



Saint Paul Public Schools

Regular Meeting

Tuesday, July 16, 2013 5:45 PM

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

BOARD OF EDUCATION



Jean O'Connell
Chair



Mary Doran
Vice Chair



Louise Seeba
Clerk



Keith Hardy
Treasurer



John Brodrick
Director



Anne Carroll
Director



Elona Street-Stewart
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Stewart, Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

July 16, 2013
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 June 18, 2013 6
- V. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of June 26, 2013 22
- VI. RECOGNITIONS** - None
- VII. PUBLIC COMMENT** (Time Certain 7:00 p.m.)
- VIII. SUPERINTENDENT'S REPORT**
 - A. SSSC Monitoring: Professional Development VisionCard 28
 - B. Human Resource Transactions 50
- IX. CONSENT AGENDA**

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

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COB to 2/11/14

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C. Committee of the Board Meetings (4:30 unless otherwise noted) 83

XIV. ADJOURNMENT

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

June 18, 2013

I. CALL TO ORDER

The meeting was called to order at 5:48 p.m.

II. ROLL CALL

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

Mr. Hardy arrived at 5:55 p.m.

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda with the exception that the following items were pulled for separate consideration: Item C-2: Request for Permission of the Board of Education to Enter into a Renewal Contract with Pacific Education Group, D-1: Memorandum of Agreement Between YMCA of Greater Twin Cities and John A. Johnson Achievement Plus Elementary School E-4: Request for Permission from Board of Education to Purchase Materials for 6th Grade Science, E-5: Request for Permission from Board of Education to Purchase Materials for Social Studies and F-2: Bid No. A157271-K 4th & 5th Floor Renovations at Administration Building 360 Colborne Street. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Street-Stewart moved approval of the Order of the Main Agenda as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of May 21, 2013

B. Minutes of the Special Board of Education Meeting, June 4, 2013

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education of May 21, 2013 and the Minutes of the Special Board of Education Meeting, June 4, 2013 as published. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

V. **COMMITTEE REPORTS**

A. Minutes of the Committee of the Board Meeting of June 11, 2013

The first topic was an **Update on the Proposed FY 14 Budget**. The Budget Office has calculated additional FY14 General Fund revenue to be \$10.8 million dollars due mainly to legislation passed during the 2013 legislative session. Administration is recommending \$3.6 million be used for previously non-funded requests and \$7.3 million be used to restore fund balance. The presentation reviewed the final proposed FY 14 budget with these revisions in preparation for the adoption of the budget on June 18, 2013.

The next topic was discussion on the **Racial Equity Policy**. The primary piece of feedback from community input was the desire to create a clearer policy using common language that is understood by the public. In-depth discussion was held on the policy itself and what the Board expectations for the policy were. Staff was instructed to take this input and bring a revised policy to the June 26 COB meeting.

The Latino Consent Decree Parent Advisory Council presented their 2013 **Report and Recommendations from the Latino Consent Decree**. The Council provided eleven recommendations to SPPS administration and the Board. Administration will review the recommendations and come back later with its response to the report and recommendations.

Thanks were extended to the advisory council for their participation and their important work on behalf of SPPS students.

RECOMMENDED MOTION: That the Board of Education accept the report from the Latino Consent Decree Parent Advisory Council.

The motion was approved with the following roll call vote:

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

The SPPS Legislative Liaison presented further expansion to various areas within the report she originally submitted to the Board outlining results from the 2013 Legislative session. The Board thanked her for her efforts and complimented her on her many successes on behalf of the district during this session.

RECOMMENDED MOTION: That the Board of Education accept the Legislative Update with thanks.

The motion was approved with the following roll call vote:

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

The Board then moved into its work session.

Concerns were expressed about the complexity of the proposed new **Public Engagement** format. After lengthy consideration, the final consensus was to scrap the recommendation and proceed with a trail of the following process in August, September and October of this year. To accomplish this, the Board needs to rescind the action on Public Engagement taken at the May 21 Board Meeting with the following

MOTION: That the Board of Education rescind its action on the Public Engagement Process approved at the May 21, 2013 Board of Education Meeting and move to a three month trial period of the Public Comment process described below.

The motion was approved with the following roll call vote:

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

Announcement of the change in the process will be made during the June and July Board of Education meetings.

The new process will be:

- The Board meeting will start at 5:30 p.m. beginning with the August 2013 Board meeting with a maximum of 45 minutes of public comment time allocated. Public comment will begin at 5:30 p.m. Other Board business would begin time certain at 6:15 p.m. or earlier if there were fewer individuals making comment.
- Individuals must sign-in in advance by e-mailing or calling the Board Secretary. If they do not sign-in in advance, they will be allowed to do so at the meeting but the opportunity to sign-in will end at 5:30 p.m. when the Public Comment session begins.
- Agenda specific items (items being addressed on that meeting's formal agenda) would be taken first, non-agenda specific comments would follow.
- Individuals would be allotted 3 minutes with the Chair reserving the right to modify the process due to numbers of participants.
- A "Public Comment Input Form" will be put up on the Board's website for those who do not want to comment in person.

Board members also heard recommendations on the renewal of the Legislative Liaison Contract resulting in the following

RECOMMENDED MOTION: That the Board of Education continue the contract with their Legislative Liaison and that the contract reflect a 5% increase in salary and health care in an amount equal to the SPPS staff single premium amount.

The motion was approved with the following roll call vote:

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

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

The consensus of the Board was to put a motion on the June 18 agenda to reschedule the October 29, 2013 COB meeting date. The 2014 Board meeting dates were proposed and approved with the following motion:

RECOMMENDED MOTION: That the Board of Education approve the dates, as published, for 2014 Board meeting dates.

The motion was approved with the following roll call vote:

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

This completed the report on the Committee of the Board meeting of June 11.

MOTION: Ms. Doran moved the Board of Education accept the report on the June 11, 2013 COB meeting and approve the minutes thereof. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS -- None

VII. PUBLIC COMMENT

The Chair described the upcoming change in the public comment process.

- Kathy Korum – SP Parks & Recreation Dept. delivered a message from Mayor Coleman thanking the Board and SPPS leadership for taking steps to address racial inequities in the District and introducing the City and County to PEG training. They found it a transforming experience. The City is now engaged with PEG and is developing a racial equity plan to address critical disparities. This is a first in City, County and School District working together to solve a critical problem facing all of them.
- Tim Finnegan - Public comment process, value of public interaction
- Bob Zick – Public comment process and bullying of teachers

VIII. SUPERINTENDENT'S REPORT

A. FY 14 Budget Report

The Deputy Superintendent for Schools and Business Operations stated the district is currently in a very good fiscal position. He indicated the district is in the important third year of the implementation of the SSSC plan and the district will be able to fund the requirements for the SSSC Strategic Plan. Many in leadership and the principals have reviewed the FY 14 budget and found it to be a strong budget as presented.

The Chief Budget Officer stated the proposed FY 14 expenditures budget totals \$688.1 million. This is broken out in the following funds:

- General Fund - \$518.3 (all in millions)
- General Fund Fully Financed - \$42.8
- Food Service - \$25.5
- Community Service - \$21.1
- Community Service Fully Financed - \$4.8
- Building Construction - \$32.0
- Debt Service \$43.6

The Revenue and Expenditure Budget for FY 2013-14, as revised, is summarized as follows (all in millions):

<u>Fund</u>	<u>Estimated Beginning Fund Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Revenues Over/(Under) Expenditures</u>	<u>Estimated Ending Fund Balance</u>
General	\$100.9	\$505.6	\$518.3	(\$12.6)	\$88.3
General Fully Financed	.2	42.8	42.8	0	.2
Food Service	4.6	25.5	25.5	0	4.6
Community Service	2.8	20.1	21.1	(1.1)	1.7
Commun. Serv. Fully Financed	.3	4.8	4.8	0	.3
Building Construction	49.2	26.2	32.0	(5.8)	43.4
Debt Service	<u>(1.5)</u>	<u>48.7</u>	<u>43.6</u>	<u>5.1</u>	<u>3.7</u>
TOTAL	\$156.6	\$673.7	\$688.1	(14.4)	\$142.2

Expenditures exceed revenue by \$14.4 million. .

The breakout of General Fund Expenditures compared to last year are:

<u>Area</u>	<u>FY 13</u>	<u>FY 14</u>	<u>Change</u>	<u>% Change</u>
Schools	\$237.1	\$244.8	\$7.6	3.22%
School Service Support	162.9	179.8	16.8	10.34%
District-Wide Support	86.1	89.3	3.2	3.77%
Central Administration	<u>4.5</u>	<u>4.4</u>	<u>(.1)</u>	<u>(1.06%)</u>
TOTAL	\$490.6	\$518.3	\$27.7	5.64%

School support contains the \$9 million in referendum funding for technology that is being applied directly to services for the schools.

He went on to describe the process of staff and community engagement used in obtaining input on the proposed budget. He ended with the recommended action requested of the Board.

QUESTIONS/DISCUSSION:

- What has been realized in terms of savings relative to the SSSC Plan particularly the focus on students staying closer to home? Response: FY 13-14 is the first year of full implementation of the SSSC changes. Transportation has been a factor in this. It will be provided district-wide for 11th and 12th grade and there is now one-half mile transportation for other students. Expenditures in transportation diminish due to transporting kids one-half mile (even with more students and more stops). SPPS, next year, will address behavioral issues with a system to monitor bus behavior more deeply and efficiently. This would include providing additional engagement on the buses, additional technology, training of families and additional bus monitors. Information will be provided to parents on the danger of misbehaving on the bus. SPPS is also keeping an eye on enrollment and energy costs that are variables in transportation costs for FY 13-14.

- Funding for student participation in global and national events, what can be done in these situations? What flexibility is there in providing assistance? Response: There is flexibility in this system. The first funding source is fund raising. Then, requests can be brought to the assistant superintendents through the school principal in situations where support is not available. These are evaluated and assessed on how to find funding for them. It is a function of budget and when priorities shift or the District's situation changes as the economy changes the availability of funds also changes.
- There are more dollars being provided to the schools, how is it possible to provide more to schools through intentional and deliberate efforts on the part of SPPS? Response: The SSSC Plan has been the guide in providing money to schools. It is also a District priority to provide start up funding for new programs or magnets along with professional development for staff in those schools. When SPPS offers families magnet schools they are offering what a magnet school should have. SPPS has been explicit in providing dollars and staffing to schools with equity across sites.
- Is there a reduction in tutor support? Are any funds earmarked to provide tutoring services or tutors at school level? Response: SPPS has never put dollars into tutoring programs. The SPPS Foundation has provided that support for SPPS, providing assessment of the value of various programs and arranging for the tutoring services in various situations. It is redesigning some of the program alignments for next year. Support for schools will also be provided by the VISTA Program for one additional year and that will be put into schools best fitted for it. There also needs to be advocacy for added dollars for tutoring at the state level for the VISTA Program in Minnesota.
- SPPS has under spent its expenditure each of the last several years. The budget discussion is based on how different spending is from one year to another even though there have been reductions, please explain. It is important that the community understand this. Response: SPPS looks at a variance (tolerance) and tries to achieve a 3% variance. Typically, through good fiscal compliance and good fiscal monitoring within the district and not using dollars except for their intended purpose and optimizing that, SPPS has been under spending what its allocation is. This allows SPPS to keep that money, even though it is a small amount, to carry over into funding the following year. In addition, SPPS has not had to borrow as much money due to that small cushion and the District has had a very beneficial result in bond sales and refundings. In addition, SPPS has not faced any major disasters that would hurt its financial position.
- Thanks were extended to all SPPS staff for everyone's efforts in being fiscally responsible.

MOTION: Ms. Street-Stewart moved the Board of Education adopt the FY 14 Expenditure Budget of \$688,062,906 and FY 14 Revenue Budget of \$673,700,993. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

B. Human Resource Transactions

The Superintendent reviewed several recommended personnel position/title changes. She noted SPPS has benefited greatly from its high quality internal talent. Recommended changes included:

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

New Title

2009-11 Salary Range

Assistant Superintendent, Special Education	\$100,689-\$126,275
Assistant Superintendent, Multilingual Learning	\$100,689-\$126,275
Assistant Superintendent, Teaching, Learning & Leading	\$100,689-\$126,275
K-8 Assistant Superintendent	\$100,689-\$126,275

2. Appointment of the following individuals to the following Superintendency positions effective July 1, 2013:

Chief Academic Officer	Matt Mohs
K-8 Assistant Superintendent	Christine Osorio
High School Assistant Superintendent	Theresa Battle
Assistant Superintendent, Teaching, Learning & Leading	Marsha Baisch
Assistant Superintendent, Multilingual Learning	Omoyefe Agbamu
Assistant Superintendent, Special Education	Elizabeth Keenan
Director of Funded Programs	Cheryl Carlstrom
Director of Student Placement	Jayne Williams
Interim Director of Research, Evaluation & Assessment	Stacey Gray Akyea

3. Discontinue the following Superintendency positions, effective July 1, 2013:

Executive Director, Special Education
 Executive Director, English Language Learners
 Executive Director, Curriculum, Instruction & Professional Development
 Executive Director of Leadership Development
 Director of School and Program Improvement

4. Appoint the following individual to the Association of Supervisory & Administrative Personnel effective July 1, 2013:

Assistant Director	Lisa Gruenewald
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5. That the 2011-13 Terms and Conditions of Professional Employment for the Members of the Superintendency and the 2011-13 Association of Supervisory and Administrative Personnel agreement be amended to comply with the foregoing.

Administration stated these changes were in personnel or titles and involved no additional budgetary costs.

QUESTIONS/DISCUSSION

- SPPS typically uses "interim" on title when there are changes, why? Response: Generally, an internal person is appointed to fill a vacancy and they are termed "interim" as they fill their new position. Positions are posted at some point and the normal HR application/interview process is gone through to fill the position at which point the "interim" is removed.

MOTION: Ms. Carroll moved that the Board approve the HR Transactions for the period May 1, 2013 through May 31, 2013 as published and that they approve the recommended personnel position/title changes as described. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved approval of all Items on the Consent Agenda with the exception that the following item was pulled for separate consideration: Item C-2: Request for Permission of the Board of Education to Enter into a Renewal Contract with Pacific Education Group, D-1: Memorandum of Agreement Between YMCA of Greater Twin Cities and John A. Johnson Achievement Plus Elementary School E-4: Request for Permission from Board of Education to Purchase Materials for 6th Grade Science, E-5: Request for Permission from Board of Education to Purchase Materials for Social Studies and F-2: Bid No. A157271-K 4th & 5th Floor Renovations at Administration Building 360 Colborne Street. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

A. Gifts - None

B. Grants - None

C. Contracts

BF 29423 Legislative Liaison Contract

That the Board of Education enter into a contract with Mary Dougherty Gilbert to provide legislative services to the District for a period of twenty-four (24) months beginning July 1, 2013 and ending June 30, 2015 for the stated amount.

D. Agreements - Pulled

E. Administrative Items

BF 29424 Establishment of the Unclassified Position of Assessment Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Assessment Manager job classification effective June 18, 2013; that the Board of Education declare the position of Assessment Manager as unclassified; and that the pay rate be Grade 24 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29425 Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2013-14

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2013 through April 30, 2014.

BF 29426 Proposed Name Change for Benjamin E. May Mandarin Immersion Program for Fall 2013

That the Board of Education authorize the Superintendent (designee) to approve the Benjamin E Mays Mandarin Immersion Program name change to beginning in Jié Míng Mandarin Immersion Academy in the Fall of 2013.

F. Bids

BF 29427 RFP No. A157054-K Mass Notification System

That the Board of Education authorize the Superintendent to enter into an agreement with Blackboard Connect for up to five years for an annual amount of \$50,000.00 per year for up to 40,000 students.

BF 29428 Bid No. A157276-K Area Wells and Sub-base Preparation at Como Park Elementary School

That the Board of Education to authorize an award of Bid No. A157276-K, area wells and sub-base preparation at Como Park Elementary School to Schreiber Mullaney for the lump sum base bid of \$103,890.00

BF 29429 Bid No. A157286-K District-wide Security System Improvements

That the Board of Education to authorize an award of Bid No. A157286-K for District wide Security System Improvements to Stanley Convergent Security Solutions, Inc. for the lump sum base bid of \$2,902,686.00.

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION

BF 29430 Request for Permission of the Board of Education to Enter into a Renewal Contract with Pacific Education Group

Director Brodrick indicated he had pulled this item to state he was voting No on it. He stated he felt PEG training had provided a stimulating jump-start on racial equity work, but felt he could not justify additional dollars to continue the program when he felt SPPS has the capacity to continue this on its own with its staff and the community.

Director Street-Stewart indicated she would support the contract extension noting she had been involved in the work with PEG in various capacities. She noted SPPS is on a corrective path. In looking to the future, the more the district can do to equip and empower its professional staff and its community members in moving toward greater equity is to fulfill the promise of the vision SPPS has for its schools. The cost, when portioned out in training and staff costs, is nothing in comparison to the cost of students of color being unsuccessful and in costs to the community as a whole. This is a cost that has been there over a great number of years and is intrinsic to institutionalized racism. For every effort, the district makes toward racial equity she indicated she would like to see the counterbalance on the other side because it will take a long time to say how many years of lack of successful accomplishments there have been. That cost supersedes by millions the loss of community assets and wealth of knowledge here in SPPS. . What has the cost been for kids of color not succeeding? What cost to society and the community?

Ms. Carroll stated she would support the investment noting her belief that SPPS staff and the community believe in racial equity and justice. If anyone knew how to fix this, it would have been fixed by now; we do not know how. This is extremely complex and multi-layered. This training is paying very talented professionals to work with SPPS to build internal capacity to carry this work on as "legacy" work forever. When you look at the cost of 50% of students of color not graduating, that is a personal cost to them as well as a cost to the community. When you look at the impact on health care costs, criminal justice issues and on the talent, productivity and contributions of people to the community's success it is an extraordinarily great amount. This is stopping on this Board's watch, this work will make a difference.

Mr. Hardy stated he believed the PEG racial equity work/training has given permission to people to have conversations about long buried issues facing SPPS and the community. Conversations must be convened throughout the community, permission needs to be provided to start chipping away at institutional racism even though those conversations are tough to have. He requested information on what is happening within the district as a result of PEG training. He stated SPPS needs to get the story out there. The SPPS Board, as leaders of this change, is open to multiple perspectives and welcomes push back. He asked to find ways to address this push back, to be more open, to find out what is happening out there. The Board must remain intentional about

addressing institutional racism so people of color, disability, etc. can get the best education they are capable of in SPPS schools

Director Seeba indicated that what she had seen so far has been positive, good things are coming out of it. She indicated she is not entirely convinced it will solve the racial equity issues in the district, close the achievement gap or increase graduation rates but there is no other alternatives on offer and the District must do something. She noted she would love updates from teachers on the hoped for transformations because without the teachers this effort will go nowhere. She indicated she want to hear from teachers formally, addressing her in her official capacity.

Ms. Doran indicated she is in full support of training. The PEG contract was approved by the Board in November 2010. They knew, at that time, that this effort would take three to five years to fully implement the process. The Board must allow the process to finish through, to honor the process. She noted she had seen results. PEG is not the be all and end all, it is a tool. SPPS has also developed the SSSC Strategic Plan that has resulted in an improved fiscal position for the district and some improvement in test results. This work begins at the top, the Board is fully invested in the work as well as every employee within the district, everyone is at different stages but all are moving forward toward a goal. The definition of insanity is doing the same thing repeatedly, the district has moved forward to something different. Everyone needs to change and move forward, what was done 20 or 30 years ago is not sufficient to today's needs.

The Superintendent indicated the dollar amount is equivalent to about 7.5 teachers in the district. The dollar amount seems large but the impact on the system goes far, far beyond what 7.5 teachers would provide.

MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent to enter into an agreement with Pacific Education Group. The total cost of the services will be paid from the Title I budget 29-005-216-401-6303/6304-2643. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

BF 29431 Memorandum of Agreement between YMCA of Greater Twin Cities and John A. Johnson Achievement Plus Elementary School

Director Hardy stated he had pulled this item in order to recognize the work of the YMCA and YWCA young leaders and families noting in particular the work done by the John A Johnson YMCA.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Agreement with the YMCA of the Great Twin Cities to provide summer services at John A Johnson Elementary to combat summer learning loss and improve the educational success of children. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

BF 29432. Request for Permission from Board of Education to Purchase Materials for 6th Grade Science

Mr. Hardy stated he had pulled this BAI in order to hear more about how these materials tie in to science comprehension and learning for 6th graders. Response: As SPPS moves to a middle school model, there was an identified need for science materials for incoming 6th graders that aligned to Minnesota Science standards. SPPS has added 100 minutes of science at elementary levels and is moving to continue this development into middle schools. The adoption of these new materials will allow teaching science everyday for every student in middle school. The materials deal with the physical sciences.

The question was asked if there is a lab component included in these. Response: Yes, there is a strong lab component along with the text materials. One is a completely digital product to align with the referendum efforts and the material offers both wet and dry labs along with opportunities for personal inquiry.

The Board expressed its thanks for this advancement.

Another question was asked about how this affects the environmental focus schools. Response: With the seven period day electives are being added specific to the focus of those schools.

MOTION: Ms. Carroll moved, seconded by Ms. Doran, the Board of Education authorize the Superintendent (designee) to enter into a purchase agreement with the above listed publishers to purchase the materials for 6th grade science instruction.

The motion was approved with the following roll call vote:

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

BF 29433 Request for Permission from Board of Education to Purchase Materials for Social Studies

Director Street-Stewart indicated she had pulled this item, as she needs to know that state social studies standards have been addressed in this curriculum regarding Indian education requirements. Also, specific to SPPS, the LCD has made multiple recommendation focusing on the content and access to expert knowledge of communities based within the curriculum. She stated she is reluctant to approve this without a chance to examine the materials to be sure it is appropriate to the recommendations approved by the Board based on recommendations of the two committees. She asked for a presentation on how this set of materials was reviewed, if an equity lens was applied as well as Indian Education and Latino cultural perspectives. Response: It was noted there is a timeline issue on the purchase of these materials in order to have them for the start of school. This recommendation is the culmination of over a year of review of social studies materials. The last adoption was 10 years ago. There are some wide gaps present in existing materials now in place. As discussed in another context around the impact of the racial equity work, staff has implemented a narrative on how to get the absent narrative present in new materials. In the review process there was intentional efforts made to look for multiple narratives within the materials reviewed. The gap analysis was specifically geared toward equity issues. In the review of materials, there was driving consideration in selection of materials to ensure they had the best possible representation given materials available. The committees engaged a number of different groups in considering materials, the Curriculum Advisory Committee is made up of parents and staff, the materials were run through the Multilingual Learning area and the Indian Education office who rejected one item as a poor choice. In terms of the timing concern, staff offered to allow a review of materials prior to execution of a purchase order, though staff

asked the Board to consider approval so staff can move forward expeditiously if materials are deemed appropriate.

QUESTIONS/DISCUSSION:

- What will this look like? Has input from an African-American and Latino perspective been sought? How will this tie into the racial equity work in SPPS? Response: There has been a trend over the last decade of the continued squeezing of social studies as a taught subject. In 6th grade, SPPS will have more social studies than has been available previously. In 6th grade, the specific subject area is Minnesota History. These materials will be brand new and are currently under publication by the Minnesota Historical Society. In grades 4 and 5 attention has been paid to increasing the availability of materials and instruction time available for social studies. Implementation of Common Core brings in content more readily and is one way social studies is being re-infused into the curriculum. Beyond 6th grade expectations for social studies credit attainment are supported with a variety of materials.
- What will this look like every day? Are the missing narratives included? How will the curriculum tie into the racial equity work? Response: The review process was explicit in terms of looking for materials addressing the absent narratives of all groups. One of the areas looked at specifically in the African American story was how materials addressed the triangle trade and slavery issues. The texts were reviewed to ensure their being more reflective and allowing for multiple perspectives on the history represented. In terms of the rubric used for review, there was a specific section on multiple narratives, each individual who reviewed the texts had to identify how multiple narratives were presented. The Multi-Cultural Resource Center, in conjunction with the Social Studies Department, has been working closely to ensure the curriculum draft included multiple perspectives. Using the equity lens did change what texts were adopted. Staff indicated they were confident, considering what materials are out there, this is a significant step forward. The inquiry based model is equally important through students looking at what is missing, asking questions about what/who is missing. Asking the questions of why and how is as important as reading the text in many cases. Administration is working with Social Studies to redirect questioning and looking at the subject from different perspectives. Classes become more engaging to students with this perspective and it increases a teacher's ability to use first hand primary resources to allow students to dig deeper. PEG aligns perfectly with this effort because it is asking students how engaged they are with the curriculum and allows students and teachers together to collaborate to advance learning. Culturally responsive teaching is only effective if the student responds to it. Curriculum as a piece of the common core and with the inclusion of non-fiction texts enhance understanding and supports multiple perspectives. Social studies is where students see themselves reflected in the curriculum and how they look at historical perspectives. It allows teachers to use the equity lens to research additional resources to move themselves and their students forward. PEG allows believing there are different ways to teach social studies, leading and understanding and allowing for the different perspectives to engage students in learning. Administration recognizes previous social studies materials offered only one perspective. SPPS is now providing different tools to open the door to wider learning perspectives and options, allowing students to be critical learners.
- It was noted one deficiency noted in textbooks was in the indexing of proper names of tribes and formatting and aligning of materials within the texts to reflect multiple perspectives..
- It was noted this type of discussion is important but as a Board member, she must believe staff did their job over the last year in material selection. If you believe they have not you must stop the process for both social studies and science. The Board has insisted the issues be addressed and staff now needs to move this forward, to explore how to make it work better.
- The comment was made the district is well prepared and needs to be best in the state and she believes this process will get us there.
- The comment was made that the Board needs to move forward with scrutiny of these materials with feedback supplied to publishers on how to correct inaccuracies.
- Social studies materials must be brought into classes everyday allowing for multiple perspectives.
- Legal Counsel provided several options to resolve the issue of Board review.

The Board recessed for 10 minutes and reconvened at 8:22 p.m.

- Do social studies materials come in digital format? Response: Almost all come with digital assets.

REFERRAL: Director Carroll made a formal referral to COB stating she was requesting that administration, at the next COB meeting (6/26) or on the earliest possible date, present this year's process for curriculum and text adoptions and how that incorporated the District's racial equity work. How future processes and adoptions will do better. What process is used for identifying and incorporating supplemental resources and how administration is collectively ensuring that these new materials and supplemental materials are actually being used.

Clarification was made that staff will make a presentation addressing the referral but that links to the materials under discussion will be provided to Board members ASAP so they have sufficient time to review those materials prior to the meeting.

MOTION: That the Board of Education authorize the Superintendent (designee) to enter into a purchase agreement with the above listed publishers to purchase materials for Social Studies instruction.

The motion was approved with the following roll call vote:

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

BF29434 Bid No. A157271-K 4th & 5th Floor Renovations at Administration Building 360 Colborne Street

Mr. Hardy indicated he would be voting no on this item as he wanted everyone else cared for first before 360 was addressed. He stated he realized this had been approved earlier this year but that there were needs within the schools still. He expressed concern over the public perception of this project.

QUESTIONS/DISCUSSION:

- A Board members stated she wanted to be sure it was noted that the Administrative Budget was showing a negative for the second year in a row so this is not fiscally irresponsible.
- The Superintendent stated that 360 personnel are also staff and need to feel they are being considered and appreciated as well. The high schools and middle schools have been improved and now look professional. It is now 360's time to be upgraded as, if nothing else, a health issue due to very, very old carpet. The changes are being made because money is currently available unlike in the past. 360 requires improvements in ergonomic furniture for the benefit of staff.

MOTION: That the Board of Education authorize award of Bid No. A157271-K, 4th & 5th Floor Renovations at Administration Building 360 Colborne Street to Derau Construction for the lump sum base bid of \$359,400.00.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Second Reading: Policy 101.00 Racial Equity in Education

The Chair announced the second reading of the Racial Equity policy. A COB meeting on June 26 has been scheduled to finalize wording of the policy prior to the third reading..

XI. NEW BUSINESS

A. Project Labor Agreements

1. Installation of New Marquee Signs at 9 School Sites: American Indian Magnet, Bruce F. Vento Elementary, Como Park Elementary, Highland Park Secondary, Highwood Hills Elementary, Homecroft, LEAP High School, Barack & Michelle Obama Service Learning Elementary and Saint Paul Music Academy

MOTION: Mr. Brodrick moved the Board of Education accept Administration's recommendation that no PLA be utilized for these projects. Ms. Carroll second the motion.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Hardy requested a presentation on translation and interpretation services.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

1. Director Brodrick provided a brief update on EMID.

XIII. FUTURE MEETING SCHEDULE

A. Action to Cancel October 29, 2013 COB Meeting and Reschedule It to October 22, 2013

MOTION: Ms. Seeba moved the Board of Education cancel the October 29, 2013 Committee of the Board meeting and reschedule it to October 22, 2013. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

MOTION: Ms. O'Connell moved the Board of Education cancel the October 29, 2013 Closed Board of Education meeting and reschedule it to October 22, 2013. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

Mr. Hardy	Yes
Ms. O'Connell	Yes

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

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

- July 16 Closed Meeting at 4:00 p.m.
- July 16 Regular Meeting 5:45 p.m.
- July 30 Closed Meeting at 4:00 p.m.
- August 20 Closed Meeting at 4:30 p.m.
- August 20 5:30 p.m. Regular meeting start time begins
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 .
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15
- October 22 Closed Meeting at 4:00 p.m.
- October 29 Closed Meeting at 4:00 p.m. -- **CANCELLED**
- November 12 Closed Meeting at 4:30 p.m.
- November 12 .
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- December 17
- 1/7 ANNUAL MEETING (*Board Members take office*) Time TBD
- 1/21 .
- 2/18
- 3/18
- April – Date TBD
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

NOTE: All Closed Meetings scheduled above are about updates on labor negotiations

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

- June 26
- July 16
- July 30
- September 10
- October 1
- October 22
- October 29 - **CANCELLED**
- December 3
- January 14
- February 4
- March 4
- April 8
- May 6
- June 10
- July 15

- September 9
- October 7
- October 28
- December 2

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:52 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
June 26, 2013**

PRESENT: Board of Education: Mary Doran, John Brodrick, Jean O'Connell, Keith Hardy, Louise Seeba, Elona Street-Stewart

Ms. Carroll was absent

Staff: Jeff Lalla, Michelle Walker, Michelle Bierman, Marsha Baisch, Joe Munnich, Christine Osorio, Rebecca Biel, Marty Davis, Jackie Statum-Allen, Andrew Collins, Sharon Freeman, Efe Agbamu, Elizabeth Keenan

Other: Eric Celeste, Chue Vue, Mila Koumpalovna

I. CALL TO ORDER

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

II. AGENDA

A. Policy 101.00 Racial Equity in Education

Staff indicated the purpose of the meeting was to discuss potential revisions to proposed SPPS Policy 101.00 RACIAL EQUITY and to prepare for the action that will be taken at the third reading as part of the regular Board of Education meeting on July 16.

For this discussion, staff members reviewed all the stakeholder input from the past two months and prepared a revised version of the policy, which attempts to reconcile all recommendations into a single document. The new draft responds to strong feedback from many stakeholders – including Board Directors – to make clear and simple the language, intent and expected impact of this policy. The revision presented included clarifying language to explain key concepts, including “adaptive solutions.” A few terms, such as “racial equity lens” and “racially predictable,” which were widely characterized as “jargon,” have been replaced with plain-language explanation. In addition, specific references to Board, staff and other stakeholders have been used judiciously and intentionally, to indicate who is involved in, and who is responsible for, key actions. In instances where everyone in the district has a role, the broader term “SPPS” has been used to convey that.

The revision also contained additional content in several areas:

1. The Purpose section – in addition to being revised – has been amended to include acknowledgement of societal and historical factors that contribute to racial disparities, while also recognizing that SPPS is still responsible for racial equity.
2. The Teaching and Learning section has been expanded to reflect feedback from SPPS teachers and other staff, to describe the nature of racial equity work in curriculum, instruction and assessment.
3. Planning, monitoring and reporting expectations have been clarified and moved to a dedicated section. A reference to accountability has also been added to the Leadership section.

Previous COB discussion also included the need for references at the end of the policy to reflect a range of other policies, laws and legal documents that are connected to racial equity. However, since all SPPS policies are related in some way to the racial equity work, those added to the draft represent a cross-section of related policies that are recommended to be included based on their direct connection to concepts and terms used in the proposed policy. In addition, SPPS General Counsel has listed applicable legal references.

Board members were reminded that no Board action can be taken on the policy until the third reading on July 16 at which time they could substitute the new draft provided for the original submission.

Board and staff then moved to review the newly drafted policy. Staff again indicated the major changes from the original were additions to the purpose statement, expansion of the Teaching and Learning section and moving Implementation and Monitoring to a separate section. Several suggestions for wording changes were made. A revision of the draft was provided to Board members at the end of the meeting that contained the recommended changes. Board members are to provide any additional concerns or revisions to staff no later than Noon on Monday, July 1.

QUESTIONS/DISCUSSION:

- A Director indicated they liked how the ideas shared by the community, staff and the Board had been incorporated into the revised draft.
- A process question was posed regarding timing of revised drafts relative to the final reading. Response: Staff indicated they hoped guidance would be provided at this meeting on desired changes. Staff would then incorporate those changes and provide a new draft to the Board so they would have time to process it. Then a last look could be taken at the July COB just prior to the third reading at the regular Board meeting.
- Staff was complimented on the work accomplished.
- As trends change, the policy may no longer be as relevant. The example of Section II, Items 2 and 3 was provided. The Board member stated she wanted to be sure the policy would still apply "in perpetuity" or until a future Board moves to change it. She wanted to be sure it carries on to address potential future achievement issues. Response: Staff indicated they felt the policy was written to "raise the bar" to a very high level.
- Section III.2.b "engage in racially equitable business and operational practices" -- concern was expressed over what this might imply. Response: Staff indicated the Board interprets its policies and this is directed toward the internal processes and practices related to SPPS business and operations. It does not address such things a minority contracting, etc. The SPPS already has policies and practices for that. It does not create a legal obligation for the district. The Board was encouraged to provide clarification in this area if they desired.
- A Board member stated that as one looks at the language in the draft, it is in a position from where it will be relatively easy to move forward with procedures and practices that will be implemented in classrooms, etc. Response: Staff indicated they had provided some examples of areas that are already in current practice and procedures for the Board. Additional work will build on procedures and practices that are currently out there and which have been corrected over time. The Policy can now be the measure of those areas.
- A Board member noted it would be the Board's responsibility, over time, to improve practices through monitoring and reviewing. Implementation and monitoring will give teeth to the process and evaluate the success of efforts.
- Where in the policy could the concern about students being made aware of the need to increase college readiness/graduation be addressed? Response: Staff indicated these were being addressed through the accelerated academic programs; examples were noted in the handout of pieces already in place and occurring now.
- Should graduation rates be addressed in the policy? Response: Staff has high expectations of rigor in curriculum and higher graduation rates. It was suggested that the policy be kept at a policy level and let procedures address specific metrics.
- The "Implementation" section has been pared down considerably with expectations of the Superintendent reporting annually. Can the Board define when it wants reports? Response: The VisionCards provide input in a monthly progression. There is also the annual review of the Superintendent that defines Board expectations and how this will be accomplished. The Board can also make specific requests for information or data.
- A Board member indicated she was pleased to see the "historical" perspective noted in the purpose.

- Does the Board want accountability in the “Family, Student and Community Engagement” area added to policy? Response: Engagement would be part of the Racial Equity Plan and the plan would be monitored and reported on.
- What is the process when it comes to Board to action? Response: The Board’s preference would be that no new language be provided on the night of the third reading. If there are anticipated changes, make them available ahead of time so they can be reviewed prior to the third reading.

Board members were asked to get any additional comments/concerns to staff by Monday, July 1 so a draft can be sent back to Board members quickly.

B. Overview of Text Book Review and Adoption

Staff noted the current Textbook Adoption Policy (607.01) states “textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.” They went on to review the current Textbook Adoption Procedures, noting they were quite outdated. Current practice is that materials are reviewed whenever standards change in order to assess if materials are meeting current standards. The 2013 recommendations were made within the context of:

- Expected implementation of new Minnesota Academic Standards in SY 2013-14.
- The shift to a Middle School model necessitating adoption of new materials for Grade 6 to support daily instruction in science and social studies in particular.
- Most texts being significantly outdated or materials inadequate.
- Recognition that all texts have deficiencies
- Ongoing supplements and professional development will be necessary to address gaps and align with standards

In all content areas with adopted texts, SPPS curriculum extends beyond the purchased books. Aligned learning under the SSSC promises consistency across schools, anchored in the standards. Curriculum work completed in conjunction with SPPS teachers addresses major gaps and work will be ongoing to supplement, augment and amplify content.

1. Social Studies

The SPPS racial equity transformation work influenced the textbook adoption process. Special emphasis was placed on multiple narratives in the review rubric:

- Instructional materials needed to include multiple narratives
- Points of disagreement need to be identified
- Differing perspectives on points of disagreement need to be articulated
- The reasons or logic underlying the perspective needs to be articulated
- Differing perspectives need to receive equal treatment
- Materials support empathy rather than sympathy and
- Voices come from primary sources

Additional steps were taken to review materials with departments and groups outside of Curriculum, Instruction and Professional Development. The process is evolving to influence future adoptions and will be modified, augmented and supplemented as needed.

Previous curriculums aligned with the 2004 standards with K-6 general social studies, 7th U.S. History, 8th World Geography, 9th World History, 10th Human Geography, 11th U.S. History Survey and 12th Government or Economics. All texts were copyrighted between 2000 and 2004.

Revised standards (2011/2013) are vertically articulated across the four primary areas within Social Studies (Citizenship & Government, Economics, Geography and History) and take effect in the 2013-14 school year. Grades K-3 receives a foundation in social studies. Grade 4 – Geography of North America, Grade 5 - History of North America (up to 1800), Grade 6 - Minnesota Studies, Grade 7 - U.S. Studies (1800 to present), Grade 8 – Global Studies. In Grades 9 and 10, a 0.5 credit in social studies is recommended.

In 11th gradem one credit of U.S. History and in 12th one credit in World History is recommended.

Staff went on to describe the process used in the adoption of the recommended texts.

- May 2012 Secondary teachers (7-12) prioritized the revised benchmarks
- Fall 2012 included:
 - o Identification of a PLC of secondary teachers (7-12) to unwrap the benchmarks and design a scope and sequence.
 - o The Social Studies Lead reviewed existing curriculum for gap analysis (K-12) and shared the Curriculum Review Rubric with the Curriculum Advisory Council.
 - o Identification of a PLC of secondary teachers (7-12) to review new curriculum per the district rubric and request publisher hearings.
- Winter 2013 included
 - o The Secondary Teacher PLC conducted publisher hearings and made recommendations for adoptions
 - o Elementary teachers and Social Studies specialists reviewed a new curriculum (per district rubric) for 4th and 5th grades
- Spring 2013 the Social Studies Lead received cost proposals from publishers.

The Elementary Gap Analysis revealed that in:

- K-3 (Foundations of Social Studies) many schools did not have a curriculum. Content gaps showed the previously adopted text did not align with the 2011 strands/standards/benchmarks; lacked multiple narratives, was not grade banded and did not vertically articulate to upper elementary.
- 4th Grade (North American Geography) is a new course for 4th grade per the revised standards so schools did not have updated curriculum and there were no digital assets. Content showed the previous text did not include Canada and Mexico, lacked multiple narratives and was pre-Common Core.
- Grade 5 (Early American History) revealed many schools did not have a curriculum or digital assets. Content showed a lack of multiple narratives in the previous adoption as well as being pre-Common-Core.

The Gap Analysis for Middle School showed:

- Grade 6 (Minnesota Studies) is new to the middle school model and texts were needed for daily class periods. Content gaps showed government, economics and geography strands were not addressed in the previous texts and there is a lack of multiple narratives.
- Grade 7 (American Studies) indicated digital assets have expanded since the last adoption (which is no longer published). Gaps included Clinton being the last President addressed; government, economics and geography strands are new, there was a lack of multiple narratives in the previous adoption and it was pre-Common Core.
- 8th Grade (Global Studies) has expanded digital assets since the last adoption. Gaps showed the revised standards have grade specific benchmarks, there was a lack of multiple narratives in the previous adoption and it was pre-Common Core.

The Gap Analysis for High School indicated:

- 9th Grade (World History) has expanded digital assets since last adoption while there are not enough texts for students in the schools. Content gaps include the "Present" ending in 2002, the War on Terrorism is not addressed, there was a lack of multiple narratives in the previous adoption and it was pre-Common Core.
- Human Geography (10th Grade) shows access to consistent content varies from classroom to classroom, from PLC to PLC and from school to school. Content gaps show the current adopted text is world geography, not human geography and there was a lack of multiple narratives in the previous adoption and it was pre-Common Core.
- 11th Grade (U.S. History Survey) showed digital assets have expanded since the last adoption and that there were not enough texts for students in the schools. Content

gaps showed the “new millennium (Benchmark 23) is not addressed, there was a lack of multiple narratives in the previous adoption and ‘2000 and beyond’ is 10% of the course.

- 12th Grade Economics has expanded digital assets since the last adoption. Content gaps have materials ending with Clinton, the differentiation pedagogy needs updating as well as multiple narratives.
- 12th Grade Government has expanded digital assets since the last adoption. Content gaps show the differentiation pedagogy needs updating as well as multiple narratives.

Supplemental materials which are available include: Multicultural Resource Center Learning and Digital Trunks (which have been digitized), the History Center as resource, the Humanities Center (absent narratives), A Young People’s History of the United States (H. Zinn), History Alive! and Geography Alive!, History Day, World Savvy, UNA-MN, Goode’s World Atlas, Marshall Brennan Project (with William Mitchell). Families have been brought in to the MRC to review the Learning Trunks and become more knowledgeable about what materials are available.

Professional development began in the Fall 2012 with Arts Literacy (culturally responsive teaching). In the Spring of 2013, American Indian Perspectives 101 was presented as an all day session in partnership with the Office of Indian Education. A workshop on bias, empathy and sympathy was conducted to expand evaluative sources. In SY 2013-14, Indian Education will review benchmarks and curriculum. American Indian Perspectives is moving toward required. Another workshop on bias, empathy and sympathy will be conducted to expand evaluative sources and the LCD will review benchmarks and curriculum.

Next steps will see a continuation of the integration of racial equity transformation work across all areas of curriculum (not just Social Studies). Supplemental materials and professional development will be emphasized to address weaknesses. As a curriculum repository develops, assets aligned to all standards will be identified and secured. Teachers will be prepared to shift away from mass produced texts toward a robust curriculum repository and articulated curriculum.

QUESTIONS/DISCUSSION:

- A Board member indicated she was concerned that recommendations from both the Indian Education group and the LCD be addressed in depth. She went on to review concerns she had found within the texts she had reviewed.
- It was noted SPPS must provide a balanced and accurate education for its students recognizing accurate, critical references to materials that provide multiple viewpoints and authentic voices.

Having reached the end of scheduled time the consensus was to extend the discussion to 6:40 p.m.

- Much of the verbiage within current texts excludes a full historical perspective. Will teachers be ready to have conversations with students to widen that perspective? Response: Administration indicated that all teachers receiving professional development in Social Studies have had concentrated, intensive sessions on how to teach multiple perspectives and how to recognize bias within materials and address it. SPPS is bringing in new resources that recognize multiple stories and missing narratives.
- A Board member indicated there might be a need to have a discussion on how to accommodate and address differing viewpoints at 11th and 12th grade levels giving the example of “American exceptionalism”.

C. EMID Report

An overview on Harambee was provided. ISD 623, Roseville will operate Harambee for the 2013-14 school year as an inter-district integration magnet school. The Harambee

Elementary School will close effective at the end of the 2013-14 school year. The property will be considered for inclusion in the 2014 Minnesota legislature state-bonding bill for permanent conveyance of property to Roseville, ISD 623.

The status of Crosswinds will be considered at a special meeting of the EMD Board in July 2013. Director Brodrick, as SPPS representative on that Board, asked for Board input on SPPS's standing in regard to a resolution for this school. Though the Superintendent was not able to attend the COB meeting, she had provided the Board with her recommendation regarding Crosswinds in a memo.

Board members reviewed the list of questions that the Perpich Center would be asked regarding their plans for Crosswinds.

QUESTIONS/DISCUSSION:

- Strong concern was expressed about timing in relation to getting students signed up and into a school for SY 13-14. Director Brodrick indicated EMID had held a School Choice Fair so parents could receive information on school options for their students in 2013-14.
- Concern was also expressed regarding staffing. Board members wanted to be sure the Perpich Center was committed to hiring the staff needed to run the program should the decision go that way.
- When asked which questions from the list might be deal breakers, Board members responded: Staffing plans and enrollment plans and what kind of answer they had that would ensure the school operated as an integration magnet.
- It was noted the other option to the Perpich proposal is to carry through with the already made decision to close the school.
- A Board member indicated they would like to see EMID maintain its decision to close the school and only if really exceptional options were brought forward by the Perpich Center would that plan change.
- It was noted that some Crosswinds students have applied to Creative Arts and to Central

Time was called. Director Street-Stewart moved the discussion be extended 10 minutes, seconded by Mr. Hardy. The motion passed.

- The Board was emphatic that the decision by the EMID Board needs to be made with the interest of students foremost and it needs to be made at the July meeting with no further delays. Areas needing strong review include operations and management costs, staffing arrangements and is there an integration plan embedded in the plan.
- It was suggested that closing the school for one year would allow for other options to be explored.
- The Board stated that it was okay for the school to close next year particularly as there is such a small window of time to get the school up and going. If what prevails in the EMID decision is that the building remains closed, the SPPS Board is accepting of that. It does expect EMID to have a concrete decision for the benefit of the students as soon as possible.
- Another issue raised was, will the Perpich Center willing to keep the program going for 14-15?

III. ADJOURNMENT

MOTION: O'Connell. Motion passed.	Ms. Street-Stewart moved the meeting adjourn; seconded by Ms.
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The meeting adjourned at 7:19 p.m.

Respectfully submitted,
Marilyn Polsfuss, Assistant Clerk

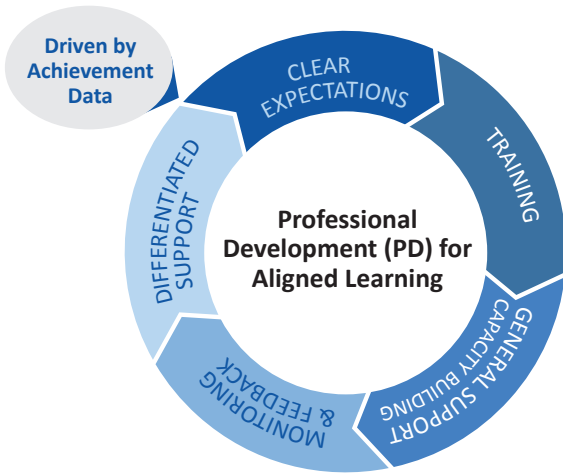
GOAL 2: Professional Development

School Year (SY) 2012-13*

Vision Card Levels

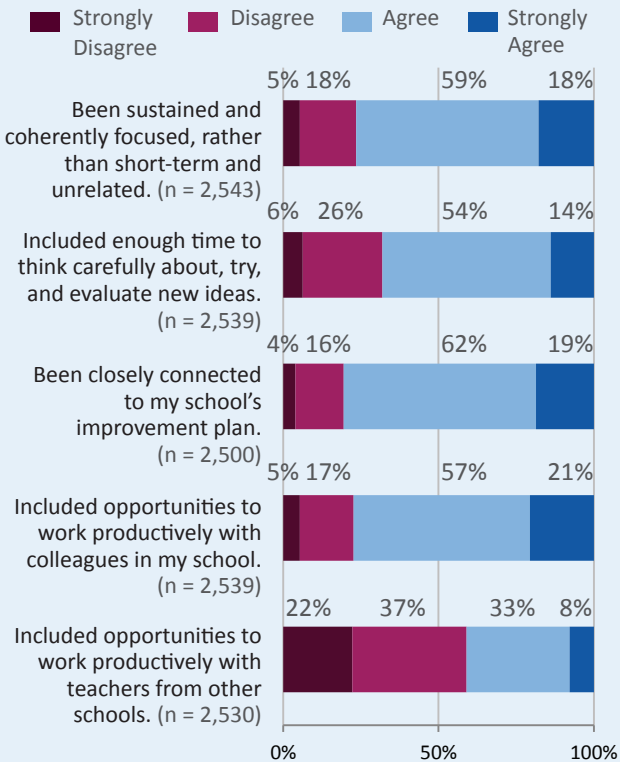
<30% 30-50% 51-70% 71-90% >90%

Intervene Concern Baseline Progress Vision



QUALITY PROFESSIONAL DEVELOPMENT (PD) TEACHER SURVEY RESULTS (Spring 2013)

Teachers reported that professional development this year has:



Source: University of Chicago Urban Education Institute Five Essentials

* For the purposes of this VisionCard, PD school year (SY) is measured from the day after the last day for teachers in the previous year through the last day for teachers in the given year. For example, SY 12-13 PD data includes activity from 6/12/12 through 6/11/13.

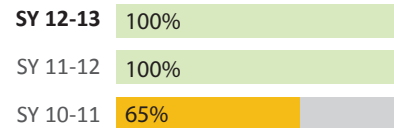


CLEAR EXPECTATIONS

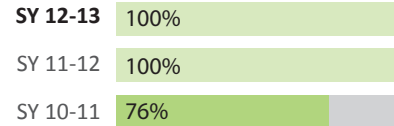
ALIGNED LEARNING INDICATORS

Percent of Aligned Learning indicators completed in content areas, at all grades PK-12.

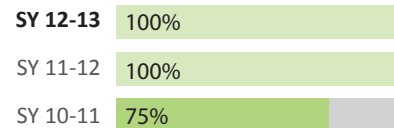
Most recent standards prioritized and "unpacked."



Sequencing guides established and aligned to standards.

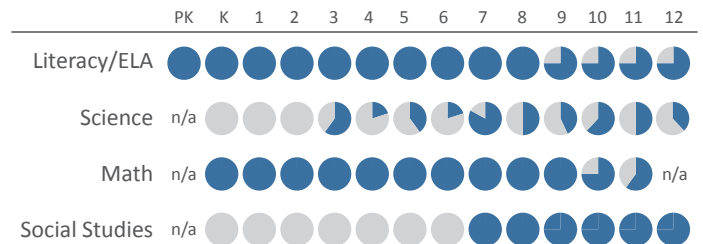


Annual instructional rubric aligned with achievement data.



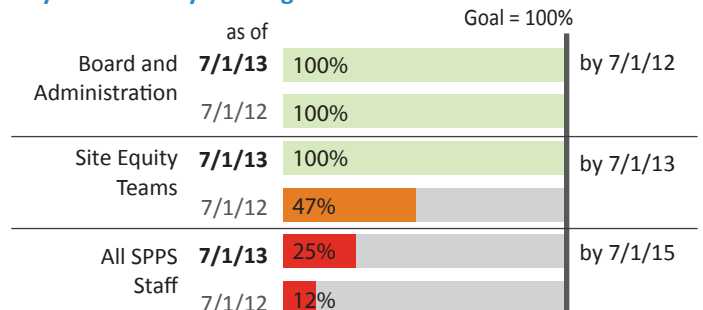
Common assessments aligned to standards, developed & posted.

● = 100%



PARTICIPATION IN RACIAL EQUITY PD

Beyond Diversity Training



GOAL 2: Professional Development

Vision Card Levels



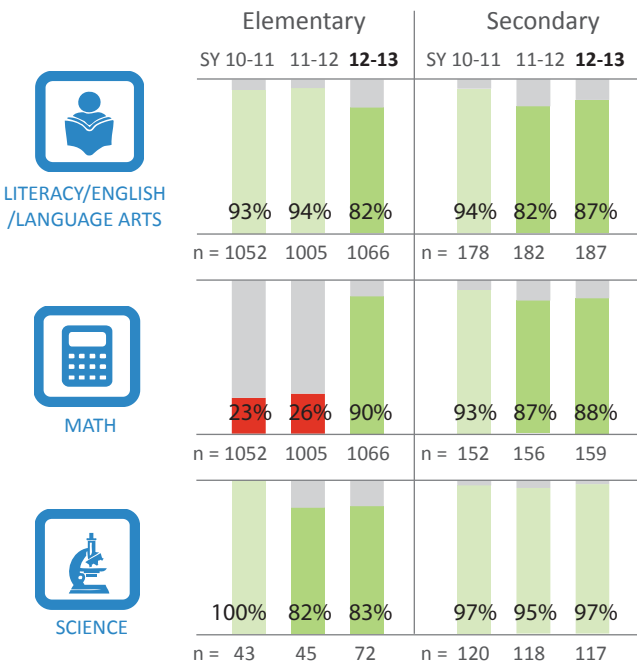
Intervene Concern Baseline Progress Vision



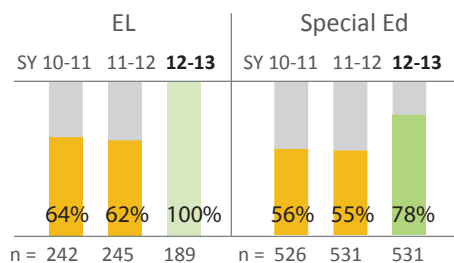
TRAINING

DISTRICT-LEVEL PD FOR ALIGNED LEARNING

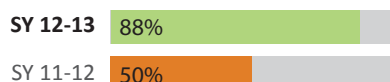
Percent of teachers who participated in at least one PD course for aligned learning in a given subject. This does not include any school-based PD, including regular Professional Learning Community (PLC) time.



Percent of English Learners (EL) and Special Education teachers who joined their General Education colleagues in at least one PD course for Aligned Learning.



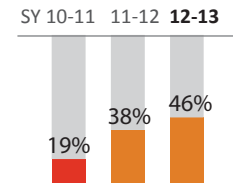
Percent of sites that recorded building-level PD sessions on districtwide system for tracking professional learning.



GENERAL SUPPORT & CAPACITY BUILDING

PEER ASSISTANCE REVIEW (PAR)

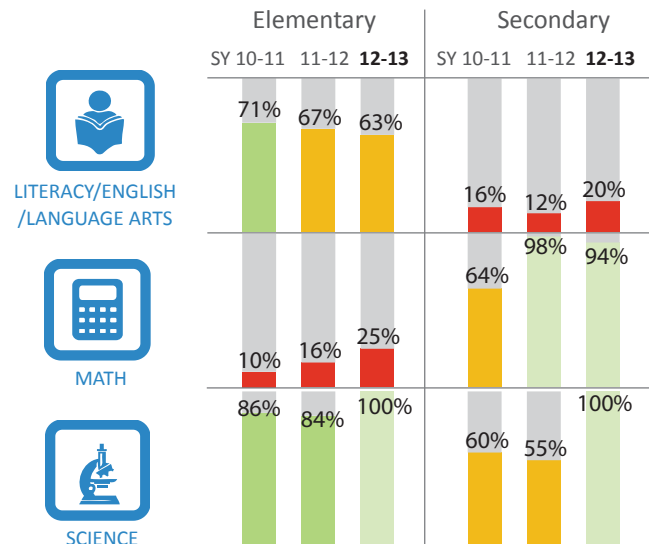
Percent of current probationary teachers who have been supported through the PAR program.



MONITORING & FEEDBACK

DATA DRIVEN PROFESSIONAL DEVELOPMENT

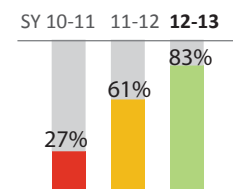
Percent of directly-tested content area classrooms visited for the purpose of providing feedback and collecting district-level data to inform PD. This does not include walk-throughs or observations conducted by school or district administrators for other purposes.



DIFFERENTIATED SUPPORT

PROFESSIONAL LEARNING COMMUNITY (PLC) WITH DATA TEAM (DT) PROCESSES

Percent of Schools that have received on-site support for PLC with DT processes.





2012-13 Professional Development Vision Card

Christine Osorio
Assistant Superintendent

BOE
July 16, 2013

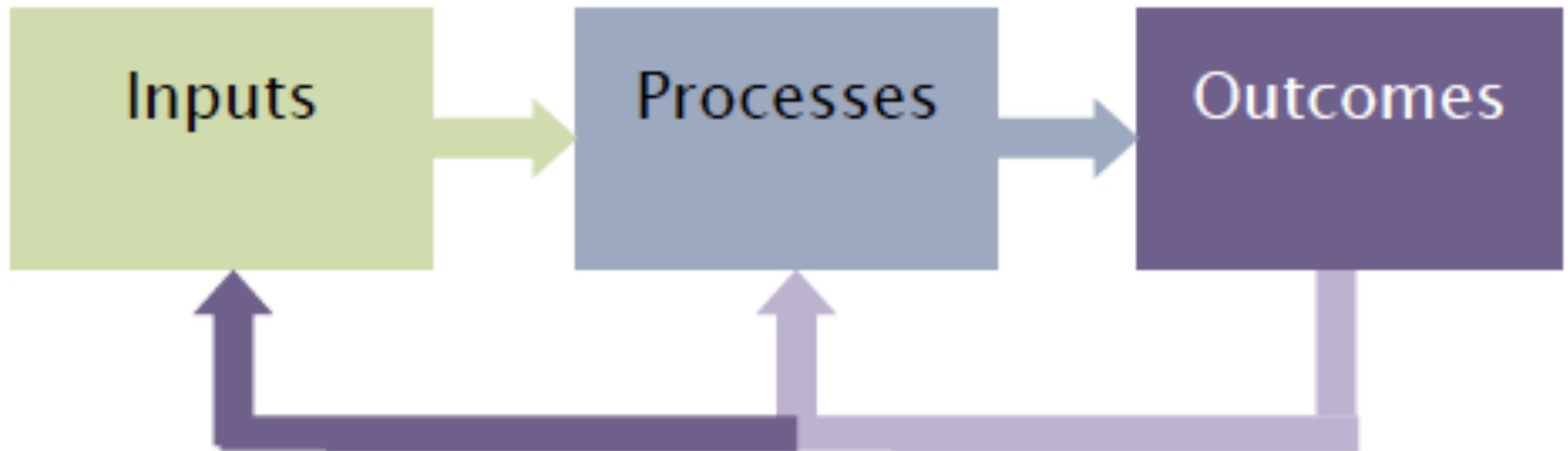
Objectives



- Review Vision Card Background
- Share key highlights from SY 2012-13 Professional Development (PD)
- What's Next for PD in SPPS

VISIONCARD BACKGROUND REVIEW

Continuous Improvement (TeamWorks model)



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

What's a VisionCard?

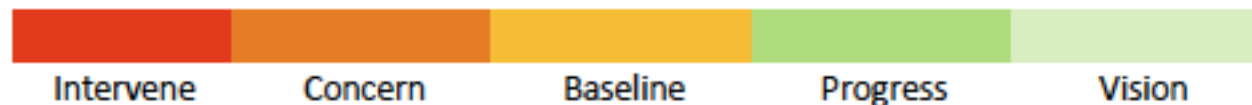


Summary of districtwide indicators of progress on SSSC strategic plan, grouped by theme

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

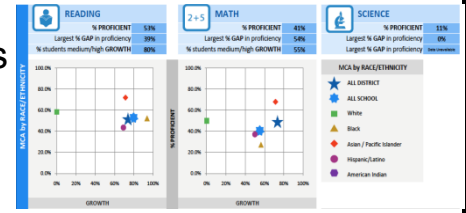


VisionCard Levels



Planning, Monitoring, Reporting Tools

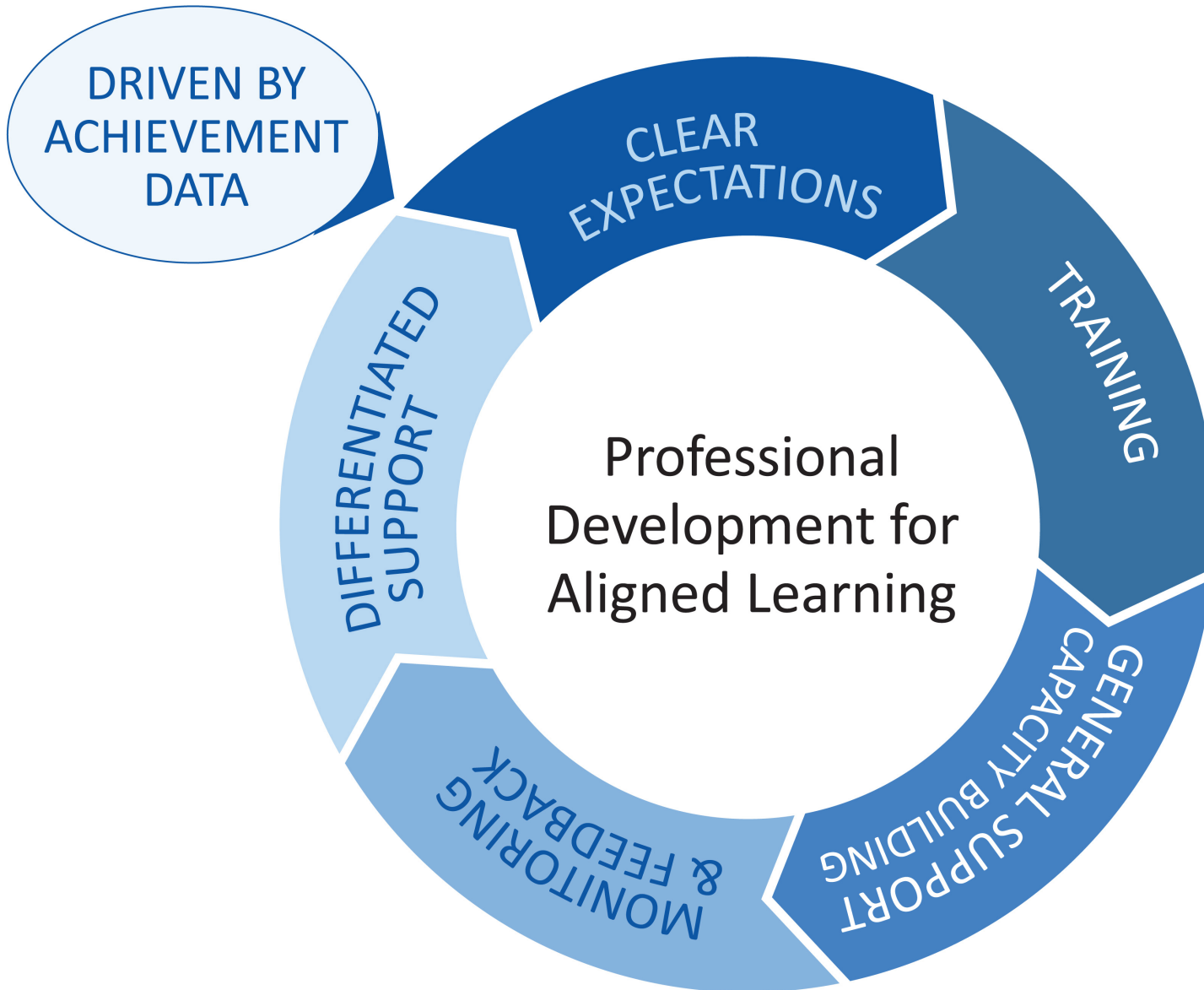
Revised: July 5, 2013

Level	Planning	Monitoring	Reporting
STRATEGIC	<i>Strong Schools, Strong Communities</i> 	District VisionCards (8) GOAL 1 achievement Achievement Equity Student Data + Work GOAL 2 alignment Partnerships Professional Development Leadership GOAL 3 sustainability Resources Operational Excellence	<u>VisionCard updates and presentations</u> August: Achievement & Equity, part 1 November: Student Data + Work December: Achievement & Equity, part 2 February: Leadership March: Partnership May: Resources May: Operational Excellence <u>July: Professional Development</u>
OPERATIONAL	Department Plans School/Program Plans (SCIP)	Key Performance Indicators (KPIs) Data Walls Data Digs 	Quarterly Business Reviews School Business Reviews School Profiles 
TACTICAL	Job description and/or performance plan as appropriate	Formative Reviews	Summative Annual Performance Evaluation

2013

**PROFESSIONAL
DEVELOPMENT
VISIONCARD**

PD for Aligned Learning Cycle





Professional Development

(REVISED 7/17/12)



88

Measure	Level 5 Vision
Clear Expectations – % of Aligned Learning indicators completed in content areas, at all grades PK-12	> 90%
Training – Participation in PD for Aligned Learning: % of required staff who participated in at least one course, as recorded in PD Express	> 90%
Training Collaboration – % of ELL and Special Education teachers joining General Education colleagues in at least one PD course for Aligned Learning	> 90%
Training Tracking – % of sites voluntarily tracking school-based PD on PD Express	100%
General Support & Capacity Building – % of current probationary teachers who have been supported through Peer Assistance Review (PAR)	> 90%
Monitoring & Feedback – % of classroom visits used to inform PD	> 90%
Differentiated Support – On-site support for Professional Learning Communities with Data Teams process: % of schools	> 90%
All staff participation in racial equity PD	> 90%

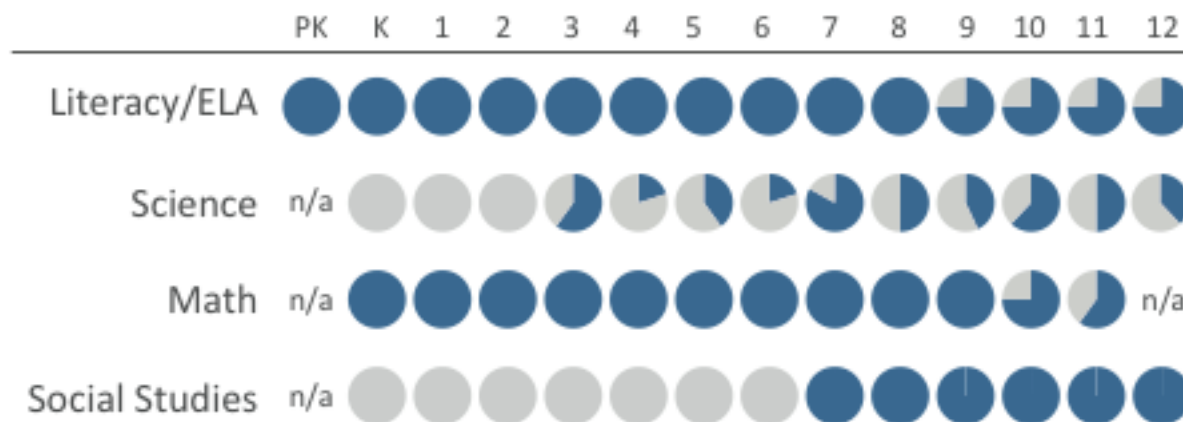


CLEAR EXPECTATIONS ALIGNED LEARNING INDICATORS

Highlight from 2012-13
Developing Common Assessments

Common assessments aligned to standards,
developed & posted.

● = 100%

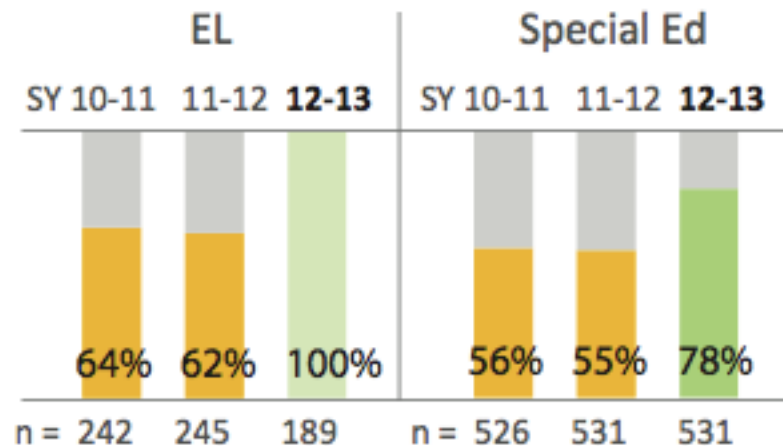




DISTRICT LEVEL PD FOR ALIGNED LEARNING

Highlight from 2012-13

Increased Participation Across Content Areas
Including EL and Special Ed



Additional Participation Highlights

Data Includes Literacy, Math, and Science PD

2012-13 Fewer Pullouts

409 sub days – *down* from 821 sub days last year

New Differentiated Course Offerings

- 110 Face-to-Face Courses
- 29 Online/ Blended Courses

New Ways of Delivering Differentiated Professional Development

Platforms include: TelePresence, Moodle, Twitter, Email, SameTime Chat, Google Forms, SurveyMonkey, Wikis, Face-to-Face



Sample Tweet

Secondary
Professional
Development Day

(160 ELA and
Reading Teachers
Digitally connected
and interacting
across secondary
schools at the same
time)





GENERAL SUPPORT AND CAPACITY BUILDING

Highlight from 2012-13

Growing Peer Assistance and Review Program

Increased PAR Support for Probationary and Tenured Teachers

Year 1	(2010-11)	4 PAR Consulting Teachers
Year 2	(2011-12)	9 PAR Consulting Teachers
Year 3	(2012-13)	11 PAR Consulting Teachers
Year 4	(2013-14)	15 PAR Consulting Teachers

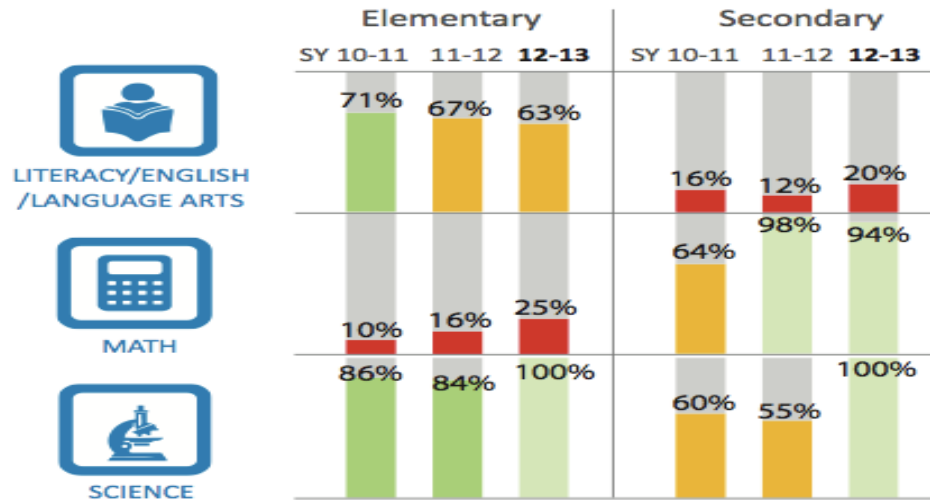


DATA DRIVEN PROFESSIONAL DEVELOPMENT

Highlights from 2012-13

100% of Science Classrooms Visited by District Coaches

94% of Secondary Math Classrooms Visited by District Coaches



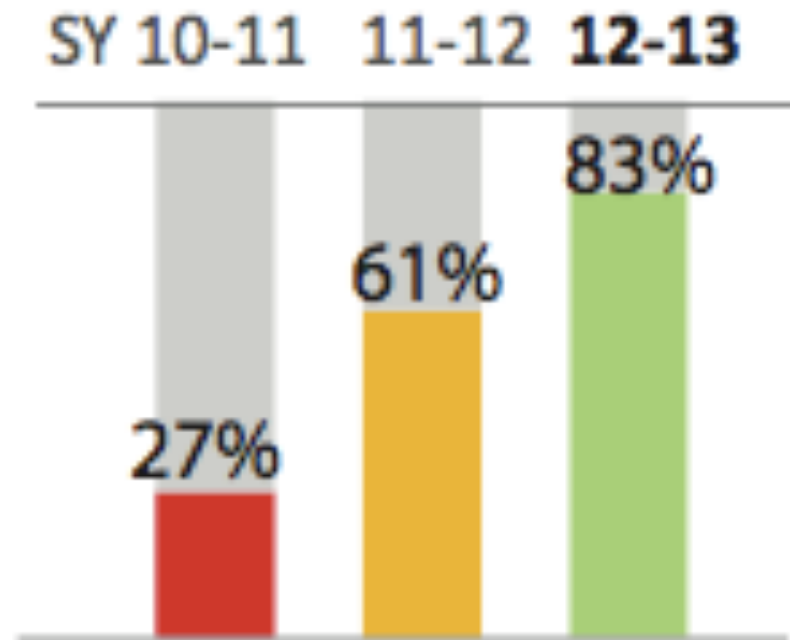
(This measure does not include the daily classroom visits by School Administrators)



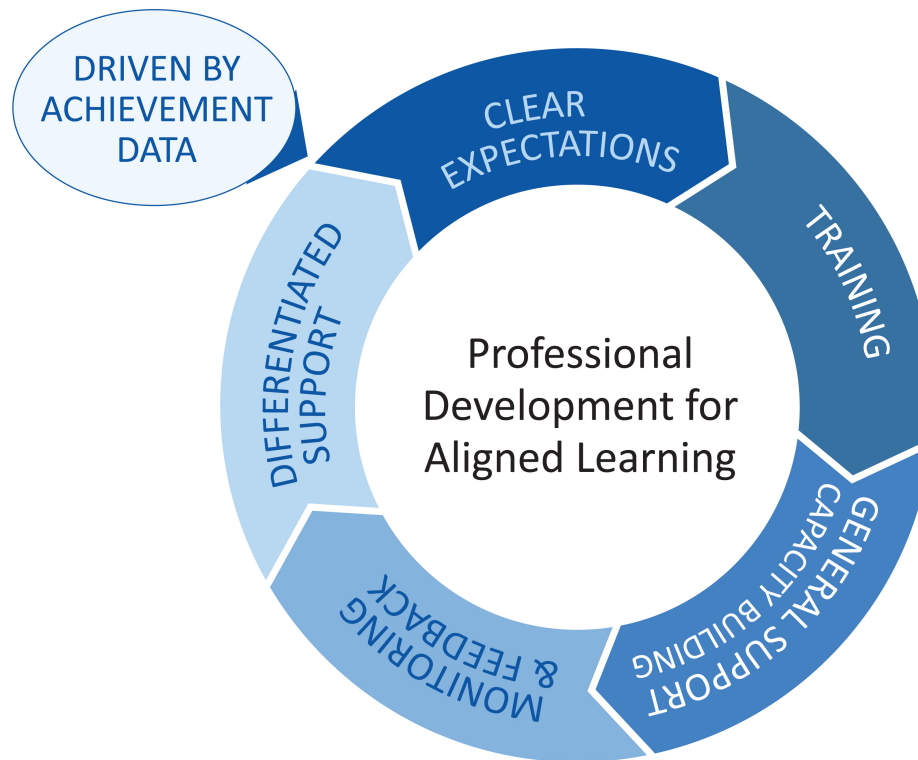
DIFFERENTIATED SUPPORT

Highlight from 2012-13

Percent of schools that have received on-site coaching support for PLC Implementation



Next Steps 2013-14



2013-14 Proposed MTSS Communication Structure

Interrupting Practices that Perpetuate Racial Disparities and Predictable Results

48

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



Questions?

HUMAN RESOURCE TRANSACTIONS

(June 1, 2013 through June 30, 2013)

July 16, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Acik, S.	Classroom Teacher	08/26/2013	\$44.89	L'Etoile du Nord Upper
Defiel, A. C.	Classroom Teacher	06/03/2013	\$26.23	L'Etoile du Nord Upper
O'Brien, M. E.	Classroom Teacher	08/26/2013	\$25.81	Washington Tech Secondary
Simonson, K. N.	Classroom Teacher	08/26/2013	\$25.17	Parkway Montessori Middle
Wasley, A. J.	Classroom Teacher	08/26/2013	\$24.27	Cherokee Heights
Xiong, T.	Classroom Teacher	08/26/2013	\$24.27	Parkway Montessori Middle
Barrow, J. K.	Early Education Teacher	07/15/2013	\$21.96	Humboldt Jr - Admin Bldg
Stibbins, S. P.	Principal	08/05/2013	\$50.29	Galtier Elementary
Wright, C. H.	School Bus Driver	06/14/2013	\$23.08	Colborne Admin Offices
Acompanado, M. M.	Clerical	06/10/2013	\$17.02	Colborne Admin Offices
Keyes, C. A.	Clerical	06/10/2013	\$20.29	Como Service Center
Neitzert, C. R.	Clerical	06/19/2013	\$21.23	Colborne Admin Offices
Schwerdtfeger, B.	Clerical	06/24/2013	\$19.44	Colborne Admin Offices
Gottfredson, J. B.	Custodian	05/28/2013	\$22.70	Wellstone Elementary
Hamm, R. L.	Custodian	06/03/2013	\$14.61	Como Service Center
Yang, K.	Custodian	06/17/2013	\$14.61	Como Service Center
Shanley, T. J.	Plumber	06/17/2013	\$39.99	Como Service Center
Melhus, G. T.	Supervisory	06/10/2013	\$41.66	Colborne Admin Offices
Tatro, P. M.	Supervisory	06/24/2013	\$43.77	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gruenewald, L.	Central Administrator Career Progression	07/01/2013	\$52.81	Homecroft Building
Mobley, A. M.	Central Administrator From: Occupational Therapist	06/11/2013	\$49.53	Colborne Admin Offices
Wilson, K.	Central Administrator Career Progression	06/17/2013	\$46.96	Plato Admin Offices
Dooley, E.	Specialist From: Classroom Teacher	01/23/2013	\$43.84	Plato Admin Offices

HUMAN RESOURCE TRANSACTIONS
July 16, 2013

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Baisch, M. A.	Superintendency Career Progression	07/01/2013	\$60.71	Plato Admin Offices
Carlstrom, C. J.	Superintendency Career Progression	07/01/2013	\$57.83	Title I Funded Programs
Mohs, M.	Superintendency Career Progression	07/01/2013	\$66.78	Colborne Admin Offices
Osorio, C. L.	Superintendency Career Progression	07/01/2013	\$60.71	Colborne Admin Offices
Williams, J. G.	Superintendency Career Progression	07/01/2013	\$45.55	Student Placement Center
Xiong, G. N.	School/Community Professional Career Progression	06/11/2013	\$27.05	Humboldt Jr – Admin Bldg
Arcand, T. A.	Custodian Career Progression	06/10/2013	\$23.48	Early Ed Ben Mays/Rondo
Benson, S. A.	Custodian Career Progression	06/10/2013	\$23.48	Washington Tech Secondary
Cummings, J. I.	Supervisory From: Professional Employee	06/03/2013	\$47.21	Colborne Admin Offices

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Benson, N. G.	Classroom Teacher	06/07/2013	Indian Education Program
Edlund, M.	Classroom Teacher	06/07/2013	Mississippi Creative Arts
Jasiczek, X. X.	Classroom Teacher	06/07/2013	Groveland Park
Ramirez, W. S.	Classroom Teacher	04/30/2013	Wellstone Elementary
Rumpza, A. K.	Classroom Teacher	06/10/2013	Cherokee Heights
Decker, A. M.	Early Education Teacher	06/01/2013	Benjamin Mays/Museum
Clennon, K.	Special Education Teacher	06/05/2013	Bridge View
Neira, S. K.	Education Assistant	05/07/2013	Humboldt Jr – Admin Bldg
Covington, D.	Teaching Assistant	03/04/2013	Expo for Excellence
Mullaney, H. K.	Teaching Assistant	06/01/2013	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
July 16, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wendt, V.	Teaching Assistant	05/24/2013	Como Park Special/Hartzell
Hanson, S. B.	Custodian	06/12/2013	Nokomis Montessori North

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., K. W.	Classroom Teacher	06/04/2013
B.-H., L. E.	Teaching Assistant	06/04/2013
H., D.	Teaching Assistant	06/04/2013

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Battle, T.	Superintendency	07/01/2013	\$60.71	Colborne Admin Offices
Dah, D.	Teaching Assistant	06/03/2013	\$13.04	International Academy - LEAP
Larson, D. A.	Custodian	06/05/2013	\$14.61	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kane, D. G.	Classroom Teacher	05/23/2013	Central Senior High
Lind, L. B.	Classroom Teacher	06/07/2013	Adams Spanish Immersion
Ramirez, W. S.	Classroom Teacher	05/28/2013	Wellstone Elementary
Rumpza, A. K.	Classroom Teacher	06/10/2013	Cherokee Heights
Stromstad, B. L.	Classroom Teacher	05/28/2013	Crossroads Montessori
Sanders, J. S.	ELL Teacher	05/28/2013	Wellstone Elementary
Koski, R. A.	Speech Pathologist	06/03/2013	Battle Creek Elementary
Scheunemann, C. J.	Education Assistant	05/20/2013	Johnson Senior High
Covington, D.	Teaching Assistant	05/20/2013	Expo for Excellence

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., T. M.	Custodian	06/12/2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mattke, P.	Assistant Principal	07/02/2013	Central Senior High
Denman-Wilke, K.	Central Administrator	09/02/2013	Indian Education Program

HUMAN RESOURCE TRANSACTIONS
July 16, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Harty, P. E.	Classroom Teacher	06/15/2013	Journey's Secondary
Hisdahl, L.	Classroom Teacher	06/15/2013	Daytons Bluff
Jackson, B. B.	Classroom Teacher	06/15/2013	Focus Beyond (Gr 7-Adult)
James, J.	Classroom Teacher	06/15/2013	St Anthony Park
Kennedy, L. I.	Classroom Teacher	06/15/2013	Johnson Achievement Plus
Michel, K. M.	Classroom Teacher	06/15/2013	Expo for Excellence
Rendall, P. P.	Classroom Teacher	06/15/2013	Mississippi Creative Arts
Schnepf, C.	Classroom Teacher	06/12/2013	Capitol Hill Magnet
Schones, K. L.	Classroom Teacher	06/15/2013	Cherokee Heights
Hammond, M.	ELL Teacher	05/04/2013	Frost Lake Elementary
Kozmik, M.	ELL Teacher	06/15/2013	Randolph Heights
Byers, B.	Psychologist	06/15/2013	Journey's Secondary
Connelly, M. T.	Social Worker	06/08/2013	Farnsworth Aerospace K-4
Herriges, V. E.	Special Education Teacher	06/15/2013	Crossroads Montessori
Koski, R. A.	Speech Pathologist	06/25/2013	Battle Creek Elementary
Funk, C.	Teacher on Special Assignment	06/15/2013	Battle Creek Middle
Miller, C. L.	Teaching Assistant	06/08/2013	American Indian Magnet
Gentilli, M. J.	Electrician	07/02/2013	Como Service Center
Cook, M. G.	Nutrition Services Personnel	06/15/2013	Battle Creek Middle

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, P.	Central Administrator	06/29/2013	Colborne Admin Offices
Abel, S. R.	Classroom Teacher	06/15/2013	Johnson Achievement Plus
Bailey, J. R.	Classroom Teacher	06/15/2013	Farnsworth Aerospace K-4
Bolton, K. W.	Classroom Teacher	06/05/2013	Johnson Senior High

HUMAN RESOURCE TRANSACTIONS
July 16, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Borgen, E. A.	Classroom Teacher	06/15/2013	Riverview School
Bruhn, K. N.	Classroom Teacher	06/15/2013	Como Park Senior High
Clark, S. E.	Classroom Teacher	08/02/2013	Washington Tech Secondary
Drewelow, C. A.	Classroom Teacher	06/15/2013	Farnsworth Aerospace K-4
Foley, E. E.	Classroom Teacher	08/02/2013	Highwood Hills
Jensen, J.	Classroom Teacher	06/15/2013	Journey's Secondary
Julson, C. F.	Classroom Teacher	06/15/2013	Cherokee Heights
Keller, M. L.	Classroom Teacher	06/15/2013	St Anthony Park
Kelly, N. J.	Classroom Teacher	06/15/2013	Washington Tech Secondary
Lehnen, R.	Classroom Teacher	06/15/2013	Highland Park Senior
Maher, R. A.	Classroom Teacher	06/15/2013	Highwood Hills
Oemichen, S. K.	Classroom Teacher	06/15/2013	Benjamin Mays/Museum
Rogers, C. R.	Classroom Teacher	08/01/2013	Early Ed Ben Mays-Rondo
Saindon, K.	Classroom Teacher	06/15/2013	Murray Middle School
Woodward, B. H.	Classroom Teacher	06/15/2013	Washington Tech Secondary
Stabenow, J. E.	Early Education Teacher	06/15/2013	Linwood Monroe Arts (K-3)
Liddle, A. C.	Occupational Therapist	06/15/2013	Chelsea Heights
Osei, A. K.	Principal	06/22/2013	Johnson Senior High
Forbes, C. E.	Special Education Teacher	06/15/2013	Wheelock Early Education Center
James, M.	Special Education Teacher	06/15/2013	Highwood Hills
Johnson, C. B.	Special Education Teacher	07/20/2013	Humboldt High School
Simmons, C. A.	Special Education Teacher	06/15/2013	Como Park Senior High
Conney, J. C.	Speech Pathologist	06/15/2013	Como Park Elementary
Rotem, L. L.	Speech Pathologist	06/15/2013	Washington Tech Secondary

HUMAN RESOURCE TRANSACTIONS
July 16, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Caskey, T. J.	Superintendency	06/08/2013	Colborne Admin Offices
Jett, W. L.	Superintendency	06/29/2013	Colborne Admin Offices
Arabbo, M.	Education Assistant	06/25/2013	St. Paul Music Academy
Dowdy, M.	Education Assistant	06/11/2013	L'Etoile du Nord Upper
Shire, H. A.	Education Assistant	06/08/2013	Ronald M Hubbs Center
Alabi, A. C.	Teaching Assistant	06/08/2013	Battle Creek Middle
Buivid-Hagen, L.	Teaching Assistant	08/01/2013	Frost Lake - Special
Estrill, J. A.	Teaching Assistant	06/08/2013	Bridge View
Johnson, J. J.	Teaching Assistant	06/08/2013	Humboldt Jr - Admin Bldg
Monroe, S.	Teaching Assistant	06/18/2013	Battle Creek Middle
Rosenbower, B. B.	Teaching Assistant	06/01/2013	St. Paul Music Academy
Harris, C. L.	Nutrition Services	06/04/2013	L'Etoile du Nord Upper
Kimble, K. k.	Nutrition Services Personnel	06/09/2013	Cherokee Heights
LeTexier, K. L.	Nutrition Services Personnel	06/08/2013	Bruce F Vento Elementary

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sprague, T. G.	School/Community Professional	06/06/2013	Riverview School
Olea, K. L.	Teaching Assistant	06/08/2013	Johnson Achievement Plus
Tyler, H. E.	Teaching Assistant	06/15/2013	Highwood Hills

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., H. N.	Education Assistant	06/11/2013
D., A.	Teaching Assistant	06/07/2013
H., J. J.	Teaching Assistant	06/08/2013
H., J.	Teaching Assistant	06/08/2013
N., T. T.	Teaching Assistant	06/08/2013
R., K. C.	Teaching Assistant	06/08/2013

HUMAN RESOURCE TRANSACTIONS
July 16, 2013

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Daloia, M. J.	Classroom Teacher	06/15/2013	Washington Tech Secondary
Schaibley, E. H.	Classroom Teacher	06/15/2013	L'Etoile du Nord Upper
Campbell, E. M.	Early Education Teacher	06/15/2013	Expo for Excellence
Barrett, J. D.	Speech Pathologist	06/15/2013	Como Park Special/Hartzell

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Farinacci, P.	Education Assistant	06/08/2013	Humboldt High School
Geisbauer, C.	Education Assistant	06/08/2013	Murray Middle School

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

DATE: July 16, 2013

TOPIC: Permission to Accept a 3M Foundation Grant for 3M Partnership Program

A. PERTINENT FACTS:

1. 3M is continuing a partnership that began January 2004 with the Saint Paul Public Schools, Harding, and Johnson High Schools. The main objective of the partnership is to increase the number of students graduating and ready for college.
2. A part-time coordinator has been jointly hired as a consultant to manage the partnership, recruit volunteers, and work with teachers at Harding and Johnson High Schools, Battle Creek, Farnsworth and Hazel Park Academy Middle Schools.
3. Saint Paul Public Schools wishes to accept a grant of \$45,000 from 3M to fund the coordinator position and to sustain other partnership activities such as bus transportation for volunteers to tutor students; transportation for teachers and students to visit 3M; and other costs such as substitutes and science fair expenses associated with the partnership.
4. This project will meet the Strong Schools, Strong Communities goal of achievement.
5. This item is requested by Marty Davis, Program Manager, Pre K-12 Science; Marsha Baisch, Assistant Superintendent for Teaching, Learning and Leading; Julie Schultz Brown, Director of Communications, Marketing & Development; and Michael Baumann, Deputy Superintendent, Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept grant funds of \$45,000 from 3M to fund the consultant for the 3M partnership coordination and other partnership activities. There will be no cost to the district.

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

DATE: July 16, 2013

TOPIC: Request for Permission to Accept a Grant Award from the Capitol Region Watershed District, Saint Paul, MN

A. PERTINENT FACTS:

1. The Capitol Region Watershed District has awarded a grant to Saint Paul Public Schools to support a Water Education Project at Gordon Parks High School. This grant is for approximately \$2,000.
2. The Project will provide Saint Paul Public Schools Gordon Park High School student interns who will perform duties as part of the agreement. Students will serve as interns for Capitol Region Watershed District Field Operations staff, and will assist with education events.
3. The grant will meet the District target area goal of achievement..
4. This item is submitted by Micheal Thompson, Principal, Gordon Parks High School; Traci Gauer, Director, Alternative Learning Programs; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to accept a grant award from Capitol Region Watershed District, and to implement the project as specified in the award documents.

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

DATE: July 16, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Carl D. Perkins Funding

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting application for allocations through the Carl D. Perkins Vocational and Applied Technology Education Act.
2. The Office of Academics, Office of College & Career Readiness, Career and Technical Education, in collaboration with Saint Paul College, have prepared an application for \$1,113,783 to meet the goals of: building programs of study, effectively utilizing employer, community and education partnerships, improving services to special populations, providing for a continuum of service provisions for enabling student transitions, and sustaining the consortia structure of secondary and postsecondary institutions. SPPS will receive \$549,416.06 of the total amount.

The Carl Perkins grant is formula-based on census data and total number of students enrolled in secondary schools. Saint Paul Public Schools will serve as the fiscal agent for the secondary portion of grant funds.

3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, Career and Technical Education; Darlene Fry, Director of the Office of College and Career Readiness; Julie Schultz Brown, Director, Communications, Marketing, & Development; and Matthew Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$549,416.06 for FY 2013-2014 from the Carl D. Perkins Vocational and Technology Education Act; 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: July 16, 2013

TOPIC: Request for Permission to Submit Grant Application to the Minnesota State Arts Board from Open World Learning

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. Open World Learning has prepared an application for funds to support an artist residency with In the Heart of the Beast Puppet Theater that will result in an original production on the life and legacy of Cesar Chavez, Dolores Huerta and the United Farm Workers. This application requests approximately \$20,390 from the MSAB.
3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Valerie Littles-Butler, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Steven Unowsky, Assistant Superintendent; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support an artist residency with In the Heart of the Beast Puppet Theater at Open World Learning; 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: July 16, 2013

TOPIC: Request for Permission to Submit Grant Application to the Minnesota State Arts Board from SPPS Community Education SEED Program

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. The Saint Paul Public Schools Community Education SEED program has prepared an application for funds to support artist residencies with Patricia Hoolihan and Barbara Kingsley in support of the mental health needs and lifelong learning of adults with mental illness as they develop to their full potential. This application requests approximately \$75,650 to the MSAB.
3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Lynn Gallandat, Community Education director; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support artist residencies in support of the mental health needs and lifelong learning of adults with mental illness; 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: July 16, 2013

TOPIC: Request for Permission to Submit Grant Application to the Minnesota State Arts Board from SPPS Arts Magnet Schools: Linwood-Monroe Arts Plus, Saint Paul Music Academy, and Mississippi Creative Arts

A. PERTINENT FACTS:

1. The Minnesota State Arts Board is currently accepting Arts Learning grant applications for projects that help lifelong learners acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences.
2. An SPPS Arts Magnet Coalition (Linwood-Monroe Arts Plus, Saint Paul Music Academy and Mississippi Creative Arts) has prepared an application for funds to support artist residencies at each school, culminating with a day-long sharing of performances among the participants and a public performance. Artists include:
 - T. Mychael Rambo, African-American Spoken Word—Mississippi Creative Arts Magnet
 - Annie Rollins, Asian Shadow Puppetry—Saint Paul Music Academy
 - T. Mychael Rambo, African-American Music—Linwood-Monroe Arts+ and
 - Stephen Houtz, Composer—will works with students in all 3 schools.

The request to the arts board is for approximately \$19,254.

3. This project will meet the District strategic plan goal/goals of achievement and alignment..
4. This item is submitted by Beth Behnke, Barbara Evangelist and Kate Flynn, Principals; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins, Sharon Freeman and Steven Unowsky, Assistant Superintendents; Christine Osorio, Director CIPD; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for funds to support artist residencies at each of three SPPS art magnet schools (Linwood Monroe Arts Plus, Mississippi Creative Arts and Saint Paul Music Academy); 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: July 16, 2013

TOPIC: Request for Permission to Accept a Grant from the Saint Paul Foundation

A. PERTINENT FACTS:

1. The Saint Paul Foundation has awarded Saint Paul Public Schools funds to meet the emergency needs of elementary school students.
2. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$7,500.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Foundation funds to meet the emergency needs of elementary school students; to accept funds; and to implement the projects as specified in the award documents.

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

DATE: July 16, 2013

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

A. PERTINENT FACTS:

1. The Saint Paul Public Schools Foundation has awarded Saint Paul Public Schools mini-grants to eight Saint Paul elementary schools who participated in the HealthPartners yumPower School Challenge.
2. Based on participation rates of students in the challenge, the following Saint Paul Public Schools will receive mini-grants. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,800.
 - Adams Spanish Immersion - \$500
 - Bruce Vento - \$200
 - Frost Lake Magnet - \$500
 - Hamline Elementary - \$500
 - Hazel Park Preparatory - \$300
 - Jackson Preparatory - \$200
 - L'Etoile du Nord - \$400
 - Wellstone - \$200
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Public Schools Foundation to support the yumPower School Challenge at eight elementary schools; to accept funds; and to implement the projects as specified in the award documents.

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

DATE: July 16, 2013

TOPIC: Request for Permission to Submit a Grant Application to the School Leadership Program, U.S. Department of Education

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting grant applications for projects that assist high-need school districts in recruiting, training, and supporting principals by providing professional development programs that focus on instructional leadership and management.
2. Saint Paul Public Schools has prepared a grant application to improve mastery of critical leadership skills and help build and maintain strong leadership teams that ultimately improve student outcomes. This grant is for approximately \$996,252 over five years. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Marsha Baisch, Assistant Superintendent for Teaching, Learning and Leading; Julie Schultz Brown, Director of Communications, Marketing & Development; Stacey Gray Akyea, Interim Director of Research, Evaluation and Assessment; Michelle Walker, Chief of Staff; and Michael Baumann, Deputy Superintendent, Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to improve mastery of critical leadership skills and help build and maintain strong leadership teams that ultimately improve student outcomes; 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: July 16, 2013

TOPIC: Approval to Enter into a Contract with the Amherst H. Wilder Foundation

A. PERTINENT FACTS:

1. Special Education wishes to enter into a contract with the Amherst H. Wilder Foundation for the 2013-2014 school year to assist with the following programs:
 - Mental health services and consultation to support and strengthen existing services to student families and staff relating to learners with special needs.
 - Support for a school-based service, Project Kofi, for at-risk African American male students in grades three through six attending Rondo Education Center, Maxfield Elementary School, Galtier Elementary School, Dayton's Bluff Elementary School, Jackson Preparatory Magnet, Michelle and Barack Obama Elementary School and Linwood Monroe Arts Plus School. Kofi Services was developed in collaboration with Ramsey County Human Services, the Saint Paul Public Schools District and the Wilder Foundation.
 - An ADHD (Attention-Deficit Hyperactivity Disorder) and Mental Health Assessment component.
 - Hlub Zoo Program at Jackson Preparatory Magnet, a culturally specific, school-based mental health program for Hmong girls.
2. The services of this contract will meet the District target area goals of ensuring high academic achievement for all students and strengthening and sustaining relationships with community and families.
3. The total cost of this contract is \$227,959 and is budgeted within the 2013-14 adopted budget for Special Education in the General Fund (01-005-408-740-6305-0000).
4. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Special Education; and Matt Mohs, Chief Academic Officer.

B. RECOMMENDATIONS:

That the Board of Education enter into a contract with the Amherst H. Wilder Foundation to provide Special Education services for the 2013-2014 school year paid from the 2013-14 adopted budget for Special Education in the General Fund (01-005-408-740-6305-0000).

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

DATE: July 16, 2013

TOPIC: Playworks Partnership Contract

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a contract with Playworks to provide each school listed below with a Program Coordinator to improve the health and well-being of children; American Indian Magnet, Paul & Sheila Wellstone Elementary, Maxfield Elementary, and The Heights Community School.
2. The goal of this effort is to provide these schools a high quality, multifaceted program to increase opportunities for physical activity and safe, meaningful play during the school day and after school. The program has five key components: Recess, Class Game Time, Junior Coach Program, Out-of-School Programming, and Leagues.
3. Playworks is a non-profit, public benefit corporation organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.
4. The total cost for this agreement will not exceed \$28,500 for each school for the time period of September 1, 2013 through June 30, 2014. Funding for this agreement will be paid from the following budgets: #01-579-203-000-6305-0000, #01-552-203-000-6305-0000, #01-524-203-000-6305-0000, #01-488-203-000-6305-0000.
5. This project will meet the District target areas goal of achievement..
6. This item is submitted by – Steven Couture, Principal, American Indian Magnet; Angelica Van Iperen, Principal, Paul & Sheila Wellstone Elementary; Nancy Stachel, Principal, Maxfield Elementary; Jayne Ropella, Principal, The Heights Community School; Christine Osorio, K-8 Assistant Superintendent, Sharon Freeman, Elementary Assistant Superintendent and Michael Baumann, Deputy Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize 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.

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

DATE: July 16, 2013

TOPIC: Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2013-2014 School Year

A. PERTINENT FACTS:

1. Special Education wishes to enter into an agreement with the Visions For Learning, Inc. for the 2013-2014 school year to intensively provide professional development to special education teachers:
 - Achieving the goal of increasing special education proficiency and decreasing the number of students out of general education for more than half of the school day. This contract will provide professional development for special education collaboration and co-teaching for special education teachers that are in schools that have a general education population. This contract will also provide professional development for special education teachers that are in special education programs. The professional development for these teachers will focus on curriculum alignment, unpacking the standards and effective instructional strategies.
 - The professional development that will focus on co-teaching and collaboration inclusionary practices will be at the following schools: Bruce Vento Elementary, Frost Lake Elementary, Battle Creek Middle School, School, The Heights, Highwood Hills, Hamline Elementary and Benjamin E. Mays Elementary.
 - The professional development on curriculum alignment and effective instructional strategies will occur at Rivereast and Journeys.
 - The professional development will start in August and the opening week of school. In addition, the professional development will happen in each school setting 1 day a month with each team.
 - The focus will be on: effective planning, co-teaching a lesson, modeling effective lessons, effective strategies to use during the lesson, identifying standards, expectations and addressing the IEP.
 - About 175 teachers will be involved with this intensive professional development (special education, general education, literacy coaches, special education coaches and administrators). The professional development cost for the year for each teacher will equal \$1217 per teacher.
2. The services of this agreement will meet the District target area goals of ensuring high academic achievement for all students.
3. The total cost of this agreement is \$211,200. The funding for this agreement is budgeted within the Early Intervening Supports of Special Education Federal Funds (2013-2014). (29-005-422-425-6304-1012).
4. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Special Education; Matt Mohs, Chief Academic Officer

Page 2

DATE:

July 16, 2013

TOPIC:

Approval to Enter into a Contract with Visions for Learning, Inc. for Special Education Professional Development for the 2013-2014 School Year

B. RECOMMENDATIONS:

That the Board of Education authorizes the Superintendent (designee) to enter into a contractual agreement with Visions for Learning, Inc, to provide Special Education professional development services for the 2013-2014 school year. Paid from the 2013-2014 federal funds out of Special Education Early Intervening Supports. Budget code: 29-005-422-425-6304-1012.

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

DATE: July 16, 2013

TOPIC: Agreement Between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities

A. PERTINENT FACTS:

1. The YMCA of the Greater Twin Cities and the Saint Paul Independent School District #625 are entering a cooperative agreement to provide child care services to adolescent student parents.
2. This agreement allows the district to reimburse the YMCA of the Greater Twin Cities for direct child care services in the high school centers located at AGAPE and Harding Senior High for a maximum of 92 children.
3. The maximum cost to the district for these services is \$662,512. These funds are provided through a separate agreement with Ramsey County Human Services.
4. The district provides in kind support for this program by providing the necessary physical space at AGAPE and at Harding High School.
5. The agreement period is from August 1, 2013, to July 31, 2014.
6. This project supports the District goal to ensure high academic achievement for all.
7. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Dr. Elizabeth Keenan, Assistant Superintendent, Special Education.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$662,512 from August 1, 2013, to July 31, 2014.

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

DATE: July 16, 2013

TOPIC: Approval of District Health and Safety Budget by UFARS Finance Code and Fiscal Year

A. PERTINENT FACTS:

1. Each year the District must file an application with the Minnesota Department of Education for health and safety revenue. Revenue and expenditures for the health and safety levy are governed by Minnesota Statutes 123B.57 (M.S. 123B.57). Language amending M.S. 123B.57 passed during last year's 2011 Legislative Special Session.
2. The statute changes include two key Board-certified documents that the District must now submit to MDE as part of the district's health and safety application submittal:
 - a.) A school board adopted health and safety policy that includes provisions for implementing a health and safety program that complies with health, safety, and environmental regulations. The BOE certifies this policy each January.
 - b.) A health and safety budget adopted and confirmed by the school district board as being consistent with the district's health and safety policy. The budget must include the estimated cost of the program per Uniform Financial Accounting and Reporting Standards (UFARS) finance code, by fiscal year. MDE requires submission of board adopted health and safety budgets for FY13, FY14 and FY15 for the July 19, 2013 application deadline.
3. Attachment A provides FY13, FY14 and FY15 health and safety budgets for Saint Paul Public Schools with estimated costs by program per UFARS finance code, by fiscal year. Said budgets are in conformance with adopted budgets by the Board of Education and health and safety revenue applications.
4. Funding of the District's health and safety program is provided annually through the dedicated health and safety levy.
5. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Sara Guyette, Director of Facilities and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education adopt and confirm Attachment A, the District's health and safety budget with costs by program per Uniform Financial Accounting and Reporting Standards finance code and fiscal year.

ATTACHMENT A

Data Description	UFARS Finance Code	Fiscal 2013 MDE Approved	Fiscal 2014 MDE Revised	Fiscal 2015 MDE Proposed
Physical Hazard Control	347	819,000.00	847,000.00	850,000.00
Hazardous Substance	349	410,000.00	355,000.00	375,000.00
Health & Safety Management	352	835,000.00	760,000.00	900,000.00
Asbestos	358	746,600.00	1,207,000.00	1,225,000.00
Fire Safety	363	2,378,000.00	2,291,000.00	1,900,000.00
Indoor Air Quality	366	389,900.00	140,000.00	350,000.00
Total		5,578,500.00	5,600,000.00	5,600,000.00

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

DATE: July 16, 2013

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

A. PERTINENT FACTS:

1. The Office of Communications, Marketing & Development has a need for a position to be responsible for creating content for district and school web sites, coordinating the use of new media with district communications and marketing goals, ensuring the accessibility of district media to diverse student and community populations 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, Digital Editor. This title would be within the unit jurisdiction of the Professional Employees Association unit that represents professional employees. The appropriate pay rate for this position would be equivalent to Grade 12 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2013 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. The funds for this position are available in the Office of Communications, Marketing & Development budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing & Development; Jacqueline Turner, Chief Engagement Officer; and Michael A. Baumann, Deputy Superintendent, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Digital Editor job classification effective July 16, 2013; that the Board of Education declare the position of Digital Editor as unclassified; and that the pay rate be Grade 12 of the 2012-2013 Professional Employees Association standard ranges.

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

DATE: July 16, 2013

TOPIC: Bid No. A200059-K, Site Marquee Improvements at Various Sites

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the site marquee improvements at American Indian Magnet, Barrack & Michelle Obama, St Paul Music Academy, Highwood Hills Elementary, Highland Middle School, Bruce Vento, Homecroft and LEAP.
2. The following bids were received for the lump sum base bid:

	Lump Sum Base Bid
Schreiber Mullaney Construction	\$327,890.00
Construction Results Corporation	343,568.00
Fitol Hintz	348,000.00
GA Construction	409,000.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from capital bonds budget code 06-005-870-000-6510-6020.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education to authorize an award of Bid No. A-200059-K, site marquee improvements at various sites to Schreiber Mullaney Construction for the lump sum base bid of \$327,890.00.

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

Proposed Policy:

101.00 RACIAL EQUITY IN EDUCATION

Proposed Policy Revision:

First Reading	<u>May 21, 2013</u>
Second Reading	<u>June 18, 2013</u>
Third Reading	<u>July 16, 2013</u>

COMMENTS: Copy of original submission of Policy 101.00 Racial Equity occurs first with proposed substitute policy 101.00 following.

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

101.00 RACIAL EQUITY

I. PURPOSE

Saint Paul Public Schools (SPPS) will create respectful learning environments in which the diverse races, cultures and languages of our students are indicators of success, rather than academic disparity.

The purpose of this policy is to confront institutional racism by eliminating racial predictability and disproportionality of student outcomes. This will increase achievement for all students while narrowing the gaps between the highest- and lowest-performing students.

II. ELIMINATE SYSTEMIC DISPARITY

To interrupt systems that perpetuate inequities, SPPS will:

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

III. ENSURE SYSTEMIC EQUITY

SPPS will create, implement and lead from a system-wide racial equity plan. This plan addresses three pillars that support racial equity: Engagement; Leadership; and Teaching and Learning.

1. Engagement

SPPS staff will deepen, transform and develop equitable practices for and with our students, their families and other community members by:

- a. Seeking out and lifting up students' perspectives in the development, feedback, and implementation of culturally responsive teaching and learning practices, curriculum, and family engagement.
- b. Engaging family and community members with staff and students, district-wide and at school and program sites.

2. Leadership

Leaders will ensure that racial equity transformation drives actions and leads to improved results by:

- a. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- b. Creating and monitoring conditions for equitable business systems and operational practices.

3. **Teaching and Learning**

To increase the capacity of district staff to effectively teach a racially and culturally diverse and changing student population, teachers and other staff will work collaboratively to implement culturally responsive instructional practices and curriculum.

RECOMMENDED REVISED DRAFT: 7/16/13

101.00 RACIAL EQUITY

PURPOSE

Saint Paul Public Schools (SPPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Eliminating our district's institutional racism will increase achievement, including on-time graduation, for *all* students, while narrowing the gaps between the highest- and lowest-performing students.

SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems that perpetuate inequities, SPPS will:

- A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of racism; and
- C. Eliminate practices that result in predictably lower academic achievement for any student racial group compared to peers.

2. ENSURE SYSTEMIC EQUITY

SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. Family, Student and Community Engagement

SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:

1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;
2. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective home-school partnerships; and

3. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

B. Leadership

SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;
2. Modeling racial equity in business practices;
3. Replacing inequitable operational practices with systems that support implementation of this policy, and
4. Focusing accountability systems and metrics on racially equitable results.

C. Teaching and Learning

SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

1. Ensuring a positive and academically rigorous school environment that engages all students;
2. Collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and
3. Eliminating practices that lead to the over- or under-representation of any student racial group compared to peers.

3. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measureable academic improvements for SPPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
20 U.S.C. § 1703 (Equal Educational Opportunity)
42 U.S.C. § 2000c et seq. (Desegregation)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)
25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)
Minn. Stat. § 124D.855 et seq. (School Desegregation and Integration)
Minn. Stat. § 124D.71 et seq. (American Indian Education Act of 1988)
Minn. Stat. § 123B.02, subd. 11 (Agreements with Indian Tribes)
Minn. Stat. § 123B.30 (Classification of Pupils by Race)
Minn. Stat. § 124D.74, subd. 2 (Assignment of Students by Race)
Minn. Stat. § 124D.123 (Race discrimination in Flexible Year Programs)
Minn. Stat. § 181.59 (Discrimination by Contractors)
Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
Minn. Rules Part 3535 (Equal Opportunity in Schools)

Garcia et al. vs. The Board of Education of Independent School District No. 625: Order, Consent Decree and Final Judgment Dated July 9, 1984, United States District Court for the District of Minnesota (Latino Consent Decree)

CROSS REFERENCES

- 102.00 - Equal Opportunity/Non-Discrimination
- 415.00 - Harassment, Violence and Other Offensive Behavior
- 506.00 - Student Discipline / Rights and Responsibilities Handbook
- 601.00 - Educational Programming
- 601.01 - Achievement
- 602.00 - Curriculum Development, Instruction and Accountability
- 602.01 - Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education

Board of Education Meetings

(5:30 unless otherwise noted)

- July 30 Closed Meeting at 4:00 p.m.
- August 20 Closed Meeting at 4:30 p.m.
- August 20 5:30 p.m. Regular meeting start time begins
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 .
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- November 12 .
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- December 17
- 1/7 ANNUAL MEETING (*Board Members take office*)
Time TBD
- 1/21 .
- 2/18
- 3/18
- April – Date TBD
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

NOTE: All Closed Meetings scheduled above are in regard to updates on labor negotiations

Committee of the Board Meetings

(4:30 unless otherwise noted)

- July 30
- September 10
- October 1
- October 29
- December 3
- January 14
- February 4 – CANCELLED
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- August 9
- September 7
- October 28
- December 2