



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, December 14, 2010 5:45 PM**

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

**BOARD OF EDUCATION**



**Elona Street-Stewart**  
*Chair*



**John Brodrick**  
*Vice Chair*



**Keith Hardy**  
*Clerk*



**Jean O'Connell**  
*Treasurer*



**Anne Carroll**  
*Director*



**Kazoua Kong-Thao**  
*Director*



**Vallay Varro**  
*Director*



**ADMINISTRATION**  
**Valeria S. Silva**  
*Superintendent*

**BOARD OF EDUCATION COMMITTEES**

**Committee of the Board – John Brodrick, 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***  
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**MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL**  
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**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**

**December 14, 2010**  
**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 November 16, 2010 6
  - B. Minutes of the Special Closed Board of Education Meeting, December 7, 2010 22
- V. COMMITTEE REPORTS**
  - A. Committee of the Board Meeting of November 30, 2010 23
- VI. RECOGNITIONS** (Time Certain 6:30 p.m.)
  - A. Recognition of Director Vallay Varro 32
  - B. Acknowledgement of Good Work Provided by Outstanding District Partnerships 33
- VII. PUBLIC COMMENT** (Time Certain 7:00 p.m.)
- VIII. SUPERINTENDENT'S REPORT**
  - A. First Year Progress Report 34
  - B. Human Resource Transactions 45
    - 1. Appointment of Director of Facilities Planning for SPPS
- IX. CONSENT AGENDA**

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals, specific areas are listed in each item. 1) Ensure high academic achievement for all students; 2) Raise expectations for accountability;

3) Accelerate the path to excellence; 4) Align resource allocation to District priorities and 5) Strengthen relationships with community and families.

A. Gifts

- |  |    |
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| 1. Gift Acceptance from Ceridian Corporation   | 54 |
| 2. L'Etoile du Nord French Immersion Parent/Teacher Organization (LNFI PTO) Gift of \$8,500.00 Toward Supplies | 55 |

B. Grants

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| 2. Request for Permission to Submit a Grant Application to the Regional Comprehensive System of Personnel Development (CSPD)  | 57 |
| 3. Request for Permission to Submit and Accept, if Approved, a Grant Application to the Department of Employment and Economic Development (DEED) for the FastTRAC-Program Design and Implementation Project Grant | 58 |
| 4. Request for Permission to Accept a Grant from the Minnesota Department of Natural Resources  | 59 |
| 5. Request for Permission to Submit and Accept, if Approved, a Grant Application to the Minnesota Literacy Council for the Technology Integration Project Grant   | 60 |
| 6. Request for Permission to Submit Grant Applications to the Minnesota State Arts Board  | 61 |
| 7. Request for Permission to Submit a Grant Application to the Qwest Foundation   | 62 |

C. Contracts

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| 1. Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with the Goodwill/Easter Seals Minnesota (Child Development Pathway Program) | 63 |
| 2. Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with the Goodwill/Easter Seals Minnesota (Medical Career Pathways Program)   | 64 |
| 3. Request for Permission for a Continuation of a Contract with the American Indian Family Center for Collaboration on the Children's Trust Fund Grant for 2010-2011                        | 65 |

D. Agreements

- |  |    |
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| 1. Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association | 66 |
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2. Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians	67
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A. Information Requests & Responses	
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C. Board of Education Reports/Communications	
1. Council of Great City Schools Report	
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A. Action to Schedule Special Board of Education Meetings for the Purpose of a First and Second Interview in the Process to Fill Board Vacancy	98
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C. Committee of the Board Meetings (4:30 unless otherwise noted)	100
<b>XIV. ADJOURNMENT</b>	



**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**November 16, 2010**

**I. CALL TO ORDER**

The meeting was called to order at 5:50 p.m.

**II. ROLL CALL**

PRESENT: Ms. Carroll, Mr. Hardy, Ms. Kong-Thao, Ms. O'Connell, Ms. Varro, Mr. Brodrick, Ms. Street-Stewart, Superintendent Silva, Mr. Lalla, General Counsel and Ms. Polsfuss, Assistant Clerk

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

A. Order of the Consent Agenda

**MOTION:** Ms. Kong-Thao moved the Board approve the Order of the Consent Agenda with the exception that item IX.C2, Cultural Proficiency Next Steps – Pacific Education Group was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

B. Order of the Main Agenda

**MOTION:** Ms. O'Connell moved the Board approve the Order of the Main Agenda as published. Motion seconded by Mr. Hardy.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

**IV. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of October 19, 2010

B. Minutes of the Special CLOSED Meeting of the Board of Education of November 9, 2010

**MOTION:** Ms. Kong-Thao moved the Board approved the Minutes of the Regular Meeting of the Board of Education of October 19, 2010 and the Minutes of the Special Closed Meeting of the Board of Education of November 9, 2010. Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
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Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

## V. COMMITTEE REPORTS

### A. Committee of the Board Meeting of November 9, 2010

The **AGENDA** included reports and updates on

- 2011 Legislative Recommendations
- Initial Revisions to 2010-2011 Budget
- The Administrative Response to American Indian Education Parent Committee Resolution of Concurrence
- Policy

#### 1. **2011 Legislative Recommendations/Update**

The Legislative Liaison reviewed the results of the 2010 elections, the process for a recount in the governor's race and a look at the budget forecast for the state.

She stated that despite the economic crisis, the district must work with the new administration to pursue adequate, stable funding while maintaining flexibility and maximizing opportunities for federal matching revenue. K-12's piece of the state budget has continued to shrink from approximately 45% to less than 38% in the coming biennium. Education funding, adjusted for inflation, has dropped by nearly 14% from FY 2003 to FY 2011. She then moved on to review the 35 proposed SPPS legislative recommendations for 2010-11 and address questions.

Looking at partnerships with other active partners – some suggested groups but no definitive update

**RECOMMENDED MOTION:** That the Board of Education approve the 2011 Legislative Agenda with the understanding that reports will be made back to the Board on a regular basis in order to move this forward together.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

#### 2. **Report on Initial Revisions to 2010-2011 Budget**

The Chief Budget Analyst stated the fall budget adjustments reflect an increase in enrollment of 432 students for a revised total of 37,905. This results in revenue for the District of \$2,117,385 all of which went to the school sites.

The revenue increase in the General Fund, Community Service Fund, the General Fund Fully Financed and the Community Service Fully Financed funds was an increase of \$12,321,885 which resulted in a new budget figure of \$635,714,389.

Changes in expenditures for the same funds were \$15,759,508 which resulted in a new budget figure of \$639,567,797.

**RECOMMENDED MOTION:** That the Board of Education accept the report on the initial revisions to the 2010-11 budget.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

3. **Administrative Response to American Indian (AI) Education Parent Committee Resolution of Concurrence**

This was a dialogue with the Parent Committee relative to their reaction to the Administrative Response in each of the four major areas brought out in the initial resolution:

- American Indian Studies
- Follow-up on previous Administrative Agreements
- Special Education Identification
- Inclusion in Discussion on District Reorganization and Upcoming System-wide Changes

The discussion was rich and lengthy and resulted in several agreements between administration and the parent committee.

Appreciation was expressed for the Parent Committee for the passion shared by the parents and guardians in moving forward to improve education for their students.

**RECOMMENDED MOTION:** That the Board of Education accept the Administrative Response to the Indian Education Act Resolution of Concurrence 2009-10 and that periodic "check-in's" on progress be provide to the Board during the following year.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

4. There was no update on **Operational Planning** or **School & Program Changes**.

5. **Standing Item: Policy Update**

The following proposed policies were brought forward and discussed:

- 601.00 Educational Programming
- 602.00 Curriculum Development, Instruction and Accountability
- 403.00 Performance Management and Accountability

**RECOMMENDED MOTION:** That the Board of Education move forward Policies 601.00, 602.00 and 403.00 (with revisions noted) to the November 16 Board meeting for their first reading.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes

Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

There was also a brief review of the Procedure for Board Monitoring of Existing Policy and Procedure.

**MOTION:**                    **Mr. Hardy moved the Board accept the report of the November 9 Committee of the Board meeting. Motion seconded by Ms. Varro.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

## VI. RECOGNITIONS

### **BF 28474**      Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

1. Murray Junior High School - Flag Football Team, City Champion
2. Murray Junior High School - Boys' Soccer Team, City Champion
3. Murray Junior High School - Girls' Soccer Team, City Champion
4. Murray Junior High School - Volleyball Team, City Champion
5. Central Senior High School - Football Team, City Champion
6. Central Senior High School - Boys' Soccer Team, City Champion
7. Central Senior High School - Girls' Soccer Team, City Champion
8. Central Senior High School - Girls' Swim Team, City Champion
9. Central Senior High School - Volleyball Team, City Champion
10. Como Park Senior High School - Boys' Cross-Country Team, City Champion
11. Harding Senior High School - Girls' Tennis Team, City Champion
12. Highland Park Senior High School - Girls' Cross-Country Team, City Champion

The Assistant Superintendent for Secondary Education announced there was an increase of 4% in participation in the various sports in both high school and middle school over the previous year. She went on to note the following additional championships for SPPS schools.

- The Central High School Girls Swim Team has achieved the Twin City Girls Swimming Championship for the first time in Central's history (it was their 5<sup>th</sup> conference championship in a row).
- Central High School Boys' Football Team won the Twin City Championship.

She also recognized Jerry Keenan for his 50 years of service to SPPS.

**MOTION:**                    **Ms. O'Connell moved the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments. The motion was seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

**BF 28475**      Recognition of Saint Paul Public Schools Foundation

The Saint Paul Area Chamber of Commerce annually recognizes small businesses with the Walter & Lydia Deubener Awards. The Award is given to businesses in five categories: service, emerging business, non-profit, family-owned, and women/minority-owned. The Saint Paul Public Schools Foundation was awarded the 2010 Deubener Award in the non-profit category.

**MOTION:**                      **Mr. Hardy moved, seconded by Ms. Varro, that the Board of Education recognizes the board members and staff of the Saint Paul Public Schools Foundation and congratulates them on this award.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

**VII.      PUBLIC COMMENT**

- A. Leslie Dwight – Adams Spanish Immersion – Expressed concern that state and district mandates, particularly RTI, are forcing unacceptable trade-offs.
- B. Lynn Shellenberger - Adams – Spoke about the impact of RTI on courses and schedules
- C. Bob Zick – Spoke on the perception SPPS is targeting seniority, that unions are not doing their jobs and teachers as professional employees.

**VIII.      SUPERINTENDENT'S REPORT**

A. Assessments

1.    MAP Performance Update

The Department of Research, Evaluation and Assessment provided an overview of the Fall 2010 MAP performance. There were 18,287 students tested in math and 18,211 in reading. The average RIT score was similar to the SPPS Fall Target (within the standard error of measurement) for grades 3, 4, 5 and 6 in math and grades 5 and 6 in reading. The SPPS RIT Targets predict proficiency on the MCA-II/MTELL. 85% of students who score at or above the SPPS target are predicted to score proficient on the MCA-II/MTELL.

The percent of students meeting SPPS Fall MAP Target in grades 3 – 9 district-wide was 46% in math and 40% in reading. The percent of students performing at the “well below” target range in grades 3 – 9 district-wide was 33% in math and 34% in reading. “On Target” indicates 85% of students who score in this target range are predicted to score proficient on the MCA-II/MTELL. “At Risk” indicates about half of the students who score in this range are predicted to score proficient on the MCA-II/MTELL. “Well Below Target” indicates 90-95% of students in this range are predicted to score not proficient on the MCA-II/MTELL.

The percent of student meeting SPPS Fall MAP Targets in Math were:

- Students meeting the SPPS Fall Target in math ranged from 32% (Grade 9) to 57% (Grade 3)
- The Caucasian student group had more than 70% meeting the target in grades 3-7
- The gap between the percent of Caucasian students and all other ethnic groups performing in the “on target” range in math was at least 21 percentage points across grade levels.
- More than 40% of students in grades 8 and 9 performed in the “well below target” range in math.
- The African American student group had the lowest percent meeting the SPPS Fall Target in math in all grades except grade 5.

- The Special Education student group had the lowest percent meeting the fall target in math in all grades.

The percent performing in the “well below target” range in math:

- Range from 21% (Grade 3) to 48% (Grade 9).
- All grade levels had more than 20% of students performing in this range in math.
- Almost half of the students in grades 8 and 9 performed in this range in math.
- The gap between the percent of Caucasian students and all other ethnic groups performing in the “well below target” range in math was at least 13 percentage points across grade levels.

The fall 2010 MAP performance in reading showed:

- The percent of students meeting the SPPS Fall Target in reading ranged from 35% (Grade 9) to 48% (Grade 5).
- The Caucasian student group had 70% or more meeting the SPPS Fall Target in reading in all grades
- The gap between the percent of Caucasian students and all other ethnic groups performing in the “on target” range in reading was at least 25 percentage points across grade levels.
- More than 40% of students in grades 7, 8 and 9 performed in the “well below target” range in reading.
- The Asian American student group had the lowest percent meeting the SPPS Fall Target in reading in all grades except Grade 3.
- The Special Education student group had the lowest percent meeting the SPPS Fall Target in reading in Grade 3.
- The Special Education and ELL students groups had the lowest percent meeting the SPPS Fall Target in reading in grades 4-9.

For those students performing in the “well below target” range in reading:

- The range was from 22% (Grade 5) to 45% (Grade 7)
- All grade levels had more than 20% of students performing at this range in reading.
- The gap between the percent Caucasian students and all other ethnic groups performing in the “well below target” range in reading was at least 12 percentage points across grade levels.

The Chair indicated there would be a more in-depth discussion on this subject at the November 30 COB meeting and asked that only clarifying questions be posed at this time.

#### QUESTIONS/DISCUSSION:

- Compliments were extended to staff for having this data now.
- A request was made that, for the 11/30 COB meeting, further detail be provided and that it be provided to the Board prior to the meeting so they have a chance to delve into it and formulate questions.
- The Superintendent stated school staff had this data available to them almost immediately so it allowed staff to refocus instruction and provide interventions for the students.
- How is the test administered? Response: It is a computer-based test; time to take the test varies as questions posed vary by student and the pattern of correct or incorrect answers they make.
- Is prep work done for MAP? Response: The “prep work” is the curriculum, the results of the testing allow for follow-up work, interventions, and continuation of the curriculum.
- So the test is individualized – how can you ensure the integrity of results if students get different tests? How does MAP maintain integrity? Response: The MAP test is based on item response theory and equal interval scales. MCA is scaled on traditional test theory; it can be taken on computer or with paper and



pencil. The computer in MAP testing determines which items students get. In MCA, all items are consistent for all students. The purpose for choosing the MAP assessment was because it is computer adaptive and provides a better measure of where students are and allows for evaluation of improvement over time. MAP is not an accountability assessment; it is a barometer of where students are now and progress they make through subsequent testing. It will not be used to rank students or schools but to assess what curricular and instructional changes need to be made to address the specific areas of shortcoming for students.

## 2. DataZone Update

DataZone is a web-based data management, daily planning and reporting system for the Mondo Bookshop Program in grades K-5. It was purchased in spring 2010 at a cost of \$10/student/year.

It provides teachers, principals and administration the ability to capture all formative assessments for fall, winter and spring as well as progress monitoring on whether students are achieving the focus of their lessons. It analyzes multiple data points and assigns a stage of reading development and text level to each student. It organizes students into small instructional groups for both reading and phonics instruction. It provides student, class, school and district level reports of reading progress that enable staff to provide the instruction that is needed by each child.

DataZone provides assessments that are directly tied to the Mondo curriculum and allows teachers to plan instruction and fully implement the curriculum.

SPPS is in its second year of implementation of the Readers' Workshop with Mondo Bookshop curriculum. The lesson planning features of DataZone support quality implementation by providing teachers with specific teaching points aligned to the needs of the students. It enables teachers to identify students early who are in need of academic intervention and monitors their progress. DataZone fills the gap between Kindergarten and third grade when students begin to be assessed using MAP and the MCA-II.

The results being reported may be influenced by this being the first assessment period in which all teachers are using the new technology. The fall assessment results, showing the percentages of students who are reading near, at or above grade level show:

- First grade - 68%
- Second grade - 60%
- Third grade - 42%
- Fourth grade - 54%
- Fifth grade - 43%

There have been some challenges with implementing the new system. Some are user errors from staff attempting to learn the new system and some are system errors that are being addressed. Staff is being provided with professional development and support to assist them in using the new system.

## QUESTIONS/DISCUSSION:

- A board member indicated she had heard from several schools that DataZone is an issue but that she was encouraged by the level of support being provided. She encouraged continued support throughout year.
- A request was made that in preparation for the November 30 COB meeting an overview of the process be provided and a comparison of the two systems in order to differentiate the information provided.
- Administration was asked, that since this is an on-going effort, how would it be supported financially? Please provide that information for November 30 as well.

- The Superintendent stated this is the year in which targets will be set to see how students do. Correlations to MAP testing are being looked at. The expectation is the mid-year assessment, with a more experienced staff, will be more reliable. It does provide data and strategies for helping students learn. There is a tremendous need for data, the earlier the better, to address student development. These assessments give educators a whole view of all students, both those who are behind as well as those who are achieving above level.

B. Partners Recognition

The Superintendent introduced the first of several “Thank You” videos, which are being developed for the various funders who have provided investment in and support for SPPS and its students.

C. Human Resource Transactions

**MOTION:** Ms. Carroll moved approval of the Human Resource Transactions as published in the November 16 Board Book. The motion was seconded by Ms. Kong-Thao.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O’Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

IX. **CONSENT AGENDA**

**MOTION:** Ms. Carroll moved the Board approve all items on the Consent Agenda with the exception that item IX.C2, Cultural Proficiency Next Steps – Pacific Education Group that was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O’Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

A. Gifts

**BF 28476** Gift Acceptance from Ecolab to Humboldt High School

That the Board of Education authorize the Superintendent , Valeria Silva to allow Humboldt High School to accept this gift from ECOLAB Inc. The \$7,000.00 will be deposited into the FIRST Robotics budget: 29-225-211-000-XXXX-2085.

**BF 28477** Gift Acceptance from Ecolab to Humboldt High School

That the Board of Education authorize the Superintendent , Valeria Silva to allow Humboldt High School to accept this gift from ECOLAB Inc. The \$10,000.00 will be deposited into the Principal’s Fund, budget number: 19-225-298-000-XXXX-0000.

**BF 28478** Gift Acceptance from Jay and Rose Phillips Family Foundation

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$15,000 offered by Jay and Rose Phillips Family Foundation for use by Out for Equity to hire support staff.

**BF 28479**                    **Acceptance of a Gift of Timberwolves Team Jerseys and T-Shirts from Event Merchandizing, Inc.**

That the Board of Education authorize the Superintendent (designee) to accept this gift from Event Merchandising, Inc.

B. Grants

**BF 28480**                    **Request for Permission to Submit and Accept if Approved a Grant Application to the Department of Employment and Economic Development (DEED) for FastTRAC - Bridge Project Grant Funds**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Department of Employment and Economic Development to provide ABE Services to adults; to provide employment readiness skills to be able to enter and be successful in occupational skill training programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28481**                    **Request for Permission to Submit and Accept, If Approved, a Grant Application to the Department of Employment and Economic Development (DEED) for Transitions Grant Funds**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Department of Employment and Economic Development to provide ABE Services to adults including transition to post-secondary institutions; to provide employment readiness skills to be able to enter and be successful in occupational skill training programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28482**                    **Request for Permission to Submit a Grant Application to Great Lakes Higher Education Guaranty Corporation to Provide Services to AVID Students**

That the Board of Education authorize the Superintendent (designee) to submit an application to Great Lakes Higher Education Guaranty Corporation to offer math and science tutors and a college tour for African American students at Central High School, Como Park Senior High School, Harding High School, Highland Park Senior High, Humboldt Senior High School, and Washington Technology Magnet; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28483**                    **Request for Permission to Partner with the Karen Organization of Minnesota**

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Human Services to offer an after-school program to serve refugee students, aimed at removing obstacles so that students will make optimum progress in their academic, physical, social, emotional and behavioral development. SPPS will partner with KOM; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28484**                    **Request for Permission to Submit a Grant Application to the Minnesota Council of Teachers of English**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Council of Teachers of English for funds to support literacy at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28485**                    **Request for Permission to Submit and Accept if Approved a Grant Application to the Minnesota Department of Education - Adult Basic Education (MDE-ABE) for a Supplementary English as a Second Language Services to Refugees Grant**

That the Board of Education authorize the Superintendent (designee) to submit and accept if approved a grant application to the Minnesota Department of Education for funds to

provide intensive ESL services to refugee students and families in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28486**                    **Request for Permission to Submit and Accept, If Approved, a Grant Application to the Minnesota Department of Education - Adult Basic Education (MDE-ABE) for Transitions Grant Funds**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to provide ABE Services to adults including transition to post-secondary institutions; to provide employment readiness skills to be able to enter and be successful in occupational skill training programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28487**                    **Request for Permission to Submit a Grant to the Minnesota Department of Education (Service Learning)**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to support professional development to integrate service learning into classroom curriculum; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28488**                    **Request for Permission to Accept Grant Applications from the Saint Paul Public Schools Foundation**

That the Board of Education authorize the Superintendent (designee) to accept grants from the Saint Paul Public Schools Foundation for funds to support professional development at Hayden Heights and Prosperity Heights Elementary schools, Groveland Park Elementary School, North End/Franklin Music Magnet Schools and the Center of Professional Development; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 28489**                    **Authorization to Lease Space at Galtier Towers Apartments for the Home Living Lab for Focus Beyond Programs**

That the Board of Education authorize continued lease of an apartment in Galtier Towers Apartments for Focus Beyond programs for the term of December 1, 2010 through June 30, 2011, and execution by the Chair and Clerk of a lease agreement for said rental, in accordance with all terms and conditions of said agreement.

D. Agreements

**BF 28490**                    **Approval of an Employment Agreement with Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2010-13**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2010 through April 30, 2013.

**BF 28491**                    **Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844 Representing Clerical and Technical Employees**

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, 2010, through June 30, 2012.

**BF 28492                      Approval of an Employment Agreement with Operative Plasterers Local Union No. 265 to Establish Terms and Conditions of Employment for 2010-13**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2010 through May 31, 2013.

**BF 28493                      Memorandum of Understanding Between Saint Paul Public Schools and the YMCA**

That the Board of Education authorize the Superintendent to approve and adopt the Memorandum of Understanding between Saint Paul Public Schools and the YMCA.

E. Administrative Items

**BF 28494                      Recommendation 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 November 29, 2010, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 28495                      Monthly Operating Authority**

That the Board of Education approve and ratify the following checks and wire transfers for the period October 1 – October 31, 2010.

(a) General Account	#478245-479799	\$45,462,604.99
	#3014991-3015070	
(b) Debt Service	-0-	126,530.38
(c) Construction	-0-	3,820,100.19
		<u>\$49,409,235.56</u>

Included in the above disbursements are payrolls in the amount of \$33,349,807.46 and overtime of \$122,491.22.

(d) Collateral Changes	None
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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, 2011.

F. Bids

**BF 28496                      Bid No. A9403-K Window Replacement at Battle Creek Elementary School**

That the Board of Education authorize award of Bid No. A9403-K for window replacement at Battle Creek Elementary School to National Window for \$186,836.00 for the lump sum base bid plus alternates no. 1, 2 and 3, and Unit Price no. 1.

**CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION**

**BF 28497                      Cultural Proficiency Next Steps - Pacific Education Group**

Ms. Carroll moved, for purpose of discussion, the Board of Education authorize the Superintendent (designee) to enter into an agreement with Pacific Education Group. The total cost for services will be paid from 29-005-216-470-6303/6304-2309. Motion seconded by Ms. Varro.

Director Hardy stated there was a need for cultural proficiency training within SPPS and that he felt this works best if the training is provided for all employees by an organization from outside the school district. He expressed disappointment that the training had been suspended and

was being moved to another group. He indicated he was not comfortable with the training coming from district administration and that training had not reached all schools. He stated he would be voting no on this issue.

The Superintendent asked the Chief Academic Officer to respond. She stated the training would be done by an outside vendor and that the District is contracting with the Pacific Education Group (PED). PED will provide group training to the leadership level first (cabinet, senior leadership and principals). The end goal of the training will bring a racial equity lens to all organizational, instructional and policy work. Once the first phase is finished, "Beacon Schools" will be established where each school builds a racial equity team within the school and takes the instruction directly into the classroom. PED is very specific about the process of training. The first phase is a two-day training to establish the same language and work with leadership to ensure that conditions are set correctly to have the very important discussions about race. After that, school teams are created.

Funding for this training is coming from ARRA dollars left over from the previous contract (\$350,000 with \$175,000 to be used in phase one.) Where will the additional funds come from?

The Executive Director of Operations was asked to talk about his experience with PED training. He stated their work embedded an ability for the people he worked with to isolate and talk about race in deep conversations that ensured people understood the white privilege existing in this country today and in school districts across the country. The training started with the Board modeling and leading on behalf of organization and spread to the leadership team, principals and extended its roots to teacher-leaders. It is not a one-day experience; it is an extended deeply embedded experience for all of the school community over time (5-7 years). The community gets involved thereafter. He stated teachers stated following the training they finally had a tool to address cultural competency issues.

The Superintendent stated the other issue to be faced is SPPS has problems with how it educates a portion of its population so there is definitely a need for deeper conversation and ownership over time. The question on funding is appropriate. The District must decide if this is a priority and if it is then it must find a way to continue with the work. The District needs to look at how to reach ALL students.

Will the consultant group be training teachers? Yes, the consultant group will train teachers.

How long will it take to reach the 30% who did not receive the previous training? There is a one-year plan with the first year leadership and establishing "beacon schools". The second year moves into other schools and at the end of three years, the entire staff will be trained. This training will start with the 30% of schools who did not have the earlier training.

A comment was made that there is the practicality of "going to scale" and "then what" with the previous group. It became clear that the earlier training was not sufficient. PED will take it where it needs to go so it is excellent making this mid-course correction. It must be remembered the need to address new arrivals over time so there will be on-going catch up. This system does a lot of embedding and creates internal capacity but it must remain in funding stream "forever."

**MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to enter into an agreement with Pacific Education Group. The total cost for services will be paid from 29-005-216-470-6303/6304-2309. Motion seconded by Ms. Varro.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Abstain
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes

## X. OLD BUSINESS

### A. CEAC Application

The Board reviewed the application submitted for service on the Capital Expenditure Advisory Committee.

**MOTION:** **Ms. Carroll moved the Board accept the application of Jemal H. Bedaso for appointment to the Capital Expenditure Advisory Committee. Motion seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

## XI. NEW BUSINESS

**BF 28498** Approval for ISD No. 625 General Obligation School Building Refunding Bonds, Series 2011A in the amount of \$16,940,000 and

**BF 28499** Refunding Full Faith and Credit Certificates of Participation Series 2011B in the amount of \$6,150,000.

Series 2011A and 2011B are for the refunding of Bond Series: 2002A, 2002B and 2002E. Savings in the debt levy will be realized in Fiscal 2012 continuing through Fiscal 2023. Collectively it is estimated savings to St. Paul taxpayers will be approximately \$1.5 million.

There are three parts to the process of issuance:

- School Board approval of authorization resolutions (this meeting)
- Competitive sale in the morning with consideration by the Board at the December Board meeting
- Closing on refunding in January (no meeting necessary).

**MOTION:** **Ms. O'Connell moved the Board of Education authorize the sale of \$16,940,000 General Obligation School Building Refunding Bonds, Series 2011A and the sale of \$6,150,000 Refunding Full Faith and Credit Certificates of Participation, Series 2011B. Motion seconded by Mr. Brodrick.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

B. FIRST READING: Policy 601.00 Educational Programming

C. FIRST READING: Policy 602.00 Curriculum Development, Instruction and Accountability

D. FIRST READING: Policy 403.00 Performance Management and Accountability

QUESTIONS/DISCUSSION:

- If there are changes, revisions to be made to the policy who is the contact person? Response: Joe Munnich. It was noted public notice was sent out in *The Bridge* and posted on the Board website for public comment around the policies as submitted.
- Staff was asked to place a prominent “bookmark” making it easy to find the policies. It was also suggested a link be made to Joe Munnich for comments.
- A question was posed on Policy 403.00 stating a lack of understanding of what the policy actually establishes. It reads as an introduction; It needs to say the District will ensure accountability and performance management is in place. It needs to be made to establish policy; the language needs to be strengthened. Response: the intent was to state there is a culture of accountability, performance management within SPPS that staff operates within, and it serves to anchor more detailed procedures that will follow specific to accountability and performance management relative to staff behavior, etc.
- It was recommended guidance be asked from Counsel around the process for readings and when things can be changed. Response. Motions for changes can be made at the second or third reading but can only be voted upon at the third reading.
- Counsel stated there was no action required at the first reading of the three policies.

E. Recommendation on Use of Project Labor Agreements for Three Projects

1. PLA for Conversion of Pneumatic Controls to Direct Digital Controls (DDC) - Como Park Elementary School
2. PLA for Conversion of Pneumatic Controls to Direct Digital Controls (DDC) - Maxfield Elementary School
3. PLA for Conversion of Pneumatic Controls to Direct Digital Controls (DDC) - Mounds Park School

**MOTION:** Mr. Hardy moved the Board of Education accept Administration’s recommendation that no Project Labor Agreements be used on any of the three projects (DDC for Como Park Elementary, Maxfield Elementary and Mounds Park School). Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O’Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses

Information from staff was requested in the following areas:

- Director Hardy asked for an update on how suspensions are going across the district, actually the full range of disciplinary actions and what the District is doing that has made a difference. How it has changed overtime and where it is going. Such things as academic support affecting behavior, addressing issues in the classrooms, the reduction in expulsions, suspensions, etc. Response: The Superintendent stated she had asked the Chief of Accountability to provide district data on attendance, course completion, suspension, disciplinary issues, etc. on a monthly basis beginning in January. She committed to providing a report for the Board in January.
- Director Kong-Thao asked for information on how the voice messaging system (Parent Connect) is working. She indicated she has heard feedback both positive and negative from parents on it. She was wondering how the complaints are being tracked and what the concerns about the system are.
- Director Brodrick asked for an expansion to the report on data on suspensions and expulsions with a report on how those numbers have positively impacted general behavior/climate in buildings. By lowering suspensions and expulsions, is the District



still maintaining a low tolerance for misbehavior by students and promoting climate of safety and security and a good educational atmosphere?

- The Board Chair requested a brief meeting with the attendees to the CGCS after the close of the Board meeting.

B. Items for Future Agendas

Director Hardy asked that information be provided on Out for Equity and other efforts to address equity.

C. Board of Education Reports/Communications -- None

Director Hardy indicated he had attended a book signing with Justice Alan Page for his book "All Rise". Justice Page signed a copy of his book with a message to all SPPS students stating: *"With an education the future is yours. It gives you vision and allows you to reach your dreams."*

### XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings

- November 30 – 6:30 p.m. Special Meeting to hold a Budget & Tax Hearing
- December 14
- January 4 – Annual Meeting
- January 18
- February 15
- March 15
- April 19
- May 17
- June 7 – Special
- June 21
- July 19

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

- November 30
- January 11
- February 1
- March 1
- April 5
- May 3
- June 28
- July 19

### XIV. ADJOURNMENT

**MOTION:** **Ms. O'Connell moved the meeting adjourn, seconded by Ms. Kong-Thao.**

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

The meeting adjourned at 8:38 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

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION**  
**December 7, 2010**

**I. CALL TO ORDER**

The meeting was called to order at 3:00 p.m.

**II. ROLL CALL**

The following Board members were present: Ms. Kong-Thao, Ms. O'Connell, Ms. Varro, Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll and Mr. Hardy.

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

The Board Chair stated the remainder of the meeting would be conducted as a closed meeting for the purpose of evaluating the performance of the Superintendent, Valeria Silva, as is permitted by Minnesota Statutes Section 13D.05, Subdivision 3(a). She requested that all persons leave the room except for members of the Board and the Superintendent.

**III. ADJOURNMENT**

Ms. Carroll moved the meeting adjourn, seconded by Ms. O'Connell.

The motion passed with the following roll call vote.

Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes

Meeting adjourned at 6:43 p.m.

Respectfully submitted,

Keith Hardy  
Clerk

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
November 30, 2010**

PRESENT: Board of Education: John Brodrick, Jean O'Connell, Vally Varro, Elona Street-Stewart, Anne Carroll (arrived 4:43); Keith Hardy (arrived 4:49), Kazoua Kong-Thao (arrived 6:05)

Staff: Suzanne, Kelly, Kate Wilcox-Harris, Michelle Walker, Jaber Alsiddiqui, Tim Caskey, Lynn Gallandat, Kathy Brown, Andrew Collins, Denise Quinlan, Marie Schrul, Michael Baumann, Joe Munnich, Sharon Freeman, John Atkin, Donald Sysyn, Joanne Freidlund, Evelyn Belton-Kocher, Matt Mohs, Marilyn Baeker, Christine Keller, Jan McGrane, Jean Luebke

Other: Chris Omdahl, Raydenne Hagen, Kathy Korum

**I. CALL TO ORDER**

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

**II. AGENDA**

**A. Financial Audit Report**

The Chief of Staff stated the draft report of the FY 10 Financial Audit and the OMBA A-133 Audit has been prepared by the firm of KPMG who was retained by Saint Paul Public Schools (SPPS) to perform both audits.

Chris Omdahl (Partner), with Raydenne Hagen (Senior Manager) in attendance, from KPMG, LLP presented highlights from the financial statements and the opinion for the audit conducted for the year ending June 30, 2010. He stated, in their opinion, the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, the aggregate remaining fund information and the respective changes in financial position and, where applicable, cash flows thereof for the year ended June 30, 2010 in conformity with U.S. generally accepted accounting principles or an "unqualified or clean opinion."

He reported they had also issued a report on the District's internal control over financial reporting and tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. Additionally they audited the District's compliance with the U.S. Office of Management and Budget (OMB) Circular A-133, which are applicable to major federal programs for the year ended June 30, 2009. Finally, they performed an audit of the financial transactions in accordance with statutory requirements embodied in the Minnesota Legal Compliance Checklist since SPPS is a political subdivision of the State of Minnesota.

He then moved on to a review of the actual financial statements for the District. He state the unreserved, undesignated fund balance as of June 30, 2010 was \$28.5 million or 5.46% of general fund expenditures.

Regarding the OMB Circular A-133 report, there are two reports, one on the consideration of internal control over financial reporting and compliance with laws and regulations. There were no instances of non-compliance with rules or regulations that would need to be reported relative to day-to-day activities. This was a "clean" report.

The second looks at internal controls over significant transactions that underlie the accounting records and the process used to present the financial statements in compliance with generally accepted accounting principles. This focuses more specifically on the District's administration of the Federal award programs themselves and compliance with established rules and regulations and terms of the grant documents. Any exceptions are called out as "findings." There was one finding this year relative to certifications for individuals working 100% on a particular grant. This has been called out in previous audits. The District did not comply with the requirements in respect to that element of the requirements. It was indicated the District would need to address remediation of this issue. Other than this one exception, there were no other exceptions in compliance.

#### QUESTIONS/DISCUSSION:

- It was stated "a clean audit, given current conditions, it great to hear.
- On page 15 – the comparison of 2009 and 2010 Federal Aid – do the numbers affect the analysis of the operation? Does the system have to adjust because of the numbers? Response: A revenue is a revenue so it doesn't in that respect. However, as the changes in funding patterns for the District's main revenue sources are looked at, the District must manage risks with a constant monitoring of volatility. The budget process of looking forward at legislative work over the next few years is a critical activity to focus on.
- On page 16 it is important to note the expenditures have been flat or slightly less, this indicates there has not been excessive spending and the District is doing all it can with expenditures.
- A correction was noted on page 16, District Administration the 0.06% should really be 0.6%.
- On the current liabilities – when it is said the current liabilities for the year for OPEB are \$30 million but the District funded \$13 million. Were costs over that figure? Response: The \$30 million is an actuarial calculation. It measure need not cash requirement.
- On page 11 of the OMB audit – Why is compliance with certifications a problem? Particularly as it has been noted previously. Response: The District implemented an automated process to address the issue. Certifications are now put into a single system which will send automated alerts to the individuals involved and the supervisors. All of that worked, however follow through did not always occur. The challenge remains having leadership follow through and do the compliance piece with fidelity. This is a zero defects area for compliance so an exception is an exception. The next step for the District is a fully automated time and labor system; however, that will require a significant financial investment. An interim internal control measure has been added by having two people in the Finance Office who, in addition to the alerts, will trace the situation and enforce compliance.
- Are there implications to the district for non-compliance? Response: It depends, if there is a pattern of non-compliance regulatory bodies may focus in on it with more attention. Given the non-compliance rate on this issue is relatively high compared to other entities, it might provide for more scrutiny from a regulatory perspective. This is not an uncommon finding, many organizations have the same challenge.
- Should this issue become part of the accountability systems with a cabinet level focus given there are employees ignoring directives? It is a non-compliance with Federal law. Just a point to consider.
- Is this a situation where someone is not actually appropriately doing what should be done or simply not completing a form saying they are done what they should be doing? Response – This involved staff who were laid off on or about June 30. The certifications were required after the people had left. So, if we avoid "end of year issues" by doing this earlier, it comes back to are people not filling in the forms? They don't fill in the form. The Board indicated it looked forward to having systems in place so staff understands it causes an audit issue. Response: ; Operations staff is doing its best to support the "front line", it is an obligation to make it as easy as possible but integrity must be maintained in this area so it will be addressed.

- When will the final report be issued? Response: Within the next two weeks. It will be filed by the end of the calendar year per statute.

**MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the FY 10 Financial Audit information as provided, both the Financial Audit Report and the OMB Circular 133A Audit. Motion seconded by Ms. Varro.**

**Motion passed.**

**B. Report from Community Education Citywide Advisory Council**

The presiding officer of the advisory council stated the charge for the Council is to function, in coordination with the community education director, in an advisory capacity in the interest of promoting the goals and objectives of Minnesota Statutes 124D.18 and 124D.19. It also acts as an advocate for community needs; represents the viewpoints from other site councils/boards in Community Education (ABE, ECFE, Adults with Disabilities) and as stewards of accountability.

The mission of St. Paul Community Education is to seek to improve the quality of life by providing lifelong learning opportunities for all members of the community. Lifelong learning is based on the belief that people are learners at every age and pursue educational opportunities that are meaningful to them. The Community Education Advisory Council fosters and supports the concept of community education throughout the district, ensuring the community has an advocate for affordable access to facilities and helps to keep the schools at the heart of the community. It also advises the Board of Education and administration on policy, progress, programs, budgets, legislation and other related matters.

Community Education programs in St. Paul include:

- Early learning and parent support programming (Early Childhood and Family Education – ECFE – support 9500 youngsters)
- Youth development programming: School age childcare-Discovery Club; Service Learning; 21st Century Community Learning Centers and Youth Enrichment.
- Adult learning programming: Adult Basic Education (ABE served 7000 adults in past year); Adults with Disabilities (SEED, CLEAR and Culture Club); Adult enrichment and senior programs.

The Council's work includes:

- Aligning P-12 supports and partnerships linking work and messages about how Community Education supports P-12 initiatives and seeks out partnerships to prevent duplication and maximize resources. Activities in this area include such things as:
  - Sponsoring an annual staff training during National Community Education Week for all CE staff to further support the District's work.
  - Increased participation on community-wide forums (Second Shift Commission, the Minnesota Community Education Association and District Councils). A community education ambassador.
  - Participation in discussions related to Learning Campus and Promise Neighborhood Initiatives.
- Revitalizing their brand and message to stress the relevance of Community Education through catalog redesign (making it greener as well) and the development of a video using a broad spectrum of program participants to tell the community education story to deliver a consistent message across the community.

Future work includes the continued assessment of efficiencies and best practices that make collaborations real for Community Education staff by exploring where the gaps occur; where there is duplication; finding activities/practices that made sense in the past but that need to be revised or eliminated and where additional opportunities for collaboration exist.

Additional items the Council asked the Board to consider were:

- That for many, community education is the primary vehicle for staying connected to SPPS.
- Allow Community Education to be at the table in discussions on changes within the district.
- That access and appropriate space for unique learning needs in all parts of the District are considered during rightsizing scenarios, and
- That learning happens beyond a certain age in life or time of day and that it all contributes to student success and community livability. The adults, the children and the village are all connected.

The presentation closed with the following statement: The Community Education Advisory Council values non-formal and informal learning as a supplement to the formal learning that goes on during the school day. Staff will be encouraged to nurture their partnerships and collaborations and find new ways to do that. It values the community partners which form part of the answer to out-of-school and life-long learning. As an advisory council value is placed on the way, the Community Education Department manages its funding and allocates its resources. The Council asked the Board to continue a strong and robust community education program linking schools to the County, the City and the community partners. They asked that the Board consider the needs of the community that go beyond the formal learning day when making decisions about facilities. And they asked that the Council or the staff be involved in those discussions wherever it makes sense for their involvement.

#### QUESTIONS/DISCUSSION:

- Thanks were extended for the services they provide to the community.
- There is a push for the District to be more cooperative in service delivery models, are there ways the Council can help get the District into more cooperative ventures with the community partners. Response: The Council has taken a look at the make-up of the council with the aim of involving more people within community partner agencies who are involved in out of school, non-school and after school programming. The make up of the Council will be addressed as soon as feasible and the Board will be kept advised.
- The Council is also trying to capitalize on the work taking place within community. One initiative is the learning campus concept. There have been discussions on duplication of services, service equity and finding ways to do a gap analysis that is meaningful. The Council will use that information as it designs programming for the following year or semester. Programming to be delivered through a comprehensive city services format.
- Redesigning the brochure – has there been conversation about allowing people to opt out with a card and/or hat programs are put up on the web to save money? Response: There has been a great deal of deliberation on the catalog. It is still a very viable communication vehicle and the pluses outweigh the negatives at this point in time. On-line registration is up so word is out on that option. The catalog is used to encourage community members to look at schools, libraries, parks and recreations, promise neighborhood so it is still more valuable than not as a vehicle to communicate an end.
- Community education what are its best practices in academic programming vs. community programming. Response: Best practice means many things in Community Education depending on programming. In out of school programming positive relations with adults, a safe environment and transportation are all best practices for youth programming. For adult basic education it is monitored by high stakes testing system (NRS) which measures progress in the classroom. None of the users of Community Education are mandated to use the programming, they use it if there is value. The learners stay if the programming is relevant, of value to them and meets their needs and has a positive impact.
- Community Education understands who their audience is and the connections between the community and schools. It was suggested that Community Education think strategically on how to narrow the achievement gap; how to build skills for parents, adults as well as kids via the avenue of community education. How being intentional can bring things together. How this is being address would be of interest in future conversations for the Board.

- Facilities has been a long-standing issue so Administration was encouraged to call on Community Education as it looks at facility issues particularly around how it will impact Community Education.
- How is Community Education doing serving families of color, families in poverty, new immigrants? Is it intentional about programming and making it more accessible and inclusive than ever before? Is there improvement in participation? Response: A report will be supplied on numbers. The greatest increases are in ABE and Family programs in particular. The numbers reflect the overall population of the district in those programs. There is an increase but more work needs to be done.
- What one action should be implemented to increase the use of community education programming? Response: Building access (facility access 24/7). Right now there is a tendency to close the doors to save money but at the same time there is a responsibility to the community to have access to facilities supported with their tax dollars.
- Is a Facebook page for Community Education being considered? Response: It is being worked on.
- Would it be beneficial to introduce the new legislators to what Community Education does? What would you show them in terms of Community Ed? Response: Firstly, a legislative hearing at the Hubbs Center (it has been done in the past), a visit to an ECFE site or any other multi-use sites would be beneficial as well.

**MOTION: Ms. O'Connell moved, seconded by Ms. Carroll, that the Committee of the Board recommend the Board of Education accept the Report from the Community Education Citywide Advisory Council with thanks.**

**Motion passed.**

**C. Data Discussion**

The Chief of Staff stated MAP was implemented at all sites grades 3-9 this year. This discussion will be an opportunity for the Board to become more familiar with the data.. There was then a quick review of the materials presented at the November 16 Board meeting and the meeting was opened for discussion.

The Board was reminded that MAP is a benchmark assessment to look at student readiness for the MCA test. MAP allows for mid-course corrections to increase students' learning. Mondo (DataZone) allows scope and sequence with an assessment for literacy work. Both allow for snapshots of progress in order to address problems along the way.

The District, in MAP, developed prediction targets for all students and also one for ELL students over and above the standard reporting; these are internal targets set by SPPS. There are three targets: On Target, At Risk and Well Below Target. Assessments on these targets are taken three times a year (fall, winter and spring). The data associated with the fall targets results in math and reading were reviewed.

The presentation then moved on to DataZone. It was noted this is not a test, it is a web-based application which allows teachers to collect assessment data for K-5 students. It is given fall, winter and spring. It provides teachers the stage of reading development for individual students and groups students for small group instruction as well as providing reports for teachers, coaches and principals. It allows for progress monitoring and provides teaching points/strategies on which teachers should focus for small group instruction. It was noted this is a big changes for teachers. The District is addressing glitches within the system and providing teachers with professional development on its uses and abilities.. It allows for a deep focus on the individual child.

**QUESTIONS/DISCUSSION:**

- If the District is doing the Mondo assessment work, what additional information on reading does MAP give? Response: These are two different types of assessment. Mondo is the more frequent assessment and is about whether the child getting the



instruction and making corrections and targeting specific areas of need. MAP is to see how students will perform on the state test. The District needs to use both to prepare students for outcomes. It is two separate sets of data which are complimentary not disparate.

- Within DataZone, is it possible for the MAP information be looked at within it? Response: These are currently two separate systems. The District is working to bring on a School Performance Analytic System (Data Warehouse) in order to create a central area which could be accessed with all of the pieces of information in one site and without having to access both systems. The data, however, would still be a separate process.
- Is there a correlation on how the District looks at kids in MAP if they haven't gotten the basics? Response: Everyday Math has secure skills which are tracked and monitored. There is a way to make sure kids are on track with Secure Skills. There is currently no correlation between reading and math, the data is tracked separately and placed on the Assessment Wall.
- How do other programs (Reading Corp, etc.) help with students, how do their instruments align with ours? Response: The District is working on aligning assessments with partners so they don't take away opportunities to learn for kids while still giving teachers the information they need to help students progress. As the District looks at arrangements with partners for shared data, the District encourages the use of existing assessments for consistency and it is working to reduce redundancies.
- The gap between Caucasian and students of color – why does the gap persist? What is not happening? Response: First, not all testing instruments are culturally appropriate to certain population of students so some students just can't relate. There is a move toward National standards and SPPS is one of the partners piloting this effort. Utilizing several different kinds of assessments gives a better picture of overall levels of performance. An additional issue is some students take assessment lightly. The District is trying to re-educate students on the purpose of assessments. It is how the assessments are delivered and a matter of creating a culture where testing and the use the data leads to achievement and opportunities for the future as well as providing new ways to teach and reach students. It is also a matter of changing the way adults look at testing and moving them beyond what has been done in the past.
- MAP is designed to be a prediction of MCA results so it will mirror MCA trends. It provides a means to help change instructional practices to improve learning. The advantage of MAP is that if a student stays in the district it will have a continual set of scores that shows growth or lack of it. One thing that is known is that students loose ground over time. If they can be measured over time it will help identify students not growing sufficiently and find out why and hopefully a way to address the issue(s). Bias accounts for some of the gap, but not nearly as much as was originally thought. In the end it all comes back to instruction.

The meeting recessed at 6:22 p.m. so the Board could move to the Public Hearing on the Property Tax Levy.

The meeting reconvened at 7:34 p.m.

- Regarding the DataZone class chart, much is focused observation in group settings and with individuals. It is interesting to be able to group students in like stages of reading development – is that a dynamic? You go from letter recognition to work knowledge in second grade. By the time they get to ninth grade something is lost. It is recognized that the higher the grade the less proficiency is there, is this some type of dynamic about the group process? If it is a dynamic, what is it about that dynamic that is being missed at the junior high level? Is there anything that can be captured from the lower grades that can be used at the junior and senior high level? How can what is learned from the data be used to maximize the natural dynamics of students so they don't lose the information they acquired while young? Response: Within the groups what is really powerful is that because they are at the same stage of development the text they receive matches their reading levels. Because this is a daily feedback situation they switch from group to group as they gain skills. As they move into high school there is no group strategy within those

classrooms. The best situation is when students are doing more talking than the teachers because that is really what gets engagement and thinking going. The bottom line is effective instruction. DataZone is one way that teachers get data that helps manage instruction.

- The Assistant Superintendent for Secondary stated there are two reading interventions at the 7-12 level. Read 180 which is diagnostic and provides similar data. Then there is AMP at grades 7 and 8 which has its own form of assessments. At ninth grade there is Edge. Reading coaches are assigned at all sites so that they can get into the data and be more skill specific and differentiate instruction as students move through. Common Core Curriculum will help with vertical alignment so knowledge can be gained about what increased skills are necessary as students go through grade levels. Then those can be provided to all students as they move through the grades.
- How does the District share the observations with families and public? Family literacy is at a low, if youngsters are not exposed to readers or math concepts away from school how can it be expected that families will grasp what is being shared? The family setting is very important to learning so what can be shared with families to enhance what is happening in the classroom? Response: The Office of Family Engagement is doing specific training with parent liaisons and meet with parents to explain how to help parents to work through MAP data. The department is gearing their work this year to parent understanding of what this data is and how to use the information to advocate for their children with teachers. The District is working with the Learning Campus model with the City to ensure outcomes and success indicators align with outcomes the District wants to see for students. The real piece is that the District not only use the data to inform staff to instruct children better but for the parents to know where students really are. The accountability is that District staff can look at records over time and parents get information early in order to provide the opportunity for earlier conferences with parents to address students status and provide more time for interventions. It is about what has been done and what remains to be done.
- Hope was expressed that some sort of assessment would be used for the higher grade. Response: The tool showing the most success is the MAP for grades 7-9 as well as common formative assessments. Using MAP testing for 10th graders is also being considered in order to find where the students are. This is the beginning of people understanding that data is important for instruction.
- A request was made for more information soon on how the aligned, logical approach to decision making about student instructions applies six through 12 so that each secondary teacher know all the details about every student they deal with sooner rather than later.
- What is missing in all this are some of the correlations around low income, ELL and special needs by the various characteristics to isolate specific areas to causality. A request was made for the cross tabbing of students in order to define what is working and what is not and what is being done about what is not for those students. Response: The Superintendent indicated she had requested a summary of ninth graders passing in first quarter. By ninth grade in many schools 52% are not passing their classes – what is happening at that level that is not working and what needs to be done differently is being looked at.
- To keep pushing as secondary, I still don't see data on why there is such a dropping off at eighth and ninth grades – what is happening in secondary. Also, the accountability piece at secondary level -- what does that mean for teachers, principals, assistant superintendents? There are fewer students on track, why?
- With DataZone will there be other technology needed as DataZone evolves – budgetary implications for staff and equipment? As the Board moves into the budget process there will be a strong need to make decision on where to spend the dollars. What will costs be and will the District be able to provide? Response: The Superintendent stated discussions are in progress around developing a district-wide plan for technology. Technology needs to be a new vehicle for learning as well as ensuring technology is being properly utilized. There are also innovative ways to use simpler technologies which need to be considered.

- The one additional piece is the nature of the requirements about what technology will be used for, there is the need to plan for today and the future. One of the benefits with MAP is its being computer adaptive. It can be expected there will be more tests and tests will evolve from paper to on-line. There is a need to move toward an environment allowing technology for testing and for instructional technology as well.
- It is important to think about how information about computer adaptive tests is given to parents and students and how best to take the tests and what they should know about them and what information should be provided for them.
- As a long term IT plan evolves, the District needs to think creatively about how to finance it. Depreciation rules for corporations allow for big computer systems to be depreciated and therefore come out of a capital budget. If the District went big it may have to go to the Legislature to change the rules on how capital budgets can be used.

Thanks were given for the update and the Board indicated it was looking forward to more information as noted during the discussion.

D. Standing Item: School & Program Changes – No report

E. Standing Item: Policy Update

Revisions which had been suggested for Policy 403.00 Performance Management and Accountability and Policy 602.00 Curriculum Development, Instruction and Accountability were reviewed prior to being placed in the Board Book for their second reading.

F. Standing Item: Operational Planning Update – No update was provided.

H. Work Session

1. Budget and Finance Advisory Committee (BFAC) -- Consideration of Charge/Appointments

Staff recommended the BFAC be placed on hiatus for the remainder of the 2010-11 year for several reasons:

- The move from site based budget model to a more centrally managed budget process
- The move from an allocation model to the introduction of the zero-based budget model
- The introduction and adoption of Vision 2014
- The unknowns the November elections will bring to legislative actions
- The Strain on current staff time to deal with these challenges in addition to their daily work.

**MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education place the Budget and Finance Advisory Committee (BFAC) on hiatus for the remainder of the 2010-11 and that a communication be sent to the applicants stating such and offering alternative options for them to pursue. Motion seconded by Ms. O'Connell.**

**Motion passed (Six in favor, one opposed [Hardy])**

Staff was instructed to keep the applicant names on file and to create a letter notifying them of the Board's decision and encouraging them toward other opportunities. The applications were not to be carried forward so that the new BFAC will start with all new applications. It was suggested this group be invited to participate in one of the early discussions of Vision 2014 along with members of other advisory committees. An additional suggestion was they be included in early stakeholder discussions on the upcoming referendum.

2. Resignation of Board Member and Discussion on Process to Fill Vacancy

The Chair read the letter of resignation received from Director Varro indicating she was resigning from the Board effective end of day December 14, 2010.

**MOTION:**                    **Ms Carroll moved the Committee of the Board recommend the Board of Education accept Director Varro's resignation, with congratulations for her new appointment and regrets on her loss from the Board, Motion seconded by Mr. Brodrick.**

**Motion Passed.**

A proposed process was brought forward by the Board Chair. Extensive discussion of the details and timeline occurred. Staff was requested to provide copies of materials used in the previous application process to all Board members for consideration/revision.

The proposed timeline is:

- Posting of vacancy will be done on December 15 to the SPPS website and the Legal Ledger.
- Deadline for application will be Noon, Monday, January 3, 2011.
- A packet of the Letters of Intent and Resumes for all applicants will be provided to all Board members and Information Packets will be mailed to all applicants on Tuesday, January 4.
- First Interview (televised) will be held on Wednesday, January 12.
- Second Interview and Selection (televised) will be done on either Wednesday, January 26 or Wednesday, February 2.

3. Winter Carnival Participation

Board members were informed that Farnsworth was participating in the Grand Day Parade of the St. Paul Winter Carnival. Directors O'Connell and Hardy indicated interest in participating in the parade with this group.

4. Standing Item (FYI): Upcoming Conferences – There were no changes to the list provided.

**III. ADJOURNMENT**

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

**Motion Passed.**

The meeting adjourned at 10:05 p.m.

Respectfully submitted,

Marilyn Polsfuss  
Assistant Clerk

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

**DATE:** December 14, 2010

**TOPIC:** Recognition of Director Vallay Varro

**A. PERTINENT FACTS:**

1. The Board of Education would like to take a formal opportunity to thank Board of Education Director Vallay Varro for her service to Saint Paul Public Schools over the past year.
2. Director Varro's strong leadership was effective as the Board of Education helped guide the District through difficult decisions in order to advance its mission of providing a premier education for all SPPS students.
3. The Board would also like to congratulate her on her new position as Executive Director of the Minnesota Campaign for Achievement Now (MinnCAN), a state-based advocacy organization focused on legislative policy and administrative strategies for public education reform.
4. This item is submitted by the Saint Paul Public Schools Board of Education.

**B. RECOMMENDATION:**

That the Board of Education recognizes Director Vallay Varro for her contributions and outstanding work as a member of the Board.

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

**DATE:** December 14, 2010

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Partnerships

**A. PERTINENT FACTS:**

1. **The Rotary Club of Saint Paul** donated 2896 dictionaries to third graders in 46 elementary schools this year including Spanish/English dictionaries for Adams Spanish Immersion and French/English for L'Etoile du Nord. Rotarians visited and presented the dictionaries to twenty-one schools. Eighty members of the Rotary Club participated in this project. **Blake Davis** has been the project chair since its inception in 2006. **John Andrews** is the President of the Rotary Club of Saint Paul.

**B. RECOMMENDATION:**

That the Board of Education recognizes the staff and departments acknowledged above for their contributions and outstanding work.



# A Review of the Superintendent's First Year

Presented by  
Saint Paul Public Schools  
Superintendent Valeria S. Silva

December 14, 2010

Saint Paul Public Schools





# Summary of Accomplishments

- New climate, new energy, new focus
- New tools, new training, fewer mandates for teachers
- Greater emphasis on principal leadership
- Accountability to students first
- Meaningful Partnerships







# New Vision For SPPS

## Putting Schools at the Heart of the Community

Reinventing ourselves to  
better serve our students,  
our families, our business  
partners and our  
communities



# Strategic Leadership

Articulating a Vision for the Future . . .

- Increase student proficiency and significantly reduce the gap within 4 years
- Restructure SPPS to a robust, valued and market-leading neighborhood and specialty school system
- Live within our means while minimizing traditional budget balancing choices





# Strategic Leadership

And Providing a Roadmap to Get us There

- Immediate Action to Increase Student Learning
  - Introduced Essentials and Expectations
  - Increased Accountability for Student Performance
- Created Structures and Systems for Long-term Success
  - Strong Schools, Strong Communities
  - 2014 Strategic Plan
    - Plan for Achievement, Alignment and Sustainability
    - Plan for Community and Staff Engagement to Explain and Implement the Plan



# Instructional Leadership

- Implemented *Measures of Academic Progress (MAP)* in Reading and Math at all sites, grades 3-9.
  - Benchmark assessment administered three times a year (Fall, Winter, Spring)
  - Over 18,000 tests per subject administered in fall
- Introduced *DataZone* to support implementation of Readers Workshop and Mondo Bookshop Program in grades K-5.
  - Provides student, class, school, and district level reports of reading progress that enable staff to provide the instruction that is needed by each child.





# Cultural Leadership

- Revitalized the Office of Family Engagement & Community Partnerships
- Completed IDI Assessments for All Staff
- Brought Courageous Conversations to SPPS
- Plan for academy tuned to African-American student success



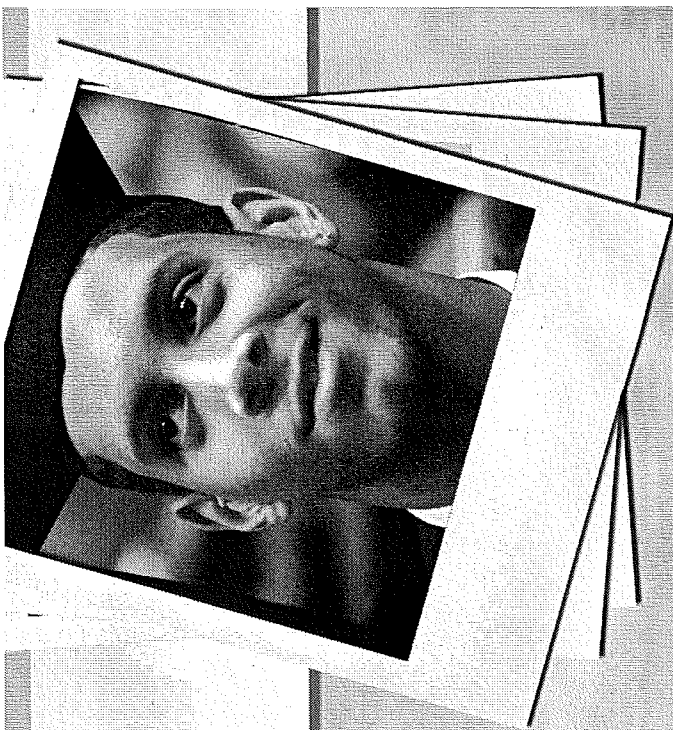
# Human Resources Leadership



- Retained and promoted people of color in District leadership positions; 29% of district administrators are people of color.
- Stronger relationship with SPFT.
- Introduction of Performance Management System for Central Administration.
- Intentional work to recognize great teachers and improve or remove ineffective teachers.

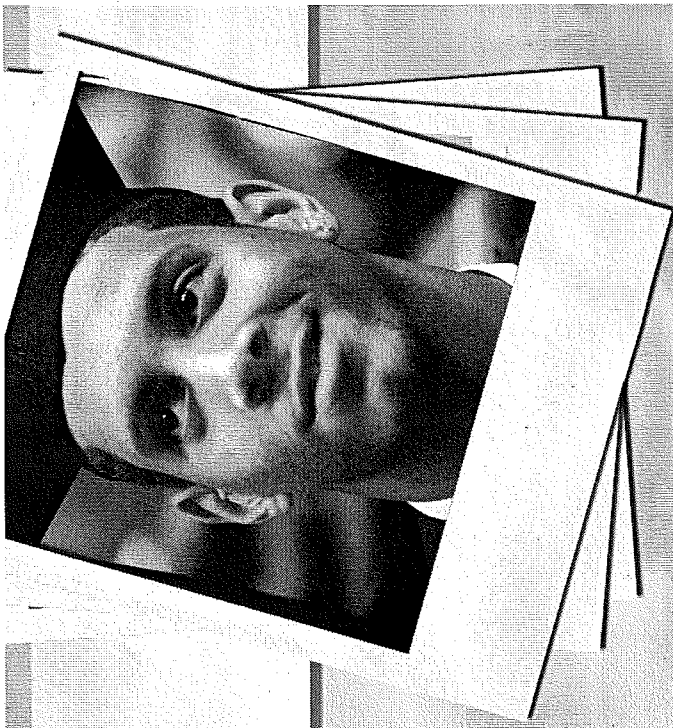


# Managerial Leadership



- Raised more than \$12 million in grants and philanthropic giving between January and November
- \$27.2 million shortfall solved with community and staff input without huge cuts to schools.
- Co-located 8 programs within 4 buildings, discontinued 1 secondary program, expanded 1 secondary program, moved 1 elementary program, closed 2 elementary programs.

# Communications Leadership



- Launched “The Bridge” to address need for better internal communication.
- Small group and individual meetings with Board members.
- Used feedback from public and staff to modify proposals (Arlington proposal; Ames/Sheridan; tax levy adjustment).
- Appeared in person, on television, on radio, recorded DVD messages, in multiple venues within the District, the State, nationally and internationally – all to create a positive image of SPPS.



# Looking Ahead

- **Successful launch of Strong Schools, Strong Communities Strategic Plan.**
- **Navigating new Legislative realities.**
- **Building a balanced budget for SY11 that maintains momentum.**
- **Improved achievement for all students.**



**HUMAN RESOURCE TRANSACTIONS**  
(October 28, 2010 through November 23, 2010)  
**December 14, 2010**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Chisholm, E. R.	Classroom Teacher	11/02/2010	\$28.82	Phalen Lake Hmong Studies Mgnt
Colestock, E.	Classroom Teacher	11/15/2010	\$30.46	Harding Senior High
Ghebregzi, Y.	Classroom Teacher	11/15/2010	\$36.08	International Academy - LEAP
Harms, J. D.	Classroom Teacher	11/29/2010	\$24.61	Maxfield Magnet
Hoffmann, J. E.	Classroom Teacher	11/15/2010	\$24.61	Bridge View
Horne, S. M.	Classroom Teacher	11/15/2010	\$25.53	Humboldt Secondary
Kringle, T. A.	Classroom Teacher	11/08/2010	\$29.18	Central Senior High
Ledman, A. R.	Classroom Teacher	10/25/2010	\$26.18	Johnson Senior High
Meyer, J. L.	Classroom Teacher	10/25/2010	\$25.53	Como Park Senior High
Olvera, A. P.	Classroom Teacher	10/25/2010	\$24.61	Johnson Senior High
Parnell, D. J.	Classroom Teacher	11/19/2010	\$27.57	Mississippi Creative Arts
Sjoberg, K. E.	Classroom Teacher	11/16/2010	\$43.26	Expo for Excellence
Xiong, O.	Classroom Teacher	11/18/2010	\$35.69	Phalen Lake Hmong Studies Mgnt
Herman Hill, K.	ELL Teacher	11/15/2010	\$28.82	International Academy - LEAP
Allen, W. R.	Special Education Teacher	11/01/2010	\$37.72	Hazel Park Middle School
McCarty Addy, K.	School/Community Professional	11/09/2010	\$27.16	Humboldt Secondary
Wright, S.	School/Community Professional	10/18/2010	\$20.52	Ames Elementary
Reh, S.	Education Assistant	11/03/2010	\$13.25	Como Park Senior High
Austin, J. D.	Teaching Assistant	11/15/2010	\$13.25	Humboldt Secondary
Boman, T. M.	Teaching Assistant	10/25/2010	\$12.62	Maxfield Magnet
Bump, M. S.	Teaching Assistant	11/04/2010	\$11.96	Wellstone Elementary
Dunkin, A. L.	Teaching Assistant	11/08/2010	\$14.25	Highwood Hills Elementary

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Gillespie, K. L.	Teaching Assistant	10/25/2010	\$10.96	JJ Hill Montessori
Grant, J. V.	Teaching Assistant	10/25/2010	\$14.25	Bridge View
Henry, J. L.	Teaching Assistant	11/15/2010	\$13.57	Focus Beyond (Gr 7-Adult)
Klaers, A. P.	Teaching Assistant	11/15/2010	\$14.25	Highland Park Senior
MacLeod, S. R.	Teaching Assistant	11/19/2010	\$13.74	Como Park Special/Hartzell
Mandujano, J.	Teaching Assistant	10/18/2010	\$11.54	Riverview School
Odima, M. O.	Teaching Assistant	11/15/2010	\$13.74	Hancock Hamline Univ
Pierce, K. G.	Teaching Assistant	11/12/2010	\$14.25	Central Senior High
Pittman, E. A.	Teaching Assistant	11/08/2010	\$13.25	Linwood Monroe Arts Plus (K-3)
Singleton, M. B.	Teaching Assistant	11/01/2010	\$11.54	Wellstone Elementary
Spiess, J. J.	Teaching Assistant	10/29/2010	\$12.15	Jackson Preparatory
Thompson, M. M.	Teaching Assistant	11/05/2010	\$12.74	Daytons Bluff Achievement Plus
Yang, K.	Teaching Assistant	11/19/2010	\$10.96	Jackson Preparatory
Yang, T.	Teaching Assistant	10/29/2010	\$11.96	Jackson Preparatory
Ballis, M. A.	Clerical	11/22/2010	\$21.19	Johnson Senior High
Elledge, K. L.	Custodian	11/22/2010	\$13.36	Central Senior High
Brennan, M. S.	Nutrition Services Personnel	11/15/2010	\$10.40	Central Senior High
Brown, T.	Nutrition Services Personnel	11/08/2010	\$10.40	Hancock Hamline Univ
Crew, N. N.	Nutrition Services Personnel	11/08/2010	\$10.40	Washington Tech Sec Magnet
Lee-Her, V.	Professional Employee	11/15/2010	\$27.36	Plato Admin Offices
McNulty, S. D.	Professional Employee	12/06/2010	\$34.00	Colborne Admin Offices
Running, M. P.	Supervisory	12/06/2010	\$38.62	Colborne Admin Offices
London, J. A.	Technical	11/15/2010	\$18.24	Como Service Center
Mlenar, H. T.	Technical	11/10/2010	\$23.97	Como Service Center

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Fry, D.	Central Administrator Career Progression	11/01/2010	\$53.20	Plato Admin Offices
Asleson, B. T.	Classroom Teacher From: Teaching Assistant	11/12/2010	\$24.61	International Academy - LEAP
Foster, B. D.	Teaching Assistant Career Progression	10/25/2010	\$12.57	Obama Service Learning Elem
Obermeyer, K. L.	Teaching Assistant Career Progression	11/04/2010	\$18.37	Highwood Hills
Miner, J. L.	Custodian Career Progression	10/25/2010	\$22.55	Como Service Center
Nguyen, J. L.	Supervisory From: Professional Employee	11/08/2010	\$48.21	Como Service Center

**TEMPORARY APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Hartman, A. L.	Classroom Teacher	11/22/2010	\$28.82	Highland Park Junior
Pilot, R. J.	Classroom Teacher From: Education Assistant	10/18/2010	\$32.95	Harding Senior High
Sahli, T. R.	Classroom Teacher	11/08/2010	\$24.61	Highland Park Senior
Politsch, S. B.	Nurse	11/08/2010	\$28.08	Hayden Heights
McMillan, P. O.	Speech Pathologist	11/03/2010	\$45.30	Bridge View
Stoessel, S. A.	Speech Pathologist	10/25/2010	\$49.07	1780 W 7th St

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Allen, S. A.	Classroom Teacher	10/28/2010	Maxfield Magnet
Bjerkness, L. M.	Classroom Teacher	05/03/2011	Galtier Magnet
Brink, M. W.	Classroom Teacher	11/15/2010	Nokomis Montessori
Coleman, A. J.	Classroom Teacher	10/15/2010	Bridge View
Edgeberg, S. A.	Classroom Teacher	11/02/2010	Johnson Achievement Plus
Engelhart, L. M.	Classroom Teacher	10/11/2010	Crossroads Montessori
Huh, J.	Classroom Teacher	10/29/2010	Harding Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
King, C. A.	Classroom Teacher	11/02/2010	Galtier Magnet
Manthe, J. A.	Classroom Teacher	10/26/2010	Daytons Bluff Achievement Plus
Neihart, A. R.	Classroom Teacher	11/09/2010	Washington Tech Sec Magnet
Nelson, M.	Classroom Teacher	10/23/2010	Johnson Senior High
Yang, R.	Classroom Teacher	11/01/2010	Battle Creek Environmental
Yates, M. S.	Classroom Teacher	11/01/2010	Como Park Senior High
Barghini, S.	Special Education Teacher	11/15/2010	Washington Tech Sec Magnet
Tanquist, M.	Special Education Teacher	11/02/2010	Rondo Education Center
Bankovics, A. W.	Speech Pathologist	10/26/2010	Linwood Monroe Arts Plus (K-3)
Denton, M. J.	Speech Pathologist	08/30/2010	Battle Creek Middle
Ollendick, K.	Speech Pathologist	11/17/2010	Bridge View
Willette, K.	Speech Pathologist	11/11/2010	1780 W 7th St
Yang, M.	School/Community Professional	11/13/2010	Mississippi Creative Arts
Lee, Y.	Education Assistant	12/06/2010	Franklin Music Magnet
Lee, Z. L.	Education Assistant	01/03/2011	Phalen Lake Hmong Studies Mgnt
Shire, H. A.	Education Assistant	11/02/2010	Ronald M Hubbs Center
Martin, M. A.	Teaching Assistant	11/04/2010	Capitol Hill Magnet
Neid, A. C.	Teaching Assistant	11/03/2010	Linwood Monroe Arts Plus (K-3)
Thomas, M. L.	Teaching Assistant	10/13/2010	Battle Creek Middle
Zastera, A. M.	Teaching Assistant	11/20/2010	Battle Creek Environmental
Osol, A. A.	Professional Employee	11/04/2010	Colborne Admin Offices

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**ADMINISTRATIVE LEAVE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., R.	Classroom Teacher	10/14/2010
L., L.	Classroom Teacher	12/01/2010
L., R.	Classroom Teacher	11/18/2010
L., M. A.	Teaching Assistant	10/11/2010

**REINSTATEMENT AFTER LAYOFF**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ripka, K.	Education Assistant	11/22/2010	\$22.46	Central Senior High
Xiong, M.	Education Assistant	11/01/2010	\$26.72	Randolph Heights
Day, T.	Teaching Assistant	10/26/2010	\$19.37	Ames Elementary

**REHIRE AFTER RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Beaudry, K.	Classroom Teacher	11/11/2010	\$26.18	Harding Senior High
Burns, I.	Classroom Teacher	11/01/2010	\$48.94	Colborne Admin Offices
Remmers, M. E.	Classroom Teacher	11/17/2010	\$49.07	Horace Mann School
Weyandt, K. M.	School/Community Professional	11/08/2010	\$26.92	Colborne Admin Offices
Day, E.	Teaching Assistant	11/10/2010	\$14.25	Frost Lake - Special
Freeze, N. H.	Teaching Assistant	11/08/2010	\$14.25	Bridge View
Hammer, B. J.	Teaching Assistant	11/15/2010	\$12.62	Franklin Music Magnet
Lang, H. A.	Teaching Assistant	10/25/2010	\$13.25	Obama Service Learning
Langlois, A. J.	Teaching Assistant	11/12/2010	\$11.50	1780 W 7th St
Lo, C.	Teaching Assistant	10/25/2010	\$12.62	Jackson Preparatory
Olsen, J. N.	Teaching Assistant	11/08/2010	\$13.74	Rondo Education Center
Williams, R.	Teaching Assistant	10/25/2010	\$13.08	Bruce F Vento Elementary
Yang, P. K.	Teaching Assistant Jackson Preparatory		10/29/2010	\$12.62

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Caauwe, C.	Classroom Teacher	11/12/2010	North End Elementary
Huh, J.	Classroom Teacher	11/01/2010	Harding Senior High
Moua, K.	Classroom Teacher	11/01/2010	JJ Hill Montessori

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moua, S.	Classroom Teacher	11/15/2010	Humboldt Secondary
Nelson, M.	Classroom Teacher	11/15/2010	Johnson Senior High
Sagar, S. B.	Classroom Teacher	11/22/2010	Mississippi Creative Arts
Cain, S.	ELL Teacher	11/15/2010	Hayden Heights
Silva, S. K.	ELL Teacher	10/28/2010	Galtier Magnet
Lewis, B. S.	Principal	11/22/2010	Capitol Hill Magnet
Tanquist, M.	Special Education Teacher	11/15/2010	Rondo Education Center
Douglas, M. K.	Speech Pathologist	11/01/2010	Obama Service Learning
Mousel, A. L.	School/Community Professional	11/22/2010	Harding Senior High
Wardell, A. L.	Education Assistant	11/22/2010	St Anthony Park
Centeno, M. E.	Teaching Assistant	11/15/2010	Adams Spanish Immersion
Thomas, M. L.	Teaching Assistant	11/08/2010	Battle Creek Middle
Moua, M.	Clerical	11/15/2010	Student Placement Center
Payton, S. D.	Custodian	10/27/2010	Como Service Center
Hussein, S. U.	Nutrition Services Personnel	11/05/2010	Como Service Center

**REINSTATEMENT FROM ADMINISTRATIVE LEAVE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., T.	Classroom Teacher	11/17/2010
L, M. A.	Teaching Assistant	11/16/2010
S., D.	School Bus Driver	11/22/2010

**REINSTATEMENT FROM DISCHARGE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
Y., J.	Professional Employee	12/01/2010

**CHANGE IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Corrow, M. A.	ELL Teacher From: Substitute Teacher	11/15/2010	\$31.54	Highland Park Junior
Pilot, R. J.	Education Assistant From: Classroom Teacher	08/27/2011	\$26.28	Harding Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Svendsen, R. J.	Operations	11/01/2010	\$22.82	Como Service Center
Vang, K.	Professional Employee	11/08/2010	\$32.03	Colborne Admin Offices

**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., T.	Classroom Teacher	11/26/2010
K., R.	Classroom Teacher	11/8 – 11/19/2010
L., M. A.	Teaching Assistant	11/08/2010
T., B.	Teaching Assistant	Five days To be determined
S., D.	Nutrition Services Supv	Seven Days To be determined
Y., J.	Professional Employee	10/1 – 11/30/2010

**RETIREMENT AND RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
O'Neill, P. J.	Central Administrator	06/15/2011	Colborne Admin Offices
Allia, V.	Classroom Teacher	06/16/2011	Humboldt Secondary
England, J.	Classroom Teacher	06/16/2011	Linwood Monroe Arts Plus (K-3)
Fotsch, E.	Classroom Teacher	10/29/2010	Obama Service Learning
Galloway, N. N.	Classroom Teacher	06/25/2011	Central Senior High
Harris, B.	Classroom Teacher	06/16/2011	Mississippi Creative Arts
Hildebrandt, V.	Classroom Teacher	11/25/2010	Farnsworth Aerospace Mgnt K-4
Klatt, J.	Classroom Teacher	06/16/2011	Linwood Monroe Arts Plus (4-8)
Mogelson, L.	Classroom Teacher	11/08/2010	Colborne Admin Offices
Porter, V. A.	Classroom Teacher	06/16/2011	Hancock Hamline Univ
Thueson, K.	Classroom Teacher	06/15/2011	Johnson Senior High
Jankowski, J.	Special Education Teacher	12/01/2010	Central Senior High



**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**RETIREMENT AND RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Reck, D.	Special Education Teacher	06/16/2011	Linwood Monroe Arts Plus (K-3)
Carter, C.	Education Assistant	11/15/2010	Highland Park Junior
Chrislock, Z.	Education Assistant	06/15/2011	Title 1 Federal Programs
Daniel, J. K.	Education Assistant	10/23/2010	Bruce F Vento Elementary
Roble, D. P.	Education Assistant	10/30/2010	Central Senior High
Anderson, S. L.	Teaching Assistant	01/01/2011	Rondo Education Center
Yang, P.	Teaching Assistant	01/08/2011	Linwood Monroe Arts Plus (4-8)
Ziegler, T. A.	Teaching Assistant	11/09/2010	Expo for Excellence
Kelsey, D. S.	Clerical	01/01/2011	Humboldt Secondary
Kohl, A. A.	Clerical	10/30/2010	Plato Admin Offices
Rode, T. K.	Clerical	12/29/2010	Colborne Admin Offices
Smith, R. O.	Custodian	12/01/2010	Como Park Senior High
Abdul-Shareef, J.	Nutrition Services Personnel	11/13/2010	Obama Service Learning
Aguilera, V. R.	Nutrition Services Personnel	06/15/2010	Bruce F Vento Elementary
Coleman, S. J.	Nutrition Services Personnel	10/26/2010	Chelsea Heights
Jespersen, J. A.	Nutrition Services Personnel	11/06/2010	Highland Park Senior
Parker, R. M.	Nutrition Services Personnel	11/16/2010	Phalen Lake Hmong Studies Mgnt
Sanders, C. L.	Supervisory	10/11/2010	Como Service Center
Valerga, R.	Supervisory	12/04/2010	Como Service Center

**CHANGE IN RETIREMENT AND RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Scott, N. J.	Occupational Therapist	01/29/2011	St Andrews

**HUMAN RESOURCE TRANSACTIONS**  
**December 14, 2010**

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Brucker, C.	Teaching Assistant	10/27/2010	Bridge View
Clark, J. M.	Teaching Assistant	06/12/2010	Museum Magnet Elementary
Patnaude, L. R.	Teaching Assistant	06/12/2010	Frost Lake Magnet
Vandersteen, M. K.	Teaching Assistant	06/12/2010	Obama Service Learning

**DISCHARGE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
Y., R.	Teaching Assistant	10/01/2010

**TERMINATION OF TEMPORARY EMPLOYMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Hartman, A. L.	Classroom Teacher	06/16/2011	Highland Park Junior
Robb, N. L.	Classroom Teacher	11/13/2010	Maxfield Magnet
Sahli, T. R.	Classroom Teacher	06/16/2011	Highland Park Senior
Politsch, S. B.	Nurse	06/16/2011	Hayden Heights
McMillan, P. O.	Speech Pathologist	06/18/2011	Bridge View
Stoessel, S. A.	Speech Pathologist	12/18/2010	1780 W 7th St

**LAYOFF**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Ward, J. A.	Tri-Council	10/30/2010	Como Service Center

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

**DATE:** December 14, 2010

**TOPIC:** Gift Acceptance from Ceridian Corporation

**A. PERTINENT FACTS:**

1. Central High School would like to accept a monetary gift of \$8,000.00 from the Ceridian Corporation.
2. This donation will be used for scholarship awards to students.
3. Example: This project will meet the District target area goals by ensuring high academic achievement for all students
4. This item is submitted by Mary Mackbee, Principal, Central High School and Denise Quinlan, Assistant Superintendent, Secondary Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Ceridian Corporation to be used as designated. The total give of \$8,000.00 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:** December 14, 2010

**TOPIC:** L'Etoile du Nord French Immersion Parent/Teacher Organization  
(LNFI PTO) Gift of \$8500 Toward Supplies

**A. PERTINENT FACTS:**

1. This donation of money is for materials and supplies for students and teachers at L'Etoile du Nord French Immersion School.
2. L'Etoile du Nord French Immersion School has accepted the donation of \$8500 from L'Etoile du Nord Parent/Teacher Organization.
3. The supplies and materials will help the District target its goal of ensuring high academic achievement for all students.
4. This item is submitted by Fatima T. Lawson, PhD, Principal, L'Etoile du Nord French Immersion School, Barbara DeMaster, Elementary Assistant Superintendent, and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$8,500 from L'Etoile du Nord French Immersion's Parent/Teacher Organization for use at L'Etoile du Nord French Immersion School.

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

**DATE:** December 14, 2010

**TOPIC:** Approval to Enter into a Collaborative Grant Agreement with the Amherst H. Wilder Foundation

**A. PERTINENT FACTS:**

1. Special Education wishes to enter into an agreement with the Amherst H. Wilder Foundation for the 2010-2011 school year to assist with the following programs:
  - Mental health services and consultation to support and strengthen existing services to student families and staff relating to learners with special needs.
  - Support for a school-based service, Project Kofi, for at-risk African American male students in grades three through six attending Rondo Education Center, Maxfield Elementary School, Galtier Elementary School, Dayton's Bluff Elementary School, Jackson Preparatory Magnet, Michelle and Barack Obama Elementary School and Linwood Monroe Arts Plus School. Kofi Services was developed in collaboration with Ramsey County Human Services, the Saint Paul Public Schools District and the Wilder Foundation.
  - An ADHD (Attention-Deficit Hyperactivity Disorder) and Mental Health Assessment component.
  - Hlub Zoo Program at Jackson Preparatory Magnet, a culturally specific, school-based mental health program for Hmong girls.
2. The services of this agreement will meet the District target area goals of ensuring high academic achievement for all students and strengthening relationships with community and families.
3. The total cost of this agreement is \$504,231. The funding is made up of an Amherst H. Wilder Foundation grant of \$276,272 and \$227,959 earned in Special Education reimbursement, subject to state funding pattern pursuant to this agreement.
4. This item is submitted by Mary Kelly, Interim Executive Director of Special Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATIONS:**

1. That the Board of Education enter into a collaborative grant agreement with the Amherst H. Wilder Foundation to provide Special Education services for the 2010-2011 school year.
2. That a fully financed budget be established in the amount of \$504,231 for purposes of this agreement. The funding is made up of an Amherst H. Wilder Foundation grant of \$276,272 and \$227,959 earned in Special Education reimbursement, subject to state funding pattern pursuant to this agreement.

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

**DATE:** December 14, 2010

**TOPIC:** Request for Permission to Submit a Grant Application to the Regional Comprehensive System of Personnel Development (CSPD)

**A. PERTINENT FACTS:**

1. The Regional Comprehensive System of Personnel Development (CSPD) – Region 11 is currently accepting grant applications for projects that support assistive technology for special education students.
2. Saint Paul Public Schools Special Education Department has prepared an application for funds to provide recordable/note-taking pen assistive technology to help special education student become better communicators. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,000. Special Education staff researched this grant opportunity.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Mary Kelly, Director of Special Education; Julie Schultz Brown, Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family Engagement and Community Partnerships; Kate Wilcox-Harris, Chief Academic Officer; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Regional Comprehensive System of Personnel Development for funds to purchase assistive technology for Special Education students; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** December 14, 2010

**TOPIC:** Request for Permission to Submit and Accept, if Approved, a Grant Application to the Department of Employment and Economic Development (DEED) for the FastTRAC-Program Design and Implementation Project Grant.

**A. PERTINENT FACTS:**

1. The Department of Employment and Economic Development is currently accepting grant applications for projects that provide Adult Basic Education instruction and student support services to adult learners enrolled in the FastTRAC to Renewable Energy Program. The Ronald M. Hubbs Center for Lifelong Learning is applying for funds to assist in providing adult learners the skills necessary for a career. The grant is for approximately \$32,450.
2. The Ronald M. Hubbs Center for Lifelong Learning is applying for funds to provide instruction to adult learners enrolled in the Renewable Energy Program and to provide student support services to adult learners who completed the Program and plan to pursue a Traditional or Renewable Energy specific certificate at a secondary institution.
3. The duration of this grant is from October 28, 2010 through March 31, 2011.
4. If awarded, a fully financed budget will be established to account for the funds.
5. This project will meet the district area goals by accelerating the path to excellence.
6. This item is submitted by Kristine Halling, Supervisor, Adult Learning; Lynn Gallandat, Director, Community Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Department of Employment and Economic Development to provide ABE Services to assist in providing adult learners the skills necessary for a career in Traditional or Renewable Energy; 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:** December 14, 2010

**TOPIC:** Request for Permission to Accept a Grant from the Minnesota Department of Natural Resources

**A. PERTINENT FACTS:**

1. The Minnesota Department of Natural Resources has awarded a grant to Hancock-Hamline University Collaborative Magnet to create a school archery program through curriculum, materials and training.
2. This grant is for approximately \$1,100. Staff at the school researched this grant opportunity.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Marjorie Abrams, Principal, Hancock-Hamline University Collaborative Magnet; Julie Schultz Brown, Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family Engagement and Community Partnerships; Sharon Freeman, Assistant Superintendent of Elementary Schools; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Natural Resources for archery program funding at Hancock-Hamline University Collaborative Magnet; 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:** December 14, 2010

**TOPIC:** Request for Permission to Submit and Accept, if Approved, a Grant Application to the Minnesota Literacy Council for the Technology Integration Project Grant.

**A. PERTINENT FACTS:**

1. The Minnesota Literacy Council is currently accepting grant applications for projects that provide one-on-one support in improving educational outcomes for students involved in online distance learning. The Ronald M. Hubbs Center for Lifelong Learning is applying for funds to assist in providing adult learners the flexibility offered by distance learning yet still maintain frequent contact and support with their teacher. The grant is for approximately \$2,500.
2. Ronald M. Hubbs Center for Lifelong Learning has prepared an application to the Minnesota Literacy Council for funds to provide ABE services to adults to increase persistence in distance learning programs to achieve measurable gains in skills acquisition.
3. The duration of this grant is from November 1, 2010 through March 31, 2011.
4. If awarded, a fully financed budget will be established to account for the funds.
5. This project will meet the district area goals by ensuring high academic achievement for all students.
6. This item is submitted by Kristine Halling, Supervisor, Adult Learning; Lynn Gallandat, Director, Community Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Literacy Council to provide ABE Services to adults to increase persistence in distance learning programs to achieve measurable gains in skills acquisition; 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:** December 14, 2010

**TOPIC:** Request for Permission to Submit Grant Applications to the Minnesota State Arts Board

**A. PERTINENT FACTS:**

1. The Minnesota State Arts Board is currently accepting grant applications for their Arts Learning grant, which funds arts-related learning projects for classrooms and schools. The grant initiative funds programming that supports lifelong learners acquire new knowledge and understanding of and skills in the arts.
2. Saint Paul Public Schools Linwood Monroe Arts Plus, L'Etoile du Nord French Immersion, Horace Mann School, and Mississippi Creative Arts Magnet have prepared several applications for funds to implement arts-related learning projects that support classroom curriculum. These projects provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences. Saint Paul Public Schools will serve as fiscal agent for the project. The grants range for approximately \$10,000 to \$51,000. Staff at the school researched this grant opportunity.
3. These projects will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Jim Litwin, Principal, Horace Mann Elementary; Andy Xiong, Principal, Mississippi Creative Arts Magnet; Fatima Lawson, Principal, E'Etoile du Nord French Immersion; Steve Unowsky, Principal, Linwood Monroe Arts Plus; Julie Schultz Brown, Director, Office of Innovation and Development; Jackie Turner, Executive Director of Family Engagement and Community Partnerships; Kate Wilcox-Harris, Chief Academic Officer; Barbara DeMaster, Assistant Superintendent of Elementary Education; Sharon Freeman, Assistant Superintendent of Elementary Education; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit grants to the Minnesota State Arts Board for funds to implement arts-related learning projects at Linwood Monroe, L'Etoile du Nord French Immersion, Horace Mann School and Mississippi Creative Arts Magnet that support classroom curriculum; 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:** December 14, 2009

**TOPIC:** Request for Permission to Submit a Grant Application to the Qwest Foundation

**A. PERTINENT FACTS:**

1. The Qwest Foundation is currently accepting grant applications for programs that promote the integration of technology into teaching practices and the classroom.
2. Central High School has prepared an application for funds to provide camera equipment for the Central Morning News language arts program. Saint Paul Public Schools will serve as the fiscal agent for this grant. The grant is for approximately \$7,300.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Mary Mackbee, Principal, Central High School; Dan Mesick, Principal, Como Senior High; Julie Schultz Brown, Director, Office of Innovation and Development; Denise Quinlan, Assistant Superintendent Secondary Education; Jackie Turner, Executive Director, Family Engagement and Community Partnerships and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to The Quest Foundation to support academic achievement through the use of technology; 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:** December 14, 2010

**TOPIC:** Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with the Goodwill/Easter Seals Minnesota

**A. PERTINENT FACTS:**

1. The Goodwill/Easter Seals Minnesota (G/ESM) has been awarded a grant from the Minnesota Department of Employment and Economic Development (DEED) and has received other funding from the Greater Twin Cities United Way for a project that collaborates with various organizations to provide access to Child Development classes at a post secondary level for educationally underprepared and low income adults. Collaborating organizations include the Saint Paul Public Schools Adult Basic Education (ABE) program, Saint Paul College, Ramsey County WorkForce Solutions, Ramsey County Workforce Centers, Community Action Head Start, and North St. Paul/Maplewood/Oakdale School District 622.
2. The Saint Paul Public School ABE program, located at the Ronald M. Hubbs Center for Lifelong Learning will enter into contract with the G/ESM to provide instruction to adult learners enrolled in the Child Development Career Pathway Program and to provide student support services to adult learners who completed the program and plan to pursue a certificate in Child Development at a secondary institution.
3. The duration of this contract is from October 1, 2010 through May 31, 2012.
4. A fully financed budget will be established to account for these funds.
5. This project will meet the District target area goals by accelerating the path to excellence.
6. This item is submitted by Kristine Halling, Supervisor, Adult Learning; Lynn Gallandat, Director, Community Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Goodwill/Easter Seals Minnesota to provide ABE instructional and support services to adult learners participating in the Child Development Pathway Program.

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

**DATE:** December 14, 2010

**TOPIC:** Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with the Goodwill/Easter Seals Minnesota

**A. PERTINENT FACTS:**

1. The Goodwill/Easter Seals Minnesota (G/ESM) has been awarded a grant from the Minnesota Department of Employment and Economic Development (DEED) and has received other funding from the Greater Twin Cities United Way for a project that collaborates with various organizations to provide access to Medical Career classes at a post secondary level for underprepared and low income adults. Collaborating organizations include the Saint Paul Public Schools Adult Basic Education (ABE) program, Saint Paul College, Ramsey County Workforce Solutions, Health Partners, the Minnesota Literacy Council, Comunidades Latinas Unidas en Servicio (CLUES), Saint Paul Public Housing, Quality Career Services, Lifetrack Resources, and the Ramsey County Workforce Investment Board.
2. The Saint Paul Public School ABE program, located at the Ronald M. Hubbs Center for Lifelong Learning will enter into contract with the G/ESM to provide instruction to adult learners enrolled in the Medical Careers Pathway Program and to provide student support services to adult learners who completed the program and plan to pursue a certificate in Medical Office careers at a secondary institution.
3. The duration of this contract is from October 1, 2010 through May 31, 2012.
4. A fully financed budget will be established to account for these funds.
5. This project will meet the District target area goals by accelerating the path to excellence.
6. This item is submitted by Kristine Halling, Supervisor, Adult Learning; Lynn Gallandat, Director, Community Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Goodwill/Easter Seals Minnesota to provide ABE instructional and support services to adult learners participating in the Medical Career Pathway Program.

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

**DATE:** December 14, 2010

**TOPIC:** Request for Permission for a Continuation of a Contract with the American Indian Family Center for Collaboration on the Children's Trust Fund Grant for 2010-2011

**A. PERTINENT FACTS:**

1. The American Indian Family Center, Ain Dah Yung Center and Saint Paul Public Schools Indian Education Program wish to collaborate to expand services that will focus specifically on the prevention of child abuse and neglect in the American Indian community.
2. The American Indian Family Center's Medicine Wheel Program, is one of the Department of Human Services Children Trust Fund grant recipients for 2010-2011. The Children's Trust Fund Grant amount for calendar year 2010 is \$28,000.00.
3. The American Indian Family Center, the fiscal agent for the collaborative, will reimburse the district's American Indian Education Program for approximately .4 FTE of the American Indian Family Intervention Specialist's salary, not to exceed \$25,848.00 per year.
4. This agreement will be in effect for the period November 1, 2010 through October 31, 2011.
5. This project will meet the District target area goals by strengthening relationships with community and families.
6. This item is submitted by Kathy Denman-Wilke, Program Supervisor, American Indian Education Program; Marilyn Baeker, Executive Director for PreK-12 CIPD, The Center for Professional Development; and Kate Wilcox-Harris, Division of Academic Services Chief.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the American Indian Family Center for Collaboration on the Children's Trust Fund Grant for 2010-2011.

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

**DATE:** December 14, 2010

**TOPIC:** Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

**A. PERTINENT FACTS:**

1. New Agreement is for a two-year period from July 1, 2010, through June 30, 2012.
2. Contract changes are as follows:

Wages: Effective January 1, 2011, the salary schedule increase is 1%; increase Steps 6, 7, and 8 an additional .75%; add a new 20 year Step at .5% above Step 8. Effective July 2, 2011, the salary schedule increase is 1% on all steps.

Benefits: Effective January 2011, the district monthly contribution of \$550 for single coverage is increased to \$575; the district monthly contribution of \$1,075 for family coverage is increased to \$1,125. Effective January 2012, the district contribution for single coverage is increased to \$600; family coverage is increased to \$1,175.

OPEB: The District will no longer provide a contribution for health insurance upon retirement for employees who are hired on or after January 1, 2014, and who retire before reaching the Medicare-eligible age. The District contribution will be replaced with a \$200 per year District match to a 403(b) retirement savings plan. Effective January 1, 2016, the District will contribute \$200 per year into a health care savings plan for employees hired on or after January 1, 2014.

3. The District has 8 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2010-11 budget year: \$32,925
  - in the 2011-12 budget year \$20,476
5. This item will meet the District's target area goal of aligning resource allocation to District priorities.
6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Susan Gutbrod, Negotiations/Employee Relations Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2010 through June 30, 2012.

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

**DATE:** December 14, 2010

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

**A. PERTINENT FACTS:**

1. New Agreement is for a two-year period from July 1, 2010, through June 30, 2012.
2. Contract changes are as follows:

Wages: Effective July 3, 2010, the salary schedule increase is 1%. Effective July 2, 2011, salary schedule increase is 1%.

Benefits: Effective January 1, 2011, the District monthly contribution of \$550 for single coverage is increased to \$575; the district monthly contribution of \$1,075 for family coverage is increased to \$1,125. Effective January 1, 2012, the district contribution for single coverage is increased to \$600; family coverage is increased to \$1,175. Effective January 1, 2011, the District monthly contribution for employees who are married to another District employee and are covered under spouse's plan will increase from \$150 to \$200.

OPEB: The District will no longer provide a contribution for health insurance upon retirement for employees who are hired on or after January 1, 2014, and who retire before reaching the Medicare-eligible age. The District contribution will be replaced with a \$200 per year District match to a 403(b) retirement savings plan. Effective January 1, 2016, the District will contribute \$200 per year into a health care savings plan for employees hired on or after January 1, 2014.

3. The District has 225 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2010-11 budget year: \$306,383
  - in the 2011-12 budget year: \$272,858
5. This item will meet the District's target area goal of aligning resource allocation to District priorities.
6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Susan Gutbrod, Negotiations/Employee Relations Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement is for the period of July 1, 2010, through June 30, 2012.



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

**DATE:** December 14, 2010

**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, 2010, through June 30, 2012.
2. Contract changes are as follows:

Wages: Effective July 3, 2010, the salary schedule is increased 1%. Effective July 2, 2011, the salary schedule is increased 1%.

Benefits: Effective January 1, 2011, the district monthly contribution of \$550 for single coverage is increased to \$575; the district monthly contribution of \$1,075 for family coverage is increased to \$1,125. Effective January 1, 2012, the district contribution for single coverage is increased to \$600; family coverage is increased to \$1,175.

OPEB: The District will no longer provide a contribution for health insurance upon retirement for employees who are hired on or after January 1, 2014, and who retire before reaching the Medicare-eligible age. The District contribution will be replaced with a \$200 per year District match to a 403(b) retirement savings plan. Effective January 1, 2016, the District will contribute \$200 per year into a health care savings plan for employees hired on or after January 1, 2014.

3. The District has 525 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2010-11 budget year: \$470,971
  - in the 2011-12 budget year: \$355,014
5. This item will meet the District's target area goal of aligning resource allocation to District priorities.
6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Susan Gutbrod, Negotiations/Employee Relations Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for 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, 2010, through June 30, 2012.

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

**DATE:** December 14, 2010

**TOPIC:** Annual Report on Curriculum, Instruction and Student Achievement

**A. PERTINENT FACTS:**

1. Each fall, the Minnesota Department of Education (MDE) requires school districts to submit to the public an *Annual Report on Curriculum, Instruction and Student Achievement*, which may be published electronically or in print.
2. While the MDE deadline for Board of Education approval of the 2009-10 report is Oct. 1, and the deadline for submission to the public is Oct. 15, MDE will allow Saint Paul Public Schools to extend the deadline through the end of January 2011, as indicated by Board action, in order to align the state-required report with the district's current overhaul of academic performance and *Strong Schools, Strong Communities* strategic planning efforts.
3. The *Strong Schools, Strong Communities* Strategic Plan will be shared with district stakeholders in mid-January and brought to the Board of Education for approval at the March 15, 2011 Board of Education meeting. The MDE required *Annual Report on Curriculum, Instruction and Student Achievement* will be released within the context of the overall *Strong Schools, Strong Communities* roll-out.
3. This project will meet the District's goals of raising expectations for accountability and strengthening relationships with community and families.
4. This item is submitted by Michelle J. Walker, Chief of Accountability, Planning and Policy and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education approve the deadline extension for the 2009-10 *Annual Report on Curriculum, Instruction and Student Achievement* through the end of January 2011 and submit notice to the Minnesota Department of Education of the Board's action.

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

**DATE:** December 14, 2010

**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 Ann Hoxie, Assistant Director, Student Health and Wellness; Mary Kelly, Interim Director, Special Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

That the Board of Education excludes the named students from school effective January 4, 2011, 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: December 14, 2010

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 goal of aligning resource allocation to District priorities.
4. This item is submitted by Michael A. Baumann, Chief Business Officer.

**B. RECOMMENDATIONS:**

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1 – November 30, 2010.

(a) General Account	#479800-481189	48,573,538.05
	#3015071-3015158	
(b) Debt Service	-0-	81,111.18
(c) Construction	-0-	<u>4,952,569.05</u>
		\$53,607,218.28

Included in the above disbursements are payrolls in the amount of \$33,858,189.67 and overtime of \$119,834.20 or .35% of total payroll.

- (d) Collateral Changes

**Released:**

<b>Custodian</b>	<b>Cusip</b>	<b>Security</b>	<b>Maturity</b>
Wells Fargo	83164JV45	Small Business Admin Pool #507835	9/25/2031

**Additions:**

<b>Custodian</b>	<b>Cusip</b>	<b>Security</b>	<b>Maturity</b>
Wells Fargo	880591CW0	Tennessee Valley Auth Ser C	3/15/2013
US Bank	31412QSF7	FNMA Pool 932118	11/1/2024

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 March 15, 2011.

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

**DATE:** December 14, 2010

**TOPIC:** Bid No. A9404-K: Fire Alarm Inspection and Maintenance

**A. PERTINENT FACTS:**

1. This bid provides all labor, materials, equipment and services necessary for and incidental to providing fire alarm inspection and maintenance services for all district facilities. The contract period is two (2) years, commencing January 1, 2011, and ending December 31, 2012.

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

	Lump Sum Base Bid
Egan Company	\$205,400.00
Low Voltage Contractors, Inc.	\$469,000.00

Unit Price No. 1: replace spot type smoke detector; Unit Price No. 2: install new spot type smoke detector; Unit Price No. 3: replace duct type smoke detector; Unit Price No. 4: install new duct type smoke detector; Unit Price No. 5: install new heat detector; Unit Price No. 6: replacing one horn/strobe combination or strobe only; Unit Price No. 7: install new horn/strobe; Unit Price No. 8: labor and travel expenses for service call; Unit Price No. 9: fire alarm system technician hourly rate; Unit Price No. 10: electrician hourly rate; Unit Price No. 11: fire alarm system technician hourly rate overtime on normal day; Unit Price No. 12: electrician hourly rate overtime on normal day; Unit Price No. 13: fire alarm system technician hourly rate overtime on holiday; Unit Price No. 14: electrician hourly rate overtime on holiday.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the health and safety levy, budget code 01-005-850-363-6350-0000.
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, Interim Director of Facilities; Mike Kremer, Executive Director of Operations; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize award of Bid No. A9404-K for fire alarm inspection and maintenance services at all district facilities for the two (2) year term commencing January 1, 2011 and ending December 31, 2012, to Egan Company for the lump sum base bid of \$205,400.00, plus unit prices no. 1 through 14.



**Saint Paul**  
**PUBLIC SCHOOLS**

**Independent School District 625**


360 Colborne Street  
Saint Paul, MN 55102-3299

**Office of the Superintendent**

**Valeria S. Silva**  
Superintendent of Schools

Telephone: (651) 767-8152 • Fax: (651) 290-8331 • [www.spps.org](http://www.spps.org)

December 14, 2010

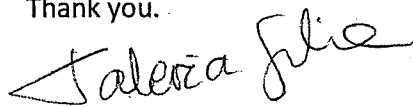
TO: Board of Education Directors  
FROM: Valeria S. Silva   
SUBJECT: Certification of the Pay 11 Levy

Saint Paul Public Schools is required to certify to the Minnesota Department of Education (MDE) the Pay 11 Levy by December 29, 2010.

Administration is recommending the following levy amount per fund:

Fund	Pay 11 Amount	% of Change from Pay10	% of Change from Approved Ceiling
General Fund	\$76,202,275	5.5%	-.7%
Community Service	\$3,571,836	-2.6%	No change
Debt Service	\$41,970,427	17.2%	No change
<b>Total Pay 11 Levy</b>	<b>\$121,744,538</b>	<b>9.0%</b>	<b>-.4%</b>

Thank you.



Recommendation:

That the Board of Education certify the Pay 11 Levy for Saint Paul Public Schools at \$121,744,538 or a 9.0% increase from the Pay 10 Levy.



# Saint Paul Public Schools 2010 Proposed Property Tax Levy

December 14, 2010

Michael A. Baumann  
Chief Business Officer

# Why Does SPPS Levy?



- State determined property tax based calculations to cover funding the State does not provide fully (Equity, Transition, Integration, Operating Capital, etc.)
- Mandates from the State and Federal governments require additional funding (alternative maintenance)
- Leased space support
- Health Care support
- Pension support
- Operating costs

Some levies contain penalties if not levied fully



# Property Tax Levy (General Information)



- Property Tax Levy laws are established by the Legislature of the State of Minnesota and Boards of Education set the overall Levy for School Districts up to the maximum set by the State.
- The 2011 Levy will be paid by taxpayers in May and October of 2011.
- The proceeds of the 2011 Levy provide funds for the 2011-12 school year.
- Calculations for individual property taxes are administered by Ramsey County.
- City, County, and District increase percents cannot be added together to determine property tax increase/decrease.

# Property Tax Levy (General Information)



- Spring is the time for stakeholders to affect their individual property tax assessments. See your packets for Ramsey County information about refunds and assessments.
- There are 3 categories of levies that comprise the total SPPS levy:
  - General Fund
  - Community Ed
  - Debt Service
- At the September 21, 2010 BOE meeting the levy ceiling of 9.4% increase was adopted.
- Tonight the Board will adopt and certify the Pay11 Levy.

# Property Tax Levy Ceiling

(Approved at 21SEP10 BOE)



Fund	Final Pay 10	Proposed Pay 11	Percent Change
General	\$72,209,685	\$76,688,599	6.2%
Community Service	\$3,668,391	\$3,571,836	-2.6%
Debt	\$35,814,161	\$41,970,427	17.2%
<b>Total</b>	<b>\$111,692,237</b>	<b>\$122,230,862</b>	<b>9.4%</b>

Board of Education proposed **ceiling** for property tax levy is \$122.2 million or 9.4%

# Pay 11 Proposed Levy

## (Points of Interest)

- Three reasons for levy increase:
  - OPEB (Other Post Employment Benefits) – a levy to help cover the costs of retiree health insurance. District continues to take steps to control these costs
  - Debt levy – costs and adjustments to maintain our building infrastructure
  - Re-employment Insurance – from staff layoffs

# Pay 11 Levy Hearing

## (Outcome)

- November 30, 2010 BOE public hearing on the Levy.
- Finance staff conducted a follow up review after hearing.
- After review of options, Administration proposes to reduce the Pay 11 Levy to 9.0% through a reduction in the General Fund category.

# Proposed Certified Tax Levy



<b>Fund</b>	<b>Final Pay 10</b>	<b>Ceiling Pay 11</b>	<b>Proposed Pay 11</b>	<b>Percent Change</b>
General	\$72,209,685	\$76,688,599	\$76,202,275	5.5%
Community Service	\$3,668,391	\$3,571,836	\$3,571,836	-2.6%
Debt	\$35,814,161	\$41,970,427	\$41,970,427	17.2%
<b>Total</b>	<b>\$111,692,237</b>	<b>\$122,230,862</b>	<b>\$121,744,538</b>	<b>9.0%</b>

Administration proposes reducing property tax levy to \$121.7 million or 9.0%

# Recommendation



- That the Board of Education certify the Pay 11 Levy for Saint Paul Public Schools at \$121,744,538 or a 9.0% increase from the Pay 10 Levy.

# Questions



# Recommendation



- That the Board of Education certify the Pay 11 Levy for Saint Paul Public Schools at \$121,744,538 or a 9.0% increase from the Pay 10 Levy.

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

**Proposed Policy:**

**601.00 EDUCATIONAL PROGRAMMING**

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**Proposed Policy Revision:**

**No revisions have been proposed**

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**First Reading**

**November 16, 2010**

**Second Reading**

**December 14, 2010**

**Third Reading**

**COMMENTS:**

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

*Adopted:* **DRAFT** 10/19/10

*Revised:* 11/9/10

*Saint Paul Public Schools Policy*

*601.00*

## **601.00 EDUCATIONAL PROGRAMMING**

### **DEFINITIONS**

1. “Academic standards” means content-based outcomes at each grade level, some of which are mandated within state standards.
2. “Graduation requirements” mean those courses and tests required to earn a diploma.

### **ACADEMIC STANDARDS (1)**

1. The district will adopt academic standards, which shall be the basis for the educational program.
2. The district will implement high school and preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.
3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
4. The academic standards implementation committees will determine where, when, and in what instructional program all student achievement of standards will be assessed.

### **THE PRE K-12 EDUCATIONAL PROGRAM (2)**

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.
2. The educational program will be coordinated systematically through the district.
3. The school district will establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.
4. Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:
  - Language arts
  - Mathematics and science
  - Social studies, including history, geography, and government
  - Health and physical education
  - The arts
  - Vocational and technical education; and
  - World languages.
5. The basic instructional program shall minimally include all courses required for each grade level by the Minnesota Department of Education.
6. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.

**DRAFT**

Policy 601.00

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7. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.
8. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning or work-based learning, may be developed and offered to meet the unique and changing needs of students.

### **GRADUATION REQUIREMENTS (3)**

1. District graduation requirements will minimally include:
  - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
  - The state requirements for graduation as established by Minnesota law.
  - Successful completion of:
    - 86 total quarter credits at a regularly-scheduled (non-block) high school, or
    - 56 total quarter credits at a four-period block-scheduled high school.
2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

### **LEGAL REFERENCES:**

- (1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students  
 Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards  
 Minn. Stat. § 120B.11 Subd. 2 Adopting Policies  
 Minn. Stat. § 120B.22 Elective Standards  
 Minn. Stat. § 120B.023 Benchmarks  
 Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics  
 Minn. Rules § 3501.0200-3501.0290 Written Composition  
 Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts  
 Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics  
 Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts  
 Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science
- (2) Minn. Stat. § 120A.22 Subd 9 Curriculum  
 Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services  
 Minn. Stat. § 124D.09 Post Secondary Enrollment Options  
 Minn. Stat. § 124D.095 Online Learning Options  
 Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs  
 Minn. Rule §3525 Children with a Disability  
 Section 504 of the Rehabilitation Act of 1973, as amended  
 29 U.S.C. § 794  
 Title I of the Elementary and Secondary Education Act
- (3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits  
 Minn. Stat. § 120B.14 Advanced Academic Credit

**DRAFT**

Policy 601.00  
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Minn. Stat. § 120B.16 Secondary Credit for Students  
Minn. Stat. § 122A.60 Staff Development Program

20 U.S.C. § 5801 – Purpose  
20 U.S.C. § 6301 – No Child Left Behind

**CROSS REFERENCES:**

Policy 421.00 Staff Development  
Policy 510.00 Graduation  
Policy 510.01 Students: Promotion and Retention

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

**Proposed Policy:**

**602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND**  
**ACCOUNTABILITY**

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**Proposed Policy Revision:**

**See noted revisions (11/30/10) on attached document**

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**First Reading** **November 16, 2010**

**Second Reading** **December 14, 2010**

**Third Reading** \_\_\_\_\_

**COMMENTS:**

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

## **602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND ACCOUNTABILITY**

### **DEFINITIONS**

1. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
2. “Curriculum” means district or school-adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

### **SYSTEMS ACCOUNTABILITY (1)**

1. The district will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members to meet the Minnesota academic standards. The school district will be accountable to the public and the state through annual reporting.
2. Systems Accountability procedures are intended to ensure student, parent or guardian, and local community member participation in planning for instruction and curriculum affecting academic standards.
3. A district curriculum advisory committee shall provide assistance at the request of the superintendent. The advisory membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include representation from parents or guardians, teachers, support staff, students, community residents, and administration.

### **CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES (2)**

1. Curriculum development and instructional practices shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.
2. The district will establish a long-range curriculum development program that will provide for periodic reviews and continuous improvement of each curricular area.
3. District curriculum adoptions will occur on a staggered schedule for fiscal responsibility and ease of implementation.
4. The ongoing process of curriculum development will:
  - Provide for articulation of courses for students from pre-kindergarten through grade 12;
  - Identify minimum objectives for each course and at each elementary and junior high / middle school grade level;
  - Use research-based instructional strategies;
  - Provide for continuing evaluation of programs for the purpose of attaining school district objectives;
  - Provide a process for ongoing monitoring of student progress;
  - Integrate academic standards in the scope and sequence of the district curriculum;
  - Be multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair;

- Meet state and federal education requirements.

### **SELECTION, ADOPTION, AND REVIEW OF CURRICULAR AND INSTRUCTIONAL MATERIALS (3)**

1. The district will have in place procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other curricular and instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents or guardians, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.
2. In reviewing curricular and instructional materials, the professional staff shall select materials which:
  - Support the goals and objectives of the educational programs;
  - Consider the needs, ages, and maturity of students;
  - Foster respect and appreciation for cultural diversity and varied opinions; and
  - Fit within the constraints of the school district budget.
3. The district will have in place a procedure for review of concerns or complaints of students and parents or guardians regarding the curriculum or instructional materials used.

### **COURSE ADDITION, DELETION, REVISION, OR INTEGRATION**

1. The district's curricular offerings will have the flexibility for change that may be necessary due to:
  - Increasing or declining enrollment;
  - New direction brought by the school district or school goals, outcomes, and/or mission statement;
  - Refinement / modification of the existing curriculum as a result of the continuous improvement planning process or changes in learner outcomes; or
  - Changes needed to accommodate academic standards requirements.

### **ASSESSMENT AND EVALUATION PROGRAM (4)**

1. The school district will maintain a program and process of evaluation, including standardized testing, which will provide information about student learning and educational program effectiveness. This process will meet state requirements and provide appropriate feedback about the educational progress of each student to the parents or guardians and to the staff to inform instructional decisions.
2. The assessment and evaluation process will incorporate a plan to evaluate how testing procedures impact any particular student groups.
3. In accordance with state law, the district will annually adopt and publish a test administration plan including the state-mandated tests in accordance with Minnesota law.
4. The school district will assess student performance in elementary, middle, junior, and senior high school academic standards while taking into consideration individual student needs as mandated by state and federal law.



5. The district will establish guidelines and procedures to assess student achievement, formatively and summatively, in all academic areas. The guidelines will address remediation, acceleration, or continuous progress needs for student achievement.

**LEGAL REFERENCES:**

- (1) Minn. Rule § 3501.0160 District Reporting Requirements  
Minn. Stat. § 120B.11 Subd 3 District Advisory Committee
- (2) Minn. Stat. § 120A.22 Subd 9 Curriculum  
Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students  
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards  
Minn. Stat. § 120B.023 Benchmarks  
Minn. Stat. § 120B.024 Graduation Requirements; Course Credits  
Minn. Stat. § 120B.10 Findings; Improving Instruction and Curriculum  
Minn. Stat. § 120B.11 Subd 1 and 2 School District Process for Reviewing Curriculum, Instruction, and Student Achievement  
Minn. Stat. § 120B.22 Elective Standards  
Minn. Rule § 3500.0550 Inclusive Educational Program  
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics  
Minn. Rules § 3501.0200-3501.0290 Written Composition  
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts  
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics  
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts  
Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science

- (3) Minn. Stat. § 120A.22 Subd 9 Curriculum
- (4) Minn. Stat. §120B.11 Subd Biennial Evaluation; Assessment Program  
Minn. Stat. § 120B.35 Student Academic Achievement and Growth

20 U.S.C. § 5801 - Purpose

20 U.S.C. § 6301 – No Child Left Behind

**CROSS REFERENCES:**

Policy 601.00	Educational Programming
Policy 602.01	Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education
Policy 510.00	Graduation
Policy 510.01	Students: Promotion and Retention

**DRAFT**

Policy 602.00

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

**Proposed Policy:**

**403.00 PERFORMANCE MANAGEMENT AND ACCOUNTABILITY**

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**Proposed Policy Revision:**

**See noted revisions (11/30/10) on attached document**

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**First Reading** **November 16, 2010**

**Second Reading** **December 14, 2010**

**Third Reading**

**COMMENTS:**

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

**403.00 PERFORMANCE MANAGEMENT AND ACCOUNTABILITY**

**The Board delegates to the Superintendent and his or her designee the task of establishing accountability systems at all levels in the organization.**

In order to ensure effective operation of the school district's programs and ultimately the success of students, ~~the district depends on staff to~~ **district staff will** operate within a system of accountability based in performance management.

~~An effective performance management system requires administrators to assure the~~  
**Administration will assure** the following, according to standard format ~~and in accordance with contractual provisions:~~

- Set goals, aligned with the district's mission, which are specific, measurable, achievable, realistic and timely
- Measure progress toward goals, including individual employee performance reviews, at regular intervals
- Reflect on results to determine appropriate action
- Report regularly and publicly on district-level outcomes in relation to goals
- Implement improvements to accelerate progress toward goals

**LEGAL REFERENCES:**

**CROSS REFERENCES:**

- 150.00 Policies Incorporated by Reference
- 602.00 Curriculum Development, Instruction and Accountability

For 2010, the Superintendent has met or exceeded the board's expectations in strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, and communications leadership. We are particularly pleased with her work in strategic visioning. We appreciate her leadership and clarity in setting high expectations for student achievement, and support her to further push this issue. She has proactively told our story, highlighting successes and accomplishments from all areas in the district. The Superintendent has presented herself in a positive and sincere manner throughout the community-- This is a real strength. In this next year of accelerated strategic change, we look forward to continued improvements in internal and external communications, aligning resources, and deepening the implementation to achieve our goals.

## **2010 BOARD VACANCY TIMELINE/PROCESS**

<b>December 14, 2010</b>	<b>Official Acceptance of Resignation of Director Varro</b>
<b>December 15</b>	<b>Posting of Vacancy Announcement in <u>The Legal Ledger</u> and on SPPS Board of Education Website with link from SPPS Home Page</b>
<b>December 15 – 10:00 a.m.</b>	<b>Application period opens (Letter of Intent and Resume)</b>
<b>January 3, 2011 - NOON</b>	<b>Application period closes</b>
<b>January 4</b>	<b>Packet of information sent to all applicants</b>
<b>January 12 - 5:30 p.m.</b>	<b>Board of Education Meeting - First Interviews (televised)</b>
<b>February 2 - 5:30 p.m.</b>	<b>Board of Education Meeting – Second Interviews &amp; Final Selection (televised)</b>
<b>February 15 – 5:45 p.m.</b>	<b>Board of Education Meeting – Seating of Successful Applicant</b>

Recommended motion:

That the Board of Education schedule the following Special Board of Education Meetings for the purpose of interviewing candidates to fill the vacancy on the Board:

First Interview: Wednesday, January 12, 2011 5:30 p.m.

Second Interview: Wednesday, February 2, 2011 5:30 p.m.

**Board of Education Meetings**

(5:45 unless otherwise noted)

- January 4 – Annual Meeting
- January 12 – Special 5:30 p.m.
- January 18
- February 2 – Special 5:30 p.m.
- February 15
- March 15
- April 19
- May 17
- June 7 – Special 4:30 p.m.
- June 21
- July 19



### **Committee of the Board Meetings**

(4:30 unless otherwise noted)

- January 11
- February 1
- March 1
- April 5
- May 3
- June 28
- July 19