



Saint Paul Public Schools

Regular Meeting

Tuesday, September 21, 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

September 21, 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 August 17, 2010 6
- V. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of August 24, 2010 18
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- VI. RECOGNITIONS** (Will Resume in October)
- VII. PUBLIC COMMENT** (Time Certain 6:30 p.m.)
 - A. S. Lonetti - Admission to Pre-K Program
- VIII. SUPERINTENDENT'S REPORT**
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 - F. Establishment of the Unclassified Position of Human Resource Information 63
System/Compliance Manager for Independent School District No. 625 and
Relevant Terms and Conditions of Employment
- IX. CONSENT AGENDA**
 - The Consent Agenda Items below fall under one or more of the following Strategic

Plan Goals, specific areas are listed in each item. 1) Ensure high academic achievement for all students; 2) Raise expectations for accountability; 3) Accelerate the path to excellence; 4) Align resource allocation to District priorities and 5) Strengthen relationships with community and families.

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INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
August 17, 2010

I. CALL TO ORDER

The meeting was called to order at 5:51 p.m.

II. ROLL CALL

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

ABSENT: Ms. O'Connell

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved the Board of Education approve the Order of the Consent Agenda as published. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved the Board of Education approve the Order of the Main Agenda as published. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of July 13, 2010

MOTION: Ms. Carroll moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education for July 13, 2010 as published. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of July 13, 2010

The Agenda included an update on Promise Neighborhood and St. Paul's Learning Campuses and a Board work session.

1. **Update on Promise Neighborhood**

The United States Department of Education has made funds available for projects to transform neighborhoods by developing "cradle to career" services in specific distressed community areas. This is the Federal government's attempt to replicate the successes achieved by the Harlem Children's Zone. There will be 20 one-year planning grants made with a maximum amount of \$500,000 each. Applicants must match one-half of the amount being applied for. This match can be funding or in-kind services.

The Wilder Foundation, Saint Paul Public Schools (SPPS), the City of St. Paul, Ramsey County, the Summit University Planning Council, the Frogtown Neighborhood Association, the SPPS Foundation and the YWCA of St. Paul have joined together and have submitted an application to plan for and implement a Promise Neighborhood in the Frogtown and Summit University neighborhoods.

2. **Update on Learning Campuses**

Where the Promise Neighborhood targets a specific geographical area, the learning campuses focus on broader areas/outcomes. A learning campus is a geographic area in which school day and out-of-school activities are coordinated. In a learning campus, information, program opportunities, registration and transportation are coordinated to ensure all youth equitable access to high-quality activities and learning opportunities. This initiative grew out of the Second Shift Commission's goal to provide equitable access to out-of-school-time learning opportunities citywide.

Six campuses have been identified. These zones reflect the location of existing youth-serving organizations. Each campus includes recreation centers, libraries, public, charter and private schools as well as community organizations. This effort will impact public, private and charter school students and will enhance opportunities for all students.

The COB meeting recessed at this point for the regular Board of Education meeting and resumed at the close of that meeting with a

3. **Work Session**

- Review of Budget and Finance Advisory Committee (BFAC) Applications and Discussion of the BFAC Charge

Extensive discussion was held on the committee's purpose and charge and resulted in the following

RECOMMENDED MOTION: That the Board of Education communicate to the applicants that, at this time because of the enormous changes in the coming year, the Board is delaying appointments to the Budget and Finance Advisory Committee (BFAC) until later in the year, no later than January 1st. The Board will be in touch at a later time to communicate plans to set the charge and complete the appointment process.

The motion was approved with the following roll call vote:
Ms. Varro Yes

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes

- Review of CEAC Applications
The CEAC process is predefined so there was no need for a new charge.

RECOMMENDED MOTION: That the Committee of the Board recommend the Board of Education appoint the following people to serve on the Capital Expenditure Advisory Committee (CEAC) for the 2010-11 school year: John Albers, Robert Blat, Josen Alejandro Brawk, Joan Decker, Edward Driscoll, Amy Filice, Phyllis Nystrom, Phillip Peterson, Kenneth Schultz and Richard Streeper.

The motion was approved with the following roll call vote:

Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes

- Board Travel to Conferences
The Board consensus was to reschedule this subject to another meeting.
- Conflict of Interest Certifications
Conflict of Interest Certification forms were executed by Board members.
- Other
The Board Chair indicated meetings had occurred on developing the Superintendent's evaluation process.

MOTION: Ms. Varro moved, seconded by Ms. Carroll, that the Board of Education accept the report on the Committee of the Board meeting of July 13, 2010.

The motion was approved with the following roll call vote:

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

VI. **RECOGNITIONS** (Recognitions will resume in September.)

VII. **PUBLIC COMMENT**

A. Jeff Koon – Analysis of value added in areas of reading and math

VIII. **SUPERINTENDENT'S REPORT**

A. Summary of 2009-10 MAP™ Performance and 2010 AYP Results

The Superintendent stated the AYP status is not focused on gains but on meeting the targets. SPPS has a diverse population which comes into the district with a wide variation in background, abilities and achievement and the District must take those children from where they are and move them to the next levels. To make AYP a district must meet targets in all the various areas for two years in a row.

The Chief of Accountability, Planning and Policy was asked to provide an overview of the performance data. She stated the District must look at past performance in order to make informed decisions on which instructional and programmatic changes need to be made to meet the goals. AYP does not look at periodic gains so the Measures of Academic Progress (MAP) Assessment was implemented in one-half of the schools in SY 2009-10. She asked the Director of Research, Evaluation and Assessment to review the MAP progress, review an evaluation which was made correlating MAP to MCA-II and to describe the guidance this new data will provide to schools.

MAP measures of academic progress is used to predict individual student performance on the MCA and to show individual shortcomings so they can be addressed earlier in the school year in order to enhance performance on the MCA testing.

The Board was offered a more in-depth introduction to MAP at sessions to be scheduled later. A question was raised if similar opportunities are available to further the understanding of families. Response: MAP gives teachers the opportunity to address children who are behind through conferences with families and to offer support services to help families and students to move forward and to allow children and families to take ownership for moving achievement forward. The MAP data will inform instruction.

The Director of Research, Evaluation and Assessment stated MAP is a computer adapted test, it provides students questions and gauges students levels in reading and math and adapts to that level so the test varies by individual. The test is untimed so that pressure is relieved for students. It provides accurate data, it measures growth which MCA cannot do and the results are available immediately. The test will be given three times a year in reading and mathematics. One-half of the schools were piloted last year; all schools, grades 3 through 9, will be included this year including the special education centers.

MAP provides a benchmark assessment which can be used to assess a student's readiness for the MCA II. It can be used to identify students requiring academic interventions and provides data on individual student growth within a year and from year to year. The information is available quickly allowing teachers to facilitate timely interventions.

The numeric scale used by MAP is called a RIT (Rasch Unit Scale) which is an equal-interval scale from 150 to 300. It shows growth over time and independent of grade level. It is unique to MAP. A copy of the student report was provided; this report is available the day of testing. Classroom data is available within 24 hours of closing out. Results are provided to the student and teacher first and at district level last.

She went on to review year one SPPS MAP results indicating there was measurable growth in almost all grades for both subjects. The only exception was 9th grade reading where there was no improvement from Fall to Spring. The gains fell short of targets in all grades in both subjects. There was greater improvement in math than in reading. MAP results did anticipate the MCA II results. The District is showing improvement and schools are using the MAP results to help design instruction.

Caucasian students consistently performed at higher levels than the other four racial/ethnic groups. Special Education students had the lowest performance among all groups.

A request was made that the Board be provided a copy of the PowerPoint presentation.

The District also did a "linking study" to see how well the MAP predicted the MCA II performance and to assess the accuracy of the NWEA predictions relative to the SPPS student populations which is more urban and diverse than the typical NWEA student sample. This would allow SPPS to set new targets if necessary. A special sub-study on ELL groups was also run as there were sufficient numbers within the 2009-10 population to do so.

The question to be answered was if the two tests correlate enough to predict outcomes. The answer was yes with the exception of the ELL group which were lower than for other groups..

The District then adjusted targets for grades 3-8 which were included in the study; grade 9 was not included as the grade 10 reading and grade 11 math results are not available for that group. SPPS findings were correlated with other districts who did similar analysis. SPPS targets have been set at an 85% accuracy level which differ from NWEA. When compared to MAP targets set by other districts, SPPS targets and accuracy rates were similar to Minneapolis Public Schools. Targets for ELL differ from targets for ALL students and are more pronounced in reading than in math.

Future analysis will include a rerun of the linking study and target analysis once results from all schools for 2010-11 are available.

QUESTIONS/DISCUSSION:

- It was clarified that the scores students need to achieve at different times of the year will vary and “target” differentiated instruction and interventions to meet the needs of individual students.
- Regarding the future analysis – for 10-11 there will be an analysis by ethnic group and special education status. The 09-10 scores – how have they been shared with schools who were not tested so those schools can use the data to meet targets? Response: The data results were shared with all administrators at the Administrator’s Academy. Next year the District will run the analysis on target level when it has all school data to assess accuracy of targets or if there is a need to reset targets for specific groups.
- Schools who were not part of the MAP testing group in 09-10, how will they benefit from the targets established from the 09-10 initial study group? Response: The data from 09-10 will not be lost, it has been shared with all of the other schools. The 09-10 data helped establish the “targets” for 10-11 and when the test is taken in September teachers will know that if students are below those numbers they need special attention and that they need to reshape instruction to meet the needs illuminated by the data from the test.
- This is about looking at the data so the teacher can change instruction to address specific needs. The District is being very prescriptive in what it is asking schools to do. The path is defined
- There was no gain in 9th grade testing scores, what will be the message to schools about this issue? What are the expectations? Response: SPPS doesn’t teach reading in high schools. Now the District will need to look at language arts separate from reading instruction. Staff will need to inform the Superintendent about what is being done differently in the high schools in 2010-11 to ensure reading will improve in high schools. It is about what needs to be done for the students to move them forward.
- How long will it take to do the analysis by racial/ethnic group? Response: This will come when the results of MCA become available in July, 2011.
- As the district moves forward with sophisticated data analysis will it be doing similar correlations across some groups such as by home language, income, family education, etc.? Is that relevant? Response: The District has been working with a consultant to do analysis of some characteristics against test scores. Is it relevant to look at correlations between MAP and MCA-II by a set of more nuanced demographic characteristics? Response: It may be appropriate but the issue the District runs into is cell size. You need large cell sizes or you don’t get accuracy or predictability.
- How will you know what interventions were implemented and that they made a difference? Response: MAP does not measure interventions, just outcomes over time. The first step is to identify where students need to be and give that information to the teachers and principals to implement. There have been other analysis such as LLC which looked at this however the two have not been “married.”
- In the follow-up, analysis if there were excellent results in one area, would the District look at that to see what brought about those results? Response: Yes, that could be done; however, the District is not there yet. What is the timeline where that would

become a plan of action? Response: The District is creating the “path” with clear expectations of everyone and what they need to deliver.

The Director of Funded Programs provided a brief review of the overall AYP Results for 2010. This showed 89 schools and programs had sufficient data to count for at least one component of the state’s AYP calculations. 20 schools and programs made AYP in all three areas measured. Six schools did not make AYP in math only. 17 school did not make AYP in reading only. 42 did not make AYP in either reading or math and four did not make AYP in all three areas measured. SPPS (the district) did not make AYP in reading or math.

The District made AYP in 27 of the 38 areas required, an improvement from last year. SPPS made AYP for math for 5 of the 9 groups (All, Asian, Latino, White and ELL). The plateau in MCA II reading was reflected in SPPS making AYP in 2 of 9 groups (Latino and White). SPPS advances to “corrective action” obligating the district to reserve some Title I funding for technical assistance.

Various elementary and secondary schools were recognized for their continued performance.

30 schools were identified at the different stages of improvement (Stage 1 – school choice to Stage 5 – restructuring). Five schools are newly identified for improvement (Eastern Heights, Frost Lake, Johnson Elementary, Battle Creek Elementary and Johnson Senior High). Five schools were granted new AYP histories for SY 2010-11 (Linwood Monroe Arts Plus Lower and Upper, Humboldt Secondary, Maxfield and Washington Secondary).

Nineteen schools are in the higher stages of improvement:

- Open World Learning Community must implement its restructuring plan developed last year
- Cherokee Heights, Hancock-Hamline, Obama Service Learning, Harding High and ALC LEAP must prepare to restructure.
- 13 schools are identified for corrective action.

The plans must consider the context of each situation.

QUESTIONS/DISCUSSION:

- The District’s stage of AYP requiring a set aside of Title I funds for technical assistance – how will that change what is being done now and in what way? Response: The District has been reserving a portion of Title I funds voluntarily over prior years to meet its obligation. It is consistently looking at monies put toward particular work and is it providing results and meeting its obligations and alignments. This includes such things as the work with Dr Reeves (LLC), etc.
- The Director of Turnaround Schools, what school will he be working with? Response: All schools which are Achievement Plus (Daytons Bluff, Johnson Elementary, North End/Franklin) along with Jackson and Maxfield, Humboldt, Washington and Open School. Those are the schools which are among the persistently lowest achievers. He will work to help establish a culture for success. What needs to be done depends on the individual needs of the individual schools.
- The SPPS Foundation efforts have focused on tutoring, will this now reach out to all schools? Response: The Foundation has worked in the area of tutoring for the past two years and they are working on mentoring this year to provide support to most needy schools.

B. Opening of School Progress Report

The Superintendent introduced the efforts to recruit more students. She asked the Executive Director of Family & Community Engagement to describe the early enrollment events which are planned from August 23 to September 3. It is hoped this would increase student enrollment, encourage more families to register their students earlier and increase the

number of students in class on the first day of school. This is a joint effort of many departments within the district.

The Early Enrollment Events include:

- Distribution of flyers in the community (13 residential areas in St. Paul)
- Work with community business to distribute flyers and events
- Student Placement Services highlighted at the center with banners
- Community Ed staff providing age appropriate activities while families enroll
- Resources for parents to understand expectations and community resources
- Healthy snacks supplied during events
- Newspaper ads strategically place in community newspapers – ethnic print and radio media
- Sandwich Boards used on University, Payne and Arcade
- Seven school buses will be strategically parked in high visibility areas with outreach teams assigned to distribute flyers

Faith partners are also participating in providing services and addressing their congregations on enrollment.

Videos will be provided to families at home and at various other locations. These communicate the value of graduation and post secondary options as well as basic information on getting into schools and options available to them

QUESTIONS/DISCUSSION:

- Thanks were extended to the Bush Foundation for making funds available to do the “graduate to something great” materials and videos
- Will there be off-site registration or will families be directed to the Placement Center? Response: Due to the paperwork, language assessment which require time, space and staff and the health assessment/immunizations for kids, families are being referred to the Placement Center. After the initial contact there will be follow up with families who express interest in SPPS to ensure that they get to the Placement Center for assistance.
- The Board requested an update on the process at the end of enrollment process
- What about the on-line enrollment process? Response: It is being explored in conjunction with the Department of Technology and what other districts have done. There is no specific program developed at this point. By SY 11-12 the district will be on-line, though there will still be a need for face to face contact for other services.
- What about non-English speaking families? 60% of Placement Center staff speak English and another language.
- Are the libraries being involved? Response: The libraries have welcomed the effort and will help provide information and SPPS will have staff stationed there as well as at the park and recreation centers.
- What is being done regarding the State Fair? Response: One of the buses will be located near the Fair.
- What about the County? Response: SPPS will have staff at the Ramsey County Human Services Department to address SPPS enrollment.
- A schedule will be provided for Board members to participate in school opening day events.

C. Other Items

- The Summer Graduation scheduled was announced: August 28 3:00 p.m. at the Campus of the University of St. Thomas in the O'Shaughnessy Ed Center Auditorium.
- The Superintendent announced SPPS has received \$10 million dollars in grants since June, 2010 and that there is another \$10 million in process which the district is waiting for award information. She outlined specific grants during the discussion.

- The Superintendent indicated there had been a decision by the EMID board that Crosswinds would articulate to Washington for grades 9 through 12. The EMID administrators participated in the SPPS Administrators' Academy this year as well.

D. Human Resource Transactions and Personnel Recommendations

MOTION: Ms. Carroll moved the Board of Education approve the personnel recommendation brought forward on the appointment of Jacqueline Turner as Executive Director of Family & Community Engagement and Partnerships effective August 2, 2010 and the Human Resource Transactions as published in the July 13 Board Book. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Kong-Thao moved approval of all Consent Agenda Items as published. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

A. Grants

BF 28397. Request for Permission to Submit a Grant Application to the Autism Society of Minnesota

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Autism Society of Minnesota for Benjamin E. Mays International Magnet School to create a family involvement program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28398 Request for Permission to Submit a Grant Application to the Minnesota Department of Education English Literacy and Civics Education Program

That the Board of Education authorize the Superintendent (designee) to submit a grant application to apply for funds from the Minnesota Department of Education English Literacy and Civics Education Program for the Ronald M. Hubbs Center for Lifelong Learning to create an employability skills education program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28399 Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Carol M. White Physical Education Program Grant

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education Carol M. White Physical Education Program for innovative model programs providing for the establishment, improvement, or expansion of physical education for K-12 students. This will be done by developing and implementing a three tier intervention program at ten elementary school, and partnering with CDC/MN for

SPPS' most at-risk students for overweight/obese BMI's; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28400 **Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Full-Service Community Schools Program**

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education's Full-Service Community Schools Program to expand A+ services offered to six elementary schools, leverage partnerships, establish a system to track services provided, and determine how the services provided affect students and families. SPPS will partner with CBOs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28401 **Request for Permission to Submit a Grant Application to Greater Twin Cities United Way**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to implement out-of-school programs at North End, Franklin, Obama, and Wellstone elementary schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

B.. Contracts

BF 28402 **Request for Permission of the Board of Education to Enter into a Contract with eVerge Group Consulting**

That the Board of Education authorize the Superintendent (designee) to approve Oracle Business Intelligence Suite Software implementation by eVerge Group Consulting for a total not to exceed \$530,000.

BF 28403 **Contracts and Agreements for Rental of Hockey Facilities for 2010-2011**

That the Board of Education authorizes the Superintendent (designee) to enter into contracts and agreements with City and County officials and certain privately-owned hockey rental facilities for the 2010-2011 boys' and girls' hockey teams. Hockey ice time (practice and game) and security fees are to be paid from lease waiver monies.

BF 28404 **Playworks Partnership Contract**

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Playworks to provide each school listed above with one Program Coordinator to improve the health and well-being of children.

BF 28405 **Permission to Enter Into a Contract With Saint Paul College on Behalf of the Career Pathways Academy**

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Saint Paul College to provide tuition, classroom materials and supplies not to exceed \$103,000 for students attending the Career Pathways Academy at Saint Paul College from September 7, 2010 and continuing through June 30, 2011.

C. Agreements

BF 28406 **Approval to Enter into an Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus**

That the Board of Education authorize the Superintendent (or designee) to enter into an Agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period July 1, 2010, through June 30, 2011, at a cost not to exceed \$100,000.

BF 28407 **Approval of Employment Agreement with International Union of Painters and Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2010-2013**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters & Allied Trades District Council 82, is the exclusive representative; duration of said Agreement is for the period of May 1, 2010 through April 30, 2013.

D. Administrative Items

BF 28408 Addendum for Children's Therapeutic Support Services (CTSS)

That the Board of Education authorize the Superintendent (designee) to sign the certification application, addendums and re-certification renewals for Children's Therapeutic Support Services (CTSS).

BF 28409 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period June 1-July 31, 2010.

(a) General Account	#473020-476279	\$93,524,985.03
	#3014623-3014885	
(b) Debt Service	-0-	7,997,982.57
(c) Construction	-0-	4,725,395.05
		<u>\$106,248,362.65</u>

Included in the above disbursements are payrolls in the amount of \$56,726,538.18 and overtime of \$200,717.81.

(d) Collateral Changes None

And, 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 November 16, 2010.

E. Bids

BF 28410 Bid No. A-9392M Pupil Transportation for the 2010-2011 School Year

That the Board of Education authorize the Superintendent (designee) to award basic routes to the indicated low available bidders conforming to the Specifications for Bid and accept the rates for Additional Service, Hourly Rate Service, and Field Trip Service as bid with the utilization to be made based upon the availability of equipment.

X. **OLD BUSINESS** -- None

XI. **NEW BUSINESS**

BF 28411 Appointment to the Civil Service Commission

MOTION: Ms. Carroll moved the Saint Paul Public Schools Board of Education consents to and approves the appointment, made by the Mayor, of John A. Kuderka to serve as an alternate on the Saint Paul Civil Service Commission with a term to expire in 2013. Motion seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

Clarification was requested on the process for appointments. Response: This is provided for in the City Charter. The Mayor nominates and the City Council and the School Board approve the appointment.

BF 28396 Recommendation for the Issuance of \$11,305,000 General Obligation School Building Refunding Bonds, Series 2010A

The Chief Business Officer stated administration was recommending a refunding for 2001B and 2001C bonds by issuance of a 2010A general obligation school bond refunding. This would be a refinancing at a better rate saving the district and its taxpayers approximately \$755,000. This would reduce the levy requirement and provide a savings there as well.

MOTION: **Mr. Hardy moved the Board of Education approved the recommendation for the competitive sale of \$11,305,000 General Obligation School Building Refunding Bonds, Series 2010A. Proceeds of the Bonds will be used to refund (i) the February 1, 2013 through 2021 maturities of the District's General Obligation School Building Bonds, Series 2001B, dated August 1, 2001 and the (ii) February 1, 2013 through 2021 maturities of the District's General Obligation School Building Bonds, Series 2001C, dated August 1, 2001. Motion seconded by Ms. Varro.**

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

Director Hardy requested an assessment be done of the 6th grade families who have left SPPS as to why they had made that choice. This would anything that currently exists and for future as well.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- | | |
|----------------|------------------------------|
| • September 21 | • December 14 |
| • October 19 | • January 4 – Annual Meeting |
| • November 16 | • January 18 |

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

- | | |
|----------------|---------------|
| • August 24 | • November 30 |
| • September 14 | • January 11 |
| • October 5 | • February 1 |
| • November 9 | |

XIV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn; seconded by Ms. Kong-Thao.**

The motion was approved with the following roll call vote:

Ms. Varro	Yes
Mr. Brodrick	Yes

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

The meeting adjourned at 8:20 p.m.

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

Prepared and submitted by

Marilyn Polsfuss
Assistant Clerk, St. Paul Public Schools Board of Education

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
August 24, 2010**

PRESENT: Board of Education: Elona Street-Stewart, John Brodrick, Keith Hardy, Jean O'Connell, Anne Carroll, Kazoua Kong-Thao and Vallay Varro

Staff: Superintendent Silva, Suzanne Kelly, Mike Kremer, Kevin Umidon, Michael Baumann, Kathy Brown, Denise Quinlan, Kris Emerson, Andrew Collins, Sharon Freeman, Leslie Sandburg, Rebekah Doyle, Jaber Alsiddiqui, Howie Padilla, Jackie Turner, Barbara DeMaster, Mary Kelly, Matt Moh, Kate Wilcox-Harris, Heidi Bernal, Michelle Walker, Joe Munnich, Rich Valerga, Laurie Olson, Kathy Denman-Wilke, Andrew Mosca

Other: Stanley Gardner, Rosemarie Sorini, David Nystrom, Phillip Peterson, Angie Thornhill, Dianna Johnson, Julie Hutcheson Dourmund, Felicia Widi, Debra Godfrey, Virginia Godfry, David Cournoyer, Jill Fairbanks, Ryan Fairbanks

I. CALL TO ORDER

The meeting was called to order at 4:40 p.m.

II. AGENDA

- Joint Academics and Operations Committee (AOC) and Capital Expenditure Advisory Committee (CEAC) Report and Recommendations for Capital Bonding Projects
- American Indian Education Parent Committee Resolution of Concurrence Report
- Work Session: Schedule Remaining SY 2010-11 Board Meeting Dates

A. Joint Academics and Operations Committee (AOC) and Capital Expenditure Advisory Committee (CEAC) Report and Recommendations for Capital Bonding Projects

AOC and CEAC members were complimented on their collaborative efforts in bringing the recommendations forward.

The CEAC Chair presented a process overview that begins with the building administrators reviewing their data and submitting a priority ranking of their top three deficiencies based on the Facilities Conditions Assessment (FCA) and Educational Adequacy Assessment (EAA) data. Building administrators were also asked to submit a single additional proposal for their building. The CEAC and AOC met separately to discuss distribution of capital bond funds and to recommended proposals to move forward. CEAC and AOC then met together to finalize a joint recommendation.

Their recommendation was for the Board to approve the following capital expenditures:

Capital Bonds Available	\$15,000,000
• District-wide Project (Direct Digital Control [DDC])	1,000,000
• A 10% Contingency Fund	1,500,000
• Project Management (Salaries)	700,000
• Large Scale System Changes (LSSC)/Programmatic Changes	1,000,000
• Undesignated Projects	500,000
• "Top 3" Priorities by Site	6,482,808

• AOC/CEAC Recommended “single” proposals	<u>4,358,025</u>
Total	\$15,540,833

This recommendation resulted in an overage to the \$15 million of \$540,833. This difference will be covered from rollover funds from the previous year (or it could also be covered from the contingency fund or through undesignated project funds).

The CEAC Chair indicated proposals were assessed based on a set of criteria. Proposals that were given less priority were those that

- Resulted in added square footage
- Focused solely on “non-academic” needs
- Resulted in sustained unfunded operating costs.

Proposals which were viewed favorably include those

- Resulting in long-term efficiencies or reductions in operating costs
- Eliminated deficiencies aligned with site priorities
- That had an impact in terms of “daily” use
- That positively impacted the greatest number of students
- That supported “district-wide” infrastructure/initiatives
- That eliminated gross inequities
- Those whose total cost of ownership could be discerned
- Those whose return on investment was superior, and
- Those which focused on safety in the schools.

The “Top 3” priorities are determined by sites from FCA/EAA data. All sites were given the opportunity to submit ranking forms. Top projects requested by schools included: fixed projectors and smart boards, marker boards and tack boards, card key access systems, additional electrical outlets in classrooms, teacher storage and cubbies, site marquees, dedicated drop-off areas, additional data ports in learning areas and playground/playfield improvements.

Next steps will begin with Board approval of the recommended capital bond expenditures on 9/21. Planning and design of projects will begin on 9/22. Building administrators will be informed of the capital projects that will occur at each site the following week. Authorization of the sale of the capital bonds will occur on 10/19, approval of the sale on 11/16 and the actual sale on 12/14.

It was noted this year’s timeline saves the District money as it allows for design and bid solicitations during a time of year which has a more favorable market.

The specific list of 2010-11 Recommended Projects to Award was made available for review.

QUESTIONS/DISCUSSION:

- How is deficit being covered? Response: There was approximately \$2.5 million which was carried over from last year into this year. Additionally, the deficit could be covered through the contingency or undesignated projects funds.
- DDC, at \$1 million/year how long will it take to get all facilities completed. Is there reason to use carryover to do this more quickly? Response: There are 10 sites left which have not received the DDC. It is projected that they will be addressed in next year’s cycle of funding.
- A Board member expressed Interest in hearing if further thought had been given on how to provide feedback to applicants on their proposals. Why the decisions were made so the community of the schools have better guidance for future requests and to close the loop in the process. Response: CEAC believes feedback is vital; it is part of the process which needs to take place. However, there are staff and time limitations to be considered. One thing feedback would help is avoiding the waste of effort for sites who reapply the following year for things which were rejected. CEAC wanted feedback to go to every site on items

which were rejected. Administration indicated there simply are not enough staff to contact each school. What will be done is schools will be notified that if they are planning to resubmit something already submitted they should first contact the Department of Facilities and Maintenance. Projects were recommended which affected the most students and improved academic performance. Schools did receive a communication that projects would be prioritized to align all schools and resources. Administration will work on how to communicate to the principals so they can communicate the process to those staff who establish/prioritize their initial requests.

- Examples of areas for large-scale system change and undesignated were requested.
- A Board member commented that there are new principals, staff and site councils so administration needs to make a comprehensive effort to provide for a deeper understanding in writing for them about why the change was made, what the criteria are and who to contact if they have additional questions. There needs to be a more directive “teaching” effort, administration must distribute information to those involved in the process. The Superintendent instructed the Executive Director of Operations to find a way to do this communication.
- CEAC and staff were complimented on addressing the issues of managing school environments through technology, addressing safety and security and improving equipment throughout the buildings to address issues of equity. The community needs to know the District is improving all of its schools consistently and the upgrading at the facilities is a benefit to the families, students as well as to the community. It is important not only to understand the rationale and priority ranking criteria but the students need to begin to understand that this is an investment for their benefit so they take ownership of it.
- The comment was made it is no longer unusual to talk about co-located so there is an increased need to be more adaptive in the environment. Perhaps a different priority for coming years should be to make facilities more flexible and adaptive. Staff and the community need to recognize the District is more willing to consider change even if buildings are not ready to adapt to those changes. The District needs to become as adaptive, flexible and up-to-date as possible. Response: As the District brings infrastructure up-to-date and provides more commonality between buildings, it will become easier to move among/across schools. Everyone seems to be much more focused on technology.
- Several schools were co-located this year, was work done outside of the submissions to get ready for students moving into those locations? Hazel Park does not appear to have made a submission, is this so? Response: LSSC work is for the co-location changes as schools are adapted to their new alignments. Hazel Park submitted their requests in conjunction with Battle Creek Middle School.
- Contingency and undesignated projects, what are those? Response: the contingency is for cost overruns on approved projects. The undesignated funds are for unanticipated projects or unforeseen conditions in conjunction with other work.
- Is the capital funding process moving from a two-year capital programming effort back to one year? Response: At the time the process moved to two years the District was anticipating the results of the FCA/EAA study so the decision was made to bridge this time by funding specific large projects through the bonding process. The process is now returning to a normal of one-year cycle.
- The marquee signage – why were those selected? Is this a proper focus for funds? Response: The focus was on signage which was old and in disrepair. Additionally SPPS does compete with other educational organizations so the District wants to ensure the environment is welcoming to families. CEAC deferred to schools’ choices on their deficiency list and rankings. The District wants to have schools be a presence and center in the community, to make them more visible. There is also a “civic” nature for the schools (serving as polling sites, etc.). The committee’s primary concern was to address the top three deficiencies identified by the sites and to stop “hiding” schools.
- A Board member expressed concern whether “marquees” were an item that would have the most direct, dramatic impact on student achievement and since that occurs inside the building how sites should prioritize that when they make recommendations for upgrades on infrastructure.

- Some background was provided for new board members on the process and the FCA/EAA which provides a basis for decisions on critical issues within schools. Schools cannot unprioritize those issues. It was also noted these items are funded from capital funds which can only be used for specific purposes. Having the FCA/EAA study supporting the process prevents inappropriate use.
- CEAC was asked, "Are schools asking for the right things"? Are there training issues within the schools in identifying the top priority projects? How would administration suggest additional leadership training be done in this area? What is being done to ensure when investment is made in equipment that there is a level of knowledge on how to use that equipment among staff? Response: Building administrators have specified the use of white boards in specific areas where staff are knowledgeable about their use.
- It was noted that if the District plans to serve students with the best of 21st century technology then the district is not spending enough on technology. There is a need to get to an adequate minimum in the district.
- The question on how to get the message to schools on the priorities which were not accepted was raised again. Response: CEAC discussed that issue at length. There were some very worthy proposals that did not get funded because there were not enough funds there to do so. Schools should be encouraged to resubmit meritorious projects which may not have been funded the following year. CEAC worked within parameters which focused on equity and additional information has been sought on many of these to ensure that equity. The Superintendent said there was simply not enough time or staff to notify all of the schools on this. The District will send information to the schools to explain priorities and each leader will use that information to assess their requests and why they may not have been funded.

MOTION: Ms. Carroll moved, seconded by Ms. Varro, that the Committee of the Board recommend the Board of Education approve the following capital expenditures:

Capital Bonds Available	\$15,000,000
• District-wide Project (Direct Digital Control [DDC])	1,000,000
• A 10% Contingency Fund	1,500,000
• Project Management (Salaries)	700,000
• Large Scale System Changes (LSSC)/Programmatic Changes	1,000,000
• Undesignated Projects	500,000
• "Top 3" Priorities by Site	6,482,808
• AOC/CEAC Recommended "single" proposals	4,358,025
Total	\$15,540,833

MOTION PASSED

Thanks were extended to all of the committee members and staff for the effort involved in bringing the recommendations forward.

C. American Indian Education Parent Committee Resolution of Concurrence Report

The committee acknowledged the continued efforts of the District Administration and the Board in working collaboratively with the American Indian Education Parent Advisory Committee. They stated the Resolution of Concurrence for the 2009-10 school year demonstrates the success of the continued dialogue in meeting the needs of American Indian students.

The parent committee expressed its continued support of the Indian Education Program which supports a citywide system of working with American Indian students even though they represent small numbers within the overall student numbers for SPPS. They also continue to support the American Indian Studies Program which exists to create a greater understanding and knowledge of the history of the indigenous peoples within America. The committee members then moved to specific recommendations in four major areas.

1. **American Indian Studies (AIS) Program**

Committee members stated the American Indian Studies School and Harding High School were both providing excellent support to their students. Committee members then moved on to discuss the issues at Battle Creek Middle School which had been brought to their attention by parents and students and made recommendations to address these.

- That Battle Creek Middle School (as the school where AIS is held) receive some professional development around American Indian culture and beliefs. It was recommended American Indian leaders in the community be utilized to train staff.
- The committee continued to express concern regarding the turnover of staff in American Indian Studies at Battle Creek. Consistency of staff would provide a better learning environment for the students.

2. **Follow-Up on Previous Administrative Agreements**

On-going areas of concern include: attendance, academic achievement, student suspension and inclusion of American Indian history, language, peoples and culture in District curriculum. They asked if programs designated to improve outcomes in these areas are in fact working. They stated the community is experiencing frustration over the recurrence of these issues. More focused and analyzed data was requested in order to work with the District to develop effective and viable solutions to these issues.

- Increasing Attendance

The committee stated that American Indian students who were absent 11 or more days continue to be the highest of all student groups. The committee requested that the District continue to monitor the Attendance/GPA letter and template to determine the impact of the strategy on American Indian attendance. In addition, an update on the District's work surrounding attendance and TIP/FTIP goals, especially as it pertains to American Indian students. They also asked what could be done to show the students they are valued.

- Increasing Academic Support

The 2009-11 Indian Education Strategic Plan is aligned with the District's Strategic Plan. The top priority for American Indian families continues to be increased academic achievement for American Indian students. The committee requested details on the impact of the Response to Intervention (RTI) system and the professional learning around cultural proficiency.

- Decreasing American Indian Suspension

The committee expressed on-going concern with the suspension rates of American Indian students. Based on these concerns the committee requested specific details on the implementation of the cultural proficiency training, the new *Rights and Responsibility Handbook* and the PBIS programs, particularly with regard to any accountability processes in place to ensure effective implementation. They also requested any available data that indicates these initiatives are moving in the right direction and details on how the District is monitoring if teachers are using the programs.

- Inclusion of American Indian History, Language, Peoples and Cultures in the District's Curriculum

Concern was expressed that the American Indian Curriculum is not being utilized in the classrooms. Due to this concern the committee requested an update and copy of the common required end-of-course assessments and continued awareness of professional development opportunities in Culturally Responsive Teaching and anchor lessons available to staff.

3. **Special Education Over-Identification**

The committee expressed concern about the level of students receiving special education services and particularly the number of male American Indian students (reflecting the

highest identification rate of all ethnic groups). Due to this concern the committee requested that an annual letter go out in the Fall from the Special Education Director to all special education staff and building principals that describes the role of Indian Education Social Workers in special education due process and the district expectations regarding involvement of Indian Education Social Workers in the initial pre-referral process on American Indian students within their building. Additionally, that the Special Education Director and Lead District Social Worker work with the Indian Education Supervisor to discuss and implement other recommendations within the consultant's report if they meet the needs of American Indian students. That the District provide continual monitoring of the data as the District implements recommendations from the Minnesota Department of Education Consultant Report. In addition, that professional development be provided for staff working with American Indian special education students on strategies and cultural differences that may help decrease the identification of American Indian students.

4. Inclusion in the Discussion as to District Reorganization and Upcoming System-wide Changes

The committee expressed a desire to work with the District to strengthen the depth of the Indian Education program across the district. They requested a discussion with the District on ways to expand programming for American Indian students across the district and ways Indian Education could help support this work. They also requested increased involvement of the Indian Education Supervisor in more district-wide systematic change discussions so that information can be brought back to the committee and community.

QUESTIONS/DISCUSSION:

- The Superintendent extended thanks for the committee members taking time to come before the Board to discuss their concerns. She stated administration will take the concerns and respond to the committee at another meeting but stated she would touch briefly on the points brought up. She discussed ideas which have been under discussion to assist with attendance issues. She stated students and families do not understand the damage done by not attending school. The Communications Department will be focusing on how to improve parent education. The District focus in the last two years has been on how to reduce the number of suspensions by providing the *Student Rights and Responsibilities Handbook* for parents and students. Professional development has been implemented on how to deal with students to provide consistency across the system regarding suspensions. In the area of understanding of culture and heritage, this is a concern for all student groups. The District has provided professional development in cultural proficiency and diversity. 62% of staff have received the training at this point. In SY 10-11 the training will move into the schools. The question was raised whether the professional development meets the needs of the teachers and can it be improved upon. The training has been redesigned to make it more relevant to classroom teachers. Cultural differences is one of the biggest challenges in education because the majority of teachers are middle class white females. The District has tried to diversify staff but budget cuts required following the tenure laws which directly impacts this effort for more diversity. Mentoring is being explored further this year in conjunction with the St. Paul Schools Foundation. Efforts will be made to see how mentoring can be accomplished with American Indian students and this should make a difference. Test scores are a problem across the system; the bar has to be raised with greater expectations of the students and teachers through fidelity of implementation. The District has after-school programming but only a small number of students participate and take advantage of it. The ALC program has changed reading instruction to provide differing methods to work toward success in reading. There will also be a Saturday school opportunity to accelerate the learning process. Saturday school will provide up to 30 days of additional instruction to the students. These programs will be a mix of academics and recreation to keep the students engaged. The District will continue working with tutors in partnership with U of MN and with peer mentoring efforts. Parents need to help as well in getting their students to school and encouraging participation in ALC after school and weekend opportunities. The Department of Community Involvement has plans to provide

additional information to parents on how to help their students learn. Every student must be welcomed, respected as an individual and his or her cultural background respected.

- The Superintendent stated she and various Board members have had meetings with all high school principals and their primary staff on how they plan to improve rates of attendance, graduation and what is being done differently this year from previous years.
- The Board extended its thanks as well and indicated they are looking forward to the formal response from administration and further dialogue. They further stated they appreciated the two-step open process of parent committee presentation and administrative response.
- A Board member encouraged committee members and administration to move beyond the requests for information within the resolution and pursue a deeper response addressing the data, how issues will be addressed and what outcomes will result from those efforts. To move beyond data to outcomes.
- Comment was made on the Special Education issues. It was admitted over identification is a critical issues for many student groups. However, in many cases it is an attempt to get the extra support needed by child. Parents and staff need to try to get at whether the need is real or not and whether it is ignorance, misunderstanding, discrimination or if it is an attempt to solve a problem. Is it a good solution to meet a specific need?
- A committee member stated the resolutions are repetitive as are the answers coming back to address them from year to year. The plans talk about response to intervention and specifically how to implement for a certain groups of students. Cultural background is an asset to the students. Perhaps a better way to address intervention is to break it down to more specific groups of responses based on how it applies to that specific group. It would be good to see more specificity regarding how things will work for the American Indian student population.
- A Board member stated in order to make things work right on the important things which need to be done, the process should be done the same for every group. For example, not being in class has the same impact on any child from any group. The issue should be how to make the good ideas work and resources need to be found to make a difference. If the American Indian students are used as a "pilot" to ensure the ideas work, the ideas should then be rolled out to apply to everyone. The message may have to be addressed a little differently in order to get through to different groups but the basic ideas should apply across the board.
- A Board member stated it is time to shift from making a plan to delivering a solution and requested specifically: when can the parent committee expect updates as requested? How can arrangements be made to provide continued updates in the areas requested? The issue of staff not appreciating or utilizing resources the Indian Education Program offers needs to be addressed. Many of those arrangements were made by law and the materials were developed with the assistance of Federal dollars. Staff need to become fully knowledgeable about services available. There should be no situation, especially involving an American Indian student, where a student is reassigned without staff in the program or the parents being notified. The American Indian community knows when children are treated well and are respected all children do better. The cultural information is not just to benefit American Indian students but also to better review the course assessments of where the curriculum is offered in the district. 2010 would be the perfect time to do a curriculum review and a presentation in the classroom around American Indian values and history.
- Another Board member requested the American Indian committee continue to communicate with the Board throughout the year. Committee members were asked to state what is going well and what is not within the Indian Education Program. Positive comments were made about Harding, the American Indian Magnet, and Como. AIS is excellent, provides self-esteem and a good learning environment. What is being done right in these schools should be modeled in other schools.
- Concern was expressed about the format and timing of the AYP letter. The Superintendent stated the letter would be revised to provide better information to parents next year.
- How will the Hazel Park co-location impact Battle Creek and American Indian Studies? This might be the ideal opportunity to emphasize cultures and the culture within the schools as they come together.

- How can the transition from elementary to middle school be addressed further. The curriculum needs to be made more visible to parents. A better job needs to be done in putting resources out to all parents, teachers and students.
- AIS meets the specific needs of American Indian students and puts systems in place that work for the kids. There is a need in the schools to recognize when differentiation is needed that does not change the basic message but makes it more recognizable/useful to specific groups.
- There is a difference between inputs and outputs. The District needs to know if the efforts being made are working, have they made a difference in outcomes. Measures need to be looked at more frequently during the year. Recognize if it is or is not working, maintain, sustain and build on what is working.
- In the African American community there are discussions happening about external points needing to be addressed. They are finding there is a culture among young people that they do not want to be educated because that takes them out of their group or differentiates them. Does that attitude exist in the American Indian culture and what can be done to break through that attitude? Response: This is a challenge; it is a challenge in many neighborhoods and across many communities. There has to be a focus on test scores but what does success look like? It is not just test scores. Success is about being a contributor to the community. It is how to create leaders in communities and to recognize that different cultures address getting things done in different ways; that there is a different worldview. When the heart is there and it is about more than a piece of paper, the kids step up. There is a community/culture the kids have with each other where they offer support to each other. They have a sense of community of being united together. There needs to be more communication for kids with teachers and counselors.
- The Board Chair noted that the District needs to be aware that for American Indians education was not always a matter of personal preference. She provided extensive background on the "boarding school educational process" which was inflicted upon the Native American communities. Historically education, for Native Americans, was a process of losing their cultural identity. The challenge is for American Indians to define what it means to be educated and successful within their cultural context.
- On the issue of inclusion in the discussions, including the American Indian community at the table means bringing in some of that history and taking it into consideration in defining what success means.
- The comment was made that education needs to be such that it lets students come out being who they are meant to be.
- The vision of success in the past has been about a clash of worldviews, about individuals within the European American frame of reference. This is no longer relevant in this time of rapid change. The native worldview is much more holistic, much more inter-dependent. Leadership is about relationships and it is dynamic. The notion of top down is no longer valid so SPSS can change what success means for all students through taking on more of these worldviews. That is what is most exciting in this time.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the American Indian Education Parent Committee Resolution of Concurrence with thanks. The motion was seconded by Ms. Kong-Thao.

Motion passed.

Thanks were extended to the committee for their work in bringing forward their resolution and the issues contained within it.

D. Standing Item: School & Program Changes
No report

E. Standing Item: Policy Update
The Policy Subcommittee will meet to look at suggestions for policy changes which are being brought forward in five areas along with development of procedures that reflect current policy.

F. Work Session

1. Schedule Remaining SY 2010-11 Board Meeting Dates

Proposed dates for the meetings from February through July 2011 were brought before the Board for their discussion/approval. The recommended dates are:

- Already Approved
 - January 4 Annual Meeting
 - January 11 Committee of the Board
 - January 18 Board of Education Meeting (Ex Team)
 - February 1 Committee of the Board
- Proposed
 - February 15 Board of Education Meeting (Ex Team)
 - March 1 Committee of the Board
 - March 15 Board of Education Meeting (Ex Team)
 - April 5 Committee of the Board
 - April 19 Board of Education Meeting (Ex Team)
 - May 3 Committee of the Board
 - (May 15 Celebration of Excellence)
 - May 17 Board of Education Meeting (Ex Team)
 - (May 24 Elementary Academic Awards)
 - June 7 – Special Board of Education Meeting (Non-Renewals) **
 - June 21 Board of Education Meeting (Ex Team)
 - June 28 Committee of the Board
 - July 19 Committee of the Board (Ex Team)
 - July 19 Board of Education Meeting

** Depending on graduation dates

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education approve, pending a review for conflicts, the listed dates for meetings from February through July 2011. Motion seconded by Ms. Carroll.

Motion Passed.

A request was made that a conversation about dates for Board development and retreats be scheduled. This is to be placed on the September 14 COB agenda during the work session. The Superintendent indicated she would be bringing forward a plan from Teamworks that would involve times over the next three to four months.

III. ADJOURNMENT

MOTION: Ms Kong-Thao moved the meeting adjourn, seconded by Mr. Hardy.

Motion Passed

The meeting adjourned at 8:15 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD
September 14, 2010**

PRESENT: **Board of Education:** John Brodrick, Elona Street-Stewart, Jean O'Connell, Anne Carroll, Vallay Varro, Kazoua Kong-Thao, Keith Hardy (joined the meeting at 4:45 p.m.)

Director Kong-Thao left the meeting at 6:30 p.m.
Director Hardy left the meeting at 7:30 p.m.

Staff: Superintendent Silva, Matt Mohs, Andrew Collins, Barbara DeMaster, Jackie Turner, Tim Caske, Michelle Walker, Sharon Freeman, Denise Quinlan, Howie Padilla, Tom Delaney, Mike Kremer, Kate Wilcox-Harris, Joe Munnich, Jaber Alsiddiqui, Terri Bopp, Mary Gilbert, Michael Baumann, Mary Kelly

Other: Jackie Kelly (SEAC), Michaele Caron (SEAC), Mary Barshen (St. Paul City School), Josh Pettit (St. Paul City School), Liz Wynne (Twin City Academy), Mary Apuli (Achieve Language Academy), Nancy Dana (St. Paul City School), Darius Husaih (Face to Face Academy), Doug Belden

I. CALL TO ORDER

The meeting was called to order at 4:37 p.m.

II. AGENDA

- Special Education Advisory Committee Report
- Discussion on the District & Charter Schools
- Health Care Update
- Initial Discussion on 2011 Payable 2012 Property Tax Levy
- Policy Update: Discussion on Policies/Timeline for Development of Procedures

A. Special Education Advisory Committee (SEAC) Report

The SEAC representatives reviewed the purpose of the Special Education Advisory Council (SEAC) which is to provide information, advice and assistance to the Saint Paul Public Schools Board of Education and Director of Special Education on issues related to special education.

They went on to report that during the 2009-10 school year, the council focused on the theme of collaboration, including ways to provide information on policy and procedures to parents with children receiving special education services.

Committee members

- Attended the district Collaboration and Differentiated Instruction Open House in May and staffed a table providing information about the SEAC for staff and the public.
- They participated School Board candidate forums
- They created handouts on the topics of Recreation, Transition and IEPs to provide resource information for parents at the annual Parent School Information Fair
- They invited members of the community to speak at meetings regarding transition into the workforce and community and provided information on advocating for their child, with legislators and school board members as well as others.

- They received information about the three ARRA initiatives
- They were provided with information on Literacy and
- They received a report from the Wilder Foundation on the District-Wide Parent Survey

The chair indicated that In the future SEAC would take steps to strengthen its role as an advisory council to the Department and the Board of Education. They will incorporate the school district's Special Education Continuous Improvement Monitoring Process (CIMP) Committee to assist in making their work data and goal-driven.

The committee provided the following recommendations to the Board:

- Continue to support collaboration and communication between Special Education and General Education to provide the best possible outcomes for students with disabilities in inclusive settings.
- Participation in the Continuous Improvement Monitoring Process (CIMP) Committee to have an ongoing voice in the goals set by the Special Education Department.

QUESTIONS/DISCUSSION:

- Thanks were extended to the SEAC for the support they provide to the Board and their work for all children.
- CIMP and CEAC, will they become one committee or work cooperatively. Response: CIMP was established in the state in 2000 to take the most important indicators of the success of the Special Education system and look at them through the use of data to monitor goals, improvement and the system.
- How will CIMP tie into SEAC to start having conversations about collection of data on how the District is doing and where SEAC is going? Response: The CIMP process will move to SEAC. SEAC will be in the driving position for what they and CIMP are looking at in the area of data. With SEAC there will be additional qualitative data from stakeholders about what they are experiencing and prioritization from parents and the community. This will strengthen both systems making SEAC a stronger driving force and improve the handling of special education data as it will be an active data set rather than just a reporting set. It makes it a living, meaningful process. Parents want to see the data and it enforces transparency.
- Is CIMP a state requirement? Response: No, it is legally mandated but the Minnesota Department of Education (MDE) structured it so the process is overseen by a committee representing stakeholders in the Special Education System. The CIMP process is a legally mandated process.
- By combining this is it adding capacity and enriching the process? How, at the same time, will it ensure that the legal requirements of the state are being met and how do parents become familiar with the process? How will the process continue to move out to the entire Special Ed community in SPPS? Response: Data and accountability is the focus for 2010-11. The District will be using data to redirect instruction. A system-wide data focus may make it easier for Special Ed as it is a system focus not a singular focus. Communicating the information to parents is crucial so they can be actively engaged in the growth of their children. SEAC will help drive the goals set by the CIMP process as well as ensure state compliance. SEAC becomes the driving force in the process ensuring the least restrictive environment, the necessary strategies, instruction and the resources needed. The process is very inclusive of staff, paraprofessionals and many other roles.
- In doing this does SEAC still exist? Yes, CIMP will be under SEAC.
- How does the District provide information to elected officials and the broader public around the areas of independent living, rehabilitative services? Does it monitor growth and progress with graduation as an end result? Are there any new ways being used to articulate what expectations are? Is there oversight in the area of the secondary level of Special Education? Are secondary level issues being looked at? Response: There has been a Transition Committee formed to address secondary issues. This is even around what services are provided, where, do they meet the needs of students as they move through the system. Now there is an effort to provide more job skills so student

could graduate and enter the employment market at an earlier age. The Transition Committee will be part of the SEAC system and address national standards for transition. Transition tool kits have been developed along with assessment tools. Actually there are several sub-committees addressing all 13 areas of Special Ed. Supportive reporting could be provided in this area should the Board desire it.

- How are elected officials being informed? They need to be aware of what SPPS offers in their districts to support the Special Ed effort. Response: This needs to be looked at.
- Are there culturally specific, language specific aids/groups available to parents? Racial ethnic students, non-English speakers – is that being addressed? Is over or under Identification being tracked? There is nothing in the SEAC reports overtly addressing the issues of American Indian, African American students, students coming from non-English speaking families, what is being done to ensure those issues are being addressed and included in reports? Response: SPPS has not been cited for over identification by MDE. The culturally specific piece is that SPPS is acknowledged by MDE as experts and they come to SPPS for information on how it works with second language students. There have also been national groups looking at the SPPS program/process. By addressing the data that comes back to CIMP reporting and that provides information on how that is being/will be addressed through instruction venues, teaching methods, etc.
- Are there sub-groups across the district so parents can be informed and be aware of what resources are available to assist in anticipating other decisions they will need to make as their student progresses through the system? Response: It is mandated that by 9th grade that there be a transition evaluation on every student. This includes a student parent interview, performance goals must be transition driven toward independent living, etc. There are currently no culturally specific groups but support is provided at the different sites and address the needs of the student.
- There are things which are culturally defined within ethnic groups which will not be understood by other groups and there needs to be support provided for these.
- The Board encouraged cultural support.
- What is the demographic breakdown of Special Ed students? Response: Special Ed represents 18% of the total student population. Specific breakdown was not immediately available.
- What is the current demographic make up of SEAC? Response There are six active members; one American Indian, one Asian and four Caucasian.
- Is there a recruitment process to search for ways to draw in more diverse participation? Response: SEAC discusses this regularly. It participates in events at schools and provides their own events to talk about working with Special Education. Special Ed teachers talk to parents during IEP reviews and they encourage parents to participate. SEAC also has a website with information and invitations to participate. A Board member recommended working with advocacy organizations (PACER or ARC) to encourage participation.
- It was recommended that SEAC find someone to provide information on how to recruit in communities of color to find ways to address and bring those parents into the group. Bringing in a more representative group on the committees is important. Response: The Office of Community and Family Involvement has been established to provide outreach to the system and community. They will assist/develop mechanisms to specifically focus on goals and building participation and involvement. There should be a consistent process for all the groups/committees.
- With the cuts across the district, how are teaching and other services for Special Education being maintained? Response: The “labels” for various identifications have helped the schools recognize the special needs of each student. There is an increase in early childhood students and autistic students within the district; identification of special needs is an issue and how to balance this is a challenge. The second challenge is to keep Special Ed in the classroom and maintain the collaboration in the classroom. Finding the necessary expertise, locating programs and testing results are all other issues which can be a challenge.

- What is the process for identification of Special Ed students? Is it an internal process or does the District rely on the State? Response: The District can identify Special Ed needs very quickly through its data so the District should always be aware of whether there is over identification. The State's recommended average is 15%, SPPS is at 18%.
- At what point does a district realize it is over identifying and in what sub-categories? Does that come into the discussion? There is a perception from the families that SPPS is over identifying even though the State says it is not. Response: There may be special issues within the District that is a reality. Prior to a student being referred there have been interventions and an initial assessments have been made. The District is under obligation to identify children with disabilities and SPPS has made a concerted effort over the past two to three years to do the scientific, research-based interventions for students collecting data points as that process occurs and moves into a response to intervention model. It is a partnership of all departments owning all of the kids in method and best practice and standards-based instruction. MCA data is being utilized in assessing, assisting the students.
- A request was made for a follow-up conversation with staff in COB or a work session to get some of the details addressed so the Board knows better how to respond. It was suggested SEAC do more forums to involve the community. This would create opportunities for voices to come forward from various communities as they wish to come forward to ensure there is no lag in what is working and what is not.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the report of the Special Education Advisory Committee with its thanks. The motion seconded by Ms. Carroll.

Motion passed (Six, Yes, One Abstention [Hardy])

B. Discussion on the District & Charter Schools

The Superintendent stated that at the June 1 Committee of the Board meeting she had recommended SPPS no longer serve as a charter school authorizer. She stated SPPS no longer has the capacity to effectively and efficiently serve as a charter sponsor, given the oversight responsibilities that will be required in the future due to new legislation and the increasing demands of the schools within ISD 625. At that meeting the Board had asked that this issue be revisited in the Fall with the expectation that the charter schools would use the intervening time to begin the process of finding another authorizer.

The Superintendent indicated she had used the time to continue to advocate that MDE identify and approve viable authorizers. To date six authorizers have been approved and 10-15 more groups have begun the application process to become authorizers. Additionally, MDE has provided for one additional application round in February of 2011.

She reminded the Board that the new requirements and application process required by MDE comes at a time when SPPS is in the midst of implementing a new organizational structure, executing the largest single year budget cuts in District history and charting the future course for SPPS.

The Chief of Accountability, Planning and Policy stated SPPS was committed to honoring existing contracts and obligations to the sponsored charter schools through the 2010-11 school year and, depending on MDE implementation, the one contract which runs through 2012. She also mentioned the potential of self-governed schools as a possibility for the charters to consider and indicated there was an input session scheduled on September 16 for schools interested in that possibility.

Representatives from five of the six SPPS sponsored charters were in attendance. All indicated they had pursued finding another authorizer but encouraged SPPS to reconsider

their position and continue as authorizers for the schools. They stated a major issue around sponsorship is the very small number of viable alternative authorizers.

QUESTIONS/DISCUSSION:

- The longer contract -- is the intent to carry that to the end of the contract or will all contracts end on 6/30/11. Response: If, under the new legislation, SPPS does not have authority to act as authorizer as of July 1, 2011, it will not be able to fulfill that contract.
- If after the next round there is some reason under the SPPS strategic plan that it would wish to remain a potential authorizer to present schools could it make application in February? Response: Yes.
- Has there been feedback from current sponsored charter schools on where they are in the process of finding an authorizer? Response: SPPS is firm on the position SPPS will not to become an authorizer. The District has many needs and fewer staff to address them. There are a substantial number of issues within the system that need to be addressed. The concern is, as a district, a decision needs to be made on whether or not it will sponsor charter schools. The current structure will barely cover District needs for this year and does not allow for meeting the needs of the charters as well. A final decision will give the schools a chance to move ahead within an adequate timeframe.
- It was noted the other issue, in addition to application, would be the need to re-negotiate contracts with current charters to extend beyond June 30.
- Does the gubernatorial election impact this issue? Response: It will impact the composition of MDE most certainly. The authorization statute is clear in that it adopted a national model and the requirements for authorizers remain the same. There may be pressure to delay application but overall it must be viewed in the bigger context. Feedback is being taken within the legislature on whether the statute should be modified. MDE has hired people to do the reviews so the process is not political. There is a limit on single purpose authorizers with one place remaining open. The February opportunity would have similar training opportunities and specific feedback opportunities to remedy shortcoming in the application that earlier applicants had.
- The contract obligation and the June end date, if the District moves forward with the decision not to become an authorizer are there additional obligations or repercussions? Response: The contracts have a standard clause on termination of contracts. A conversation would be conducted that the SPPS status would not allow it to continue the contract and the contract would be void.
- If the Board moves approval of the recommendation, SPPS is under obligation to June next year? Response: Yes, if nothing is done it has obligations through June 30, 2011.
- Have the charter schools pursued other venues? Has there been an updated? The understanding was that charters would pursue other options. Response: The District has not had that conversation with them at this point.
- There was a request for a status update from the charters. The representatives from the five charters indicated each had searched for and begun the process of application with authorizers. They expressed deep concern that there are not enough authorizers for schools who are looking to continue. There was also concern that the authorizers may not be a good fit with the schools. They noted there could potentially be 40 to 50 charters that would be considered "orphans" at the end of the year. They all indicated they were watching the timeline very carefully.
- What is the impact to SPPS of no longer authorizing the charters versus opportunities if it continues as an authorizer? Response: Implications for SPPS at this point are that there is not internal capacity to serve as authorizers due to the strict requirements of the statute. SPPS has been honest in telling the charters and the Commissioner that it will not continue to sponsor charters. It is the State's responsibility to authorize more agencies to provide support to charters. SPPS has many other challenges it needs to address. If SPPS were to continue, at this point there are no opportunities beyond providing more choice and SPPS has a large diversity of choices within itself. SPPS needs to take what it has learned is working for the District and replicate that across the District.

- Will there be savings? Response: There will be some revenue saved – salary and benefits for one staff person, the staff time involved in the reviews; the review teams involve a great deal of time. The Chief of Accountability provided a comparison of income and expenses which was at this point break even. However, with the new requirements of the statute it would become more costly. Additionally, under the new budget staff involved in reviews were moved to Title I and are no longer available to do reviews which requires the work to be contracted out, an additional expense.
- There was a concrete offer to help with labor from the charter schools wouldn't that help? Response: SPPS needs to put that time into improving SPPS.
- What circumstances would allow SPPS to continue a relationship with the schools where it was not a distraction from what needs to be done for the District? Response: The Superintendent stated she was concerned that SPPS was a system of schools and not a school system, that it is a disaggregation not an aggregation. She stated the work is to align the schools within the system and the charters would be a distraction from that work. The system is going through a culture change and that needs to be the focus of effort without distractions.
- How will SPPS avoid having site-governed schools becoming fiefdoms? Response: SPPS would need to define what self-governing schools would be. There must be great accountability within the structure with alignment back to a central entity. Site governed schools are covered by a contract which the district would dictate to define what is a self-governed school and what the parameters are. It will be up to the Board as to how site-governed schools are shaped.

MOTION: **Ms. Street-Stewart moved the Committee of the Board move that the Board of Education approve the Superintendent's recommendation that the Saint Paul Public Schools no longer serve as a charter school authorizer effective July 1, 2011. The motion was seconded by Ms. Varro.**

Motion Passed (Six Yes, One Abstention [Hardy])

DISCUSSION ON MOTION:

- The charter schools were again invited to participate in the self-governed school conversation to be held September 16.

Thanks were extended to charters schools for the on-going relationship that has been enjoyed over time.

Ms. Kong-Thao departed from the meeting.

C. Health Care Update

The Executive Director of Human Resources stated Steve Clausen, Hewitt Associates, LLC, would provide a review of the impact of the new health care legislation on the District's plan and an overview of the 2010-11 plan.

Mr. Clausen provided background information on the Health Care Reform Legislation noting it provided some solutions but was only a first step. The legislation addressed the ability of individuals to obtain health insurance. He then went on to note how various provision of the legislation would impact the SPPS Health Care Plan over the next several years. He provided specific information on early retiree reinsurance and the extension of dependent coverage to age 26. He stated SPPS is meeting many of the requirements already.

He then mentioned briefly the Mental Health Parity and Equity Act of 2008 which will apply to SPPS January 1, 2011. The regulation changes how plan benefits are provided for mental health and substance abuse treatment. A plan may not provide separate lower annual or lifetime limits as compared to other medical benefits. A plan cannot be more restrictive (deductibles, cost sharing, out-of-pocket limits) than other medical benefits and it cannot be more restrictive on treatment limitations than of other medical benefits.

\$10,759,129 over Pay 10. This levy will be paid by taxpayers in May and October of 2011. Several levies have an aid penalty which means if SPPS does not levy for the required amount, it will lose State aid which results in a double hit for the District.

He provided a chart of the proposed SPPS maximum levy.

Fund	<u>Pay 10</u>	<u>Pay 11</u>
General Fund	\$ 72,209,685	\$ 76,688,599
Community Service Fund	\$ 3,668,391	\$ 3,571,836
Debt Service Fund	\$ 35,814,161	\$ 42,190,931
Total	\$111,692,237	\$122,451,366

The percent of increase at maximum level would be 9.6%. For the median value home in St. Paul this represents an increase of approximately \$55/year.

Reasons for the increase include (1) the State increased authorization for OPEB for districts that sunset or limit retiree health insurance programs and (2) adjustments for new and existing debt, debt excess adjustments and refinancing. It is expected that the OPEB amount will remain flat in subsequent years. The debt service needs to be met on an annual basis. It is expected that this will go down next year. These two key areas which caused an increase this year should not be a problem for SPPS next year.

The timeline for future action is:

- 9/21 – Adoption of the maximum levy certification by the Board
- 9/30 – Deadline for SPPS to submit data changes to MDE
- 9/30 – Deadline for BOE to certify levy limitations to county auditors
- 11/30 – Public comment at BOE (following scheduled COB meeting)
- 12/14 – Board certifies the Pay 11 levy
- 12/27 – Deadline for SPPS to adopt final property tax levy
- 12/27 – Deadline for SPPS to certify final adopted levies to county auditor
- 12/27 – Deadline for SPPS to submit FY 10 actual building/land lease costs

QUESTIONS/DISCUSSION:

- Is the increase on the taxes for the homes linear. Response: No, it is non-linear. There are many things going on in this calculation, it is complex. The \$55 mentioned is only the St. Paul portion when everything else is calculated in with the Home Credit, etc. it may be less. The Combined Levy (District, City, County) is estimated to be a 3% increase overall. Again, all of these calculations are complex and involve many other factors.
- The Debt Service Levy -- why the increase? Response: SPPS works with the State on its schedules and receives adjustments from the State on the schedules so year-to-year there is some variation in debt service. The District has to levy for the amount which will be owed on the bonds sold in past and the bond process is a very dynamic process. SPPS is meeting the requirements of the State in regard to its debt. It is up partially due to refinancing and debt load transitions as calculations are done at the State. The District projects this to go down in the next fiscal year.
- Since there is a "blip" in OPEB this year, has consideration been given to doing the OPEB option over two years to smooth out the burden on taxpayers? Response: What is being discussed is the maximum levy, there are some options. With the General Fund, if the levy is reduced that will have a reciprocal effect on the general fund shortfall in FY 12. Also, if payment is delayed the effect over X number of years will result in the loss of a year to the end result. As this moves forward it will be flat so next year will not reflect on the taxpayers.
- The OPEB levy is general fund money and it is money which would be available for SPPS to use to pay for retiree health insurance obligations or to contribute a portion into an OPEB fund. It could be used both ways. If the District fails to make the entire levy it will limit decisions as next year's budget is developed next spring. It would be money that is not available. When the legislature established the opportunities to create OPEB

it set up two structures; districts could establish a trust which would enable the district to incur debt, sell bonds, do interest payments, etc. SPPS determined that was a very risky option. The second option was a Pay-Go Levy to address the concerns of OPEB under the new accounting rules. SPPS opted for this option. The reason there was an increase last year was because levy limits spread across all districts were capped at \$14 million. This year the cap went up. If districts do not take full advantage of the opportunity, the legislature may opt to take it away or change it. The other thing is that while this is an increase because the levy limit went up, the future levies will be relatively stable based on previous year's expenditures. Additionally, a delay in the TRA increase on the pension should put the District in a better position next fall.

- Why did the Community Service Fund go down? Response: It is down very little, the aid equalization is based on a formula and it is just the way the formula works out. What you lose in the levy you gain in the aid.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the report on the 2011 Payable 2012 Property Tax Levy. Motion seconded by Ms. Carroll.

Motion passed.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education approve scheduling a Truth In Taxation hearing for November 30, 2010 following the already scheduled Committee of the Board meeting; specific time and location to be established later. Also, that the Board accept the entire levy schedule as presented. Motion seconded by Ms. Carroll..

Motion passed.

The Board was reminded that a time certain and a location would need to be established soon as the County needs the date by September 27 in order to print the Truth in Taxation notices which must include three hearings with dates, times and locations.

Staff was asked to put together talking points for Board members on the levy this should include what the levy is for, sources of education funding, how SPPS fits with the county and city, how the levy impacts property taxes, etc.

E. Standing Item: School & Program Changes – No Report

F. Standing Item: Policy Update

1. Discussion on Policies/Timeline for Development of Procedures

The Superintendent asked the Chief Officer of Accountability, Planning and Policy to review SPPS policies in the following areas:

- Accountability (No current SPPS policy)
- Academics (including grading and homework)
- Staff Development
- Diversity and Equity

SPPS has policies in the area of Academics (601.01 *Achievement* and 510.01 *Promotion and Retention*.); Staff Development (421.00 *Staff Development*) and Diversity/Equity (102.00 *Equal Opportunity/Non-Discrimination* and 602.00 *Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education*).

As a result of the review, it appears SPPS is in need of an accountability policy. It needs to be established if this will be a broad overall policy or an “academic achievement” policy. Once that is established a policy will be developed and brought to the Board at the October 5 COB.

Changes in the other areas would be more appropriately made within the SPPS Procedures Manual. This process does not require Board readings or approval and thus can be changed as needed. It is anticipated that procedures in the four areas mentioned could be provided in time for the January Annual Meeting. A schedule for reviewing and updating all other procedures will be prepared.

The *Staff Development* policy may be revised to move some of its content to procedures.

It was stated the intention is to keep policy at the governance level with the procedures there to address day-to-day processes.

One additional area that needs to be explored/addressed is the dissemination of policy to the schools/departments/committees. A procedures needs to be developed in this area.

QUESTIONS/DISCUSSION:

- Board members were invited to attend the discussions if they wished.
- The policies need to be disseminated in multiple languages
- The Board was reminded that it needs to put time on their meeting calendars for review of the policies prior to the Annual Meeting.
- The Board Secretary was asked to convert the policies as an entire document to a PDF and place it on line.
- Other areas which need to be addressed are homework, grading and internet communications.

G. Work Session

1. Winter Carnival Participation

Board members decided that they would participate in the January 29 Grand Day Parade but not as an individual unit. Rather they would participate as part of a school group (should any be participating). To that end the Assistant Superintendents will be asked to notify the Board Secretary of any schools they are aware of who will participate on that day by November 30.

2. Board Travel to Conferences

Following extensive discussion on Board travel the Board decided that all appropriate national conferences (i.e., NSBA, CUBE, CGCS) should be brought to their attention and consideration would then be given as to who would attend. For local conferences, Board members were encouraged to attend as their schedules permitted. A form for reporting on the conference needs to be developed for inclusion in the Board book as appropriate. A standing item for conferences should be placed on the Board agenda.

III. ADJOURNMENT

MOTION:	Ms. Varro moved the meeting adjourn. Motion seconded by Ms. Street-Stewart.
Motion passed.	

The meeting adjourned at 8:52 p.m.

Respectfully submitted by,

Marilyn Polsfuss
Assistant Clerk

Summer Session 2010

Division of Academic Services
Alternative Learning Programs
September 21, 2010

Summer School 2010



- ALC Summer Session 2010 provided programs and classes to increase proficiency and credit recovery for graduation.
- Sites for Summer Session:
 - 14 elementary schools (28 in 2009)
 - 3 Grade K-8 schools (1)
 - 2 Grade 7-12 school (0)
 - 2 middle schools (6)
 - 6 high schools (7)
 - 5 other (On Track; Special Ed; BTT, JDC, and residential) (4)

Program Highlights



- 3 Week Session – 96 hours (same number of hours as previous years)
 - June 28 – July 20
 - 6 hours per day
 - High School students could earn 6 quarter credits
 - Additional 3 week high school credit recovery session held at Gordon Parks for another 6 quarter credits. July 26-August 13
 - High school students attending both sessions can earn up to 12 quarter credits.

Program highlights continued



- On Track program located at St. Paul College
- GRAD Re-testing at every high school
- LEAP enrollment at 301
- Gordon Parks (enrollment at 218-1st Ses)
- Online enrollment – 301 students from both first and second sessions

Enrollment



Total enrolled in summer school

- 2008 Enrollment: 12,908
- 2009 Enrollment: 13,925 (7.3% increase)
 - Elementary: 6,213 (-2.53%)
 - Secondary: 7,712 (+15.33%)
- 2010 Enrollment: 13,853 (0.52% decrease)
 - Elementary: 5,859 (-6.04%)
 - Secondary: 7,994 (+3.53%)



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September 21, 2010

Memorandum To: The Board of Education
From: Valeria S. Silva *VS*
Subject: 2010 Payable 2011 Property Taxes

The Saint Paul Public Schools Board of Education must certify its proposed ceiling 2010 payable 2011 property tax levy to Ramsey County and the Minnesota Department of Education (MDE) by September 30, 2010. The administration has recently received the levy calculations from the state and has verified all data elements for accuracy.

The Pay11 maximum levy presented to the Committee of the Board on September 14, 2010 was \$122,451,366 compared with a levy of \$111,692,237 certified for pay 2010. That represented an overall increase of 9.6%.

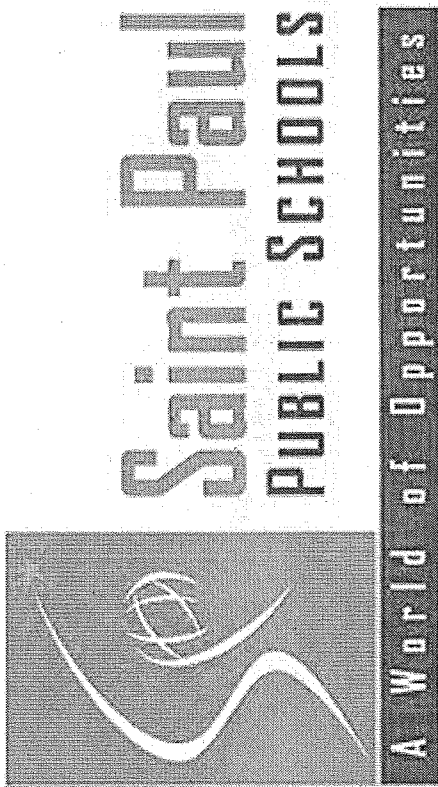
The Pay11 Debt Service Levy has since been reduced by \$220,505 following conversations with Ramsey County, SPPS staff, and MDE. This change in the Debt Service Levy is reflected in the Pay11 maximum of \$122,230,862, an overall increase of 9.4%.

Fund	Certified Pay10	Proposed Pay11	Difference Pay11 vs Pay 10	Percent Change
General	\$72,209,685	\$76,688,599	\$4,478,914	6.2%
Community Service	3,668,391	3,571,836	-96,555	-2.6%
Debt Service	35,814,161	41,970,427	6,156,266	17.2%
TOTAL ALL FUNDS	\$111,692,237	\$122,230,862	\$10,538,625	9.4%

Please be reminded that the final levy, which will be adopted by the Board in December, cannot exceed the proposed levy adopted by the Board, unless adjusted by the MDE. For that reason, the administration recommends that the Board adopt the maximum levy as calculated by the State of Minnesota.

Recommended Resolution

Move adoption of the maximum levy ceiling of \$122,230,862, an increase of 9.4%.



Pay 11 Levy Update

Michael A. Baumann

Chief Business Officer

September 21, 2010

Agenda

- General Levy Information
- Proposed Levy Ceiling by fund (maximum)
- Reasons for anticipated increase
- Estimated levy impact on average market value home
- Next steps for Pay 11 Levy (time line)
- Questions

General Levy Information



- State sets all levy authority for schools. We can only levy for what is authorized by law.
- This levy is for 2011-12 school year. This levy will be paid by taxpayers in May and October of 2011.
- Several levies have an aid penalty, which means if we don't levy for the required amount, we also lose aid.

SPPS Maximum Levy

Fund	PAY 10	PAY 11
General Fund	\$72,209,685	\$76,688,599
Community Service Fund	\$3,668,391	\$3,571,836
Debt Service Fund	\$35,814,161	\$41,970,427
Total	\$111,692,237	\$122,230,862
	% Increase	9.4%

Reasons for Increase



- State increased authorization for OPEB for districts that sunset or limit retiree health insurance programs.
- Adjustments for new and existing debt, debt excess adjustments, and refinancing.

Levy Impact

(Median Market Value Home)

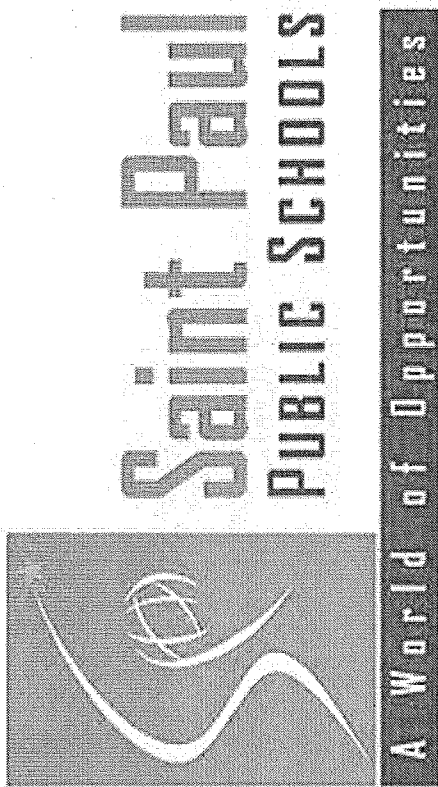


Median Value Home	SPPS PORTION PAY 11*
\$155,500	Increase \$55/year

* Approximation pending County report

2011 Levy Schedule

- August 15 – deadline for entries to MDE (Minnesota Department of Education)
- September 8 – MDE deadline to certify levy information
- September 10 Levy workshop sponsored by MASBO (Minnesota Association of School Board Officials)
- September 14 - presentation to COB
- September 21 – adoption of maximum levy certification by BOE
- September 27 – adoption of joint resolution by JPTAC
- September 30 – deadline for SPPS to submit data changes to MDE
- September 30 – deadline for BOE to certify levy limitations to county auditors
- November 30 – Public comment at BOE (following COB meeting)
- December 14 – BOE certifies Pay11 levy
- December 27 – deadline for SPPS to adopt final property tax levy
- December 27 – deadline for SPPS to certify final adopted levies to county auditor
- December 31 – deadline for SPPS to submit FY10 actual building/land lease costs



QUESTIONS

HUMAN RESOURCE TRANSACTIONS
(July 27, 2010 through August 26, 2010)
September 21, 2010

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Aranda, F. R.	Classroom Teacher	08/30/2010	\$26.11	Adams Spanish Immersion
Beaulieu, L. L.	Classroom Teacher	08/30/2010	\$25.92	Hazel Park Middle School
Bowlsby, W. T.	Classroom Teacher	08/30/2010	\$25.75	Farnsworth Aerospace 5-8
Carroll, H. R.	Classroom Teacher	08/30/2010	\$24.37	Wellstone Elementary
Caspers, M. S.	Classroom Teacher	08/30/2010	\$27.30	Humboldt Secondary
DeJoode, M. L.	Classroom Teacher	08/30/2010	\$27.30	Bridge View
Engebretson, A.	Classroom Teacher	08/30/2010	\$25.27	Battle Creek Middle
Lach, S.	Classroom Teacher	08/30/2010	\$27.30	Harding Senior High
Molter, W. S.	Classroom Teacher	08/30/2010	\$24.37	Ames Elementary
Norberg, W. B.	Classroom Teacher	08/30/2010	\$36.10	Humboldt Secondary
Olson, J. S.	Classroom Teacher	08/30/2010	\$42.83	Open School
Park, M. J.	Classroom Teacher	08/30/2010	\$25.92	Gordon Parks High – ALC
Rotter, E. D.	Classroom Teacher	08/30/2010	\$32.18	Humboldt Secondary
Siegel, M. D.	Classroom Teacher	08/30/2010	\$28.01	Battle Creek Middle
Solakhava, G.	Classroom Teacher	08/30/2010	\$27.30	L'Etoile du Nord French Immrsn
Tomlin, J. L.	Classroom Teacher	08/30/2010	\$42.83	Gordon Parks High - ALC
VandenBoogart, N.	Classroom Teacher	08/30/2010	\$24.37	Bruce F Vento Elementary
Vang, M.	Classroom Teacher	08/30/2010	\$32.07	Jackson Preparatory
Clark, A. J.	Counselor	08/23/2010	\$28.25	Humboldt Secondary
Herrera, M. D.	Physical Therapist	08/02/2010	\$35.03	Humboldt Secondary-ECSE
Bader, K. J.	Special Education Teacher	08/30/2010	\$27.30	Highland Park Senior High
Brekke, M. L.	Special Education Teacher	08/30/2010	\$26.55	Obama Service Learning
Cappelen, L.	Special Education Teacher	08/30/2010	\$45.61	Hazel Park Middle School

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Deacon, B. S.	Special Education Teacher	08/30/2010	\$25.27	Obama Service Learning
Erickson, M. B.	Special Education Teacher	08/30/2010	\$35.72	Obama Service Learning-ECSE
Hildebrand, N. L.	Special Education Teacher	08/30/2010	\$27.30	Como Park Special/Hartzell
Johnson, J. L.	Special Education Teacher	08/30/2010	\$25.92	Maxfield Magnet
Nolte, E. N.	Special Education Teacher	08/30/2010	\$27.30	Como Park Special/Hartzell
Rouillard, A. L.	Special Education Teacher	08/30/2010	\$34.37	Battle Creek Environmental
Sinkula, E.	Special Education Teacher	08/02/2010	\$20.43	Humboldt Secondary-ECSE
Smith, J. R.	Special Education Teacher	08/30/2010	\$26.11	Washington Tech Secondary
Sweeney, H. C.	Special Education Teacher	08/30/2010	\$27.06	Humboldt Secondary
Timmers, K. R.	Special Education Teacher	08/30/2010	\$27.30	1919 University Av Offices-ECSE
Tuerk, A. M.	Special Education Teacher	08/30/2010	\$28.39	Central Senior High
Warnest, L. S.	Special Education Teacher	08/30/2010	\$33.02	Humboldt Secondary
Bernhardt, K. E.	Speech Pathologist	08/30/2010	\$28.25	Como Park Elementary
Canadeo, L. A.	Speech Pathologist	08/30/2010	\$28.25	Crossroads Montessori
Deschaine, D. A.	Speech Pathologist	08/30/2010	\$32.18	Bridge View
Fleming, A. B.	Speech Pathologist	08/30/2010	\$28.96	Cherokee Hts School
Foote, G. L.	Speech Pathologist	08/30/2010	\$28.25	Cherokee Hts School
Khang, C.	Speech Pathologist	08/30/2010	\$28.25	Phalen Lake Hmong Studies
Neer, W. A.	Speech Pathologist	08/30/2010	\$33.74	Franklin Music Magnet
Padgett, L. R.	Speech Pathologist	08/30/2010	\$28.25	Johnson Senior High

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pinkoski, C.	Speech Pathologist	08/30/2010	\$27.30	Highland Park Junior
Shorten, E. L.	Speech Pathologist	08/30/2010	\$29.80	World Cultures Magnet
Velander, E. C.	Speech Pathologist	08/30/2010	\$32.43	Como Park Elementary
Caskey, T. J.	Superintendency	08/02/2010	\$59.13	Colborne Admin Offices
Keller, J.	School/Community Professional	08/30/2010	\$24.64	Hazel Park Middle School
Riley, K. S.	School/Community Professional	08/30/2010	\$20.93	Farnsworth Aerospace K-4
Robb, D. L.	School/Community Professional	08/30/2010	\$17.94	Wellstone Elementary
Spann, L. A.	School/Community Professional	08/30/2010	\$27.32	Homecroft Building
Washington, C. P.	School/Community Professional	08/30/2010	\$27.32	Homecroft Building
Bergevin, E. E.	Education Assistant	08/24/2010	\$17.99	Horace Mann School
Lewis, J. K.	Education Assistant	08/24/2010	\$14.37	St Anthony Park Elementary
World, W.	Education Assistant	08/30/2010	\$14.40	Phalen Lake Hmong Studies
Lou, J. V.	Teaching Assistant	09/07/2010	\$10.96	International Academy-LEAP
Cihlar, P. A.	Clerical	08/16/2010	\$19.59	Colborne Admin Offices
Larson, L. K.	Clerical	08/30/2010	\$19.59	Colborne Admin Offices
Lund, P. A.	Professional Employee	08/02/2010	\$33.98	Colborne Admin Offices
Ziesmer, M. T.	Professional Employee	07/29/2010	\$24.57	Colborne Admin Offices
Forsberg, C. O.	Supervisory	08/30/2010	\$38.96	Como Service Center
Polakoski, D. J.	Technical	08/24/2010	\$18.24	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Chan, S. K.	Assistant Principal From: Classroom Teacher	08/12/2010	\$50.22	Frost Lake - Special
Taylor, S. F.	Assistant Principal From: Classroom Teacher	08/12/2010	\$50.22	Maxfield Magnet

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Veverka, N. L.	Assistant Principal From: Classroom Teacher	08/09/2010	\$56.17	Highland Park Junior High
Vosika-Weir, L.	Assistant Principal From: Classroom Teacher	08/09/2010	\$56.17	Agape - ALC
Munnich, J.	Central Administrator From: School/Community Professional	08/02/2010	\$39.76	Colborne Admin Offices
Wolff, D. R.	Central Administrator From: Classroom Teacher	08/25/2010	\$49.04	Colborne Admin Offices
Baloji, A. K.	Classroom Teacher From: Teaching Assistant	08/30/2010	\$29.68	L'Etoile du Nord French Immrsn
Hastings, S. L.	Classroom Teacher Career Progression	08/23/2010	\$40.29	Plato Admin Offices
Moore, R. M.	Classroom Teacher From: Teaching Assistant	08/28/2010	\$24.37	Highland Park Senior High
Flucas, S. T.	Principal From: Assistant Principal	08/09/2010	\$57.57	Daytons Bluff
Flynn, N.	Principal Career Progression	08/09/2010	\$58.32	Ramsey Junior High
Levin, A. C.	Principal From: Assistant Principal	08/09/2010	\$57.57	Riverview
McCain, D.	Principal From: Classroom Teacher	08/09/2010	\$51.63	Galtier Magnet
Tucker, W. H.	Principal Career Progression	08/09/2010	\$61.48	Highland Park Senior High
DeMarco, A. A.	Special Education Teacher From: Teaching Assistant	08/30/2010	\$25.92	Hazel Park Middle School
Lee, M. K.	School/Community Professional From: Teaching Assistant	08/30/2010	\$20.08	Jackson Preparatory
Kozlowski, I. M.	Nutrition Services Personnel Career Progression	08/23/2010	\$14.46	Hayden Heights
Schmidt, B. R.	Technical Career Progression	07/26/2010	\$25.87	Como Service Center

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Garcia, C. M.	Classroom Teacher	08/30/2010	\$26.11	Humboldt Secondary
Barrett, J. D.	Speech Pathologist	08/30/2010	\$33.51	Obama Service Learning
Christensen, P. K.	Principal	08/13/2010	\$57.73	Capitol Hill Magnet

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Muller, R.	Classroom Teacher	08/30/2010	Battle Creek Middle
Osborn, J.	Classroom Teacher	08/30/2010	Arlington Senior High
Wardlaw, M. S.	Education Assistant	08/30/2010	Eastern Heights
Carmona, E. R.	Teaching Assistant	09/07/2010	International Academy-LEAP
Grilz, N. M.	Custodian	07/23/2010	Highland Park Senior High
Premo, R. W.	Custodian	08/11/2010	Ramsey Junior High

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Eff Date</u>
Y., J.	09/01/2010
U., K.	08/28/2010

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hoodecheck, E. A.	Classroom Teacher	08/30/2010	\$36.09	Homecroft Building
Yomba Chuissi Tchabda, H.	Classroom Teacher	08/30/2010	\$25.20	L'Etoile du Nord French Immrsn
Yang, M.	School/Community Professional	08/30/2010	\$30.61	Mississippi Creative Arts
Perry, D. S.	Education Assistant	08/30/2010	\$29.04	Transitions For Success
Snow, H. M.	Clerical	08/23/2010	\$18.00	Central Senior High
Kieger, R.	Technical	08/23/2010	\$22.86	Como Service Center
Vang, T. V.	Technical	07/21/2010	\$24.27	Como Service Center

REHIRE AFTER RESIGNATION/NON-RENEWAL

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abraham, A. M.	Classroom Teacher	08/30/2010	\$30.77	Como Service Center
Alsleben, K.	Classroom Teacher	08/28/2010	\$33.17	Highwood Hills

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

REHIRE AFTER RESIGNATION/NON-RENEWAL

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barany, B. G.	Classroom Teacher	08/30/2010	\$43.97	Highland Park Senior High
Biagi, E.	Classroom Teacher	08/30/2010	\$29.80	Open School
Bordsen, L. T.	Classroom Teacher	08/30/2010	\$27.80	Franklin Music Magnet
Buhl, T. L.	Classroom Teacher	08/18/2010	\$43.52	Plato Admin Offices
Buzicky Jr, J.	Classroom Teacher	08/28/2010	\$26.34	Farnsworth Aerospace 5-8
Byrd, L. W.	Classroom Teacher	08/30/2010	\$25.75	Gordon Parks High - ALC
Carpenter, J. M.	Classroom Teacher	08/28/2010	\$25.27	Highwood Hills
Cina, G.	Classroom Teacher	08/28/2010	\$27.80	Adams Spanish Immersion
Engelhart, L. M.	Classroom Teacher	08/30/2010	\$20.43	Crossroads Montessori
Ensign, A. L.	Classroom Teacher	08/30/2010	\$32.43	Johnson Senior High
Falcon, E.	Classroom Teacher	08/30/2010	\$27.06	Highland Park Junior
Gunderson, E. I.	Classroom Teacher	08/28/2010	\$26.55	Ramsey Junior High
Hageman, C.	Classroom Teacher	08/30/2010	\$29.80	Humboldt Secondary
Herrick, C.	Classroom Teacher	08/30/2010	\$38.75	Cherokee Hts School
Hudalla, J. W.	Classroom Teacher	08/30/2010	\$35.72	Humboldt Secondary
Johnson, K. A.	Classroom Teacher	08/30/2010	\$26.34	Washington Tech Secondary
Knowland, J. W.	Classroom Teacher	08/30/2010	\$27.06	Open School
Littler, N. M.	Classroom Teacher	08/30/2010	\$25.27	Farnsworth Aerospace K-4
Rolig, B. D.	Classroom Teacher	08/30/2010	\$32.07	Washington Tech Secondary
Schultz, M.	Classroom Teacher	08/30/2010	\$30.15	Battle Creek Middle
Stepan, B. E.	Classroom Teacher	08/30/2010	\$24.37	Como Park Senior
Wendorff, B. J.	Classroom Teacher	08/30/2010	\$46.52	Hayden Heights Elementary
Willcox, B. L.	Classroom Teacher	08/30/2010	\$27.73	Farnsworth Aerospace 5-8
Redding, E. H.	Early Education Teacher	08/02/2010	\$21.52	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

REHIRE AFTER RESIGNATION/NON-RENEWAL

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Eidem, W. C.	Counselor	08/23/2010	\$30.15	Como Service Center
Huss, E. A.	Counselor	08/23/2010	\$37.13	Harding Senior High
Lee, S. A.	Counselor	08/23/2010	\$33.74	Arlington Senior High
Mack, R. G.	Counselor	08/23/2010	\$43.85	Humboldt Secondary
Shady, J. W.	Counselor	08/23/2010	\$33.13	Johnson Senior High
Snyder, K. A.	Counselor	08/23/2010	\$28.96	Open School
Vestrum, J. A.	Counselor	08/23/2010	\$30.75	Washington Tech Secondary
Helm, H. L.	Special Education Teacher	08/30/2010	\$32.62	1780 W 7th St
Huyen, R. V.	Special Education Teacher	08/30/2010	\$37.35	Boys Totem Town
Johnson, C. B.	Special Education Teacher	08/28/2010	\$35.72	Humboldt Secondary School
Fleischhacker, B.	School/Community Professional	08/30/2010	\$24.64	Hazel Park Middle School
Htoo, P. K.	Education Assistant	08/02/2010	\$14.40	Student Placement Center
Baltus, M. G.	Teaching Assistant	09/07/2010	\$11.96	Expo for Excellence
Clark, A. M.	Teaching Assistant	09/07/2010	\$14.25	Homecroft Building
Feist, A. R.	Clerical	08/16/2010	\$15.57	Student Placement Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Boyer, E.	Classroom Teacher	08/09/2010	Murray Junior High
Cooper, M. M.	Classroom Teacher	08/28/2010	Ronald M Hubbs Center
McCammon, R.	Classroom Teacher	07/19/2010	Creative Arts High - ALC
Saindon, K.	Classroom Teacher	08/17/2010	Capitol Hill Magnet
Miller, A. E.	Early Education Teacher	08/02/2010	Rondo Education Center

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kapler, D.	Classroom Teacher From: Central Administrator	08/14/2010	\$38.55	Washington Tech Secondary

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thompson, M.	Principal From: Superintendency	08/09/2010	\$60.80	Gordon Parks High - ALC
Guyette, S.	Interim Director From: Supervisory	09/08/2010	\$47.35	Colborne Admin Offices
Brownell, S.	Interim Manager From: Professional Employee	09/13/2010	\$38.22	Colborne Admin Offices
Selb-Sack, A.	Interim Manager From: Professional Employee	09/13/2010	\$37.92	Colborne Admin Offices

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., M. K.	Nutrition Services Personnel	Three Days

RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stilwell, B. L.	Central Administrator	08/17/2010	Colborne Admin Offices
Amato, F. C.	Classroom Teacher	06/15/2010	Ramsey Junior High
Carlson, M. K.	Classroom Teacher	06/15/2010	Agape - ALC
Kornmann, S.	Classroom Teacher	06/15/2010	Ronald M Hubbs Center
Miller, J. L.	Classroom Teacher	06/15/2010	Central Senior High
Nordberg, J.	Classroom Teacher	06/15/2010	Humboldt Secondary
Rolfes, T.	Classroom Teacher	09/18/2010	Central Senior High
Vanderhyde, C. S.	Classroom Teacher	06/15/2010	Humboldt Secondary
Grady, A. J.	ELL Teacher	09/04/2010	Farnsworth Aerospace K-4
Maeda, B. E.	Principal	06/24/2010	Ramsey Junior High
Pieper, V. L.	Social Worker	06/15/2010	Washington Tech Secondary
Boyd, K. M.	Special Education Teacher	06/15/2010	Hazel Park Middle School
Jamison, C. D.	Special Education Teacher	06/15/2010	Bridge View
Peterson, K. E.	Special Education Teacher	06/15/2010	Central Senior High
Tauer, H. A.	Special Education Teacher	06/15/2010	Hancock Hamline Univ Magnet

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wilde, M. T.	Special Education Teacher	06/15/2010	Bridge View
Bezek, V. B.	Education Assistant	08/06/2010	Crossroads Montessori
Champlin, E. L.	Education Assistant	08/25/2010	Randolph Heights
Ellison, P.	Education Assistant	09/04/2010	Arlington Senior High
Knox, A.	Education Assistant	06/12/2010	Johnson Senior High
Mendez, E.	Education Assistant	07/27/2010	L'Etoile du Nord French Immrsn
Bevars, R. B.	Teaching Assistant	06/12/2010	Highwood Hills
Brammer-Shlay, R.	Teaching Assistant	06/12/2010	Highwood Hills
Cesaro, R. L.	Teaching Assistant	06/12/2010	Four Seasons A+
Dalbo, G. D.	Teaching Assistant	06/12/2010	Focus Beyond (Gr 7-Adult)
Docken, K. N.	Teaching Assistant	06/12/2010	Como Park Special/Hartzell
Herman, J.	Teaching Assistant	06/12/2010	Johnson Achievement Plus
Paczkowski, L.	Teaching Assistant	06/12/2010	Galtier Magnet
Persell, M.	Teaching Assistant	06/12/2010	Eastern Heights
Radermacher, K. J.	Teaching Assistant	06/12/2010	Daytons Bluff
Reynolds, N. J.	Teaching Assistant	06/12/2010	Rondo Education Center
Sigford, C. A.	Teaching Assistant	06/15/2010	Como Park Special/Hartzell
Tapio, A.	Teaching Assistant	06/12/2010	Highland Park Senior High
Thornton, Y. L.	Teaching Assistant	06/12/2010	Maxfield Magnet
Wirth-Davis, S.	Teaching Assistant	06/12/2010	Obama Service Learning
Woessner, M.	Teaching Assistant	06/12/2010	Bridge View
Heatherston, S.	Clerical	08/28/2010	Colborne Admin Offices
Her, M. S.	Clerical	08/14/2010	Plato Admin Offices
Heisler, M. S.	Custodian	08/21/2010	Rondo Education Center
Sass, J. H.	Custodian	08/14/2010	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
September 21, 2010

RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, M. R.	Nutrition Services Personnel	07/21/2010	Como Service Center
Friedman, P. L.	Nutrition Services Personnel	06/12/2010	Harding Senior High
Umidon, K. S.	Supervisory	09/01/2010	Colborne Admin Offices

CHANGE IN RETIREMENT AND RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wojta, S. J.	Psychologist	09/01/2010	St Paul Connections - ALC

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnston, D. R.	School/Community Professional	09/01/2010	Colborne Admin Offices
Thompson, M. R.	School/Community Professional	06/15/2010	Arlington Senior High
Zick, R. S.	Electrician	07/22/2010	Como Service Center
Ziesmer, M. T.	Professional Employee	08/21/2010	Colborne Admin Offices

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Garcia, C. M.	Classroom Teacher	06/16/2011	Humboldt Secondary
Christensen, P. K.	Principal	11/22/2010	Capitol Hill Magnet

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Knighten, D. P.	Education Assistant	06/30/2010	Boys Totem Town

CHANGE IN EFFECTIVE LAYOFF DATE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kramer, K. M.	Maintenance Supervisor	10/01/2010	Como Service Center
Erickson, V. L.	Supervisory	10/01/2010	Como Service Center
Kearns, J. A.	Supervisory	10/01/2010	Como Service Center
Hale, D.	Supervisory	10/01/2010	Como Service Center

September 21, 2010

MEMORANDUM

TO: Board of Education Directors

FROM: Valeria Silva
Superintendent of Schools

RE: Motion to Adopt Personnel/Position Recommendations

That the Board of Education Adopt the Superintendent's recommendations and in connection therewith:

1. Appoint the following individual to the following Superintendency position:
Assistant Superintendent, Leadership Development and Turnaround Schools
Andrew Collins, effective September 22, 2010

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

DATE: September 21, 2010

TOPIC: Establishment of the Unclassified Position of Human Resource Information System/Compliance Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. Human Resources has a need for a new job classification with an emphasis on providing leadership and direction of the human resource information system, managing projects relating to designing, upgrading and maintaining that system and ensuring compliance in all aspects of human resources as it pertains to state, federal and local legal requirements, contracts, licensing and organizational standards. Responsibilities include determining the scope of human resource information system needs and serving as lead human resource representative on technology projects, designing and implementing programs to ensure that district departments are in compliance with federal, state and local regulator requirements, serving as consultant on compliance issues, managing the human resources technical support, information reporting and job analysis and evaluation functions and related responsibilities.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Human Resource Information System/Compliance Manager. This title would be within the unit jurisdiction of the Saint Paul Supervisors Organization unit that represents supervisors. The appropriate pay rate for this position would be equivalent to Grade 25 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2010-2011 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. This job title replaces the Human Resource Compliance Manager that was previously established. It was determined that Human Resources required additional knowledge and skills in human resource information systems technology.
4. Human Resources anticipates hiring one employee in this title.
5. The funds for this position are available in the Human Resource Department budget.
6. This request supports the District's goal of aligning resource allocations to District priorities.
7. This item is submitted by Timothy Caskey, Executive Director of Human Resources; Michael Baumann, Chief Business Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the job classification effective September 21, 2010, that the Board of Education declare the

position of Human Resource Information System/Compliance Manager unclassified; and that the pay rate be Grade 25 of the 2010-2011 Saint Paul Supervisors Organization standard ranges.

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

DATE: September 21, 2010

TOPIC: SMART Technologies Product Donation for “2010 Teacher of the Year”
Recipient, Ryan Vernosh at Maxfield Elementary

A. PERTINENT FACTS:

1. In conjunction with the Teaching Excellence Award presented to the 2011 State Teacher of the Year recipient, SMART Technologies ULC has also made a product donation to the school and are intended for the use of the State Teacher of the Year and their students.
2. The school has accepted the offer of “Package B” for a total donation of \$17,123.00.
3. This project will meet the District target area goals by ensuring high academic achievement for all students
4. This item is submitted by Nancy Stachel, Principal, Maxfield; Andrew Collins, Director of Turnaround Schools and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation of product with a total value of \$17,123.00 offered by SMART Technologies ULC for use at Maxfield Elementary.

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

DATE: September 21, 2010

TOPIC: Request for Permission to Accept a Community POWER Grant from Solid Waste

A. PERTINENT FACTS:

1. Solid Waste funds Community POWER grants that assist schools and nonprofits in implementing projects that support the health of the environment.
2. Early Childhood Education has applied for funds that will assist in the education of environmentally friendly practices for staff, then create and implement an environmentally friendly project. Saint Paul Public Schools will serve as the fiscal agent for this grant. The application totals approximately \$12,000. Staff at the center researched this opportunity.
3. This project will meet the district target area goals by accelerating the path to excellence and by strengthening relationships with the community and family.
4. This item is submitted by Donald Sysyn, Supervisor, Early Childhood Education; Rebekah Doyle, Interim Director, Office of Innovation and Development; Lynn Gallandat, Director of Community Education; Kate Wilcox-Harris, Chief Academic Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a Community POWER grant from Solid Waste for staff education and program assistance for Homcroft Early Learning Center; 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: September 21, 2010

TOPIC: Request for Permission to Accept Grants from ING Unsung Heroes Awards Program

A. PERTINENT FACTS:

1. ING provides grants that fund innovative classroom projects.
2. Linwood Monroe Arts Plus and Horace Mann School have prepared applications. Linwood plans to create a literacy and social studies program based on the inquiry circle model (Harvey and Daniels, 2009). Horace Mann plans to supplement its science curriculum with a Water Quality Research Project utilizing the Mississippi River. Saint Paul Public Schools will serve as the fiscal agent for these grants. These two applications total approximately \$4,000. Staff at the school researched this opportunity.
3. This project will meet the district target area goals by accelerating the path to excellence and ensuring high academic achievement for all students.
4. This item is submitted by Steve Unowsky, Principal, Linwood Monroe Arts Plus; Jim Litwin, Principal, Horace Mann School; Rebekah Doyle, Interim Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family and Community Engagement; Sharon Freeman, Assistant Superintendent, Elementary Education; Barbara DeMaster, Assistant Superintendent, Elementary Education; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept grants from ING's Unsung Heroes Awards Program for Horace Mann School and Linwood Monroe Arts Plus; to accept funds; and to implement the project as specified in the award documents.

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

DATE: September 21, 2010

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education for Magnet School and Program Grant

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting Magnet School and Program Grant applications for grants that assist in the integration of public schools by supporting the elimination, reduction, and prevention of minority group isolation in public schools.
2. Saint Paul Public Schools has prepared an application to reinvigorate the magnet program at Barack and Michelle Obama Service Learning Magnet in an effort to reduce minority isolation and to improve student achievement. The application totals approximately \$99,650.
3. This project will meet the district target area goals by accelerating the path to excellence.
4. This item is submitted by Adrain Pendelton, Principal, Barack and Michelle Obama Service Learning Magnet; Rebekah Doyle, Interim Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family and Community Engagement; Sharon Freeman, Assistant Superintendent, Elementary Education; 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 Magnet School and Program Grants for Barack and Michelle Obama Service Learning Magnet 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: September 21, 2010

TOPIC: Request for Permission to Accept a Grant from the Minnesota State Arts Board

A. PERTINENT FACTS:

1. The Minnesota State Arts Board provides grants for projects that help lifelong learners acquire knowledge, understanding of and skills in the arts.
2. The Rondo complex has prepared an application. The grant funds will increase standards-based arts learning by linking the school communities through the arts. Specifically, the grant will fund jazz music and related visual arts, literature and theatre. Saint Paul Public Schools will serve as the fiscal agent for these grants. The application totals approximately \$60,000. Staff at the school researched this opportunity.
3. This project will meet the district target area goals by accelerating the path to excellence and ensuring high academic achievement for all students.
4. This item is submitted by Brenda Lewis, Principal, Capitol Hill Gifted and Talented Magnet; Tyrone Brookins, Principal, Museum Magnet; Kate Flynn, Principal, Benjamin E Mays International Magnet School; Rebekah Doyle, Interim Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family and Community Engagement; Sharon Freeman, Assistant Superintendent, Elementary Education; Barbara DeMaster, Assistant Superintendent, Elementary Education; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota State Arts Board for the Rondo complex to implement arts programming; to accept funds and to implement the project as specified in the award documents.

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

DATE: September 21, 2010

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

A. PERTINENT FACTS:

1. Travelers is currently accepting applications for grants that promote literacy.
2. Hayden Heights Elementary has prepared an application to purchase a selection of books for the school media center. The books will increase both the school's numbers of books available to students and the diversity and cultural relevancy of the selections. The grant will also support Reading Connection, the school's reading tutoring program. The application totals approximately \$15,000. 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 Elementary; Rebekah Doyle, Interim Director, Office of Innovation and Development; Jackie Turner, Executive Director, Family and Community Engagement; Barbara DeMaster, Assistant Superintendent, Elementary Education; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Travelers Foundation for Hayden Heights Elementary Reading Connections program; 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: September 21, 2010

TOPIC: Permission to Enter into a Contract with the Minnesota Literacy Council on behalf of the Saint Paul Literacy Consortium for 2010-2011

A. PERTINENT FACTS:

1. At its March 17, 1998 meeting the Board approved submission to the Department of Children, Families and Learning (B.F. 22629) a request from Adult Basic Education to form the Saint Paul Community Literacy Consortium, and approval for Saint Paul Public Schools to act as the fiscal agent.
2. That request was submitted and approved by the Department of Children, Families and Learning on June 1, 1998.
3. The Saint Paul Community Literacy Consortium contracts with the Minnesota Literacy Council to provide coordinated delivery of training for volunteer programs and assist with management of member organizations.
4. The amount to provide these services for the 2010-11 fiscal year is \$207,487 and will be accounted for in budget 04-005-520-322-6305-8522.
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 enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2010-11 fiscal year at the cost of \$207,487 to be accounted for in budget 04-005-520-322-6305-8522.

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

DATE: September 7, 2010

TOPIC: Museum Magnet contract for Consultant Services with Jan Elftmann

A. PERTINENT FACTS:

1. Museum is the Premier Urban STEM school focused on student exhibit and engineering.
2. Museum received a one year MDE grant to include engineering as focus for students in grades 1-6 during the school year 2009-2010. Museum would like to continue this focus for the 2010-2011 school year.
3. The consultant will provide:
 - a. Ongoing support through coaching to classroom teachers to continue the engineering curriculum and explore in-depth topics.
 - b. Build relationships with community partners such as 3M, Science Museum and University of Minnesota School of Engineering
4. This program will meet the District target area goals by ensuring high academic achievement for all students, accelerate the path to excellence and strengthen relationships with community and families.
5. This item is submitted by Tyrone Brookins, Principal, Museum Magnet Elementary and Sharon Freeman, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the hiring of Jan Elftmann as consultant to Museum Magnet to work with classroom teachers in developing their knowledge, practice and understanding of engineering.

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

DATE: September 21, 2010

TOPIC: Request to Approve the 2010-11 Project Early Kindergarten Contract with Resources for Child Caring

A. PERTINENT FACTS:

1. July 1, 2010, Saint Paul Public Schools received a two-year research grant renewal from the McKnight Foundation to continue the work of Project Early Kindergarten and plan for the alignment of Pre-K through third grade, insuring a smooth transition to kindergarten and future school success. Project Early Kindergarten administers this grant.
2. Resources for Child Caring (RCC) is a partner in providing the child care portion of this grant. SPPS contracts with RCC to provide 3 literacy coaches and .2 FTE of a positive behavior coach to work with 9 child care centers and 14 child care homes.
3. This contract is from July 1, 2010-June 30, 2011 for the amount of \$270,175.00 to provide salaries and benefits for the child care literacy and positive behavior coaches, coaching supplies, travel, Resources for Child Caring management and administration, and program evaluation. The source of funding is the Project Early Kindergarten McKnight grant, budget number 30-005-582-000-6305-5827.
4. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
5. This item is submitted by Lisa Gruenewald, Program Manager, Project Early Kindergarten; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or her designee to approve the Project Early Kindergarten contract with Resources for Child Caring to provide the above mentioned services for the period of July 1, 2010 - June 30, 2011 at the cost of \$270,175.00.

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

DATE: September 21, 2010

TOPIC: Project Early Kindergarten Evaluation Services with Wilder Research

A. PERTINENT FACTS:

1. Wilder Research will conduct student assessments, and analyze the data in the fall 2010 and 2011 and spring 2011 and 2012 for students in Project Early Kindergarten. They will also analyze classroom and child care home observation measures.
2. The contract for consultant services is for \$225,700.00 and the source of funding is the Project Early Kindergarten McKnight grant, budget number 30-005-582-000-6305-5827.
3. This project will meet the District target area goals by ensuring high academic achievement for all students, aligning resource allocation to District priorities, and raising expectations for accountability.
4. This item is submitted by Lisa Gruenewald, Program Manager, Project Early Kindergarten; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to enter into a contract for consultant services from October 1, 2010 through October 31, 2012 at \$225,700.00 with Wilder Research to provide evaluation services for Project Early Kindergarten.

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

DATE: September 21, 2010

TOPIC: Request for Permission of the Board of Education to Amend the Current Contract with Leadership and Learning Center (LLC)

A. PERTINENT FACTS:

1. In continuing support of ongoing Secondary and Elementary reform efforts identified through Large Scale System Change and ARRA spending plan discussions, administration has identified the Leadership and Learning Center (LLC) led by Dr. Douglas Reeves to continue into the second year as the recommended consultant to support the needs identified through the LLC Implementation Audit findings, including: increasing the rigor of the academic program, particularly at the secondary level; improving performance and instructional alignment across the system; developing a comprehensive response to intervention model to engage students, and strengthen monitoring systems through the implementation of data team training thorough Professional Learning Communities (PLCs). The work is researched based and comes from the internationally renowned "90/90/90" research coming out of the Leadership and Learning Center.
2. The proposed work with the LLC that was approved in June, 2010, includes:
 - a. The continuation and completion of district protocols pertaining to Engaging Classroom Assessments (ECAs) at the secondary level
 - b. The continuation of Five Easy Steps to a Balanced Math Curriculum (FES) training to include elementary training to address the need for a standards-based vertical alignment throughout the system
 - c. The continuation of consultations with Dr. Douglas Reeves, LLC Leadership associates and LLC Response to Intervention specialists with district and site level leadership
 - d. The continuation of Writing to Learn (WTL) non-fiction writing seminar training across secondary content areas
 - e. A comprehensive data decision making training to support PLCs in systematic collection of data to support improvement and assists in choosing the most appropriate instructional strategies for follow-up.
3. This Addendum includes additional funding of \$450,000.00, not to exceed \$1,250,000.00, and includes:
 - a. Up to 75 site visits and training to implement Response to Intervention (RTI) strategies and practices at all Saint Paul Public School sites, with additional visits scheduled for AYP 3.1 and higher sites
 - b. Certification training for staff in LLC's Data Team's approach to PLCs.
4. The proposal from LLC was reviewed by the Office of Funded Programs as well as the Office of Academics and is funded through ARRA funding.
5. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academics Officer; Dr. Marilyn Baeker, Executive Director of Curriculum, Instruction, and Professional Development; Matthew Mohs, Director Funded Programs.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent to enter into an Addendum to the Agreement with the Leadership and Learning Center (LLC), beginning October 1, 2010 through June 30, 2011 for a cost not to exceed \$1,250,000.00.

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

DATE: September 21, 2010

TOPIC: Supplemental Educational Services Contracts

A. PERTINENT FACTS:

1. This request is for participation in the Supplemental Educational Services (SES) program between the following providers and Saint Paul Public Schools for the school year of 2010-2011. The amounts presented here are based on projections partly determined from previous year's amounts paid to providers. Enrollment in the SES program is capped at approximately 3.9 million dollars, an amount equal to the 20% set-aside for school choice and SES options.

Budget Code (29-005-216-401-6303-2639 & 29-005-216-401-6304-2639)		
Vendor Legal Name	Advertised Name	Contract Amounts Based on Estimates in 09-10
A+ Tutoring Services, LTD	A+ Tutoring Services, LTD	\$700,000.00
Abacus In-Home Tutoring Services, Inc	Abacus In-Home Tutoring Services, Inc	\$150,000.00
Accuracy Temporary Services	ATS Project Success	\$450,000.00
ClubZ! In Home Tutoring Services, Inc	ClubZ! Tutoring	\$600,000.00
Stillwater Ventures, LLC	College Tutors	\$500,000.00
Friendship Community Services	Eager to Learn, Friendship Community Services	\$110,000.00
East Side Learning Center	East Side Learning Center	\$50,000.00
Educate Online Learning, LLC	Educate Online	\$150,000.00
Imagine Learning, Inc	Imagine Learning, Inc	\$100,000.00
Kids Reading for Success	Kids Reading for Success	\$50,000.00
Learning Disabilities Association	LDA Minnesota	\$50,000.00
Learn-It Systems, LLC	Learn-It Systems, LLC	\$100,000.00
Network for the Development of Children of African Descent	NdCAD	\$50,000.00
Park Avenue Youth and Family Services	Park Avenue Youth and Family Services - Village Tutors	\$50,000.00
Saint Paul Council of Churches	Project SPIRIT	\$50,000.00
Salvation Army Northern Division	Salvation Army, Eastside	\$30,000.00
Minnesota Learning Centers, LLC	Sylvan Learning Center	\$250,000.00
TutorCo LLC	TutorCo	\$260,000.00
Tutorial Services	Tutorial Services	\$100,000.00
WE WIN Institute, Inc	WE WIN Institute, INC	\$50,000.00
Young Women's Christian Association of St. Paul, MN	YWCA Saint Paul	\$50,000.00
Total		\$3,900,000.00

DATE: September 21, 2010
TOPIC: Supplemental Educational Services Contracts – Page 2

2. There will be two registration periods for SES. The first period beginning on September 27, 2010 and ending on October 29, 2010 and the second period running from November 29, 2010 to January 7, 2011.
3. As mandated by the No Child Left Behind (NCLB) Act of 2001, Saint Paul Public Schools Title I buildings not making Adequate Yearly Progress for three (3) or more years must offer Supplemental Educational Services (SES) to their students. The school district enters into agreements with providers authorized by the Minnesota Department of Education to provide the instructional services to eligible students who attend one of the schools offering Supplemental Educational Services.
4. The following schools offering SES for the school year 2010-2011 are: American Indian, ALC LEAP, Battle Creek Middle, Benjamin E. Mays, Bruce Vento, Cherokee, Como Elementary, Four Seasons, Franklin, Galtier, Guadalupe Alternative Program, Hancock Hamline, Harding, Hazel Park, Highwood Hills, Mississippi, Museum, North End, Obama, Open, Wellstone, Phalen, Prosperity, Sheridan, and World Cultures.
5. This agreement supports the strategic plan target area of ensuring all students and all student groups meet or exceed district targets in reading, writing, math and science.
6. This item is submitted by Matthew Mohs, Director, Title I/Funded Programs; Michelle Walker, Chief Accountability Planning and Policy Officer; and Suzanne Kelly, Chief of Staff

B. RECOMMENDATION:

That the Board of Education authorizes Superintendent Valeria Silva to enter into an agreement with the above authorized SES providers for the school year 2010-2011.

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

DATE: September 21, 2010

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

A. PERTINENT FACTS:

1. The terms and conditions of employment for the Assistant Manager, Negotiations/Employee Relations position are set forth in an individual employment agreement to avoid any potential conflict of interest with other labor contracts or terms for the Superintendency.
2. An extension of the Assistant Manager, Negotiations/Employee Relations agreement is requested effective September 21, 2010. The District may terminate this Agreement at any time by written notice.
3. A retroactive salary increase of 1% effective July 3, 2010, in addition to the scheduled salary increase of 1.5% effective January 1, 2011.
4. This employee agreement supports the District's target area goal of aligning resource allocation to District priorities.
5. This request is submitted by Susan Gutbrod, Negotiations/Employee Relations Manager; Timothy Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education approves the extension of the employment agreement with the Assistant Manager, Negotiations/Employee Relations effective September 21, 2010.

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

DATE: September 21, 2010

TOPIC: Approval of an Employment Agreement With Lakes and Plains Regional Council of Carpenters and Joiners to Establish Terms and Conditions of Employment for 2010-2013

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. There is no increase in the second year, and the third year will be a reopener for wages only.
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 9 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, 2010-June 30, 2010): \$137
 - in the 2010-11 budget year (July 1, 2010-June 30, 2011): \$684
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 Caskey, Executive Director of Human Resources; Michael L. 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 the Lakes and Plains Regional Council of Carpenters and Joiners, 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: September 21, 2010

TOPIC: Request Permission to Amend the Grant Agreement Between Saint Paul Independent School District #625 and Ramsey County on Behalf of the Saint Paul – Ramsey County Department of Public Health

A. PERTINENT FACTS:

1. Ramsey County on behalf of the Saint Paul – Ramsey County Department of Public Health will award the District \$549,370.00 to promote physical activity, healthy nutrition, reduce tobacco use and establish practices that support chronic disease prevention.
2. The funding is awarded to Ramsey County by the State of Minnesota Department of Health Statewide Health Improvement Program (SHIP).
3. This project supports schools to implement the Wellness Policy.
4. The agreement period is from August 10, 2009 to June 10, 2011.
5. Example: This project will meet the District target area goals by ensuring high academic achievement for all students
6. This item is submitted by Ann Hoxie, Assistant Director, Student Health & Wellness; Mary Kelly, Interim Director, Special Education and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept these amended grant funds of \$549,370.00 from Ramsey County to promote physical activity and healthy nutrition, reduce tobacco use and establish practices that support chronic disease prevention.

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

DATE: September 21, 2010

TOPIC: Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for School and Community Service Professionals

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2009 through June 30, 2011.

2. Contract changes are as follows:

Wages: Effective July 3, 2010, salary schedule rates are increased an average of 2%.

Insurance: Effective January 1, 2011, the District monthly contribution for single coverage is increased by \$20 to \$785 per month; family/single+1 coverage is increased by \$29 to \$1,060 per month.

OPEB: A Memorandum of Agreement regarding other post-employment benefits was reached removing the District 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 approximately (73) regular employees in this bargaining unit.

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

- in the 2009-2010 budget year: \$106,545
- in the 2010-2011 budget year: \$176,103

5. This contract supports 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 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 of those school and community service professional employees in this school district for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2009 through June 30, 2011.

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

DATE: September 21, 2010

TOPIC: Request for Permission to Participate in Student Teacher and Student Nurse Agreements

A. PERTINENT FACTS:

1. Saint Paul Public Schools has an ongoing relationship with the below listed universities and colleges to train student teachers and student nurses in our schools. The participating universities and colleges enter into an agreement to send student teachers and student nurses to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow as a teacher or as a nurse.
2. On January 17, 2006, the Board of Education approved a request to participate in Student Teacher and Student Nurse Agreements. This updated request is for continuing the ongoing participation in student teaching programs with Saint Paul Public Schools with following educational institutions. Each institution has a separate agreement that varies in length.

Educational Institution

Augsburg College
Bemidji State University
Bethel University
College of St. Catherine
Hamline University
Luther College Department of Education
Minnesota State University – Mankato
Minnesota State University – Moorhead
Northern Illinois University
Northwestern College
St. Cloud State University
St. Olaf College
St. Paul College
University of Minnesota
 Center of Allied Health Programs
 College of Education and Human Development
 Duluth, Department of Education
University of Northern Iowa
University of St. Thomas
University of Wisconsin - Eau Claire
University of Wisconsin – Madison
University of Wisconsin - River Falls
Walden University
Western Governors University
Winona State University

Bethel College Nursing Department
College of St. Scholastica Nursing Program
Metropolitan State University Nursing Program
University of Minnesota School of Nursing

DATE: September 21, 2010
TOPIC: Request for Permission to Participate in Student Teacher and Student Nurse Agreements

Page 2

3. These arrangements with teacher and nurse preparation programs provide an excellent way to recruit candidates for the District.
4. There is no additional cost to the District for the teacher and nurse preparation programs.
5. Collaboration with area colleges to train high quality urban teachers and nurses supports the strategic plan target area of preparing all students for life.
6. This item is submitted by Julie Coffey, Assistant Director, Workforce Management; Timothy Caskey, Executive Director, Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to participate in a Student Teaching or a Student Nurses Agreement with Augsburg College, Bemidji State University, College of St. Catherine, Hamline University, Luther College Department of Education, Minnesota State University – Mankato, Minnesota State University – Moorhead, Northwestern College, St. Cloud State University, St. Olaf College, St. Paul College, University of Minnesota Center of Allied Health Programs, University of Minnesota College of Education and Human Development, University of Minnesota Duluth, Department of Education, University of Northern Iowa, University of St. Thomas, University of Wisconsin - Eau Claire, University of Wisconsin – Madison, University of Wisconsin - River Falls, Walden University, Western Governors University, Winona State University, Bethel College Nursing Department, College of St. Scholastica Nursing Program, Metropolitan State University Nursing Program, and University of Minnesota School of Nursing.

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

DATE: September 21, 2010

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

A. PERTINENT FACTS:

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

Wages: Effective July 3, 2010, increase wage schedule .75%. Effective July 4, 2011, increase wage schedule .65%.

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

OPEB: Employees hired on or after January 1, 2014 will no longer be eligible for any District contribution for retiree health insurance. 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 14 regular FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2009-10 budget year: \$10,650
 - in the 2010-11 budget year: \$9,601
5. This contract supports 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 Caskey, Executive Director of Human Resources; Michael L. 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 for Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators 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: September 21, 2010

TOPIC: Employee Dental Insurance Annual Renewal

A. PERTINENT FACTS:

1. The District provides dental insurance coverage through Delta Dental Plan of Minnesota for approximately 5,000 active employees. This is a self-insured plan. The current cost is approximately \$3,600,000 which includes the employee's portion for family coverage.
2. The District offers employees one dental plan. Current monthly premiums are \$35 for single coverage; \$113 for family coverage.
3. Delta Dental and Hewitt support no plan changes and no rate increase for single and family premiums for calendar year 2011.
4. The District's Benefits Labor Management Committee recommends acceptance of this rate renewal.
6. This item will meet the District target area goal of aligning resource allocation to District priorities.
7. This item is submitted by Terri Bopp, Benefits Supervisor; Timothy Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education approve the contract for employee dental insurance coverage with Delta Dental Plan of Minnesota effective January 1, 2011, at the proposed renewal rates.

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

DATE: September 21, 2010

TOPIC: Active Employee and Early Retiree Health Insurance

A. PERTINENT FACTS:

1. The School District provides health insurance coverage through HealthPartners for approximately 4,900 active employees and 670 early retirees. The District's current cost is approximately \$49,000,000 for active employees and \$5,148,000 for early retirees.
2. The District currently offers active employees and early retirees three HealthPartners plan options at the following rates:

	<u>Single</u>	<u>Single Plus One</u>	<u>Family</u>
HP Distinctions II	\$646.00	\$1,453.00	\$1,685.00
HP Empower HRA National One	\$567.00	\$1,239.00	\$1,447.00
HP Empower HSA National One	\$416.00	\$ 936.00	\$1,086.00

3. When HealthPartners was awarded the contract for the 2010 plan year, there was a three-year agreement with a rate cap of 9% for plan year 2011 and 9.5% for plan year 2012. HealthPartners has proposed a 9% renewal for plan year 2011. Hewitt has reviewed the claims data and concurs with the 9% renewal. The wellness initiative is included in the renewal with an agreement to increase co-pays by \$10, deductibles by \$100 and the out-of-pocket maximums in 2011 for employees who do not participate during the 2010 plan year. The following three plans would be offered to active employees and early retirees in 2011 with no plan design changes. Premiums for 2011 are listed below:

	<u>Single</u>	<u>Single Plus One</u>	<u>Family</u>
HP Distinctions II	\$704.00	\$1,584.00	\$1,837.00
HP Empower HRA National One	\$614.00	\$1,344.00	\$1,569.00
HP Empower HSA National One	\$453.00	\$1,020.00	\$1,184.00

4. The District's cost for active employee and early retiree health insurance will increase approximately \$4,800,000 in plan year 2011.
5. The District's Benefits Labor Management Committee approves and recommends acceptance of this renewal contract at the proposed rates.
6. This item will meet the District target area goal of aligning resource allocation to District priorities.
7. This item is submitted by Terri Bopp, Benefits Supervisor; Timothy Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners for plan year 2011, effective January 1, 2011, at the proposed premium renewal rates.

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

DATE: September 21, 2010

TOPIC: Employee Life Insurance Renewal

A. PERTINENT FACTS:

1. The School District will enter the first year of a 2-year rate guarantee for employee life insurance starting January 1, 2011 and continuing through December 31, 2012. The current carrier is Minnesota Life Insurance Company.
2. The volume of life insurance coverage for the District is approximately \$350,000,000. The current rate is \$.145 per \$1,000 of coverage.
3. The current total cost to the District for life insurance is approximately \$512,000 per year.
4. Minnesota Life recommends no rate change for 2011.
5. The Benefits Labor Management Committee recommends approval of this rate and continued coverage with Minnesota Life Insurance Company.
6. This agreement supports the District's goal of aligning resource allocation to District priorities.
7. This item is submitted by Terri Bopp, Benefits Supervisor; Timothy Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

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

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

DATE: September 21, 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 August 1 – August 31, 2010.

(a) General Account	#476280-477054	\$27,473,912.78
	#3014886-30414932	
(b) Debt Service	-0-	
(c) Construction	-0-	<u>2,546,748.42</u>
		<u>\$30,020,661.20</u>

Included in the above disbursements are payrolls in the amount of \$14,413,966.33 and overtime of \$34,649.77.

(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 December 14, 2010.

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

DATE: September 21, 2010

TOPIC: Employee Short-Term Disability Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides short-term disability insurance coverage for approximately 27 administrators. The District's current cost is approximately \$15,000 annually. The District also offers optional employee paid short-term disability coverage to all regular employees who work 20 or more hours per week.
2. The District purchases this coverage from Assurant. The current premium is \$.34 per \$10 of weekly benefits.
3. Assurant is proposing no rate increase for calendar year 2011.
4. The District's Benefits Labor Management Committee recommends acceptance of this rate renewal.
6. This item will meet the District target area goal of aligning resource allocation to district priorities.
7. This item is submitted by Terri Bopp, Benefits Supervisor; Timothy Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

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

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

DATE: SEPTEMBER 21, 2010

TOPIC: Bid No. 1970-K: Site Marquee Signs at Frost Lake Elementary, Johnson Senior High School and Hubbs Center for Lifelong Learning

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to installation of site marquee signs at Frost Lake Elementary, Johnson Senior High School and Hubbs Center for Lifelong Learning.

2. The following bids were received for the lump sum base bid plus alternates no. 1A, 1B and 2:

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

Schreiber Mullaney Construction.	\$107,250.00
BCI Builders, LLC.....	\$136,474.00
James Steele Construction	\$139,950.00

Alternate no. 1A provides for site marquee at Hubbs Center for Lifelong Learning; alternate no. 1B is for installing white LED in lieu of fluorescent lighting in the marquee sign at Hubbs Center for Lifelong Learning; and alternate no. 2 is for installing white LED in lieu of fluorescent lighting in the marquee sign at Frost Lake Elementary and Johnson Senior High School.


3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from capital bonds.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Sara Guyette, Manager Facility Planning; Mike Kremer, Executive Director of Operations; and Michael Baumann, Chief Business Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. 1970-K for installation of site marquee signs at Frost Lake Elementary, Johnson Senior High School and Hubbs Center for Lifelong Learning, to Schreiber Mullaney Construction for \$107,250.00 for the lump sum base bid plus alternates no. 1A, 1B and 2.

September 21, 2010

Memorandum to: Board of Education Directors

From: Valeria S. Silva 

Subject: Resolution for Accepting Bid on Sale of \$10,355,000 General Obligation School Building Refunding Bonds, Series 2010A, providing for their issuance

At the August 17, 2010 Board of Education a Resolution for Issuance of \$11,305,000 General Obligation School Building Refunding Bonds, Series 2010A was approved.

The authorized sale was conducted today. Five bids were received by Springsted and the low bidder was Piper with a bid of 2.0628% TIC (true interest cost). Subsequent to bid opening, the issue size was decreased from \$11,305,000 to \$10,355,000 due to a premium bid and unused discount allowance, which is a benefit to the District.


Representatives from Springsted are here to answer any questions.

Recommendation:

Move approval of the resolution accepting bid on sale of \$10,355,000 General Obligation School Building Refunding Bonds, Series, 2010A, providing for their issuance and levying a tax for the payment thereof.

September 21, 2010

TO: Board of Education Directors

From: Valeria S. Silva 

Subject: Resolution for Issuance of \$7,750,000 General Obligation School Building Bonds (Build America Bonds – Direct Pay, Series 2010B and \$18,250,000 taxable General Obligation School Building Bonds (Qualified School Construction Bonds – Direct pay), Series 2010C

The Committee of the Board has reviewed the recommended 2010-2011 capital bonding projects. Funds for these projects and for alternative capital bonding projects are provided through the issuance of bonds as provided by Minnesota statutes.

Board approval, of the attached recommendation is necessary, at this time, to begin the process.

Award of the sale will be presented at the Board of Education meeting on October 19, 2010.

Recommendation:

Move approval of the attached recommendation for Issuance of \$7,750,000 General Obligation School Building Bonds (Build America Bonds – Direct Pay, Series 2010B and \$18,250,000 taxable General Obligation School Building Bonds (Qualified School Construction Bonds – Direct pay), Series 2010C

Board of Education Meetings

(5:45 unless otherwise noted)

- October 19
- November 16
- 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)

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