell seconded the motion.

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O’Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

BF 29521

Request to Approve the 2013-14 Saint Paul Public Schools Parent Academy Pay Rate with the Office of Family Engagement and Community Partnerships

Mr. Hardy stated he pulled this in order to praise the Parent Academy work and to ask for more information on what is happening with it. How does the program retain the good people currently in place, what is the educational/professional range of the faculty and how will the program move forward? Response: SPPS is constantly recruiting members of the community to become

facilitators for the Parent Academy. Facilitators need only be parents or people in the community who love working with parents and expanding their ability to assist their children in their learning. SPPS needs to have more effective pay to meet what is paid by other districts that are running similar programs. While the SPPS model is recognized as one of the best and one that should be replicated it also needs to pay the best rates. There are 60 trained facilitators working with SPPS and they are well worth what they will be paid. Additionally they have a fairly substantial time commitment in being facilitators, not only in running the weekly programs for the academy, but time spent weekly in discussions on the curriculum and its delivery and in training in order to continue the current high quality programming.. The professional background is widely varied. All that is required to be a facilitator is to be a caring, loving parent that has the ability and passion to work with other parents. No degree is required. Weekly evaluation and feedback is provided on how each is doing.

MOTION: **Mr. Hardy moved the Board of Education authorizes the Superintendent or her designee to approve the 2013-2014 Parent Academy pay rates to provide the above mentioned services for the period of July 1, 2013 - June 30, 2012 at the cost of \$197,421.00. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

BF 29522. Repeal of Policy 508.00 Pupils with Individualized Education Programs

Mr. Hardy asked why there is a need to do this? Response: The repeal of the policy is due to a change and repeal of a rule by the State Legislature and the current policy is no longer applicable due to that rule change.

Does a State rule supersede policy? Response: The rule change struck all language of the "conditional" procedure and moved to "restrictive" procedures. The restrictive procedures are contained within guidelines that SPPS already has in place. Therefore, nothing is changed that is currently in place. The repeal merely confirms where SPPS is relative to existing law and practices that the Minnesota Department of Education thoroughly monitors.

What exactly was done? Response: The Legislature changed the language and reference from "conditional procedures" to "restrictive procedures." It is a change in terminology only with the same set of practices in place that the State monitors through guidelines and requirements. This action is essentially a housekeeping motion to keep SPPS policy consistent with State law. The current policy is no longer necessary or required by the State.

Would keeping the policy be in contradiction of State law or restating state law? Response: If the Board does not adopt the recommendation to repeal, the school district will do nothing different than it has been doing. The policy is just not necessary and needs to be repealed to clean up District policies.

MOTION: **Mr. Hardy moved the Board of Education repeal policy 508.00 Pupils with Individualized Education Programs as recommended by administration. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

Ms. Street-Stewart
Ms. Carroll

Yes
Yes

X. OLD BUSINESS -- None

XI. NEW BUSINESS

A. Relocation of the Open World Learning (OWL) Community Program to Humboldt Middle School Site

QUESTIONS/DISCUSSION:

- A Board members stated it was good to be on the Board when parents are so involved and willing to address the Board on a subject. She stated the Board appreciated the communication from students, administration and from parents. Communication is particularly valuable when everyone is working toward a common goal together. She stated the Board wants the OWL transition to be successful.
- Another Board members stated OWL does exceptional work and she was impressed with how the community has handled the situation of the change. She also reminded the community that SPPS does not ask permission to move programs, but that a consultative process is important in making a change successful.
- A Board member expressed appreciation to the Superintendent for taking responsibility for the communication misstep. She noted staff was quick to respond to the parents, staff and Humboldt community with a community meetings and on-going communication. She expressed appreciation to the parents and staff for their communications to the district.
- Can SPPS benefit in any way by holding off and getting more input from the community? The Chair stated her opinion on this had moved from postponement to making the decision at this meeting. She expressed concern that delay would affect recruiting and marketing efforts and with the Parent Fair in January. Putting the decision off would not allow time for the community to have input into a marketing plan. She felt the Board should move forward even knowing the West Side community has not had an opportunity to have deeper conversations, in the interest of actually having a program where recruiting issues are addressed. It is also critical to allow time for the design/development timeline and getting bids out for the project. The more time allotted to these efforts the better the results in the design of the end product.
- Demographics of the school population were requested by and supplied to Director Hardy. Of 292 students, 34% are Caucasian with the rest being students of color. Concern was expressed that the District has not heard from the complete demographic. That the group coming before the Board represented only one aspect of the community (34%) while those who come from multiple racial backgrounds should also be able to provide input and support to the school as well. In addition, District 3 feels its voice has not been heard. The October 29 meeting needs to be promoted much more widely. The Director indicated he wanted to be comfortable that the demographic represented in OWL and on West Side will champion the effort. That the community feels it is being listened to so they are willing to champion the educational possibilities for the schools on the West Side. Mr. Hardy indicated he would vote no as there has not been an authentic complete hearing from all stakeholders.
- The comment was made that putting off the decision is not partnering with stakeholders. It was stated it is critical to get the ball rolling in the design process, the marketing and recruiting process, establishing partnership relationships, etc. Timing is critical.
- It was also noted that the District needs to move forward so that at the Parent Fair the school will be able to provide a vision of what they are expecting by having schematics and renderings of the space on hand.
- The comment was made that engaging in commitment to neighborhoods is a priority for all schools and finding better ways to monitor how well that is being done are needed.
- The Superintendent stated delaying the decision would not make a difference in the outcome, as there is no other choice available for space for the program. Humboldt is the only space where students can be moved to allow for program growth as all buildings

in SPPS are now fully utilized. SPPS needs to offer more school choices across the district, and this is a great opportunity to connect with the West Side, which now has two wonderful elementary schools and a high school/middle school. She noted that there are not enough students on West Side supporting those schools and asked the community for greater support from the West Side.

- When can the Board and community get details on the October 29 meeting? Response: The Board can be updated tomorrow once the brochure is complete. The purpose of the meeting is to bring communities together to talk about the transition, address questions and concerns.
- How will SPPS reach out to the various demographic groups on the West Side? Response: SPPS has chosen to do a grass roots effort with backpack information going home with students and through partnering with the West Side papers and the Latino community. Childcare and interpretation will be provided.

MOTION: Ms. Carroll moved the Board of Education approve administration's recommendation to relocate the Open World Learning (OWL) Community Program to Humboldt Middle School Site. The motion was seconded by Ms. Doran.

The motion was approved with five for and two against:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	No
Ms. O'Connell	Yes
Mr. Brodrick	No
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Request for additional Parent Academy updates
- It was noted this is Dyslexia Awareness Month. A request was made for more information on early interventions for students, testing for learning disabilities and how students are identified for Special Education
- A request was again made for an update on the Bullying Policy implementation
- In Special Ed, why does the District need to reassess students when they come in having already had an assessment elsewhere? What is the evaluation and assessment process?
- Another request was made for additional information on the Seed Program move – background information on the short and long-range plans for this group.

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications -- None

XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings

(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)

- November 12 -- Closed Meeting
- November 12
- December 3 -- Closed Meeting
- December 17 -- Closed Meeting
- December 17
- 1/7 -- ANNUAL MEETING (Board Members take office) Time TBD
- 1/21
- 2/18

- 3/18
- April 15
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

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

- October 22
- December 3
- January 14
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- August 9
- September 7
- October 28
- December 2

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes

The meeting adjourned at 8:37 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 22, 2013**

PRESENT: Board of Education: Directors O'Connell, Seeba, Brodrick, Street-Stewart, Carroll and Doran

Director Hardy arrived at 4:56 p.m.

Staff: Michelle Walker, Christine Osorio, Sharon Freeman, Marcia Baisch, Sue Snyder, Andrew Collins, Matt Mohs, Kate Wilcox-Harris, Ivar Nelson, Michelle Bierman, Ryan Vernosh, Jean Ronnei, Steve Unowsky, Theresa Battle, Rev Hillstrom, Steve Hoffman, Jackie Turner

Other: Tony Lonetree, Mila Koumplova

I. CALL TO ORDER

The meeting was called to order at 4:33 p.m.

II. AGENDA

A. Personalized Learning (PL) Through Technology Update

Personalized learning is a multi-year project to shift SPPS's culture toward more technological integration and to bolster instructional practices with students. The very first goal of having all schools on-line, assessment ready was a success. Computer labs were above specification and the newly opened and transitioning sites were all fully equipped in their computer labs and ready to roll for opening of school. This was a crucial first step in efforts to integrate technology and create enriched learning environments for all SPPS students.

PL is based on three premises: tailored instruction and learning supports, student voice and choice and engagement in a technology rich environment. PL is a universal design for learning that tailors instruction and allows for multiple means of expression and action, multiple means of representation and multiple means of engagement. It provides a concrete approach to bring culturally responsive teaching into all classrooms through rigor, relevance, relationship and realness in instruction.

1. Goal 1 is to establish personalized learning as a district-wide framework.

Accomplishments include completion of project design, district-wide engagement is underway and management of change is underway with further project planning including schedule and time, scope and quality along with cost and resources.

Next steps for Goal 1 are to emphasize personalized learning in SSSC 2.0; include personalized learning in school continuous improvement plans; finish the policy review and purpose revisions and provide parent and community engagement opportunities.

2. Goal 2 is to deliver personalized learning through an Integrated Learning Platform.

Accomplishments to date include:

- Digital device upgrades are underway. This includes an inventory of devices; provision of resources for online assessment; meeting the new school sites' technology needs and development of a plan/cycle for purchasing or refreshment of devices.
- The infrastructure assessment has been completed. The Dell Information Technology Readiness Assessment has been completed and SPPS IT is

implementing targeted Dell recommendations. Additional IT Department assessments are underway.

- Improved data and internet security management is underway with the security and privacy program roadmap completed along with completion of a proposal to update policies, procedures and handbooks. The foundation for future work has been established.
- Media Center organization and support is underway with training for paraprofessionals and licensed media center personnel. Media centers have been set up at five new sites. District media staff will provide collaboration and support for 57 media centers and their staff district-wide. They will research and recommend online digital technology resources for students and staff; create and maintain a strong library collection with an accurate catalog and provide professional development for SPPS staff on resources including online databases and research tools.
- Platform customization is underway with a number of task force groups working in various areas:
 - Data Stream Task Force – tailoring instruction to unique student needs by standardizing data and reports throughout the platform to inform decision-making.
 - Curriculum Framework Design Task Force – aligning teaching and learning across the district electronically by creating a standard template and course fields common for all subject areas.
 - Software customization is being addressed through an inventory and review of current applications (Campus, Viewpoint, Data Zone, Naviance) in order to create a seamless technology platform.
 - An examination of different instructional grade book options is underway with input from teachers to create a tool that is specific to the needs of SPPS.
 - Learning Platform Sandbox Trails involving over 50 K-12 teachers, administrators and building staff from a wide range of disciplines is underway. They are exploring features and making recommendations for SPPS-specific design. Fall trails will lead to spring SPPS-specific product to test and ready for summer teacher training. The timelines for this is:
 - October 2013 – Integrated Learning Platform Sandbox testing, round one.
 - November 2013 - Integrated Learning Platform Sandbox testing, round two
 - January-March 2014 – SPPS-specific Integrated Learning Platform Sandbox trial
 - Summer 2014 - Integrated Learning Platform training for Fall 2014 rollout to sites
 - Fall 2014 -- Integrated Learning Platform rollout, targeted secondary sites and grades.

Next steps include completion of platform 1.0 design, continuation of the IT infrastructure improvements and finalization of guidelines for software review and device purchases.

3. **Goal 3 – Increase adult capacity to personalize learning.**

Accomplishments include:

- Building capacity of leadership and content leads involving meetings with building principals and professional learning for content specialists, including online course with national experts in personalized learning.
- Personalizing professional learning for all SPPS educators by creating a model of professional development that provides multiple means of access to information and engagement.
- Responding to teacher professional development needs in technology with an extensive catalog of after-school sessions in software tools and how to effectively use technology in the classroom. Building-level coaching through multi-tiered systems of support vertical teams and professional development for site technology integration specialists.

Five Personalized Learning Specialists have been identified and assigned specific areas and Platform Demo Sites. Specific areas involved are iPads, Social Media, SPPS Apps, Moodle & IWB, Nooks and Achieve.

Next steps in this area are continued teacher engagement through site visits, defining teaching and learning environment expectations in collaboration with teachers; developing resources to personalize professional learning for SPPS educators and providing development for curriculum and instructional leaders.

4. **Budget** – the FY 14 budget totals \$9 million (expenditures) broken out as follows:

- Technology \$3,340,000
- Curriculum Development \$1,782,500
- Instructional Support \$1,655,000
- Teacher Training & Support \$884,000
- Technology Systems \$780,000
- Administration & Leadership \$472,500.

Staff indicated a careful watch is being kept on dollars gifted the district by St. Paul taxpayers for PL.

QUESTIONS/DISCUSSION:

- The Board expressed interest in seeing specific examples of what people are doing through PL.
- What has been the experience with the adults so far? Has participation moved past the early adopters and on to the people actually needing it? Response: We are not past the early adopters at this point. A blend of options for participants has been provided at this point.
- Are you at the point of setting sequence and steps for what instructional leaders need to do in various grades? Response: No, it is still too early, conversations are rich, deep and thoughtful on what is expected of students, but the conversations may go well into summer in order to get everyone on the same page in the frameworks used. Staff is working on how to provide the most adaptable and responsive system it can provide for instructors. Dell has been extremely helpful and responsive in the work and in providing customization as requested.
- Is there training for subs to keep the continuity? Is that in the plan? Response: Yes, staff is working on a set of lessons for substitutes.
- Goal 2, media center organization and support – is this all computers vs. a library of books? Response: No, it is a comprehensive library media center. Students will be able to consume books, create, explore and receive training for the on-line data bases,
- Are any of the media personnel licensed? Response: Yes, they hold licenses and are trained to work with students in 21st century standards, to collaborate, be creative in their approaches, etc. There are 10 licensed media specialists in SPPS plus tremendous paraprofessionals to assist with accessing materials. Each school is provided with a budget profile to determine if they can buy a media specialist or paraprofessional assistance.
- How does SPPS plan to work with the St. Paul Public Library System? Do they have the staff capacity to match growing needs? Is SPPS sharing this work with the Library? Response: Yes, SPPS and the St. Paul libraries are hand in hand in discussions around limitless libraries. In fact, they have piloted the concept in some of the high schools this year.
- What about collaborating with St. Catherines? Response: SPPS has communicated with St. Kate's and has announced it is looking for media specialists.
- Is there a catalog of after school sessions for teacher development? How is this going? Response: As with most things, after school release classes have issues where people sign up but may not attend. SPPS is having much better success with the five individuals assigned to particular schools providing mini lessons. Often times relevant instruction moves into the realm of classroom management.

- It was suggested that training time for teachers needs to be during the day not after hours. Training during the actual time personnel are working for SPPS is important and SPPS needs to offer options in schools. Response: Administration is finding teachers do not want to leave their students so there is a tension there. SPPS needs to find a way to get them into the training, it needs to become part of what is expected in the job and time must be compensated.
- How does SPPS plan to update investors (taxpayers)? Response: Communications has assigned one individual to work with the PL group on internal and external communications. She has and is developing tools for communication with staff and the public. She has helped identify what it means to have a brand. There are many plans underway. There is a milestone for working with parent groups and partners.
- There is feedback from teachers involved in the sandbox tests; is there a mechanism for others to provide input or request assistance on specific issues? Is there an informal network for teachers on the periphery? Response: There is a communications group that addresses these issues and explores ways to communicate better. This area involves issues of access and equity.
- Are the PL Specialists licensed teachers? Response: Yes, 100%.
- What is the paraprofessional's relationship with teachers? Response: They have a different bargaining group so staff will need to explore this. This effort involves teams of people from different bargaining units. Like any other group, some are comfortable and work well together while others are less open. There have been no turf battles.

MOTION: Mr. Hardy moved the Committee of the Board recommend the Board of Education accept the report as presented. Ms. O'Connell seconded the motion.

Motion passed.

B1. Bus Discipline and Alternatives to Suspension

The purpose of the presentation was to provide an overview of the bus suspension improvement strategies recommendation provided by staff from the Office of Engagement, Office of Equity, Transportation, the Ombudsperson, Assistant Principals, Personalized Learning and Curriculum & Instruction. It was noted bus suspension data mirrors other suspension numbers with a disproportionate impact on African American males.

The overall recommendation is to monitor the data until there is a 50% reduction in referrals and suspensions in target schools (schools with a disproportionate number of suspensions). The focus will be mainly on elementary grades. Middle school and high school do not seem to be as much of a problem.

The effort is to provide on-going support and training to build capacity to make sure it is sustainable. Strategies include:

- Bus monitors/Bus Behavior Specialists
- Student incentives (Books, Nooks, pencils, etc.) to reinforce positive behavior
- Create, implement and align data procedures
- Reinstate bus safety classes
- Install cameras on buses

Personnel and resources that will be required for this effort are:

- School-based TA's as bus monitors (hiring of existing staff at the school sites)
- Bus Behavior Specialists (District-level staff who will track discipline data, provide training and on-call monitoring).

The effort will also require communication of positive behavior expectations that focus on prevention; define (teach, model and practice) positive behavior expectations; consistent consequences for problem behavior and the use of data for decision-making. The effort is directed toward building a community by acknowledging positive behaviors. Targeted schools will be required to set up an incentive program that includes monthly recognition of students and bus drivers along with positive bus notes or phone calls home. Schools can

request incentives from the Transportation Department (books, give-a-ways, popcorn parties, etc.).

School bus safety classes will be offered creating a positive, encouraging environment with clear expectations. Students with any suspension will be required to attend the class before being able to ride the bus again. Both students and families will be required to attend with parents and students having separate classes. Students may be suspended one day, and then ride the bus until the class is offered. Classes will be offered two times a month, one Saturday and one evening. Families may choose which class they will attend. Daycare, refreshments and transportation will be provided. History has shown that usually only 7% re-offend.

Curriculum has been updated and redesigned; a Safety school agenda and presentation is prepared, a bus driver training plan has been completed addressing district expectations (80% of drivers are not SPPS drivers), PBIS and Special Education transport.

Next steps will be to roll the program out to pilot sites with students and staff trained on-site. The possibility of Nooks is being evaluated and print materials and Power Points are being finalized. Data will be presented to the Board when data is available.

QUESTIONS/DISCUSSION:

- What areas are the problem schools in? Response: Issues show up over the entire city. The target schools are not based on area but are based on suspension data.
- How will you address the stigma of going to bus class? Response: It will be similar to other suspensions based on a need to know basis (parent, principal and student[s]). The effort is to make the experience positive and welcoming rather than negative.
- Are bus monitors teaching new behaviors? Response: They model behaviors, yes.
- What is being done in the adult arena? Response: Bus driver training is planned, the bus suspension form is being modified to define behavior and the school principal will make the decision on what consequences will accrue.
- What will be done about monitoring this other than a lot of training for drivers? Response: Once the data is disaggregated, SPPS will be able to see if particular drivers are creating an issue as well. SPPS is using what it has learned over the past couple of years from school suspension and applying it to bus suspension.
- What will be done about bullying behaviors by other kids and/or drivers? Response: Parents and students will be asked to come to class, bus monitors can be dispatched to a troubled bus as necessary. If a particular school other than a target school asks for help, it will be provided.
- When SPPS goes out for bus contracts, will something be put into the language regarding mandatory training? Response: Yes
- What is being done to address "bus rules"? Response: Changing the suspension form should help. Categories will be specified and the principal will decide on how to address the behavior. Training will establish expectations and standards.
- How will you address driver issues? Response: Data will be available to share with contractors when there is an issue.
- How will SPPS let kids know there was a consequence for an action if the perpetrator is back on the bus after misbehaving? Kids need to know action is being addressed even though student is back on the bus.
- Who will be bus monitors? Response: TAs or others at school level. At the district level, it will be at the professional level in order to support PBIS. Behavioral specialists will probably be assigned in this area. Remember, the bus driver merely reports the action, school administration decides on how to address the action. Bus monitors' purpose is to provide an additional pair of eyes to observe behaviors on the bus in question.
- It was noted there is a customer service area in bus service that needs to be addressed.

B2. Overall Suspension/Interventions Update

Staff noted there has been an overall reduction in 2012-13 suspension rates of 28% but disproportionality continues to be an issue (90% are students of color, 10% are white).

Students with special needs account for 40% of suspensions. The majority of suspensions (96%) are for offenses not recommended for suspension. .

A task force made up of teachers, administration, PBIS and district leaders was implemented in the summer of 2013. They examined suspension interventions in place, what is happening with 'out of classroom time' and looked at promising practices (restitution and mock referral).

Recommendations from the task force included:

- Shift school culture from punishment to engagement and restitution.
- Examine suspension data and referral patterns,
- Operationalize the Courageous Conversation protocol as a referral tool
- Address technical issues
- Collaborate with PBIS and co-create a resource repository for intervention tools that have been successful
- Create a community, staff, family and student committee in partnership with MMEP.

Next steps are:

- Shift school culture from punishment to engagement and restitution
- Create the Community, Staff, Family, Student Committee in partnership with MMEP (including SPFT and community leaders)
- Create an internal task force to support the MMEP partnership
- Support school practices that are adaptive not technical.

Staff then reviewed the SPPS Mission and Ends (high achievement, respectful environment and meaningful connections) and the Pillars of Racial Equity transformation (teaching and learning, leadership, engagement). She also reviewed the efforts outlined to eliminate systemic disparity:

- Transform practices that result in racially predictable and disproportionate outcomes
- Develop the personal, professional and organizational skills and knowledge to lead from a racial equity lens
- Engage, deepen and sustain conversations with multiple racial perspectives in order to create adaptive solution to equity issues and
- Monitor the implementation and effectiveness of the system-wide racial equity transformation plan and report on progress.

QUESTIONS/DISCUSSION:

- It was suggested staff find where more positive behavior has occurred and track how the change occurred. It was noted that as bus behavior improves it might improve behavior in the classroom. Response: Staff noted the cues about positive behavior need to be the same as those used in the schools. This will also impact community partners so cues need to be same there as well. This is a transformation from punishment to restitution and it needs to go from school to bus to out of school programs. SPPS needs to look at events and patterns on the bus and in the classroom and at after school venues. One of the benefits of the racial equity work is it provides a consistent framework and vocabulary to "connect the dots".
- It was noted REA is working on tools. It has snapshots for every school for last year and administration needs to look at the team piece with data coming in.
- Will SPPS reconsider how it goes out for bus contracts? If SPPS works with multiple contractors, it is more difficult than working with one. It was suggested this might be explored as a "business practice".
- What about racial equity training for operational staff, bus drivers, etc. Response: SPPS has more power over SPPS drivers. With contractors, they are aware that in order to get SPPS business they must meet SPPS expectations. SPPS could set up a model and provide opportunity to participate in training for contract providers.
- Is restitution the same as restorative justice? Yes

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the report as presented. Ms. Carroll seconded the motion.

Motion passed.

C. Review and Approval of the 2014-15 SPPS School Calendar

The Calendar Committee co-chairs presented the 2014-15 School Calendar indicating no changes had been made since it was initially approved two years ago as part of the process of planning calendars three-years out. They reviewed the process used to develop the three calendars looking at the information gathered and the calendar considerations utilized. They indicated they were working to diversify the group to include more parents and educators on the committee. A major recommendation going forward was the request to avoid evening meetings on significant religious/cultural holidays and to consider a permanent window for spring break to eliminate big shifts from one year to the next (i.e., after third quarter).

QUESTIONS/DISCUSSION

- Cultural and religious holidays, how does that work for staff members who may want to take day off for that reason now? Response: At this point, the provision is there for them to take personal leave for these events.
- November and January, there are two consecutive Fridays of no school and two days in the same week. Are there any concerns from teachers about a loss of continuity? Response: When this was looked at the goal was not to have breaks occur in the middle of the week. These two items were influenced by semester break and elementary conferences.
- Does SPPS anticipate continuing on a cycle of multiple years for calendars? This is very important for families. Response: Yes, and it was noted the committee does not anticipate any change for the third year calendar as previously approved. Additional recommendations will be brought forward with the third year calendar next fall.
- Is this downloadable to people's phones? Response: It depends on what calendar is used, SPPS is moving to using Google calendar as the district calendar.

D. Standing Item: Policy Update

The Policy and Planning Administrator presented charts summarizing the progress made in the revision of the SPPS procedure manual. Each chart contained the procedure number, title along with key revisions. A brief rationale was also provided for why the changes occurred. He indicated all procedures have been uploaded to the Board's website under "Procedure Manual".

QUESTIONS/DISCUSSION:

- Are there additional policy items that might be worked on? Response: At the next update, administration would present what it sees as needing clean up and would take Board input on requirements for policy updates. Right now, the Tobacco and Alcohol Usage and Bullying Policies might need revision depending upon what the legislature does.
- 510.00.2 – Summer graduation, why is this needed? Response: It is meant to codify the right of a student, who made up credits, to have the right to graduate from SPPS.
- Will there be changes to procedures on food allergies? Response: Administration is meeting and working with the nurses' PLCs to finalize these by the 4th quarter. It was noted "off campus" procedures need to be looked at as well.

E. Work Session

1. Review of Public Comment Process

It was noted a way to reach out to the greater community is needed, particularly those who are not typically heard from. The consensus was to allocate a time slot for students specifically. Ways of addressing misinformation were discussed and it was decided to try a "summarization of previous public comment" as a way of accomplishing this.

The consensus was that the Board continue with its current process and re-evaluate it in February and July.

2. Review of Work List Items
This is to be updated regularly and attach to the Board's weekly update.
3. Officers
Board members provided input on seats they would be interested in occupying for 2014.
4. Recognition Protocol/Policy
The Board acknowledged it did not have a protocol to cover recognitions of "historically important individuals". It was decided that this would become part of the Board information piece on the agenda with individual Board members volunteering or assigned to address a particular person when the need arises.
5. Board Retreat
Potential dates are to be provided to the Board Secretary who will poll the Board as to availability. It was noted the objective of the retreat needs to be made clear. A facilitator for the retreat was suggested.

III. ADJOURNMENT

MOTION: Director Street-Stewart moved the meeting adjourn. Ms. O'Connell seconded the motion.

Motion passed.

The meeting adjourned at 8:18 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

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

DATE: November 12, 2013

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 boys' soccer team was city champion. Brad Rosenthal and Ross Radtke are the coaches. The team roster consists of:

Alex Acosta	Ben Earl-Moseley	Alexis Montoya-Gutierrez
Richard Acosta	Mason Eischens	Alexander Moreno
Edward Aguilar	Edwin Elias	Andrew Noecker
Christian Alvarenga Barrera	Romario Elias	Angel PalaFox
Nicolas Amann	Otto Emmings	David Ramirez Vela
Pedro Bayon	Jesus Espinoza	Abdias Rodriguez Sanchez
Daniel Bazan-Vasquez	Luis Flores	Edward Shaw
Miguel Bazan-Vasquez	Rafael Gadea Carrera	Samuel Struthers
James Belitz Shomion	Yoseph Getu	Josip Temali
Liam Benson	Salvador Gonzalez	Senay Tesfamariam
Caleb Bowron	Yeabsera Guta	Samuel Vanspriell
Owen Brooks	Riley Henderson	Enrique Vazquez
Simon Brooks	Janik Hengelfelt	Brendan Vellenga
Mark Cortes Contreras	Brenden Kazukewicz	Jayvon Wood
Helio De La Torre	William Lazarich Castillo	Lee Xiong
Natenael Dekeba	Beruk Lealem	Long Xiong
Moises Dominguez	Nicholas Miller	Matthew 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:

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

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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 12, 2013

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:

Marisol Adler-Espinosa	Emma Goulet	Maya Patty
Megan Ames	Caroline Harding	Mayte Rodriguez
Gabriella Anderson	Johanna Harding	Daniela Salas
Isabella Anderson	Emma Larson	Sally Segar
Shelsea Arias	Madison Lindeman	Eva Sendlak
April Bannister	Taylor Lindeman	Sophie Shaw
Margaret Blomgren	Alexis Lipstein	Kate Slattery
Frances Cerkenik	Raquel Loera	Irene Sullivan
Erin Chirhart	Grace McGrath	Leah Terry
Bella Ciccarelli	Riley McGrath	Nataly Valencia
Mariana Cournoyer	Lucy Minner	Isabella Vazquez
Noelle Craveiro	Neesha Moore	Kira Vega
Ellie Egbert	Natalie Narvaez	Olivia Verdeja
Ingrid Engelhardt	Opeyemi Nwajei	Jasmine Wurl
Amelia Fotsch	Emma Patty	

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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 flag football team was city champion. Patrice Husak and Brian Pearson are the coaches. The team roster consists of:

Ayinde Abner	Ben Jackson
Raiyne Adams	Lumin Johnson
Robert Adams	Curtis Love
Devin Allison	Khyri Lueben
Kiara Boyd	Marty Medcraft
Jediah Brown	Walter Medcraft
Peng Cha	Calvin Nguyen
Davionte Davis	Dashawn Oatis
Raef Eddins	Cypher Parr
Alfred Galle	Barnabas Preble
Cloud Herr	Jared Sawyer
Reggie Hill	Gary Smith
Aaliyah Hopkins	Ethan Xiong

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A. PERTINENT FACTS:

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

Drew Barnard (mgr.)	Jamie Lackay
Katherine Blaine	Georgia Langer
Shyanna Carpenter	Song Lee
Jamie Cohen	Toni Mccray
Grace Commers	Dajanae McKinney
Maria Gaertner	Quinn O'Keefe (mgr.)
Cara Husnik	Emily Pounds
Tess Johannessen	Tatumn Schultz
Katherine Johnson	Breanna Vandome
Jessica Koch	

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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	Taariq Hutchinson-Carroll	Kylan Saffold
Taqquee Abdul-Quddoos	Jakobi Jackson	Justin Smith
Chika Aghenu	Markus Jackson	Oluwadare Sobande
Opi Aghenu	Muhsin Jama	Devin Stauning
Eli Balber-Herman	Anthony Langenbrunner	Johnny Szulim
Robert Bergstrom	Ethan Levin	Christian Taylor
Trayton Brooks	Geormelee Logan	Felix Taylor, Jr.
Antonio Carmichael	Chapale Moody	Terrence Terry
Tommy Cooper	Abdikalak Muse	Marcel Thompson
Khalil Dodd	Chris Ogamien	Anders Ulland
Riley Dolan	Mike Patton	Juan Valdez
Owen Donnelly	Peyton Pike	Dailen Walker
Maurice Fields	Morris Pineles	Te'Ron Welch
Jamal Galato	Blasius Pridgen	Rayeon Williams
Garrett Gardner	Elky Ratliff	Saveontae Williams
Jon Gubbrud	Julian Reed	Ja'Quantay Winston
Sam Gubbrud	Jordan Reynolds	Tony Yang
Arreanno Harris	Mubarek Sado	Yeabsira Zeleke
Amdulmalik Hashim		

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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:

Maya Black	Sienna Lundeen
Mary Cerkvenik	Ruby McCormick
Morgan Christianson	Cali Mellin
Giulia DeLuca	Madeline Moberg
Zosia Haney	Grace Nelson
Lily Ingersoll	Kate Nelson
Reilly Ingersoll	Maddie Robertson
Erin Kennedy	Natalie Rucks
Vilde King	Chyna Williams

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A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' tennis team was city champion. Gary Clark is the coach. The team roster consists of:

Natalie Carlson
Antigone Delton
Ella Fackel
Frances Kane
Kathrine Kipp
Helen Klass-Warch
Zoe Klass-Warch
Jada Konop-DeFreitas
Laura Michael
Caitlyn Norman
Meishan Roen
Annie Stofferahn

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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. **Como Park Senior High School** – The boys' soccer team was city (and state) champion. Eric Erickson is the coach. The team roster consists of:

Jacob Cohen	Ba Blue Moo
Abdikarin Diriye	Has D Moo
Israel Guzman	Nga Reh
Ebrahim Hashim	Ulises Rocha Rumbo
Max Inskeep	Seik Seik
Tyler Johnson	Jon Wegner
Will Kidd	Thor Will
Zach Lee	Ka Nae Win
Jonah Leurquin	William Xiong
Doug McCune-Zierath	Yeng Yang

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A. PERTINENT FACTS:

1. Como Park Senior High School – The volleyball team was city champion. Kimberly Smisek is the coach. The team roster consists of:

Olivia Berven
Haley Carver
Bekah Hausman
Jenna Krivit
Emily LaCroix-Dalluhn
Elizabeth Lee
Emma Marshall
Sinead O'Duffy
Cindy Pawlitschek
Haley Preiner
Loriya Thao
Elianna Wiersma
Delilah Wolf

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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 boys' cross-country team was city champion. Brad Moening is the coach. The team roster consists of:

Jesse Brelje
Abram Donovan
Kristofer Johnson
Matt Lorah
Micah Mather
Jackson Mejia
Grant Palas
Riley Quinlan
James Westby

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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:

Elana Breitenbucher
Tianna DuCloux-Potter
Keiko Hilmo
Clara Jackson
Erica Meyers
Erin Moening
Libby Pearson
Elowyn Pfeiffer
Alexa Ries

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A. PERTINENT FACTS:

1. Highland Park Senior High School – The girls' soccer team was city champion. Michael Sampson is the coach. The team roster consists of:

Destiny Albert	Alisha Hebl
Mollie Buelow	Claire Johnston
Sofia Cerkvenik	Lydia Newman-Heggie
Anna Chirhart	Tessa Newman-Heggie
Mariella Ciccarelli	Maureen Nystrom
Abby Clapp	Elowyn Pfeiffer
Julia Connly	Katharyn Pribula
Audrey Dombro	Mariana Steinhart
Anna Engelhardt	Ramona White
Corinne Garber	Abby Winecke

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Superintendent's Report Regular Meeting of the Board of Education

November 12, 2013

Report of Pacific Educational Group's Summit





Devonte Miller and Bryant Bentley

Update on Teacher Contract Negotiations

- Negotiations address terms and conditions of employment
- SPPS asked for the help of a mediator to focus negotiations on terms and conditions of employment
- Mediation is a valid and productive means of negotiation
- With focus on terms and conditions of employment (wages and work rules), agreement more likely to be reached.



Strong Schools, Strong Communities

Update



achievement



alignment



sustainability



SPPS Special Education in SY 2013-14



SPPS Class Sizes in SY 2013-14



Class size ranges in MOU

Class size ranges agreed upon by SPPS and SPFT in MOU of 2011-2013 contract

Grades	Class Size Range
Pre-K	20 or less
K-3	22-28
4-8	25-30
7-8	29-35*
9-12	30-39*

* Range for core classes only (social studies, math, English, science)



Reasons some classes are outside ranges

- A unique elective more popular than expected and not available elsewhere;
- More students than expected need a class to progress;
- Teacher skills unique/specialized and no others can teach the class;
- A particular school attracts more students than projected.



Addressing larger class sizes

- Differentiate funding between low- and high-poverty schools.
- Balance class sizes at the beginning of every year.
- Hire additional staff.



2013-14 class sizes today

More than 96% of classrooms are within acceptable class size ranges.

- In the **elementary grades** -- 795 classrooms – 4% exceed class size ranges.
- In our **middle schools**, more than 90-95% are within class size ranges for core courses.
- In our **high schools**, 97-99% are within class size ranges.



Class sizes variations from October to November

- **Grades 8 and under experienced increases** in enrollment over the last month.
- Several elementary schools have experienced **double-digit gains**.
- Middle schools experienced **little enrollment change** over the last month.
- The high schools experienced **small declines**.



Systemic Solutions?

- 25 students per classes = **\$34,900,000** in salaries alone
- **Doesn't include** facilities changes, nor increases in salaries, professional development, benefits and retirement costs
- Best class sizes (17-19 students) are **cost-prohibitive**
- **Flexibility is our best option**



Questions?

Staff Use of Student Data and Work to Improve Instruction

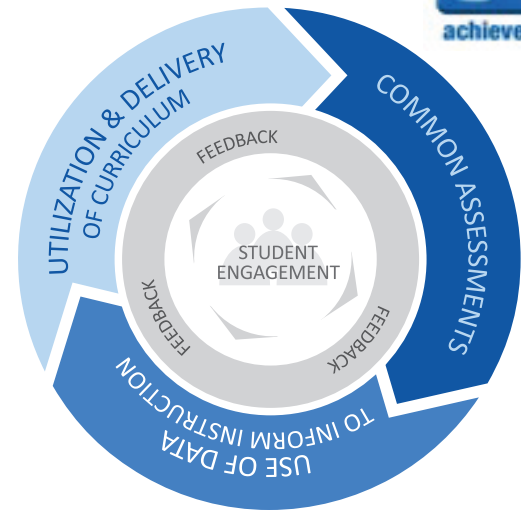
District-wide Implementation Indicators

Vision Card Levels

<30% 30-50% 51-70% 71-90% >90%

Intervene Concern Baseline Progress Vision

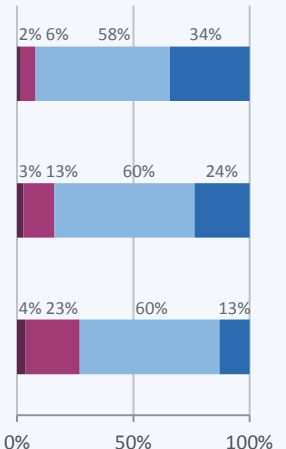
COMMON ASSESSMENTS	District Common Assessments created and aligned to standards (% of units of study)	Math 7-12	88%	SY 12-13
			68%	SY 11-12
		Literacy 6-12	83%	SY 12-13
			77%	SY 11-12
		Math K-6	100%	SY 12-13
			56%	SY 11-12
MONDO BOOKSHOP ASSESSMENTS ADMINISTERED (% of classrooms)	Literacy K-5		100%	SY 12-13
			100%	SY 11-12
			91%	SY 10-11
USE OF DATA	Percentage of schools where Professional Learning Communities (PLCs) completed 3 or more data cycles (n=54 schools/programs)	Literacy & Math	90%	SY 12-13
			Trend data unavailable	
UTILIZATION & DELIVERY OF CURRICULUM	Differentiated Small Group Instruction aligned to student stage of reading development (% of classrooms)	Literacy K-5	71%	SY 12-13
			62%	SY 11-12
			50%	SY 10-11
	Problem Solving process implemented by teachers with students (n=153 secondary math classrooms)	Math 7-12	87%	SY 12-13
			Trend data unavailable	
STUDENT ENGAGEMENT	Senior Survey: % who agree or strongly agree that "My teachers stimulated my thinking and my interest in learning." (n=1,861 SPPS seniors)		84%	SY 12-13
			88%	SY 11-12
			88%	SY 10-11
FEEDBACK	Math Feedback provided to students (% of classrooms implementing error analysis)	Math K-6	81%	SY 12-13
			Trend data unavailable	
FEEDBACK	Senior Survey: % who agree or strongly agree that "I received adequate personal attention from my teachers." (n=1,860 SPPS seniors)		82%	SY 12-13
			83%	SY 11-12
			83%	SY 10-11



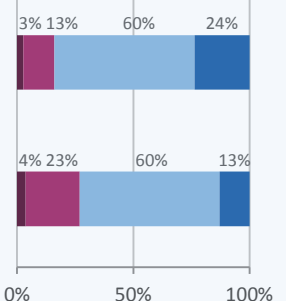
School Staff Feedback Indicators

Strongly Disagree Disagree Agree Strongly Agree

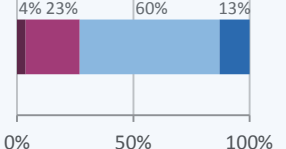
Teachers in this school share and discuss student work with other teachers. (n=2,268)



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. (n=2,618)

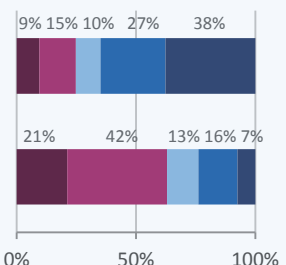


Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. (n=2,615)

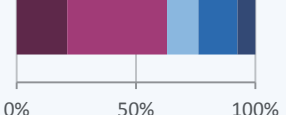


Never A few times a year Every 6-8 weeks Every 3-4 weeks Weekly

How frequently do you review assessment data...with teachers in your grade level? (n=2,190)



How frequently do you review assessment data...with teachers across grades? (n=2,192)



Source: University of Chicago, Urban Education Institute, Five Essentials SPPS staff survey, Spring 2013

Source for Use of Data measures: SPPS Division of Schools. Source for all other measures: SPPS Office of Academics.

Staff Use of Student Data and Work to Improve Instruction



Steve Unowsky
Assistant Superintendent for Middle Schools

Board of Education Meeting
November 12, 2013

<http://accountability.spps.org/VisionCards>



Objectives

- Review VisionCard Background and Measures
- Summarize results in *Staff Use of Student Data and Work to Improve Instruction*
- Spotlight on Humboldt and Multi-Tiered Systems of Support (MTSS)



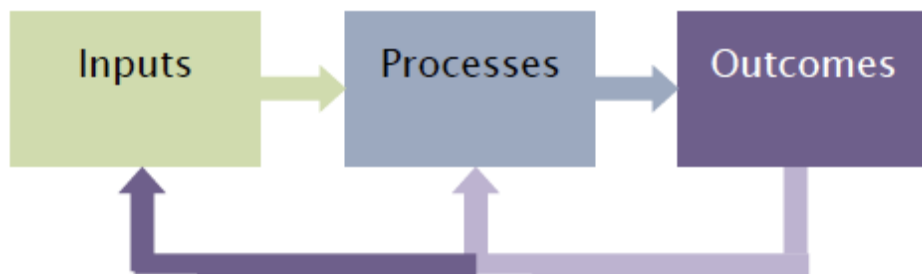
STRONG SCHOOLS MONITORING AND REPORTING SYSTEM



<http://accountability.spps.org/StrongSchools.html>








Continuous Improvement (TeamWorks model)



- To improve, we need to focus on:
 - Outcomes (Achievement and Equity)
 - Processes (Rest of VisionCards)



Planning, Monitoring, Reporting Tools DRAFT Revised: April 9, 2013			
Level	Planning	Monitoring	Reporting
STRATEGIC	<i>Strong Schools, Strong Communities</i> 	District VisionCards (8)  Achievement Equity Student Data + Work  Leadership Partnerships Professional Development  Resources Operational Excellence	<u>VisionCard updates and presentations</u> August: Achievement & Equity, part 1 November: Student Data + Work December: Achievement & Equity, part 2 February: Leadership March: Partnership May: Resources May: Operational Excellence July: Professional Development
OPERATIONAL	Department Plans School/Program Plans (SCIP)	Key Performance Indicators (KPIs) Academic Performance Management	Quarterly Business Reviews  School Profiles
TACTICAL	Job description and/or performance plan as appropriate	Formative Reviews	Summative Annual Performance Evaluation

VISIONCARDS MEASURES AND RESULTS

<http://accountability.spps.org/VisionCards>







VisionCard Levels

- Level 1 - Intervene
- Level 2 - Concern
- Level 3 - Baseline
- Level 4 - Progress
- Level 5 - Vision


Vision Card Levels

<30%	30-50%	51-70%	71-90%	>90%
Intervene	Concern	Baseline	Progress	Vision




Student Data and Work

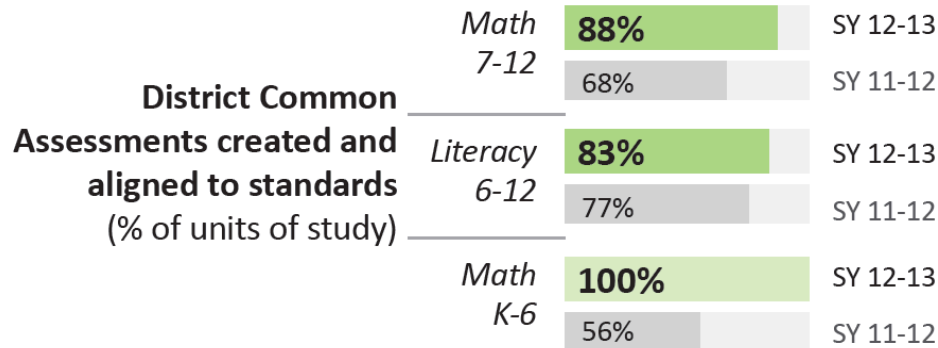
(REVISED 11/4/13)



Measure	Level 5 Vision
Common assessments (CAs): % of Literacy and Math units of study with CAs created and aligned to standards	> 90%
Common Assessments: % of K-5 classrooms administering literacy CAs	> 90%
Use of data to inform instruction: % of PLCs functioning close to or at proficiency (at target schools)	> 90%
Delivery of district curriculum: % of classrooms demonstrating differentiated small group literacy instruction	> 90%
Delivery of district curriculum: % of classrooms demonstrating key components of math curriculum	> 90%
Feedback to students: % of classrooms implementing math feedback	> 90%
Feedback to students: % of seniors who report that teachers stimulated their thinking and interest in learning	> 90%
Student Engagement: % of seniors who report adequate personal attention from teachers	> 90%



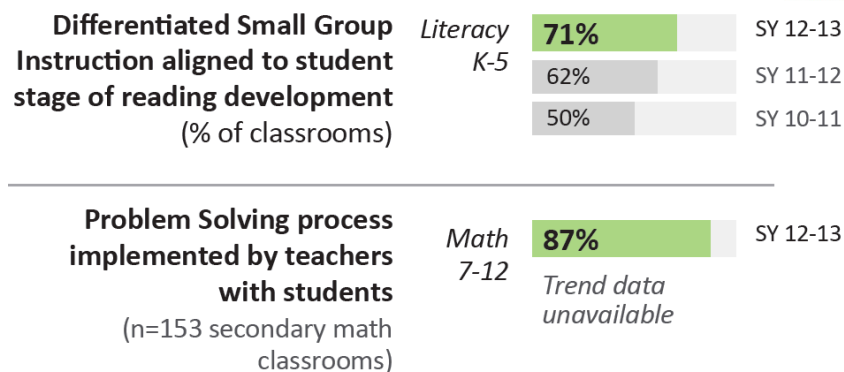
Common Assessments



Common Assessments have become more common, increasing from Baseline to **Progress** in Math 7-12.

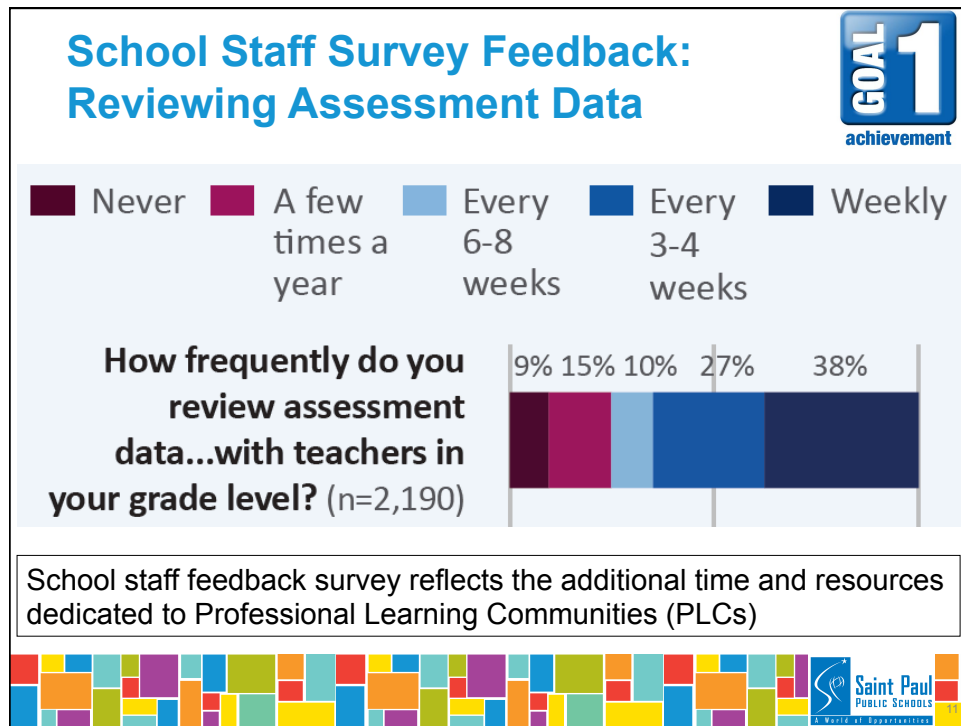


Utilization and Delivery of Curriculum




- Differentiated small group instruction for elementary reading increased from Baseline to **Progress** level
- Secondary math focus deepened into Problem Solving process







SPOTLIGHT ON HUMBOLDT AND MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)




<http://accountability.spps.org/VisionCards>

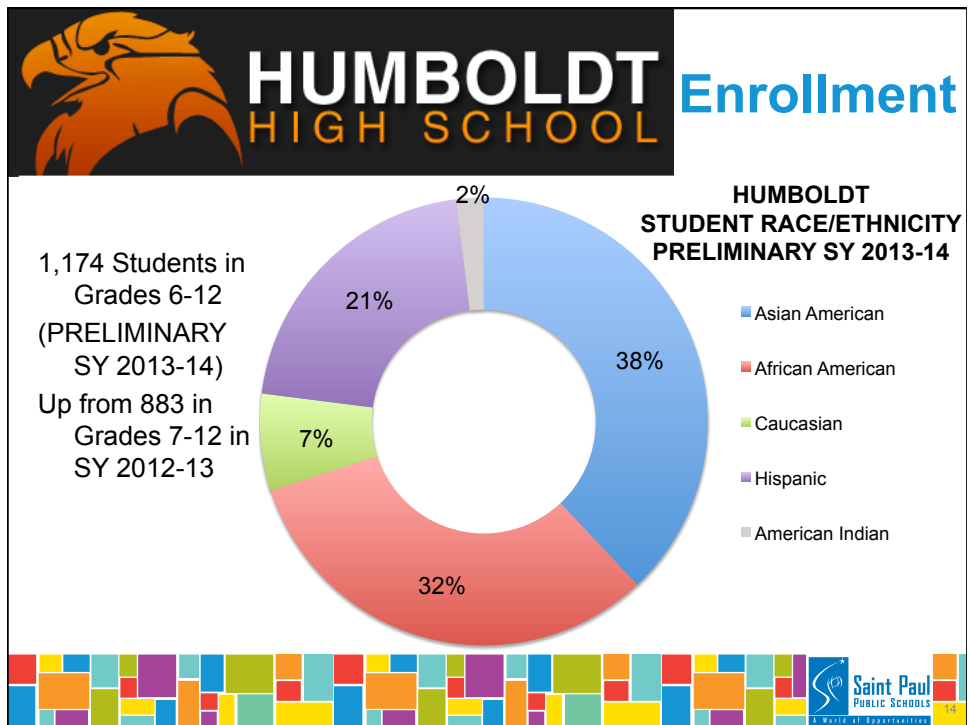





Humboldt Turnaround Strategies

Mike Sodomka, Humboldt Principal









HUMBOLDT HIGH SCHOOL

Results

- 4-year (NGA) Cohort Graduation Rate = 68%
(Class of 2012) - Up 18 percentage points
from 50% in 2008
 - MN Statewide 4-year Rate = 78%
- 5-year (NGA) Cohort Graduation Rate = 77%
(Class of 2011)
 - MN Statewide 5-year Rate = 80%



School Problem Solving Processes

- ◆ Systematic approach
 - ◆ Focus on modifying the environment to support students
 - ◆ Use interventions that have been determined to have high probability of success
 - ◆ Collect relevant data and monitor student progress frequently to assess impact of interventions
- 

Turnaround Strategies

- Intervention
- Incompletes / additional time
- Student outreach
- Social-emotional supports for students
- Additional professional development
- Continuing reform



Intervention

- Content-specific intervention classrooms based by grade by day
- Intervention based on formative assessment data and self referral
- On-line intervention referral system



Incompletes

- Students not demonstrating standard are given additional time to master the standard.
 - Students earning a grade above 40% receive an incomplete (I) at the mid-quarter or final grade
 - Students receive additional time to demonstrate mastery of standards



Student Progress Monitoring

- Data assemblies
 - ‘It’s OK to be where we are, not OK to stay where we are’
- Students learn MAP growth targets
- Relationship-building through advisory



Social-Emotional Supports

- Community mentor program established
- Mentoring component to tutoring program funded with cooperation of Ecolab
- Positive Behavioral Interventions and Supports (PBIS)
- Directed social work groups and time in regular education to meet social-emotional needs of students



Professional Development

- Hamline University's Center for Global Environmental Education
- AVID Path Series
- Advanced Placement/College In the Schools
- PBIS
- Professional Learning Communities (PLCs) Implementation



Continuing Reform

- Job-embedded PLCs:
Intentional use of data!
- Intervention
- Incompletes
- Turnaround hiring competencies
- Social-emotional supports
- Professional development
- Intentional family engagement



Multi-Tiered Systems of Support (MTSS)

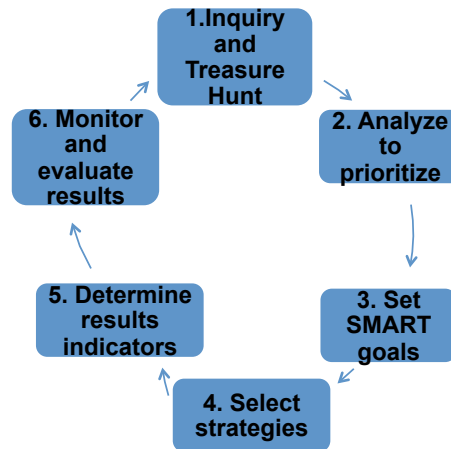
Lynn Pham, Assistant Director
Office of Teaching, Learning,
and Leading (OTLL)



Problem-Solving Process to Make Decisions

Problem-Solving Model


1. Individual results for 7th and 8th graders
2. Highlight areas of need
3. Increase engagement, resulting in decrease of office referrals
4. Focus on increasing time in the classroom by engaging students
5. Walkthroughs and behavior data results
6. Results:
February 2013 = 32 referrals per day
June 2013 = 15 referrals per day



Align Supports According to Data

Schools

Academics	Principals Elementary Asst. Superintendent Team Lead	Principals Elementary Asst. Superintendent Team Lead	Principals K-8 Asst. Superintendent Team Lead	Principals Middle Asst. Superintendent Team Lead	Principals High School Asst. Superintendent Team Lead	Accountability	
	School Improvement Specialist PBIS Literacy Math	School Improvement Specialist PBIS Literacy Math	School Improvement Specialist PBIS Literacy Math	School Improvement Specialist PBIS Literacy Math	School Improvement Specialist PBIS Literacy Math		
	Science	Science	Science	Science	Science		
	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed		
	Multi-Lingual Learning	Multi-Lingual Learning	Multi-Lingual Learning	Multi-Lingual Learning	Multi-Lingual Learning		
	Personalized Learning	Personalized Learning	Personalized Learning	Personalized Learning	Personalized Learning		
	Early Learning	Early Learning	Early Learning	X	X		
	College and Career Readiness Title I						
	Engagement						





Feedback on MTSS Support Model

- “We feel like this support is more tailored to fit our needs versus what has happened in the past where staff had their own agenda for us. We appreciate being unique and authentic and having people being ok with that and listening. We feel like support is fast and communication has been good.”
- “The vertical team support has been nothing short of awesome! It has been a delight to get to know the team members and work together to maximize student achievement for ALL students.”



Goal: Reach the Leading Quadrant

Effects/Results	Lucky High results, low understanding of antecedents Replication of success unlikely	Leading High results, high understanding of antecedents Replication of success likely
	Losing Low results, low understanding of antecedents Replication of failure likely	Learning Low results, high understanding of antecedents Replication of mistakes unlikely
Antecedents/Cause Data (Adult Actions)		



Leading

Classroom visit:

- Learning style preferences and strengths
- Achievement scores
- Grades and assignments up to date
- Daily formative assessments
- Relationships-safe climate and self-reflection

Leading
High results, high
understanding of antecedents
Replication of success likely



Staff Use of Student Data and Work to Improve Instruction



Steve Unowsky
Assistant Superintendent for Middle Schools

Board of Education Meeting
November 12, 2013
<http://accountability.spps.org/VisionCards>



HUMAN RESOURCE TRANSACTIONS
(September 30, 2013 through October 23, 2013)
November 12, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kvamme, P.	Classroom Teacher	10/07/2013	\$28.77	Highland Park Senior
Mathern, A. C.	Classroom Teacher	09/30/2013	\$24.27	The Heights Community School
Spiegelberg, A. J.	Special Education Teacher	10/07/2013	\$27.18	Bruce F Vento Elementary
Wiesner, S. E.	Special Education Teacher	09/25/2013	\$29.68	Creative Arts Secondary
Cathey, L.	Superintendency	10/21/2013	\$60.71	Colborne Admin Offices
Sengita, M. G.	Specialist	10/07/2013	\$38.45	Colborne Admin Offices
Pass, M.	School/Community Professional	11/01/2013	\$23.39	Central Senior High
Yang, Y. M.	School/Community Professional	10/24/2013	\$18.95	Plato Admin Offices
Agard, N. J.	Education Assistant	10/14/2013	\$17.37	Expo for Excellence
Alexander, E. M.	Education Assistant	10/17/2013	\$14.17	Crossroads Montessori
Blomquist, A. A.	Education Assistant	10/18/2013	\$15.72	Expo for Excellence
Boston, J. R.	Education Assistant	09/30/2013	\$13.59	Horace Mann School
Guider, D. M.	Education Assistant	10/08/2013	\$17.24	Early Ed Ben Mays - Rondo
Johnson, R. K.	Education Assistant	10/07/2013	\$12.45	Focus Beyond (Gr 7-Adult)
Kirchberg, J. J.	Education Assistant	10/21/2013	\$12.91	Expo for Excellence
Lor, C.	Education Assistant	10/28/2013	\$12.94	L'Etoile du Nord Upper
Mahdi, M. M.	Education Assistant	10/21/2013	\$15.31	Expo for Excellence
Noble, M. S.	Education Assistant	10/02/2013	\$29.87	Maxfield Elementary
Ostergren, B. J.	Education Assistant	10/11/2013	\$17.37	Four Seasons A+
Saw, J.	Education Assistant	10/16/2013	\$16.80	Mississippi Creative Arts
Zan, H.	Education Assistant	09/11/2013	\$13.59	Homecroft Building
Beasley, D. L.	Teaching Assistant	10/07/2013	\$13.05	Hazel Park Preparatory
Davis, E.	Teaching Assistant	10/08/2013	\$13.75	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
November 12, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Del Main-Appelhans, J.	Teaching Assistant	10/22/2013	\$13.75	Ramsey Middle School
Gelle, Y. A.	Teaching Assistant	10/21/2013	\$12.41	Battle Creek Elementary
Heyda, K. N.	Teaching Assistant	10/01/2013	\$13.53	Bridge View
Jaco, T. J.	Teaching Assistant	10/16/2013	\$11.38	Wellstone Elementary
Kelly, M. E.	Teaching Assistant	10/23/2013	\$13.05	Frost Lake Elementary
Littlewolf, J.	Teaching Assistant	09/25/2013	\$13.75	American Indian Magnet
Mattison, J. D.	Teaching Assistant	10/21/2013	\$12.95	Obama Service Learning
Moss, E. B.	Teaching Assistant	10/23/2013	\$12.41	Groveland Park
Nelson, J. C.	Teaching Assistant	10/07/2013	\$13.53	Linwood Monroe Arts Upper
Nordmark, T. J.	Teaching Assistant	10/01/2013	\$14.23	Johnson Achievement Plus
Olin, M.	Teaching Assistant	09/18/2013	\$14.05	American Indian Magnet
Ray, J. M.	Teaching Assistant	10/10/2013	\$13.05	Farnsworth Aerospace Upper
Rogers, C. V.	Teaching Assistant	10/08/2013	\$14.05	Farnsworth Aerospace Upper
Sanders, M. M.	Teaching Assistant	09/30/2013	\$13.11	Wellstone Elementary
Schuster, A. J.	Teaching Assistant	10/15/2013	\$13.75	Johnson Senior High
Smith, G. A.	Teaching Assistant	10/01/2013	\$12.95	Bruce F Vento Elementary
Virnig, L. L.	Teaching Assistant	10/07/2013	\$11.99	Linwood Monroe Arts Upper
Whitney, D. L.	Teaching Assistant	10/03/2013	\$12.95	Focus Beyond (Gr 7-Adult)
Withrow, K. M.	Teaching Assistant	09/03/2013	\$12.95	Bridge View
Coste Bonetti, L. C.	Clerical	10/14/2013	\$17.61	Wellstone Elementary
O'Neil, J. P.	Custodian	10/08/2013	\$14.94	Washington Tech Secondary
Trusty, D. W.	Custodian	09/30/2013	\$14.94	Farnsworth Aerospace Upper
Anderson, P. J.	Professional Employee	10/23/2013	\$30.83	Colborne Admin Offices
Hogendorf, S. C.	Professional Employee	10/21/2013	\$30.83	Colborne Admin Offices
Miranda, M. A.	Professional Employee	10/14/2013	\$30.83	Colborne Admin Offices
Oleksowicz, J. M.	Technical	10/21/2013	\$23.88	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
November 12, 2013

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Polucha, T. S.	Special Education Teacher From: Teaching Assistant	10/07/2013	\$24.27	Parkway Montessori & Community Middle
Bierman, M. L.	Superintendency From: Central Administrator	10/16/2013	\$57.83	Plato Admin Offices
Ronnei, J. M.	Superintendency Career Progression	10/16/2013	\$67.70	Colborne Admin Offices
Walker-Davis, M. J.	Superintendency Career Progression	10/16/2013	\$78.13	Colborne Admin Offices
Gray Akyea, S.	Supervisory Career Progression	10/16/2013	\$57.37	Colborne Admin Offices
Yang, J. K.	School/Community Professional From: Teaching Assistant	10/14/2013	\$18.30	Jackson Preparatory
Fields, L. D.	Education Assistant From: Teaching Assistant	11/04/2013	\$14.84	Highwood Hills
Gunderson, B.	Clerical Career Progression	08/28/2013	\$21.66	Early Ed Ben Mays-Rondo
Moua, M. A.	Clerical Career Progression	08/28/2013	\$20.12	Humboldt Jr High - Admin Bldg
Murray, K. R.	Clerical From: Teaching Assistant	10/14/2013	\$20.12	Murray Middle School
Groebner, J. L.	Custodian Career Progression	10/07/2013	\$23.21	Como Service Center
Lender, M. E.	Nutrition Services Personnel Career Progression	08/14/2013	\$15.50	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McGee, S. M.	Classroom Teacher From: Substitute Teacher	10/14/2013	\$26.44	Battle Creek Middle
Vang, M.	Classroom Teacher	10/08/2013	\$24.27	Nokomis Montessori North

HUMAN RESOURCE TRANSACTIONS
November 12, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, D. W.	Classroom Teacher	10/05/2013	Nokomis Montessori North
Flanders, M. A.	Classroom Teacher	10/08/2013	Eastern Heights
Kellogg, J. F.	Classroom Teacher	11/05/2013	St. Paul Music Academy
Norberg, D.	Classroom Teacher	10/05/2013	Como Park Senior High
Stevens-Royer, J.	Classroom Teacher	10/15/2013	Mississippi Creative Arts
Reeves, F. L.	School/Community Professional	10/21/2013	Journey's Secondary
Jansma, N.	Education Assistant	09/11/2013	Randolph Heights
Nelson, T.	Teaching Assistant	09/24/2013	Highland Park Senior
Walker, D. C.	Teaching Assistant	10/04/2013	American Indian Magnet
Crew, T. M.	Nutrition Services Personnel	09/05/2013	Washington Tech Secondary
Hutterer, F. R.	Nutrition Services Personnel	09/17/2013	Mississippi Creative Arts

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
d., K.	Classroom Teacher	10/07/2013
G., D.	Classroom Teacher	10/24/2013
N., J. A.	Early Education Teacher	09/27/2013
T., J.	School/Community Professional	09/20/2013

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Williams, L. M.	Classroom Teacher	10/21/2013	\$24.27	Wellstone Elementary
Lee, C. K.	School/Community Professional	10/21/2013	\$18.95	Colborne Admin Offices
Raffaele, A. N.	School/Community Professional	10/15/2013	\$29.06	Crossroads Science
Griffin, P. Y.	Teaching Assistant	10/23/2013	\$13.11	Horace Mann School
Long, A. F.	Teaching Assistant	09/18/2013	\$14.75	RiverEast Elem/Secondary
Tomczak, S.	Teaching Assistant	10/21/2013	\$13.11	Groveland Park

HUMAN RESOURCE TRANSACTIONS
November 12, 2013

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cina, G.	Classroom Teacher	10/07/2013	Adams Spanish Immersion
Farrell, J. L.	Classroom Teacher	09/30/2013	Humboldt Secondary
Hedwall, M. M.	Classroom Teacher	10/14/2013	Highland Park Senior
Clayton, M. L.	Special Education Teacher	10/07/2013	Hamline Elementary
Peterson, J. H.	Teacher on Special Assignment	10/14/2013	Plato Admin Offices
Gibson, R. W.	Custodian	10/01/2013	Como Service Center
Wallraff, P.	Custodian	10/02/2013	Battle Creek Middle I
Crew, T. M.	Nutrition Services Personnel	09/23/2013	Washington Tech Secondary

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, J. Y.	Classroom Teacher From: Specialist	08/26/2013	\$46.38	ALC Creative Arts
Metzler, J.	Education Assistant From: Teaching Assistant	09/30/2013	\$14.17	St Anthony Park
Smith, R. M.	Teaching Assistant From: Special Education Teacher	10/21/2013	\$13.75	Farnsworth Aerospace Upper

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., M.	Classroom Teacher	Thirty Days
R., J. M.	Special Education Teacher	Four Days
M., P.	Custodian	10/18/2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Osborne, J. K.	Classroom Teacher	06/10/2014	Hazel Park Preparatory
Preller, M. J.	Classroom Teacher	06/13/2013	Harding Senior High
Severance, S. W.	Classroom Teacher	06/10/2014	Hazel Park Preparatory
Soleim, J.	Classroom Teacher	06/10/2014	Gordon Parks High - ALC

HUMAN RESOURCE TRANSACTIONS
November 12, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wick, M.	Nurse	01/04/2014	ESCE Inclusion
Petrie, L. M.	Clerical	10/19/2013	Highland Park Senior
Bentzlin, D. C.	Painter	11/02/2013	Como Service Center

CHANGE IN RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Schmidt, D.	Teaching Assistant	11/30/2013	Como Park Senior

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Grussing, D.	Classroom Teacher	12/13/2013	Humboldt Secondary
Behnke, B. A.	Principal	08/05/2013	Linwood Monroe Arts Upper
Seifert, S. L.	Special Education Teacher	10/17/2013	Highwood Hills
Widner, R.	Special Education Teacher	10/01/2013	Battle Creek Middle
Hoffman, S.	Supervisory	01/04/2014	Colborne Admin Offices
Rothering, R. A.	Education Assistant	10/11/2013	Humboldt Secondary
Vitale, D. C.	Education Assistant	10/12/2013	Focus Beyond (Gr 7-Adult)
Lee, C. K.	Teaching Assistant	09/14/2013	American Indian Magnet
Nelson, C.	Teaching Assistant	12/31/2013	Harding Senior High
Robb, J. E.	Teaching Assistant	10/10/2013	Central Senior High
Thompson, M. M.	Teaching Assistant	10/05/2013	Daytons Bluff
Vogt, S. E.	Teaching Assistant	10/05/2013	Wellstone Elementary
Wantland, J. A.	Teaching Assistant	10/17/2013	Harding Senior High
Winecke, M. S.	Teaching Assistant	10/25/2013	Bruce F Vento Elementary
Yang, T.	Teaching Assistant	10/08/2013	Jackson Preparatory
Ecklund, G. M.	Nutrition Services Personnel	09/21/2013	Battle Creek Elementary

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nelson, J. A.	Early Education Teacher	11/15/2013	Obama Service Learning
Elansary, I. R.	Education Assistant	10/06/2013	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
November 12, 2013

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Levy, R. S.	Education Assistant	10/05/2013	Humboldt Secondary
Kasper, K. C.	Teaching Assistant	10/12/2013	Johnson Achievement Plus
Poechmann, A. C.	Teaching Assistant	10/02/2013	Como Park Senior
Rogers, J. K.	Teaching Assistant	10/11/2013	Battle Creek Middle
Chern, S.	Clerical	10/28/2013	Capitol Hill
Peterson, D. K.	Professional Employee	10/12/2013	Colborne Admin Offices

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., R.	Education Assistant	10/22/2013
W., M. E.	Teaching Assistant	10/12/2013
H., A. M.	Clerical	10/22/2013
J., D.	Nutrition Services Personnel	10/12/2013

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

DATE: November 12, 2013

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

A. PERTINENT FACTS:

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

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

SPPS is requesting approximately \$163,765 over one year to accomplish the aforementioned goals.

3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Darlene Fry, Director, Office of College and Career Readiness; Julie Schultz Brown, Director of Marketing, Communications, and Development; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to 3M to increase the number of students pursuing science or technical fields after graduation; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 12, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Great Lakes Guaranty Corporation

A. PERTINENT FACTS:

1. The Great Lakes Guaranty Corporation, Community Investments Program is currently accepting applications for projects that prepare students to enroll and succeed in college-level courses.
2. In partnership with Century College, Saint Paul Public Schools has prepared an application for funds to deliver Century College's highest developmental reading and English courses to underrepresented high school juniors and seniors at Harding Senior High School and Johnson Senior High School.. This grant is for approximately \$200,000. Staff at the school were invited to apply for this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Doug Revsbeck, Principal, Harding High School; Michael Thompson, Principal, Johnson Senior High; Traci Gauer, Principal, Gordon Parks High School; Julie Schultz Brown, Director, Communications, Marketing and Development; Darlene Fry, Director, College and Career Readiness; Teajai Anderson Schmidt, Supervisor PreK-12 Literacy, Office of Teaching, Leading and Learning; Marsha Baisch, Assistant Superintendent, Office of Teaching, Leading and Learning; Stacy Gray Akyea, Director, Research, Evaluation and Assessment; Theresa Battle, Assistant Superintendent, Harding and Johnson High Schools; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Great Lakes Higher Education Guaranty Corporation for funds to provide direct services to prepare high school junior and senior students from underrepresented backgrounds for college-level course work; 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 12, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Great Lakes Guaranty Corporation

A. PERTINENT FACTS:

1. The Great Lakes Guaranty Corporation, Community Investments Program is currently accepting applications for projects that prepare students to enroll and succeed in college-level courses.
2. In partnership with Saint Paul College, Saint Paul Public Schools has prepared an application for funds to instruct and mentor 75 traditionally underserved 12th graders with the goal of academically preparing them for success in college without needing remediation in college. This grant is for approximately \$85,000 and will serve students attending Harding Senior High School, Johnson Senior High School and Gordon Parks Senior High School. Staff at the school were invited to apply for this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Doug Revsbeck, Principal, Harding High School; Michael Thompson, Principal, Johnson Senior High; Traci Gauer, Principal, Gordon Parks High School; Julie Schultz Brown, Director, Communications, Marketing and Development; Darlene Fry, Director, College and Career Readiness; Kathleen Wilson, PK-12 Math Program Manager, Office of Teaching, Leading and Learning; Marsha Baisch, Assistant Superintendent, Office of Teaching, Leading and Learning; Stacy Gray Akyea, Director, Research, Evaluation and Assessment; Theresa Battle, Assistant Superintendent, Gordon Parks, Harding and Johnson High Schools; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Great Lakes Higher Education Guaranty Corporation for funds to mentor 75 underrepresented high school seniors at three high schools with the goal of preparing them for success in college mathematics; 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 12, 2013

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 \$232,000 for the time period July 1, 2013 through June 30, 2014. 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 19, 2013

TOPIC: Permission for Institution of Higher Education for Student Teaching

A. PERTINENT FACTS:

1. Saint Paul Public Schools has ongoing relationships with universities and colleges to train teacher/nurse candidates in our schools. The participating universities and colleges enter into an agreement to send teacher/nurse candidates to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow.
2. In November 2011, Memorandums of Understanding for TC2 and TERI were signed by the Superintendent outlining partnerships between Saint Paul Public Schools and seven institutions of higher education (IHEs). Since 2011, eleven additional partners joined the list of institutions that support and participate in the training of teacher candidates in Saint Paul Public Schools.

TC2 and TERI IHEs	Additional Partners
Augsburg College Bethel University Concordia University St Paul Hamline University St. Catherine's University University of St. Thomas University of Minnesota – Twin Cities	Carleton College of St Scholastica Minnesota State University, Mankato Metropolitan State University Northwestern University St. Cloud State University St. Mary's University St. Olaf College University of Minnesota - Duluth University of Wisconsin – River Falls Walden University

In addition to the 18 partners, Saint Paul Public Schools partnered with six other institutions/departments for exceptional circumstances or specialty areas as provisional partners:

- University of North Dakota (field experience)
- University of Southern California (occupational science & occupational therapy)
- Adler Graduate School (Counseling field experience)
- Gustavus Adolphus College (student teaching and field experience)
- College of St. Scholastica – (occupational therapy)
- Bemidji State University (field experience)
- University of Duluth (speech-language pathology)

Also, Saint Paul Public Schools reviewed a request to add another provisional partner:

- Grand Canyon University (attached for approval – need three signed originals)

DATE: November 19, 2013
TOPIC: Permission for Institution of Higher Education for Student Teaching
Page 2

3. These arrangements with teacher preparation programs provide an excellent way to recruit candidates for the District.
4. There is no additional cost to the District for the teacher preparation programs.
5. Collaboration with colleges to train high quality urban staff supports the strategic plan.
6. This partnership will meet the District target area goals of achievement, alignment and sustainability.
7. This item is submitted by Patricia King, Assistant Director of Leadership Development; and Marsha Baisch, Assistant Superintendent of the Office of Teaching, Learning, and Leading.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

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

DATE: November 12, 2013

TOPIC: Permission for Institution of Higher Education to Participate in Speech-Language Pathology Co-Teaching Experiences at SPPS

A. PERTINENT FACTS:

- 1, Saint Paul Public Schools has ongoing relationships with universities and colleges to train teacher/nurse candidates in our schools. The participating universities and colleges enter into an agreement to send teacher/nurse candidates to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow.
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TC2 and TERI IHEs	Additional Partners
Augsburg College Bethel University Concordia University St Paul Hamline University St. Catherine's University University of St. Thomas University of Minnesota – Twin Cities	Carleton College of St Scholastica Minnesota State University, Mankato Metropolitan State University Northwestern University St. Cloud State University St. Mary's University St. Olaf College University of Minnesota - Duluth University of Wisconsin – River Falls Walden University

In addition to the 18 partners, Saint Paul Public Schools partnered with six other institutions/departments for exceptional circumstances or specialty areas as provisional partners:

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- Adler Graduate School (Counseling field experience)
- Gustavus Adolphus College (student teaching and field experience)
- College of St. Scholastica – (occupational therapy)
- Bemidji State University (field experience)
- University of Duluth (speech-language pathology)

DATE: November 19, 2013
TOPIC: Permission for Institution of Higher Education to Participate in Speech-Language Pathology Co-Teaching Experiences at SPPS
Page 2

Also, Saint Paul Public Schools reviewed a request to add another provisional partner:

- Saint Louis University (speech-language pathology) (attached for approval – need three signed originals)
3. These arrangements with teacher preparation programs provide an excellent way to recruit candidates for the District.
 4. There is no additional cost to the District for the teacher preparation programs.
 5. Collaboration with colleges to train high quality urban staff supports the strategic plan.
 6. This partnership will meet the District target area goals of achievement, alignment and sustainability.
 7. This item is submitted by Patricia King, Assistant Director of Leadership Development; and Marsha Baisch, Assistant Superintendent of the Office of Teaching, Learning, and Leading.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

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

DATE: November 12, 2013

TOPIC: Approval of an Employment Agreement With Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2013-16

A. PERTINENT FACTS:

1. New Agreement is for the three-year period May 1, 2013 through April 30, 2016.
2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$.86 wage increase. The second and third year will be a reopener for wages only.

Uniforms: Effective May 1, 2013, employees working in this bargaining unit will be provided uniforms from the District.

Tools: Effective May 1, 2013, the District will provide employees in this bargaining unit with the necessary tools to accomplish daily work. Tools are the property of the District and must be returned upon employment separation.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has 1 regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:
 - in the 2012-13 budget year (May 1, 2012 - June 30, 2013): \$344
 - in the 2013-14 budget year (July 1, 2013 - June 30, 2014): \$1,303
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Laurin Cathey, Executive Director of Human Resources; Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; 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 of those employees in this school district for whom Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

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

DATE: November 19, 2013

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; Dr. Elizabeth Keenan, Assistant Superintendent Specialized Services; and Matt Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective December 2, 2013, 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 12, 2013

TOPIC: Middle School Behavior Intervention Program 2013/2014

A. PERTINENT FACTS:

1. St. Paul Youth Services Behavior Intervention Specialists are employed at various schools throughout the SPPS District for the 2013/2014 school year. Battle Creek Middle School has two, Washington Technology Magnet has four, and Murray Junior High has one.
2. The fee for the two St. Paul Youth Services Behavior Intervention Specialists at Battle Creek Middle School for the 2013/2014 school year is \$50,000 per person. The budget code being used is 01-310-211-000-6305-0000.
3. The continued partnership with St. Paul Youth Services and the Behavior Intervention Program allow Battle Creek Middle School to provide social and emotional support to meet the District strategic achievement goal.

The Behavior Intervention Program is an integral component to Battle Creek Middle School's system of tiered support for our learners. The Behavior Intervention staff members provide case management, social skills groups, and home visits, and collaborate with community organizations to support student's emotional well-being and academic readiness. Students are provided with proactive support allowing them to spend more time in the classroom and focused on learning. This program has made a significant impact on decreasing referrals, dismissals, and suspensions from school by connecting with students and providing them the support that is needed to focus their attention and energy on learning. The continuation of this projection/relationship will assist Battle Creek in meeting the District achievement goal through proactive student support and social skills development.

4. Submitted by Lisa Sayles-Adams, Principal at Battle Creek Middle School.
Reviewed by Steven Unowsky, Assistant Superintendent of Middle Schools.

B. RECOMMENDATION:

That the Board of Education approve the placement of two St. Paul Youth Services Behavior Intervention Specialists at Battle Creek Middle School for the 2013/2014 school year.

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

DATE: November 12, 2013

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, 2013 – September 30, 2013.

(a) General Account	#603264-604590	\$84,009,117.96
	#0000313-0000348	
	#7000323-7000355	
	#0000045-0000056	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$4,225,327.99</u>
		<u>\$88,234,445.95</u>

Included in the above disbursements are payrolls in the amount of \$33,879,760.93 and overtime of \$143,406.19 or 0.42% of payroll.

(d) Collateral Changes	
Released:	None
Additions:	None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 28, 2014.

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

DATE: November 12, 2013

TOPIC: Request for Approval to Continue to Partner with St. Paul Federal to Open a Second Credit Union Branch in Saint Paul Public Schools Harding High School.

A. PERTINENT FACTS:

1. Individuals require basic financial knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. A lack of financial literacy results in lower standards of living, hinders prosperity, and can dramatically affect the stability of our economy. A joint effort is necessary to achieve financial literacy - no single organization or sector can achieve the goal of providing financial literacy for all.
2. Currently Saint Paul Public Schools present theoretical financial information to student's within units in Economics, Business and Family and Consumer Science and Career Seminar courses; however students benefit from practical applied learning opportunities.
3. The Career and Technical Education Program would like to have approval to open a second St. Paul Federal Credit Union branch at Harding High School.
4. Following Como Park Senior High's lead, Harding HS request to open a St. Paul Federal Credit Union at Harding. The projected opening of the branch will be in March 2014. Approval to begin the building re-construction process by December 14, 2013
5. This project will meet the District target area goals of high achievement for all students and sustaining meaningful connections.
6. This item is requested by Douglas Revsbeck, Principal, Harding High School; Theresa Battle, Assistant Superintendent of High Schools Kathy Kittel, Program Manager, Career and Technical Education; Darlene Fry, Director, Office of College and Career Readiness; and Matthew Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education approves the opening of a second St. Paul Federal Credit Union branch at Saint Paul Public Schools Harding HS.

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

RESOLUTION - GENERAL FORM

Board File No.

Date November 12, 2013

RESOLUTION CANVASSING RETURNS OF VOTES OF
INDEPENDENT SCHOOL DISTRICT NO. 625 GENERAL ELECTION

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the District held on November 5, 2013, was in all respects duly and legally called and held.

2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four year term vacancies on the Board of Education caused by expiration of term on January 1 next following the general election; as follows:

Chue Vue	20,605
Jean O'Connell	19,621
John Brodrick	16,449
Greg Copeland	6,307
Terrance Bushard	3,417

3. Chue Vue, Jean O'Connell and John Brodrick, having received the highest number of votes, are elected to four year terms beginning January 6, 2014.

4. The School District Clerk is hereby authorized to certify the results of the election to the Ramsey County Auditor.

Adopted November 12, 2013

AYE		NAY
_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____

CHAIR Board of Education

CLERK Board of Education

Abstract of Votes Cast
Independent School District No. 625 (ST PAUL)
State of Minnesota
at the General Election
Held Tuesday, November 05, 2013
Compiled from the Official Returns.

Summary of Totals
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Number of persons registered as of 7 a.m.	154672
Number of persons registered on Election Day	1559
Number of accepted regular, armed forces and temporarily overseas absentee ballots	1280
Number of federal office only absentee ballots	0
Number of presidential absentee ballots	0
Total number of persons voting	31175

Summary of Totals
 Independent School District No. 625 (ST PAUL)
 Tuesday, November 05, 2013 General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member at Large (ISD #625) (Elect 3)

NP	NP	NP	NP
CHUE VUE	JEAN O'CONNELL	TERRANCE BUSHARD	JOHN BRODRICK
20605	19621	3417	16449
WI			
WRITE-IN**			
481			5307
			GREG COPELAND

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0540 : ST. PAUL W-1 P-01	1110	23	438
62 0550 : ST. PAUL W-1 P-02	2063	33	503
62 0560 : ST. PAUL W-1 P-03	1819	43	430
62 0570 : ST. PAUL W-1 P-04	1260	15	292
62 0580 : ST. PAUL W-1 P-05	1278	20	271
62 0590 : ST. PAUL W-1 P-06	2598	51	596
62 0600 : ST. PAUL W-1 P-07	1400	29	410
62 0610 : ST. PAUL W-1 P-08	2126	23	500
62 0620 : ST. PAUL W-1 P-09	2187	59	412
62 0630 : ST. PAUL W-1 P-10	436	5	67
62 0640 : ST. PAUL W-1 P-11	1105	26	215
62 0650 : ST. PAUL W-1 P-12	301	6	113
62 0660 : ST. PAUL W-1 P-13	1053	14	316
62 0670 : ST. PAUL W-1 P-14	936	27	230
62 0675 : ST. PAUL W-1 P-15	710	11	121
62 0678 : ST. PAUL W-1 P-16	237	5	47
62 0680 : ST. PAUL W-2 P-01	1543	22	443
62 0690 : ST. PAUL W-2 P-02	1578	24	480
62 0700 : ST. PAUL W-2 P-03	2111	22	433
62 0710 : ST. PAUL W-2 P-04	1438	16	342
62 0720 : ST. PAUL W-2 P-05	2045	19	405
62 0730 : ST. PAUL W-2 P-06	649	16	144
62 0740 : ST. PAUL W-2 P-07	2027	17	360
62 0750 : ST. PAUL W-2 P-08	1133	10	195
62 0760 : ST. PAUL W-2 P-09	1792	12	337
62 0770 : ST. PAUL W-2 P-10	115	1	3
62 0780 : ST. PAUL W-2 P-11	2035	38	423

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 06, 2013 General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0790 : ST. PAUL W-2 P-12	1687	12	351
62 0800 : ST. PAUL W-2 P-13	1365	14	291
62 0810 : ST. PAUL W-2 P-14	1593	11	223
62 0820 : ST. PAUL W-2 P-15	2313	18	250
62 0840 : ST. PAUL W-3 P-01	2013	14	600
62 0850 : ST. PAUL W-3 P-02	2405	30	705
62 0860 : ST. PAUL W-3 P-03	2586	31	610
62 0870 : ST. PAUL W-3 P-04	1440	26	385
62 0880 : ST. PAUL W-3 P-05	1749	26	384
62 0890 : ST. PAUL W-3 P-06	2109	19	575
62 0900 : ST. PAUL W-3 P-07	1580	36	363
62 0910 : ST. PAUL W-3 P-08	1571	15	444
62 0920 : ST. PAUL W-3 P-09	2413	16	674
62 0930 : ST. PAUL W-3 P-10	1708	14	460
62 0940 : ST. PAUL W-3 P-11	1628	23	302
62 0950 : ST. PAUL W-3 P-12	1831	22	558
62 0960 : ST. PAUL W-3 P-13	1806	16	532
62 0970 : ST. PAUL W-3 P-14	3500	24	962
62 1000 : ST. PAUL W-4 P-01	1577	18	480
62 1010 : ST. PAUL W-4 P-02	1300	7	466
62 1020 : ST. PAUL W-4 P-03	1903	24	273
62 1030 : ST. PAUL W-4 P-04	1841	16	411
62 1040 : ST. PAUL W-4 P-05	1363	18	323
62 1050 : ST. PAUL W-4 P-06	2142	20	188
62 1060 : ST. PAUL W-4 P-07	1883	15	454
62 1070 : ST. PAUL W-4 P-08	2146	25	536
62 1080 : ST. PAUL W-4 P-09	1432	29	289
62 1090 : ST. PAUL W-4 P-10	2007	25	507
62 1100 : ST. PAUL W-4 P-11	2263	20	591

Detail of Election Results
Independent School District No. 625 (ST. PAUL)
Tuesday, November 05, 2013 General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1110 : ST. PAUL W-4 P-12	1693	14	290
62 1120 : ST. PAUL W-4 P-13	1705	15	327
62 1130 : ST. PAUL W-4 P-14	1363	9	320
62 1140 : ST. PAUL W-4 P-15	1347	12	350
62 1160 : ST. PAUL W-5 P-01	2011	11	378
62 1170 : ST. PAUL W-5 P-02	2416	15	714
62 1180 : ST. PAUL W-5 P-03	2003	29	451
62 1190 : ST. PAUL W-5 P-04	3257	15	382
62 1200 : ST. PAUL W-5 P-05	1776	14	221
62 1210 : ST. PAUL W-5 P-06	1693	9	227
62 1220 : ST. PAUL W-5 P-07	1103	13	138
62 1230 : ST. PAUL W-5 P-08	2054	12	233
62 1240 : ST. PAUL W-5 P-09	1641	16	178
62 1250 : ST. PAUL W-5 P-10	584	2	49
62 1290 : ST. PAUL W-6 P-01	1338	9	204
62 1300 : ST. PAUL W-6 P-02	1230	2	157
62 1310 : ST. PAUL W-6 P-03	613	11	94
62 1320 : ST. PAUL W-6 P-04	1297	5	318
62 1330 : ST. PAUL W-6 P-05	2148	7	287
62 1340 : ST. PAUL W-6 P-06	723	1	58
62 1350 : ST. PAUL W-6 P-07	1435	10	199
62 1360 : ST. PAUL W-6 P-08	1824	10	231
62 1370 : ST. PAUL W-6 P-09	1482	11	168
62 1380 : ST. PAUL W-6 P-10	1484	11	157
62 1390 : ST. PAUL W-6 P-11	994	9	148
62 1400 : ST. PAUL W-6 P-12	1639	8	270
62 1410 : ST. PAUL W-6 P-13	1127	5	131
62 1420 : ST. PAUL W-6 P-14	1127	4	153
62 1430 : ST. PAUL W-7 P-01	1875	4	196

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1440 : ST. PAUL W-7 P-02	1178	1	153
62 1450 : ST. PAUL W-7 P-03	1420	5	160
62 1460 : ST. PAUL W-7 P-04	929	7	143
62 1470 : ST. PAUL W-7 P-05	1333	16	295
62 1480 : ST. PAUL W-7 P-06	1260	5	140
62 1490 : ST. PAUL W-7 P-07	1149	8	168
62 1500 : ST. PAUL W-7 P-08	1687	2	205
62 1510 : ST. PAUL W-7 P-09	1460	9	171
62 1520 : ST. PAUL W-7 P-10	1382	7	167
62 1530 : ST. PAUL W-7 P-11	1320	5	131
62 1540 : ST. PAUL W-7 P-12	2576	18	429
62 1550 : ST. PAUL W-7 P-13	1757	12	271
Independent School District No. 625 (ST PAUL) Total:	154672	1559	31175

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP CHUE VUE	NP JEAN O'CONNELL	NP TERRANCE BUSHARD	NP JOHN BRODRICK	NP GREG COPELAND	NP
62 0540 : ST. PAUL W-1 P-01	255	279	29	216		63
62 0550 : ST. PAUL W-1 P-02	266	286	45	215		100
62 0560 : ST. PAUL W-1 P-03	259	176	53	170		63
62 0570 : ST. PAUL W-1 P-04	174	114	19	113		39
62 0580 : ST. PAUL W-1 P-05	127	116	56	89		43
62 0590 : ST. PAUL W-1 P-06	331	298	89	245		84
62 0600 : ST. PAUL W-1 P-07	257	260	32	222		68
62 0610 : ST. PAUL W-1 P-08	290	309	57	220		72
62 0620 : ST. PAUL W-1 P-09	232	122	24	138		50
62 0630 : ST. PAUL W-1 P-10	39	15	6	21		9
62 0640 : ST. PAUL W-1 P-11	93	92	35	75		44
62 0650 : ST. PAUL W-1 P-12	75	87	6	56		15
62 0660 : ST. PAUL W-1 P-13	190	187	30	167		59
62 0670 : ST. PAUL W-1 P-14	141	52	13	40		30
62 0675 : ST. PAUL W-1 P-15	67	49	11	43		23
62 0678 : ST. PAUL W-1 P-16	33	28	6	26		11
62 0680 : ST. PAUL W-2 P-01	338	338	33	287		60
62 0690 : ST. PAUL W-2 P-02	334	362	33	291		75
62 0700 : ST. PAUL W-2 P-03	253	254	65	214		95
62 0710 : ST. PAUL W-2 P-04	239	250	21	174		52
62 0720 : ST. PAUL W-2 P-05	271	250	55	216		98
62 0730 : ST. PAUL W-2 P-06	90	87	25	82		33
62 0740 : ST. PAUL W-2 P-07	225	255	51	187		82
62 0750 : ST. PAUL W-2 P-08	133	129	29	107		44
62 0760 : ST. PAUL W-2 P-09	223	215	50	166		68
62 0770 : ST. PAUL W-2 P-10	2	1	1	0		1

Detail of Election Results
Independent School District No. 625 (ST. PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP CHUE VUE	NP JEAN O'CONNELL	NP TERRANCE BUSHARD	NP JOHN BRODRICK	NP GREG COPELAND	NP
62 0780 : ST. PAUL W-2 P-11	278	263	50	206		77
62 0790 : ST. PAUL W-2 P-12	232	237	27	191		69
62 0800 : ST. PAUL W-2 P-13	194	195	40	165		55
62 0810 : ST. PAUL W-2 P-14	165	148	32	119		59
62 0820 : ST. PAUL W-2 P-15	173	141	25	125		43
62 0840 : ST. PAUL W-3 P-01	405	435	52	371		110
62 0850 : ST. PAUL W-3 P-02	475	505	67	398		125
62 0860 : ST. PAUL W-3 P-03	418	418	58	343		141
62 0870 : ST. PAUL W-3 P-04	250	297	29	218		89
62 0880 : ST. PAUL W-3 P-05	228	231	36	215		85
62 0890 : ST. PAUL W-3 P-06	358	343	63	294		132
62 0900 : ST. PAUL W-3 P-07	273	275	28	217		52
62 0910 : ST. PAUL W-3 P-08	303	308	44	239		85
62 0920 : ST. PAUL W-3 P-09	486	454	61	402		124
62 0930 : ST. PAUL W-3 P-10	269	304	59	242		108
62 0940 : ST. PAUL W-3 P-11	170	171	51	141		77
62 0950 : ST. PAUL W-3 P-12	409	408	52	331		86
62 0960 : ST. PAUL W-3 P-13	381	388	64	307		117
62 0970 : ST. PAUL W-3 P-14	679	674	105	563		211
62 1000 : ST. PAUL W-4 P-01	375	378	32	314		65
62 1010 : ST. PAUL W-4 P-02	399	364	24	331		58
62 1020 : ST. PAUL W-4 P-03	204	194	18	147		48
62 1030 : ST. PAUL W-4 P-04	285	289	38	225		63
62 1040 : ST. PAUL W-4 P-05	228	235	32	184		57
62 1050 : ST. PAUL W-4 P-06	134	144	22	110		34
62 1060 : ST. PAUL W-4 P-07	330	344	43	269		82
62 1070 : ST. PAUL W-4 P-08	366	359	53	283		90

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP CHUE VUE	NP JEAN O'CONNELL	NP TERRANCE BUSHARD	NP JOHN BRODRICK	NP GREG COPELAND
62 1080 : ST. PAUL W-4 P-09	199	175	33	139	58
62 1090 : ST. PAUL W-4 P-10	373	371	54	288	71
62 1100 : ST. PAUL W-4 P-11	439	456	57	360	106
62 1110 : ST. PAUL W-4 P-12	191	185	37	165	70
62 1120 : ST. PAUL W-4 P-13	198	192	42	177	72
62 1130 : ST. PAUL W-4 P-14	226	228	24	173	52
62 1140 : ST. PAUL W-4 P-15	236	238	39	178	73
62 1160 : ST. PAUL W-5 P-01	240	262	41	217	86
62 1170 : ST. PAUL W-5 P-02	481	486	65	456	157
62 1180 : ST. PAUL W-5 P-03	294	300	45	274	85
62 1190 : ST. PAUL W-5 P-04	264	253	44	248	80
62 1200 : ST. PAUL W-5 P-05	177	61	18	60	29
62 1210 : ST. PAUL W-5 P-06	142	118	29	120	56
62 1220 : ST. PAUL W-5 P-07	81	78	13	83	24
62 1230 : ST. PAUL W-5 P-08	175	104	26	97	44
62 1240 : ST. PAUL W-5 P-09	121	88	32	68	40
62 1250 : ST. PAUL W-5 P-10	36	18	4	22	11
62 1290 : ST. PAUL W-6 P-01	141	125	27	122	51
62 1300 : ST. PAUL W-6 P-02	100	79	29	66	45
62 1310 : ST. PAUL W-6 P-03	66	40	10	34	18
62 1320 : ST. PAUL W-6 P-04	228	215	40	182	76
62 1330 : ST. PAUL W-6 P-05	184	144	37	135	86
62 1340 : ST. PAUL W-6 P-06	40	23	6	15	7
62 1350 : ST. PAUL W-6 P-07	136	126	20	118	46
62 1360 : ST. PAUL W-6 P-08	150	121	33	105	47
62 1370 : ST. PAUL W-6 P-09	125	75	22	60	36
62 1380 : ST. PAUL W-6 P-10	127	75	14	57	30

Detail of Election Results
Independent School District No. 625 (ST. PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP CHUE VUE	NP JEAN O'CONNELL	NP TERRANCE BUSHARD	NP JOHN BRODRICK	NP GREG COPELAND
62 1390 : ST. PAUL W-6 P-11	92	87	20	83	54
62 1400 : ST. PAUL W-6 P-12	152	143	31	147	112
62 1410 : ST. PAUL W-6 P-13	72	63	25	68	44
62 1420 : ST. PAUL W-6 P-14	99	92	21	77	38
62 1430 : ST. PAUL W-7 P-01	132	102	21	90	46
62 1440 : ST. PAUL W-7 P-02	102	72	17	64	34
62 1450 : ST. PAUL W-7 P-03	100	78	31	73	50
62 1460 : ST. PAUL W-7 P-04	84	94	28	67	37
62 1470 : ST. PAUL W-7 P-05	180	186	46	156	83
62 1480 : ST. PAUL W-7 P-06	96	76	25	64	32
62 1490 : ST. PAUL W-7 P-07	82	93	24	74	66
62 1500 : ST. PAUL W-7 P-08	117	116	26	121	61
62 1510 : ST. PAUL W-7 P-09	99	89	36	82	54
62 1520 : ST. PAUL W-7 P-10	106	97	23	95	55
62 1530 : ST. PAUL W-7 P-11	71	68	28	53	43
62 1540 : ST. PAUL W-7 P-12	270	245	57	224	137
62 1550 : ST. PAUL W-7 P-13	179	171	38	162	82
Total:	20605	19621	3417	16449	6307

Precinct	NP WRITE-IN**
62 0540 : ST. PAUL W-1 P-01	3
62 0550 : ST. PAUL W-1 P-02	15
62 0560 : ST. PAUL W-1 P-03	3
62 0570 : ST. PAUL W-1 P-04	2

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	WI WRITE-IN**
62 0580 : ST. PAUL W-1 P-05	4
62 0590 : ST. PAUL W-1 P-06	4
62 0600 : ST. PAUL W-1 P-07	7
62 0610 : ST. PAUL W-1 P-08	6
62 0620 : ST. PAUL W-1 P-09	4
62 0630 : ST. PAUL W-1 P-10	2
62 0640 : ST. PAUL W-1 P-11	2
62 0650 : ST. PAUL W-1 P-12	1
62 0660 : ST. PAUL W-1 P-13	3
62 0670 : ST. PAUL W-1 P-14	4
62 0675 : ST. PAUL W-1 P-15	6
62 0678 : ST. PAUL W-1 P-16	0
62 0680 : ST. PAUL W-2 P-01	4
62 0690 : ST. PAUL W-2 P-02	4
62 0700 : ST. PAUL W-2 P-03	13
62 0710 : ST. PAUL W-2 P-04	4
62 0720 : ST. PAUL W-2 P-05	11
62 0730 : ST. PAUL W-2 P-06	2
62 0740 : ST. PAUL W-2 P-07	4
62 0750 : ST. PAUL W-2 P-08	2
62 0760 : ST. PAUL W-2 P-09	3
62 0770 : ST. PAUL W-2 P-10	0
62 0780 : ST. PAUL W-2 P-11	2
62 0790 : ST. PAUL W-2 P-12	8
62 0800 : ST. PAUL W-2 P-13	4
62 0810 : ST. PAUL W-2 P-14	3
62 0820 : ST. PAUL W-2 P-15	8
62 0840 : ST. PAUL W-3 P-01	9

Detail of Election Results
Independent School District No. 825 (ST PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #825) (Elect 3)

Precinct	WRITE-IN**	WI
62 0850 : ST. PAUL W-3 P-02	20	
62 0860 : ST. PAUL W-3 P-03	24	
62 0870 : ST. PAUL W-3 P-04	6	
62 0880 : ST. PAUL W-3 P-05	9	
62 0890 : ST. PAUL W-3 P-06	10	
62 0900 : ST. PAUL W-3 P-07	4	
62 0910 : ST. PAUL W-3 P-08	7	
62 0920 : ST. PAUL W-3 P-09	11	
62 0930 : ST. PAUL W-3 P-10	8	
62 0940 : ST. PAUL W-3 P-11	0	
62 0950 : ST. PAUL W-3 P-12	5	
62 0960 : ST. PAUL W-3 P-13	3	
62 0970 : ST. PAUL W-3 P-14	20	
62 1000 : ST. PAUL W-4 P-01	10	
62 1010 : ST. PAUL W-4 P-02	6	
62 1020 : ST. PAUL W-4 P-03	2	
62 1030 : ST. PAUL W-4 P-04	3	
62 1040 : ST. PAUL W-4 P-05	8	
62 1050 : ST. PAUL W-4 P-06	2	
62 1060 : ST. PAUL W-4 P-07	7	
62 1070 : ST. PAUL W-4 P-08	14	
62 1080 : ST. PAUL W-4 P-09	8	
62 1090 : ST. PAUL W-4 P-10	9	
62 1100 : ST. PAUL W-4 P-11	11	
62 1110 : ST. PAUL W-4 P-12	3	
62 1120 : ST. PAUL W-4 P-13	7	
62 1130 : ST. PAUL W-4 P-14	4	
62 1140 : ST. PAUL W-4 P-15	5	

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	WRITE-IN**	W/
62 1160 : ST. PAUL W-5 P-01	10	
62 1170 : ST. PAUL W-5 P-02	7	
62 1180 : ST. PAUL W-5 P-03	5	
62 1190 : ST. PAUL W-5 P-04	8	
62 1200 : ST. PAUL W-5 P-05	3	
62 1210 : ST. PAUL W-5 P-06	2	
62 1220 : ST. PAUL W-5 P-07	2	
62 1230 : ST. PAUL W-5 P-08	4	
62 1240 : ST. PAUL W-5 P-09	0	
62 1250 : ST. PAUL W-5 P-10	1	
62 1290 : ST. PAUL W-6 P-01	1	
62 1300 : ST. PAUL W-6 P-02	4	
62 1310 : ST. PAUL W-6 P-03	0	
62 1320 : ST. PAUL W-6 P-04	6	
62 1330 : ST. PAUL W-6 P-05	2	
62 1340 : ST. PAUL W-6 P-06	1	
62 1350 : ST. PAUL W-6 P-07	2	
62 1360 : ST. PAUL W-6 P-08	6	
62 1370 : ST. PAUL W-6 P-09	0	
62 1380 : ST. PAUL W-6 P-10	5	
62 1390 : ST. PAUL W-6 P-11	2	
62 1400 : ST. PAUL W-6 P-12	3	
62 1410 : ST. PAUL W-6 P-13	3	
62 1420 : ST. PAUL W-6 P-14	0	
62 1430 : ST. PAUL W-7 P-01	6	
62 1440 : ST. PAUL W-7 P-02	1	
62 1450 : ST. PAUL W-7 P-03	6	
62 1460 : ST. PAUL W-7 P-04	1	

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 05, 2013 General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	W/ WRITE-IN**
62 1470 : ST. PAUL W-7 P-05	9
62 1480 : ST. PAUL W-7 P-06	0
62 1490 : ST. PAUL W-7 P-07	0
62 1500 : ST. PAUL W-7 P-08	1
62 1510 : ST. PAUL W-7 P-09	0
62 1520 : ST. PAUL W-7 P-10	2
62 1530 : ST. PAUL W-7 P-11	0
62 1540 : ST. PAUL W-7 P-12	3
62 1550 : ST. PAUL W-7 P-13	2
Total:	481

We, the school board members of Independent School District No. 625 (Saint Paul), certify that we have canvassed the returns of the General Election held on Tuesday, November 5, 2013, and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, canvassed, and now remaining on file in the office of the Clerk of Independent School District No. 625 (Saint Paul).

Witness our official signature at 360 Colborne Street, Saint Paul, Minnesota in Ramsey County this 12th day of November, 2013.

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

State of Minnesota
Independent School District No. 625 (Saint Paul)

I, Louise Seeba, Clerk of Independent School District No. 625 (Saint Paul), do hereby certify the within and foregoing 16 pages to be a full and correct copy of the original abstract and return of votes cast in the Independent School District No. 625 (Saint Paul) General Election held on Tuesday, November 5, 2013.

Witness my hand and official seal of office, this 12th day of November, 2013.

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 3 | Closed Meeting – Negotiation Update |
| • December 12 | Closed Meeting – Superintendent Evaluation |
| • December 17 | Closed Meeting – Negotiation Update |
| • December 17 | |
| • 1/7/2014 | ANNUAL MEETING (<i>Board Members take office</i>) |
| | Time TBD |
| • 1/21 | . |
| • 2/18 | |
| • 3/18 | |
| • April 15 | |
| • 5/20 | |
| • 6/24 | |
| • 7/15 | |
| • 8/19 | |
| • 9/23 | |
| • 10/14 | |
| • 11/18 | |
| • 12/16 | |

Committee of the Board Meetings

(4:30 unless otherwise noted)

- December 3
- January 14
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- September 9
- October 7
- October 28
- December 2