



Saint Paul Public Schools

Regular Meeting

Tuesday, June 18, 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
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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

June 18, 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 May 21, 2013 6
 - B. Minutes of the Special Board of Education Meeting, June 4, 2013 26
- V. COMMITTEE REPORTS**
 - A. Minutes of the Committee of the Board Meeting of June 11, 2013 30
- VI. RECOGNITIONS -- None**
- VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)**
- VIII. SUPERINTENDENT'S REPORT**
 - A. FY 14 Budget Report 40
 - 1. Action to Approve FY 14 SPPS Budget
 - B. Human Resource Transactions 47
- 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.

 - A. Gifts - None
 - B. Grants - None
 - C. Contracts
 - 1. Legislative Liaison Contract 57
 - 2. Request for Permission of the Board of Education to Enter into a Renewal 58

Contract with Pacific Education Group

D. Agreements

1. Memorandum of Agreement Between YMCA of Greater Twin Cities and John A. Johnson Achievement Plus Elementary School 60

E. Administrative Items

1. Establishment of the Unclassified Position of Assessment Manager for Independent School District Nol 625 and Relevant Terms and Conditions of Employment 61
2. 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 62
3. Proposed Name Change for Benjamin E. May Mandarin Immersion Program for Fall 2013 63
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5. Request for Permission from Board of Education to Purchase Materials for Social Studies 65

F. Bids

1. RFP No. A157054-K Mass Notification System 67
2. Bid No. A157271-K 4th & 5th Floor Renovations at Administration Building 360 Colborne Street 68
3. Bid No. A157276-K Area Wells and Sub-base Preparation at Como Park Elementary School 69
4. Bid No. A157286-K District-wide Security System Improvements 70

X. **OLD BUSINESS**

- A. Second Reading: Policy 101.00 Racial Equity in Education 71

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 74

XII. **BOARD OF EDUCATION**

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

XIII. FUTURE MEETING SCHEDULE

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

B. Board of Education Meetings (5:45 unless otherwise noted) 75

C. Committee of the Board Meetings (4:30 unless otherwise noted) 76

XIV. ADJOURNMENT

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

May 21, 2013

I. CALL TO ORDER

The meeting was called to order at 5:46 p.m.

II. ROLL CALL

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

ABSENT: Ms. O'Connell

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Seeba moved the Order of the Consent Agenda be approved with the exception that items C2 - Authorization for Amendment II to the Contract with Public Consulting Group, Inc. and E10 - Approval of Renewal of Membership in the Minnesota State High School League were pulled for separate consideration. Mr. Hardy seconded the motion.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved the Order of the Main Agenda be approved as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 23, 2013

MOTION: Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education for April 23, 2013. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of May 7, 2013

The SPPS Legislative Liaison provided a brief update on the bills currently before the Minnesota Legislature.

Administration presented the Goal 3 VisionCard reporting on Resources and Operational Excellence which will be provided again under the Superintendent's Report.

RECOMMENDED MOTION: That the Board of Education accept the report on the Resources & Operational Excellence VisionCard as presented.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

The Chief Budget Analyst provided details on the second quarter financials for the period ending March 31, 2013. He indicated there had been relatively little change in the General Fund over the past period. The unassigned fund balance was estimated to be \$31.1 million in the General Fund, which represents 5.7% of current year expenditures. This is above the minimum current Board policy of 5%. The projection assumes the use of \$18.2 million assigned fund balance in FY 14. He then reviewed the non-spendable, restricted, committed, assigned and unassigned fund balances.

RECOMMENDED MOTION: That the Board accept the Quarterly Financial Report as presented.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

Board members were then presented with the proposed 2013-14 Budget book and an overview of the book contents was provided.

Under Standing Items, the most current draft of the Racial Equity In Education Policy was discussed.

RECOMMENDED MOTION: That the Board move Policy 101.00 Racial Equity in Education forward for its first reading at the May 21 Board meeting.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes

Street-Stewart	Yes
Carroll	Yes

The work session included a review of the current and FY 13-14 Board Budgets as well as a discussion on the recommendation brought forward on board engagement.

RECOMMENDED MOTION: That the Board implement the new public engagement plan, as revised, on a trial basis beginning in July, 2013 and that it be brought back at the October COB meeting for final action.

Clarification was sought on the approval of this item at this time. It was indicated the process was approved so that procedural items could be developed for the implementation of the recommendations on a trial basis.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

There was a brief discussion on the PEG Summit coming up in October along with a discussion on the status of the Budget & Finance Advisory Committee (BFAC) & Capital Expenditure Advisory Committee (CEAC).

RECOMMENDED MOTION: That BFAC and CEAC remain on hiatus for SY 13-14.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Abstain
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

MOTION: Ms. Seeba moved the Board accept the report on the May 7 Committee of the Board meeting. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

VI. RECOGNITIONS

BF 29389 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **The SPPS Finance Department** for winning the 2013 School Finance Award from the Minnesota Department of Education. The team is lead by **Marie Schrul**, Controller.
2. **Lily Ailabouni**, an **EXPO** learning disability teacher, for being named Teacher of the Year by the Minnesota Chapter of the Council for Learning Disabilities (CLD).

3. **Kari Skildum**, teacher from **Washington Technology Magnet School** for being awarded Rotary Teacher of the Year. Each year the Rotary Club of Saint Paul presents a "Teacher of the Year" award to a deserving educator.
4. **Open World Learning** history teacher **Susanne Hollingsworth** was awarded the 2013 Minnesota History Day Senior Division Teacher of Merit and will be a candidate for the 2013 Patricia Behring Senior Division Teacher of the Year at NATIONAL History Day.
5. **Megan Olivia Hall**, a grade 7-12 science teacher at **Open World Learning Community**, has been chosen the 2013 Minnesota Teacher of the Year. She is the 49th winner of the prestigious award, and the third from the St. Paul School District. Hall has taught at Open World Learning Community since 2006 and has been teaching in St. Paul since 2002.
6. **Open World Learning Community** for moving up on the U.S. News & World Report's Best High Schools List Open World Learning Community was honored with a silver medal in the latest *U.S. News and World Report's America's Best High Schools* list, and was ranked #18 among Minnesota High Schools. Open World Learning Community is the only high school in St. Paul Public Schools to receive a medal in the ranking.
7. **Saint Paul Indian Education's Johnson O'Malley (JOM) program** for being awarded the 2013 Exemplary JOM program award for Region 4. JOM is a national program recognizes that American Indian and Alaska Native children in public schools have special needs due to their unique social, economic and cultural environment. SPPS is one of 14 JOM projects within the state of Minnesota. The program in Saint Paul provides tutoring and parental assistance for school supplies and fees, and assists in cultural activities for students and families. The JOM parent committee program includes **Angie Thornhill**, Chair; **Dianne Johnson**, Vice Chair; **Alicia Zetah** and Julie Downwind. **Kathy Denman-Wilke** is the Indian Education Program Supervisor for Saint Paul Public Schools.
8. **Brief introduction of Reading Recovery®:**
Reading Recovery is an internationally recognized reading intervention program, which plays an important role in the comprehensive literacy plans of many schools. Reading Recovery delivers high-quality instruction that is differentiated and responsive to individual student needs, and reduces the cost of long-term remediation for many children. Reading Recovery helps reduce achievement gaps across varying racial and ethnic groups, socioeconomic groups, and English language learners. Internationally, 75% of Reading Recovery students read at grade level after a full series of lessons. Reading Recovery teachers are trained in both the theory and practice of early literacy and participate in ongoing professional development throughout their careers.

Reading Recovery certified teachers must complete a year-long 8-credit graduate course in order to be certified. They must teach four first-grade students in a one-on-one setting in addition to teaching many small intervention groups at various grade levels. Once trained, certified teachers must continue to participate in ongoing professional development as well as teach Reading Recovery students each day.

Marilyn Wojtasiak was the former Reading Recovery Teacher Leader for the district who trained the following teachers in 2008 – 2009.

- **Jill Maxe**
- **Pamela Lindberg**
- **Anna Parvi**
- **Diane Labovitch**
- **Kathy Schones**
- **Maren Wallenberg**

In 2009 – 2010, Maren Wallenberg was trained as a Reading Recovery Teacher Leader and has trained the following teachers beginning in 2010:

- **Kay Kennedy**
- **Nancy Pavak**

- **Lynette Scott**
- **Deborah Lentsch**
- **Licia Robertson**
- **Heather Smith**
- **Heather Perkl**
- **Jan Mitchell**
- **Dawn Vaughn**
- **Nicole Tschohl**

There is currently one certified Reading Recovery teacher who trained many years ago and is still teaching Reading Recovery. Her name is **Julia Fung**.

Reading Recovery Advocates are classroom teachers, ELL teachers, special education teachers and coaches who were interested in further developing their professional expertise and understanding of early literacy. During their training, these individuals met with a child every day on their own time while also attending weekly Reading Recovery training classes.

9. Saint Paul Federation of Teachers has awarded **Denise Rodriguez**, Spanish teacher at **Ramsey Jr. High**, it's annual Mary McGough Distinguished Service Award. The award is the highest honor given by the Federation in recognition of an individual's outstanding contribution to the advancement of education in the Saint Paul Public Schools

MOTION: **Mr. Hardy moved the Board recognize and congratulate all of the individuals, departments, programs and schools recognized above. The motion was seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

VII. PUBLIC COMMENT

- Neng Vang - Bridgeview concern re testing for child
- Angela Logwood - Bridgeview Concern re cutting teachers
- Harriet Hernden - Bridgeview Concern re cutting teachers & testing
- Laura Linn - Bridgeview support for the opportunities school provides
- Teri Scott - Bridgeview academic standards and testing of special need students
- Mary Olson - Bridgeview concern re: undermining of special ed for "normal"
- LaToya Lewis - Bridgeview concern re changes in staff for next school year
- Kunnary Thiang - Bridgeview concern re staffing changes at school & impact on students
- Rosa Delgado – Bridgeview concern re staffing changes at school
- Nasro Abjulie - Bridgeview concerns re staffing cuts & testing of special ed students
- Gloria Alverado - Bridgeview opportunities school provides to students
- Janice Collins - Bridgeview uniqueness of school for children with disabilities & staffing reductions
- Joan Duncanson - Bridgeview need tools to do job for special needs students
- Jeff Koon – What does a good Teacher Evaluation System look like
- Anitra Krogman - Farnsworth & EBD students in school & capacity of school
- Michael Wall – Farnsworth support for STEM program in upper grades, space to accommodate all students desiring STEM education
- David Marchetti - Farnsworth – value of schools STEM Program and capacity of school to accommodate interested students
- May Seng Cha – inequities in SPPS - placement of EBD students in school – proper support for all students
- Yolanda David – Climate at Farnsworth – needed support for EBD students but not there

- Priya Mani – Capitol Hill inequality in funding to the school
- Faith Dietz – Capitol Hill staffing levels at the school
- Dayna Kennedy – Capitol Hill inequity of funding to the school
- Kevin Motz – Levy waste of funds, school food and achievement gap
- Katie Sterns – Gifted ed myth – challenging gifted & high ability children through acceleration
- Bev Hanson – Targeting of teachers
- Bob Zick – Nepotism, teacher licensing
- Jeanette Jones – Discipline of children at Vento

VIII. SUPERINTENDENT'S REPORT

A. Legislative Update

Sup praised legislators for recognizing the value of and for providing funding for all day Kindergarten and Pre-K programming. Additionally the change increasing the age for leaving school from 16 to 17 as well as other measures that will benefit education across all of Minnesota.

The SPPS Legislative Liaison presented a brief overview on end-of-session results utilizing the SPPS Legislative Agenda approved in Fall, 2012 as a guide for her summary.

- Full funding of all day Kindergarten
- Pre-K scholarships funded
- Overhaul of special education to address excess costs
- Integration levy adopted
- Discrete bonding authority with no sunset date for SPPS
- Assessment reform with the biggest changes since implementation of NCLB
- Pension bill passed for two years with a study to be done on rolling into State fund

The Interim Chief Academic Officer then provided an overview of the reforms to State Assessments. These changes will strengthen state assessments to eliminate duplication at the district level, provide an assessment instrument to support teaching and learning and reframe secondary assessments from attainment of a minimal score to a multi-year support on the path to college and career readiness.

MCA assessments will become fully adaptive by 2015-16 in Grades 3-7 aligning with Minnesota standards and predictive of college and career readiness. A suite of secondary assessments, anchored in college and career readiness benchmarks and career interests, will be developed. These will align with Minnesota standards, contain a diagnostic component for students not yet on track for college and career readiness benchmarks and culminate in nationally-normed and recognized college entrance exam. The GRAD will be eliminated immediately.

The timelines for these changes show that:

- The GRAD elimination will happen immediately upon signature. The GRAD does not disappear due to legal precedent but remains an option for those in 9th grade currently and older (2015-16 or 2016-17).
- In 2013-14 transitions for Grades 8-12 are: MCA continues in Grades 8, 10 and 11; GRAD writing is discontinued for Grade 9. Use of other assessments (EXPLORE, PLAN and ACT if a contract can be approved in time) under state contract and federal approval of the new system will be sought.
- In 2014-15 a new suite of assessments will be operational for Grades 8-12.
- In 2015-16 fully adaptive, computer administered versions of the MCAs for Grades 3-7.

Immediate impacts are that students in the Class of 2013 may graduate if they have satisfied all other graduation requirements and still have not passed one or more of the GRAD tests. Students in the Class of 2012 and earlier can also benefit from this change. Implications for student older than 21 are unclear and guidance is being sought to clarify this area.

For the Class of 2014 and earlier, to satisfy the state graduation testing requirement, a student must accomplish one of the following:

- Pass the GRAD Reading and Writing, at least meeting the alternative pathway for GRAD math; or
- Have taken the ACT, WorkKeys or Compass or a nationally recognized armed services aptitude test such as the Armed Services Vocational Aptitude Battery (ASVAB) or
- A district may, at their sole discretion, substitute results from a comparable assessment (SAT for ACT; Accuplacer for Compass).

Minnesota will not require a minimum score on the other assessments.

For the Class of 2015 and 2016, to satisfy the state graduation testing requirement, a student must accomplish one of the following:

- Pass the GRAD Writing, Reading and Math or
- Have taken the ACT, WorkKeys or Compass or a nationally recognized armed services aptitude test such as the Armed Services Vocational Aptitude Battery (ASVAB) or
- A district may, at their sole discretion, substitute results from a comparable assessment (SAT for ACT; Accuplacer for Compass).

Minnesota will not require a minimum score on the other assessments. Students may also participated in the new suite of assessments as they become available.

For the Class of 2017 and beyond students must participate in all components of the state's new suite of college and career readiness assessments

- Grade 8 (Spring) – assessment predictive of trajectory toward college and career readiness standards with career interest components
- Grade 10 (Fall) – assessment predictive of trajectory toward college and career readiness standards with career interest components
- Grade 10 (Spring) or Grade 11 (Fall) – students not on track for college and career readiness benchmarks must participate in a diagnostic college placement test to identify areas for intervention.
- Grade 11 (Spring) – Nationally normed, nationally recognized college placement test
- Grade 12 (TBD) – voluntary administration of placement or entrance tests at district expense.

These changes will have far reaching effects and districts will immediately need to:

- Take immediate action to address student graduations in the Class of 2013
- Incorporate the new approach in secondary offerings
- Identify students in the Class of 2012 and earlier who have met all requirements except the GRAD and reach out over the summer to engage them in re-enrolling
- Reach out to students who have not completed all requirements to reconnect with the district, especially those approaching 21 and
- Adjust plans as much as possible for summer school.

QUESTIONS/DISCUSSION

- Will a chart or some other format be developed so the Board and the public can follow the flow of changes. This would be valuable so Board members can share this information. Response: Administration is looking at multiple ways of communicating these changes. Its first priority is to review all 12th graders to ensure they have the credits needed for graduation and then to find all students that these changes will affect.
- Thanks were extended to Mr. Mohs for his work with the Legislative Liaison and with legislators to provide input and understanding of the issues involved and the needs of public education.
- High standards have been set on current assessments, does this now mean there is an absence of targets for graduation? Is there no accountability score necessary? Response: Yes, a student can graduate without reaching any specific score on tests mandated by the state; however, local boards of education can establish expectations that exceed state standards. There are also many standards and requirements expected of students that need to be demonstrated over their 13 years in school, assessments occur multiple time and in multiple ways. The new process negates having

a score as trump card over a student's future. SPPS is about altering the trajectory of students through its SSSC plan.

- It was noted a key accomplishment was the change in the mandatory attendance age up to 17. This was a very contentious point during its movement through the legislature.
- How will SPPS make these test changes work for ELL students or students of color? Can the district choose a test to give the best outcomes for students? Response: During the transition for students currently in high school the list of tests is very flexible for districts. Assessments can be matched with the best path that students want to pursue in future years. In the future (2017 and beyond), as the state rolls out the various components of its college and career readiness suite of assessments, there will not be as much flexibility.

Thanks were extended from the Board to everyone who spent long, hard hours working to get these legislative components passed.

B. SSSC Monitoring:Resources and Operational Excellence VisionCard

The Deputy Superintendent for Schools and Business Operations presented the Goal 3 VisionCard reporting on Resources and Operational Excellence.

1. Budget

- **Maintain 3% Net Favorable Variance** from approved budget. The vision for this area is <3% above budget. 2010-11 results were 2.7% variance below budget and 2011-12 was at 3.9% expenditures below budget (progress level).
- **Maintain Fund Balance** has vision at >5%. 2010-11 fund balance was at 5.7% and 11-12 was at 9.0% (vision level).

2. Staffing

- **Teacher Retention** (annual) has a vision of >90%. 2011-12 was 92% and 2012-13 was 96%.
- **Time & Effort Certifications for Federal Grants** has vision at 100%. 2011-12 was at 100% as is 2012-13.

3. Transportation

- **Students per Bus** (average each day across all runs) has vision level of >90%. 2011-12 was at 103 and 2012-13 is at 98.
- **Number of Runs per bus** has vision at >5.5 runs. 2011-12 was at 6.3 and 2012-13 is at 6.5.
- **Buses at School within 5 minutes** of scheduled arrival shows vision to be >97%. Quarter 3 of 2011-12 showed 99%; Quarter 3 of 2012-13 show 98%.

4. Information Technology

- **Resolution of issues** within 24 Hours has a vision level of >70%. 2011-12 was 68%; 2012-13 shows 64%. In FY 13, SPPS supported 87 applications, had 463 servers in operation, had 5,975 VoIP telephones in service and the SPPS network had 71,843 devices on it.

5. Market Share

- **Percent of Market Share** (SPPS students divided by all school age students in St. Paul).

	<u>Vision Level</u>	<u>2011-12</u>	<u>2012-13</u>
K-12 th	>74.5%	71%	70% (concern)
K-6 th	>76%	72%	71% (baseline)
7 th -12 th	>73%	70%	69% (concern)

5. Retention

- **Percent of students staying in SPPS** has vision at >88%. (i.e., SY 2010-11 pre-Kindergarteners enrolled in SY 2011-12 Kindergarten).

	<u>SY 11-12</u>	<u>SY 12-13</u>
Pre-K to K	82%	85% (baseline)
5 th to 6 th	86%	85% (baseline)
6 th to 7 th	82%	82% (concern)
8 th to 9 th	85%	83% (concern)

6. Meal Participation

- **Breakfast participation** has vision at >58%. 2011-12 showed 64% and 12-13 shows 60% (vision level).
- **Lunch participation** has vision at >78%. 2011-12 was at 77% as is 2012-13 (progress level).

QUESTIONS/DISCUSSION:

- How will you close up some of the areas not meeting vision? Response: All areas are viewed through key performance indicators. This "big picture" is then broken down into smaller areas and each area is looked at and parsed to raise it to meet expectations. Staff looks at what influences the pieces making up each area and how they can be changed to bring them to vision level. Market share is more difficult as it is driven by the population of the city so SPPS has less control over it but SPPS can certainly optimize its efforts for the population in St. Paul schools.
- How will you change the middle school retention rate? Response: The SSSC is into its SY 13-14 phase and SPPS has done work to reorient how middle grades align, how middle grade curriculum and instruction align and also looked at the administrative process in this area. By improving those areas and making sure academic programs for students are properly developed and aligned to middle school, administration believes retention will go up. It is a function of the leadership and the resources that are provided to middle grades.

C. FY 14 Budget

The Deputy Superintendent for Schools and Business Operations stated there are three primary funding sources for SPPS: 11% comes from the Federal level, 64% from the State and 26% from local sources. The legislature has concluded its work and has increased revenue for public education across the state. The structure of these increases shows FY 15 will realize more revenue than FY 14.

The total proposed FY 14 budget is \$680.8. This is broken out into the following funds:

• General Fund (all figures in millions)	\$512.9
• Gen Fund Fully Financed	43.4
• Food Service	25.5
• Community Service	21.1
• Com Serv Fully Financed	2.3
• Building Construction	32.0
• Debt Service	43.6

Overall, the General Fund shows (in millions):

	<u>FY 13 Adopted</u>	<u>FY 14 Proposed</u>	<u>Difference</u>	<u>% Change</u>
Revenue	\$483.7	\$494.8	\$11.1	2.3%
Fund Balance	6.9	18.1*	11.2	162%
Expenditure	490.6	512.9	22.3	4.5%
Balance	0	0	0	

* The projected FY14 unassigned fund balance will be 5.5%.

Factors impacting General Fund revenue include:

• Adopted General Fund Revenue	\$483.7
• Enrollment Increase (364 PU)	3.8
• Loss in Integration Revenue	(7.7)
• OPEB Levy Reduction	(2.9)
• New Referendum Increase	9.0

- Special Education Revenue Trend 5.6
- Third Party Billing Trend 2.2
- Other 1.0
- Estimated FY 14 Revenue \$494.7

Factors impacting General Fund expenditures include:

- Adopted FY 13 Budget \$490.6
- Add Rollover & Adjustment Costs 7.8
- Add New Additional Support for SSSC
 - o Cost of Opening New Buildings \$1.3
 - o Loss of Prep Time .2
 - o Seven Period Day Implementation 4.0
- Add New Referencum 5.5
- Total Proposed FY 14 Budget 9.0
- Total Proposed FY 14 Budget \$512.9

A chart showing the history of adopted fund balance was provided. Unassigned fund balance used has not violated the Board's required 5%.

The FY14 General Fund "big picture" of expenditure allocation (including the new \$9 million referendum monies) shows:

	<u>FY 13</u>	<u>FY 14</u>	<u>Change</u>	<u>% Change</u>
Schools	\$237,132,479	\$242,766,252	\$5,633,774	2.4%
School Service Support	162,923,621	178,475,029	15,551,408	9.5%
District-wide Support	85,071,657	87,483,446	1,411,789	1.6%
Central Administration	<u>4,484,159</u>	<u>4,212,106</u>	<u>(272,053)*</u>	<u>(6.1%)</u>
Total	\$490,611,916	\$512,936,833	\$22,324,918	4.6%

* Reduction results from decrease in interest borrowing cost

Anticipated changes from the legislative session include additional funding in FY 14 in the General Education revenue of approximately \$4.5 million and additional integration revenue in FY 14 of approximately \$5.8 million. These adjustments need to be integrated into the budget plan. Uses of the additional revenue will be school adjustments, replenishing fund balance for FY 15 and additional support for the SSSC plan.

QUESTIONS/DISCUSSION:

- What is the timeline for your providing information on uses of the additional funding from legislation? Response: The initial analysis has been completed and a summary should be completed and to the Superintendent tomorrow.
- What plans are in place to increase revenue in the new year? What revenue generating programs/activities is SPPS pursuing in the district to increase revenue? Response: Administration made a strong strategic effort with its lobbyist during this legislative session. It was successful in gaining increases as has been outlined earlier. SPPS does not have plans for advertising income, etc. It will continue to work with its lobbyist to get funding for its legislative priorities as reviewed and approved by the Board.
- The distribution of allotments to schools varies from year to year, correct? Response: Yes. In any given year Board members may hear from schools surprised by the amount allocated to them. When there are schools that feel they have not received equity in the distribution, what is process to address this? Response: SPPS utilizes a very deliberate and customer service oriented process. Firstly, the budget is determined and formulas are applied based on direction from the Board and Superintendent. These then go to the schools. There can be exceptions that come to light and these are addressed by the budget analyst, the school principal and the assistant superintendent. It is an open process and effective at getting to the root of issues facing schools. Administration has to apply guidance in this process fairly and with compassion. The enrollment of students directly impacts school funding. Schools have a choice, to some degree, on how funds are allocated internally, particularly in staffing. A HR staffing team and a budget analyst

team are available to assist in the budgeting process for all schools as are the assistant superintendents. SPPS's mission is to educate all students and serve all of its schools.

- The process contains many nuances and these have to be understood for each school but the overall process is guided by the SSSC plan.
- If there are staffing changes at school level – is it made at school level? Response: A baseline of required staffing is established for each group of school types which provides a baseline of equity in staffing. Then, within the allocation provided, schools can address their individual issues within the funding that remains beyond this baseline. Staff is sometimes moved based on where a particular expertise is needed however contracts, in the end, govern how staff can be moved. Schools are not losing teachers, they are gaining them but they may be allocated differently than in the past.
- Staff was commended for the work done over the past several years and on the value and format of the information provided to the Board and in addressing pertinent issues.
- Will the Board see where the additional school adjustments are being made prior to the June COB meeting? Response: Yes

B. Human Resource Transactions

MOTION: Ms. Carroll moved that the Board approve the HR Transactions for the period April 1, 2013 through April 30, 2013 as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

IX. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board approve all items on the Consent Agenda with the exception that items C2 - Authorization for Amendment II to the Contract with Public Consulting Group, Inc. and E10 - Approval of Renewal of Membership in the Minnesota State High School League which were pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

A. Gifts

BF 29390 Gift Acceptance from The Jack and Gretchen Norqual Foundation
That the Board of Education authorizes the Superintendent to accept the awarded gift.

B. Grants

BF 29391 Request for Permission to Submit a Grant Application to 3M (Fabrication Lab at Johnson High School)
That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M for funds to purchase equipment, materials, and supplies for a Fabrication Lab as part of the Engineering program at Johnson Aerospace and Engineering High School; to accept funds, if necessary; and to implement the projects as specified in the award documents.

BF 29392 Request for Permission to Submit a Grant Application to 3M (SSEI)

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M for funds to continue or expand upon SPPS efforts to spark student interest in STEM enrichment programs; to accept funds, if necessary; and to implement the project as specified in the award documents.

BF 29393 Permission to Submit and Accept, if Approved, an Adult Basic Education Proposal for 2013-2014 and Distribute Funds to Saint Paul Literacy Consortium Members

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to provide Adult Basic Education services for the 2013-2014 year, to accept funds if awarded, and to disburse funds to Saint Paul Community Literacy Consortium members based on the adult basic education formula.

BF 29394 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Alternative Delivery of Specialized Instructional Services (ADSIS)

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to provide direct service to students identified by data as in need of additional reading support (grades 1-3) and behavior support (grades K-12); to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29395 Request for Permission to Submit a Grant Application to the Minnesota Department of Education for a Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education and Fresh Fruit and Vegetable Program to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day. The project will use fruit and vegetable classroom kits for students to consume, while teachers provide a presentation on or read a book to students about fruits and vegetables; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29396 Request for Permission to Accept a Fund for Teachers Grant from The Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Saint Paul Foundation for funds to support the Fund for Teachers professional travel experiences for SPPS Teachers; to accept funds; and to implement the project as specified in the award documents.

BF 29397 Request for Permission to Submit Grant Application to the Saint Paul and F.R. Bigelow Foundations to Support a Mental Health Initiative at Cherokee Heights and Riverview Elementary Schools

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul and Bigelow Foundations for funds to create a comprehensive school success project for Cherokee Heights and Riverview; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29398 Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

That the Board of Education authorize the Superintendent (designee) to submit an application to the Travelers Companies, Inc. for approximately \$1,499,946 to continue the Travelers/SPPS vision for an aligned AVID/Leadership program to foster dynamic school leadership and high student achievement; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF29399 Request for Permission to Submit a Grant Application to the U.S. Department of Education's Arts in Education Model Development and Dissemination Program

That the Board of Education authorize the Superintendent (designee) to submit an application

to the U.S. Department of Education to advance understanding of effective ways to integrate media arts into core academic curricula in alignment with Common Core standards; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29400 Request for Permission to Submit Grant Applications to the Verizon Foundation from Hamline Elementary

That the Board of Education authorize the Superintendent (designee) to submit an application to the Verizon Foundation from Hamline Elementary that will make the school a Verizon Innovative Learning schools site; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29401 Request Permission to Enter into a Contract with the Minnesota Literacy Council on Behalf of the Saint Paul Literacy Consortium for 2013-2014

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2013-14 fiscal year to be accounted for in budget 04-005-520-322-6305-8522.

D. Agreements

BF 29402 Agreement with the Goodwill Industries, Inc./Easter Seal Society of Minnesota

That the Board of Education enter into the 2013-14 agreement with Goodwill Industries, Inc./Easter Seal Society of Minnesota to provide work adjustment training/placement of selected special education students using Goodwill facilities for the period September 1, 2013 through June 30, 2014. The agreement amount of \$150,000 will be funded from an existing Special Education General Fund Budget 01-608-380-835-6393-0000.

BF 29403 Request Permission to Participate in Work-Study and Community Service Agreement with the University of Minnesota

That the Board of Education authorize the Superintendent (designee) to participate in a Work-Study and Community Services Agreement with the University of Minnesota.

E. Administrative Items

BF 29404 Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2013-2016

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

BF 29405 Establishment of the Unclassified Position of Academic & Technology Innovation Director 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 Academic & Technology Innovation Director job classification effective May 21, 2013; that the Board of Education declare the position of Academic & Technology Innovation Director as unclassified; and that the pay rate be Grade 31 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29406 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period April 1, 2013 – April 30, 2013.

(a) General Account	#521223-522651 #3017628-3017735 #7000094-70000142	\$51,811,656.05
(b) Debt Service	-0-	
(c) Construction	-0-	<u>\$2,782,951.92</u>
		\$54,594,607.97

Included in the above disbursements are payrolls in the amount of \$35,399,608.35 and overtime of \$144,871.31 or 0.41% of payroll.

(d) Collateral Changes	None
(e) Additions	None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending August 23, 2013.

BF 29407 Permission for Teacher Candidates Employed by a Public School/Self Directed Practicum (Montessori Teacher Candidates in SPPS Schools)
That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

BF 29408 Proposed Building Name Change for L'Etoile du Nord French Immersion School

That the Board of Education authorize the Superintendent (designee) to approve Prosperity Heights and Ames Elementary Schools name changes to L'Etoile du Nord French Immersion School Lower and Upper Campus respectively, beginning in the Fall of 2013.

BF 29409 Proposed Name Change for Nokomis Montessori South (Formerly Sheridan Campus)

That the Board of Education authorize the Superintendent (designee) to approve Sheridan School name change to Nokomis Montessori South beginning in the Fall of 2013.

BF 29410 Proposed Building Name Change for Parkway Montessori and Community Middle School

That the Board of Education authorize the Superintendent to approve for L'Etoile du Nord French Immersion School name change to Parkway Montessori and Community School beginning in the Fall of 2013.

BF 29411 Proposed Name Change for Riverview Elementary School (Former Roosevelt Elementary School) beginning in the Fall of 2013.

That the Board of Education authorize the Superintendent (designee) to approve Roosevelt Elementary School name change to Riverview Elementary School beginning in the Fall of 2013.

BF 29412 Purchase of Flight Simulators

That the Board of Education authorizes the Superintendent (designee) to purchase the Flight Simulators for Johnson High School.

BF 29413 Settlement of Uninsured Claim

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

F. Bids

BF 29414 Bid No. A157040-K Paving Replacement at Saint Paul Music Academy

That the Board of Education authorize award of Bid No. A157040-K for the paving replacement at Saint Paul Music Academy to the lowest responsible bidder, Bituminous Roadways, Inc for the lump sum base bid plus alternate no. 1 of \$200,250.00.

BF 29415 Bid # A157044-E: Cafeteria Serving Equipment
That the Board of Education authorize award of bid No. A157044-E to Hockenbergs Food Service Equipment for furnishing and delivery of Atlas Brand Buffet Style Serving Equipment in the amount of \$110,511.99.

BF 29416 Bid No. A157051-K Paving Replacement at Como Park Elementary School
That the Board of Education to authorize an award of Bid No. A157051-K for the paving replacement at Como Park Elementary School to Peterson Companies Inc for the lump sum base bid plus alternates no. 1 and 2 of \$722,000.00, and unit prices 1, 2 and 3.

BF 29417 Bid No. A157164-K Elevator Replacement and Roof Replacement at Creative Arts High School and Open World Learning Community, 65 East Kellogg Boulevard
That the Board of Education to authorize award of Bid No. A157164-K for the elevator replacement and roof replacement at Creative Arts High School and Open World Learning Community, 65 E. Kellogg Boulevard, to the lowest responsible bidder, JPMI Construction Co. for the lump sum base bid of \$415,800.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29418 Authorization for Amendment II to the Contract with Public Consulting Group. Inc.

How has this contract streamlined the work in Special Education to help increase the proficiency of services supplied to special ed students? Response: This has helped Special Education to systematize the IEP process and provided the data to help streamline, to some extent, the paperwork involved. It does not, however, write reports. It does provide much of the data that goes into the reports that must be provided to MDE. Administration has recognized the amount of time special ed teachers need to complete paperwork for MDE and, in contract negotiations, has provided the opportunity for teachers to have additional time during the year to process this work load. This contract has also helped recapture some funds as well.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to approve Amendment II to the contract with Public Consulting Group, Inc. for the services in accordance with the terms and conditions of Amendment II. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

BF 29419 Approval of Renewal of Membership in the Minnesota State High School League

Mr. Hardy indicated he had pulled this item in order to recognize and thank the League for encouraging students to become involved in athletics and have a full experience in school as a student athlete. It was noted that athletics and arts are co-curricular and work hand in hand to provide a fuller experience, at all levels, to participating students.

MOTION: Mr. Hardy moved, Ms. Carroll seconded his motion, that the Board of Education adopt the Minnesota State High School League (MSHSL) resolution to renew the School District's membership in the Minnesota State High School League for SY 13-14.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

X. OLD BUSINESS

The representative from Springsted updated the Board on the bond sales. She noted interest rates were beginning to increase and the bond market is beginning to be flooded with refundings thus becoming much more choosy about who they work with. She indicated that Springsted and the district were prepared to pull the issue if absolutely the right conditions were not met to achieve the looked for \$2 million savings for the district. The two refundings (2013B) received input from seven bidders and the winning bid went to Wells Fargo with an interest rate of 2.21% resulting in \$2.7 million in savings to the district. The \$26 million bonding for capital projects (2013A) came in as projected with the winning bid going to City Group. She emphasized the importance of a good credit rating noting SPPS has outstanding ratings along with excellent financial controls.

BF 29420

Resolution Accepting Bid on Sale of \$26,000,000 General Obligation School Building Bonds, series 2013A, Providing for their Issuance and Levying a Tax for the Payment Thereof

MOTION: Ms. Carroll moved the Board approve the Resolution Accepting Bid on Sale of \$26,000,000 General Obligation School Building Bonds, Series 2013A, Providing for their Issuance and Levying a Tax for the Payment Thereof. Ms. Street-Stewart seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

BF 29421

Resolution Accepting Bid on Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B, Providing for Their Issuance and Levying a Tax for the Payment Thereof

MOTION: Ms. Carroll moved the Board approved the Resolution Accepting Bid on Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B, Providing for Their Issuance and Levying a Tax for the Payment Thereof. The motion was seconded by Ms. Street-Stewart.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

XI. NEW BUSINESS

A. First Reading: Policy 101.00 Racial Equity in Education

The Board Vice Chair announced the first reading of the new Racial Equity in Education policy.

Staff indicated in their presentation SPPS has a racial “achievement gap” – academic results for students of color has historically been lower than those of white students. This is true regardless of income. SPPS is addressing this through a racial equity transformation effort aimed at improving outcomes by transforming institutional practices and systems and developing, implementing and monitoring District equity plans and policies.

The framework for racial equity transformation has three “pillars”: Engagement, Leadership and Teaching & Learning. The plan has been rolling out on a five-year plan designed to cover all levels of personnel within SPPS.

Actions that have or are occurring include:

- Engagement: Reorganizing the Multicultural Resource Center to align with District racial equity development. This has brought families, students and community members together to engage in activities that both align to standards and bring in multiple perspectives.
- Leadership included the development of a personal and professional “lens” through individual coaching and commitment. Organization capacity has been built through interrupting inequities and development of a Racial Equity policy.
- Teaching & Learning has applied an equity lens to the curriculum cycle with the adoption of science through inquiry and equity that includes the student voice in the classroom along with inquiry-based curriculum. Social Studies has followed this model in its standards and curriculum cycle changing materials under a systemic equity focus and bringing in American Indian perspectives.

The development of a racial equity policy supports the SPPS mission, ends and racial equity pillars. Its purpose is to provide respectful learning environments where races, cultures and languages are indicators of success rather than academic disparity. It aims at eliminating racial predictability and disproportionality by increasing achievement for all students and narrowing the gaps between the highest and lowest-performing students. It also aims at eliminating systemic disparity by interrupting systems that perpetuate those inequities by transforming practices that are racially predictable and disproportionate, creating adaptive solutions to equity issues and monitoring and reporting on implementation and effectiveness.

Engagement to deepen, transform and develop equitable practices for and with SPPS students by seeking out and lifting up students’ perspectives and engaging family and community members in the effort. Leadership will ensure transformation drives actions and lead to improved results by recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent personnel. And, by creating and monitoring conditions for equitable business systems and operational practices. Efforts will be made to increase the capacity to teach a racially and culturally diverse and changing student population and to collaborate with teachers to implement culturally responsive instructional practices and curriculum.

The policy was reviewed in its entirety. The first reading represents a draft that will be taken to various stakeholder groups in order to receive their input into the policy. Recommendations received in this process will be brought to the Board at its June COB meeting for discussion and consideration relative to the policy.

QUESTIONS/DISCUSSION

- Is it planned to bring this back to a work group meeting? Response: Yes, a meeting will be scheduled following the June 11 COB meeting.
- When is the community input session? Response: Monday, June 10 at 5:30 p.m.

- Have invitations been directed to certain groups? Response: Invitations have been issued to members of the SPPS District Action Teams, DPAC, student groups and various parent groups.
- What about staff input? Response: Staff input is to be directed to Ms. Bierman.
- The Board asked that the policy to be incorporated into standing meetings that have been scheduled and that these groups be invited to provide feedback.
- It was noted by Board members that this is a very Important policy and that members need to be mindful of each other's recommendations in order to ensure the strongest possible policy that will survive for years.
- What about student groups? Are students from alternative schools, a variety of cultures, etc being sought out for input? Response: Staff has looked at ways to gain student input and indicated the district will gain input from a broad spectrum of students representing the population of St. Paul.
- A board member suggested the opportunity be provided to students to prepare a companion piece to the policy and the student handbook that addresses racial equity and what it means from their perspective noting it is necessary to not only hear student reaction to the policy but for students, with their peers, to interpret how equity is viewed from and in their experience.
- Staff was asked to place all "equity" links/refereces more prominently on the SPPS Home Page.

BF 29422

2013-16 Integration Plan for Saint Paul Public Schools

The current Integration Plan expires in 2013, the new plan has a term of 2013-2016. SPPS must have an Integration Plan in order to received yearly funding from MDE. This plan aligns very closely with the SSSC plan and district racial equity work. SPPS integration efforts focus on providing families with school choice options. Plan goals are to accomplish racial equity in schools and improve the achievement of all students. In alignment with the SSSC plan, integration goals are from the Equity VisionCard plus a metric regarding Reflecting St. Paul. Progress on the goals will be tracked annually.

Integration goals included in the plan were taken from the SSSC Equity VisonCard. These measures are:

- MCA – difference between race/ethnic groups in percent proficient
- GRAD – difference between race/ethnic groups in percent passing on first attempt
- Advanced Course – difference between race/ethnic groups in percent passing
- Advanced Placement (AP) Tests – difference between race/ethnic groups in percent of students with scores greater than 3
- International Baccalaureate (IB) Tests – difference between race/ethnic groups in percent of students with a score greater than 4
- Graduation four-year cohort (new NCLB/NGA) Rate – difference between race/ethnic groups in percent graduating in four years
- Absences – disproportionality ratios between race/ethnic groups in percent of students absent 11 plus days
- Reflecting St. Paul (this metric is not from the Equity VisionCard) – set-aside seats filled by students eligible for Reflecting St. Paul.

The plan outlines how the district uses a variety of funding sources to support integration and equity efforts. State integration revenue is specifically used for: transportation, the Student Placement Center, all-day Kindergarten FTE, academic intervention specialists, American Indian programs, EMID programs and the Multicultural Resource Center.

QUESTIONS/DISCUSSION:

- Was input from the DAT team obtained? Response: Yes, the DAT Integration/School Choice recommendations were used in formulating the plan
- It was noted the alignment of the integration plan and the SSSC plan is important especially as related to recent legislative efforts. Urban districts will set the model in this area and efforts may become evidence at legislative session for continuation of integration dollars. Was there anything that should have been considered during the

legislative debates that is not included? Response: Inclusion of school choice is an integral part of achieving integration. SPPS is stressing the seamlessness of the integration plan and the SSSC plan and how much the pieces need to play into each other in order to achieve success. SPPS will need to continue to articulate the interconnectedness of all of the pieces as this all moves forward.

MOTION: Ms Carroll moved the Board approve the SPPS 2013-2016 Integration Plan for submission to the Minnesota Department of Education. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

C. Project Labor Agreement: District-wide Security Panel Improvements

MOTION: Ms. Carroll moved the Board accept administration's recommendation that no PLA be utilized for the district-wide security panel improvements. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Seeba requested a report to the Board on equity across high schools as first requested in a note to the Superintendent.
2. Administration was asked to provide updates on the process/progress relative to student graduation as it is now construed under the new legislation..

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- Director Carroll reminded the Board that she would not be available from June 22 through July 20th.
- Director Brodrick provided an update on EMID
- Director Hardy reminded Board and staff of the May 30 – Ramsey County League of Local Governments meeting being held at SPPS (Rooms D & E, 360).

XIII. FUTURE MEETING SCHEDULE

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

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

- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 11 Closed Meeting at 4:00 p.m.
- June 18 Closed Meeting at 4:30 p.m.
- June 18 Regular Meeting 5:45 p.m.
- 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 Regular Meeting 5:45 p.m.
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 Regular Meeting 5:45 p.m.
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15 Regular Meeting 5:45 p.m.
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- November 12 Regular Meeting 5:45 p.m.
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- December 17 Regular Meeting 5:45 p.m.

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

- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

Concern was expressed about bringing the Equity policy to the July 16 Board meeting for its third reading. The COB is the same evening and would not allow time for any revisions/changes to be made prior to the Board meeting. It was suggested administration find several July dates what will work for staff for an additional COB meeting, provide them to the Board secretary so she can poll the Board as to availability and schedule the additional meeting date.

XIV. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn; seconded by Ms. Seeba.

The motion passed with the following roll call vote:

Doran	Yes
Seeba	Yes
Hardy	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes

The meeting adjourned at 10:18 p.m.

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

Prepared and submitted by
 Marilyn Polsfuss
 Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
June 4, 2013

I. CALL TO ORDER

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

II. ROLL CALL

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

Mr. Hardy arrived at 4:09 p.m.

ABSENT: Ms. Doran

III. APPROVAL OF THE ORDER OF THE AGENDA

MOTION: Ms. Street-Stewart moved the Board approved the order of the agenda for the special meeting on non-renewals. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

IV. NEW BUSINESS

A. Action on Non-Renewal of Probationary Teachers

This year there were a total of 36 employees recommended for non-renewal. (35 Teachers and 1 Assistant Principal). Of the 35 teachers, 9 chose to resign prior to their recommendation for non-renewal going to the Superintendent. The Assistant Principal candidate held tenure rights back to a teaching position and has subsequently taken a new position for next year. Three of the non-renewals were due to licensure issues the remaining were for performance.

The purpose of June 4, 2013 special board meeting was to ask for Board approval for the non-renewal of the probationary teachers. The Data Privacy Act prevents discussion of individual data, thus only summary data was provided. MN Statute 122A.41 (cities of the first class) applies to Saint Paul Public Schools. This law defines the probationary period as the first three (3) years of consecutive employment. During the probationary period, any annual teaching contract may or may not be renewed, for any reason. Subd. 4 (b) states "a probationary teacher is deemed to have been reemployed for the ensuing school year, unless the school board gives written notice before July 1 of the termination of employment." Therefore, all non-renewed teachers must be notified prior to July 1.

The probationary period is a time for the District and the employee to determine if the employment relationship is meeting their expectations. Even though SPPS may non-renew for any reason, common reasons include:

- License (not fully licensed for the position which they hold)
- Performance - not meeting expectations (effective instruction, classroom management, team work/professional behavior).
- Budget – vacancies are fewer than needed to place current staff.
- Some combination or other relevant reasons (training)

All teachers recommended for non-renewal are notified in writing and given the option to meet with their Assistant Superintendent to discuss the reasons for the non-renewal. Assistant Superintendents then make their recommendations to the Superintendent. This year, like last year, probationary teachers recommended for non-renewal were given the option to resign their employment prior to their Assistant Superintendent making their recommendation to the Superintendent.

This year 10 (of which seven resigned) probationary teachers recommended for non-renewal were supported through the Peer Assistance and Review Program (PAR). These teachers worked with a PAR-consulting teacher who provided significant coaching and mentoring during the school year. Both the PAR consultant and the principal evaluated these teachers and the PAR consultant made a recommendation for non-renewal to the PAR Board. The PAR Board then provided recommendations to the Superintendent.

Teachers not served by PAR receive a minimum of two observations, which are reviewed with the teacher and are provided assistance if not meeting standards of effective teaching. Supports include mentors and professional development.

QUESTIONS/DISCUSSION:

- A Board member expressed appreciation for the on-going adjustments to the process, observations, evaluation, PAR participation, mentors, etc. All reflect SPPS's commitment to excellence.
- There was discussion regarding personnel at Bridgeview.
- When the non-renewals come to the Superintendent for nonrenewal, do the assistant superintendents present the information? Does she go through each non-renewal? Response: No, the Superintendent has been working with the people at the sites and has input from the Assistant Superintendents and the principals so she is aware of the various situations. When PAR does not recommend renewal, the Superintendent is notified immediately along with SPFT. The whole reason for all the observations, professional development and mentoring is to ensure SPPS is keeping the right teachers in front of students and if a probationary teacher is not meeting standards of effective teaching the non-renewal process is brought into play.
- 36 people are being non-renewed and nine chose to resign prior to the recommendation going to the Superintendent. Is that correct? Response: Yes, that is correct.
- What is the total number of probationary teachers? Response: 756. This year the total non-renewals represent the lowest percentage in the last seven years. Various comparative numbers were provided.
- Do these overall numbers reflect SPPS doing its best to nurture as many as possible? Response: Yes. The job of education is getting more difficult overall, demands are changing and almost all educational systems are operating somewhat behind the times. SPPS is in the forefront in the state in having had its principals conducting over 11,000 observations in the classrooms this year. Administrators are much more aware of what is happening in classroom than five years ago. The SPPS retention rate for teachers is very good, in the higher 90%. This means teachers are choosing to stay in the system.
- The teachers not certified by PAR, what is the process? Response: Principals know they must have done one observation of all of their teachers by the end of November and another later on. Informal check-ins are also done along with the two formal observations.

Coaches in the schools or from the Center provide support for teachers in need of it. Principals know what is happening in their schools and what teacher performance is.

- What were the demographics of the non-renewed teachers? Response: Of the 26 non-PAR, there was one Asian, one Black and four Hispanic; the remainder were Caucasian.
- How many were Special Ed? Response: Five.
- If these teachers are not notified by July 1 they become tenured? Response: Yes, if they are in their third year.
- Why the June 11 date then, what is the action required of the Board? Response: June 11 represents the last day teachers are in the schools. The action required of the Board is to approve the list of non-renewals. Then, HR can notify the individuals of their non-renewal prior to June 30.
- Is there a different process for Special Ed teachers, especially those in highly specialized programs? Response: The Executive Director of Special Education is involved as well as Special Ed supervisors and the school principals. Administration also encourages input from all who have done observations in the classrooms. Principals hold responsibility for all of their teachers, including Special Ed, EL, etc.
- How important is it to get all probationary teachers in the PAR program? Response: According to the last contract, the District is committed to have all teachers hired part of PAR between year 1 and 3. Some teachers may choose not to participate in PAR. Each PAR-consulting teacher was assigned to 17 teachers this year and they are asking to go down to 15 next year. PAR is expensive but a good investment. Becoming a PAR advisors does sometimes take the best teachers out of the classroom. Special Ed is hoping to add two PAR advisors to deal with probationary special ed staff.
- Is there similar support for EL teachers? Response: SPPS is at a plateau with EL so it is not hiring as many as in the past, it is able to maintain at this point. Support for EL is similar to that given classroom teachers. There are three PAR who are EL certified.

MOTION: **Mr. Hardy moved the Board of Education approved the non-renewal of the teachers as recommended by administration. The motion was seconded by Ms. Street-Stewart.**

The motion was approved with the following roll call vote:

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

The Board offered its goodbyes and its thanks to the Executive Director of HR, Mr. Caskey, on his last day with SPPS.

V. ADJOURNMENT

MOTION: **Ms. Carroll moved the meeting adjourn, seconded by Ms. Seeba,**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 4:38 p.m.

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

Prepared and submitted by
Marilyn Polsfuss
Assistant Clerk, St. Paul Public Schools Board of Education

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
June 11, 2013**

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

Staff: Superintendent Silva, Jeff Lalla, Jackie Turner, Michelle Walker, Julie Schultz-Brown, Michael Baumann, Jaber Alsiddiqui, Michelle Bierman, Joe Munnich, Matt Mohs, Kathy Brown, Marie Schrul, Steve Unowsky, Andrew Collilns, Efe Agbamu, Liz Keenan, Sharon Freeman, Pablo Matamoras, Andrea Martinez, Pierre Cejudo, Christine Osorio, Jackie Allen

Other: Tony Lonetree, Andres Martinez Jr., Helio d'est Torres, Sara Silva, Nora Martinez, Ana Castrelby, Carmen Sisson, Esther Alarcan, Monica Vega, Priscila Olvera, Myrna Abrego, Deny Ispreya, Sia Thao, Horatio Delgado

I. CALL TO ORDER

The meeting was called to order at 4:50 p.m.

II. AGENDA

A. FY 2014 Budget

The Budget Office has calculated additional FY14 General Fund revenue to be \$10.8 million dollars. 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 revisions in preparation for the adoption of the budget on June 18, 2013.

The proposed FY 14 Revenue Budget was revised based on legislative changes to show:

<u>Fund</u>	<u>Original Proposal</u>	<u>Revised Proposal</u>	<u>Difference</u>
General Fund	\$494,776,149	\$505,636,982	\$10,860,833
General. Fund			
Fully Financed	43,354,801	42,775,213	(579,588)
Food Service Fund	25,532,500	25,532,500	0
Community Service Fund	20,068,945	20,068,945	0
Community Service			
Fully Financed	2,340,923	4,772,353	2,431,430
Building Construction Fund	26,200,000	26,200,000	0
Debt Service Fund	48,715,000	48,715,000	0
Total	\$660,988,318	\$673,700,993	\$12,712,675

General Fund Revenue Changes are (in millions) to reflect legislative changes:

Basic Revenue	\$3.4
Compensatory Ed. Revenue	1.1
Change in Integration Revenue *	5.8
Special Education Revenue	.8
Career & Technical Revenue	.2
Adjustment in 3 rd Party Billing Revenue	.5
Total	\$10.8

*Integration revenue for FY 14 is still less than FY 13 by \$1.8 million

The changes to the proposed FY 14 Expenditure Budget are:

<u>Fund</u>	<u>Original Proposal</u>	<u>Revised Proposal</u>	<u>Difference</u>
General Fund	\$512,936,833	\$518,291,295	\$5,354,622
General Fund			
Fully Financed	43,354,801	42,775,213	(579,588)
Food Service Fund	\$25,532,500	25,532,500	0
Community Service Fund	21,131,545	21,131,545	0
Community Service			
Fully Financed	2,340,923	4,772,353	2,431,430
Building Construction Fund	32,000,000	32,000,000	0
Debt Service Fund	<u>43,560,000</u>	<u>43,560,000</u>	<u>0</u>
Total	680,856,602	688,062,906	7,206,304

A summary of the revenue & expenditure budget for FY 2013-14 (Revised) shows:

Estimated Beginning Fund Balance	\$156,610,643
Revenues	673,700,993
Expenditures	688,062,906
Revenues (Over/Under Expenditures)	<u>(14,361,913)</u>
Estimated Ending Fund Balance (All Funds)	\$142,248,730

The uses the fund balance will be put to are:

Support for SSSC	\$5.5
• Cost of opening new buildings (\$1.3)	
• Loss of prep period (\$.2)	
• Implementation of 7 period day (\$4.0)	
Other roll over adjustments	1.7
Additional support to schools	2.0
Additional support to general fund programs	<u>3.4</u>
Total	\$12.6

Input on the proposed budget and revisions were gained from meetings with principals, district leadership, the PIC, DPAC and the American Indian Advisory Committee. Comments were solicited on www.spps.org.

Fall adjustments will be based on the October 1 count that determines the total change in enrollment (gain or loss) and its impact on revenue. The impact of the enrollment change will be examined for each location in conjunction with the Assistant Superintendents and adjustments made if necessary.

It was noted the coming year is the first year of full implementation with areas for the SSSC Plan. Enrollment numbers for planning were estimates and adjustments will be made as needed when actual totals are available.

QUESTIONS/DISCUSSION:

- Capitol Hill, is there a paper response to their concerns? Response: A letter of response has been prepared and given to principal for distribution to parent community. A copy was provided to Board members over the break.
- Special Ed – does the money provided by the legislature do anything to close the gap in funding? Response: No, it will not close the deficit in funding of the program; it merely reduces \$38 million to \$37 million. Administration has not yet looked at the impact in 2016. This issue needs to be resolved at the Federal level.
- With money from the State, how close is SPPS to adding more ECFE, Pre-K programming? Response: The budget does not include MinneMinds dollars for scholarships. The Department of Education received some of the dollars and MDE will send information to the districts on how to apply for those dollars. SPPS will be opening

an additional 10 classrooms for the 4-year-old programs and is hoping to use some MinneMind dollars for additional expansion. The referendum dollars allotted for one-half day kindergarten are on a one-year delay so will be paid next year. The 4-year-old program cannot supplant existing dollars used on the program; the “new” money is in addition to not instead of. There are 709 kids on the waiting list for Pre-K.

- SPPS is aiming at equity across the board. It has invested in science with at least 100 minutes, schools also need to have phy ed and one of the arts. Administration is putting as many specialists into programs as it can afford.
- Were any schools able to increase in that area? Administration will provide that information.
- Pre-K and Kindergarten funding from the State will be coming next year. All state aid for Kindergarten is for low income, the same as for Pre-K. For MinneMinds students also need to qualify as low income. Kindergarten must be provided across the board starting in FY 15, SY 14.

B. Standing Item: Policy Update - Policy 101.00 Racial Equity in Education

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.

A marked-up copy of policy reflecting suggested changes from the public input sessions was provided. Individual representatives also brought feedback back from separate community meetings.

Major theme areas from public input sessions included:

- Making language clearer and simplifying language or providing definitions of terms used such as racial equity lens, racially predictable or adaptive solutions.
- Keep words that convey the policy's intent and strength (confront, increase, transform, etc.)
- Be specific about monitoring and accountability – who is responsible and how will they be measured
- The overall sense was the community felt this was an Important policy to have in place, it would be of value to the community
- The policy will not be enough. It is symbolic, SPPS needs to ensure follow through
- Engagement needs to reach all stakeholders in a variety of ways and include many perspectives (be inclusive)
- Stakeholders will need to think through legal and contractual implications for the future
- Conversation occurred on how to word the teaching and learning section to be move active

In presentations to the community, time was spent talking about the difference between policy and procedures (much of the community input falls within procedure). SPPS will need to consider how to further communicate this difference between policy and procedure and what that might look like

QUESTIONS/DISCUSSION:

- Everyone was cautioned that SPPS needs to make sure nothing is put into the policy that will be moot in 2-3 years. Write it so it is not time limited.
- How many of the attendees were employees of SPPS? Response: Staff can find that out. Administration reached out to persons on the DAT Action Teams, representatives from NAACP, the Hmong community, parent advisory groups, etc. Administration has also had one-on-one dialogues with other individuals. An Equity Council has been formed and has looked at the policy. The key people targeted were glad to see this policy brought forward. They all felt implementation is the key in this.
- How did outreach to NAACP Hispanic, Asian American Indian occur? Response: The information can be obtained.
- Where is the Board going from here? How will the suggestions be incorporated? Response: The community input provides an overview of how the community is viewing

this and what their expectations are. The Board needs to move to process this into an actual policy

- Has staff looked at other policies that define the areas noted? How will we get information on that? Response: Yes, staff looked at other policies as well as at Portland's. A Racial Equity Glossary (copies distributed) was been created previously and has been used at all Beyond Diversity meetings. Knowledge of these terms is widespread; it is also available on line.
- The question was asked, "What do Board members want the policy to accomplish?"
- Implementation and monitoring, what was input on this, how can accountability be maintained? Response: No feedback was received on how SPPS will be held accountable.
- How will we ensure it is understood and implemented with fidelity, what do we do if it is not. Response: A Racial Equity Transformation Plan can evolve and be inclusive of monitoring and accountability.
- It was noted a Board member had confidence that the St. Paul community has provided input
- The broad themes and the revised policy are valuable so Board members can see how the two mesh.
- The comment was made the Board needs to get to the basics of why they want this policy in place.
- It was noted cross references are very necessary and a long list will be needed for this policy that includes such things as all Civil Rights Legislation, policies on bullying, harassment, suspension and curriculum, etc. and what is in public law. Legal may need to provide input on this.
- Under monitoring it was noted SPPS must be sure have parallel construction around the nature and direction of monitoring and Board's context in relation to its monitoring function.
- The use of the terms "race, racism and racial" – SPPS must be sure to use appropriate terms and cover the gamut of the context.
- The American Indian Act and the LCD are in law and need to be incorporated into the policy in some manner so as to ensure compliance with laws already in place.
- Community input – do we really need the make-up of the community input groups? Response: The consensus was yes, it is valuable to have a summary of where the input came from. Staff indicated they had gone out to community primary targets such as the Action Teams (DATs), existing committees, parent advisory groups and Engagement Office contacts. The policy has been posted on the web and on all school websites. The new Equity Council looked at it and those individuals took it out to other representative groups for input. Staff used avenues and vehicles already in place in SPPS.
- Was anything sent to PTOs? Response: No, SPPS has never done that with policy. It did go out to every equity team, principals, their staff and some parent volunteers. Some churches had informal meetings as well.
- A Board member indicated he needed some talking points on particular concerns expressed by certain persons. Response: Administration will respond to concerns expressed and copy Board members.
- It was noted the Board wants a policy that people understand.
- Will this open a door for those who may not be involved? In what context? Response: In some ways, putting this in writing will open conversations for those who have not been part of the work or who are not invested in the work. It will allow for ownership of the effort.
- What does the board want to see come out of the policy? Where does each board member want policy to go?
 - o Response: Need a policy to say to people we are going here, that this is at the direction of the board and is not just a whim of administration This is Board policy saying this is the direction the district is going and that it will utilize its resources to try to eliminate racial inequities in teaching and in buildings. That is where people want this district to be.

- o It should give guidance to the system and the schools and alignment and consistency about student achievement. It should make sure all students have the opportunity to achieve. It should allow for measurement of places where there are differentials particularly influenced by racial bias.
- o It needs to be a policy that is clear and states unequivocally that this is not a whim of the administration or Board. The policy is needed, if only to catch up with the work already underway. We need to hold everyone accountable to the policy
- o A caution was issued not to underestimate the good will and sense of fairness of staff members and the citizens in St Paul.
- o I want a policy that creates racial equity.
- o This policy will lead the nation – people will want to participate in this, to accomplish racial equity.
- o I want the policy to be clear that the district is about eradicating racial disparities, that there is an expectation of rigor and an expectation every child can succeed academically and can be ready for college and a career. I want teachers' expectations to be that all children are ready for academic success. They need to own the job of helping every child achieve.
- o It is important to have the policy so future employees are knowledgeable of what expectations are. SPPS is doing the work already but the policy will support the work being done. It is the right thing to do, it is about the inequities existing in the system and changing them to change the future of the kids and their city.
- o The policy is catching up with what is already being done and SPPS has data proving it is working; policy puts teeth to the effort.

C. Annual Report and Recommendations from the Latino Consent Decree Parent Advisory Council

The advisory group provided 11 recommendations:

1. **LCD/ELL Notification Letter of Services Available.** Recommendation: That the ELL Department present at one of the LCD district-wide meetings on services available.
2. **Exit Rate, Criteria and Procedures for LCD students.** Recommendations: That LCD, SPPS and the ELL Department review all ELL exit criteria. That the ELL Department conduct an exit-rate evaluation of language-specific students (Hmong, Somali, Karen) vs. LCD students and that the ELL Department present its findings at an LCD district-wide meeting (no later than 1/31/14). It is hoped this will help parents understanding of program to be enriched as well as provide a better understanding of services.
3. **Meeting with LCD Educational Assistants.** The LCD Advisory Council benefitted from meeting with LCD EAs during the 2012-13 school year. Recommendation: That ELL fund three meetings for the 2013-14 school year and host one meeting during school hours to increase efficiency of communication between school and parents.
4. **Middle and High School Communication on Student Programs.** Recommendation: That the Office of College and Career Readiness (OCCR) continue to work in collaboration with the LCD staff to ensure the communication system, methods, strategies and outreach have appropriate staff to work with Latino families and that the OCCR present at one of the LCD district-wide meetings.
5. **Increase LCD student enrollment in programs and advanced courses.** Recommendation: That OCCR assess the percentage of LCD students that are enrolled in their programs. This will increase the understanding of the importance of these programs to the student's future. Latino student participation in advanced placement classes is up 2% and performance up 4% from 2009 to 2013.
6. **Expand the Humboldt Pilot Project "Latino College Bound Group".** Recommendation: Maintain the program at Humboldt Secondary and expand it to Washington Technology Magnet and other middle/high schools and that the Office of Family Engagement host a Latino Senior Recognition event.
7. **Special Education relative to Latino Students.** The Special Education system, procedures and evaluations are unclear to LCD families. Recommendation: That the Special Education Department present at a district-wide LCD meeting and that an LCD representative be appointed to the Special Education Advisory Council (SEAC).
8. **Latino Culture and the Multicultural Resource Center.** The LCD endorsed the MRC work in complying with the LCD stipulation and initiatives. Recommendations: That

MRC host two social studies meetings (fall and winter) for students in grades K-6 and their families; that MRC conduct similar initiatives and/or programs for students in middle and high schools and that the MRC partner with SPPS Equity Team and Office of Family and Community Engagement to provide in-depth Latino cultural training to district personnel.

9. **Early Childhood Education.** The LCD supports the collaboration between Early Childhood Education and the Office of Family Engagement and Community Partnerships in eliminating barriers that impede family participation. Recommendation: That a new communication vehicle be created for all Spanish-speaking parents.
10. **Amherst H. Wilder Foundation's Latino Leadership Program.** Over 50% of LCD Advisory members graduated from this Latino Leadership Program (LLP). Recommendation: Continuing support of the Wilder Foundation and its LLP.
11. **Parent Academy Program.** The Parent Academy provides a framework for creating a community (at home and at school) and prepares students for post-secondary education. Recommendation: Continuation of the Parent Academy program.

QUESTIONS/DISCUSSION:

- ELL exiting – is there data on exit rates not only for LCD but also with the addition of the levels of ELL students and their home language? Response: The data is available and can be provided.
- The idea of AVID and IB offices working with the parent community and identifying specific groups of students to find more culturally relevant means to reach those students is exciting. Staff will work on the administrative response on this but when and how could this be convened and facilitated so culture elements can be incorporated with AVID and IB? Has that been done in the past or how can a model be created? Response: Administration will bring staff and community together to talk. Experts have to have cultural specific training.
- Advance placement AP/IB – do you feel there is, in the schools, an expectation that Latino youth are not able to handle AP or IB classes? Or, is it more educating students that this is an option they can choose? Response: What is needed is both parents and students being educated on what offerings are and then parents can better direct students toward better education options. We must first educate parents in their native language so they can understand what is out there and then can have Latino youth be more successful by choosing the correct options. It was noted it is more comfortable for students if they are in class where non-English are in the majority. Latino students need more motivation and it is teachers and parents jobs to reach for those goals. Motivation and expectation
- Need to motivate students and in the fall inform the kids what is available so they can continue into college/career level courses. It was noted that new legislative changes have offered more access for these students and they need to be made aware of what is out there.
- Surprise was expressed that SPPS does not have Spanish communication for ECFE and other community offerings. Response: Schools need more access to translators. Administration would like to have more support and participation for Latino parents. A committee member stated learning begins at birth and the community needs help in starting this learning when children are very young. It would help to have ECFE programs in Spanish for people whose first language is Spanish. It would also be a great help to have catalogs and flyers translated to Spanish. Even if there is a video in Spanish describing the program, it is not enough. The number of staff who speak Spanish affects Latino participation as well. The committee would like to see more Spanish speaking personnel all around. Response: Sometimes there are not enough personnel who are qualified or speak Spanish, sometimes through lack of availability and sometimes dues to budget constraints. SPPS does have some staff and it is an issue for all families of color that SPPS does not have enough educators in areas of language or persons of color. SPPS has made an effort to have assistants who speak the languages. SPPS can look at communication vehicles, tools and materials and translate some of the information. It can look at where programming is located to be sure it is distributed equitably in the district. It would be good to have an LCD representative on the Early Childhood Family Advisory Council as well.

- What is currently being done in schools with LCD students? Concern was expressed that English-speaking students share many staff people who offer advice to them. But, because of the language barrier of staff, students of color do not have that constant of adult input in their native language. SPPS needs to encourage students to take the highest-level courses and it needs to find a way to get to students even though staff may not speak Spanish. It is very important that these students receive the necessary help to be successful. Administration was asked to address what was possible in their response to the LCD.
- Board expressed interest in following up on the results of Dr. Garcia's research asking if it possible to have more information on her research for the Board noting it may also be relevant for other communities. Response: Administration will pursue this and share it with the Board.
- Board members asked if the Parent Academy could address the issue of language-specific special ed information/presentation. Response: Administration indicated they could increase language-specific Special Ed workshops and meetings and do better outreach for that.
- It is a difficulty within Spanish culture to recognize special ed as a disability and though materials on Special Ed are provided they are not the same as those provided in English. The Spanish version has about one-third of the information as those provided in English. Its not just materials in Spanish, the community needs more and better information coming directly to parents. It was noted the only thing the person does during Latino evaluation is the "rights" and that in English. The Latino culture is more about conversation and creating a relationship so it would be beneficial if the evaluator could sit with the parent(s) and explain exactly what it is and what it means. The truth is many Latino parents cannot read or write in English.
- Does the community find special ed paper work hard to understand? Is the paperwork translated? Response: The materials are translated and translators must be provided at home visits. It may be necessary to clarify that translators must accompany people to the home. It would also be good to have someone who already speaks Spanish personally, as it is different when there is a translator between you. Response: Direct translation about special ed issues can be very difficult and it is also difficult to find someone who is also familiar with special ed who is fluent in Spanish. There are many families with children in special ed who need the information and who need to express what they are experiencing. They also need to know what rights parents and students have and how they can help their child in the best way.
- How welcome and accepted do Latino families feel in their child's schools, especially if they are not a U.S. citizen? Response: One barrier for Latino parents is that when they want to be a volunteer at school they are asked for background checks, because they do not have social security services or papers to pass a background check they are hesitant to volunteer at schools. Staff noted that if there is a person present who has passed a background check the parent can visit the classroom. Parents need to be made aware they are welcome in the schools. Several parents related experiences at their children's schools and expressed satisfaction with their acceptance there. Some did express concern for the safety of their children in schools with little security where anyone can walk in without checking in.
- It was also noted that much depends on the population in a given school, when there are a lot of Hispanic students the doors are often even more open for more offerings; generally the smaller the numbers the bigger the barrier.
- It was noted navigating SPPS can be difficult but it can be learned. Some of the schools offer opportunities for cultural sharing.
- It was stated that Latino culture is very open and physically expressive so training teachers and principals about the cultures and their need to understand the cultures and their differences is important.

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

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the report from the Latino Consent Decree Parent Advisory Council. Ms. O'Connell seconded the motion.

Motion Passed.

D. Legislative Update

Two summaries were provided to Board members (1) a Summary of the SPPS Legislative Agenda and Results and (2) a Legislative Report outlining results from the 2013 Legislative session in the following areas:

- HF 630 E-12 Education Policy & Finance Bill in the areas of General Education, Student Accountability, Educational Excellence, Special Programs, Facilities and Technology, Nutrition, Libraries & Accounting, Early Childhood Education & Lifelong Learning,.
- Other chapter laws of interest: ABE Workforce Council, Criminal History for Employment Purposes, Worker's Comp changes, Omnibus Data Practices, Disclosure of Settlement Agreements, Maltreatment Data, Civil Actions Involving Sexual Abuse, Licensed Health Care Professional Authorization and the Omnibus Higher Education Finance & Policy, Grant Programs for High School to College Developmental Transition Program, School Bus regulations, Omnibus Health & Human Services Finance Bill, Homeless Youth Act, Children's Mental Health, Autism Spectrum Disorder Benefit, Omnibus Pensions Bill, Underage possession or consumption of alcohol immunity, Elections Policy Omnibus Bill, Campaign Finance & Public Disclosure and the Omnibus Tax Bill.

The SPPS Legislative Liaison addressed specific areas for clarification or expansion within the memo provided. She particularly noted where SPPS might be required to do additional reporting or hold specific meetings to address requirements under the new laws, particularly issues around "The World's Best Workforce" bill.

The Board thanked her for her efforts and complimented her on her many successes on behalf of the district during this session.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the Legislative Update with thanks. Ms. Seeba seconded the motion.

Motion Passed

E. Standing Item: Policy Update - Policy 101.00 Racial Equity in Education (Continued).

Staff was asked to have a revised version of the policy reflecting issues and suggestions made during this session for the June 26 COB meeting. The Board and staff then reviewed the policy section by section noting areas where changes/refinements might occur.

1. Purpose – Comments included

- Should be clear on the reason the policy is needed, that this is a structural change. How can implementation be measured? When race ceases to be a measure of student success.
- Support was expressed for the direction of the purpose statement. It focuses on where going and why going there
- Like addition made by Seeba
- Make sure written from perspective of SPPS as an entity.
- Last paragraph – add to with support, opportunity and expectation of success. Every teacher seeing each child as having the capacity to succeed – an expectation of success.

2. Eliminate Systemic Disparity – Comments included

- As move through procedures, be explicit about Board measures, etc.
- Want people working for SPPS to know what is expected of them

- If SPPS is doing a change in culture it must include everyone who walks through the doors (students, families, contractors, employees, etc.)
- Where are the Board and staff – feedback without actors, it lacks accountability - who is SPPS, make clearer
- The Superintendent is ultimately accountable
- II-3 not clear – jargon. SPPS values multiple racial perspectives
- Take out #4 - Monitoring for later discussion

A motion was passed providing for 15 additional minutes of discussion.

3. **Ensure Systemic Equity** – Comments included:

- Can staff provide concrete examples of practices that result in racially predictable outcomes or will change them - suspension data is predictable as to who will be suspended and the affect in academics are primarily African American males.
- Plan that addresses engagement, leadership and learning
- Like valuing students and multiple perspectives
- Good place to add “missing narrative”
- Compliance with existing laws 2-b – business and operations needs to be addressed as well
- 2-c – from input summary policy piece – like but may want to clarify
- 2-a reflect demographics 2-c personnel of color - availability & utilization study yearly
- Procedures, contacts and HR function - don’t get in situation battling in court over good intent

4. **Add #IV – Implementation & Monitoring**

- Pull language from recent policies around monitoring and accountability

F. Work Session

1. **Board Check-In** – The consensus was to pull this item from the agenda.

2. **Public Comment**

There was in-depth discussion on the recommended new process and concerns were expressed over its complexity. Several Board members expressed their opposition to changing the agenda layout other than a change to the public comment placement. Various other options were discussed. The final consensus was to scrap the recommendation and proceed with a trail of the following process in August, September and October. Announcement of the change in process will be made at the June and July Board of Education meetings.

Process:

- Board meeting would start at 5:30 p.m. with a maximum of 45 minutes of public comment time allocated. Other Board business would begin at time certain of 6:15 p.m. or earlier if there were fewer individuals making public comment than the allotted time.
- 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. They must indicated their name, address, phone or e-mail and the subject they will address noting if it is related to an agenda specific area (items being addressed on that meeting’s formal agenda) or a non-agenda related topic.
- 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. The Chair reserves the right to alter the process if a situation arises where time runs short and not everyone can be accommodated in the 45 minute period. This may include anyone who has spoken in public comment within the last three months losing their time to speak or reducing

speaking time to 2 or 1 minutes for others, depending on numbers. If a large group wishes to address one subject, they may be asked to coordinate amongst themselves in order to present their subject within a time allotted by the Chair.

- The idea of a "Public Comment Input Form" on the Board's website will be pursued and developed.

3. Legislative Liaison Contract

Director Hardy and Seeba indicated they had not been able to find a comparable contract for comparison to that of the SPPS Legislative Liaison. They reviewed the process they utilized and provided their recommendation to the Board. Following extensive discussion, the following motion was made and Legal was instructed to prepare a Board Agenda Item listing a dollar amount reflective of the action for the formal approval process at the June Board meeting.

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Committee of the Board recommend 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.

Motion passed.

4. Discussion on Reschedule of 10/29 COB to 10/22/13

An action to address this change is to be brought to the June 18 Board meeting.

5. Action to Schedule Future Board Meetings

Dates for Board meetings in 2014 are:

1/7	Annual Meeting	6/24	BOE
(Board Members take office)		7/15	COB & BOE
1/14	COB	8/19	BOE
1/21	BOE	9/9	COB
2/4	COB	9/23	BOE
2/18	BOE	10/7	COB
3/4	COB	10/14	BOE
3/18	BOE	10/28	COB
4/8	COB	11/18	BOE
April TBD	BOE	12/2	COB
5/6	COB	12/16	BOE
5/20	BOE		
6/10	COB		

MOTION: Ms Carroll moved, seconded by Ms. Street-Stewart, the Committee of the Board recommend the Board of Education approve the dates, as published, for 2014 Board meeting dates.

Motion passed.

III. ADJOURNMENT

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

Motion passed.

The meeting adjourned at 10:24 p.m.

Respectfully submitted,
Marilyn Polsfuss, Assistant Clerk



Saint Paul Public Schools FY14 Budget

Michael A. Baumann
Jaber Alsiddiqui
June 18, 2013

FY14 Proposed Budget (Expenditures)

Total FY14
Proposed Budget
\$688.1

General Fund
\$518.3

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

FY14 Proposed Budget numbers depicted in millions

Revenue and Expenditure Budget Summary

Fiscal Year 2013-14, revised

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	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$100,928,410	\$505,636,982	\$518,291,295	-\$12,654,313	\$88,274,097
General Fully Financed Fund	242,040	42,775,213	42,775,213	0	242,040
Food Service	4,613,896	25,532,500	25,532,500	0	4,613,896
Community Service	2,767,239	20,068,945	21,131,545	-1,062,600	1,704,639
Community Service Fully Financed	341,519	4,772,353	4,772,353	0	341,519
Building Construction	49,184,779	26,200,000	32,000,000	-5,800,000	43,384,779
Debt Service	(1,467,240)	48,715,000	43,560,000	5,155,000	3,687,760
Total All Funds	\$156,610,643	\$673,700,993	\$688,062,906	-\$14,361,913	\$142,248,730

FY14 General Fund

Big Picture – Expenditure

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Area	FY13	FY14	Change	Percent Change
Schools	\$237,132,479	\$244,766,252	\$7,633,773	3.22%
School Service Support	162,923,621	179,770,029	\$16,846,408	10.34%
District-wide Support	86,071,657	89,318,197	\$3,246,540	3.77%
Central Administration	4,484,159	4,436,817	(\$47,342)	-1.06%
Total	\$490,611,916	\$518,291,295	\$27,679,379	5.64%



Staff and Community Engagement



- Met with principals
- Met with District leadership
- PIC presentation
- Solicited comments on www.spps.org
- Met with DPAC
- Met with American Indian Advisory Committee

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Recommendation

That the Board of Education adopt the FY14 expenditure budget of \$688,062,906 and FY14 revenue budget of \$673,700,993.

Questions

HUMAN RESOURCE TRANSACTIONS

(May 1, 2013 through May 31, 2013)

June 18, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Baer, E.	Classroom Teacher	04/29/2013	\$27.18	Benjamin Mays/Museum
Coyne, M. J.	Specialist	08/19/2013	\$50.57	Plato Admin Offices
Hanson, J. D.	Education Assistant	04/17/2013	\$15.88	JJ Hill Montessori
Dahmani, A.	Teaching Assistant	05/02/2013	\$12.89	Bridge View
Estrill, J. A.	Teaching Assistant	05/02/2013	\$12.89	Bridge View
Hegland, E.	Teaching Assistant	05/08/2013	\$13.68	Obama Service Learning
Hune, R. L.	Teaching Assistant	05/01/2013	\$11.93	Cherokee Heights
Veltri, A.	Teaching Assistant	05/06/2013	\$13.16	Highland Park Senior
Aguirre, F. M.	Clerical	05/20/2013	\$14.40	Riverview School
Jones Arko, M. A.	Clerical	05/28/2013	\$24.75	Colborne Admin Offices
Lyden, T. A.	Clerical	05/27/2013	\$23.31	Colborne Admin Offices
Tangen, P. T.	Clerical	05/27/2013	\$19.44	Colborne Admin Offices
Ticknor, M. J.	Clerical	05/24/2013	\$16.21	Colborne Admin Offices
Zubulake, F. A.	Clerical	05/13/2013	\$23.31	Colborne Admin Offices
Andrle, D. K.	Custodian	05/06/2013	\$14.61	Adams Spanish Immersion
Bohland, R. J.	Custodian	05/06/2013	\$14.61	Como Service Center
Thompson, J. D.	Machinists	05/20/2013	\$20.93	Como Service Center
Allen, G.	Nutrition Services Personnel	05/08/2013	\$10.50	Harding Senior High
Anderson, M.	Nutrition Services Personnel	05/08/2013	\$10.50	Como Service Center
Barber, F.	Nutrition Services Personnel	05/08/2013	\$10.50	Central Senior High
Baumgartner, S.	Nutrition Services Personnel	05/13/2013	\$14.60	Como Service Center
Franklin, E.	Nutrition Services Personnel	05/08/2013	\$10.50	Harding Senior High
Johnson, P.	Nutrition Services Personnel	05/08/2013	\$10.50	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Palmer, T.	Nutrition Services Personnel	05/08/2013	\$10.50	Highland Park Senior
Schultz, P.	Nutrition Services Personnel	05/08/2013	\$10.50	Rondo Education Center
Sudduth, C.	Nutrition Services Personnel	05/08/2013	\$10.50	Chelsea Heights
Tilsen, R.	Nutrition Services Personnel	05/08/2013	\$10.50	Rondo Education Center
Coleman, A. W.	Plumber	06/03/2013	\$39.99	Como Service Center
Barton, P. L.	Professional Employee	06/10/2013	\$33.44	Colborne Admin Offices
Wilkins, S. L.	Professional Employee	06/10/2013	\$29.31	Colborne Admin Offices
Cervantes, J. E.	Supervisory	06/17/2013	\$49.54	Como Service Center
Simmons, A.	Supervisory	05/31/2013	\$39.18	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pfalz, K. A.	Central Administrator From: Classroom Teacher	04/16/2013	\$47.82	Colborne Admin Offices
Flowers, S.	School/Community Professional Career Progression	05/06/2013	\$32.96	Plato Admin Offices
Steele, T. A.	School/Community Professional Career Progression	05/06/2013	\$36.40	Plato Admin Offices
Clausen, J. M.	Custodian Career Progression	05/06/2013	\$22.70	Como Service Center
Deneen, A.	Custodian Career Progression	05/06/2013	\$23.48	Ramsey Junior High
Olson, K. D.	Custodian Career Progression	05/06/2013	\$22.70	Como Service Center
Weiser, L.	Custodian Career Progression	05/06/2013	\$23.48	Como Service Center
Youngdale, D. N.	Custodian Career Progression	05/06/2013	\$22.70	Como Service Center
Kassim, F. H.	Professional Employee From: Clerical	05/28/2013	\$22.71	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hoffman, S.	Supervisory From: Central Administrator	05/22/2013	\$57.00	Colborne Admin Offices
Martin, N. A.	Supervisory From: Professional Employee	05/28/2013	\$28.31	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bieter, C. J.	Classroom Teacher	05/09/2013	Humboldt High School
Burrows, L.	Classroom Teacher	05/10/2013	Murray Junior High
Byers, R. D.	Classroom Teacher	05/04/2013	Battle Creek Environmental
Cina, G.	Classroom Teacher	05/04/2013	Adams Spanish Immersion
Hansen, H. M.	Classroom Teacher	05/06/2013	Battle Creek Environmental
Hansing, R. D.	Classroom Teacher	05/06/2013	Phalen Lake Hmong Studies
Lee, D.	Classroom Teacher	05/31/2013	Plato Admin Offices
Nguyen, D.	Classroom Teacher	05/14/2013	Johnson Achievement Plus
Norenberg, M. J.	Classroom Teacher	05/27/2013	Daytons Bluff
Parr-Smestad, E.	Classroom Teacher	05/06/2013	Wellstone Elementary
Rumpza, A. K.	Classroom Teacher	05/24/2013	Cherokee Heights
Sauer, K.	Classroom Teacher	06/01/2013	St. Paul Music Academy
Vogel, L. A.	Classroom Teacher	05/13/2013	Ramsey Junior High
Sanders, J. S.	ELL Teacher	05/06/2013	Wellstone Elementary
Strupeck, R. A.	ELL Teacher	06/01/2013	International Academy-LEAP
Dillon, R.	Nurse	05/06/2013	Central Senior High
Geno, S.	Special Education Teacher	05/09/2013	Bruce F Vento Elementary
Rice, S. E.	Special Education Teacher	06/06/2013	Bruce F Vento Elementary
Thompson, M. E.	Special Education Teacher	05/29/2013	Humboldt Jr High - Admin Bldg
Koski, R. A.	Speech Pathologist	05/31/2013	Battle Creek Environmental
Seiger, K. M.	Teacher on Special Assignment	04/22/2013	Riverview School

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Booth, K.	Education Assistant	02/01/2013	Central Senior High
Geisbauer, C.	Education Assistant	05/07/2013	Murray Junior High
Scheunemann, C. J.	Education Assistant	04/20/2013	Johnson Senior High
Her, T.	Teaching Assistant	04/12/2013	Johnson Senior High
Jaworski, T.	Teaching Assistant	04/16/2013	Bridge View
Marshall, J. M.	Teaching Assistant	01/29/2013	Benjamin Mays/Museum
Yang, K.	Teaching Assistant	05/16/2013	Jackson Preparatory
Moses, B. A.	School Bus Driver	04/10/2013	Colborne Admin Offices
Lor, S.	Clerical	04/18/2013	Phalen Lake Hmong Studies
Parker, G. M.	Clerical	04/19/2013	Colborne Admin Offices

SABBATICAL LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ollmann, B.	Classroom Teacher	04/07/2014 06/09/2014	St. Anthony Park
Parling, F.	Classroom Teacher	04/07/2014 06/09/2014	St. Paul Music Academy

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., J. M.	Special Education Teacher	05/21/2013
D., A.	Education Assistant	05/29/2013
C., S.	Teaching Assistant	05/31/2013

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hartman, L. J.	Custodian	04/15/2013	Harding Senior High
Hartman, L. J.	Custodian	05/06/2013	Harding Senior High

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ballard, J. E.	Teaching Assistant	05/06/2013	\$13.16	Mississippi Creative Arts
Monette, R.	Nutrition Services Personnel	05/08/2013	\$10.50	Hazel Park Preparatory Academy

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Burrows, L.	Classroom Teacher	05/22/2013	Murray Junior High

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Camarena, S. C.	Classroom Teacher	04/22/2013	Wellstone Elementary
Kuechle, K. B.	Classroom Teacher	04/29/2013	Wellstone Elementary
Lawson, N. J.	Classroom Teacher	04/29/2013	Benjamin Mays/Museum
Mahrt, A. H.	Classroom Teacher	05/15/2013	Ramsey Junior High
Martin, D. J.	Classroom Teacher	04/29/2013	Wellstone Elementary
Muse, M.	Classroom Teacher	05/03/2013	Riverview School
O'Hara, K. R.	Classroom Teacher	05/20/2013	Benjamin Mays/Museum
Raimann, A. M.	Classroom Teacher	05/28/2013	Wellstone Elementary
Shasky, K. V.	Classroom Teacher	05/06/2013	Expo for Excellence
Veldhouse, S.	Classroom Teacher	05/06/2013	Cherokee Heights School
Hamel, E. R.	Early Education Teacher	05/21/2013	Humboldt Jr High - Admin Bldg
Dillon, R.	Nurse	05/08/2013	Central Senior High
Koch, R. M.	Social Worker	04/29/2013	Frost Lake - Special
McGinley, R.	Special Education Teacher	04/29/2013	Boys Totem Town
Onyango, K.	Special Education Teacher	04/29/2013	Daytons Bluff
Voeller, C.	Special Education Teacher	05/06/2013	Boys Totem Town
Seiger, K. M.	Teacher on Special Assignment	05/16/2013	Riverview School
Geisbauer, C.	Education Assistant	05/13/2013	Murray Junior High
Graham III, J.	Education Assistant	05/02/2013	Homecroft Building
Sanchez, T.	Education Assistant	05/01/2013	The Heights Community School
Her, T.	Teaching Assistant	05/08/2013	Johnson Senior High
Shields, P.	Teaching Assistant	05/01/2013	Rondo Education Center
Westrum, L.	Teaching Assistant	05/13/2013	Bridge View
Lor, S.	Clerical	05/13/2013	Phalen Lake Hmong Studies

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
E., S.	Classroom Teacher	One Day/To be determined
W., D.	Social Worker	05/20/2013
H., V.	Teaching Assistant	Five Days
P., R. E.	Teaching Assistant	05/29/2013
E., J. P.	Custodian	05/10/2013
J., S. W.	Custodian	05/10/2013
P., D.	Nutrition Services Personnel	Two Days

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cook, B.	Classroom Teacher	06/16/2013	Highland Park Senior
Johnson, G. J.	Classroom Teacher	06/11/2013	Hazel Park Preparatory
Kos, L. T.	Classroom Teacher	06/11/2013	Agape High school (ALC)
Petrini, S. L.	Classroom Teacher	06/16/2013	Four Seasons A+
Armstrong, D. A.	ELL Teacher	06/11/2013	Humboldt High School
Danaher, P. A.	Nurse	06/17/2013	JJ Hill Montessori
Garcia-Nelson, C.	Social Worker	06/11/2013	Four Seasons +
Allen, P. B.	Special Education Teacher	06/11/2013	Obama Service Learning
Hagen, M. T.	Special Education Teacher	06/11/2013	Obama Service Learning
Rubbelke, M.	Special Education Teacher	09/18/2013	St. Paul Music Academy
Messina, J.	Education Assistant	08/01/2013	Como Service Center
Wold, K.	Education Assistant	05/01/2013	Focus Beyond (Gr 7-Adult)
Hamilton, K.	Teaching Assistant	06/08/2013	Bridge View
Barnes, S. D.	Clerical	07/01/2013	Capitol Hill Magnet
Peilen, M. L.	Clerical	06/15/2013	Highland Park Middle
Sack, J.	Clerical	08/31/2013	Cherokee Heights
Weiser, P. A.	Clerical	08/17/2013	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Weiss, P.	Clerical	09/01/2013	Central Senior High
Wood, E. L.	Clerical	09/03/2013	Colborne Admin Offices
Bednar, R.	Custodian	07/16/2013	Washington Tech Secondary
Brisson, J. L.	Nutrition Services Personnel	06/08/2013	Como Park Senior High
Groskopf, J. C.	Nutrition Services Personnel	08/01/2013	Como Service Center
Larson, J. M.	Transportation	08/01/2013	Colborne Admin Offices

CHANGE IN RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Comeford, J.	Classroom Teacher	07/01/2013	Central Senior High

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Wolff, K.	Assistant Principal	06/20/2013	Highland Park Senior
Wehrkamp, K. J.	Central Administrator	06/13/2013	Ronald M Hubbs Center
Bees, D. K.	Classroom Teacher	03/23/2013	Battle Creek Middle
Edwards, D. K.	Classroom Teacher	08/02/2013	Benjamin Mays/Museum
Gattman, A.	Classroom Teacher	08/01/2013	Crossroads Arts & Science
Glasow, A. L.	Classroom Teacher	06/11/2013	Johnson Senior High
Halverson, J. L.	Classroom Teacher	06/08/2013	Riverview School
Kallmes, J. R.	Classroom Teacher	06/11/2013	American Indian Magnet
Koster, S. M.	Classroom Teacher	06/14/2013	Como Service Center
Monroe, G. R.	Classroom Teacher	08/24/2013	Harding Senior High
Peterson, A. M.	Classroom Teacher	06/11/2013	Johnson Senior High
Rehbein, D.	Classroom Teacher	07/01/2013	Como Park Senior High
Verley, P. F.	Classroom Teacher	06/11/2013	Benjamin Mays/Museum
McDonough, C. J.	Principal	04/17/2013	Hazel Park Preparatory
Howard, E.	Special Education Teacher	06/11/2013	Central Senior High
Pearson, S.	Special Education Teacher	06/11/2013	Jackson Preparatory

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dotson Stokes, R.	Speech Pathologist	06/11/2013	Humboldt Jr High - Admin Bldg
Juvland, C. D.	School/Community Professional	06/11/2013	Four Seasons A+
Zar, M.	School/Community Professional	07/15/2013	Journey's Secondary
Denney, A.	Education Assistant	06/12/2013	Ronald M Hubbs Center
Johnson, J. A.	Education Assistant	04/20/2013	St Anthony Park
Pflugh, S. E.	Education Assistant	08/02/2013	Four Seasons A+
Zar, A. N.	Education Assistant	04/24/2013	Como Park Senior High
Abrahamson, A. K.	Teaching Assistant	06/11/2013	Battle Creek Environmental
Eaton, J. H.	Teaching Assistant	09/01/2013	JJ Hill Montessori
Hungiapuko, M. M.	Teaching Assistant	06/08/2013	Highland Park Elementary
Parrilla, M.	Teaching Assistant	06/07/2013	Crossroads Montessori
Soltvedt Rinaldi, K.	Teaching Assistant	02/23/2013	Wellstone Elementary
Buege, D.	Custodian	05/10/2013	Como Service Center
Fife, Z. P.	Custodian	06/29/2013	Central Senior High
Brooks, T.	Nutrition Services Personnel	06/07/2013	Como Service Center
Clark, M. L.	Nutrition Services Personnel	05/16/2013	Mississippi Creative Arts
Hessler, C.	Nutrition Services Personnel	08/02/2013	Highland Park Senior
Northup, A. L.	Professional Employee	06/06/2013	Como Service Center
Videen, G.	Sheet Metal Worker	07/30/2012	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Masiello, S.	Nutrition Services Personnel	05/31/2013	Central Senior High
Seibert, L. M.	Nutrition Services Personnel	05/10/2013	St. Paul Music Academy
Strawberry, J. L.	Nutrition Services Personnel	05/02/2013	Washington Tech Secondary

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., D. J.	Teaching Assistant	05/09/2013
B., A. A.	Teaching Assistant	05/17/2013
E., S.	Teaching Assistant	06/08/2013
S., K.	Teaching Assistant	06/08/2013
R., N. R.	Custodian	05/08/2013
R., M. L.	Nutrition Services Personnel	06/05/2013
W., L. B.	Nutrition Services Personnel	04/28/2013

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Acik, S.	Classroom Teacher	06/11/2013	L'Etoile du Nord French Immersion
Brown, P.	Classroom Teacher	06/11/2013	Highland Park Senior
Budd, K. A.	Classroom Teacher	06/11/2013	Battle Creek Middle
Coronado, E.	Classroom Teacher	06/11/2013	Wellstone Elementary
Foss, M. D.	Classroom Teacher	06/11/2013	Johnson Senior High
Francisco, L. A.	Classroom Teacher	06/11/2013	Ronald M Hubbs Center
Grassbaugh, H. A.	Classroom Teacher	06/11/2013	Central Senior High
Guzman Perez, F. A.	Classroom Teacher	06/11/2013	Adams Spanish Immersion
Hendrickson, C. R.	Classroom Teacher	06/11/2013	Riverview School
Huckleby, A. L.	Classroom Teacher	06/11/2013	Battle Creek Middle
Lestock, J. M.	Classroom Teacher	06/11/2013	Humboldt High School
Lijewski, M. B.	Classroom Teacher	06/11/2013	Central Senior High
Liu, W.	Classroom Teacher	06/11/2013	Benjamin Mays/Museum
Ludwig, A. K.	Classroom Teacher	06/11/2013	Ramsey Junior High
Martinson, R. D.	Classroom Teacher	06/11/2013	Chelsea Heights
Melo, G. L.	Classroom Teacher	06/11/2013	Riverview School
Pabon, C. A.	Classroom Teacher	06/10/2013	Riverview School

HUMAN RESOURCE TRANSACTIONS
June 18, 2013

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Qin, Q.	Classroom Teacher	06/11/2013	Benjamin Mays/Museum
Retnani, K.	Classroom Teacher	06/11/2013 Immersion	L'Etoile du Nord French
Rios-Christensen, B.	Classroom Teacher	06/11/2013	Riverview School
Smith, D. M.	Classroom Teacher	06/11/2013	Hazel Park Preparatory
Swanberg, B.	Classroom Teacher	06/11/2013	Highland Park Middle
Yan, C.	Classroom Teacher	06/11/2013	Benjamin Mays/Museum
Zhou, H.	Classroom Teacher	06/11/2013	Benjamin Mays/Museum
Engelun, M.	ELL Teacher	06/11/2013	Humboldt High School
Dahlin-Jones, K.	Special Education Teacher	06/11/2013	Wheelock Early Education
Wu, Y.	Special Education Teacher	06/11/2013	Benjamin Mays/Museum

NON-RENEWAL OF PROBATIONARY CONTRACT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lewis, R.	Classroom Teacher	06/11/2013	Journeys Secondary
Schletty, K.	Special Education Teacher	06/11/2013	Washington Tech Secondary
Mowery, C.	Counselor	06/11/2013	Benjamin Mays/Museum
Sannes, S.	Counselor	06/11/2013	Obama Service Learning
Whittaker, A.	Counselor	06/11/2013	Benjamin Mays/Museum
Zimmerman, K.	Counselor	06/11/2013	Humboldt High School
Blankenship, D.	Social Worker	06/18/2013	Como Park Elementary
Wiest, S.	Social Worker	06/18/2013	Randolph Heights

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

DATE: June 18, 2013

TOPIC: Contract for Legislative Services

A. PERTINENT FACTS:

1. The Superintendent requests permission to enter into a contract with Mary Dougherty Gilbert (Gilbert) to provide legislative services to the District. Gilbert agrees to serve as a consultant to District in matters of legislation, political education and session and biennial objectives. She also agrees to assist the District in its development of its annual state legislative program.
2. Gilbert will monitor all pertinent legislative activity, including bill introductions, committee and subcommittee actions and floor sessions. She will timely report to the Superintendent and the School Board on pertinent Capitol activities both in oral and written form.
3. Within the scope of and funding for this contract, Gilbert will subcontract for additional legislative monitoring service as needed to achieve the District's legislative objectives.
4. The contract period will be twenty four (24) months beginning July 1, 2013 and ending June 30, 2015.
5. The cost of this contract is:
 - \$92,964 annually
 - reimbursable expenses as covered in the contract
 - billing rate of \$75.00/hour for all services performed by Gilbert as requested by the Superintendent between July 1 and September 30th of each contract year for the two year period. Funding for this contract is provided in the general fund within budget code 01-005-010-000-6305-0000.
6. This contract meets the District's target area goal by strengthening relationships with community and families.
7. This item is submitted by Michael A. Baumann, Deputy Superintendent.

B. RECOMMENDATION:

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.

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

DATE: June 18, 2013

TOPIC: Request for Permission of Board of Education to Enter into a Renewal Contract with Pacific Education Group

A. PERTINENT FACTS:

1. This project is for approval of the contract for the next stage of Racial Equity training and development for Cabinet level administration, Board of Education, Principals, Site Based Leadership Teams, school staff, Special Education and ELL. SPPS will contract with Pacific Educational Group (Glenn Singleton and Courageous Conversations) for Racial Equity Leadership work, as per the Strategic Action Plan and Power Action items during the 2013-2014 school year.
2. The proposed project contract will not exceed \$380,000.00 and will be paid from 29-005-216-401-6303/6304-2643.
3. This project will meet the District strategic target goals by ensuring high academic achievement for all students, creating sustainable equity teams that build internal capacity and strengthen relationships with community and families.
4. This item is submitted by Michelle Bierman, Assistant Director Equity and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That 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.

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

DATE: June 18, 2013

TOPIC: Memorandum of Agreement between YMCA of The Greater Twin Cities
and John A. Johnson Achievement Plus Elementary School

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a memorandum of agreement with the YMCA to provide services at John A. Johnson Elementary to combat summer learning loss and improve the educational success of children.
2. The Program is part of a national YMCA initiative to develop Signature Programs that will help improve the academic readiness and success of children in low-income environments.
3. Current kindergarten and first grade students will be recommended by the principal/teacher, based on YMCA criteria (those students just below grade level).
4. The program dates and times are July 15-August 23, 2013 (Monday-Thursday) from 8:00-4:00pm.
5. This item is submitted by – Melissa Lehmann, Principal John A. Johnson Elementary; Andrew Collins, Elementary Assistant Superintendent; and Michael Baumann, Deputy Superintendent.

B. RECOMMENDATION:

That 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.

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

DATE: June 18, 2013

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

A. PERTINENT FACTS:

1. The Research, Evaluation & Assessment Department has a need for a position to manage the District's assessment functions, supervise staff and provide leadership in the reporting of assessment results.
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, Assessment Manager. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisory employees. The appropriate pay rate for this position would be equivalent to Grade 24 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 Research, Evaluation and Assessment Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Michelle Walker, Chief of Staff; 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 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.

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

DATE: June 18, 2013

TOPIC: 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 2013-2014

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2013, through April 30, 2014.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has eight regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2012-2013 budget year (May 1, 2013 – June 30, 2013): \$3,282
 - in the 2013-2014 budget year (July 1, 2013 – April 30, 2014): \$16,411
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michael Baumann, Deputy Superintendent, Schools & Business Operations.

B. RECOMMENDATION:

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.

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

DATE: June 18, 2013

TOPIC: Proposed Name Change for Benjamin E Mays Mandarin Immersion Program for Fall 2013

A. PERTINENT FACTS:

1. The Benjamin E Mays Mandarin Immersion Program school was invited to suggest options for our new name via e-mail, facebook, and a note that was sent home with students.
2. Leadership chose the top 4 suggestions to move forward to the official ballot.
3. Each family was given a ballot on paper and via e-mail. The votes came into school and were tallied.
4. The votes were collected and the name with the largest number of votes was, Jié Míng (杰明) Mandarin Immersion Academy.
5. Jie Ming (杰明), Jie means outstanding, Ming means bright, light, distinct, Ming is also short for Minnesota.
6. This project will meet the District goals of alignment and sustainability as the new name will allow the school to increase its identity and effectively market the program to the broader community.
7. This item is submitted by Craig Anderson, Principal, Sharon Freeman, Assistant Superintendent-Elementary Schools and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

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 (杰明) Mandarin Immersion Academy in the Fall of 2013.

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

DATE: June 18, 2013

TOPIC: Request for Permission from Board of Education to Purchase Materials
For 6th Grade Science

A. PERTINENT FACTS:

1. Through the procedures established by the Center for Curriculum, Instruction and Professional Development, a 6th grade Physical Science curriculum has been recommended for the 2013-14 school year. This adoption will provide materials for all 6th grade science teachers to teach middle school science.
2. The District formed a committee, consisting of 6th grade science specialists, elementary science specialists, middle school science teachers, ELL/Language Immersion teachers, District science coaches, as well as representatives from technology, and administration to recommend the purchase of materials that would meet the following goals:

Improvement of the science literacy of all students is the central goal of this project with explicit objectives to:

- Provide a core curriculum with a scope and sequence of science instruction that reflects best practices in science instruction.
 - Addresses the science concepts found in the Minnesota State Academic Standards
 - Align with the rigor provided in our 5th grade and 7th grade curricula.
 - Provides text based, laboratory and digital resources for instruction.
3. The District committee decided unanimously to recommend the purchase of Interactive Science: Light and Sound 2011, Forces and Energy 2011 and Introduction to Chemistry 2011 published by Pearson and Discovery Techbook, a digital curriculum by Discovery Education.
 4. This project will meet the District target area goals by ensuring high academic achievement for all students.
 5. The cost will be paid from the Middle School Transitions budget number 01-005-211-000-6460-9015.
 6. This item is submitted by Marshall Davis, Program Manager, Science K-12; Christine Osorio, Executive Director, Center for Instruction and Professional Development; and Matthew C. Mohs, Chief Academic Officer.

B. RECOMMENDATION:

That 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.

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

DATE: June 18, 2013

TOPIC: Request for Permission of Board of Education to Purchase Materials
for Social Studies

A. PERTINENT FACTS:

1. The State of MN adopted new Social Studies Standards in 2011. 2012-14 will be the first year of required implementation of these new standards.
2. Through the procedures established by the Center for Curriculum, Instruction and Professional Development, Social Studies curriculum has been recommended for the 2013-14 school year.
3. Through the use of a District rubric, SPPS Social Studies evaluated the current adoption for gaps in learning, content, access and equity. Upon determination that a new adoption was necessary, SPPS teachers evaluated publications for Student Learning, Content and Equity.

Improvement of the social studies skills of all students is the central goal of this project with explicit objectives to:

- Provide a core curriculum with a scope and sequence of Social Studies instruction that reflects best practices in social studies instruction.
 - Align with standards and benchmarks in the 2011 Minnesota State Standards for Social Studies
 - Provide historically accurate and multiple perspective content on U.S and World history.
4. The District committee decided to recommend the purchase of Geography Alive! (TCI) for 4th grade, History Alive! (TCI) for 5th grade Early Americas History; Northern Lights (MN Historical Society) for 6th grade Minnesota Studies; America, History of Our Nation (Pearson) for 7th grade American Studies; World Geography (Holt McDougal) for 8th grade Global Studies; World History (Pearson) for 9th grade World History; Contemporary Human Geography (Pearson) for 10th grade Human Geography, History Alive! (TCI) for 11th grade U.S. History, Government Alive! (TCI) for 12th grade Government and Economics Alive! (TCI) for 12th grade Economics.

The Social Studies Department recommends the following purchases to address French Immersion 8th Grade Global Studies, 9th grade World History and 10th grade Human Geography. All texts listed below are published by Les Edition Duval, Canada.

- Geographie Humaine
 - Geographie Physique
 - Atlas Un Monde d'hier
 - Historie in Action, Manuel 1 and 2
5. This project will meet the District target area goals by ensuring high academic achievement for all students.
 6. The cost will be paid from the Middle School Transitions budget number 01-005-211-000-6460-9015 and from the Instructional Services budget number 01-005-610-000-6460-0000.

7. This item is submitted by Rebecca Biel, Social Studies K-12; TOSA Christine Osorio, Executive Director, Center for Instruction and Professional Development; and Matthew C. Mohs, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: June 18, 2013

TOPIC: RFP No. A157054-K: Mass Notification System

A. PERTINENT FACTS:

1. The District has a need for a mass notification system which allows the district to quickly and efficiently send messages and notifications for emergency situations, school events, and other student topics.
2. Four vendors responded to the RFP that was issued with the requirements of the system:

○ Blackboard Connect	\$50,000.00
○ SchoolMessenger	\$52,000.00
○ ParentLink	\$54,000.00
○ Infinite Campus	\$87,038.40
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding for this mass notification system are provided in the general fund within budget code 31-005-681-000-6820-0000.
5. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing and Development and Michael Baumann, Deputy Superintendent, Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Blackboard Connect for up to 5 (five) years for an annual amount of \$50,000.00 per year for up to 40,000 students.

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

DATE: June 18, 2013

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

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the 4th & 5th Floor Renovations at Administration Building 360 Colborne Street.

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

	<u>Lump Sum Base Bid</u>
Derau Construction	\$359,400.00
Schreiber Mullaney	364,850.00
RAK Construction	394,406.00
Sieco Construction	405,000.00
George F. Cook Construction	408,200.00
Morcon Construction	411,800.00
Parkos Construction	440,600.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.

4. Funding will be provided from the general fund, budget code 01-005-810-000-6520-0000.

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 of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education to authorize an 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.

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

DATE: June 18, 2013

TOPIC: Bid No. A157276-K, Area Wells and Sub-base Preparation at Como Park Elementary School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the area wells and sub-base preparation at Como Park Elementary School.

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

	<u>Lump Sum Base Bid</u>
Schreiber Mullaney	\$103,890.00
Construction Results Corp.	115,840.00
GA Construction	118,138.00
L. S. Black Constructors	124,600.00
RAK Construction	147,631.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.

4. Funding will be provided from alternative bonds budget code 06-005-850-386-6520-6993.

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. 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

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

DATE: June 18, 2013

TOPIC: Bid No. A157286-K, Districtwide Security System Improvements

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for the Districtwide security system improvements.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Stanley Convergent Security Solutions, Inc.	\$2,902,686.00
Peoples Electric	3,329,000.00
Parsons Electric, LLC	5,299,430.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from capital bonds budget code 06-005-870-000-6520-6020 and general fund budget code 01-005-815-000-6401-0000.
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 of Schools and Business Operations.

B. RECOMMENDATION:

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

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

Proposed Policy:

101.00 RACIAL EQUITY IN EDUCATION

Proposed Policy Revision:

First Reading **May 21, 2013**

Second Reading **June 18, 2013**

Third Reading _____

COMMENTS:

**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.



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MEMORANDUM

DATE: June 18, 2013

TO: Michael Baumann
Deputy Superintendent of Schools and
Business Operations

FROM:  Sara Guyette, AIA, EFP, LEED AP
Director of Facilities

SUBJECT: Project Labor Agreement
Installation of New Marquee Signs

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

Please ensure that this is on the June 18, 2013 Board of Education agenda for action.

School Name	Description	Associated Builders & Contractors	Associated GC of MN	National Assoc of MNCont.	Saint Paul Build.+Trades Council	Admin.
Various	Installation of New Marquee Signs	NR	NR	NR	NO	NO

NR = no response

Please advise if you have any questions.

Cc: Jeff Lalla, Tom Parent, Marilyn Polsfuss

Board of Education Meetings

(5:45 unless otherwise noted)

- 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 Regular Meeting 5:45 p.m.
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- September 17 Regular Meeting 5:45 p.m.
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.
- October 15 Regular Meeting 5:45 p.m.
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- November 12 Regular Meeting 5:45 p.m.
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- December 17 Regular Meeting 5:45 p.m.

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