



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, November 16, 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***  
\*\*\*\*\*

**MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL**  
\*\*\*\*\*

**Long-Range Goals Adopted by the Board:**

**HIGH ACHIEVEMENT**

**Learners will understand the relationship between their lives and the lives of others,  
And the relevance of their educational experiences to their roles in society.**

**MEANINGFUL CONNECTIONS**

**Learners will understand the relationship between their lives and the lives of others,  
and the relevance of their educational experiences to their roles in society.**

**RESPECTFUL ENVIRONMENT**

**The learning environment will be safe, nurturing and equitable for our diverse learners.**

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

**November 16, 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 October 19, 2010      7
  - B. Minutes of the Special CLOSED Meeting of the Board of Education of November 9, 2010      19
- V. COMMITTEE REPORTS**
  - A. Committee of the Board Meeting of November 9, 2010      20
- VI. RECOGNITIONS (Time Certain 6:00 p.m.)**
  - A. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships      32
    - 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	
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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.	
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**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**October 19, 2010**

**I. CALL TO ORDER**

The meeting was called to order at 5:52 p.m. by the Board Chair.

**II. ROLL CALL**

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

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

A. Order of the Consent Agenda

**MOTION:** Ms. Carroll moved approval of the Order of the Consent Agenda with the exception of Item C1: Ratification of Termination of Contract which was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

**MOTION:** Ms. Carroll moved approval of the Order of the Main Agenda as published. Motion seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

**IV. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of September 21, 2010

**MOTION:** Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education for September 21, 2010 as published. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

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

## V. COMMITTEE REPORTS

### A. Committee of the Board Meeting of October 5, 2010

#### 1. **Fiscal Update on the Final Budget Revision for FY 2009-2010**

The changes were routine budget adjustments to the fully financed funds to reflect changes in grant amounts. There were no changes to any other funds. The changes in the fully financed funds were a reduction of \$4,647,499 to the general fully financed fund and a reduction of \$1,756,632 to the community service fully financed fund. These reductions resulted in a year-end final revenue budget total of \$645,782,510.

Similar reductions occurred on the expenditure side (a reduction of \$4,647,499 to the general fully financed fund and a reduction of \$1,756,632 to the community service fully financed fund) resulting in a year-end final expenditure budget of \$657,128,257.

**RECOMMENDED MOTION:** That the Board of Education approve the final revisions to the 2009-10 Budget as presented.

The motion was approved with the following roll call vote:

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

#### 2. **Assessment and Update on Other Post Employment Benefits (OPEB)**

OPEB are benefits provided to employees and consist mainly of health care-related benefits promised to retirees in labor negotiations. Accounting for OPEB is now required under Governmental Accounting Standards Board Statement 45 (GASB 45). The liability must be recognized on the financial statements.

On August 18, 2009, the Board of Education approved the recommendation to establish an OPEB Trust Fund during FY 2010. An actuarial valuation was done as of January 1, 2009 and updated on September 22, 2010 due to changes in the economic climate. This resulted in changes from the initial valuation and an increase in the liability. Steps have been taken to mitigate or offset the liability and include:

- Changes made in the SPPS labor agreements to post employment benefit eligibility
- Investment in an OPEB Trust

Administration released a Request for Information (RFIs) to financial institutions on establishing a OPEB Trust. Three responses were received and reviewed. Administration recommended selection of Wells Fargo who was most competitive and most experienced in this area. The initial investment to the OPEB Trust would be an estimated \$1 million.

Unknown factors, which may impact OPEB in future, include:

- Changes as a result of the National Health Insurance Initiative
- Changes in Minnesota legislation
- Return on Investment (ROI) from the OPEB Trust Fund
- The economic recovery

**RECOMMENDED MOTION:** That the Board of Education accept the OPEB actuarial valuation report and approve the establishment of the OPEB Trust with Wells Fargo.

The motion was approved with the following roll call vote:

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

3. There was no report on the Standing Item: **Operation Planning Update**
4. A **Policy Update** was provided with a brief report on the status of the policy and procedure development process. Administration indicated they would bring forward policies around curriculum and instruction and accountability at the November 9 COB meeting. Procedures to support these policies will be brought forward as well by the January meeting along with a schedule of procedure development.
5. There was not report in the area of **School & Program Changes**.
6. A board **work session** was held and information was received in the areas of:
  - Project Labor Agreements (PLAs) & Procurement/Minority-Owned Businesses
  - Board Listening Sessions, and
  - Upcoming Conferences

**MOTION:** Ms. Carroll moved, seconded by Ms. Kong-Thao, acceptance of the Report on the Committee of the Board Meeting of October 5, 2010.

The motion was approved with the following roll call vote:

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

## VI. RECOGNITIONS

### **BF 28440** ING Unsung Heroes Award

ING Financial Advisors Unsung Heroes Award began in 1995. Grants are given to K-12 educators utilizing new teaching methods and techniques that improve learning. The award is made to only 100 teachers in the nation each year.

**Rick Olson**, a science prep teacher at Horace Mann School, and **David Hodgson**, a Spanish teacher at Linwood/Monroe Arts Plus, received the ING Unsung Heroes Award for 2010. The grant is awarded to the teacher and the school to further fund their projects.

### **BF 28441** U.S. Census Bureau Recognition of SPPS

**Saint Paul Public Schools** (SPPS) received a letter from Dennis R. Johnson, the Regional Director for the U.S. Census, thanking the district for its efforts to promote an accurate Census count in 2010. These efforts helped ensure that SPPS will be accurately represented and eligible for funding for important community programs, services and facilities.

### **BF 28442** Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Darrell Baggenstoss, Sidney Pudwill, Patrice Cassil and Ahna Logan**, teachers at Four Seasons A+ Elementary received the Spirit of Peace Award from Partners for Violence

Prevention for their work in engaging students by creating opportunities for students to cooperate, problem solve and persevere while demonstrating responsibility in daily arts lessons and in the school's annual all school summer musical.

2. **Marty Davis**, program manager science K-12, has been elected to the Board of Directors of SciMathmn as a representative for K-12 Education. SciMathmn is a non-profit, statewide education and business coalition advocating for quality K-12 science, technology, engineering and math education based on research, national standards and effective practices.

**BF 28443**      Acknowledgement of Accomplishments of SPPS Students

1. **Grace Thelemann-Bianchi**, fifth grader at L'Etoile du Nord French Immersion School, for her award-winning essay in the Dream Out Loud Challenge presented by the Minnesota Office of Higher Education, the Minnesota Department of Education and the Minnesota College Saving Plan.
2. **Mia Xee Vang**, fifth grader at Nokomis Montessori Magnet, for taking first place in the Great River Art Contest at Fort Snelling State Park. The event was sponsored by Minnesota Department of Natural Resources.

- E. The Chief of Staff congratulated the Superintendent on the article published about her in the YAH magazine in Santiago, Chili.

**MOTION:**                      **Ms. Kong-Thao moved the Board of Education acknowledge everyone participating in the recognitions for this month and congratulate them on their contributions and outstanding work. Motion seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

**VII. PUBLIC COMMENT**

- A. Nancy Gammel – Comment on the position of Family Liaison
- B. Janice LaFloe – Post-secondary supports for American Indian students
- C. Greg Copeland – Proposed tax increase

**VIII. SUPERINTENDENT'S REPORT**

- A. First Quarter Update

The Superintendent reported on the first quarter of the 2010-11 school year. Enrollment stands at 38,984. This is approximately 260 fewer than last year but 370 more than projected; the district lost fewer students than anticipated. SPPS is keeping its high schools as a priority choice for many families in St. Paul. Enrollment has leveled off in the elementary grades.

Now that numbers have been counted and confirmed it is the first year in which the District was able to hold schools harmless (no money was lost) and for some schools additional money was provided. This is the first time that the money generated by the 370 additional students has gone in total to the schools.

Extended day programming (after school programming through ALC) started last week. The students in extended time are taking classes in math and reading. Through the elementary schools they are doing enrichment classes. There are 40 elementary sites, 8 middle school

sites, and three high schools with two additional high schools starting later. The first week attendance is up 28% from last year in elementary and up 29% from last year in middle school. More than 1,100 students in grades 5-6 are taking instrumental music with a fully-staffed program.

Older students are taking prep classes for the GRAD tests and classes directed at credit recovery. Re-testing on the GRAD will occur in November and December.

In the last couple of weeks the District has done MAP testing in grades 3-9. This will provide a good look at areas where students are being successful and areas where there is a need to enhance learning and focus on areas with shortcomings. Results will be available by the first week in November. The test will be taken again in January and April. The tests were also administered at Humboldt and Gordon Parks. Results will be put into "View Point" which is an electronic instrument staff can use to assess where students stand.

The District has established the Office of College and Career Readiness whose purpose will be to prepare all SPPS students for a transition to post secondary education options or career opportunities. The office will put emphasis in several areas:

- Coordinated district-wide elementary engagement with post secondary and career exposure
- Targeted course selection for students in grades 7-12
- Structuring a system to encourage students in course completion with a B or higher
- Establishing exposure for students to career and college opportunities that are available
- Exposing families to grant and scholarship opportunities for their students
- Reduction of silos to offer more consistent, comprehensive support to schools, families and parents.

Administration has been working toward performance assessment plans for each individual in central office. Assessment tools for all top leadership will be finished by the beginning of January and will be used to assess the first six months of year. This will provide a way to know what goals have been accomplished and what areas are in need of acceleration.

SPPS is one of six districts nationally which have been selected to pilot core standards. A five year grant from the Gates Foundation and CGCS has been awarded to plan and implement this work. This project is expected to shape the future of American education.

#### QUESTIONS:

- Clarification was sought on transportation relative to afterschool programming.  
Response: Students participating in after school/extended day programming will be transported home.
- Do the current enrollment numbers mentioned include K-12? Response: Yes
- Was MAP testing done in the middle schools? Yes.

#### B. Human Resource Transactions

**MOTION: Ms. Kong-Thao moved approval of the Human Resource Transactions as published in the October 19 Board Book. The motion was seconded by Ms. Varro.**

The motion was approved with the following roll call vote:

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

## IX. CONSENT AGENDA

**MOTION:** Ms. Carroll moved approval of all of the Consent Agenda Items with the exception of Item C 1: Ratification of Termination of Contract which was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

### A. Gifts

#### **BF 28444. Gift Acceptance from the Target Corporation (Central)**

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Target Corporation Take Charge of Education Program to be used as designated. The total gift of \$7,180.26 will be deposited into the Central High School intra-school account, 19-210-000-000-5096-0000.

#### **BF 28445. Four Seasons A+ Elementary School PTO Donation for Four Seasons A+ Elementary School**

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$20,000 from the Four Seasons A+ Elementary School PTO for use at Four Seasons A+ Elementary School.

#### **BF 28446. Donation of Classroom Supplies and Teacher Materials to Highwood Hills Elementary from Data Recognition Corporation**

That the Board of Education authorize the Superintendent (designee) to accept the donation of supplies and materials with a total value of \$17,149.20 from Data Recognition Corporation for use at Highwood Hills Elementary School.

#### **BF 28447 PTA Computer Donation: Horace Mann School**

That the Board of Education authorize the Superintendent (designee) to accept the donation of 14 laptop computers and one computer mobility cart with a total value of \$18,568.71 from the Horace Mann School PTA for use at Horace Mann School.

### B. Grants

#### **BF 28448. Request for Permission to Submit a Grant Application to 3M**

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M to support, maintain and expand the district's Strategic Science and Engineering Initiative; to accept funds, if necessary; and to implement the project as specified in the award documents.

#### **BF 28449. Request for Permission to Submit a Grant Application to the Best Buy Foundation**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Best Buy Foundation for funds to expand the Pilot One-On-One Tutoring program at Murray Jr. High; to accept funds, if awarded; and to implement the project as specified in the award documents.

#### **BF 28450. Request for Permission to Submit a Grant to the Ecolab Foundation for Humboldt High School**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for the 7-12 Environmental Studies program and the AVID program at the Humboldt Secondary Schools, to accept funds, if awarded, and to implement the project as specified in the award documents.

**BF 28451. Authorization to Accept a Grant for Energy Efficiency Improvements**

That the Board of Education authorize the Superintendent (designee) to accept a Facility Cost Share Grant from the State of Minnesota for energy efficiency improvements; to accept funds; and for the Superintendent to execute the Grant Contract with the State of Minnesota.

**BF 28452. Request for Permission to Submit a Grant Application to the FastBreak Foundation**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the FastBreak Foundation for funds to bring in resident artists at The Lab at Homecroft; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28453. Request for Permission to Accept a Grant from the Bill & Melinda Gates Foundation**

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Bill & Melinda Gates Foundation for funds to plan for translating and adopting the Common Core State Standards that improve student performance and college readiness in the district; to accept funds; and to implement the project as specified in the award documents

**BF 28454. Request for Permission to Submit a Grant Application to the H.B. Fuller Foundation**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the H.B. Fuller Foundation for funds to expand the Pilot One-On-One Tutoring program at Murray Jr. High; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28455. Request for Permission to Submit a Grant Application to International Baccalaureate (Central)**

That the Board of Education authorize the Superintendent (designee) to submit a grant to International Baccalaureate for funds to lower the testing costs to families of Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28456. Request for Permission to Submit a Grant Application to the March of Dimes**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the March of Dimes, Minnesota Chapter for funds to reduce the risks of health disparities during pregnancy, poor pregnancy outcomes and lower academic achievement including school failure or dropout through combination one-to-one support and group prenatal education at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28457. Request for Permission to Apply for a Grant to the McNeely Foundation**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to extend the credit completion programming at Washington Technology Middle School and Battle Creek Middle School; to accept funds; and to implement the project as specified in the award documents.

**BF 28458 Request for Permission to Submit a Grant Application to the Minnesota Department of Natural Resources**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Natural Resources for archery program funding Highland Senior High and Chelsea Heights Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28459 Request for Permission to Accept a Grant from the Minnesota State Arts Board (J.J. Hill)**

That the Board of Education authorize the Superintendent (designee) to accept a grant award from the Minnesota State Arts Board for fund to implement arts-related learning projects at J. J. Hill Montessori Magnet School that support classroom curriculum and to implement the project as specified in the award documents.

**BF 28460. Request for Approval to Apply to the Minnesota State High School League's Foundation**

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

**BF28461 Request for Permission to Submit Grant Applications to the Perpich Center for the Arts**

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Perpich Center for the Arts for professional development funds at Highland Park Senior High and World Cultures Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28462. Request for Permission to Submit Grant Applications to the Target Foundation**

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Target Foundation for field trip funds at Central High School, Highwood Hills Elementary and Paul and Sheila Wellstone Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28463 Request for Permission to Submit a Grant Application to Walmart**

That the Board of Education authorize the Superintendent (designee) to submit a grant to Walmart for transportation funding for Central High School's Saturday school and "College Conversations" program; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – Pulled for separate consideration

D. Agreements

**BF 28464 Ramsey County Children's Mental Health Collaborative - Joint Powers Agreement**

That the Board of Education authorize the Superintendent to approve and adopt the Ramsey County Children's Mental Health Collaborative – Joint Powers Agreement.

**BF 28465 Approval for Memorandum of Understanding Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Representing Teachers**

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding between the Saint Paul Federation of Teachers and Saint Paul Public Schools clarifying the parties' understanding of Article 10, Section 2, Subd. 1 of the labor agreement.

E. Administrative Items

**BF 28466 Submission of Annual IEIC Plan and Transfer of Part C Funds to Mounds View Public Schools**

That the Board of Education authorizes the Superintendent (designee) to submit the 2010-2011 Interagency Early Intervention Part C annual plan approving the transfer of \$384,906.75 of the \$688,531.10 Part C Funds to Mounds View Public Schools so they can provide early intervention services and preschool interagency services for Saint Paul eligible children and their families for the period July 1, 2010 through June 30, 2011.

**BF 28467****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 October 28, 2010, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 28468****Monthly Operating Authority**

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

(a) General Account	#477055-478244	\$65,930,748.84
	#3014933-3014990	
(b) Debt Service	-0-	4,551.50
(c) Construction	-0-	<u>3,443,320.28</u>

\$69,378,620.62

Included in the above disbursements are payrolls in the amount of \$30,949,162.62 and overtime of \$69,361.79.

(d) Collateral Changes

	<u>Cusip</u>	<u>Maturity Date</u>
FHLMC GOLD POOL A885048	312931TD0	03/01/2039
FNMA POOL 835751	31407NQC0	08/01/2035

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 18, 2011.

**BF 28469****Post Age-65 Retiree Health Insurance Annual Renewal**

That the Board of Education approve the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2011, at the proposed premium renewal rates.

F. Bids - None

**CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION****BF 28470****Ratification of Termination of Contract**

Director Hardy indicated he had pulled this item in order to learn Administration's plans for the continuation of the focus on cultural proficiency. Response: The Superintendent stated approximately 95% of staff have taken the cultural proficiency training. The next steps will be cultural proficiency training within the context of teaching and application to curriculum. The first steps will be working with principals for a deeper level of training and then move to teaching staff.

Will this address some of the concerns expressed by the LCD and American Indian Parent Committees? Response: This will move efforts from the previous training which was for staff not in the classroom. This will address the teachers who do not feel they had all the tools needed to differentiate instruction and address cultural proficiency within it. One of the biggest concerns in education is the quality of the teacher in front of students, use of best practices and a knowledge of cultural proficiency. It is motivating a student by taking their cultural background and enhancing it to acknowledge different students learn in different ways.. It is how to change instruction to meet the needs of all students in the classroom.

Will the training be done by in-house staff? Response: No, training will be done by outside experts. The District is researching different districts who have done it and utilizing their knowledge to enhance SPPS training.

Director Carroll asked that at a subsequent COB meeting administration provide information on how they will measure progress and change and how they expect to see change demonstrated. How will tangible changes be "seen?" That they provide a look at the plan for monitoring and measuring outcomes and afterwards what was achieved.

**MOTION:** Ms. O'Connell moved the Board of Education ratify the Superintendent's termination, effective October 29, 2010, of the contract with deepSEE Consulting, Inc. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

## **X. OLD BUSINESS**

### **A. Sale of Bonds**

The Chief Business Officer introduced the representative from Springsted who addressed execution of the sale. She stated Springsted, on behalf of SPPS, accepted bids for two issues of bonds. The rating on the bonds was confirmed by S&P. Northland Security purchased the Series 2010B at a rate of 2.69. Series 2010C was purchased by Bank of America Merrill Lynch which after calculations resulted in a 0% coupon for SPPS (this was through ARRA funding).

**BF 28471**      Resolution Accepting Bid on the Sale of \$7,750,000 Taxable General Obligation School Building Bonds, Series 2010B (Build America Bonds - Direct Pay), Providing for Their Issuance and Levying a Tax for the Payment Thereof

**MOTION:** Ms. Carroll moved the Board of Education approve the Resolution for the Sale of \$7,750,000 Taxable General Obligation School Building Bonds (Build America Bonds - Direct Pay), Series 2010B. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

**BF 28472**      Resolution Accepting Bid on the Sale of \$18,250,000 Taxable General Obligation School Building Bonds, Series 2010C (Qualified School Construction Bonds - Direct Pay) Providing for Their Issuance and Levying a Tax for the Payment Thereof

**MOTION:** Ms. Carroll moved the Board of Education approve the Resolution for the Sale of \$18,250,000 Taxable General Obligation School Building Bonds, Series 2010C (Qualified School Construction Bonds - Direct Pay). The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

## XI. NEW BUSINESS

### **BF 28473**      Appointment to the Civil Service Commission

**MOTION:**                **Ms. Carroll moved, seconded by Ms. Varro, the resolution that the Saint Paul Public Schools Board of Education consent to and approve the appointment, made by the Mayor, of the following individual to serve on the Saint Paul Civil Service Commission: Fred Owusu with his term to expire December 31, 2016.**

The motion was approved with the following roll call vote:

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

## XII. BOARD OF EDUCATION

### A. Information Requests & Responses None

### B. Items for Future Agendas Addressed earlier.

### C. Board of Education Reports/Communications

#### 1. **Council of Urban Boards of Education Annual Conference - 9/30-10/2/2010**

Director Hardy present highlight of the conference.

- An update on legislation particularly relative to diversity
- Partnerships with charter schools
- Use of social media (primarily Facebook)
- Recognition of top Boards of Education
- The STEM program at Portsmouth, VA
- "Waiting for Superman"
- Site Visits
- Updates on ESEA, Secondary Education Act, No Child Left Behind, Nutrition Legislation

#### 2. Director Kong-Thao gave an overview of the 9<sup>th</sup> Annual Hmong Resource Fair and extended thanks to all SPPS staff who participated in the fair and the outreach to the community. She noted the date for 10<sup>th</sup> Annual Fair was 10/1/2011. She also thanked UCARE for its support in providing free flu shots.

#### 3. The Chair announced the first Board Listening Session – November 11 in the Atrium at the Linwood/Monroe Upper Campus (810 Palace). Time from 7-8:30 p.m.

## XIII. FUTURE MEETING SCHEDULE

### A. Board of Education Meetings

- November 16
- November 30 – 6:30 p.m. Special Meeting to hold a Truth In Taxation Hearing
- December 14
- January 4 – Annual Meeting
- January 18
- February 15
- March 15
- April 19

- May 17
- June 7 – Special
- June 21
- July 19

A. Committee of the Board Meetings

- November 9
- November 30
- January 11
- February 1
- March 1
- April 5
- May 3
- June 28
- July 19

XIV. **ADJOURNMENT**

**MOTION:**                      **Ms. Carroll moved the meeting adjourn. Motion seconded by Ms. Kong-Thao.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 7:35 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**

**November 9, 2010**

**I. CALL TO ORDER**

The meeting was called to order at 4:05 p.m.

**II. ROLL CALL**

PRESENT: Ms. Street-Stewart, Ms. Carroll, Ms. Varro, Mr. Brodrick. Ms. Kong-Thao arrived at 4:12 p.m. and Mr. Hardy arrived at 4:16 p.m.

ABSENT: Ms. O'Connell

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

**MOTION:** Mr. Brodrick moved the Board of Education immediately hold a closed meeting to consider labor negotiation developments with the Saint Paul Principal's Association as is provided for by Minnesota Statutes Section 13D.03. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

The Board moved into closed session.

**III. ADJOURNMENT**

**MOTION:** Ms. Kong-Thao moved the meeting adjourn, seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

Meeting adjourned at 4:43 p.m.

Respectfully submitted,  
John Brodrick, Treasurer

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
November 9, 2010**

**PRESENT:** Board of Education: John Brodrick, Vallay Varro, Anne Carroll (departed the meeting at 7:06 p.m.), Elona Street-Stewart, Kazoua Kong-Thao, Keith Hardy

Absent: Jean O'Connell

Staff: Superintendent Silva, Kate Wilcox-Harris, Mary Gilbert, Andrew Collins, Barbara DeMaster, Cheri Reese, Matt Mohs, Suzanne Kelly, Tim Caskey, Joe Munnich, Sharon Freeman, Jean Lubke, Jackie Turner, Michelle Walker, Marilyn Baeker, Mary Kelly, Denise Quinlan, Michael Baumann, Jaber Alsiddiqui, Kathy Brown

Other: Doug Belden, Felicia Widi, Kathy Wilke, David Cournoyer, Angie Thornhill, Ryan Fairbanks, Daniel Keller

**I. CALL TO ORDER**

The Chair called the meeting to order at 4:56 p.m.

**II. AGENDA**

- 2011 Legislative Recommendations/Update
- Report on Initial Revisions to 2010-2011 Budget
- Administrative Response to American Indian Education Parent Committee Resolution of Concurrence Time
- Standing Item: Policy Update

**A. 2011 Legislative Recommendations/Update**

The Legislative Liaison reviewed the results of the 2010 elections and the process for a recount in the governor's race should one be required. The new session will begin January 4. She stated with Republicans in control of both houses expectations would be no tax increases, government would shrink starting with legislative committees and the budget would be balanced without raising taxes. Reductions would be made to K-12 education in the area of \$525 million and would be disproportionate affecting cities of the first class and other districts with high poverty or ELL to a greater extent. All in all achieving a budget will be very complicated. She also noted the everyone would be running again in two years so politics will be in play.

Considering the above factors, SPPS has focused its legislative agenda on more practical things that would cost the state little or no money.

She then moved on to look at the budget forecast noting the February forecast projected a \$5.8 billion deficit that is estimated at \$7 billion when inflation is factored in. Net non-dedicated general fund revenues totaled \$3.412 billion during the first quarter of fiscal 2011, \$55 million (1.6 percent) more than forecast after adjusting for action by the 2010 Legislature, which results in the biennial revenues being \$22 million below forecast according to the October Update. The October update indicated that the recession is over but job growth is still very slow.

The Legislative Liaison stated that despite the economic crisis, the district must work with the new administration to pursue adequate and stable funding and flexibility, while maximizing opportunities for federal matching revenue. K-12's piece of the state budget continues to shrink from approximately 45% to less than 38% in this coming biennium. Education funding,

adjusted for inflation, has dropped by nearly 14% from FY 2003 to FY 2011. She then moved on to the SPPS legislative recommendations for 2010-11.

In the area of High Achievement, the State should stabilize, provide flexibility, enhance federal revenue and modernize education funding to give all students the opportunity to meet or exceed state and federal expectations. The State needs to recommit to funding education and in addition:

- Maintain current funding, including categorical and discrete bonding authorities.
- Allow school boards to renew an existing referendum by a majority vote of the school board at the current level and term.
- Repeal the maintenance of effort requirement (for all positions for all funds) for the safe schools revenue.
- Eliminate the \$25 per pupil penalty for not reaching a contract settlement by January 15th.
- Allow districts to make fund transfers from capital operating or food service for the next two years to the general fund to allow flexibility on limited basis.
- Fund or equalize local option levies for pre-kindergarten and all day kindergarten. State funding for early childhood programs should ensure that parents have access to quality school-based programs as an option.
- Allow immigrant students that are new to the State as secondary students and enroll by tenth grade to continue school until age 23 in an Area Learning Center or Alternative Learning Program
- Seek federal approval to waive the 3rd party-billing requirement for billing Medical Assistance (MA) for health related MA services. (SPPS does a lot of medical care.)
- Modify the MA and MnCare form to provide consent for sharing data for the purposes of billing MA.
- Require MDE to provide districts with on-line curriculum based on state standards at no cost to schools.
- Require the state to establish interstate contracts for care and treatment and corrections placements so that Minnesota schools are compensated for services they provide.
- Redraft the care and treatment language to make it clear that the district that is providing the services for both regular education and special education students is eligible to bill under tuition billing for both regular education, ALC revenue and special education revenue. Further require the care and treatment facility to have a tuition agreement with resident school district for out of State students.
- Modernizing the education funding formulas to allow schools to target dollars for use in researched based programs that will provide proven, measurable results.
- Allow local boards to "opt out" of any new state mandate that is not adequately funded or not tied to student achievement or student safety.

Relative to the Integration Rule and Revenue the goal of any changes must be to:

- Maintain and fund existing inter-district plans that have been developed over time with the community that provide choice and reduce segregation.
- Maintain flexibility for local districts to develop a plan best suited for their community, which also recognizes a broader definition of diversity that includes all demographic groups (African descent, Hispanic, Native American Indian, Asian Pacific and White).
- Intra-district plans with voluntary and non-contiguous districts should be jointly developed and mutually beneficial with racially isolated districts.
- Promote collaboration with MDE for approval and implementation of plans that promote integration activities that also acknowledge the changing context of schools within communities.

In the area of recruiting, training and enhancing effective teachers and leaders changes should:

- Require teacher and administrator preparation programs to include tools to effectively use data to improve student instruction and evaluate both teachers and principals as part of their curriculum and mastery.

- Require all teacher and administrator preparation programs to provide training in cultural competence.
- Direct MDE to develop and implement a comprehensive longitudinal data system to help personalize student instruction, enhance professional training and evaluate the effectiveness of teacher and administrator training programs.
- Remove ineffective teachers and principals—through due process but without inordinate delays.

In the area of State testing and/or NCLB reauthorization the legislature should support moving to high school end of course exams for math, language arts and science if the assessments are:

- Developed using research-based assessment principles and designed to be of direct assistance in making instructional change.
- Aligned to a specific set of nationally adopted “power standards,” so that the expectations are clear for both educational institutions as well as students.
- Administered after students have had the opportunity and resources to master the material. This may include extending the day and/year, AVID, appropriate funding for compensatory and ELL programs.
- Tied to “shared stakes” in which the system (state and districts) is accountable for results. Any exam may not be implemented as a “high stakes” test without the necessary educational supports for all students based on the individual students’ needs.

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

With regard to NCLB reauthorization the State should:

- Maintain commitment for formula funding at least equivalent to FY 2010 for Title I (Education for the Disadvantaged), Title IIA (Teacher Quality), and Title III (ELL); increase funding for new priorities
- Reduce mandates on Title I set-asides allowing districts to reinvest funding from demonstrably ineffective requirements such as school choice and supplemental educational services into direct services for students
- Reconfigure NCLB accountability mechanisms to focus on student growth; focus improvement efforts on the most underperforming schools in a state or district; and recognize improvement.

In the area of meaningful connections the legislature should:

- Amend the compulsory attendance law to require students to attend school until they obtain a diploma or reach the age of 18.
- Support stackable career track programs that create "blended instruction" programs that allow ABE students to master basic and job-specific skills leading to post-secondary credentials.
- Increase the funding for adults with disabilities that has been frozen at \$60,000 for ten years and the need for services is growing.

In the area of respectful environment, the legislature should:

- Support option for local governments to provide health insurance for domestic partners.
- Provide a significant increase in the school safety levy.
- Provide transportation, within the attendance area, to the address designated by the parent or guardian.

#### QUESTIONS/DISCUSSION:

- The item about counselors and not retaining them how does that reconcile with the fact SPPS is under the number specified in national figures. Is it just about flexibility? Response: It is about flexibility and the fact that if a district is laying off staff it might come down to a decision requiring the layoff of teachers rather than support staff in order to maintain national standards.

- Tenure and the difference in requirement for cities of the first class; is this about alignment or change? Response: One option would be to align with the date in the Statewide Tenure Act. Another would be to see what Dayton might propose.
- On providing transportation in attendance areas, should this read “within the school district”? Response: The key is the district needs to be allowed to identify attendance areas and parameters in order to allow transportation flexibility. Comment: The District needs to be clear what it is asking for to avoid unintended consequences.
- In the area of new state mandates and boards being able to opt out; the priority is actually around having adequate revenue for all new mandates and if that is not provided then giving the Boards the option to opt out. Correct? Yes
- The Legislative Liaison was asked if she was looking for the Board to provide ranked choice on these items or is the plan to present all of them to the St. Paul delegation? Response: Normally if the agenda is adopted bills would be drafted as part of a coalition or put into the budget recommendations from the Governor, which is preferred. It is not necessary to rank the items, it is recognized that some may have difficulty moving forward given the current situation. However, if there are priorities input would be welcomed.
- Is there a need for Board members to be more present relative to specific areas or times? When would it be beneficial for Board members to be present? Response: There are many new legislators so there may be relationships with some of them and Board involvement might be beneficial in those cases. Work is being done on firming up a date for a joint delegation meeting. Previously new members were invited and paired with Board members for school tours. There is a definite need to expand the District's reach by talking to and educating new members as there are a lot of misconceptions about the schools. The District needs to develop a many-layered strategy to blunt some of the potential legislative action. It might be beneficial to invite the entire chamber and pair with Board members and do tours, review the strategic plan, etc. It would also be beneficial for Board members to align with fellow school board members around the state so districts speak in one voice.
- It was noted a similar discussion took place at AMSD and the consensus was to move forward with the full legislative agenda to reflect the organization's priorities and the reality of the current situation's impact.
- Lobbying is an on-going negotiation with legislature and staff. It is generally best to agree on the big path and let particular items move forward as the process evolves over the next several months. It needs to be agreed to have regular updates on the situation as it evolves.
- It was also noted it is important to work with a wider scope and align with organizations such as MSBA, AMSD and other districts to enhance the overall impact.
- This is an opportunity to be very thoughtful about key issues affecting K-12; however there doesn't seem to be anything related to how kids are received into and sent off from the district and how this impacts the work force. What is the plan on the work being done within that continuum? Response: The District has ideas on this but it is not specifically defined in the Legislative Agenda. It was agreed that this area needs to be looked into and included in some manner.
- How will the new legislature affect SPPS? Response: Because of who is in the leadership, etc it will make SPPS's work difficult, the district will be “playing defense.” It is entirely possible there will be big disproportionate cuts to SPPS.
- A request was made to move discussion on Board member involvement in supporting the Legislative Agenda to a work session of an upcoming COB.

**MOTION:** Ms. Carroll moved that the Committee of the Board recommend 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 was seconded by Ms. Kong-Thao.

**Motion Passed.**

B. 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. Additional increases to the General Fund at district level included:

- Re-appropriation of outstanding encumbrances (to allocate for payment of previous year's purchase orders) of \$2,269,852.
- Re-appropriation of professional growth (designated fund balance) carry-over of \$181,636
- Re-appropriation of sites carry-over \$958,664.

There was a total increase of \$5,527,537 to the revenue budget.

Increases at the school level included: enrollment changes (\$2,515/student); site carry-over; reallocation of referendum 10% holdback contingency (based on fall enrollment); re-appropriation of encumbrances and professional growth (based on actual school records) and reallocation of compensatory education revenue from closed sites (Roosevelt & Longfellow) as the dollars followed the students. The total adjustment for schools was \$6,529,060. All regular education sites had a positive adjustment and all new revenue was distributed to the schools.

Revisions to the Community Service Fund include use of \$27,471 of the School Readiness fund balance to support a .5 FTE Parent Educator position. It was noted each component of community services has its own fund balance. There was also an increase of \$469,068 in the Adult Basic Education state and federal revenue. This was due to an increase in the rate per learner hour from the previous year (half went to ABE Consortium and half to hourly teachers).

Revisions to the Fully Financed Funds reflect the latest changes on grants for both General and Community Service Funds. \$7.4 million of the total increase is new and revised budget allocations. The remaining \$2.3 million is carry over from previous year.

- Increase to General Fund Fully Financed \$8,469,663
- Increase to Community Service Fully Financed \$1,265,769.

The revenue increase of \$12,321,885 resulted in a new budget figure of \$635,714,389. Changes in expenditures of \$15,759,508 resulted in a new budget figure of \$639,567,797.

**QUESTIONS/DISCUSSION:**

- Clarification was asked for on carry over. Schools that don't spend all of their budget in a given year where does the money go? Response: The money goes into the fund balance which, by Board action, needs to remain at 5%. There is an allowable carryover for schools (\$10,000 for elementary, \$20,000 for middle schools and \$25,000 for high schools). Anything beyond this goes into fund balance. If the fund balance is significantly over 5% the overage goes back to schools in the following year.
- The .5 FTE Parent Educator position is this a new position? Response: No, it was moved from one area into the Family Involvement Office for better alignment of responsibilities.
- The community will hold the District more accountable for its expenditures in justifying expenditure amounts to the community it would be beneficial, going forward, if more detail would be provided to justify the expenditures are appropriate.
- How do grants this year compare to those last year at this time?

**MOTION:** Ms Kong-Thao moved the Committee of the Board recommend the Board of Education accept the report on the initial revisions to the 2010-11 budget Motion seconded by Ms. Street-Stewart.

**Motion passed.**

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

The Executive Director for Curriculum, Instruction and Professional Development was asked to present the report. She opened the meeting up to dialogue from the Parent Committee relative to the response.

1. The administrative response in the first major area of concern "**American Indian Studies**" included several areas. The first was the issue of bullying. Administration met with the American Indian parent group at their regular meetings and together they arrived as seven solutions which would be implemented over the next year. Administration also addressed the situation of one particular student who had been subject to ongoing bullying. Staff and administration have put bullying, including racial harassment, at the top of their priority list for the 2010-11 school year. Students will be informed of the consequences of bullying which may include, but not be limited to, communication to parents, holding a parent/student meeting and if the behavior continues, more severe action such as detention, Saturday School, suspension/dismissal. Staff will also be asked to be more aware of bullying within the school along with professional development sessions on dealing with bullying.

IEP was the second area of concern relative to one student. A meeting was held on this issue and resulted in a change in procedures relative to notifying parents of potential changes to a student's schedule as a result of MCA II test scores prior to the actual change of schedule.

Counselors and assistant principals have change protocol for the AIS classes and have allowed them all to be co-ed in order to meeting the needs of American Indian students/families.

In the area of cultural professional development, steps have been taken this school year to begin learning and opening discussion around what staff need to know about their students. A panel representing all cultures talked to all staff and mentors working at BCMS in regard to information necessary in order to best meet the needs of all the students.

Staff turnover was another concern. Staff have been cut several times due to budget issues. The AIS position has been posted as one requiring dual licensure in either K-8 or 5-12 social studies AND in American Indian Language and Culture.

The American Indian students at Battle Creek Middle School saw the highest growth in the MCA II's compared to any other subgroup; a 13 % increase in the MCA II Math scores and a 9% increase in the MCA II reading scores. There was a 6% decrease in the number of suspensions/dismissals of American Indian students from 2008-09 to the 2009-10 school year and there was also a decrease in the number of days absent for AI students.

#### QUESTIONS/DISCUSSION

- Concern was expressed regarding the Principal's response regarding cultural harassment and seeing it reduced to native on native. The committee was trying to address cultural harassment and the suggested parent committee solutions implementation. Bullying is still an issue and it is a cultural/racial harassment, not just standard bullying. Response: Discussions will be held with the principal and assistant superintendent to find ways to resolve the issues.
- A commitment was made by the Executive Director of Curriculum, Instruction and Professional Development to come to the next Battle Creek parent meeting to explore further resolution of the issues which have been brought up.
- The Superintendent committed the Chief Academic Officer and the Assistant Superintendent to setting up a meeting within the next seven days with the principal and the parent committee to have a discussion on the issues which had been mentioned.

- The question was asked if there was bullying in other locations? Response? No
2. In the area of **follow-up on previous Administrative Agreements** the following was noted:
- Increasing attendance:
    - Attendance/GPA letter – The Office of Accountability and Academics will continue to send out the Attendance/GPA letter and template to identified schools.
    - Attendance and TIP/FTIP Goals – the District continues to work with Ramsey County and the Family Truancy Intervention Programs with a .5 FTE at the seven senior high schools to assist with monitoring student attendance and implementation of the TIP guidelines. Quarterly attendance reports are provided and goal setting is done with sites not meeting goals.
  - Increasing academic support:
    - Response to Intervention was initiated in 2009 with the aim of identifying and providing additional support to students who are not proficient in reading and math. Specific curricula in reading and math were implemented with more frequent assessments to monitor student growth.
  - Decreasing AI suspensions:
    - SPPS is in its second year of Positive School-wide Behavior Model (PSBM) which provides clarity to staff and students about behavioral expectations and has shown good results to date.
    - The Rights and Responsibilities Handbook is provided to students and/or their families in hard copy as well as being on-line on the SPPS website. Staff also review the Handbook and procedures.
  - Inclusion of American Indian history, language, peoples and cultures in District curriculum:
    - SPPS does not currently have end-of-course assessments in social studies. A staff person has been hired to develop these assessments.
    - The Center for Curriculum, Instruction and Professional Development continues to provide professional development training for teachers in both culturally responsive teaching and the Native American curriculum in order to increase implementation of the required/Anchor lessons. An outreach coordinator, part of the Multicultural Center, is responsible for bringing the curriculum and learning kits to the classrooms.

#### QUESTIONS/DISCUSSION:

- The Response to Interventions, what is the timeline for implementation? Response: Implementation was started this fall in the elementary schools with one-half hour every day for strategic interventions in math and reading. At the secondary schools there are the GRAD classes to help students move forward. The first focus was on strengthening core curriculum and now Tier 2 interventions are beginning for kids who are struggling.
- When will it be fully implemented? Response: For the first time the district has started to use an assessment which was given at the beginning of the school year to K-5 in reading. In addition MAP testing in grades 3-9 has been implemented this year across the board. The data is provided right away to teachers to allow for readjustment of instruction so students can improve their learning. The assessments provide information on what is being done well and where work is needed. The District has become much more prescriptive with schools on the use of curriculum and what is expected from its use. The District is looking for fidelity of implementation of the curriculums through individual classroom observations by the assistant superintendents and school administration.
- When will the District get to Level 4 full implementation? The committee asked this so they would have an idea if it is working and what the goal is so they could make an appropriate assessment. Response: This is a cultural change and a change in the way teaching is done so it does take time to get everyone on board. The goals is 80% implementation (with fidelity) this year though each school may be somewhat different depending on their starting point.

- On increasing attendance and truancy intervention, the goal setting for students missing seven or more days, is the attendance letter incorporated into that goal setting? Response: The letter is sent out to schools to alert schools about potential troubles with attendance when it is noted. Results are being seen in this area.
- The letter was implemented last year and must be part of the SCIP plan and accountability is required. There have been good results with a diminishing number of students missing school. The Office of Accountability (as of January 1) will provide the Superintendent data on attendance, suspensions, class success, etc for each school.
- Administration is also working on transportation issues in order to address some of the missed class time issues.
- Administration is monitoring the use of the PBIS school-wide assessment survey. The survey not required at this time but it will be required of all schools in the near future. This is a program to improve student behavior with expectations of everyone. Most schools are implementing three to four of the key expectations and by 2011-12 there should be full implementation within the schools. These expectations are for adults and students both and are proactive to student learning. This again is a change of culture within the school and differs by each individual school. The middle schools should be fully implemented at the end of the school year. This will be an ongoing effort over several years.
- End of course assessments, the committee asked for copies of them in the previous resolution and now it appears these have not even been developed yet. Response: These are being done through the Office of Accountability; the first subject being addressed is math. It is hoped social studies assessments will be completed yet this year. These assessments will help in achieving rigor in the classroom. The assessments are being developed by a committee of experts/staff within the subject areas so there should be buy-in on the critical areas which need to be addressed within the subject area. They should also help in providing equity in the way courses are offered/presented.
- The committee asked how they can stay engaged on the issue of end of course assessments so they can monitor when the unit of American Indian history is being taught in the classroom, how anchor lessons are being presented, if the end of course exams make the presentation more consistent.
- Clarification was sought on what was actually said in last year's resolution relative to the end-of-course assessments.
- Concern was expressed that the anchor lessons are not being taught – administration indicated they would monitor when the anchor lessons are being taught and that information would be provided to the committee.
- The question was raised relative to what happens to the students who don't pass end of course exams? The students are being held accountable for having learned the materials, but what about the teacher who didn't provide adequate/correct instruction? Response: This is new, the District has never monitored the passing rates. It now has a system that can electronically define who is passing and who is not. The information is being assessed and interventions can be implemented at an earlier time than in the past.
- End of course assessment process is an organic process where teachers develop the assessment instrument on what is felt are important elements of the courses. There will be more buy-in on behalf of teachers on what is the "important" areas to be covered within a specific course..

### 3. **Special Education Identification**

- School social workers have provided an update on the referral process documents for AI students and on the revised "Indian Education City-wide School Social Worker Work Plan. The referral process document was publishing in The Bridge and in the Special Education newsletter.
- Areas of concentration for allocated resources were identified as pre-referral level intervention and special ed evaluation reporting and allocation of resources where AI populations are higher.

- AI data from 09-10 was provided to the Parent Committee and will be reported annually.
- Professional development needs of staff in the areas of bullying, racial harassment and ending racial disparities will be discussed.

#### QUESTIONS/DISCUSSION

- The biggest concerns are the global issues relative to African American and American Indian boys. How can the District help those kids pass the tests and graduate. This is an area of crisis, it is a community and countrywide issue. The District is coming at this issue in a variety of different ways.
- It was suggested that instruction of “boys” be considered as a separate issue.

#### 4. Inclusion in Discussion on **District Reorganization and Upcoming System-wide Changes:**

- Several options for reorganization area being explored in case the American Indian Studies program moves to reorganization in 2011-12. Administration will meet with the Indian Education Parent Committee by April 2011. Review of the AI program at the middle school is being reviewed in an effort to increase participation.
- The Supervisor for the American Indian Program will be included in conversations about large scale system change for 2011-12 and be updates as needed about plans for changing the Indian Education program.

#### QUESTIONS/DISCUSSION:

- The election was a “wake-up” call to everyone – there will not be more money for a while. Everyone needs to look at contracts, transportation. The committee stated they wanted to be at the table when the difficult decisions are being made. They want to address the “tough stuff.” They want to offer their support in any way that makes sense. Response: The Superintendent stated the district is in the process of developing a plan to move forward which will be rolled out in January. The information will be provided to the various groups who will be included in the discussion.

#### QUESTIONS/DISCUSSION (GENERAL)

- Concern was expressed about bullying and cultural stereotyping, a Board member stated it would be beneficial to move from general to actual examples from specific situations. Perhaps establishing a list of “taboos” (name, hair, mascots, Thanksgiving, etc.) which can be used to help inform staff. This could be rolled out to all cultural groups having them provide references for sensitive issues/areas in order for more effective recognition by staff of derogatory remarks, etc.
- The reasons for the focus on social studies is because in the community the absence of information about the American Indian community is blatantly there. Reference to the American Indian community and their impact on the State of Minnesota needs to be captured within the social studies curriculum and also incorporated within other areas as well. The content needs to be presented by grade level and address items specific to Minnesota, the various tribal communities, etc. and not always in the past tense. Education has to be relevant and the assessments have to be relevant. The American Indian community is alive and well and has impacted the development of State of Minnesota. It is critical to talk about this in all other disciplines, there is a cultural perspective missing (i.e., the system of numbers and how numbers have been identified across cultures); this is true not only of American Indian culture. The perspective needs to broaden beyond just a “western cultural perspective” to something deeper and richer. Must make sure the American Indian culture is not just objects of a curriculum piece. Once it is realized how to do this for the American Indian community it can be rolled out to other cultural communities. It is to make education relevant to the students within the school. Look for communalities and celebrate them.
- Recognition was verbalized about the committee's concerns and they were complimented for their on-going concern for their students and for serving as models to other communities.

- Bullying/cultural harassment, what happens in the high school? Why is there less? Response: It has to do with maturity; in high school students are preparing for their future. Middle schools are separate, it is an immature population. In high school students celebrate who they are; in middle school they are trying to fit into something, they are not celebrating who they are. Every culture is brought to the table in the high school situation.

**MOTION: Ms. Street-Stewart moved the Committee of the Board recommend 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. Motion seconded by Mr. Hardy.**

**Motion passed.**

- D. Standing Item: Operational Planning Update -- No Update
- E. Standing Item: School & Program Changes -- No Report
- F. Standing Item: Policy Update
  - 1. **601.00 Educational Programming**
  - 2. **602.00 Curriculum Development, Instruction and Accountability**
  - 3. **403.00 Performance Management and Accountability**

The Chair stated Policies 601.00 and 602.00 are required under Minnesota Statute so that drove the policy development. He reviewed several questions which he suggested should be kept in mind as the policies were reviewed.

Administration provided copies of the proposed policies and stated they had been developed in response to the Superintendent's desire to have policy in the areas of Accountability as well as to fulfill the statutory requirements. Educational programming, curriculum and instruction are addressed in policies 601.00 and 602.00. 403.00 moves accountability to all staff.

601.00 and 602.00 are an attempt to bring clarity and language to show the District is supportive of state statutes around having standards, around specific outcomes for education and graduation outcomes as well as system processes and procedures for making curriculum and instruction function. Details will be provided within specific procedures. The policies can be viewed as anchors for more specific procedures.

#### QUESTIONS/DISCUSSION:

- Graduation requirements, why are there two areas “Blocked” and “Non-Blocked” schedules? Response: This policy is for the current system. There is currently one high school with a four period day and using the quarter system. In 2011-12 all high schools will use the same basis for credits and schedules.
- The policy addresses the number of credits earned while in school but says nothing about passage of high stakes tests coupled with credit acquisition. Response: The details of graduation requirements will be addressed in procedures along with specific testing required by the State at any particular time.
- The language in 1A was intentional where it states “required tests” as tests may change over time.
- What about Walking at graduation? Response: It is addressed in Policy 510.00 which is the other piece of graduation policy.
- Honorary degrees, what about those? It was addressed a couple of years ago, the actual details will need to be researched.
- Regarding quarter credits is Johnson prepared to get on board with the proposed changes? Response: The timeline has been provided to the school and a committee has been established to design a recommendation on high school scheduling (with semesters recommended).

- Other than complying with Minnesota statutes, what is the plan to vet the policies? Response: The three reading process provides a built in procedure to provide for changes to the policy before final approval. Comment: It might be a good idea to advertise the proposed policies so input can be provided.
- What about alternative education and the growing interest in on-line education options? In 601:00 where it talks about academic standards, should something be said about providing a variety of educational opportunities? The District needs to look forward when choices are made around gender specific education, on-line, Saturday school. The District should be able to refer back to policy for the justification for making the changes/additions. Is there something within alternative opportunities and the District pursuing innovative opportunities for education. The idea that education is changing based on resources and technology and how can that be addressed within the policy and the ability to be more adaptive in education.
- Sometimes the alternative learning programs piece is equated to ALC which is actually a subset. The “alternative” in the State language is something different from classroom-based education in the sense of “unusual, something different from, unconventional.”.
- It was noted “parents” needs to be changed to “parents/guardians” for consistency.
- No. 4 bullet 1 when it says grade 12 should be there be a caveat for ALC of beyond 12 with reference to age 21?
- In response to a question on a specific bullet point, it was noted the language was there to provide flexibility in case initiatives or directions come from the district that would be cause for the curricular review process to come into play or something which might result in changed, added or deleted courses.
- It was noted policy and procedures are there to give guidance to people who have to make decisions
- There is a need to clarify dissemination procedures for the Policy Manual.
- The Pre-K-12 language is primarily from statute listing areas a district must make available.
- On 403.00 – this is a policy to establish a “management culture”. The word administration can be changed to staff to broaden the coverage.
- 403.00 is primarily policy language; the procedure will spell out what the performance process is and how it would work.
- Concern was expressed about the policies already in place being so detailed it is hard to pick out policy.
- 403.00 the second bullet – Policy cannot over ride contract language. The policy creates targets for all staff and states the responsibility for getting the work done falls to all employees.
- 403.00 aligns with the District’s vision of accountability.
- The “District Curriculum Advisory Committee” does it exist? Response: Administration is in the process of putting together a committee that will meet the requirements. Members will be primarily parents, community members, SPTF and SPPS staff.
- It was noted that a Professional Development Advisory Committee is also required.

**MOTION:** Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education move forward Policies 601.00, 602.00 and 403.00 (with revisions noted) to the November 16 Board meeting for first reading. The motion was seconded by Ms. Kong-Thao.

**Motion passed.**

4. **Review of Procedure for Board Monitoring of Existing Policy and Procedure (Procedure: 209.00.1)**  
The Board was reminded there was already a policy review process in place.

G. Work Session

1. Standing Item: Upcoming Conferences – A list of upcoming conferences was provided for information.

### III. ADJOURNMENT

**MOTION:**                    **Ms. Kong-Thao moved the meeting adjourn, seconded by Ms. Varro.**

**Motion passed.**

The meeting adjourned at 8:58 p.m.

Respectfully submitted,

Marilyn Polsfuss  
Assistant Clerk

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

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

1. **Murray Junior High School** – The flag football team was city champion. Brian Pearson is the coach. The team roster consists of:

Anthony Befort	Yusuf Muhammad
Gabe Boldon	Markel Peterson
Marcus Byington	Riley Quinlan
Thor Cramer-Bornemann	Ben Taylor
Daze Davison	Quincy Taylor
Eli Gjerdingen	Jacob Vandome
Richie Gulner	Brian Vang
Chingleng Her	William Vang
Eddie Kelly	Yee La Bruce Vue
Gavin King	Christian Weems-York
Calvin Lee	Fei Xiong
Davaun Lightfeather	Philly Xiong
Tiffany Lor	Vito Xiong
Jeremy Moore	Chue Yee Yang
DeSean Morris	Victor Yang
Jeremy Moua	

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by John Vosejpka, Athletic Secretary and Denise Quinlan, Assistant Superintendent, Secondary Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

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

Abdul Aden	Avery Larsson
Javier Alcantara	Wa Lee
Henry Benjamin	Noe Lira
Eliot Berven	Nico Lonetree
Isak Bowron	Erik Lucas
Jesse Brelje	Sam Lundquist
Lucas Clapp	Jorge Mendoza
Lukas Clark	David Nicholson
Keith Eicher	Ben Reynolds
Israel Guzman-Castillo	Adam Swanson
Sam Halloran	Ian Tully
Joe Holdreith	Carlos Vasquez
Carter Inskeep	Marco Vega
Lance Johnson	John Wenger
Will Kidd	Joe Wriedt
Kalvin Lane	

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SAINT PAUL PUBLIC SCHOOLS**

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

1. **Murray Junior High School** – The girls' soccer team was city champion. Michael Cornelious is the coach. The team roster consists of:

Vanessa Acosta	Angie Martin
Sarah Bordsen-Bailey	Grace Maruska
Lexi Bottern	Mimi Mejia
Anna Buechler	Alice Michell
Kelly Chase	Ellen Purdy
Yohana Gavilan-Torres	Claudia Taylor
Zinash Gjerdrum	Lisa Torstenson
Claire Krelitz	Sonja Weber
Jenna Krivit	

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

**A. PERTINENT FACTS:**

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

Olivia Berven	Quedra McCalister
Anna Blaine	Lydia Neus
Jessica Boyd	Sinead O'Duffy
Hannah Cornish	Alex Penn
Maddie Caruso	Raelyn Rassett (manager)
Alicia Cruz	Lila Scher
Annie Dombrock	Fiona Steen
Frida Eiane	Lilly Thomey
Rebekah Hausman	Duachee Xiong
Emily LaCroix-Dalluhn	Karen Yang
Maddy Langer	

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SAINT PAUL PUBLIC SCHOOLS**

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

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

Jason Allen	Erick Goodlow	Dola Sobande
Ramon Anderson	Jones Green	Matt Starry
Joshua Anosike	Ryan Hamilton	Tyler Strickland
TreVon Bennett	Theo Haslow	Bryan Suttles
Bobby Bergstrom	Matt Hunter	Malik Tatum
Malik Brooks	Gregory Hutchinson	Jeff Thao
Ryder Byrne	Andre Johnson	Darrell Thomas
Elijah Campbell	Davion Johnson	Israel Thomas
Calvin Carlson	LaDra Kilgore-Hodges	Forrest Turner
Luc Desroches	Gary Knick	Cameron Vanderwall
Phil Desroches, Jr.	Ger Lee	Dailen Walker
Alem Desta	Andrew Lewis	Gabriel Walker
Charlie Diamond	Tyler Liberty	Seamus Walsh
Cody Englin	Carlton McDonald	Emanuel Williams
Clauzele English	Marselais Montgomery	Montrell Williams
Denzel English	Daniel Ortiz	Adrian Wood
Jerad Gardner	Ben Ryan	Bee Yang
Quentin Gay	Tremaine Scott	John Young
Malik Glass	Martin Smith	

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**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

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

John Alger	Elias Meyer-Grimberg
Henry Andrastek	Ryan Readinger
Sam Brady	Skyler Rosendale
Harry Broderick	Afnin Tegene
Sam Diatta	Devin Tomson-Moylan
Tyler Dixon	Peter Toninato
Joseph Elwell	Getenet Tuji
Jon Goetz	Mason Tuttle
Abbai Habte	Jonah Van Why
Matthew Hageman	Jake Wythers
Jerome Horton	

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

**A. PERTINENT FACTS:**

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

Kristin Anderson	Meredith Leung
Jill Bachelder	Betsy MacDonald
Samantha Berger	Kylie McMahon
Hannah Brady	Natalie Mironov
Charlotte Edminster	Madeline Morgan
Edith Emmings	Leah Robison
Genevieve Haney	Sarah Stutzke
Charlotte Hecht	Emily Syverud
Abby Hoffman	Emily Tucker
Lydia Hollingsworth	Kelsey Vandegrift
Perrin Jackson	Catherine Yates

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**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

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

Anri Brod	Caroline Lucas
Lily Brown	Angela Ludvigsen
Laura Cefalu	Sienna Lundeen
Marguerite Devens	Kate Nelson
Rachel Franczyk	Caitlyn Norman
Paige Hagen	Paige Norman
Emma Holmes	Maddie Robertson
Erin Holmes	Rebecca Rucks
Erin Kennedy	Maggie Scimeca

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**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

1. **Central Senior High School** – The volleyball team was city champion. Connie Kiedrowski is the coach. The team roster consists of:

Emma Abbott	Katelyn Helgeson
Michaela Bolden	Claire Hinkley
Ellen Breen	Breaunna Lyell
MyAsia Dorsey	Laura Pearce
Kara Forde	Ratih Sutrisno
Symone Foster	Melissa Vang
Mariah Fuller	Kelsey Wotzka

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**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

1. Como Park Senior High School – The boys' cross-country team was city champion. Christopher Lundstrom is the coach. The team roster consists of:

Neil Anderson	Adam Kusterman
Luis Caballero	Marshal Landrum
Collin Davis-Johnson	Justin Miller
Alex Glebov	Keith Phelps
Samuel Godfrey	Adam Reece
Evan Hanson	Nate Rue
Abdisalan Hassan	Peter Schrader
Chris Hutton	Charlie Swanson

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

**A. PERTINENT FACTS:**

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

Kim Her  
Jordine Johnson  
Alison Kauss  
Kathy Vang  
Mai Vang  
Mai Kia Vang  
Sheng Vang  
Udele Xiong  
Betty Yang  
Ka Yang  
Mai Der Yang  
Xai Yang

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

**A. PERTINENT FACTS:**

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

Claire Atmore  
Elana Breitenbucher  
Carolin Brodtmann  
Ruth Grenke  
Mai Richards  
Alexa Ries  
Sophie Ristau

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**INDEPENDENT SCHOOL DISTRICT NO. 625  
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**DATE:** November 16, 2010

**TOPIC:** Recognition of Saint Paul Public Schools Foundation

**A. PERTINENT FACTS:**

1. The Saint Paul Area Chamber of Commerce annually recognizes small businesses with the Walter & Lydia Deubener Awards. Walter and Lydia Deubener were the proprietors of a grocery concession on Seventh Street in downtown St. Paul in the early 1900s. They are credited with creating and patenting the first paper shopping bag with handles.
2. The Award is given to businesses in five categories: service, emerging business, non-profit, family-owned, and women/minority- owned.
3. General criteria is as follows:
  - small business as defined as having 1 - 250 full time equivalency employees
  - member in good standing of SPACC
  - in operation minimum of three years
  - promotes and supports diversity in the work environment
  - adheres to ethical business practices
  - exhibits growth, excellence, risk, diversity and innovation
4. On Thursday, November 4, the Saint Paul Public Schools Foundation was awarded the 2010 Deubener Award in the non-profit category.
5. This item is submitted by Suzanne P. Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education recognizes the board members and staff of the Saint Paul Public Schools Foundation and congratulates them on this award.

**HUMAN RESOURCE TRANSACTIONS**  
(September 29, 2010 through October 27, 2010)  
**November 16, 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>
Palewicz, K. R.	Classroom Teacher	10/18/2010	\$31.06	Highland Park Elementary
Resele, A. M.	Classroom Teacher	10/25/2010	\$30.46	Creative Arts High School - ALC
Schwartz, C. L.	Classroom Teacher	10/20/2010	\$28.82	Obama Service Learning
Young, P. J.	Special Education Teacher	10/25/2010	\$43.40	Hazel Park Middle School
Collins, I. W.	School/Community Professional	10/18/2010	\$21.24	Colborne Admin Offices
Riley, K. S.	School/Community Professional	08/30/2010	\$21.24	Farnsworth Aerospace Magnet K-4
Stark, C. L.	School/Community Professional	10/18/2010	\$22.48	Title I Funded Programs
Baird, A. L.	Teaching Assistant	10/11/2010	\$11.96	L'Etoile du Nord French Immersion
Barta, L. M.	Teaching Assistant	10/11/2010	\$11.96	JJ Hill Montessori
Boyle, Z. L.	Teaching Assistant	09/29/2010	\$14.25	Ames Elementary
Brucker, C.	Teaching Assistant	10/18/2010	\$14.25	Bridge View
Buivid-Hagen, L. E.	Teaching Assistant	10/12/2010	\$14.25	Battle Creek Environmental Magnet
Gottfried, J. M.	Teaching Assistant	09/22/2010	\$11.54	Maxfield Magnet
Hooge, K. E.	Teaching Assistant	10/04/2010	\$13.25	Groveland Park
Imholte, L. K.	Teaching Assistant	10/11/2010	\$10.96	Horace Mann School
Jacobson, E. A.	Teaching Assistant	10/04/2010	\$12.08	Linwood Monroe Arts Plus (4-8)
Mayer, R. D.	Teaching Assistant	10/25/2010	\$13.25	Highland Park Junior
McCully, M. A.	Teaching Assistant	10/11/2010	\$11.96	Obama Service Learning
McKinley, J.	Teaching Assistant	10/01/2010	\$12.74	Obama Service Learning
Robb, J. E.	Teaching Assistant	09/30/2010	\$13.25	Central Senior High
Sinkler, E. K.	Teaching Assistant	09/24/2010	\$12.62	Adams Spanish Immersion

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 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>
Stark, M. R.	Teaching Assistant	10/05/2010	\$13.25	Highland Park Senior
Striffler, A. E.	Teaching Assistant	10/11/2010	\$13.57	Battle Creek Environmental Magnet
Synstegard, D. L.	Teaching Assistant	09/27/2010	\$12.62	Riverview School
Valley, E. M.	Teaching Assistant	10/14/2010	\$13.25	Obama Service Learning
Komarek, J. J.	Professional Employee	10/11/2010	\$24.09	Colborne Admin Offices
Moua, B.	Professional Employee	10/11/2010	\$25.05	Colborne Admin Offices
Vang, Y.	Professional Employee	10/25/2010	\$23.85	Colborne Admin Offices
Brown, J. S.	Supervisory	10/25/2010	\$43.85	Colborne Admin Offices
Marko, R. J.	Supervisory	11/01/2010	\$44.48	Colborne Admin Offices
Sanders, C. L.	Supervisory	10/11/2010	\$25.06	Como Service Center

**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>
Rumsey, D.	Special Education Teacher From: Teaching Assistant	10/13/2010	\$26.18	Hancock Hamline Univ
Davison, A. C.	School/Community Professional From: Teaching Assistant	10/25/2010	\$17.59	Obama Service Learning
Yang, S. S.	School/Community Professional From: Education Assistant	11/01/2010	\$26.00	Student Placement Center
Mendiola, B.	Education Assistant Career Progression	10/04/2010	\$22.14	Sheridan Elementary
Motz, K.	Clerical Career Progression	09/27/2010	\$25.80	Colborne Admin Offices
Waldon, M. A.	Clerical Career Progression	10/01/2010	\$25.80	Colborne Admin Offices
Mammenga, L. R.	Custodian Career Progression	10/04/2010	\$23.11	Battle Creek Middle
McGrath, P. J.	Custodian Career Progression	10/04/2010	\$22.55	Como Service Center

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 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>
Kramer, K. M.	Maintenance Supervisor Career Progression	10/01/2010	\$30.91	Como Service Center
Brownell, S.	Supervisory Career Progression	10/25/2010	\$38.22	Colborne Admin Offices
Sanders, P. J.	Technical From: Clerical	10/18/2010	\$22.93	Colborne Admin Offices

**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>
Lijewski, M. B.	Classroom Teacher	10/20/2010	\$24.61	Central Senior High
Meier, B. J.	Classroom Teacher	10/04/2010	\$27.06	Battle Creek Middle
Robb, N. L.	Classroom Teacher	10/04/2010	\$35.34	Maxfield Magnet

**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>
Ames, B. L.	Classroom Teacher	10/06/2010	Hazel Park Middle School
Caauwe, C.	Classroom Teacher	10/05/2010	North End Elementary
Haines, M. H.	Classroom Teacher	10/01/2010	Crossroads Arts & Science
Lamphere, J. C.	Classroom Teacher	10/06/2010	Harding Senior High
Moua, S.	Classroom Teacher	10/07/2010	Humboldt Secondary
O'Brien, I. M.	Classroom Teacher	09/29/2010	Highland Park Junior
Stillwell, M. E.	Classroom Teacher	09/23/2010	Como Service Center
Thiets, P. A.	Classroom Teacher	10/06/2010	Franklin Music Magnet
Vue, M.	Classroom Teacher	10/05/2010	Como Service Center
Hoglund, A. M.	Nurse	10/15/2010	Bruce F Vento Elementary
Dobson, S. L.	Special Education Teacher	09/27/2010	Central Senior High
Douglas, M. K.	Speech Pathologist	10/19/2010	Obama Service Learning
Emmerling-Knox, L.	Speech Pathologist	10/11/2010	1919 University Av Offices
Griebel, S.	Speech Pathologist	09/29/2010	Agape - ALC

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 2010**

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Maloney, D. M.	Speech Pathologist	10/09/2010	Bridge View
Buechler, T. J.	School/Community Professional	10/04/2010	Homecroft Building
Brown, S. C.	Education Assistant	09/23/2010	St Anthony Park
Wardell, A. L.	Education Assistant	10/13/2010	St Anthony Park
Fedorowicz, J.	Teaching Assistant	09/15/2010	Harding Senior High
Nell, H. J.	Teaching Assistant	09/09/2010	North End Elementary
Rasmussen, H. S.	Teaching Assistant	09/21/2010	Capitol Hill Magnet
Kohl, A. A.	Clerical	10/19/2010	Plato Admin Offices
Erickson, L. J.	Custodian	10/13/2010	Washington Tech Sec Magnet
Abdul-Shareef, J.	Nutrition Services Personnel	09/17/2010	Obama Service Learning
Bailey, A.	Nutrition Services Personnel	10/04/2010	North End Elementary
Parker, R. M.	Nutrition Services Personnel	09/22/2010	Phalen Lake Hmong Studies Magnet
Severson, L. A.	Professional Employee	10/08/2010	Colborne Admin Offices

**ADMINISTRATIVE LEAVE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., T.	Classroom Teacher	10/29/2010
L., J.	Classroom Teacher	11/02/2010
Y., R.	Teaching Assistant	10/29/2010
S., D.	School Bus Driver	10/28/2010

**REINSTATEMENT AFTER LAYOFF**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Reitter, D. M.	Classroom Teacher	10/25/2010	\$43.52	Homecroft Building

**REHIRE AFTER RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Knaeble, A.	Classroom Teacher	10/18/2010	\$42.60	Title I Funded Programs

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 2010**

**REHIRE AFTER RESIGNATION**

<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>
Blanchard, S. E.	Teaching Assistant	10/04/2010	\$14.25	Homecroft Building
Landwehr, D. A.	Teaching Assistant	10/20/2010	\$14.66	Obama Service Learning
McQuillan, M. R.	Teaching Assistant	10/18/2010	\$13.57	Obama Service Learning
Meyers, A. N.	Teaching Assistant	10/25/2010	\$14.25	Bridge View
Olson, A.	Teaching Assistant	10/15/2010	\$11.50	Como Park Special/Hartzell
Huynh, D. H.	Professional Employee	10/11/2010	\$22.06	Colborne Admin Offices

**REINSTATEMENT FROM 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>
Albertson, J. R.	Classroom Teacher	10/25/2010	Agape - ALC
Bonk, M.	Classroom Teacher	10/18/2010	Highland Park Senior
Kelly, N. J.	Classroom Teacher	10/25/2010	Washington Tech Sec Magnet
Lamphere, J. C.	Classroom Teacher	10/11/2010	Harding Senior High
Lyons, M.	Classroom Teacher	10/11/2010	World Cultures Magnet
Mathiowetz, J.	Classroom Teacher	09/29/2010	Washington Tech Sec Magnet
O'Brien, I. M.	Classroom Teacher	10/01/2010	Highland Park Junior
Rogers, C. R.	Classroom Teacher	10/11/2010	Humboldt Secondary
Tschohl, N. J.	Classroom Teacher	10/11/2010	Adams Spanish Immersion
Vue, M.	Classroom Teacher	10/11/2010	Como Service Center
Wehner, R. D.	Classroom Teacher	10/18/2010	Murray Junior High
Brown, S. C.	Education Assistant	10/18/2010	St Anthony Park
Erickson, E. M.	Education Assistant	10/25/2010	Crossroads Montessori
Pendergast, G. L.	Education Assistant	10/26/2010	Focus Beyond (Gr 7-Adult)
Redmond, K. C.	Clerical	10/04/2010	Central Senior High
Hansen, T. E.	Custodian	10/25/2010	Rondo Education Center
Wallace, M. A.	Machinists	09/24/2010	Como Service Center
Bocklund, N. C.	Nutrition Services Personnel	10/11/2010	Como Service Center

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 2010**

**VOLUNTARY REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dyan, H. T.	Education Assistant	10/11/2010	\$21.56	Colborne Admin Offices
Harris, K. J.	Teaching Assistant	09/13/2010	\$13.25	Museum Magnet Elementary
Orensten, R. P.	Teaching Assistant	10/25/2010	\$12.62	Linwood Monroe Arts Plus (K-3)
Xiong, W. N.	Teaching Assistant	10/18/2010	\$12.62	Jackson Preparatory

**REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bocklund, N. C.	Nutrition Services Personnel	10/11/2010	\$20.60	Frost Lake Magnet

**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., C. A.	Classroom Teacher	3 Days To be determined

**RETIREMENT AND RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Pozanc, J.	Central Administrator	10/01/2010	Washington Tech Sec Magnet
Angelo, M. S.	Classroom Teacher	06/16/2011	Cherokee Hts School
Detzler, K. L.	Classroom Teacher	10/09/2010	Highland Park Elementary
Greupner, J. B.	Classroom Teacher	10/02/2010	Harding Senior High
Higuera, A. L.	Classroom Teacher	11/18/2010	Riverview School
Johnson, T. L.	Classroom Teacher	10/09/2010	St Andrews
Yard, S.	Classroom Teacher	06/16/2011	Frost Lake Magnet
Anderson, A. J.	Special Education Teacher	10/21/2010	Johnson Senior High
Cowen, S.	Special Education Teacher	10/20/2010	Hazel Park Middle School
Potts, J. K.	Special Education Teacher	01/04/2011	Como Park Special/Hartzell
Sandberg, L. J.	Superintendency	10/19/2010	Colborne Admin Offices
Boucher, S.	Teaching Assistant	10/08/2010	Obama Service Learning
Madrinich, M. J.	Teaching Assistant	10/09/2010	Highwood Hills

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 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>
Rosenwinkel, K. L.	Teaching Assistant	10/09/2010	Johnson Achievement Plus
Tillman, P. M.	Teaching Assistant	10/16/2010	Humboldt Secondary
Hatch, H. J.	Bricklayer	10/30/2010	Como Service Center
Feist, A. R.	Clerical	10/09/2010	Student Placement Center
Gutz, C. J.	Clerical	10/30/2010	Colborne Admin Offices
Vang, K.	Clerical	10/05/2010	Farnsworth Aerospace Magnet 5-8
Alcott, F. M.	Custodian	10/30/2010	Colborne Admin Offices
Huesman, M. R.	Custodian	10/30/2010	Wellstone Elementary
Vincent, R. A.	Machinists	10/30/2010	Como Service Center
Aguilera, V. R.	Nutrition Services Personnel	09/08/2010	Bruce F Vento Elementary
Deleon, Y. W.	Nutrition Services Personnel	10/30/2010	Humboldt Secondary
Paw, H.	Nutrition Services Personnel	10/09/2010	Ramsey Junior High
Woulfe, S. R.	Operations	10/30/2010	Como Service Center
Jones, L. M.	Professional Employee	10/09/2010	Colborne Admin Offices
Yang, V. K.	Technical	10/29/2010	Como Service Center

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Eklund, R.	Classroom Teacher	06/16/2010	Randolph Heights
Martin, T. R.	Social Worker	06/15/2010	World Cultures Magnet
Arrigoni, N. M.	Teaching Assistant	06/12/2010	Highland Park Elementary
Fondren, D. M.	Teaching Assistant	06/12/2010	Benjamin Mays Int'l
Meister, A. E.	Teaching Assistant	06/12/2010	Hancock Hamline Univ
Ali, A. M.	Nutrition Services Personnel	10/19/2010	Rondo Education Center
Nash, K. C.	Nutrition Services Personnel	09/07/2010	Harding Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**November 16, 2010**

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Schmidt, T. L.	Nutrition Services Personnel	09/20/2010	Harding Senior High

**DISCHARGE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
L., J. R.	Custodian	10/16/2010

**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>
Lijewski, M. B.	Classroom Teacher	06/16/2011	Central Senior High
Meier, B. J.	Classroom Teacher	06/16/2011	Battle Creek Middle
Robb, N. L.	Classroom Teacher	06/16/2011	Maxfield Magnet

**LAYOFF**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Brown-Ochs, T. A.	Clerical	10/01/2010	Colborne Admin Offices
Motz, K.	Clerical	10/01/2010	Colborne Admin Offices
Neske, J. M.	Clerical	10/01/2010	Colborne Admin Offices
Fischer, G. J.	Tri-Council	10/30/2010	Como Service Center
Kubiszewski, J. J.	Tri-Council	10/30/2010	Como Service Center
Purinton, K.	Tri-Council	10/30/2010	Como Service Center

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

**DATE:** November 16, 2010

**TOPIC:** Gift Acceptance From Ecolab to Humboldt High School

**A. PERTINENT FACTS:**

1. Humboldt High School would like to accept a gift of \$7,000 from ECOLAB, Inc.
2. This gift is to be used for: the 2010-11 Humboldt FIRST Robotics team to support the design and construction of this year's robot.
3. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
4. This item is submitted by Mike Sodomka, Principal, Humboldt High School; and Andrew Collins, Assistant Superintendent of Leadership Development and Turn Around Schools.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 16, 2010

**TOPIC:** Gift Acceptance From Ecolab to Humboldt High School

**A. PERTINENT FACTS:**

1. Humboldt High School would like to accept a gift of \$10,000 from ECOLAB, Inc.
2. This gift is to be used for: AED's, aquarium supplies, AVID parent night, environmental theme supplies, field trips, food for parent meetings, mentors program support, security for dances, technology supplies and t-shirts for students and other reinforcers.
3. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
4. This item is submitted by Mike Sodomka, Principal, Humboldt High School; and Andrew Collins, Assistant Superintendent of Leadership Development and Turn Around Schools.

**B. RECOMMENDATION:**

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.

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

DATE: November 16, 2010

TOPIC: Gift Acceptance from Jay and Rose Phillips Family Foundation

**A. PERTINENT FACTS:**

1. This grant of \$15,000 was awarded to Out for Equity for the 2010-2011 school year.
2. The gift was received from the Jay and Rose Phillips Family Foundation. This donation is for use at the Out for Equity Program.
3. These funds will be used to hire staff to facilitate psycho-educational support groups and to supervise An Evening OUT, a Friday night recreation center operated by OFE, Community Education, St. Paul Parks and Recreation and The Broom Closet, Inc.
4. This gift will support district target areas of creating safe and welcoming school environments and ensuring high academic achievement for all students.
5. This item submitted by Kevin Hogan, Assistant Director, Guidance, Counseling and Related Services and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

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.

**Independent School District NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** November 16, 2010

**TOPIC:** Acceptance of a Gift of Timberwolves Team Jerseys and T-Shirts from Event Merchandising, Inc.

**A. PERTINENT FACTS:**

1. Event Merchandising, Inc. donated Timberwolves team jerseys and t-shirts to Saint Paul Public Schools, valued at \$39,000.
2. This gift will be distributed to students in elementary schools throughout the school district.
3. This will meet the District target areas of ensuring high academic achievement for all students and strengthening relationships with community and families.
4. This item submitted by Kevin Hogan, Assistant Director, Guidance, Counseling and Related Services, Mary Kelly, Interim Executive Director of Special Education, Kate Wilcox-Harris, Chief Academic Officer, Division of Academic Services, and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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

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

**DATE:** November 16, 2010

**TOPIC:** 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.

**A. PERTINENT FACTS:**

1. The Department of Employment and Economic Development is currently accepting grant applications for projects that support adult basic education services. 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 \$35,000.
2. Ronald M. Hubbs Center for Lifelong Learning has prepared an application to the DEED for funds to provide ABE services to adults to improve education (basic skills) and employment readiness skills to be able to enter and be successful in occupational skill training programs.
3. This project will meet the District target area goals by strengthening relationships with community and families and prepare them for an exceptional future.
4. 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 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.

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

**DATE:** November 16, 2010

**TOPIC:** 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.

**A. PERTINENT FACTS:**

1. The Department of Employment and Economic Development is currently accepting grant applications for projects that support adult basic education services that incorporate transitioning to post-secondary education. 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 \$35,000.
2. Ronald M. Hubbs Center for Lifelong Learning has prepared an application to the DEED for funds to provide ABE services to adults to improve education (basic skills) and employment readiness skills to be able to enter and be successful in occupational skill training programs.
3. This project will meet the District target area goals by strengthening relationships with community and families and prepare them for an exceptional future.
4. 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 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.

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

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

1. The Great Lakes Higher Education Guaranty Corporation is currently accepting applications for projects to provide funding to college access programs that provide direct services in support of programs that support post-secondary awareness, preparation, access, and persistence, as well as programs designed to increase financial literacy for current and future college students and their families.
2. SPPS has prepared an application to serve AVID students by providing math and science tutors for students to increase the number of advanced Math and Science courses taken by AVID students. The project will also provide a college tour for African American male students to increase their awareness and understanding of the college preparation and admissions processes.

The project will impact AVID 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.

SPPS is requesting approximately \$75,000 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Darlene Fry, AVID Program Manager; Julie Brown, Director Office of Innovation and Development; Jackie Turner, Director of Family and Community Engagement, and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 16, 2010

**TOPIC:** Request for Permission to Partner with the Karen Organization of Minnesota

**A. PERTINENT FACTS:**

1. The Minnesota Department of Human Services is currently accepting applications for projects that remove obstacles so that refugee children will make optimum progress in their academic, physical, social, emotional and behavioral development.

The activities will focus on newly-arrived refugee students who are making initial adjustments and those that have been in the country three years or less but continue to face serious challenges.

2. SPPS, in conjunction with the Karen Organization of Minnesota (KOM), has prepared an application to form an after-school program to serve refugee students. Students will benefit from two afternoons a week of native language support in academic tutoring, developing leadership skills and social education, and attention to mental health needs.

The project will impact 180 refugee students at Humboldt Senior High School, Como Park Senior High School, and Washington Technology Magnet.

SPPS is requesting approximately \$38,000 over one year to accomplish the aforementioned goals. KOM will serve as the fiscal agent for this project.

3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Heidi Bernal, Director English Language Learner Department; Julie Brown, Director Office of Innovation and Development; Jackie Turner, Director of Family and Community Engagement, 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 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.

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

**DATE:** November 16, 2010

**TOPIC:** Request for Permission to Submit a Grant Application to the Minnesota Council of Teachers of English

**A. PERTINENT FACTS:**

1. The Minnesota Council of Teachers of English is currently accepting grant applications for projects that promote literacy.
2. Central High School has prepared a grant application that will purchase equipment for the creation documentary films. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,000. 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 Mary Mackbee, Principal, Central High School; Julie Schultz Brown, Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family Engagement and Community Partnerships; Denise Quinlan, Assistant Superintendent of Secondary Schools; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 16, 2010

**TOPIC:** 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

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting grant applications for projects that provide intensive English as a Second Language (ESL) services to refugees.
2. Saint Paul Public Schools has prepared an application for funds to provide intensive ESL services to students and families in the district. Saint Paul Public Schools will serve as fiscal agent for the project. Staff in the program researched this grant opportunity.
3. If awarded, a fully financed budget will be established to account for grant funds.
4. Consortium members eligible to receive funding will be decided by the consortium based on organizational capacity and agency waiting lists.
5. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
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 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.

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

**DATE:** November 16, 2010

**TOPIC:** 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.

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting grant applications for projects that support adult basic education services that incorporate transitioning to post-secondary education. 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 \$20,000.
2. Ronald M. Hubbs Center for Lifelong Learning has prepared an application to the MDE for funds to provide ABE services to adults to improve education (basic skills) and employment readiness skills to be able to enter and be successful in occupational skill training programs.
3. This project will meet the District target area goals by strengthening relationships with community and families and prepare them for an exceptional future.
4. 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 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.

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

**DATE:** November 16, 2010

**TOPIC:** Request for Permission to Submit a Grant Application to the Minnesota Department of Education

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting grant applications for projects that promote service learning integrated into standard classroom curriculum.
2. Community Education has prepared a grant application that will provide professional development for teachers to expand the service learning model into their classroom curriculum. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$16,500. 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 Lynn Gallandat, Director, Community Education; Julie Schultz Brown, Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family Engagement and Community Partnerships; Denise Quinlan, Assistant Superintendent of Secondary Schools; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 16, 2010

**TOPIC:** Request for Permission to Accept Grant Applications from the Saint Paul Public Schools Foundation

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools Foundation is currently providing grants for projects that support professional development growth in teacher's Professional Learning Communities (PLC) teams.
2. Hayden Heights and Prosperity Heights Elementary schools, Groveland Park Elementary, North End/Franklin Music Magnet Schools and a collaborative of SPPS reading coaches, based out of the Center for Professional Development, all prepared grant applications that support teacher professional development. The result of the professional development is aimed to increase student MCA test scores in reading and math. Saint Paul Public Schools will serve as fiscal agent for the project. These grants total approximately \$20,000. 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 Kris Peterson, Principal, Hayden Heights and Prosperity Heights Elementary schools; Barbara Evangelist, Principal, North End/Franklin Music Magnet; Rebecca Pedersen, Principal, Groveland Park Elementary; Marilyn Baeker, Executive Director of the Center for Professional Development and K-12 Curriculum; Julie Schultz Brown, Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family Engagement and Community Partnerships; Denise Quinlan, Assistant Superintendent of Secondary Schools; 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 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.

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

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

1. Special Education has a need to lease an apartment for educational training in the area of home living for transition planning and programming. The apartment is used as a collaborative instructional site for Focus Beyond programs. Focus Beyond is an umbrella name for transition services and consists of four major programs connecting special education, vocational education, and community agencies to provide transition planning and services for students. The apartment is used as a home living lab to teach special education students independent living skills.
2. On September 16, 1997, the Board of Education authorized lease of an apartment in the Galtier Towers Apartments for Focus Beyond programs beginning October 1, 1997. The term of the current lease expires November 30, 2010.
3. The district desires to continue leasing the apartment in Galtier Towers Apartments and has requested a new lease agreement for the term December 1, 2010 through June 30, 2011 (*this seven month term is to bring this lease in alignment with the school year and fiscal year calendars as has been done with other district leases*). The monthly rent for the apartment will be \$890.00, or \$10,680.00 annually.
4. Funding will be provided from the lease levy budget.
5. This lease meets the District Strategic Plan goals by aligning resource allocation to district priorities.
6. This item is submitted by Sara Guyette, Interim Director of Facilities; Mary Kelly, Interim Executive Director, Special Education; Mike Kremer, Executive Director of Operations; and Michael Baumann, Chief Business Officer

**B. RECOMMENDATIONS:**

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.

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

**DATE:** November 16, 2010

**TOPIC:** Cultural Proficiency Next Steps

**A. PERTINENT FACTS:**

1. This request is for approval of the contract for the next stage of Cultural Proficiency Professional Development training for Cabinet level administration, district administrators, Board of Education, and building principals. SPPS will contract with Pacific Education Group (Glenn Singleton and Courageous Conversations) for cultural proficiency leadership work, as per the Strategic Action Plan and Power Action items for a period starting December 1, 2010 through June 30, 2011.
2. The proposed Cultural Proficiency Professional Development will focus on racial equity through District-wide Equity Leadership Development. (DELT)
3. The proposed project contract will not exceed \$350,000.00 and will be paid from 29-005-216-470-6303/6304-2309.
4. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthen relationships with community and families.
5. This item is submitted by: Matthew Mohs, Director of Title I and Funded Programs, Marilyn Baeker, Executive Director, Center for Curriculum, Instruction and Professional Development and; Michelle Bierman, Social Studies Program Manager.

**B. RECOMMENDATION:**

That 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.

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

**DATE:** November 16, 2010

**TOPIC:** Approval of an Employment Agreement With Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2010-13

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period May 1, 2010 through April 30, 2013.
2. Contract changes are as follows:  
  
Wages: Wage and benefit changes reflect prevailing wage for the industry. No wage increase in the first or second year of the agreement.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has .6 regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:
  - in the 2009-10 budget year (May 1, 2009 - June 30, 2010): \$0
  - in the 2010-11 budget year (July 1, 2010 - June 30, 2011): \$0
  - in the 2011-12 budget year (July 1, 2011 - June 30, 2012): \$186
  - in the 2012-13 budget year (July 1, 2012 - April 30, 2013): \$931
6. This item will meet the District target area goal of aligning resource allocation to District priorities.
7. 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; Michael Kremer, Executive Director of Operations; 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 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.

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

**DATE:** November 16, 2010

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

**A. PERTINENT FACTS:**

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

Wages: Effective January 1, 2011, the salary schedule is increased 1% on steps 1-8. A new 20-year Step 9 was added at 1.5% above the Step 8 rate. Effective July 2, 2011, the salary schedule is increased 1%.

Insurance: 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 347 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: \$603.485
  - in the 2011-12 budget year: \$532.459
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 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.

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

**DATE:** November 16, 2010

**TOPIC:** Approval of an Employment Agreement With Operative Plasterers Local Union No. 265, to Establish Terms and Conditions of Employment for 2010-13

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period June 1, 2010 through May 31, 2013.
2. Contract changes are as follows:  
  
Wages: Wage and benefit changes reflect prevailing wage for the industry. No wage increase in the first or second year of the agreement. Wages increase \$ .50 per hour in the third year.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has one regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
  - in the 2009-10 budget year (June 1, 2010-June 30, 2010): (\$2)
  - in the 2010-11 budget year (July 1, 2010-June 30, 2011): (\$31)
  - in the 2011-12 budget year (July 1, 2011-June 30, 2012): (\$62)
  - in the 2012-13 budget year (July 1, 2012-May 31, 2013): \$897
6. This item will meet the District target area goal of aligning resource allocation to District priorities.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Sue Gutbrod, Negotiations/Employee Relations Manager; Timothy J. Caskey, Executive Director of Human Resources; Michael Kremer, Executive Director of Operations; 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 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.

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

**DATE:** November 16, 2010

**TOPIC:** Memorandum of Understanding between Saint Paul Public Schools and the YMCA

**A. PERTINENT FACTS:**

1. This Memo of Understanding between the Saint Paul Public Schools and the YMCA for a jointly operated Preschool Program that needs to be approved for the 2010-2011 school year.
2. Saint Paul Public Schools shall provide space to the YMCA for the operation of a YMCA Preschool Program which will be jointly operated with the Saint Paul Public Schools special education department.
3. No funds will be spent.
4. The purpose of this collaborative program is to provide an education setting in the least restrictive environment for Saint Paul 3 and 4 year olds with disabilities.
5. This project will meet the District target area goals by ensuring high academic achievement for 3 and 4 year olds with disabilities and strengthening relationships with communities and families.
6. This item is submitted by Mary Garrison, Special Education Supervisor for Elementary and Early Childhood Special Education; Mary F. Kelly, Interim Executive Director, Special Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

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

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

**DATE:** November 16, 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 November 29, 2010, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

**DATE:** November 16, 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 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-	<u>3,820,100.19</u>
		<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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2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 15, 2011 .

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

**DATE:** November 16, 2010

**TOPIC:** Bid No. A9403-K: Window Replacement at Battle Creek Elementary School

**A. PERTINENT FACTS:**

1. This bid provides all labor, materials, equipment and services necessary for and incidental to window replacement at Battle Creek Elementary School. Windows in the original 1964 construction and the 1966 addition will be replaced, which comprises approximately 80% of the total building windows. We are not replacing windows in the 1996 and 2001 additions. Construction is planned to start in March 2011.
2. The following bids were received for the lump sum base bid plus alternates no. 1, 2 and 3, and Unit Price no. 1:

Lump Sum Base Bid  
Plus Alternates No. 1, 2 and 3

National Window.....	\$186,836.00
Valpro.....	\$191,981.00
W.L. Hall Co. ....	\$195,710.00

Alternate no. 1 is for installation of windows in the north wing. Alternate no. 2 provides for installation of door and windows at the Media Center. Alternate no. 3 is to replace miscellaneous glazing at entry doors. Unit Price no. 1 provides for furnishing and installing roller shades.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds, deferred maintenance.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Sara 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. 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.



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**MEMORANDUM**

**DATE:** November 2, 2010

**TO:** Mike Kremer *MK*  
Executive Director of Operations

*[Signature]*  
**FROM:** Sara E. Guyette, A.I.A. LEED AP  
Interim Director of Facilities

**SUBJECT:** CEAC Application

Attached is an application from the following individual for membership on the Capital Expenditure Advisory Committee (CEAC):


Jemal H. Bedaso

The maximum number of members for CEAC is 20 and to date 9 appointments have been made.

Please have this application brought to the Board of Education at the earliest possible time for action.

Cc: Marilyn Polsfuss

November 16, 2010

To: Board of Education Directors  
From: Valeria S. Silva   
Subject: Authorization for the Sale of Bonds

Administration is recommending the following issuance of:

\$16,940,000 General Obligation School Building Refunding Bonds, Series 2011A

\$6,150,000 Refunding Full Faith and Credit Certificates of Participation, Series 2011B.

for the refunding of these bonds: Series 2002A, Series 2002B, and Series 2002E.

Savings in Debt Levy will be realized in Fiscal 2012 continuing through Fiscal 2023.  
Collectively estimated savings for Saint Paul taxpayers equals approximately \$1.5 million.

There is a three part process to this issuance:

1. School Board approves authorization resolutions (November 16 BOE meeting)
2. Competitive sale in the morning with consideration by the School Board (December 14 BOE meeting)
3. Closing on refunding in January (no meeting necessary)

Thank you.

**Recommendations:**

Authorize the sale of \$16,940,000 General Obligation School Building Refunding Bonds, Series 2011A.

Authorize the sale of \$6,150,000 Refunding Full Faith and Credit Certificates of Participation, Series 2011B.

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

**Proposed Policy:**

**601.00 EDUCATIONAL PROGRAMMING**

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**Proposed Policy Revision:**

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**First Reading**

**November 16, 2010**

**Second Reading**

**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.

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:**

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**First Reading**

**November 16, 2010**

**Second Reading**

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**Third Reading**

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**COMMENTS:**

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

**DRAFT**  
Policy 602.00  
Page 1 of 4

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

Revised 11/9/10

Saint Paul Public Schools Policy

602.00

Revised:

## **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 (2)**

1. Curriculum development 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;
  - 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.

**DRAFT**

Policy 602.00

Page 2 of 4

### **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.

**DRAFT**

Policy 602.00

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**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:**

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<b>First Reading</b>	<b><u>November 16, 2010</u></b>
<b>Second Reading</b>	<hr/>
<b>Third Reading</b>	<hr/>

**COMMENTS:**

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

## **403.00 PERFORMANCE MANAGEMENT AND ACCOUNTABILITY**

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

An effective performance management system requires administrators to 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

**MEMORANDUM**

**DATE:** November 2, 2010

**TO:** Mike Kremer  
Executive Director of Operations

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

**SUBJECT:** Project Labor Agreements

Attached please find information related to responses received from the Solicitation of Comments on the potential use of Project Labor Agreements (PLA's) for the following projects:

- Conversion of Pneumatic Controls to Direct Digital Controls at Como Park Elementary
- Conversion of Pneumatic Controls to Direct Digital Controls at Maxfield Elementary
- Conversion of Pneumatic Controls to Direct Digital Controls at Mounds Park Elementary

The Associated Builders and Contractors, the Saint Paul Building and Construction Trades Council and the District all recommend **no** to a PLA for all of these projects.

Please ensure that this is on the November 16, 2010 Board of Education Agenda for action.

**Cc:** Jeff Lalla, Angela Selb-Sack, Henry Jerome

**Board of Education Meetings**

(5:45 unless otherwise noted)

- 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

### **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