



Saint Paul Public Schools

Regular Meeting

Tuesday, November 13, 2012 5:45 PM

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

BOARD OF EDUCATION



Jean O'Connell
Chair



Elona Street-Stewart
Vice Chair



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Clerk



Keith Hardy
Treasurer



John Brodrick
Director



Anne Carroll
Director



Louise Seeba
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Stewart, 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 13, 2012
5:45 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE AGENDA**
 - A. Order of the Consent Agenda
 - B. Order of the Main Agenda
- IV. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of October 16, 2012 7
- V. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of October 30, 2012 20
- VI. RECOGNITIONS (Time Certain 6:00 p.m.)**
 - A. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships 33
 - 1. Capitol Hill Magnet School - Flag Football Team
 - 2. Highland Park Junior High School - Girls' Soccer Team
 - 3. Murray Junior High School - Boys' Soccer Team
 - 4. Murray Junior High School - Volleyball Team
 - 5. Central Senior High School - Boys' Cross-Country Team
 - 6. Central Senior High School - Football Team
 - 7. Central Senior High School - Girls' Soccer Team
 - 8. Central Senior High School - Girls' Swim Team
 - 9. Central Senior High School - Girls' Tennis Team
 - 10. Como Park Senior High School - Boys' Soccer Team
 - 11. Harding Senior High School - Girls' Soccer Team

12. Highland Park Senior High School - Girls' Cross-Country Team
13. Highland Park Senior High School - Volleyball Team

VII. **PUBLIC COMMENT** (Time Certain 7:00 p.m.)

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XII. BOARD OF EDUCATION

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

XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:45 unless otherwise noted) 151
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XIV. ADJOURNMENT

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

October 16, 2012

I. CALL TO ORDER

The meeting was called to order at 5:53 p.m.

II. ROLL CALL

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

ABSENT: Ms. Carroll

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda & Order of the Main Agenda

MOTION: Ms. Street-Stewart moved approval of the Order of the Consent Agenda with the exception of Item E8: Approve Behavior Specialist Services Provided by St. Paul Youth Services (pulled for separate consideration) and approval of the Order of the Main Agenda as published. Motion seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of September 18, 2012

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education of September 18, 2012 as published. Motion seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of October 2, 2012

1. **Update on the Twin Cities' Strive Initiative.**

This initiative brings together key individuals and organizations to identify common goals for improving education from early childhood through early employment, to publicly report on progress toward meeting those goals and to use a quality improvement process to remove roadblocks and improve outcomes. It is not intended to operate as a program that provides direct service to students, families or schools. It is a framework that brings educators, youth development organizations, non-profit organizations, philanthropic organizations, businesses, government agencies, political leaders and others together to pursue common goals using data-driven strategies for improvement.

Minnesota Strive's vision is for children of all socio-economic backgrounds to be well prepared for success in the 21st Century. Its mission is to accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders. Its aims are to:

- Seek to eliminate racial and economic disparities in student outcomes while accelerating achievement for all
- Bring a sense of urgency to the work
- Make decisions based on high-quality data and analysis
- To hold each other accountable for the success of efforts and to relentlessly measure outcomes
- To be willing to engage in difficult discussions of complex issues that impact children's lives and
- Engage both "grass tops" and "grass roots" to produce meaningful and sustainable change.

The Greater Twin Cities United Way will serve as host organization for Strive in the Twin Cities. Strive has received a \$5 million grant (\$1 million dollars guaranteed for two years [renewable for up to five years]) for implementation of the effort.

2. **Policy Update** – there was no update at this meeting.

3. **Referendum Update** -- it was indicated the legal notice would be mailed to all property tax payers and households with registered voters on October 9. An informational video was presented on the referendum.

4. **Work Session** -- Board Listening Sessions were discussed and will be scheduled and posted soon. Several meeting dates were discussed or scheduled and additions to various Committee of the Board agendas were made.

MOTION: Ms. Street-Stewart moved acceptance of the report on the Committee of the Board Meeting of October 2, 2012. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS

BF 29174 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Robin Abel**, Peer Assistance and Review (PAR) Consultant, for receiving the annual Mary McGough award for outstanding service. The award is the highest honor given by the Saint Paul Federation of Teachers in recognition of an individual's outstanding contribution to the advancement of education in Saint Paul's Public Schools.
2. **Jan Williams**, a teacher at EXPO for Excellence Elementary School, for receiving the first

place 2012 3M Innovative Economic Educator Award. **Travis Whiting**, ELL teacher at Hancock-Hamline, for being awarded second place in the elementary division. EconFest is a celebration of teachers who have demonstrated innovation and leadership in improving economic and personal finance literacy among Minnesota students. The recipients of the 3M Economic Educator Awards provide examples of best practice teaching and help our students become effective decision makers in a changing world.

3. **Charlie Van Heuveln**, an educational assistant for the Focus Beyond Transition Program, for being awarded the Charlie Smith award. The award from Access Press recognizes Charlie's long-standing advocacy for persons with disabilities. His work culminated in important legislative action during the 2012 session. As a result of Charlie's efforts, individuals over age 65 with disabilities may continue to work and still receive help with medical expenses. The legislation allows Minnesota citizens who are disabled the opportunity to remain employed if they choose and continue to lead a life of independence.

MOTION: **Mr. Hardy moved the Board of Education recognize the staff and departments acknowledged above for their contributions and outstanding work. Ms. Doran seconded the motion.**

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

- A. Greg Copeland – Living within means, opposition to referendum
- B. Tom Polachek – Cost of STEM
- C. Brent Trader – Thanks for allowing Band to march
- D. Felicia Widi with Dominick and Lexi Widi – support for referendum
- E. Karie Johnson – support for referendum, value of high quality education and ECFE
- F. Kristen Swanson – support for referendum and technology enhancements
- G. Bev Hanson – Targeting of senior teachers & bullying
- H. Rep.Carlos Mariani – support for referendum and continuation of very good work in management of public funds
- I. Tim Finnegan – EPA and OSHA citations
- J. Leslie Radloff -- Library specialists and access for students, value of having licensed librarians
- K. Bob Zick – Value of free speech, targeting teachers
- L. Rose Lewis – Grading policy and testing preparation and return of homework

VIII. SUPERINTENDENT'S REPORT

A. Human Resource Review

The purpose of this presentation was to provide the Board with a review of teacher hiring and teacher supports for school year (SY) 12-13. The overview showed 276 open positions (123 resignations, 56 retirements and 97 new positions). These 276 positions were filled with 130 new hires, 57 rehires, 19 promotions and 70 temporary to regular positions. The three-year trends in teacher hires, retirements or terminations/resignations were provided. It was noted "termination" includes everything but retirement; it is a broad category. Hiring by key subject areas (science, elementary, Kindergarten, Math and EBD) was also provided along with a breakdown of probationary staff for SY 12-13.

Peer Assistance and Review (PAR), developed collaboratively by SPFT and SPPS, has been implemented in the district. Oversight is provided by the PAR Board, which is made up of 14

members (seven union appointed and seven district appointed). The two co-chairs are each union and district appointed roles that include setting program policies, establishing standards for teacher evaluation, hiring and assigning consultant teachers and recommending future employment status for teachers who receive PAR support. The PAR team elects the Lead PAR Consultant annually. PAR will work with both probationary and tenured teachers beginning this year.

Training for PAR consultants includes weekly teaming with Professional Development (PD), an 8-day Cognitive Coaching training, experienced Consulting Teachers mentor new team members and shadow each other at school sites. The lead PAR consultant provides goal setting and meta-coaching.

Supports for probationary teachers include:

- Weekly coaching, collaborating, observation or evaluation based on differentiated needs of the teacher
- Weekly lesson plans reviewed each week by a Consulting Teacher
- Month PD sessions led by the PAR team with topics based on new teacher needs.
- A monthly newsletter, *The PAR Press*, to support new teachers.

This year PAR has begun to support tenured teachers so that teachers on Improvement Plans may access PAR support and tenured teachers who have changed grade levels, assignments or wanting additional support with an instructional or behavioral strategy can find that support..

Teachers served by this process in 2010-11 included 83 teachers in 41 schools; 2011-12 130 teachers in 35 schools and in 2012-13 131 teachers in 34 schools. Participating tenure-track teachers gave the PAR program an overall rating in 11-12 of 63% excellent or good, 18% average and 19% fair or poor.

In 2012-13, PAR's budget is \$1.2 million. There are 12 Par Consultants with an on-call PAR Consultant added for each licensure area to support teachers on a short-term basis. On-line PD offerings have been increased. The PAR Board is all providing assistance revising the Standards of Effective Teaching Evaluation Tool to align to State Guidelines. SPPS is developing a plan to sustain the PAR program.

New teachers not yet served through the PAR program are served through the Mentor/Mentee Program. Tenured teachers in similar grades or subjects meet or confer weekly to share information, address problems and observe or model six times a year in the classroom.

QUESTIONS/DISCUSSION:

- The Board has heard comments that SPPS is targeting older teachers. What is the average age of the teacher pool and the age of those placed on improvement plans? Response: Teachers are not targeted in SPPS. Principals are in classrooms on a regular basis (8000 observations were done last year) and are held accountable to hold teachers accountable for providing the best instruction possible for students. Principals work with teachers and offer supports, PAR assistance, coaching, etc. to improve their efforts in the classroom. The average age of tenured teachers is mid-40's as is the age of those on improvement plans.
- Regarding supports for teachers, the people supports in classrooms, the EAs and TAs, is there a ratio SPPS is aiming toward? Response. This year SPPS had the opportunity to hire many new TAs through Federal grant funding (I3 Grant). The grant requires recipients to have no more than 17 students in Pre-K and Kindergarten classrooms and to have additional adult support beyond the teacher. SPPS is also receiving grant funding from McKnight targeted to Wellstone and St Paul Music Academy. This grant also specifies a ratio of 17 to 1. The SSSC Plan also defines a desired average number of students per grade level per classroom. This year SPPS

received enrollments from more Kindergarten age children than expected which necessitated opening additional classrooms. Additional TAs were hired to support teachers. Immersion schools tend to hire EAs who speak the language to assist teachers with younger students. The grant commitments are for a total of eight schools and affect Pre-K – 3rd grades as they are targeted at early intervention. There are no TAs at upper grade levels primarily because of Title I restrictions. At this level, Intervention Specialists (teachers) are there to provide support.

- What is the observation process, how do teachers get feedback and are they part of the evaluation? Are they part of improvement plan? Response: PAR feedback with probationary teachers is provided through a form filled out during observations so the teacher has a copy of observation as does the principal and the PAR team member. This promotes three-way conversations about the observation. The focus is on goals based on the needs of individual teachers. Formal observations (3 per year done jointly with the principal) are followed by a post conference. Administrators also shadow PAR team members to expand their knowledge of what good practice is and how to deliver the message in helping teachers. Tenured teachers receive observations from principals, APs and interns through walk throughs with feedback provided to them. If concerns are seen in the classroom, walk throughs increase and coaching opportunities are provided when there are challenges observed. PD opportunities are offered; there are many supports on the front end. Formal evaluation occurs before any improvement plan is put in place. The formal feedback process is implemented when concerns continue over a period of time. The formal feedback is followed by a formal improvement plan with additional observations and PD. Schools are implementing Professional Learning Communities (PLC) and teachers are provided time for meetings during the week to discuss improvements or work with common issues. PD is targeted within individual schools for their teachers in an effort to maximize resources and minimize costs.
- When an observation is very good, what is done with those great teachers in buildings? Response: Administration is always looking of model classrooms. As more on-line courses are developed SPPS will look to those great teachers to model their work and to offer tips and ideas and sharing of best practices, lesson plans and ideas. Some teachers are already providing PD opportunities for other teachers. When administration does walk throughs, it is not looking at just teacher progress but is also evaluating the PD process in order to improve the PD process to offer greater help for teachers..
- For tenured teacher walk throughs, how long does it take to do a building? Response: The average is five walk throughs for every teacher per year.
- PD for principals, how do you ensure they provide objective observations and is there an equivalent to PAR for newer principals in their work with teachers? Response: Principals are provided with coaches who focus on particular areas of need for individuals. Principals are evaluated three times per year by the Assistant Superintendents. Key Performance Indicators (PKI) have been developed with the principal's union and principals along with district personnel. These will be rolling out this year to meet specified goals. Principals receive training on observations though their progress through the intern year, assistant principalships and then the principal process. Principals are expected to get involved in the instructional part of the school day to focus on what good instruction is. Theirs is "on the ground training". Additional supports are provided for principals who come in from another district or outside the area.

B. Strong Schools Strong Communities Implementation Update

The Superintendent restated the three SPPS goals of achievement, alignment and sustainability created through the SSSC plan. She stated the District is working hard to give parents a heads up on changes occurring in SY 2013-14.

The report provided a summary of communications regarding the impact of programming and transportation changes for the 2013-14 school year. Informational area meetings are being held across the district to provide an overview of school choices for families in each area; choices are outlined and questions answered. Support staff is available for questions on EL, Special Ed, Transportation, Nutrition, etc. Parents are notified of the events in a variety of

ways: via backpack mail, e-mail, school posters, phone messages, school websites and newsletters.

Changes for 2013-14 include:

- All elementary schools become K-5 sites
- Sixth grade moves to middle school, strengthening student/teacher relationships
- New Community School Zones ensure families have the best chance of getting into their community schools
- Busing is provided to schools within the areas, as well as to regional and district-wide magnets.

Dates and locations for the remaining meetings were provided.

The District is working on getting the information right by ensuring staff with public roles understand the plan and by providing families with multiple points of information. A video of the plan is on-line for all employees, live workshops are available for questions and answers, webinars are under development and on-going needs will be met through the enrollment deadline of February 15, 2013.

QUESTIONS/DISCUSSION:

- Will staff at schools have literature at the schools for parent teacher conferences as well as with report cards? Response: Yes
- Are there provisions for families who might have problems enrolling on-line? Response: Families do not have to go on-line, paper registration is available at the Placement Center who will also be out in the community providing onsite enrollment.
- If someone is on-line and runs into problems, will there be support available to them? Response: Student Placement will be available to assist at any time.
- Clarification was made on one slide that the reference should be middle schools not junior high.

C. Referendum Update

The presentation was to provide the Board an update on the 2012 referendum with additional information on District impacts if the referendum should fail, 2013 property tax projections and an informational video.

The referendum ask is for \$39 million over eight years. 75% of this (\$30 million) would continue current programs: All-Day Kindergarten, Pre-Kindergarten, Early Childhood Family Education (ECFE), Math and Reading Specialists in elementary, reduced class sizes for math and science in secondary, funding for Special Education and English Language Learner programs (these are not fully funded by the State yet are mandated programs).. 25% (\$9 million) would go to enhancing instruction with technology by allowing for personalized learning to meet varied student needs.

If the referendum does not pass, likely impacts would include: larger class sizes, cuts to Pre-K, full-day Kindergarten and ECFE programs, cuts to secondary math and science teaching positions, cuts to in-school reading and math support in elementary schools and the elimination of 364 teaching positions.

If the referendum passes, 2013 taxes are projected to go down for many St. Paul residents. Total combined taxes (City, County and School District) are projected to go down for median value homes in 12 of the 17 planning districts in St. Paul. This is according to a report by the Joint Property Tax Advisory Committee (JPTAC). Additional information is available on the SPPS website and in the official mailer being sent to all St. Paul voters/homeowners.

The informational video was shown. The Board thanked administration for the presentation and update.

D. Human Resource Transactions

MOTION: Ms. Street-Stewart moved the Board of Education accept the Superintendent's Report and approve the Human Resource Transactions for the period August 29, 2012 through September 27, 2012. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Seeba moved approval of all Consent Agenda Items with the exception of Item E8: Approve Behavior Specialist Services Provided by St. Paul Youth Services which was pulled for separate consideration Motion seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29175 Acceptance of Donation from the Mille Lacs Band of Ojibwe Indian Community
That the Board of Education authorize the Superintendent (designee) to accept this donation of \$1,000 from the Mille Lacs Band of Ojibwe Indian Community and to disburse the funds according to the contract.

B. Grants

BF 29176 Request to Accept a Grant from Clean Energy Resource Teams for \$2,000 to SPPS Facilities for Labor Costs Associated with Upgrading an Existing Solar Photovoltaic (PV) Array at Battle Creek Elementary
That the Board of Education authorizes the Superintendent (designee) to accept this award; and to implement the project as specified in the award documents.

BF 29177 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 29178 Request for Permission to Submit a \$30,000 Grant Application to the International Baccalaureate Organization for Central High School
That the Board of Education authorize the Superintendent (designee) to submit the application to the International Baccalaureate Organization for the purpose of funding IB testing fees for disadvantaged students at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29179 Request for Approval to Apply to 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 29180 Request to Submit a \$1,500 Grant Application to Mr. Holland's Opus Foundation for Battle Creek Middle School to Fund Instrument Supplies and Repairs for Band Students

That the Board of Education authorize the Superintendent (designee) to submit the application to Mr. Holland's Opus for the purpose of funding instrument supplies and repairs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29181 Request for Permission to Submit a \$11,000 Grant Application to Mr. Holland's Opus Foundation for Farnsworth Aerospace Magnet to Fund Instrument Repairs and Replacements for Bank Students

That the Board of Education authorize the Superintendent (designee) to submit the application to Mr. Holland's Opus for the purpose of funding instrument repairs and replacement; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29182 Request for Permission to Submit a \$2,500 Grant Application to the Pentair Foundation for Johnson High School

That the Board of Education authorize the Superintendent (designee) to submit the application to the Pentair Foundation for the purpose of funding the FIRST® Robotics Competition (FRC®) at Johnson High School ; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29183 Request for Permission to Submit a \$4,600 Grant Application to Ramsey County for the Harding Child Development Center

That the Board of Education authorize the Superintendent (designee) to submit the application to Ramsey County for the purpose of funding the improvement of the Harding Child Development Center in the areas of health, safety and wellness of multicultural students; to accept funds if awarded; and to implement the project as specified in the award documents.

BF 29184 Request for Permission to Submit Application to the Target Field Trip Program for Various Schools

That the Board of Education authorize the Superintendent (designee) to submit these applications to Target's Field Trip Grants program for the purpose of providing extraordinary learning experiences to students throughout the K-12 spectrum at SPPS; to accept funds, if awarded; and to implement the field trips as specified in the award documents.

C. Contracts

BF 29185 Approval to Enter into a Contract with The Amherst H. Wilder Foundation

That the Board of Education enter into a contract with the Amherst H. Wilder Foundation to provide Special Education services for the 2012-2013 school year paid from the 2012-13 adopted budget for Special Education in the General Fund (01-005-408-740-6305-0000).

D. Agreements - No Items This Month

E. Administrative Items

BF 29186 Annual Report on Curriculum, Instruction and Student Achievement

That the Board of Education approve the *Annual Report on Curriculum, Instruction and Student Achievement* and authorize its posting in accordance with state law and Minnesota Department of Education (MDE) guidelines.

BF 29187 Request That the Board of Education Authorize the Superintendent (designee) to Enter into an Agreement with AVID Center for the Continued Implementation of the AVID Program at the Secondary Level and the Elementary Level

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with AVID Center for the continued implementation of the AVID program at the secondary and elementary levels.

BF 29188 Approval of Employment Agreement Between Independent School District No. 625 and the American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

BF 29189 Approval of an Employment Agreement with International Brotherhood of Electrical Workers, Local No. 110, to Establish Terms and Conditions of Employment for 2012-2015

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Brotherhood of Electrical Workers, Local No. 110, is the exclusive representative; duration of said agreement is for the period of May 1, 2012 through April 30, 2015.

BF 29190 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 25, 2012, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29191 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, 2013, at the proposed premium renewal rates.

BF 29192 Permission for Institutions of Higher Education to Participate in Field/Practicum Experiences for Teachers/Nurses at SPPS

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

BF 29193 Settlement of Uninsured Claim

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

F. Bids - No Items This Month

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION

BF 29194 Approve Behavior Specialist Services Provided by St. Paul Youth Services

Director Hardy provided background on Saint Paul Youth Services in their work to reach students in a "survival based focus" He praised their work which has achieved positive

improvements from the perspective of both staff and students and expressed a desire to see these resources put into as many middle schools as possible as soon as possible.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to approve Behavior Specialist Services at Washington Technology Magnet. Ms. Street-Stewart seconded the motion.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

- A. Second Reading: Policy 414.00 Tobacco-Free Environment
The second reading of Policy 414.00 was announced.

XI. NEW BUSINESS

BF 29195 Resolution for a Reappointment to the Civil Service Commission

MOTION: Ms. Seeba moved the Saint Paul Public Schools Board of Education consents to and approves the reappointment, made by the Mayor, of Nancy Dudley Kelly to serve on the Saint Paul Civil Service Commission, the term to expire May 13, 2018. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

BF 29196 Resolution Regarding Sequestration

Director Hardy indicated that on January 2, 2013, if no action taken by Congress, sequestration will occur. The Budget Control Act of 2011 is directed at all domestic programs; \$4.1 billion will be removed from education funding in 2013-14 school with some impact on the 2012-13 year as well. These cuts would Include funding for Special Ed grants, ELL grants, early childhood education, students with special needs and secondary students. NSBA has asked all Boards to pass a resolution stating their opposition to the Act going into effect and asking for it to be amended or repealed. He proposed the following resolution:

WHEREAS, a world class public education is essential for the future success of our nation and today's schoolchildren; and

WHEREAS, the Budget Control Act of 2011 includes a provision to impose \$1.2 trillion in across-the-board budget cuts to almost all federal programs including education that would become effective January 2, 2013; and

WHEREAS, these across-the-board budget cuts would impact school districts during the 2013-14 school year, with the exception of the Impact Aid program, with which a reduction would become effective this school year; and

WHEREAS, these across-the-board cuts, also known as sequestration, would impact almost every public school system in the nation and the millions of students educated through

programs such as Title I grants for disadvantaged students, the Individuals With Disabilities Education Act (IDEA), English Language Acquisition, Career and Technical Education, 21st Century Community Learning Centers, and more; and

WHEREAS, Saint Paul Public Schools, as well as other public schools, would be impacted nationwide by an estimated \$2.7 billion loss from just three programs alone – Title I grants, IDEA special education state grants and Head Start – that serve a combined 30.7 million children; and

WHEREAS, federal funding for K-12 programs was already reduced by more than \$835 million in Fiscal Year 2011, and state and local funding for education continues to be impacted by budget cuts and;

WHEREAS, states and local governments have very limited capacity to absorb further budget cuts from sequestration, and Saint Paul Public Schools has already maximized its resources to the full extent to reflect state and local budget conditions;

NOW THEREFORE, BE IT RESOLVED, that Saint Paul Public Schools urges Congress and the Administration to amend the Budget Control Act to mitigate the drastic cuts to education that would affect our students and communities, and to protect education as an investment critical to economic stability and American competitiveness.

MOTION: Mr. Hardy moved the Board of Education move the resolution on sequestration as published. Motion seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

Copies of the resolution are to be sent the Minnesota's congressional delegation and to NSBA.

C. Recommendations on Project Labor Agreements

BF 29197 PLA for Elevator Installation and Piping Replacement at Randolph Heights Elementary School, 348 S. Hamline Avenue, St. Paul 55105

MOTION: Ms. Seeba moved the Board of Education accept administration's recommendation that a Project Labor Agreement be utilized on the Elevator Installation and Piping Replacement at Randolph Heights Elementary School, 348 S. Hamline Avenue, St. Paul 55105. Motion seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Mr. Hardy requested a Review on the Roles of TAs and EAs (what they do, etc.) be added to an upcoming COB meeting agenda.
2. Mr Hardy requested the Board revisit the focus and determination of student recognitions at an upcoming COB meeting.

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications

1. It was announced Education MN has opened nominations for MN Teacher of the Year. Additional information and the application are on their website.
2. It was noted the MSBA Pre-delegate Assembly is scheduled for November 17 from 9:00 – 10:30 a.m. at the Hilton Mpls/Bloomington, 3900 American Blvd W, Bloomington, MN. The actual Delegate Assembly will occur on December 7-8 (Doubletree St. Louis Park).
3. It was reported it was Chair O'Connell's 60th birthday, best wishes were extended.

XIII. **FUTURE MEETING SCHEDULE**

A. Action to Schedule New Meeting Dates

MOTION: **Ms. Doran moved the Board of Education add a closed meeting on December 11, 2012 for Superintendent's Evaluation and a governance retreat on January 19, 2013 to the Board meeting calendar. Mr. Brodrick seconded the motion.**

The motion was approved with the following roll call vote:

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

B. Board of Education Meetings (5:45 unless otherwise noted)

- November 13
- December 4 Hearing on Prop Tax Levy – 6:00 p.m.
- December 18
- January 15, 2013 – Annual Meeting 4:30 p.m.
- January 22
- February 19
- March 19
- April 16
- May 21
- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15
- November 12 Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

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

- October 30
- December 4
- January 15 (5:00 p.m.)
- February 5
- March 5
- April 2
- May 7
- June 11

- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

XIV. **ADJOURNMENT**

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:13 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 30, 2012**

PRESENT: Board of Education: Elona Street-Stewart, Jean O'Connell, John Brodrick, Mary Doran, Louise Seeba, Anne Carroll, Keith Hardy (arrived 4:43 p.m.)

Staff: Superintendent Silva, Mary Gilbert, Christine Osorio, Marsha Baisch, Jacqueline Allen, Michelle Walker, Darlene Fry, Tim Caskey, Jackie Turner, Michael Baumann, Marie Schrul, Sharon Freeman, Steve Unowski, Julie Schultz-Brown, Efe Agbamu, Matt Mohs, Jaber Alsiddiqui, Joe Munnich, Andrew Collins, Michelle Bierman, Craig Anderson, Liz Keenan

Other: Mary Cathryn Ricker, Sue Snyder, Tony Lonetree, Zong Pha

I. CALL TO ORDER

The meeting was called to order at 4:34 p.m.

II. AGENDA

A. 2012 Legislative Update & Agenda

The SPPS Legislative Liaison indicated the 2013 session would convene on January 6, 2013 with the largest turnover of legislators since 2002. 47 legislators either retired or were running for other offices, which put one-quarter of the legislature up for election. While there was some good news on the revenue side, the State may still face a \$1.1 billion shortfall (based on the February forecast). By law, any surplus in the November forecast must be used to pay back the schools which are owed \$2.4 billion.

She went on to say the Minnesota Education Finance Working Group has made several recommendations regarding revamping the school formula with the goals of:

- Improving adequacy, equity and stability of PK-12 education funding
- Simplifying education funding
- Preserving local control
- Closing the achievement gap
- Promoting high achievement for all students and
- Directing resources closest to students, teachers and the classroom.

Hearings are being held around the state for input and final decisions will be made after the election.

She then went on to review the 2013 SPPS Legislative Agenda in detail. (See Attachment A.)

QUESTIONS/DISCUSSION:

- Clarify what this teacher test is – academic, classroom management? Response: It is a standard academic test.
- So these candidates are passing in another state but are not able to pass this test in Minnesota, why? Response: This particular test may not be available in their state. This test is mandated in Minnesota for licensure. Previously teachers were allowed time to take the test and if they did not pass they could be provisional until they did pass and

had up to three years to accomplish this. Now, however, teachers coming into the state have to pass the test as a condition of licensure in Minnesota and there are no provisional conditions stipulated. At the end of session this past year, there were lots of teachers from foreign countries in immersion programs who would not be able to continue teaching so the state did give teachers who are currently licensed and teaching in Minnesota one more year to complete the test.

- Is there a problem if so few pass it? Response: The Board of Teaching is looking at it in the hopes of identifying issues.
- Concerning the referendum and levies in general, I would prefer to look at the whole concept of referendums and why, in Minnesota, the only group of governing officials who needs to go to the public for levy authorization are school districts. We need to be proactive on a broader scale and say this Board should be authorized each year to levy for the amount necessary to do the programs required to educate its students. I would rather go broader and then support the pieces if we cannot get the broader. Additional comments: There is no issue here, let's push for both and see which flies. Let's not put all the eggs in that one basket. Historically both AMSD and MSBA have asked for this. School districts should have the same authority as cities and counties to levy; they have the authority to make decisions on priorities important to their areas and levy for them. You can work down from the broader view on this. Response: This provision can easily be amended to say that School Boards should have the same authority to levy as cities and counties do.
- It was noted, the Board needs to consider how special education falls into this as far as funding goes. In a system that is already not very equal, let's try to avoid building in additional inequities. Response: The goals state "The State should phase in a redesigned funding formula that provides districts with stable funding, including for state and federal mandates; recognizes the diverse needs of students; and provides adequate resources to ensure college and career readiness for all students." Keep in mind also that the only constitutional obligation the state has is to maintain schools and roads. So if we recommit to the constitutional obligation, that is pretty much where we are. There are a few groups looking at this obligation.
- There is also the fundamental question about division of power among divisions of government. The constitution does make the obligation of the state very clear on education.
- How should this requirement be phrased? Response. I would ask for help on this from our legislative liaison and take it to the MSBA Delegation.
- Concern was expressed the State might mandate all funding. Additional comments: By focusing on the rights of a political entity there might be a distraction from the obligation of the state. We need to avoid allowing them to avoid funding at the state level. There are a huge number of districts that would self-destruct under an abusive legislative response. Former Governor Ventura addressed this issue straight on.
- There is a constitutional obligation for the State to provide adequate education, not every community has an equally available property tax base so that alone creates inequities, District school boards are being held to a different standard than other city councils and county boards. This needs to be looked at as a package including funding formulas and other priorities.
- The common core standards, growth measures and assessments. How can we prevent the false assumption that an increasingly broad national support for growth measures is not about celebrating low success rates. And, it is not also about punishing schools/districts that start with a high achievement level and therefore grow at small rates. How can this be avoided? Response: There is on-going discussion about weight of growth versus status (attainment of proficiency as measured by whatever assessment is in place). Common Core and state standards are pushing for more standardization around reading and math. We do not want to create an incentive where the accountability system rewards incremental growth. A status only measure may be a distorted picture of a school so you need to balance between the two. Over time, there will be opportunity to look at various models states have put in place. There will be a three-year window of experimentation across 35 states that will have different models in place and this will allow all entities to pull lessons from them.

- A request was made to have a separate agenda item for IDEA in order to establish the importance of getting full funding for IDEA up to the federal commitment of 40%.
- The ability to provide quality education to families in transition (homeless) -- can we assume that all siblings are recognized as in that same status? Who determines this? Is it seen as a family unit? Response: Broadly, yes. When an intake is done with a family the full range of children in that family is looked at to look at the full spectrum of ways to connect them with services. In some instances, it is not always clear. Each intake is done at the individual level to bring resources to bear to support the family or individual. It would be better if the process was cleaner and there were more resources out there, particularly in Ramsey County. Discussions are underway the with County to try to get kids into foster care or families into housing so the kids stay closer to their schools.
- Does the District need to initiate a request on this or does it come from elsewhere? Situations are handled individual by individual, family by family. There is a mix of many different pathways.
- Integration -- what is going to happen? Response: We can make a better prediction after the election.
- The question was asked that once this agenda is officially passed could it be brought to MSBA and AMSD in a timely manner. Response: This is already in progress.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the 2012 Legislative Update and approve the 2012 Legislative Agenda with the adjustments as discussed. Ms. O'Connell seconded the motion.

Motion passed.

B. Budget Guidelines for FY 13

The Proposed Budget will reflect the District's 2014 Strong Schools, Strong Communities (SSSC) as adopted by the Board of Education. There will be no deviation from practices implemented with SSSC; it will remain consistent with practices. It was noted the application of inflation factors is not a pre-emption of the collective bargaining process.

Calculations for preparing the budget will include:

- Revenue Projection. Revenue will be calculated using current law.
- Inflation. The Budget Office and the Office of Human Resources will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.
- Average Salary and Enrollment. The Office of Research, Evaluation, and Assessment (REA) and the Budget Office will prepare overall enrollment projections.
- Benefits Calculation Data. A table detailing the average salary and benefits will be provided for budget preparations.
- Fund Balance. The budget should maintain an unassigned fund balance of five percent (5%) of the general fund expenditures in accordance with the BOE policy.

School budgets will be:

- A continuation of the refined blended Site-Based and Centralized funding method for FY14.
- Class size range will determine teacher FTEs.
- Office staffing (Principal, AP, and Clerk) and other staffing will be determined by enrollment and type of school.
- Intervention staff will be determined by enrollment and differentiation.

Non-School Programs will be reported in three categories: Central Administration, District-wide Support, and School Service Support.

The FY14 Budget format will include summary information for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are affecting the schools and programs.

Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2013-2014 school year will be included in the Adopted budget.

Other Resources Allocated to Schools will be included with school by school detail of resources allocated to them such as grants, special education, operations, and student activities, to name a few.

Administration will present a balanced budget to the Board. The budget for 2013-2014 must be approved by the Board of Education by June 30, 2013. The Adopted budget will be published on the Budget Office website.

QUESTIONS/DISCUSSION:

- In the past principals understood how much money comes from the referendum, since SPPS now centrally allocates a portion of the budget, when parents ask how much would be lost in referendum dollars and how would that affect a school, principals do not seem to have or be aware of that information. Response: It is listed for each school, as a separate column, in the Budget Book. Administration was asked to be sure that they somehow identify how much money going into schools shows in the general fund and how much referendum money is there.
- Grants and fund raising, there are still extreme differences (disparities) in school fund raising capacity and results. Is there a role for the district in doing capacity building so other schools can gain proficiency? Response: This is being approached in a variety of ways. There is a Bigelow grant across all schools for use in classrooms. Give Minnesota is working with web pages for each school for fund raising. SPPS is working with The Saint Paul Foundation to beef up individual fund raising with donors for specific needs (i.e., calculators). More training is being provided for teaches and PTOs in grant writing by the district.

MOTION: Mr. Brodrick moved the Committee of the Board recommend the Board of Education approve the Budget Guidelines for the 2013-14 budget as presented. The motion was seconded by Ms. Doran.

Motion passed.

C. Proposed 2012-13 School Calendar

The co-chairs of the Calendar Committee provided the names of the individuals making up the committee and the timeline for the work.

In order to build the calendars, information was gathered on or from:

- Contract obligations
- Religious holidays
- Calendar examples from all 50 states
- Calendars from school districts that are closing the achievement gap
- Comparisons of instructional days with other districts'
- State and national testing calendars
- The family survey
- The staff survey and
- Input from stakeholder groups (SPFT, OCCR, SPI, REA, Office of Early Learning, Division of Schools, Office of Family Engagement, ALC, HR, Payroll, Special Ed, ELL, and the Middle School Transition Team)

Over 700 family surveys were collected. The majority of respondents preferred conferences in November, rather than September and the "traditional calendar" rather than the year-round.

Staff survey results came in from 200 staff members. The majority of the respondents preferred conferences in November rather than September and the traditional calendar rather than an extended calendar into the summer. Staff indicated they appreciated the Professional Development Days and Grading Days but did request these be attached to natural breaks and end of terms.

Considerations used in developing the calendar included: the State Fair/starting after Labor Day, testing schedules including AP/IB, the printing window for elementary progress reports, contractual language, summer school start time and holiday breaks.

Of five districts surveyed, only Minneapolis had more instructional days (176) than St. Paul (175). Staff then presented a chart showing various dates for Pre-K, Kindergarten, Elementary and Secondary in the areas of no school for students, parent/teacher conferences, conference prep/grading days, professional development days, total instructional days for students and workdays for teachers.

Three proposed calendars were brought to the Board for approval: the 2013-14, 2014-15 and 2015-16. All were based on semesters and quarters. Three year-round calendars were also brought forward for the same years.

Other recommendations brought forward from the process were:

- A request for a commitment to avoid evening meetings on significant religious/cultural holidays
- Future consideration of increasing the number of instructional days for students
- Embedding conversations about future Grading and Professional Development Days into regular PIC meetings
- Consideration of a permanent window for Spring Break to eliminate big shifts from one year to the next (i.e., after 3rd Quarter).

QUESTIONS/DISCUSSION:

- The calendar research in other districts, how does SPPS fit with some of the high performing districts in terms of instructional hours? Response: Typically, they have more days (between 5 to 10 additional days); the committee did not look at hours. This seems to be a trend in high performing districts.
- What about Charlotte Mecklenburg? Response: They have more days but fewer actual instructional hours than SPPS.
- Having conferences in November vs. September – are there any studies on recommending one over the other? Response: It was found a lot of places do both. There is no research supporting one or the other. The rationale for two is of setting goals at the early meetings and reviewing student performance later in the year. No preference for one or the other was seen.
- Has SPPS looked at surrounding districts or high performing districts and when they have conferences? Response: They all look pretty much the same being at mid-fall (October).
- For the November conferences, is another reason for holding them then due to lot of testing being done at the beginning of year? Response: Yes, conferences then become a place to share data back with families while still allowing staff to review the data before conferences.
- It was noted, with the MCA Math test there is the option to test three times per year. This year SPPS will test in winter for MCAs and again at the end of the school year. SPPS will still utilize the MAP test also as that provides data to improve instruction. It is hoped the MCA will eventually provide the same information as the MAP but right now, it is about the quality of information gotten from the various tests.
- With the three testing period options, does that mean the state is committing to quicker turnaround on data? Response: The new vendor indicated schools would have the opportunity to access data within 24 hours.

- If SPPS does MCAs twice in math and students meets expectations in winter but not in spring, can a choice be made to use the best of the results? Response: No, data can only be used now from the results of the year-end test.
- How does common core tie to administering MCAs and MAP tests? Response: The MAP has been revised to align to common core and all assessments will be much more rigorous. The difference between MAP and MCA is the adaptive nature of the assessment. MAP has a much broader range. MCA is more limited because of Federal constraints but will be adaptive within grade range.
- Why would SPPS give up the formative nature of MAP? Response: It comes down to instructional days and test fatigue if students are given too many tests. It is also, about where SPPS can get the most valuable data with a formative nature. Additionally, the year-end MAP gives information useful for summer school.
- A question was asked about increasing instructional time. Response: More instructional time is always good but every time a day is added it costs a significant amount of money and comes down to does the district have the dollars to do it. There needs to be sustainable funding before adding days is a real option.
- Conferences, why are conferences scheduled on days before holidays or spring break? What determines exact days of conferences when connected to days off? Response: A primary consideration is when fresh data will be available to share with families. Another consideration is avoiding inequities and inconsistencies, getting people into the schools, and participating.
- Are Middle and High Schools on the same schedules? Response: No. When will they get there? Response: in 2013-14, administration is working with principals to get a consistent schedule across all secondary schools. It is hoped there will be an aligned PreK – 12 schedule not too long after that.
- The fixed date for spring break, attaching it to the end of third quarter? Response: In the current calendars, this has the net effect of having a fixed date. It is no longer being aligned with Easter. This decision was anchored to grading days.
- Why were clerks not included on committees as they deal most with parents? Response: There were a couple members on the committee who work closely with families and clerks.
- Appreciation was expressed for gaining input from various groups on specific issues rather than all issues; this was an efficient use of time as well as providing outreach to pretty much all key stakeholders.

MOTION: Ms Carroll moved the Committee of the Board recommend the Board of Education approved the report and all three calendars presented (2013-14, 2014-15 and 2015-16) along with the year-round calendars for the same period with the proviso that the later two may change if future circumstances warrant it. The Board will continue to review the calendars on an annual basis. The motion was seconded by Ms. O'Connell.

Motion passed six in favor and one abstention (Hardy)

D. SSSC Monitoring: Staff Use of Student Data & Work to Improve Instruction

The Superintendent stated this begins the second annual cycle of reporting on VisionCards. The information for this one focuses on how adults are utilizing the student data to improve instruction.

Administration indicated all figures were for SY 2011-12. In the area of **Common Assessments:**

- District Common Assessments created and aligned to standards (% of units of study) for
 - Math 7-12 is at Baseline (68%) in its first year of measurement
 - Literacy 7-12 is at Progress (77%) in its first year of measurement
 - Math K-6 is at Baseline (56%) in its first year of measurement
- Mondo Bookshop Assessments administered (% of classrooms) – Literacy is at 100% (Vision); up from 91% in the previous year.

Use of data or PLC with the Data Teams Process functioning close to or at proficiency (% of PLCs at target schools) is at Progress (77%); up from 52% the previous year.

In the area of **Utilization and Delivery of Curriculum**, two areas are measured:

- Differentiated Small Group Instruction aligned to student stage of reading development (% of classrooms) – Literacy K-6 is at 62% (Baseline); up from 50% in 10-11.
- Math Key Ideas, Concepts and Vocabulary articulated and used by teachers and students (% of classrooms) – Math 7-12 is at Progress (72%); up from 49% in 10-11.

Student Engagement shows information from 1,909 Senior Surveys (% who agree or strongly agree that *"my teachers stimulated my thinking and my interest in learning"* is at Progress (88%) up from 82% in 2004-05.

Feedback is measured in two areas:

- Math Feedback provided to students (% of classrooms implementing error analysis) – Math 7-12 is at Progress (83%), up from 55% in 10-11.
- Senior Survey (1,921 surveys) - % who agree or strongly agree that *"I received adequate personal attention from my teacher"* is at Progress (83%) up from 78% in 2004-05.

Information on the Professional Learning Communities (PLC) at Hancock-Hamline University Collaborative Magnet School was provided by its principal.

Results from **school staff feedback indicators** was also reported in five areas:

- Use of Data -- Teachers in this school share and discuss student work with other teachers (4,317 responses): 29% strongly agree, 59% agree and 12% disagree or strongly disagree.
- Utilization & Delivery of Curriculum -- There is consistency in curriculum instruction and learning materials among teachers in the same grade level at this school (3,925 responses): 19% strongly agree, 67% agree and 15% disagree or strongly disagree.
- Curriculum, instruction and learning materials are well coordinated across the different grade levels at this school (3,925 respondents): 9% strong agree, 63% agree and 28% disagree or strongly disagree.
- Common Assessments -- How frequently do you review assessment data with teachers in your grade level (4,129 responses): 24% said weekly, 36% every 3-4 weeks, 11% every 6-8 weeks, 17% a few times a year and 11% never.
- How frequently do you review assessment data with teachers across grades? (4,179 responses) 11% weekly, 16% every 3-4 weeks, 12% every 6-8 weeks, 34% a few times a year and 29% never.

QUESTIONS/DISCUSSION:

- PLC implementation at target schools, how many were there? Response: 18 schools are targeted schools. Next year all schools will be included
- The data where individuals strongly disagreed, are those places where it is not happening in the schools or is it a set of particular types or a set not being included? What is the meaning of the data on those who are not satisfied? Response: This, in many cases, is because the effort is now being launched across all schools and indicates areas where PLCs are not fully implemented or supported to the extent desired and in some areas where data is not being reviewed to the extent desired. Taken across bargaining units, TAs do not participate in PLCs but were asked the same questions that may have skewed the results to some extent. The expectation was to do training first and then do implementation. The Board indicated they wanted administration to be sure they know who disagreed and to target help to those who need it.
- Teachers who are doing the PLCs, how does this change the nature and intensity of the task during a teacher's day/week? Response: Accommodating this was the rationale of giving 50 minutes of PLC times a week for teachers so they could have the conversations while students get science instruction.
- While teachers are doing the everyday tasks grade school teachers do, when do they collect, analyze data, and deliver curriculum and the assessments. Response: Every

teacher has 50 minutes to prep for class along with another 50 minutes for the PLC work within the school week. This allows for greater collaboration in developing strategies for helping students in their learning.

- Are teachers being pulled out too much? Could some do only one PLC per week? Response: Best practice shows less than once per week is not effective, 50 minutes twice per week is allowed this year and will be reassessed to see what works best. This was done to get as many teachers informed about the process as possible.
- This survey – were questions answered anonymously? Response: The questions were asked and answered through a link with the University of Chicago under the Five Essentials Program provided to SPPS through a McKnight Grant. Results were disaggregated by schools and in other ways; individuals were anonymous.
- Science teachers – how are they worked into the PLC? Response: PLCs only cover classroom teachers at this time. SPPS is working on finding ways to embed everyone; this is another fiscal issue.
- What do you project (Hancock-Hamline) the return on investment is in moving results up for students of color? Response: That is hard to measure, but if we are to move students forward this is the best shot at getting them to proficiency in the best way possible.
- What is the plan for conversations in PLCs for how instructional staff will move students of color to higher level? Response: The Assistant Superintendents are in the schools constantly to see what is going on in PLCs. Principals must lead the work and do check ins in their school. It is all about accountability. Equity conversations are occurring across the district. This is improving the work of looking at data and looking at race within the data and through an equity lens.
- A measurement on how moving students of color forward would be nice to see.
- Special Ed focus on suspension data, how is SPPS using the equity lens around Special Education and suspensions? Response: Equity walk throughs are being done with principals. Data shows suspensions are down 60% so far this year for African American students in Special Ed. The PBIS efforts and equity work is creating change in student behavior.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the SSSC Monitoring Report on Staff Use of Student Data & Work to Improve Instruction. Ms Doran seconded the motion

Motion passed.

E. Standing Item: Policy Update
No update was provided.

F. Standing Item: Referendum Update
No update was provided.

G. Work Session

1. District Communication Plan on Referendum

An administrative team is working on a plan, which will be provided to the Board.

2. Board Check-In

- Director Street-Stewart reported on her participation on a new task force called "Everybody In" between Ramsey County and Hennepin County. It focus is on workforce and equity discrepancies in employment.
- Director Carroll indicated she would be serving on the SPROCKETS data team. She also indicated she would provide a report on the CGCS to the Board in November.
- Director Seeba reported on Metro ECSU's leasing program.
- Director Hardy will provide a CUBE report in November as well.

III. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn. Mr. Hardy seconded the motion. Motion passed.

The meeting adjourned at 9:11 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk/Secretary to the Board

2013 Legislative Agenda

Approved: October 30, 2012

The mission of the Saint Paul Public Schools (SPPS) has long been “A Premier Education for All.” The SPPS Board of Education designated three long-term “Ends” to support this mission:

- *High Achievement:* Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.
- *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.

These Ends give structure to SPPS priorities in state and federal policy.

HIGH ACHIEVEMENT

The State should phase in a redesigned funding formula that provides districts with stable funding, including for state and federal mandates; recognizes the diverse needs of students; and provides adequate resources to ensure college and career readiness for all students.

Recommit the State to its constitutional obligation to fund education, supporting the goals of the Minnesota Education Finance Working Group, with recommendations that:

- Increase pupil weight for all-day Kindergarten for students in poverty to 1.0 and allow districts that have all-day kindergarten to use funding for 3- and 4-year-old pre-kindergarten programming.
- Restore the inflation-adjusted general education formula to 2003 level.
- Roll in a portion of the referendum into a new location equity levy to recognize cost differences.
- Replace several levies with a uniform general levy that would include a portion of the referendum.
- Restore school levy equalization formulas.
- Allocate all compensatory revenue based on poverty concentration and allow greater flexibility in the use to close achievement gaps.
- Simplify student weights to allow districts the flexibility to provide individual instruction (now done with ALC/Extended day dollars) during the day.
- Significantly increase funding for special education, reduce the cross subsidy, and reform the formula to be based on students served, with additional focus on districts with excess cost. Require charter and nonresident districts to provide and pay for special education services they provide—unless there is a tuition agreement in place.
- Allow immigrant students who are new to the state as secondary students and enroll by tenth grade to continue to work toward a diploma until age 23 in an Area Learning Center or Alternative Learning Program.
- Address the inequity in authority between school districts and other local governments.
- Require the Minnesota Department of Education (MDE) to provide districts with on-line curriculum based on state standards at no cost to schools.

- Redraft the care and treatment language to make it clear that the district providing the services for both regular education and special education students is eligible to be paid for services provided.
- Support continued categorical and discrete bonding and installment purchase contract authorities, and extend local bonding authority.
- Modify the homeless transportation statute to promote family stability, by allowing a district to transport kindergarten students to the same school as their siblings.
- Provide additional career and technical revenue to districts that enter into an articulated agreement for students to be dual-enrolled in career or college courses.
- Permit a school district to provide transportation for pupils participating in an articulated program operated under an agreement between the school district and a post-secondary institution. (Current law allows only if doesn't increase costs).
- Maintain current fiscal disparities distribution.

INTEGRATION

The current integration revenue statute is repealed after this year. Current law has the base funding for the replacement program at \$41 million for 2014; \$68.5 million for 2015; and allowed districts to certify their levy at last year's amount. The finance task force recommendation includes a new formula based on the number of students of color—but also includes a broad transition formula that would include all the changes recommended by the task force. The rule was not repealed and the special session law further stated that segregation is prohibited. In the new program, support recommendations that:

- Ensure that the state keeps its commitment as outlined in the special session law, that the funding allocation for the new program should ensure funding stability for districts between the current integration program and the new program.
- Continue access for traditional public school students, including transportation, to high quality school choice/magnet programs and language academies.
- Promote collaboration with MDE for approval and implementation of plans that promote integration activities that also acknowledge the changing context of schools within communities.

MANDATES

Allow local boards to “opt out” of any new state mandate that is not adequately funded or not tied to student achievement or student safety. The legislature often proposes new or expanded mandates without providing the necessary funding. The legislature should reexamine the existing state mandates and provide adequate revenue prior to imposing any new mandates for districts or students.

SPECIAL EDUCATION

Ensure resources match demands of the Individuals with Disabilities Education Act (IDEA) to meet the academic needs of Special Education students.

- Maximize federal revenue for health-related special education and mental health services.
- Reduce unnecessary special education staff paperwork that does not improve student outcomes.

FEDERAL BUDGET / SEQUESTRATION

The SPSS Board of Education adopted a resolution on October 16, 2012, urging Congress and the President to: “mitigate the drastic cuts to education that would affect our students and communities, and to protect education as an investment critical to economic stability and American competitiveness.”

ESEA/NCLB REAUTHORIZATION

As Congress debates reauthorization of the Elementary and Secondary Education Act (ESEA), most recently reauthorized as the No Child Left Behind (NCLB) Act of 2001, SPSS will advocate for a new law embodying the following core principles:

Establish authorization and appropriations levels for key ESEA formula programs (Title I, Part A; Title II; and Title III) to sufficiently meet the goals of the law and to serve all eligible students.

- Embracing college and career readiness as the core purpose of Title I is an important shift, but the program’s emphasis on academic support services for children of color and economically disadvantaged students must remain paramount.
- Ensure funding is not diverted for new competitive grant opportunities at the expense of formula programs.

Reduce, eliminate and avoid new set-aside requirements to give more flexibility to meet the needs of diverse learners in the context of state and local requirements and expectations.

- Eliminate requirements to divert significant federal resources from students to ineffective and unproven mandates such as the supplemental educational services and transportation for school choice, as allowed under the Secretary’s waivers, should continue.
- Allow flexibility in use of parental involvement funds to engage parents and develop their capacity through district-wide efforts rather than spreading resources thinly across schools.

Reconfigure ESEA accountability mechanisms to focus on student growth; focus improvement efforts on the most underperforming schools in a state or district; and recognize improvement.

- Minimize federal mandates regarding state assessment systems. Mandated annual testing in Grades 3-8 and once in high school for reading and mathematics, along with the English Language proficiency tests, science assessments, and alternative assessments have taken significant instructional time away from schools. The law must strike a better balance between assessment primarily for accountability and other assessments used to influence instruction and programming.
- Allow states sufficient flexibility to develop new state accountability systems for schools making substantial progress in closing the racial achievement gap, such as those approved under the Secretary’s waiver authority. Require states to revisit the systems every three years to ensure the systems are meeting the goals intended.
- Ensure sufficient flexibility in state assessment requirements to allow the most appropriate inclusion of all special education students. Include continued authorization for modified assessments (capped at 2%) currently allowed in federal regulations.
- The commitment to equitable distribution of the effective teachers is laudable, but must be flexible enough to recognize multiple approaches to defining effectiveness. In addition, districts must have options for addressing staffing requirements as part of the accountability provisions of the statute.

Retain current provisions regarding homeless children and youth with minor adjustments to better serve children and families

- Make provisions for districts to work with families and advocates to meet the best educational needs of the individual children and preventing families from having to send children to schools in multiple districts.
- Recognize district of origin for instances where families have an enrollment history with a district and an intention to remain in the district but became homeless during a period of transition across schools in the district.
- Allow for placement of students in a school other than school of origin if the family and homeless liaison agree placement in another school is better for a child.
- Reject proposals to use Title I, Part A funds for transportation. This will divert much needed resources from schools and harm the support services currently provided through the homeless set-aside.

ASSESSMENTS

The following principles should guide any proposal to modify or add new assessments:

- Develop using research-based assessment principles, designed to measure student growth and be of direct assistance in making instructional change.
- Administer after students have had the opportunity and resources to master the material. This may include extending the day and/or year, AVID, appropriate funding for compensatory and ELL programs.
- Tie to “shared stakes” in which the system (state and districts) is accountable for results. Any exam may not be implemented as a “high stakes” test without the necessary educational supports for all students based on the individual students’ needs.
- Must not lead to unintended consequences, such as increasing high school dropouts.

In addition: Districts must be appropriately resourced in technology to support the next generation of assessments across all grade levels.

MEANINGFUL CONNECTIONS

- Support changes to state law that permit districts flexibility to hire and recruit teachers of color by providing more options for a licensed teacher from another state to obtain licensure in Minnesota.
- Amend the compulsory attendance law to require students to attend school until they obtain a diploma or reach the age of 18.
- Reinstate the three percent growth factor in the Adult Basic Education (ABE) formula.
- Increase the funding for adults with disabilities, which has been frozen at \$60,000 for ten years.

RESPECTFUL ENVIRONMENT

- Support option for local governments to provide health insurance for domestic partners.
- Provide a significant increase in the school safety levy.

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

DATE: November 13, 2012

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. **Capitol Hill Magnet School** – The flag football team was city champion. Tyler Sauser and Jeff Warner are the coaches. The team roster consists of:

Bryce Brown	Emma Mulhern
Andrew Chang	Adonai Mussie
Dejen Kahassai	Ethan Thao
Mussie Embaye	Pho Thoo
Abdiaziz Gutu	Anthony Vang
Kong Her	Keng Vang
Durrell Howard	Tristan Vang
Gunnar Hull	Thomas Vo
Ramadhan Kelly	Siyun Xiong
TJ Lee	Tou Xiong
Kong Moua	John Yang
Xais Moua	

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 Willie Jett, 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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A. PERTINENT FACTS:

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

Megan Ames	Emma Greenfield
Isabella Anderson	Johanna Harding
Sammy Ballis	Julia Jacobs
April Bannister	Bernnet Kika
Maggie Blomgren	Grace McGrath
Frankie Cerkenik	Neesha Moore
Anna Chirhart	Amanda Moreno
Erin Chirhart	Opeyemi Nwajei
Mariella Ciccirelli	Annika Ruppert
Ashley Contreras	Canya Scarver
Noelle Craveiro	Sally Segar
Ellie Egbert	Sophie Shaw
Anna Engelhardt	Kate Slattery
Ingrid Engelhardt	Elizabeth Strom
Hannia Garcia	Pachuably Yang

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A. PERTINENT FACTS:

1. **Murray Junior High School** – The boys' soccer team was city champion. David Hughes is the coach. The team roster consists of:

Edson Alcantara	Quinn Mack
Tolawak Anot	Liam McCully
Sam Bergstrom	Joe McCune-Zierath
Slater Bernstein	Chris Miller
Matt Davies	Jackson Muehlbauer
Ibrahim FoFanah	Eli Pattison
Archie Gjerdrum	Aidan Pearson
Noah Hamilton	Chris Ranum
Damyan Hart	Gabe Reynolds
Luke Johnson	Ole Roof
Tyler Johnson	Rob Ryan
Saw Johny	Jon Swenson
Will Linehan	Peter Wild Crea
Jake Lundquist	

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A. PERTINENT FACTS:

1. **Murray Junior High School** – The volleyball team was city champion. Patrick Farinacci is the coach. The team roster consists of:

Zoe Bittner-Eddy	Emma Neus
Katherine Blaine	Nicole Nordman
Lucia Calatayud	Emily Pounds
Grace Commers	Brittney Shields
Joelle Dahlke	Hannah Sprandel
Maria Gaertner	Alanna Vennemann
Iris Holman	Elianna Wiersma
Cara Husnik	Amelia Wilson Jackson
Rachel Kirby	Betsy Woodis
Rachel Love	Destiny Xiong
Desha Lynch	

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

Ahmed Bule
Brian Petkov
Ned Leebrick-Stryker
Simon Brown
Solomon Poulouse
Spencer WareJoncas
Xaver Brems

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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	Wayne Green	Keilon Price
Chika Aghenu	David Grundmeier	Julian Reed
Isaiah Agnew	Jon Gubbrud	Jesse Rice
Luke Almquist	Sam Gubbrud	Sam Richards
Eli Balber-Herman	Arreanno Harris	Conrad Rolf
Robert Bergstrom	Theo Haslow	Anthony Rouse
William Brennhofner	Jamarques Howell	Kylan Saffold
Malik Brooks	Greg Hutchinson	Oluwadare Sobande
Trayton Brooks	Taariq Hutchinson-Carroll	Johnny Szulim
Ezra Buckner	Jakobi Jackson	Felix Taylor, Jr.
Ryder Byrne	Markus Jackson	Terrence Terry
Elijah Campbell	Isaac Johnson	Kahdeem Turner
Calvin Carlson	Gary Knick	Anders Ulland
Antonio Carmichael	Tristan Knick	Prince Vang
Tommy Cooper	Anthony Langenbrunner	Gabe Walker
Malik Curtis	Ethan Levin	Simon Welch
Khalil Dodd	Tyler Liberty	Te'Ron Welch
Riley Dolan	Pedro Morales	Payton Williams
Owen Donnelly	Wayshawn Murphy	Saveontae Williams
Maurice Fields	Mike Patton	Tony Yang
DeSean Foreman	Curtis Pederson	John Young
Jamal Galato	Peyton Pike	Yeabsira Zeleke
Garrett Gardner	Morris Pineles	

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A. PERTINENT FACTS:

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

Hannah Brady	Erin Moynihan
Stefanie Cruz-Bracamontes	Bailey Perry
Edith Emmings	Brooke Rogers
Kaia Fahnestock	Amelia Simmons
Deiah Gbolo	Lauren Stroud
Roisen Granlund	Emily Syverud
Anna Kazlauskas	Lucia Toninato
Abby Lee	Lucy Trotter
Betsy MacDonald	Catherine Yates
Alice Michell	

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A. PERTINENT FACTS:

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

Mary Cerkvenik	Cali Mellin
Zosia Haney	Madeline Moberg
Lily Ingersoll	Kate Nelson
Reilly Ingersoll	Madeline Robertson
Erin Kennedy	Natalie Rucks
Caroline Lucas	Adrianna Tarver
Sienna Lundeen	Hannah Weissman

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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	Jada Konop-DeFreitas
Emily Davis	Laura Michael
Antigone Delton	Caitlyn Norman
Ella Fackel	Meishan Roen
Kathrine Kipp	Juliet Slade
Helen Klass-Warch	Anne Stofferahn
Zoe Klass-Warch	Natalie Van Why

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A. PERTINENT FACTS:

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

Su Aye	Zach Lee
Jacob Cohen	Hsa D. Moo
Henok Debesay	Abdurazak Omar
Ebrahim Hashim	Keiron Sauer
Sahal Hassen	Seik Seik
Aaron Heng	Simer Sho
Lah Htoo	Thor Will
Max Inskeep	William Xiong
Will Kidd	Yeng Yang
Joe Krivit	

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A. PERTINENT FACTS:

1. **Harding Senior High School** – The girls' soccer team was city co-champion. Jerry Utecht is the coach. The team roster consists of:

Samantha Ashton	Dana Osaben
Kim Bonilla	Erica Urbina
Indira Canales	Mariana Urbina
Alexis Henriksen	Madeline Vang
Bailey Lafavor	Amy Yang
Mai Zoua Lee	Grace Yang
Isis Logwood	Linda Yang
Cindy Medina Torres	Pang Nou Yang
Anne Mills	Panou Yang
Yer Moua	

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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
Clara Jackson
Caroline Krall
Mimi Mejia
Erica Meyers
Erin Moening
Alexa Ries
Emma Weber

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A. PERTINENT FACTS:



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

Rylea Baumgardner	Edith Kamau
Erin Brunzell-Looney	Gao Lee
Jamila Ceesay	Mary McMahon
Annie Conzet	Evelyn Moran
Emilia Czapiewski	Emma Muter
Michelle Doody	Gretchen Thom
Rebecca Jensen	

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2012 Student Data and Work VisionCard

Sharon Freeman and Steve Unowsky
Assistant Superintendents

Board of Education
November 13, 2012


1



Objectives

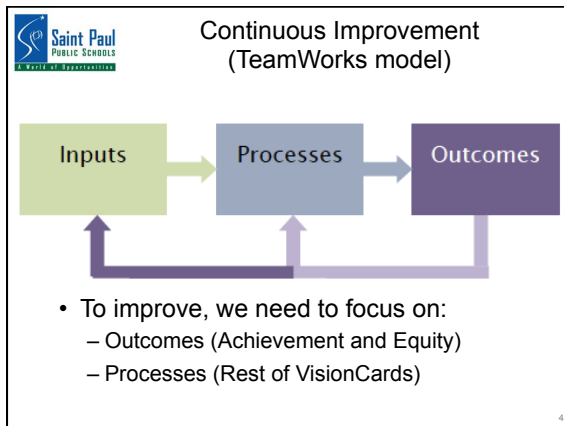
- Review VisionCard Background
- Walk Through SY 2012 Student Data and Work Measures and Results
- *Spotlight:* Hancock-Hamline Data Teams

2



VISIONCARD BACKGROUND REVIEW

3



What's a VisionCard?

Summary of districtwide indicators of progress on SSSC strategic plan, grouped by theme

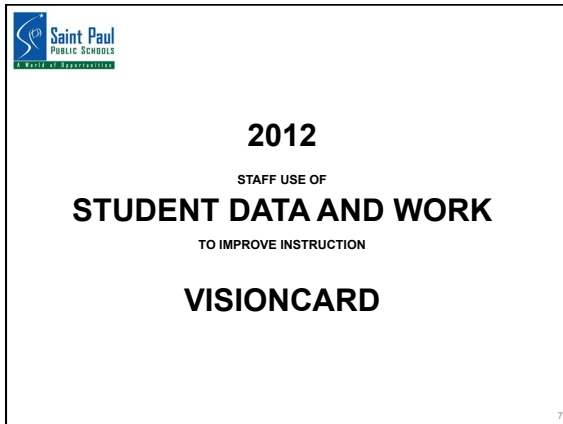
- Clear, concise – visual if possible
- Results scaled on 5 Levels:
 - Intervene
 - Concern
 - Baseline
 - Progress
 - Vision

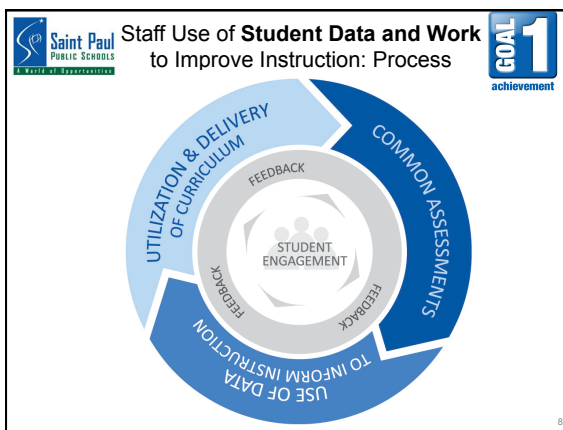
VisionCard Levels

Intervene Concern Baseline Progress Vision

Planning, Monitoring, Reporting Tools
DRAFT Revised: August 20, 2012

Level	Planning	Monitoring	Reporting
STRATEGIC	Strong Schools, Strong Communities 	District VisionCards (6) Achievement Equity Student Data + Work Partnerships Professional Development Leadership Resources Operational Excellence	VisionCard updates and presentations August: Achievement & Equity, part 1 November: Student Data + Work December: Achievement & Equity, part 2 January: Leadership February: Partnership March: Resources May: Operational Excellence June: Professional Development
OPERATIONAL	Department Plans School/Program Plans (SCIP)	Key Performance Indicators (KPIs) Data Walls Data Digs	Quarterly Business Reviews School Business Reviews School Profiles
TACTICAL	Job description and/or performance plan as appropriate	Formative Reviews	Summative Annual Performance Evaluation





Student Data and Work ORIGINALLY APPROVED 4/19/11	
Measure	Level 5 Vision
Use of common assessments: % of PLCs	> 90%
Use of data to inform instruction: % of teachers	> 90%
Delivery of district curriculum: % of teachers	> 90%
Provide daily feedback to students using rubric: % of classrooms	> 90%
Student Engagement: % of classrooms	> 90%

9

Student Data and Work

PROPOSED REVISIONS 10/30/12

GOAL 1

achievement

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 secondary math curriculum	> 90%
Feedback to students: % of secondary math classrooms implementing error analysis	> 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%

10

IMPLEMENTATION INDICATORS

Vision Card Levels

<30%

30-50%

51-70%

71-90%

>90%

Intervene Concern Baseline Progress Vision

11

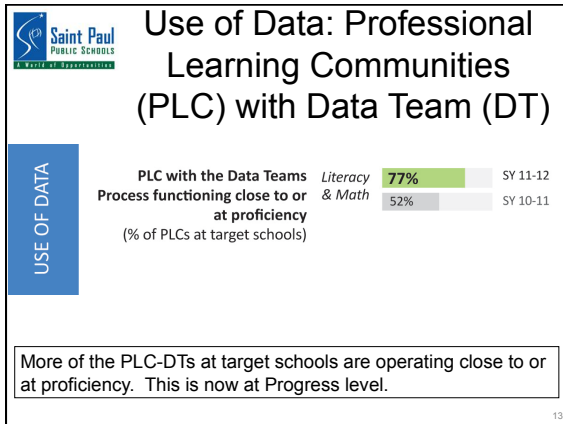
Common Assessments

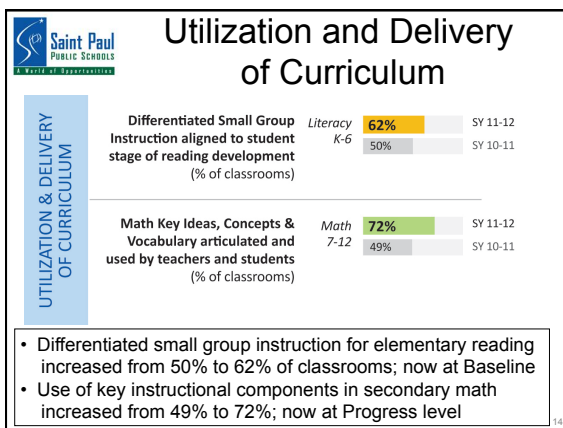
COMMON ASSESSMENTS

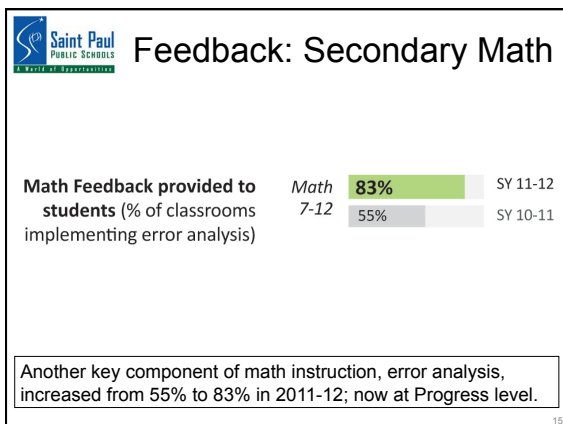
<p style="margin: 0;"><i>Math</i> 7-12</p> <p style="margin: 0;">District Common Assessments created and aligned to standards (% of units of study)</p>	<div style="background-color: #f1c40f; width: 68%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">68%</p> <div style="background-color: #95a5a6; width: 32%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">N/A</p>	<p style="margin: 0;">SY 11-12</p> <p style="margin: 0;">SY 10-11</p>
<p style="margin: 0;"><i>Literacy</i> 7-12</p>	<div style="background-color: #2ecc71; width: 77%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">77%</p> <div style="background-color: #95a5a6; width: 23%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">N/A</p>	<p style="margin: 0;">SY 11-12</p> <p style="margin: 0;">SY 10-11</p>
<p style="margin: 0;"><i>Math</i> K-6</p>	<div style="background-color: #f1c40f; width: 56%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">56%</p> <div style="background-color: #95a5a6; width: 44%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">N/A</p>	<p style="margin: 0;">SY 11-12</p> <p style="margin: 0;">SY 10-11</p>
<p style="margin: 0;">Mondo Bookshop Assessments administered (% of classrooms)</p>	<p style="margin: 0;"><i>Literacy</i> K-5</p> <div style="background-color: #2ecc71; width: 100%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">100%</p> <div style="background-color: #95a5a6; width: 91%; height: 15px; margin: 0 auto;"></div> <p style="margin: 0;">91%</p>	<p style="margin: 0;">SY 11-12</p> <p style="margin: 0;">SY 10-11</p>

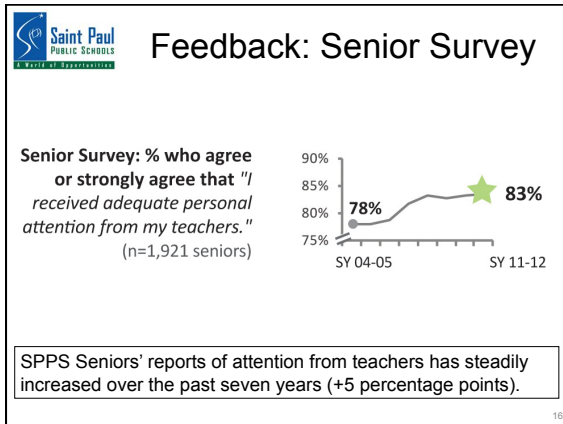
Common assessments are now in place across all subject areas and grades, at Progress or Vision level in Literacy and Baseline level in Math.

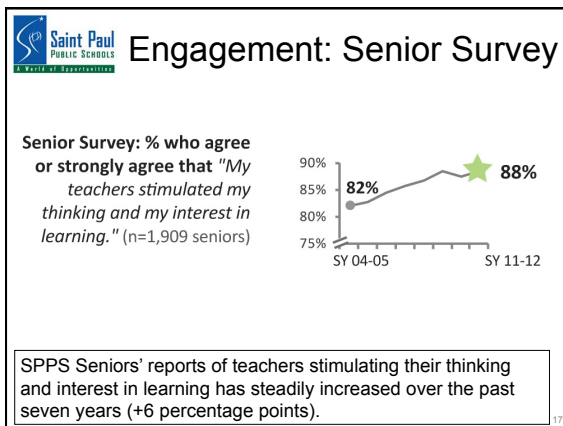
12












SPOTLIGHT:

 **Hancock-Hamline Collaboration**
College Begins in Kindergarten!

**HANCOCK-HAMLIN
PROFESSIONAL LEARNING
COMMUNITIES (PLC) WITH
DATA TEAM (DT) PROCESS**

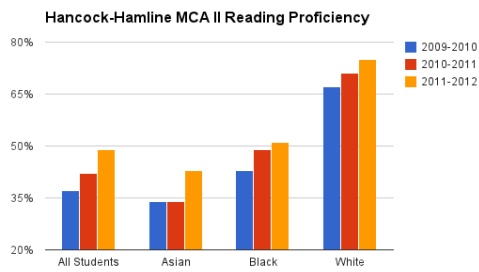
Hancock-Hamline



Principal Craig Anderson

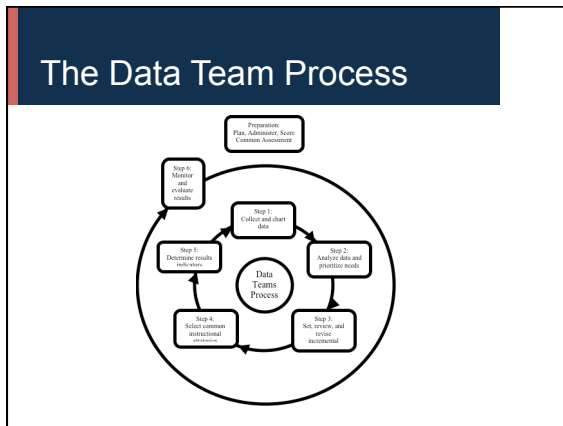
November 13, 2012

Steady Progress



90/90/90 Schools

Focus-
Common Assessments-
Collaboration-
Non-Fiction Writing-




Gr 3 - PLC/DT Cycle 2 Writing

	A	B	C	D	E	F	G	H
6	Sample Learn multiplication facts with automaticity	Reinforcing effort and providing recognition	This will take place during test groups	In a week for 10 minutes, we will use Multiplication Fact Triangles and play Test It Games	Teacher will teach how to use fact triangles and play games, model thinking	Students will participate and be able to discuss their thinking	Using math facts with automaticity	
7	Proficient (P)	Choose from drop down list by clicking on the small arrow						
8	Close to proficient (C) Go deeper, Time, Individual conferencing, Conversation about their writing, Coaching, Mechanics of writing, Be aware of your own writing, Monitoring skills	Choose from drop down list by clicking on the small arrow						
9	Far but can get there (F) Go deeper, Time, Individual conferencing, Conversation about their writing, Coaching, Mechanics of writing	Cooperative learning						
10	Needs more time (NMT) Specific examples of techniques and a full list of all the elements of a Memoir	Question cues and advance organizers, Divide the kids by skill level	Ongoing everyday	Writer's Workshop	Make the chart and reference lessons when conferencing	Go deeper, use the lesson language, and complete the memoir	Internal dialogue and elements of memoir	

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Hancock-Hamline

Principal Craig Anderson November 13, 2012



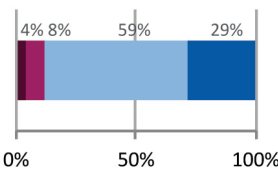
SCHOOL STAFF FEEDBACK INDICATORS

25



Use of Data


Teachers in this school share and discuss student work with other teachers. (n=4317)



Response	Percentage
Strongly Disagree	4%
Disagree	8%
Agree	59%
Strongly Agree	29%

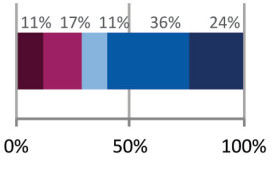
88% of school staff agree that teachers in their school share and discuss student work with their colleagues.

26



Common Assessments

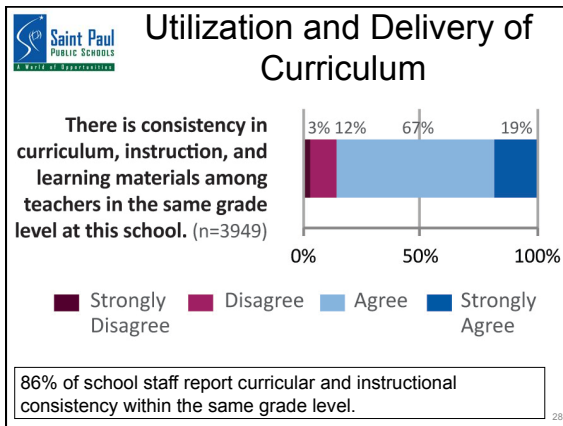
How frequently do you review assessment data...with teachers in your grade level? (n=4129)

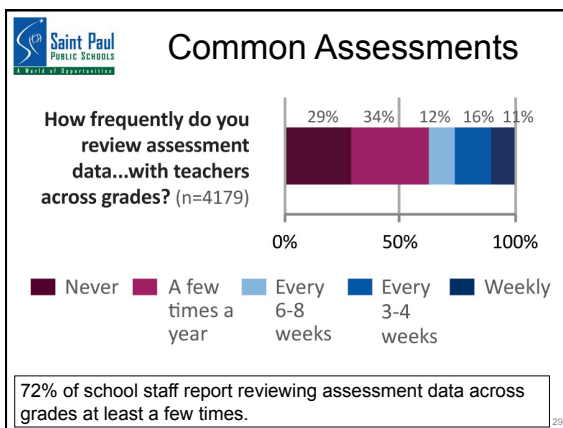


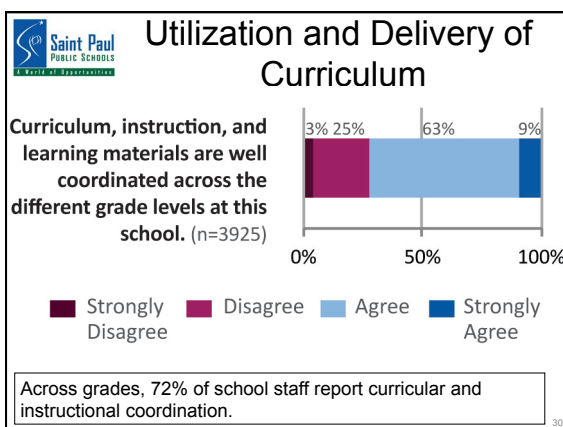
Frequency	Percentage
Never	11%
A few times a year	17%
Every 6-8 weeks	11%
Every 3-4 weeks	36%
Weekly	24%



71% of school staff report reviewing assessment data with others in their grade level at least every 6-8 weeks.

27











Questions?

31



2012
Student Data and Work
VisionCard

Sharon Freeman and Steve Unowsky
Assistant Superintendents

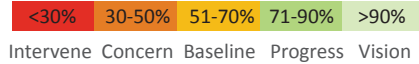
Board of Education
November 13, 2012

32

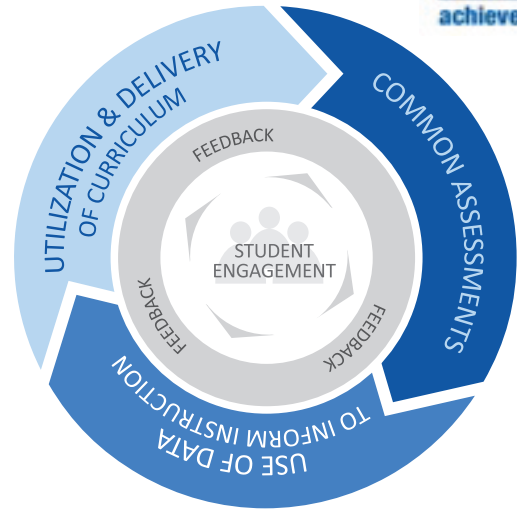
Staff Use of Student Data and Work to Improve Instruction

District-wide Implementation Indicators

Vision Card Levels



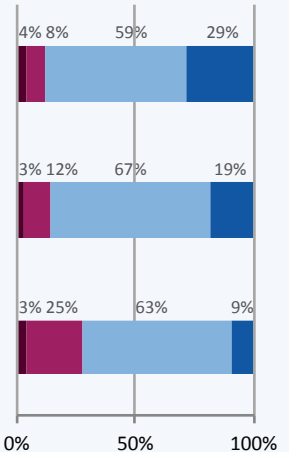
COMMON ASSESSMENTS	District Common Assessments created and aligned to standards (% of units of study)	Math 7-12	68%		SY 11-12
			N/A		SY 10-11
		Literacy 7-12	77%		SY 11-12
			N/A		SY 10-11
		Math K-6	56%		SY 11-12
USE OF DATA	Mondo Bookshop Assessments administered (% of classrooms)				SY 10-11
		Literacy K-5	100%		SY 11-12
			91%		SY 10-11
		PLC with the Data Teams Process functioning close to or at proficiency (% of PLCs at target schools)			
		Literacy & Math	77%		SY 11-12
UTILIZATION & DELIVERY OF CURRICULUM	Differentiated Small Group Instruction aligned to student stage of reading development (% of classrooms)				SY 10-11
		Literacy K-6	62%		SY 11-12
			50%		SY 10-11
		Math Key Ideas, Concepts & Vocabulary articulated and used by teachers and students (% of classrooms)			
		Math 7-12	72%		SY 11-12
STUDENT ENGAGEMENT	Senior Survey: % who agree or strongly agree that "My teachers stimulated my thinking and my interest in learning." (n=1,909 seniors)				SY 10-11
			82%		SY 04-05
				88%	SY 11-12
		Math Feedback provided to students (% of classrooms implementing error analysis)			
		Math 7-12	83%		SY 11-12
FEEDBACK	Senior Survey: % who agree or strongly agree that "I received adequate personal attention from my teachers." (n=1,921 seniors)				SY 10-11
			78%		SY 04-05
				83%	SY 11-12



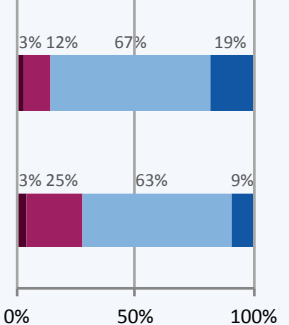
School Staff Feedback Indicators

Strongly Disagree Disagree Agree Strongly Agree

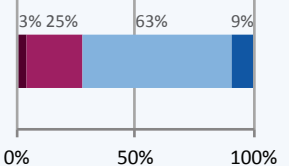
Teachers in this school share and discuss student work with other teachers. (n=4317)



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. (n=3949)

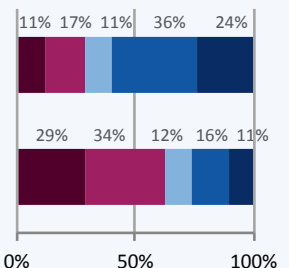


Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. (n=3925)

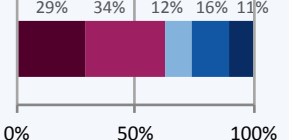


Never A few times a year Every 6-8 weeks Every 3-4 weeks Weekly

How frequently do you review assessment data...with teachers in your grade level? (n=4129)



How frequently do you review assessment data...with teachers across grades? (n=4179)



Source: University of Chicago, Urban Education Institute, Five Essentials SPPS staff survey, Spring 2012

2013-14 Calendar Proposal

Christine Osorio and Sue Snyder
Calendar Committee Co-Chairs

November 13, 2012

Objectives

- Review the process for creating calendar recommendations
- Special Considerations
- Explain Current Calendar Proposal

Calendar Committee Members

Sue Snyder

Celeste Carty

8 Jackie Turner

Shela Her

Kate Wilcox Harris

John Bradford

Jessica Lance

Christine Osorio

George Simon

Robin Abel

Kate Ryan

Ethan Laubach

Beth LeRoux

Calendar Committee Timeline

2012 Calendar Committee Meeting Dates

May 18	Full Committee
June 26	Full Committee
August 9	Full Committee
August 23	Sub-Committee (With Office of Family Engagement)
Aug 28-Sep10	Family Survey Administered
Sept. 3-13	Staff Survey Administered
September 12	Full Committee
September 27	Full Committee
October 9	Co-Chairs
October 16	Full Committee
October 22	Co-Chairs

Information Gathered

- Contract Obligations
- Religious Holidays
- Calendar Examples from all 50 states
- Calendars from school districts that are closing the achievement gap
- Comparison of Instructional Days with other Districts
- State and National Testing Calendars
- Family Survey
- Staff Survey
- Input from Stakeholder Groups: SPFT, OCCR, SPI, REA, Office of Early Learning, Division of Schools, Office of Family Engagement, ALC, HR, Payroll, Special Ed, ELL, Middle School Transition Team

Family Survey Results

Over 700 surveys collected

Majority of Respondents prefer:

- Conferences in November, rather than September
- Traditional calendar, rather than year-round

Staff Survey Results

Over 200 surveys collected

Majority of Respondents prefer:

- Conferences in November, rather than September
- Traditional calendar, rather than extended calendar into the summer

Other themes among responses

- Staff appreciate Professional Development and Grading Days – Requests to attach these days to natural breaks and end of terms.

Calendar Considerations

- State Fair/ Start after Labor Day
- Testing Schedules including AP/IB
- Printing window for Elementary Progress Reports
- Contractual Language
- Summer School Start Time
- Holiday Breaks

2013-14

Instructional Days Comparison

88

Saint Paul Public Schools	175
Minneapolis	176
Anoka Hennepin	172
North St. Paul/ Maplewood/Oakdale	173
South Washington	174
Eagan/Apple Valley/ Rosemount	171

Calendar Details

2013-14 Recommendations

67

	Pre K	Kindergarten	Elementary	Secondary
No School for Students	Sept. 3/4/5/6 Oct. 28 Nov 14/15 Jan 21 Feb 14 Mar 3 Mar 20/21 April 18	Sept. 3/4/5/6 Oct. 28 Nov 15 Jan 21 Mar 3 Mar 21 April 18	Oct. 28 Nov 15 Jan 21 Mar 3 Mar 21 April 18	Nov 15 Jan 21 Mar 3 April 18
Parent/Teacher Conferences	Sept. 3/4 Nov.14/15 Mar. 20/21	Sept. 3/4 Nov. 15 March 21	Nov. 15 March 21	
Conference Prep/ Grading Day	Oct. 28 March 3	Oct. 28 March 3	Oct. 28 March 3	Jan. 21
Professional Development	Sept.5/6 Jan. 21 Feb 14 April 18	Sept. 5/6 Jan.21 April 18	Jan.21 April 18	Nov. 15 March 3 April 18
Total Instructional Days	168	171	173	175
Work Days for Teachers	187	187	187	187

SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2013-2014 School Year

AUGUST 2013

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

SEPTEMBER 2013

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

OCTOBER 2013

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

NOVEMBER 2013

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

DECEMBER 2013

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

JANUARY 2014

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

AUGUST

- 21 New Teacher Orientation
- 22-23 PD for Selected Staff
- 26-30 Opening workshops

SEPTEMBER

- 2 Labor Day
- 3 E/S Classes begin
- 3,4 P & K No School conf.
- 5,6 P & K No School: Prof. Dev.
- 9 P & K Classes begin

OCTOBER

- 17,18 NO SCHOOL All Sites
State teacher meetings
- 28 P/K/E – No School
Conf. Prep. S-in session

NOVEMBER

- 4 End of Q1 (43 days)
- 14 P –No School: Conferences
- 15 NO SCHOOL All Sites
P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev.
- 21-22 NO SCHOOL All Sites
Thanksgiving

DECEMBER

- 12/23- NO SCHOOL All Sites
- 1/1 Winter break

JANUARY

- 2 Classes resume
- 17 End of Sem1 (86 days)
- 20 NO SCHOOL All Sites
Martin Luther King Day
- 21 NO SCHOOL All Sites
P/K/E-Prof. Dev. S-Grading

FEBRUARY

- 14 P-No School: Prof. Dev.
- 17 NO SCHOOL All Sites
Presidents Day

MARCH

- 3 NO SCHOOL All Sites
P/K/E-Conf. Prep S-Prof. Dev.
- 20 P - No School: Conferences
- 21 P/K/E-No School:
Conferences (plus two evenings to be scheduled by school)
S-in Session
- 28 End of Q3 (46 days)

- 3/31- NO SCHOOL All Sites
Spring Break

APRIL

- 18 NO SCHOOL All Sites
P/K/E/S Prof. Dev.

MAY

- 26 NO SCHOOL All Sites
Memorial Day

JUNE

- 6 Last day for students
End of Sem2 (89 days), Q4 (43 days)
- 9 Last day for teachers/
Grading Day

P- Pre K
K - Kindergarten
E - Elementary
S - Secondary

E - 173 Days, S -175 Days

FEBRUARY 2014

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

MARCH 2014

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30	31					

APRIL 2014

SU	M	T	W	TH	F	SA
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20	21	22	23	24	25	26
27	28	29	30			

MAY 2014

SU	M	T	W	TH	F	SA
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2014

SU	M	T	W	TH	F	SA
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2014

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

Recommendations Going Forward

- Commitment to avoid evening meetings on significant religious/cultural holidays
- Consider future possibilities for increasing the number of instructional days for students
- Embed conversations about future Grading and Professional Development Days into regular PIC meetings
- Consider a permanent window for Spring Break to eliminate big shifts from one year to the next (ex. After 3rd Quarter)

Comments/ Questions?

SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2013-2014 School Year

AUGUST 2013

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

SEPTEMBER 2013

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

OCTOBER 2013

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

NOVEMBER 2013

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

DECEMBER 2013

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

JANUARY 2014

SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
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- 3,4 P & K No School conf.
- 5,6 P & K No School: Prof. Dev.
- 9 P & K Classes begin

OCTOBER

- 17,18 NO SCHOOL All Sites
State teacher meetings
- 28 P/K/E - No School
Conf. Prep. S-in session

NOVEMBER

- 4 End of Q1 (43 days)
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- 15 NO SCHOOL All Sites
P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev.
- 21-22 NO SCHOOL All Sites
Thanksgiving

DECEMBER

- 12/23-1/1 NO SCHOOL All Sites
Winter break

JANUARY

- 2 Classes resume
- 17 End of Sem1 (86 days)
- 20 NO SCHOOL All Sites
Martin Luther King Day
- 21 NO SCHOOL All Sites
P/K/E-Prof. Dev.
S-Grading

FEBRUARY

- 14 P-No School: Prof. Dev.
- 17 NO SCHOOL All Sites
Presidents Day

MARCH

- 3 NO SCHOOL All Sites
P/K/E-Conf. Prep
S-Prof. Dev.
- 20 P - No School: Conferences
- 21 P/K/E-No School:
Conferences (plus two evenings to be scheduled by school)
S-in Session
- 28 End of Q3 (46 days)

- 3/31-4/4 NO SCHOOL All Sites
Spring Break

APRIL

- 18 NO SCHOOL All Sites
P/K/E/S Prof. Dev.

MAY

- 26 NO SCHOOL All Sites
Memorial Day

JUNE

- 6 Last day for students
End of Sem2 (89 days), Q4 (43 days)
- 9 Last day for teachers/
Grading Day

P - Pre K
K - Kindergarten
E - Elementary
S - Secondary

E - 173 Days, S - 175 Days

FEBRUARY 2014

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

MARCH 2014

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

APRIL 2014

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

MAY 2014

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

JUNE 2014

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

JULY 2014

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

Shaded dates indicate the days that students in all grades are not in school. Square boxes indicate that there is no school for selected grades.

SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2014-2015 School Year

AUGUST 2014						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2014						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2014						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2014						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2014						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

AUGUST	
20	New Teacher Orientation
21-22	PD for Selected Staff
25-29	Opening workshops

SEPTEMBER	
1	Labor Day
2	E/S Classes begin
2,3	P & K No School conf.
4,5	P & K No School: Prof. Dev.
8	P & K Classes begin

OCTOBER	
16,17	NO SCHOOL All Sites State teacher meetings

NOVEMBER	
3	End of Q1 (43 days)
3	P/K/E - No School Conf. Prep. S-in session
20	P-No School: Conferences
21	NO SCHOOL All Sites P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev.
27-28	NO SCHOOL All Sites Thanksgiving

DECEMBER	
12/22-	NO SCHOOL All Sites
1/2	Winter break

JANUARY	
5	Classes resume
19	NO SCHOOL All Sites Martin Luther King Day
22	End of Sem1 (87 days)
23	NO SCHOOL All Sites P/K/E-Prof. Dev. S-Grading

FEBRUARY	
13	P-No School: Prof. Dev.
16	NO SCHOOL All Sites Presidents Day

MARCH	
2	NO SCHOOL All Sites P/K/E-Conf. Prep S-Prof. Dev.
19	P - No School: Conferences
20	P/K/E-No School: Conferences (plus two evenings to be scheduled by school) S-in Session
27	End of Q3 (43 days)

3/30-	NO SCHOOL All Sites
4/3	Spring Break

APRIL	
17	NO SCHOOL All Sites P/K/E/S Prof. Dev.

MAY	
25	NO SCHOOL All Sites Memorial Day

JUNE	
9	Last day for students End of Sem2 (88 days), Q4 (45 days)

10	Last day for teachers/ Grading Day
----	---------------------------------------

P - Pre K
K - Kindergarten
E - Elementary
S - Secondary

E - 173 Days, S - 175 Days

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

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

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

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

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

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

Shaded dates indicate the days that students in all grades are not in school. Square boxes indicate that there is no school for selected grades.

SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2015-2016 School Year

AUGUST 2015

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

SEPTEMBER 2015

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

OCTOBER 2015

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

NOVEMBER 2015

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

DECEMBER 2015

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

JANUARY 2016

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

AUGUST

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

SEPTEMBER

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

OCTOBER

- 15,16 NO SCHOOL All Sites
State teacher meetings

NOVEMBER

- 2 P/K/E – No School
Conf. Prep. S-in session
- 9 End of Q1 (43 days)
- 19 P –No School: Conferences
- 20 NO SCHOOL All Sites
P/K/E-Conferences (plus two evenings to be scheduled by school). S-Prof. Dev.
- 26-27 NO SCHOOL All Sites
Thanksgiving

DECEMBER

- 12/23-1/1 Winter break

JANUARY

- 4 Classes resume
- 18 NO SCHOOL All Sites
Martin Luther King Day
- 22 End of Sem1 (85 days)
- 25 NO SCHOOL All Sites
P/K/E-Prof. Dev.
S-Grading

FEBRUARY

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

MARCH

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

APRIL

- 1 End of Q3 (46 days)
- 4-8 NO SCHOOL All Sites
Spring Break

MAY

- 30 NO SCHOOL All Sites
Memorial Day

JUNE

- 10 Last day for students
End of Sem2 (90 days), Q4 (44 days)
- 13 Last day for teachers

FEBRUARY 2016

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

MARCH 2016

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

APRIL 2016

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

MAY 2016

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

JUNE 2016

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

JULY 2016

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

P - Pre K
K - Kindergarten
E - Elementary
S - Secondary

E - 173 Days, S - 175 Days

Shaded dates indicate the days that students in all grades are not in school. Square boxes indicate that there is no school for selected grades.

CROSSROADS SCHOOL CALENDAR

2013-2014 YEAR-ROUND

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

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

MARCH

M	T	W	TH	F
10	11	12	13	14
17	18	19	20*	21*
24	25	26	27	28
31				

APRIL

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

MAY













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

JUNE

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

JULY

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

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

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

CROSSROADS SCHOOL CALENDAR

2014-2015 YEAR-ROUND

AUGUST

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

SEPTEMBER

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER

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

DECEMBER

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

JULY

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

	No School
	Teacher Workshop Week - No School
	Student Attendance Day
	1st day of school grades 1-6
*K	No School PreK & Kindergarten Only
	1st day of school PreK & Kindergarten
	No School Kyne's PreK classes only
*	Parent Teacher Conferences
	Intersession
	Teacher Conference Preparation Day
	Teacher Work Day Professional Development
	Last Day for Students

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

CROSSROADS SCHOOL CALENDAR 2015-2016 YEAR-ROUND - ROLLOVER

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

JULY

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

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

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



Superintendent's Report to Board of Education November 13, 2012



Agenda

- Post-election referendum update
- *Strong Schools, Strong Communities* Implementation Update



78

Post-election Referendum Update





thank
YOU!



thank
you



80

THANK
YOU

THANK YOU!

Thank You

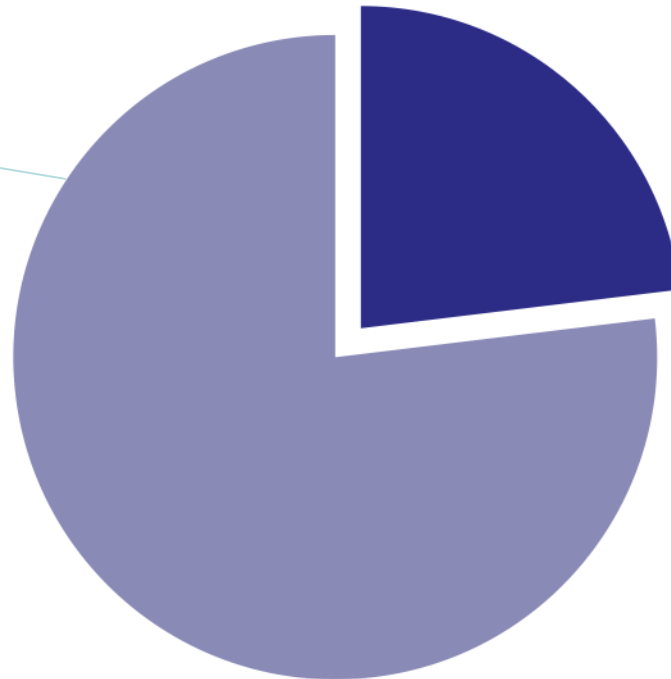
- The referendum passed with 61% approval
- Thank you to everyone who worked hard on this ballot issue
 - The principals, teachers, students, and families at our schools
 - Saint Paul Mayor Chris Coleman
 - Union Partners and Colleagues
 - SPFT and President Mary Cathryn Ricker
 - Local No. 49 Engineers Political Fund
 - Professional Employees Association
 - Sheet Metal Workers Local 10
 - Intl Brotherhood of Electrical Workers
 - Saint Paul Regional Labor Federation
 - ASAP
 - AFSME
 - Plumbers Local Union No 34
 - Saint Paul Pipefitters Local 455
 - Teamsters Local 120 PAC
 - The Saint Paul Area Chamber of Commerce -- especially President Matt Kramer, and the Midway Chamber of Commerce
 - The many individuals, foundations, organizations and companies who contributed funds to the campaign
- **THANK YOU to the voters for their continued support of our students!**

Referendum Funding primarily for continuing programs

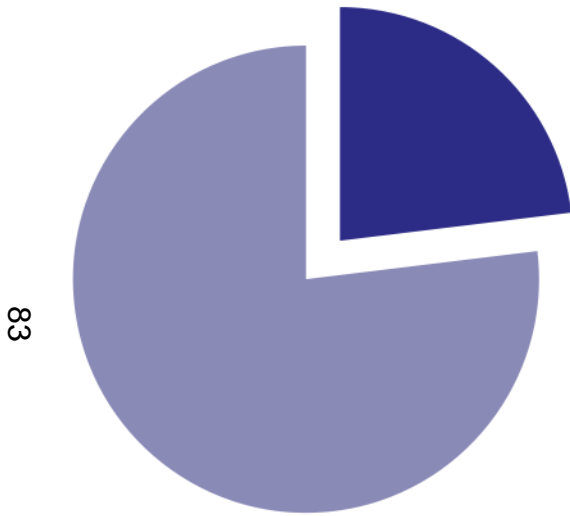
- Over 75% of the 2012 referendum funding will go to continuing current programs

82

\$30M to
continue
current
programs



Continue Current Investments

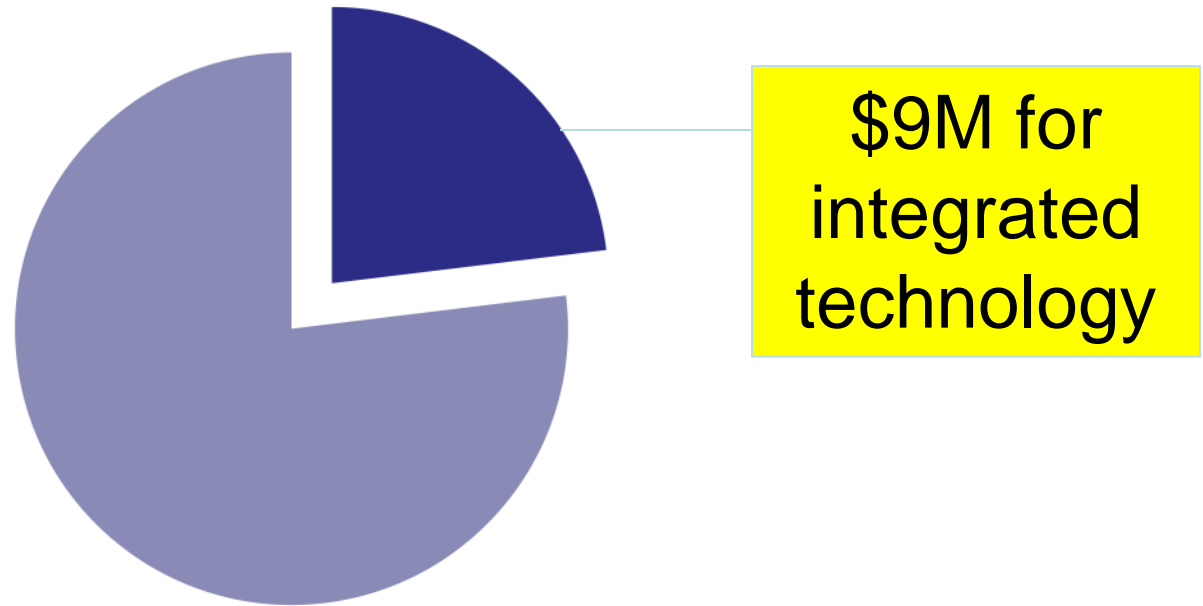


- Early education
 - All day kindergarten at schools
 - Pre-kindergarten
 - Early Childhood Family Education (ECFE)
- Elementary
 - Math and reading specialists in schools
- Secondary
 - Reduced class sizes for math and science
 - Additional guidance counselors for post-secondary preparation
- Specialized Learning
 - Funding for mandated Special Education and English Language Learner programs and services that are not fully funded by the state

Expanded Referendum Funding

With increased referendum funding, invest in:

Learning Transformed by Technology, a personalized learning platform.



Digital library of teaching and learning tools

Technology - Next Steps

The district is already working on the steps required for a successful launch, including:

- Assessment of current district technology
- RFP process to select platform provider
- Detailed implementation plan
 - Decisions needed for platform roll-out (grades, content areas, etc.)
 - Input from stakeholders (Teachers, Principals, District Administrators, Parents, Community Partners, etc.)
 - Infrastructure
 - Curriculum and Materials
 - Professional Development
 - Outreach and Engagement



Strong Schools, Strong Communities Implementation Update

What the *Strong Schools, Strong Communities* plan will do

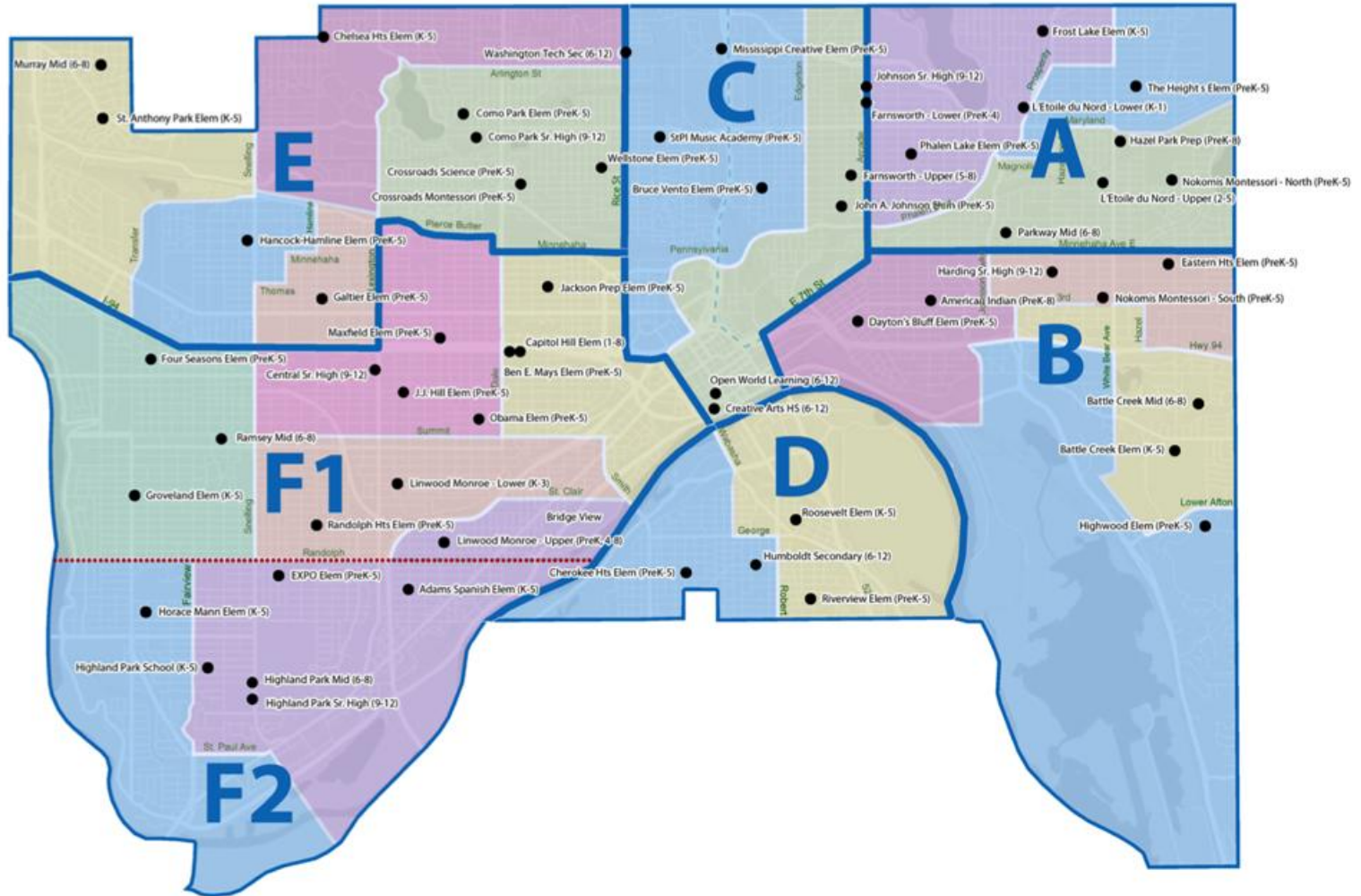


*Improve education for all students –
without exception or excuse*

- **Achievement:** Ensure each child achieves to his or her potential
- **Alignment:** Assure all students have quality school choices in their own communities
- **Sustainability:** Equitably distribute resources; invest in what works



Six Geographic Areas: A-F



So what's coming next fall?



- All elementary schools become K – 5 sites
- Sixth grade moves to middle schools, strengthening student/teacher relationships
- New Community School Zones ensure families have the best chance of getting into their community schools
- Busing provided to schools within your area, as well as to regional and districtwide magnets
- Sibling preference will continue
- Reflecting St. Paul works to preserve integration

Community School Pathways

06

	ELEMENTARY	MIDDLE	HIGH SCHOOL
A	Frost Lake Hazel Park Prep The Heights	Parkway Hazel Park	Johnson
B	Battle Creek Dayton's Bluff Eastern Heights Highwood Hills	Battle Creek	Harding
C	Bruce F. Vento John A. Johnson	Washington	Washington
D	Cherokee Heights Riverview	Humboldt	Humboldt
E	Chelsea Heights Como Park Galtier Hancock/Hamline St. Anthony Park	Murray	Como Park Sr.
F	EXPO for Excellence Groveland Horace Mann Jackson Preparatory Maxfield Randolph Heights	Ramsey (F1) Highland Park (F2)	Central (F1) Highland Park Sr. (F2)

Articulations, with Guaranteed Space

American Indian Language & Culture		
American Indian Magnet	American Indian Magnet	Harding
Visual and Performing Arts		
Four Seasons Arts+ Linwood Monroe Arts+ Mississippi Creative Arts Saint Paul Music Academy	Open/Creative Arts Linwood Monroe Arts+	Open/Creative Arts
Capitol Hill Gifted & Talented		
Capitol Hill Gifted & Talented	Capitol Hill Gifted & Talented	Highland Park Senior
Hmong Studies Language and Culture		
Jackson Preparatory Phalen Lake	Washington Technology Battle Creek Middle	Washington Technology
International Baccalaureate		
Ben E. Mays Hazel Park Highland Park Elementary	Ramsey Hazel Park Highland Park Middle	Central Harding Highland Park
French Immersion		
L'Etoile du Nord	Ramsey	Central
Spanish Immersion		
Adams Spanish Immersion Riverview West Side School of Excellence Wellstone, Paul & Sheila	Highland Park Middle	Highland Park Senior
Mandarin Immersion		
Ben E. Mays	Area Community School	Area Community School
Montessori		
Crossroads Montessori J.J. Hill Montessori Nokomois Montessori	Parkway	Area Community School
Aerospace		
Farnsworth	Farnsworth	Johnson
Science		
Crossroads Science Wellstone	Humboldt Washington	Humboldt Washington

Available at all schools during conferences

Will School District Changes Affect Where Your Student Goes to School Next Fall?

In the 2013-2014 school year, all Saint Paul Public Schools will reorganize learning closer to home. Our communities will be strengthened, but thousands of our elementary school families will experience changes in bus service.

ELEMENTARY SCHOOL CHANGES FOR 2013-14:



THE CHANGE:

All elementary schools will become K-5 sites, so students entering sixth grade will move to a middle school (unless their current school already goes through eighth grade).

THE EFFECT:

Students entering grade 6 in 2013-14 will transition to the middle school of their choice, unless they are enrolled in a K-8 program. Those in K-8 programs will be allowed to continue in that program and continue to receive busing.

THE CHANGE:

New geographic Community School Zones (CSZ) will create a way to ensure that most of the students living near a school are accepted there. There is at least one Community School in every Area.

THE EFFECT:

We're putting schools back at the heart of the community by encouraging students to attend their Community Schools. This means shorter bus rides and an opportunity to go to school with your neighbor. Find your CSZ at apply.spps.org.

THE CHANGE:

Students are eligible for busing only to: (1) schools in the Area they live in; or (2) a Regional Magnet, which serves more than one area; or (3) a District Magnet, which serves kids citywide.

THE EFFECT:

- If your student is enrolled in a school that is a Regional or District Magnet, s/he may remain at that school and continue to receive bus transportation.
- If your student is enrolled in a Community School outside your Area, s/he has the option to remain at that school without bus transportation. The family will be responsible for providing transportation each day. Or, your student can apply to a Community School in your Area.



If you think your school enrollment and/or transportation will be affected by Strong Schools, Strong Communities call the Student Placement Center at 651-632-3760.

WHAT IS STRONG SCHOOLS, STRONG COMMUNITIES?

Strong Schools, Strong Communities is our strategy for improving education for all students without exception or excuse.

WHAT THE STRONG SCHOOLS, STRONG COMMUNITIES PLAN WILL DO:

- Achievement:** Ensure each child achieves to his or her potential.
- Alignment:** Assure all students have quality school choices in their communities.
- Sustainability:** Equitably distribute resources; invest in what works.

WHAT'S CHANGED?

Thirty years ago, the district began busing students across the city in an effort to desegregate the schools. When data analysis showed students [perform as well or better at their neighborhood schools, we developed a new system to bring learning closer to home.

- The District has been divided into six geographical Areas: A-F.
- Busing will be provided to schools within your area as well as to Regional and District Magnets (see list of schools on the back).

PLEASE NOTE: Some elementary schools have changed from citywide magnets to Community Schools. These schools include Battle Creek Elementary, EXPO for Excellence, Frost Lake Elementary, Galilee Elementary and Hancock-Hamline.

Your 2013-2014 Elementary School Options

Use the charts below to find school options in your Area. Don't know what Area you live in? Use our school finder application. Find it at: apply.spps.org.

COMMUNITY SCHOOLS

Your student is eligible (but not required) to attend – and eligible to receive transportation to – any community school in your area (with zones apply).

Community Schools	A	B	C	D	E	F
Battle Creek		■				
Bruce F. Vento			■			
Chelsea Heights				■		
Cherokee Heights					■	
Como Park						■
Dayton's Bluff Achievement Plus		■				
Eastern Heights			■			
EXPO for Excellence						■
Frost Lake		■				
Galilee					■	
Groveland Park						■
Hancock-Hamline						■
Hazel Park Preparatory	■					
The Heights Community School	■					
Highwood Hills		■				
Horace Mann						■
Jackson Preparatory						■
John A. Johnson Achievement Plus				■		
Maddell						■
Randolph Heights						■
Riverview West Side School of Excellence					■	
St. Anthony Park						■

LOOKING AHEAD

SPPS provides each student with a pathway of specific schools, from elementary through high school, determined by the Area you live in. High schools for each Area are as follows:

MIDDLE SCHOOLS	HIGH SCHOOLS
Area A: Parkway Middle	Area A: Johnson Senior
Area B: Battle Creek Middle	Area B: Harding Senior
Area C: Washington Technology	Area C: Washington Technology
Area D: Humboldt Secondary	Area D: Humboldt Secondary
Area E: Murray Middle	Area E: Como Park Senior
Area F1: Ramsey Middle	Area F1: Central Senior
Area F2: Highland Park Middle	Area F2: Highland Park Senior

Students in a specialized learning program (see table at right) follow each program's school articulation – specific schools that offer the program from elementary through high school. Many school articulations, like pathways, are determined by the Area of your residence. District Magnets serve the entire district.

SPECIALIZED LEARNING PROGRAMS

If your Community School isn't right for you, apply to a regional or districtwide magnet that offers specialized learning programs. Eligibility requirements may apply.

Articulation / School Name	A	B	C	D	E	F
AEROSPACE/ENGINEERING		■	■	■	■	■
Fairweather Aerospace		■	■	■	■	■
AMERICAN INDIAN LANGUAGE & CULTURE		■	■	■	■	■
American Indian Magnet		■	■	■	■	■
BIOSMART		■	■	■	■	■
Wellstone, Paul & Sheila		■	■	■	■	■
CAPITOL HILL GIFTED & TALENTED		■	■	■	■	■
Capitol Hill Gifted & Talented		■	■	■	■	■
FRENCH IMMERSION		■	■	■	■	■
L'Etoile du Nord French Immersion		■	■	■	■	■
HMONG DUAL LANGUAGE, HMONG STUDIES OR HMONG LANGUAGE & CULTURE		■	■	■	■	■
Jackson Preparatory				■	■	■
Phalen Lake Hmong Studies				■	■	■
INTERNATIONAL BACCALAUREATE		■	■	■	■	■
Ben E. Mays		■	■	■	■	■
Hazel Park Preparatory Academy				■	■	■
Highland Park				■	■	■
MANDARIN IMMERSION		■	■	■	■	■
Ben E. Mays		■	■	■	■	■
MONTESSORI		■	■	■	■	■
Crossroads Montessori, year-round		■	■	■	■	■
J.J. Hill Montessori				■	■	■
Nokomis Montessori				■	■	■
PREPARATORY SCHOOL		■	■	■	■	■
Obama, Barack and Michelle		■	■	■	■	■
SCIENCE		■	■	■	■	■
Crossroads Science, year-round		■	■	■	■	■
SPANISH/ENGLISH TWO-WAY IMMERSION		■	■	■	■	■
Riverview West Side School of Excellence				■	■	■
Wellstone, Paul & Sheila				■	■	■
SPANISH IMMERSION		■	■	■	■	■
Adams Spanish Immersion		■	■	■	■	■
VISUAL & PERFORMING ARTS		■	■	■	■	■
Four Seasons Arts Plus		■	■	■	■	■
Mississippi Creative Arts		■	■	■	■	■
Linwood Monroe Arts Plus		■	■	■	■	■
Saint Paul Music Academy		■	■	■	■	■

*Serves Area C (West of 150) | **Serves Area C (East of 150)

SCHOOL APPLICATION DEADLINE: FEBRUARY 15, 2013. APPLY ONLINE AT APPLY.SPPS.ORG

Questions? Call the Student Placement Center at 651-632-3760.

Enrollment Process



- Online enrollment system
- Only students changing schools need reapply
- Letter and calls to students likely to lose transportation
- Specifics available to principals in before Thanksgiving

Enrollment Process

Preference Criteria

- 1st Priority:** Students living in the Community School Zone
- 2nd Priority:** Reflecting St. Paul students
- 3rd Priority:** Children of SPPS Employees
- 4th Priority:** Students in the Area, but not CSZ
- 5th Priority:** Students who live in St. Paul, but not the Area
- 6th Priority:** Students who live outside St. Paul

Getting the Word Out About SSSC



- 1) Parent/Teacher Conferences
- 2) Recruitment Activities
- 3) School Selection Guide
- 4) School Choice Fair
- 5) School Open Houses
- 6) Communications

Strong Schools, Strong Communities

Informational Area Meetings

Thursday, November
15

Central Senior High
(Area F1)

6:30-8:30 p.m.



SSSC Alignment

Administration recommends the following actions to support the effective implementation of SSSC and align with prior decisions of the Board:

- Full service school zones
- School name changes
 - Magnet to Community Schools
 - Junior High to Middle Schools
- Building re-openings
- Program relocations and building repurposing

SSSC Alignment: Full Service School Zones

- Administration recommends all elementary schools receive the designation as full-service school zones.
 - The recommendation applies to all sites serving grades Pre-K through 5.
 - The change will reduce the walk zone from one mile to a half mile.

SSSC Alignment: School Name Changes

- Administration recommends the following elementary schools have the magnet designation removed from their names as follows:
 - Battle Creek Elementary School
 - Expo for Excellence Elementary School
 - Frost Lake Elementary School
 - Galtier Elementary School
 - Maxfield Elementary School
- Administration recommends the following secondary schools change their names to remove junior high school and replace with middle school as follows:
 - Murray Middle School
 - Ramsey Middle School

SSSC Alignment: Building Re-Openings

Administration recommends that the following buildings be reopened:

Name	Address	Program
Ames	1760 Ames Place	LNFI Upper
Prosperity Heights	1305 Prosperity Ave	LNFI Lower
Roosevelt	160 Isabel St. E	Riverview
Sheridan	525 White Bear Ave	Nokomis South

SSSC Alignment: Program Relocations and Repurposes

- With the reopening of Roosevelt, administration recommends that the following programs be relocated:
 - Riverview (PreK-5), relocate to the Roosevelt building at 160 Isabel St. E.
 - Various education programs to relocate to the current Riverview site at 271 E. Belvidere St. Programs include early childhood, community education, and ALC.
- These shifts in buildings will provide much needed space for:
 - Elementary students on the west side, allowing both dual language and English-only sections in each grade.
 - Provide more classroom space for Pre-K and ECFE programs.

QUESTIONS?

HUMAN RESOURCE TRANSACTIONS
(September 28, 2012 through October 25, 2012)
November 13, 2012

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Assimacopoulos, D.	Classroom Teacher	10/01/2012	\$33.97	Hazel Park Preparatory
Laitinen, D. A.	Classroom Teacher	10/22/2012	\$25.17	Chelsea Heights
Olsen, E. M.	Classroom Teacher	10/03/2012	\$26.00	Cherokee Heights School
Lewandowski, K. A.	Occupational Therapist	10/22/2012	\$35.37	Obama Service Learning
Sokola, A. K.	Special Education Teacher	10/15/2012	\$25.17	Wheelock Early Education Center
Kohn, K. L.	Specialist	10/08/2012	\$48.62	Galtier Magnet
AbdurRazzaq, K. A.	Teacher on Special Assignment	10/15/2012	\$32.29	Maxfield Magnet
Anderson, C. R.	Teacher on Special Assignment	10/15/2012	\$28.13	Ramsey Junior High
Babu, C.	Teacher on Special Assignment	10/23/2012	\$36.39	Wellstone Elementary
Broadrick, A.	Education Assistant	10/15/2012	\$16.99	Humboldt High School
Hokkanen, J. C.	Education Assistant	10/22/2012	\$15.88	Expo for Excellence
Hsi, A.	Education Assistant	10/01/2012	\$13.54	Mississippi Creative Arts
Ifill, M. K.	Education Assistant	10/15/2012	\$16.66	Humboldt High School
Levy, R. S.	Education Assistant	10/22/2012	\$18.39	Four Seasons A+
Nageye, M. E.	Education Assistant	10/01/2012	\$16.99	Homecroft Building
Rothering, R. A.	Education Assistant	10/08/2012	\$18.07	Humboldt High School
Ryan, D. K.	Education Assistant	10/02/2012	\$15.31	Rondo Education Center
Abraham, M. A.	Teaching Assistant	10/22/2012	\$13.51	Obama Service Learning
Adams, D. J.	Teaching Assistant	10/15/2012	\$12.20	Benjamin Mays/Museum
Appleton, T. T.	Teaching Assistant	10/10/2012	\$13.83	Highwood Hills
Beamon, J. S.	Teaching Assistant	10/20/2012	\$12.74	RiverEast Elem/Secondary
Blesbois, E. C.	Teaching Assistant	10/10/2012	\$13.51	Eastern Heights
Cheatem, M. A.	Teaching Assistant	10/29/2012	\$12.32	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
November 13, 2012

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Coker, B. S.	Teaching Assistant	09/17/2012	\$13.83	Hazel Park Preparatory
Gale, S. C.	Teaching Assistant	10/10/2012	\$13.51	Eastern Heights
Gottfried, A. T.	Teaching Assistant	10/08/2012	\$12.32	American Indian Magnet
Harness, C. A.	Teaching Assistant	10/08/2012	\$12.74	Central Senior High
Harris, R. K.	Teaching Assistant	10/22/2012	\$13.83	Murray Junior High
Hassan, M. T.	Teaching Assistant	10/15/2012	\$13.83	Washington Tech Secondary
Johnson, J. J.	Teaching Assistant	10/29/2012	\$13.51	Humboldt Jr High
Madden, C. P.	Teaching Assistant	10/08/2012	\$12.88	L'Etoile du Nord French Immersion
Moore, D. L.	Teaching Assistant	10/22/2012	\$11.78	Benjamin Mays/Museum
Mullan, K. M.	Teaching Assistant	10/08/2012	\$12.74	RiverEast Elem/Secondary
Rattei, F. J.	Teaching Assistant	10/08/2012	\$13.51	The Heights Community School
Rosenbower, B. B.	Teaching Assistant	10/01/2012	\$12.83	St. Paul Music Academy
Short, C. T.	Teaching Assistant	10/04/2012	\$12.83	Como Park Special/Hartzell
Slagter, L. J.	Teaching Assistant	10/11/2012	\$13.00	American Indian Magnet
Vang, Y.	Teaching Assistant	09/24/2012	\$12.88	St. Paul Music Academy
Webb, J. J.	Teaching Assistant	09/18/2012	\$11.18	Capitol Hill Magnet
Welter, E. M.	Teaching Assistant	10/17/2012	\$11.78	Benjamin Mays/Museum
Sveen, N. C.	Clerical	10/22/2012	\$15.89	Four Seasons A+
Fife, Z. P.	Custodian	10/02/2012	\$14.31	Central Senior High
O'Keefe, S. K.	Operations	10/22/2012	\$21.52	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hofmann, T. H.	Principal From: Assistant Principal	10/01/2012	\$57.94	Colborne Admin Offices
Bishop, J.	Education Assistant From: Teaching Assistant	09/03/2012	\$20.81	Como Park Special/Hartzell

HUMAN RESOURCE TRANSACTIONS
November 13, 2012

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Virnig, D.	Education Assistant From: Teaching Assistant	09/03/2012	\$20.64	Como Park Special/Hartzell
Dillon, B. F.	Teaching Assistant From: Nutrition Services Personnel	10/08/2012	\$14.51	Rondo Education Center
Blees, K. M.	Clerical Career Progression	10/15/2012	\$19.53	Ronald M Hubbs Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hansen, E. J.	Classroom Teacher	10/03/2012	Harding Senior High
Hilleshiem, C. R.	Classroom Teacher	09/26/2012	Wellstone Elementary
Hydukovich, D. M.	Classroom Teacher	09/12/2012	Ramsey Junior High
Jensen, J.	Classroom Teacher	10/22/2012	Journey's Secondary School
Kelly, M.	Classroom Teacher	10/02/2012	Highland Park Senior
Moua, S.	Classroom Teacher	09/19/2012	Humboldt High School
Nehring, E. M.	Classroom Teacher	10/16/2012	Daytons Bluff
Pettipiece, S. M.	Classroom Teacher	10/17/2012	Harding Senior High
Thao, S.	Classroom Teacher	09/24/2012	Randolph Heights
Yang, R.	Classroom Teacher	10/02/2012	Battle Creek Environmental
Osaulenko, T. O.	ELL Teacher	10/22/2012	Battle Creek Environmental
Silva, S. K.	ELL Teacher	09/20/2012	Adams Spanish Immersion
Freeberg, J. A.	Early Education Teacher	09/25/2012	Maxfield Magnet
Madsen, C. C.	Early Education Teacher	10/01/2012	Humboldt Jr High
Lynn, K.	Special Education Teacher	08/27/2012	Bridge View
Bray, L. M.	Speech Pathologist	09/21/2012	Johnson Achievement Plus
Mohamud, A.	Education Assistant	10/14/2012	Harding Senior High
Cyprian, B.	Teaching Assistant	09/08/2012	Benjamin Mays/Museum
Mills, B.	Custodian	09/26/2012	Central Senior High

HUMAN RESOURCE TRANSACTIONS
November 13, 2012

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., D. S.	Classroom Teacher	10/01/2012
T., A. M.	Classroom Teacher	10/05/2012
R., J. M.	Special Education Teacher	09/28/2012
C., D.	Education Assistant	10/04/2012

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Her, Y.	Education Assistant	09/18/2012	\$26.25	Phalen Lake Hmong Studies

REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abel, S. R.	Classroom Teacher	10/01/2012	\$24.27	Johnson Achievement Plus
Ninteman, J. A.	Classroom Teacher	10/04/2012	\$40.29	Phalen Lake Hmong Studies
Olson, M. S.	Classroom Teacher	10/08/2012	\$25.17	Creative Arts High/ALC
Crosby, M. M.	Education Assistant	09/24/2012	\$16.99	Student Placement Center
Grams, H. N.	Education Assistant	10/08/2012	\$16.66	St Anthony Park
Lilja, K. T.	Education Assistant	10/15/2012	\$16.66	Expo for Excellence
Burton, D.	Teaching Assistant	09/24/2012	\$12.83	Como Park Elementary
Cody, B. H.	Teaching Assistant	09/24/2012	\$13.51	Como Park Elementary
Ellis, U. M.	Teaching Assistant	10/15/2012	\$14.51	Journey's Secondary
Imholte, L. K.	Teaching Assistant	10/09/2012	\$11.78	Horace Mann School
Kern, A. L.	Teaching Assistant	10/24/2012	\$13.51	Linwood Monroe Arts (K-3)
Larson, L. B.	Teaching Assistant	09/26/2012	\$12.83	Colborne Admin Offices
Larson, S. G.	Teaching Assistant	10/01/2012	\$12.20	St Anthony Park
Perez, E. D.	Teaching Assistant	10/10/2012	\$14.51	Ramsey Junior High
Walter, C. M.	Teaching Assistant	10/01/2012	\$13.51	Daytons Bluff
Rassett, T. M.	Clerical	10/08/2012	\$27.14	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
November 13, 2012

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moua, S.	Classroom Teacher	10/15/2012	Humboldt High School
Baker, M. W.	Custodian	09/24/2012	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dewolf, T. A.	Teaching Assistant	09/29/2012	\$24.88	Como Park Special/Hartzell

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McCain, D.	Assistant Principal	10/01/2012	\$57.00	Hazel Park Preparatory
Ripka, K.	Clerical	09/19/2012	\$19.99	American Indian Magnet

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Radke, B. A.	School/Community Professional From: Classroom Teacher	10/08/2012	\$25.47	Obama Service Learning
Gammel, N. L.	Education Assistant From: Teaching Assistant	10/10/2012	\$30.19	Johnson Achievement Plus
Mena, E.	Teaching Assistant From: Education Assistant	10/04/2012	\$13.51	Humboldt High School
Wolf, B. L.	Teaching Assistant From: Substitute Teacher	09/18/2012	\$16.67	St. Paul Music Academy
Yannareilly, J. K.	Technical	09/24/2012	\$36.94	Como Service Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
J., S. W.	Custodian	10/23/2012
S., T. I.	Professional Employee	Ten Days

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sims, R.	Classroom Teacher	06/11/2013	American Indian Magnet
Snowden, J. W.	Classroom Teacher	10/01/2012	Como Service Center
Zima, R. G.	Classroom Teacher	10/23/2012	Como Service Center
Emmerling-Knox, L.	Speech Pathologist	11/06/2012	No Assigned Bldg - Misc
DuBord, R. H.	Custodian	11/01/2012	Four Seasons A+
Kearns, J.	Maintenance Supervisor	10/06/2012	No Assigned Bldg - Misc
Otis, J. F.	Plumber	10/13/2012	Como Service Center
Anderson, B. L.	Technical	01/26/2013	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
November 13, 2012

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kendall, B. J.	Classroom Teacher	08/26/2012	Wellstone Elementary
Krause, C. L.	Classroom Teacher	09/15/2012	Cherokee Heights
Deignan, P. C.	Teaching Assistant	09/01/2012	Rondo Education Center
Dochniak, E.	Teaching Assistant	10/27/2012	Wellstone Elementary
Geehan, A. L.	Teaching Assistant	10/15/2012	Murray Junior High
Grant, J. V.	Teaching Assistant	10/02/2012	Bridge View
Harris, M. L.	Teaching Assistant	10/06/2012	Obama Service Learning
Lyles, D. T.	Teaching Assistant	10/06/2012	Maxfield Magnet
Magembe, R.	Teaching Assistant	08/26/2012	Johnson Senior High
Murphy, A. V.	Teaching Assistant	05/30/2012	Title I Funded Programs
Thompsen, J. C.	Teaching Assistant	10/16/2012	Highland Park Senior
Wallace, R. A.	Teaching Assistant	09/01/2012	Highwood Hills
Yang, P. K.	Teaching Assistant	09/28/2012	Jackson Preparatory
Langevin, S. E.	Custodian	10/20/2012	Como Service Center
Enquist, J. E.	Technical	10/26/2012	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Candella, D. S.	Classroom Teacher	11/16/2012	Galtier Magnet
Tauer, A. M.	Classroom Teacher	11/16/2012	Obama Service Learning
Whitney, T. A.	School/Community Professional	10/06/2012	Colborne Admin Offices
Thole, S.	Teaching Assistant	09/28/2012	Horace Mann School
Pociecha, T. G.	Operations	06/12/2012	Como Service Center
Canty, A. D.	Professional Employee	10/06/2012	Colborne Admin Offices

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

DATE: November 13, 2012

TOPIC: Gift Acceptance from the Target Corporation Take Charge of Education Program – Central High School

A. PERTINENT FACTS:

1. Central High School would like to accept a monetary gift of \$7,377.62 from the Target Corporation Take Charge of Education Program.
2. Take Charge of Education donations are accumulated when supporters of Central High School make purchases using their REDcard. Target Corporation donates up to 1% of the purchases to the eligible K-12 school they have designated.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Mackbee, Principal, Central High School, Willie Jett, Assistant Superintendent, High Schools and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Target Corporation Take Charge of Education Program to be used as designated. The total gift of \$7,377.62 will be deposited into the Central High School intra-school account, 19-210-000-000-5096-0000.

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

DATE: November 13, 2012

TOPIC: Request for Permission to Accept a Gift from The Clock and Globe Club of Travelers Insurance Company to Saint Paul Public Schools AVID Program in the Amount of \$8,361.65

A. PERTINENT FACTS:

1. The Clock and Globe Club of Travelers Insurance Company has gifted to the Saint Paul Public Schools AVID program (29-005-640-000-0000-4275) in the amount of \$8,361.65 to be used in three ways.
 - \$6,000 to be used to offer enrichment and recognize activities for AVID students.
 - \$1,500 to establish the John D. Danielson, AVID Tutor Scholarship
 - \$861.65 to recognize the extra efforts of the 145 AVID site staff in keeping to the fidelity of the AVID program implementation.
2. This will meet the District strategic plan goals of alignment, achievement, and sustainability.
3. This item is submitted by Darlene Fry, Director, Office of College and Career Readiness; Matthew Mohs, Acting Chief Academic Officer; and Michelle Walker, Chief of Staff.

RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the Clock and Globe Club of Travelers Insurance Company gift for the Saint Paul Public Schools AVID program to advance and support educational programming for students and staff in preparing for the transition to post secondary enrollment and completion.

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

DATE: November 13, 2012

TOPIC: Request for Permission to Submit a Grant Application to 3M

A. PERTINENT FACTS:

1. In 2009-2010, Saint Paul Public Schools was awarded funding for the first year of a multi-year initiative to implement a Strategic Science and Engineering Initiative (SSEI) in the district. The Office of Academics developed SSEI, a multi-pronged approach that addresses science and engineering at multiple grade levels. The goals and impact of SSEI are accomplished by pursuing six key strategic objectives: 1) Offer students an articulated K-12 science curriculum aligned with state and national standards; 2) Provide students with afterschool science and engineering experiences; 3) Provide students with opportunities to explore STEM careers and post-secondary options; 4) Provide teacher and administrator professional development in the areas of content, pedagogy, and curriculum in order to improve student success; 5) Offer all science teachers current information and training on the MCA II science tests; and 6) Implement district-wide coordination and support for science and engineering. The goal continues to be expansion and deeper implementation of those programs.

The SSEI STEM pipeline culminates in the post-secondary opportunities offered by Saint Paul College, ranked the top community college in the nation by Washington Monthly magazine.

2. Saint Paul Public Schools has prepared a grant application for funds to enhance the SSEI initiative at multiple sites and to further assist teachers and staff in preparing students for higher education and careers in the science and engineering fields. This request will fund: Science-Concept Oriented Reading Instruction (CORI) at \$78,205, Gateway to Technology (GTT) at \$108,613, Physics/CTE Class at \$6,511, Project Lead the Way's (PLTW) Pathway to Engineering (PTE) at \$135,713, competitive STEM grants for secondary science departments at \$37,800 and project evaluation at \$17,139. The grant is for approximately \$383,981.
3. Saint Paul Public Schools will serve as fiscal agent for the project.
4. This project will meet the District target area goal of achievement.
5. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing & Development; Christine Osorio, Executive Director, Curriculum, Instruction, and Professional Development; Jackie Turner, Chief Engagement Officer; Matt Mohs, Acting Chief Academic Officer and Executive Director, Title I/Funded Programs; and Michelle Walker, Chief of Staff.

Page 2

DATE: November 13, 2012

TOPIC: Request for Permission to Submit a Grant Application to 3M

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M to support, maintain and expand the district's Strategic Science and Engineering Initiative; to accept funds, if necessary; 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 13, 2012

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 \$118,631.00 over one year to accomplish the aforementioned goals.

3. SPPS will serve as the fiscal agent for this project.
4. This project will meet the District target area goal of achievement.
5. This item is submitted by Julie Schultz Brown, Director of Marketing, Communications, and Development; Jackie Turner, Chief Engagement Officer; Matt Mohs, Acting Chief Academic Officer and Executive Director, Title I/Funded Programs; and Michelle Walker, Chief of Staff.

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 13, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Robert Wood Johnson Foundation.

A. PERTINENT FACTS:

1. The Robert Wood Johnson Foundation is currently accepting grant applications to improve outcomes for middle and high school-aged young men of color and serve as a model for other communities and organizations seeking to improve outcomes for the target population.
2. SPPS has prepared an application to further expand on the pilot successes SPPS has experienced with AVID/AAMI and Technology Scholars. This project will develop an AVID all-male section for students of color at additional SPPS sites with a focus on American Indian, Latino and African American males

In addition, the project will build on the success of Technology Scholars by including a tablet computer with WiFi capabilities for senior level males of color to mentor freshmen students struggling in their advanced courses. Access to personal technology will allow mentors to communicate with their mentees on coursework on evenings and weekends.

Funding will also allow 170 additional male students of color in grades 7th -11th to become involved in intensive academic, social, and emotional supportive programming to increase their success in preparing for their post secondary career. With funding, 25 of these students would also have the ability to attend an out of state college tour, to expand their knowledge base of post secondary institutions beyond the local colleges and universities. One new innovative offering will be the implementation of the "Legacy" project, in which all male students of color in SPPS will be offered the opportunity to develop a project that would be utilized with younger males of color.

3. SPPS is requesting approximately \$499,938.00 over 30 months to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.
4. This project will meet the District target area goal of achievement.
5. This item is submitted by Julie Schultz Brown, Director of Marketing, Communications, and Development; Jackie Turner, Chief Engagement Officer; Matt Mohs, Acting Chief Academic Officer and Executive Director, Title I/Funded Programs; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Robert Wood Johnson Foundation to expand on the pilot successes SPPS has experienced with AVID/AAMI and Technology Scholars and develop an AVID all-male section for students of color at additional SPPS sites; 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 13, 2012

TOPIC: Request for Permission to Accept a Grant from the Toshiba America Foundation

A. PERTINENT FACTS:

1. The Toshiba America Foundation has awarded a grant to Saint Paul Public Schools to support science and math education in secondary education.
2. Highland Senior High School has received funds to purchase materials to implement a science inquiry and research project on renewable energy sources. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,100.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Toshiba America Foundation for funds to implement a science inquiry and research project on renewable energy sources at Highland Senior High School; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 13, 2012

TOPIC: Authorization for Agreement with State of Minnesota for Monitoring Equipment Site Lease at Harding Senior High School

A. PERTINENT FACTS:

1. On June 16, 1998, the Board of Education authorized execution of a "Monitoring Equipment Site Lease Agreement" with the State of Minnesota for purposes of establishing a pollution control monitoring site at Harding Senior High School. The Board of Education authorized renewal of this agreement on November 19, 2002, and January 15, 2008. The current agreement expires December 31, 2012.
2. This equipment provides for data collection for studies undertaken in accordance with mandates of the U.S. Environmental Protection Agency (EPA) to establish statewide monitoring networks to assess the ambient air quality. It also provides data for the Minnesota Statewide Air Toxics study to assess inhalation potentials and possible risk factors to human populations.
3. The State of Minnesota desires to continue leasing roof space at Harding Senior High School for a pollution control monitoring site for data collection. Terms of the proposed new "Monitoring Equipment Site Lease" remain unchanged from previous leases and include the following:
 - a. The Minnesota Pollution Control Agency (MPCA) is provided leased roof space at Harding Senior High School for use as a pollution control monitoring site.
 - b. The term of the lease will be five (5) years commencing January 1, 2013, and terminating December 31, 2017.
 - c. The State of Minnesota will pay the district \$200.00 per quarter (\$800.00 annually) and will be responsible for all necessary electrical equipment and its installation.
 - d. The MPCA will be responsible for immediate repair of any damages caused by installation, monitoring activity, maintenance or removal of its monitoring equipment.
 - e. The agreement may be terminated by either party giving thirty (30) days' prior written notice of termination to the other party.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize execution by the Chair and Clerk of a "Monitoring Equipment Site Lease" with the State of Minnesota, Department of Administration, for purposes of maintaining and operating a pollution control monitoring site for the Minnesota Pollution Control Agency at Harding Senior High School for the term January 1, 2013, through December 31, 2017.

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

DATE: November 13, 2012

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2012, through June 30, 2014.
2. Contract changes are as follows:

Wages: Effective July 1, 2012, increase hourly wage schedule by 2% and maintain step progression for year one and two. Effective July 1, 2013, increase hourly wage schedule by 2%.

Longevity: Effective July 1 of each year, employees at the beginning of their fifteen (15) years of service shall receive an additional \$0.10 per hour above the normal hourly rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer as of July 1 each year shall receive an additional \$0.25 per hour above the normal hourly rate of pay.

Attendance Incentive: Effective July 1, 2012, the incentive bonus will increased from \$1,500 to \$1,525 for employees who are present for 2,072 hours or more.

3. The District has 35 employees in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2012-13 budget year: \$54,231
 - in the 2013-14 budget year: \$55,108
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

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

DATE: November 13, 2012

TOPIC: Approval of an Employment Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2012-2015

A. PERTINENT FACTS:

1. New Agreement is for a three-year period, June 1, 2012, through May 31, 2015.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has 3 regular FTE in this bargaining unit.
4. Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a wage freeze with a change in the allocations. The second and third year will be a reopener for wages only.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2011-2012 budget year (June 1, 2012 – June 30, 2012): (\$10)
 - in the 2012-2013 budget year (July 1, 2012 – May 30, 2013): (\$108)
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2012 through May 31, 2015.

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

DATE: November 13, 2012

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, Exclusive Representative for Machinists

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2011, through June 30, 2013.
2. Contract changes are as follows:

Wages: The hourly wage rate increases are shown below:

	Current Rate	Effective July 1, 2011	Effective July 1, 2012
Machinist	\$25.10	\$26.85	\$29.55
Vehicle Mechanic	\$25.10	\$25.85	\$26.65
Nutrition Service Equipment Repairer	\$20.37	\$21.62	\$22.12

3. The District has two (2) regular employees in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2011-2012 budget year: \$ 8,962
 - in the 2012-2013 budget year: \$ 9,559
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

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 machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2011, through June 30, 2013.

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

DATE: November 13, 2012

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2012, through December 31, 2013.

2. Contract changes are as follows:

Wages: Effective January 1, 2012, the salary schedule is increased 1%. Maintain step increases. Effective January 1, 2013, the salary schedule is increased 2.5%. Freeze step increases.

Insurance: Effective January 1, 2012, the district monthly contribution of \$575 for single coverage is increased to \$600; the district monthly contribution of \$1,125 for family coverage is increased to \$1,175. Effective January 1, 2013, the district monthly contribution of \$600 for single coverage is increased to \$638; the district monthly contribution of \$1,175 for family coverage is increased to \$1,250.

Longevity: Effective January 1, 2012, add longevity pay to employees at their 15 year step by \$275 and employees at their 20 year step by \$475.

3. The District has 77 FTE's in this bargaining unit.

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

- in the 2011-12 budget year: \$184,093
- in the 2012-13 budget year: \$189,303

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

6. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2012, through December 31, 2013.

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

DATE: November 13, 2012

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2012, through December 31, 2013.

2. Contract changes are as follows:

Wages: Effective January 1, 2012, the salary schedule is increased 0.5%. January 1, 2013, the salary schedule is increased to 0.5%. Maintain all step adjustments for both years.

Longevity: Employees at the beginning of their twenty (20) years of service with the Employer as of January 1 each year shall receive an additional two thousand (\$2,000.00) above the normal annual rate of pay.

3. The District has 29 FTE's in this bargaining unit.

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

- in the 2011-12 budget year: \$ 107,550
- in the 2012-13 budget year: \$ 84,970

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

6. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2012, through December 31, 2013.

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

DATE: November 13, 2012

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2012, through June 30, 2014.

2. Contract changes are as follows:

Wages: Effective July 1, 2012, the salary schedule is increased 1.25%. Effective July 1, 2013, the salary schedule is increased 0.50%; and add a new Lane 5 to the wage schedule for credit of 175 In-Service hours. The wages will be increased in each step by \$1.00 for the new lane.

Longevity Pay: Effective July 1 of each year, employees at the beginning of their fifteen (15) years of service with the Employer shall receive an additional \$0.10 per hours above the normal rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer as of July 1 each year shall receive an additional \$0.25 per hour above the normal hourly rate of pay.

Bus Duty Premium Pay: Premium pay for bus duty will increase from \$2.85 to \$3.25 per hour above an employee's regular hourly rate of pay for those hours engaged in school bus duty.

3. The District has 800 FTE's in this bargaining unit.

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

- in the 2012-13 budget year: \$249,478
- in the 2013-14 budget year: \$443,558

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

6. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

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

DATE: November 13, 2012

TOPIC: Establishment of the Unclassified Position of Custodial Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The earlier reorganization of the Nutrition Services Department to include responsibility for custodial services necessitated that the employees of the existing Facility Operations Coordinator 1 job classification take increased responsibility for employee supervision, including performance evaluation and the development, implementation and monitoring of standard operating procedures for custodial staff.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Custodial Coordinator. This title would be within the unit jurisdiction of the Manual and Maintenance Supervisors' Association unit that represents supervisors. The appropriate pay rate for this position would be equivalent to Grade 37 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2011-2012 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. It is anticipated that three employees will be promoted to this title.
4. The funds for this position are available in the custodial budget.
5. This request supports the District's target area goal of sustainability.
6. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Jean Ronnei, Director, Nutrition & Custodial Services; and Michael A. Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Custodial Coordinator job classification effective November 13, 2012; that the Board of Education declare the position of Custodial Coordinator as unclassified; and that the pay rate be Grade 37 of the 2011-2012 Manual and Maintenance Supervisors' Association standard ranges.

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

DATE: November 13, 2012

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, Executive Director, Special Education; and Matt Mohs, Interim.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective November 26, 2012, 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 13, 2012

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 – September 30, 2012.

(a) General Account	#510338-511491	\$116,476,054.05
	#3017033-3017087	
(b) Debt Service	-0-	-0-
(c) Construction	-0-	<u>\$2,341,895.92</u>
		<u>\$118,817,949.97</u>

Included in the above disbursements are payrolls in the amount of \$32,149,135.84 and overtime of \$95,162.83 or 0.30% of payroll.

(d) Collateral Changes	None
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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 15, 2013.

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

DATE: November 13, 2012

TOPIC: Proposed Name Change for Hancock-Hamline University Collaborative Magnet School

A. PERTINENT FACTS:

1. Name change information was distributed to all families, staff and Hamline Midway community members, via parent events, School Newsletter, Hancock-Hamline website, Hamline University Website, e-mail, Facebook, and sent home with students.
2. Ten names were suggested at the Leadership Team meeting on October 4, 2012.
3. After receiving response from the surveys; the Leadership & Hamline Collaborative teams, voted upon the final two names with the highest response. The two names were Hamline Elementary and Hamline Midway Elementary.
4. The suggested top two names were voted upon on Tuesday, November 6th via a community wide election at Hancock and Kids Voting: Hamline Elementary and Hamline Midway Elementary put fourth to the Hancock-Hamline community. Hamline Elementary received 367 of 593 votes.
5. This project will meet the District Strong School, Strong Communities goals of Achievement, Alignment, and Sustainability.
6. This item is submitted by Craig Anderson, Principal and Sharon Freeman, Assistant – Superintendent of Elementary Schools

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve Hancock-Hamline University Collaborative Magnet School name change to Hamline Elementary, beginning in the Fall of 2013.

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

DATE: November 13, 2012

TOPIC: Professional Consultant Construction Manager Services

A. PERTINENT FACTS:

1. The Facilities Department desires to obtain professional consultant construction manager services on an as needed basis for appropriate projects. Construction manager services would include assistance in studies, cost estimating, value engineering and construction management services for large scale capital improvements and deferred maintenance work.
2. Qualifications and fee schedules for services were solicited from interested vendors through Request for Qualifications No. A154889-K. A total of six (6) submissions were received, of which the top four (4) were selected for interviews. Proposals (written submissions and interviews) were evaluated and ranked based on relevant criteria including: construction management experience; dollar value of work completed; company background information; history in terms of change orders and meeting substantial completion dates on projects; and other relevant experience and work performance.
3. Proposals and interviews were evaluated and ranked by a selection team composed of representatives from the Purchasing Department and Facilities Department. There was unanimous consent on ranking of proposals. Based on these results the following two firms were recommended to provide professional consultant construction manager services for the District on an as needed basis:
:
Bossardt Corporation
Kraus Anderson
4. Proposals have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from alternative bonds and capital bonds budgets on a project-by-project basis.
6. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional consultant construction manager services on an as needed basis from Bossardt Corporation based upon an hourly rate fee schedule not to exceed a maximum of \$125.00 per hour; and also, authorize the administration to procure professional consultant construction manager services on an as needed basis from Kraus Anderson based on an hourly rate fee schedule not to exceed a maximum of \$130.00 per hour.

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

DATE: November 13, 2012

TOPIC: Bid No. A154672-K: Renovation of East Side Community Center at Harding Senior High School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of renovation at the East Side Community Center at Harding Senior High School to support the Adult Basic Education and Harding Extended Day programs at this site.

2. The following bids were received for the lump sum base bid plus alternates #1 and #3:

	<u>Lump Sum Base Bid</u> <u>Plus Alternates #1 and #3</u>
Schreiber Mullaney Construction Co. Inc.	\$1,304,000
CM Construction Company, Inc.	1,343,800
Sheehy Construction Co. Inc.	1,348,200
Merrimac Construction, Inc.	1,356,604
JPMI Construction Co.	1,376,000
A&L Construction Inc.	1,408,000
McFarland Construction Company	1,415,000
Black & Dew LLC	1,415,200
Jorgenson Construction Inc.	1,420,000
Morcon Construction	1,434,500
RAK Construction Inc.	1,470,364
James Steele Construction Co.	1,529,500

*Includes 3% cash discount

Alternate #1 is to delete tubular daylighting; alternate #3 is to delete entry canopy.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from capital bonds and alternative bonds, budget codes 06-005-870-000-6520-6020 and 06-005-850-386-6520-6997.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A154672-K for construction of renovation at the East Side Community Center at Harding Senior High School to the lowest responsible bidder, Schreiber Mullaney Construction Co. Inc. for the lump sum base bid plus alternates #1 and #3 of \$1,304,000.

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

Proposed Policy:

Proposed Policy Revision:

414.00 Tobacco-Free Environment

First Reading

September 18, 2012

Second Reading

October 16, 2012

Third Reading

November 13, 2012

COMMENTS:

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

Adopted: 3/2/1987 Saint Paul Public Schools Policy 414.00

Revised: 8/1/1988; 6/17/2008

FIRST READING: 9/18/12

414.00 TOBACCO-FREE ENVIRONMENT

PURPOSE

Saint Paul Public Schools provides an environment free from tobacco and tobacco-related products and devices to comply with the law and protect the health of our students, employees and others in District facilities, on District grounds, and at District activities.

DEFINITIONS

1. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to: cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or other tobacco-related devices.
2. "Nicotine delivery product" means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as electronic cigarettes (e-cigarettes), e-cigars, e-pipes, or under another product name or descriptor.
3. "Use" includes smoking, chewing or otherwise ingesting tobacco or related chemicals .
4. "Smoking" includes inhaling or exhaling smoke from any lighted cigar, cigarette, pipe or any other lighted tobacco or plant product. Smoking also includes carrying a lighted cigar, cigarette, pipe or any other lighted tobacco or plant product intended for inhalation.
5. "Tobacco-related devices" includes but is not limited to cigarette papers and pipes for smoking.

PROHIBITION

1. No person shall use tobacco or tobacco-related devices in any indoor area or on any grounds or property that is owned, leased or contracted for by the school district. This prohibition extends to all facilities, whether owned, rented or leased, and to all vehicles that the school district owns, leases, rents, contracts for or controls. This prohibition extends to all events and activities sponsored by the Saint Paul Public Schools.
2. No student under age 18 shall possess tobacco, tobacco-related devices, or nicotine delivery products in or on any grounds or property that is owned, leased or contracted for by the school district. This prohibition extends to all facilities, whether owned or leased, and to all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition extends to all events and activities sponsored by the Saint Paul Public Schools.
3. The District will not solicit or accept any contributions or gifts of curriculum, materials,

or equipment from companies that manufacture and are identified with tobacco or tobacco-related devices, or nicotine delivery products.

4. The school district will not promote or allow promotion of tobacco products, tobacco-related devices or nicotine delivery products on school property or at school-sponsored events.

EXCEPTIONS

It shall not be a violation of this policy when:

1. an American Indian offers tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian is a person who is a member of an American Indian tribe as defined under Minnesota law.
2. an individual possesses, in compliance with the district's Medications/Medical Procedures policy, a product or device that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

ENFORCEMENT

1. Students who violate this tobacco-free policy shall be subject to school district disciplinary procedures.
2. School district personnel, including contractors, and school board members who violate this tobacco-free policy shall be subject to applicable discipline procedures.
3. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law and school district policies.

LEGAL REFERENCES:

Minn. Stat. § 144.413 (Definitions)

Minn. Stat. § 144.4165 (Tobacco Products Prohibited in Public Schools)

Minn. Stat. § 144.4167 (Permitted Smoking)

Minn. Stat. § 144.417 (Commissioner of Health, Enforcement, Penalties)

Minn. Stat. § 609.685 (Sale of Tobacco to Children)

Minn. Stat. § 609.6855 (Sale of Nicotine Delivery Products to Children)

CROSS REFERENCES:

413.00, Drug-Free Workplace

504.00, Drug-Free Schools

506.00, Student Discipline; *Student Behavior Handbook*

516.00, Medications/Medical Procedures

706.00, Grants and Gifts

716.00, Advertising in the Schools

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

RESOLUTION - GENERAL FORM

Board File No. _____

Date November 13, 2012

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 this District held on November 6, 2012, was in all respects duly and legally called and held.
2. As specified in the attached Abstract of Votes Cast, a total of 128,009 voters of the District voted at said election on the question of increasing its general education revenue by \$821.55 per resident marginal cost pupil unit for taxes payable in 2013, the first year it is to be levied, said levy to be authorized for eight years, of which 78,703 voted in favor, 49,306 voted against the same.
3. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.
4. The School District Clerk is hereby directed to certify the results of the election to the Ramsey County Auditor and notify the Commissioner of the Department of Education of the results of said general election.

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

Adopted November 13, 2012

CHAIR Board of Education

CLERK Board of Education

By: _____
Assistant Clerk

Abstract of Votes Cast
Independent School District No. 625 (ST PAUL)
State of Minnesota
at the State General Election
Held Tuesday, November 6, 2012
Compiled from the Official Returns.

Summary of Totals
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State General Election

Number of persons registered as of 7 a.m.	144969
Number of persons registered on Election Day	34652
Number of accepted regular, armed forces and temporarily overseas absentee ballots	9842
Number of federal office only absentee ballots	307
Number of presidential absentee ballots	8
Total number of persons voting	143653

Summary of Totals
 Independent School District No. 625 (ST PAUL)
 Tuesday, November 6, 2012 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

SCHOOL DISTRICT QUESTION 1 (ISD #625)

NP	NP
YES	NO
78703	49306

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State 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	1028	213	1084
62 0550 : ST. PAUL W-1 P-02	1949	551	1900
62 0560 : ST. PAUL W-1 P-03	1703	457	1634
62 0570 : ST. PAUL W-1 P-04	1255	365	1122
62 0580 : ST. PAUL W-1 P-05	1299	313	1147
62 0590 : ST. PAUL W-1 P-06	2408	666	2456
62 0600 : ST. PAUL W-1 P-07	1287	317	1392
62 0610 : ST. PAUL W-1 P-08	1882	616	2036
62 0620 : ST. PAUL W-1 P-09	2071	744	1949
62 0630 : ST. PAUL W-1 P-10	356	145	354
62 0640 : ST. PAUL W-1 P-11	1008	308	924
62 0650 : ST. PAUL W-1 P-12	297	59	310
62 0660 : ST. PAUL W-1 P-13	1037	270	1104
62 0670 : ST. PAUL W-1 P-14	842	222	796
62 0675 : ST. PAUL W-1 P-15	613	229	646
62 0678 : ST. PAUL W-1 P-16	204	45	213
62 0680 : ST. PAUL W-2 P-01	1449	287	1521
62 0690 : ST. PAUL W-2 P-02	1548	292	1580
62 0700 : ST. PAUL W-2 P-03	2022	409	1973
62 0710 : ST. PAUL W-2 P-04	1246	377	1419
62 0720 : ST. PAUL W-2 P-05	1965	372	1901
62 0730 : ST. PAUL W-2 P-06	549	148	596
62 0740 : ST. PAUL W-2 P-07	1868	509	1886
62 0750 : ST. PAUL W-2 P-08	1275	319	1061
62 0760 : ST. PAUL W-2 P-09	1573	484	1688
62 0770 : ST. PAUL W-2 P-10	118	55	49
62 0780 : ST. PAUL W-2 P-11	1571	636	1899

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State 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	1681	291	1591
62 0800 : ST. PAUL W-2 P-13	1279	316	1272
62 0810 : ST. PAUL W-2 P-14	1560	337	1461
62 0820 : ST. PAUL W-2 P-15	2240	628	2113
62 0840 : ST. PAUL W-3 P-01	1965	199	1947
62 0850 : ST. PAUL W-3 P-02	2356	309	2319
62 0860 : ST. PAUL W-3 P-03	2418	482	2514
62 0870 : ST. PAUL W-3 P-04	1367	250	1341
62 0880 : ST. PAUL W-3 P-05	1489	372	1624
62 0890 : ST. PAUL W-3 P-06	2069	228	2030
62 0900 : ST. PAUL W-3 P-07	1987	326	1470
62 0910 : ST. PAUL W-3 P-08	1527	209	1504
62 0920 : ST. PAUL W-3 P-09	2348	309	2325
62 0930 : ST. PAUL W-3 P-10	1662	211	1591
62 0940 : ST. PAUL W-3 P-11	1516	415	1484
62 0950 : ST. PAUL W-3 P-12	1695	307	1817
62 0960 : ST. PAUL W-3 P-13	1708	308	1782
62 0970 : ST. PAUL W-3 P-14	3373	442	3409
62 1000 : ST. PAUL W-4 P-01	1519	234	1538
62 1010 : ST. PAUL W-4 P-02	1276	172	1252
62 1020 : ST. PAUL W-4 P-03	1641	635	1781
62 1030 : ST. PAUL W-4 P-04	1701	366	1779
62 1040 : ST. PAUL W-4 P-05	1244	322	1331
62 1050 : ST. PAUL W-4 P-06	1477	1220	2151
62 1060 : ST. PAUL W-4 P-07	1738	523	1681
62 1070 : ST. PAUL W-4 P-08	2093	461	1973
62 1080 : ST. PAUL W-4 P-09	1401	304	1345
62 1090 : ST. PAUL W-4 P-10	1995	396	1913
62 1100 : ST. PAUL W-4 P-11	2289	378	2200

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State 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	1384	575	1641
62 1120 : ST. PAUL W-4 P-13	1460	522	1625
62 1130 : ST. PAUL W-4 P-14	1331	281	1319
62 1140 : ST. PAUL W-4 P-15	1318	201	1289
62 1160 : ST. PAUL W-5 P-01	1861	320	1878
62 1170 : ST. PAUL W-5 P-02	2398	247	2316
62 1180 : ST. PAUL W-5 P-03	1839	368	1864
62 1190 : ST. PAUL W-5 P-04	2901	812	2889
62 1200 : ST. PAUL W-5 P-05	1556	512	1561
62 1210 : ST. PAUL W-5 P-06	1644	444	1575
62 1220 : ST. PAUL W-5 P-07	1044	259	948
62 1230 : ST. PAUL W-5 P-08	1891	531	1709
62 1240 : ST. PAUL W-5 P-09	1518	511	1467
62 1250 : ST. PAUL W-5 P-10	516	167	477
62 1290 : ST. PAUL W-6 P-01	1290	222	1187
62 1300 : ST. PAUL W-6 P-02	1164	353	1099
62 1310 : ST. PAUL W-6 P-03	536	178	509
62 1320 : ST. PAUL W-6 P-04	1201	193	1209
62 1330 : ST. PAUL W-6 P-05	2175	407	1824
62 1340 : ST. PAUL W-6 P-06	663	245	625
62 1350 : ST. PAUL W-6 P-07	1405	271	1281
62 1360 : ST. PAUL W-6 P-08	1656	424	1571
62 1370 : ST. PAUL W-6 P-09	1329	391	1316
62 1380 : ST. PAUL W-6 P-10	1285	420	1215
62 1390 : ST. PAUL W-6 P-11	973	185	917
62 1400 : ST. PAUL W-6 P-12	1537	297	1520
62 1410 : ST. PAUL W-6 P-13	1047	222	985
62 1420 : ST. PAUL W-6 P-14	1076	251	1032
62 1430 : ST. PAUL W-7 P-01	1693	543	1626

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State 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	1110	339	1043
62 1450 : ST. PAUL W-7 P-03	1266	381	1240
62 1460 : ST. PAUL W-7 P-04	893	184	807
62 1470 : ST. PAUL W-7 P-05	1265	221	1234
62 1480 : ST. PAUL W-7 P-06	1194	261	1126
62 1490 : ST. PAUL W-7 P-07	1037	289	1054
62 1500 : ST. PAUL W-7 P-08	1527	372	1517
62 1510 : ST. PAUL W-7 P-09	1343	382	1376
62 1520 : ST. PAUL W-7 P-10	1348	266	1299
62 1530 : ST. PAUL W-7 P-11	1211	383	1127
62 1540 : ST. PAUL W-7 P-12	2368	567	2366
62 1550 : ST. PAUL W-7 P-13	1689	297	1612
Independent School District No. 625 (ST PAUL) Total:	144969	34652	143653

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 0540 : ST. PAUL W-1 P-01	744	301
62 0550 : ST. PAUL W-1 P-02	1086	608
62 0560 : ST. PAUL W-1 P-03	872	516
62 0570 : ST. PAUL W-1 P-04	596	336
62 0580 : ST. PAUL W-1 P-05	634	336
62 0590 : ST. PAUL W-1 P-06	1510	707
62 0600 : ST. PAUL W-1 P-07	951	358
62 0610 : ST. PAUL W-1 P-08	1231	507
62 0620 : ST. PAUL W-1 P-09	938	690
62 0630 : ST. PAUL W-1 P-10	171	118
62 0640 : ST. PAUL W-1 P-11	421	259
62 0650 : ST. PAUL W-1 P-12	182	88
62 0660 : ST. PAUL W-1 P-13	721	263
62 0670 : ST. PAUL W-1 P-14	357	187
62 0675 : ST. PAUL W-1 P-15	315	239
62 0678 : ST. PAUL W-1 P-16	108	80
62 0680 : ST. PAUL W-2 P-01	1012	422
62 0690 : ST. PAUL W-2 P-02	1029	436
62 0700 : ST. PAUL W-2 P-03	924	841
62 0710 : ST. PAUL W-2 P-04	931	347
62 0720 : ST. PAUL W-2 P-05	971	805
62 0730 : ST. PAUL W-2 P-06	312	206
62 0740 : ST. PAUL W-2 P-07	1096	567
62 0750 : ST. PAUL W-2 P-08	566	338
62 0760 : ST. PAUL W-2 P-09	980	493
62 0770 : ST. PAUL W-2 P-10	18	24
62 0780 : ST. PAUL W-2 P-11	1193	496

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 0790 : ST. PAUL W-2 P-12	878	567
62 0800 : ST. PAUL W-2 P-13	769	396
62 0810 : ST. PAUL W-2 P-14	753	571
62 0820 : ST. PAUL W-2 P-15	1086	738
62 0840 : ST. PAUL W-3 P-01	1129	709
62 0850 : ST. PAUL W-3 P-02	1415	770
62 0860 : ST. PAUL W-3 P-03	1436	895
62 0870 : ST. PAUL W-3 P-04	760	441
62 0880 : ST. PAUL W-3 P-05	823	562
62 0890 : ST. PAUL W-3 P-06	998	812
62 0900 : ST. PAUL W-3 P-07	1112	228
62 0910 : ST. PAUL W-3 P-08	939	489
62 0920 : ST. PAUL W-3 P-09	1326	863
62 0930 : ST. PAUL W-3 P-10	790	625
62 0940 : ST. PAUL W-3 P-11	711	440
62 0950 : ST. PAUL W-3 P-12	1205	474
62 0960 : ST. PAUL W-3 P-13	1057	592
62 0970 : ST. PAUL W-3 P-14	1874	1270
62 1000 : ST. PAUL W-4 P-01	1164	259
62 1010 : ST. PAUL W-4 P-02	977	194
62 1020 : ST. PAUL W-4 P-03	1174	358
62 1030 : ST. PAUL W-4 P-04	1076	512
62 1040 : ST. PAUL W-4 P-05	809	410
62 1050 : ST. PAUL W-4 P-06	1096	713
62 1060 : ST. PAUL W-4 P-07	1085	631
62 1070 : ST. PAUL W-4 P-08	1217	612
62 1080 : ST. PAUL W-4 P-09	815	383
62 1090 : ST. PAUL W-4 P-10	1338	461

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 1100 : ST. PAUL W-4 P-11	1282	659
62 1110 : ST. PAUL W-4 P-12	1060	433
62 1120 : ST. PAUL W-4 P-13	967	469
62 1130 : ST. PAUL W-4 P-14	851	348
62 1140 : ST. PAUL W-4 P-15	818	393
62 1160 : ST. PAUL W-5 P-01	1081	699
62 1170 : ST. PAUL W-5 P-02	1294	902
62 1180 : ST. PAUL W-5 P-03	1085	554
62 1190 : ST. PAUL W-5 P-04	1488	1089
62 1200 : ST. PAUL W-5 P-05	737	516
62 1210 : ST. PAUL W-5 P-06	773	657
62 1220 : ST. PAUL W-5 P-07	447	393
62 1230 : ST. PAUL W-5 P-08	780	671
62 1240 : ST. PAUL W-5 P-09	734	547
62 1250 : ST. PAUL W-5 P-10	222	191
62 1290 : ST. PAUL W-6 P-01	591	520
62 1300 : ST. PAUL W-6 P-02	512	460
62 1310 : ST. PAUL W-6 P-03	229	175
62 1320 : ST. PAUL W-6 P-04	650	447
62 1330 : ST. PAUL W-6 P-05	841	744
62 1340 : ST. PAUL W-6 P-06	282	214
62 1350 : ST. PAUL W-6 P-07	598	543
62 1360 : ST. PAUL W-6 P-08	689	616
62 1370 : ST. PAUL W-6 P-09	624	439
62 1380 : ST. PAUL W-6 P-10	568	485
62 1390 : ST. PAUL W-6 P-11	407	412
62 1400 : ST. PAUL W-6 P-12	623	731
62 1410 : ST. PAUL W-6 P-13	391	465

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2012 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 1420 : ST. PAUL W-6 P-14	436	476
62 1430 : ST. PAUL W-7 P-01	858	600
62 1440 : ST. PAUL W-7 P-02	471	444
62 1450 : ST. PAUL W-7 P-03	560	529
62 1460 : ST. PAUL W-7 P-04	385	300
62 1470 : ST. PAUL W-7 P-05	598	500
62 1480 : ST. PAUL W-7 P-06	507	518
62 1490 : ST. PAUL W-7 P-07	470	460
62 1500 : ST. PAUL W-7 P-08	702	673
62 1510 : ST. PAUL W-7 P-09	576	683
62 1520 : ST. PAUL W-7 P-10	537	640
62 1530 : ST. PAUL W-7 P-11	507	462
62 1540 : ST. PAUL W-7 P-12	1096	1016
62 1550 : ST. PAUL W-7 P-13	695	690
Total:	78703	49306

We, the school board members of Independent School District No. 625 (St. Paul), certify that we have canvassed the returns of the State General Election held on Tuesday, November 6, 2012 and have herein specified the number of votes for and against the ballot question voted on 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 (St. Paul)

Witness our official signature at City of Saint Paul in Ramsey County this 13th day of November, 2012.

Member of canvassing board

Member of canvassing board

Member of canvassing board

Member of canvassing board

Member of canvassing board

Member of canvassing board

Member of canvassing board

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

I, Marilyn Polsfuss, Assistant Clerk of the Independent School District No. 625 (St. Paul) do hereby certify the within and foregoing 12 pages to be a full and correct copy of the original abstract and return of votes cast in the Independent School District No. 625 (St. Paul) State General Election held on Tuesday, November 6, 2012.

Witness my hand and official seal of office, this 13th day of November, 2012.

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

DATE: November 13, 2012

TOPIC: Re-open three Temporarily Closed Buildings under the *Strong Schools Strong Communities Plan*

A. PERTINENT FACTS:

1. By action of the Board of Education on April 20, 2010 the following school buildings were temporarily closed:
 - a. Ames, 1760 Ames Place
 - b. Prosperity Heights, 1305 Prosperity Ave
 - c. Sheridan, 525 White Bear Ave N
2. Under the *Strong Schools, Strong Communities* plan these three school buildings will be re-opened for the 2013-14 school year with these general education program focus:
 - a. Ames – to serve as the site of L'Etoile du Nord French Immersion upper campus (2-5)
 - b. Prosperity Heights, - to serve as the site of L'Etoile du Nord French Immersion lower campus (K-1)
 - c. Sheridan – to serve as the site of Nokomis Montessori South, PreK-5
3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Michelle Walker, Chief of Staff, Andrew Collins, Assistant Superintendent, Elementary Education, Sharon Freeman, Assistant Superintendent, Elementary Education and Michael Baumann, Deputy for Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to proceed with the re-opening of these sites for the programs as listed:

- a. Ames – to serve as the site of L'Etoile du Nord French Immersion upper campus (2-5)
- b. Prosperity Heights, - to serve as the site of of L'Etoile du Nord French Immersion lower campus (K-1)
- c. Sheridan – to serve as the site of Nokomis Montessori South, PreK-5

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

DATE: November 13, 2012

TOPIC: Re-Open Roosevelt building and Relocate the Riverview Program

A. PERTINENT FACTS:

1. By action of the Board of Education on July 21, 2009 Roosevelt Elementary school (located at 160 Isabel Street E) was temporarily closed.
2. To support the full implementation of *Strong Schools, Strong Communities* strategic plan in school year 2013-14 , Administration is recommending that the Roosevelt site be re-opened and that the educational program at Riverview West Side School of Excellence be relocated from the current building at 271 E Belvedere Street to the building at 160 Isabel Street E (current site of Roosevelt)
3. The newly renovated Roosevelt building (160 Isabel Street E) will accommodate all of the Riverview students and staff and will allow for future expansion of the student population.
4. The current Riverview site (271 E Belvedere Street) will be re-purposed for early childhood and other educational activities.
5. This project will meet the District strategic plan goals of: Achievement, Alignment, and Sustainability.
6. This item is submitted by Michelle Walker, Chief of Staff, Andrew Collins, Assistant Superintendent, Elementary Schools, and Michael Baumann, Deputy for Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to execute the actions:

1. Re-open Roosevelt building, 160 Isabel Street E as an elementary school site beginning the school year 2013-14.
2. Relocate the elementary program located at the Riverview building, 271 E. Belvedere Street effective the 2013-14 school year.
3. Repurpose the current Riverview building, located at 271 E. Belvedere Street for other educational uses.

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

DATE: November 13, 2012

TOPIC: Changes to school names to align with *Strong Schools, Strong Communities*

A. PERTINENT FACTS:

1. By action of the Board of Education on March 15, 2011 the *Strong Schools, Strong Communities* strategic plan was approved. The plan included the following components:
 - a. Starting with the 2013-14 school year, several elementary schools with magnet school designations would transition to community schools.
 - b. Starting with the 2013-14 school year, junior high schools serving grades 7 and 8 would transition to middle schools serving grades 6-8.
2. The following elementary schools currently include the designation of magnet school in their names. Those school names will change as listed below:
 - a. *Battle Creek Elementary School*
 - b. *Expo for Excellence Elementary School*
 - c. *Frost Lake Elementary School*
 - d. *Galtier Elementary School*
 - e. *Maxfield Elementary School*
3. The following secondary schools currently include the designation of junior high school in their names. The school names will change as listed below:
 - a. *Murray Junior High School* will change to *Murray Middle School*
 - b. *Ramsey Junior High School* will change to *Ramsey Middle School*
4. This project will meet the District strategic plan goal of Alignment.
5. This item is submitted by Michelle Walker, Chief of Staff, Andrew Collins, Assistant Superintendent, Elementary Education, Sharon Freeman, Assistant Superintendent, Elementary Education, Steven Unowsky, Interim Assistant Superintendent, Middle Schools, and Michael Baumann, Deputy for Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the renaming of these schools to align with the *Strong Schools, Strong Communities* strategic plan.

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

DATE: November 13, 2012

TOPIC: Designation of Full Service School Zones

A. PERTINENT FACTS:

1. The State of Minnesota amended Minnesota Statute Section 123B.88 to allow transportation to be provided, without regard to distance, to and from schools designated by a Board of Education to be full-service school zones.
2. For the 2013-14 school year all elementary schools (includes sites serving grades Pre-K through 5) are seeking designation as full-service school zones.
3. Adding the provision of transportation for students who live between six blocks and one mile from school will stabilize enrollment and reduce mobility at the schools, as part of the *Strong Schools, Strong Communities* strategic plan.
4. This project will meet the District strategic plan goal of Achievement.
5. This item is submitted by Michelle Walker, Chief of Staff; Andrew Collins, Assistant Superintendent, Elementary Education; Sharon Freeman, Assistant Superintendent, Elementary Education; and Michael Baumann, Deputy for Schools and Business Operations.

B. RECOMMENDATION:

That, pursuant to Minnesota Statutes Section 123B.88, subdivision 1a, the Board of Education finds that providing half-mile transportation will stabilize enrollment and reduce mobility and thereby designates full-service school zones in the 2013-14 school year for all elementary schools (includes sites serving grades Pre-K through 5).



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MEMORANDUM

DATE: October 22, 2012

TO: Michael Baumann
Deputy of Schools and Business
Operations


FROM: Sara E. Guyette, A.I.A., LEED AP
Director of Facilities

SUBJECT: Project Labor Agreement
Roosevelt School Building, 160 E. Isabel Street, Interior Renovation

As per the Board of Education direction, please find attached responses received from the Solicitation of Comments on the potential use of a Project Labor Agreement (PLA) for construction projects over \$250,000 in estimated costs. Responses received are summarized below.

Please ensure that this is on the November 13, 2012 Board of Education Agenda for action.

School Name	Description	Associated Builders & Contractors	Associated GC of MN	National Assoc of MNCont.	Saint Paul Build.+Trades Council	Admin.
Roosevelt Elementary School	Interior Renovation	NR	NO	NR	YES	YES

NR = no response

Please advise if you have any questions.

Cc: Jeff Lalla, Tom Parent, Marilyn Polsfuss

Board of Education Meetings

(5:45 unless otherwise noted)

- December 4 Truth-in-Taxation Hearing – 6:00 p.m.
- December 11 – CLOSED Meeting (Superintendent Evaluation)
- December 18
- January 15, 2013 – Annual Meeting 4:30 p.m.
- January 22
- February 19
- March 19
- April 16
- May 21
- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15
- November 12 Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

Committee of the Board Meetings

(4:30 unless otherwise noted)

- December 4
- January 15 (5:00 p.m.)
- February 5
- March 5
- April 2
- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3