



Saint Paul Public Schools

Regular Meeting

Tuesday, March 19, 2013 5:45 PM

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

BOARD OF EDUCATION



Jean O'Connell
Chair



Mary Doran
Vice Chair



Louise Seeba
Clerk



Keith Hardy
Treasurer



John Brodrick
Director



Anne Carroll
Director



Elona Street-Stewart
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Stewart, Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

March 19, 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 February 19, 2013 6
- V. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of March 5, 2013 21
- VI. RECOGNITIONS (Time Certain 6:00 p.m.)**
 - A. Recognition of Winter Sports Champions 31
 - Time Certain: 6:00 p.m.
 - 1. Ramsey Junior High School Girl's Basketball Team - City Champion
 - 2. Washington Technology Magnet - Wrestling Team - City Champion
 - 3. Central High School Girls' Basketball Team - City Champion
 - 4. Central High School Boys' Nordic Ski Team - City Champion
 - 5. Central High School Boys' Swim Team - City Champion
 - 6. Central High School Wrestling Team - City Champion
 - 7. Highland Park High School Girls' Gymnastics Team - City Champion
 - 8. Highland Park High School Girls' Nordic Ski Team - City Champion
 - 9. Johnson High School Boys' Basketball Team - City Champion
- VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)**
- VIII. SUPERINTENDENT'S REPORT**

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

February 19, 2013

I. CALL TO ORDER

The meeting was called to order at 5:47 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved the Board of Education approve the Order of the Consent Agenda with the exception of items D1- Letter of Agreement Between Wilder Foundation, Saint Paul Public Schools and Ramsey County and E6 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Voluntary Retirement Incentives, both pulled for separate consideration. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Street-Stewart moved the Board of Education approve the Order of the Main Agenda as presented. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 22, 2013

MOTION: **Ms. Carroll moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of January 22, 2013. Ms. Doran seconded the motion.**

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of February 5, 2013

The meeting involved a very full agenda beginning with a report on The SPPS OPEB Trust. The report provided an overview of the status of the trust account and how funds were invested along with investment results as of the end of January 2013.

RECOMMENDED MOTION: **That the Board of Education accept the report on the OPEB Trust.**

The motion was approved with the following roll call vote:

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

The next report was provided for the Board's monitoring function of the strategic plan; the Leadership VisionCard was presented. This report provided an overview of data related to performance reviews of district leadership and site leadership. This will be reported out again in more detail during the Superintendent's report.

RECOMMENDED MOTION: **That the Board of Education accept the report on the Leadership VisionCard.**

The motion was approved with the following roll call vote:

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

The Legislative Liaison provided an overview on a number of items brought forward to legislators so far in the 2013 session. She described several areas where SPPS personnel had been called upon to provide testimony to various committees. She also provided a summary of the Governor's budget.

The Chief Budget Analyst provided a comprehensive Quarterly Financial Report on each fund in the SPPS budget indicating where changes had occurred since the last review. The unassigned fund balance is projected to be \$51.6 million in the General Fund at fiscal year-end. This represents 9.4% of current year expenditures and is 4.4% above the minimum current Board policy of 5%.

RECOMMENDED MOTION: **That the Board accept the Quarterly Financial Report.**

The motion was approved with the following roll call vote:

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

The next major report was the Administrative Response to the American Indian Resolution of Concurrence. Administration provided responses to each of the areas of concern noted in the Resolution of Concurrence providing details on how the concern would be addressed over the next several months. A major innovation was the establishment of a cross-departmental district team that will meet quarterly with the Supervisor of Indian Education to review progress on the areas of concern. The will provide opportunity for more immediate review/response than has previously been available.

RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the American Indian Resolution of Concurrence.

The motion was approved with the following roll call vote:

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

A brief updated was provided on the Promise Neighborhood effort with next steps outlined.

An update on the Personalized Learning Platform was provided. Four additional demonstrations of the proto platform have been scheduled, two each on February 15 and 16. The Action Team application process has closed and applicants will be notified of their assigned team.

It was noted the Wellness Policy is scheduled for its second reading at the February 19 Board meeting.

Board Listening Session dates were reviewed. The February 21 session was cancelled due to a major event Board members had been asked to attend. It will be rescheduled to later in April.

Board members took a few minutes to discuss the new timed agenda format noting areas where they found it beneficial and where improvements could be made.

MOTION: Mr. Hardy moved acceptance of the Committee of the Board report on the meeting of February 5, 2013. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS

BF 29304 Recognition of Career & Technical Education Month

The Director of College and Career Readiness stated February is Career & Technical Education (CTE) Month in Minnesota. The some of the SPPS CTE staff and students provided a presentation on the Minnesota Career Fields, Clusters and Pathways.

CTE in SPPS covers over 110 courses in the curriculum areas of agriculture, automotive, business, communications, construction, family and consumer sciences, engineering, medical careers and work-based learning.

CTE is different from other curriculum areas in that it

- Provides work-based learning components in all curriculum areas with speakers from industry, e-mentors, career research projects, tours of industry, job shadowing and paid internships.
- Offers Technical Skill Assessments State-wide – all CTE program areas have a certification or assessment that is selected by a group statewide ensuring that all courses will be teaching content that is consistent district to district.
- Utilizes the CTE Advisory Boards' expertise to guide the work in preparing the future workforce.
- CTE is supported by Federal Carl Perkins funding to enable schools in the development of new opportunities.
- Creates "Programs of Study" to map courses students should take at each high school and college for each career field.
- Conducts a Program Approval Review Process for the Minnesota Department of Education (MDE) every five years. This ensures programming meets the requirements set by MDE including appropriate licensed teachers, course standards, articulated courses, Advisory Committees, leadership opportunities in such student organizations as FFA, 4H, FCCLA, AOF, Skills USA.
- Affords opportunities for students in CTE programs to earn college credit through articulations with local colleges, College in the Schools courses and dual credit-concurrent enrollment (through St. Paul College).

CTE also provides coordination for:

- The Como High School Academy of Finance Program that opened Minnesota's second in-school student-run credit union branch.
- The 3M STEP program whereby 36 students (juniors and seniors) attend 3M for classes and participate in a paid summer internship at 3M.
- The Genesys Works program wherein 91 students receive information technology instruction and work place readiness training in the summer and have paid internships through their senior year. This program will expand to include training and internships for 140 students in Business Operations.
- Robotics and Real World Design Challenge Programs
- Overseeing the Career Pathways Academy (CPA) program – a high school program for 10-12 grade students who meet the PSEO requirement. Students earn college and high school credit for courses usually taught by high school instructors. These courses include medical terminology, nursing assistant/home health care, PLTW computer manufacturing and digital electronics, computer repair and web design, construction and introduction to business, business communication, computer fundamentals and computer applications.
- Oversees the St. Paul High School Automotive Program at Monroe.

Five brief presentations were made by staff and students on the programs and their value to participating students.

The many partners participating in these efforts were also recognized for their contributions to the on-going success of the programs.

QUESTIONS/DISCUSSION:

- Is there software available in the district for students to capture their activities, awards, areas of expertise so they have it documented and available as they build college applications or resumes? The District was encouraged to make this available. Response: Staff will check into this area and report back to the Board.

BF 29305 Acknowledgement of Accomplishments of SPPS Students

1. **Marshal Landrum**, a Como Park High School student, is a recipient of the 2013 Excel Award. This award is given out by the Minnesota State High School League (MSHSL) to high school juniors who excel both academically and athletically. Marshal is one of 32 students statewide who received this award, and the only one from St. Paul or Minneapolis.
2. **Natasha Moore and Alison Decker**, Johnson High School seniors, for receiving the Horatio Alger Scholarship. They were two of the ten winners in the entire state of Minnesota and will receive \$5,000 to pursue their post-secondary education.
3. **Hawi Awash**, a Highland Park Senior High student, for receiving the 2013 Prudential Spirit of Community award. As a recipient Hawi will receive \$1,000, an engraved silver medalion and an all-expense-paid trip to Washington D.C. in May for four days of national recognition events. Only 102 students nationwide- one middle level and one high school student in each state and District of Columbia- receive this honor.

The Prudential Spirit of Community Awards are designed to emphasize the importance our nation places on service to others, and to encourage all young Americans to contribute to their communities.

MOTION: **Ms Seeba moved the Board of Education recognize the students and staff for their contributions and outstanding work as outlined above. The motion was seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

- Lindsay Radford – Representative from Downs Syndrome Parents of St. Paul – concern expressed about where their children would receive services for the coming year.
- Kathryn Jensen – Concern about an upcoming IEP meeting and her request to have a member of her child's team attend IEP meeting.
- Michele Silvester – Concern expressed about the impact of the SSSC plan on Special Ed students and the application process involved with school changes.
- Steve Schaus – Expressed frustration with reduction in autism programs and finding the best fit for children
- Cori Paulet – GRASP described the mission of the organization and outlined Gifted Myth #1.
- Bob Zick – House File 604 and the Heights settlement.

VIII. SUPERINTENDENT'S REPORT

A. SSSC Monitoring: Leadership VisionCard

The Deputy of Schools and Business Operations provided the second annual report on the Leadership VisionCard. He reviewed the background on the VisionCards and the indicators used. He stated leadership is second only to classroom instruction among all school-related factors contributing to what students learn at school. Leadership needs to define change rather than having it defined for them, to establish and control the direction for the district. The SSSC Strategic Plan is transitioning principals from building administrators to

instructional leaders at a site with shared leadership and accountability. District leadership is structured into Central Administration (Superintendent and direct reports), other district leaders and central administrators and Site Leadership consisting of Principals and Assistant Principals. District administration has a rolling review timeframe based on calendar year or hire date so not all reviews may have been completed as of this report. The principals' and assistant principals' review timeframe is based on SY 2011-12 for this report.

The evaluation process involves goal setting, informal observations, check-ins on progress, a self-evaluation and a formal evaluation. Evaluation tools and processes have been created to support and monitor progress for central administrators and for school leadership (principals, assistant principals and administrative interns). The Five Essentials Survey is administered annually and is a tool used for school improvement as well.

Measurements were provided in the following areas:

1. Central Administrators
 - Percent of administrators with a completed annual review is at progress (86%); Vision is >97%.
 - The percent of central administrators rated at or above standard on their last evaluation is 99% (Vision is 90%).
 - Eight in ten administrators have completed annual evaluations on the new evaluation cycle. Nearly all central administrators evaluated met or exceeded the standard in their overall performance rating.
 - Implementation of racial equity development department-wide is at 81% (progress); vision is >90%.
2. Principals – performance expectations are measured in five areas: strategic, managerial, communications and instructional all under the umbrella of racial equity.
 - Percent of principals with a completed annual review (SY 2011-12) is at vision (100%); Vision is >97%.
 - The percent of principals rated at or above standard on their last evaluation is 89% (Vision is 90%).

The ratings for tenured principals evaluated proficient or better in each of the leadership performance expectations in SY 2011-12 (Vision >90%).

- Strategic leadership expectations:
 - o Shared Leadership is at 95% (Vision)
 - o Shared Vision is at 81% (Progress)
 - o Leadership Ability is at 88% (Progress)
- Managerial leadership expectations:
 - o Performance Management is at 88% (Progress)
 - o Time Management is at 88% (Progress)
 - o Resource Allocation is at 93% (Vision)
- Communication leadership expectations:
 - o Effective Communication is at 84% (Progress)
 - o Conflict Management is at 93% (Vision)
 - o Family & Community Engagement is at 84% (Progress)
- Instructional leadership expectations (tenured principals):
 - o Adult Learning Support is at 79% (Progress)
 - o Student Achievement Goals is at 70% (Baseline)
 - o Student Data Use is at 70% (Baseline)
 - o Culturally Competent Environment is at 14% (Intervene). This shows a positive shift in year one of implementation. Research shows it takes 3-5 years for full implementation.

3. Assistant Principals

- Percent of assistant principals with a completed annual review is at Intervene (54%); Vision is >97%.
- The percent of assistant principals rated at or above standard on their last evaluation is 81% or progress (Vision is 90%).
- 5 in 10 assistant principals had a completed annual evaluation for SY 2011-12

School staff indicators were taken from the University of Chicago, Urban Education Institute Five Essentials SPPS staff survey (Spring 2012). This is an evidence-based system designed by the University of Chicago to drive school improvement. It is funded by the McKnight Foundation under a five-year grant. It was sent to all classroom teachers and paraprofessionals in 2011-12. In 2012-13, it will also include students. Results show readiness for school improvement in the following areas: effective leaders, collaborative teachers, involved families, a supportive environment and ambitious instruction. For principals it showed:

1. 93% strongly agreed or agreed that the principal makes clear to the staff his/her expectations for meeting instructional goals.
2. 70% strongly agreed or agreed the principal participates in instructional planning with teams of teachers.
3. 89% strongly agreed or agreed the principal takes a personal interest in the professional development of teachers and
4. 89% strongly agreed or agreed the principal communicates a clear vision for their school.

The presentation then moved to spotlight the area of Improving Instructional Leadership. The Director of the Office of Leadership Development and Academic Support stated the main purpose of the office is to develop the instructional leadership skills of principals and future SPPS leaders. An "instructional pipeline" has been established moving from teacher candidates, to teachers, to Assistant Principals/Administrative Interns to Principals/Administrators.

The department goals are to:

1. Increase effectiveness of school leaders
2. Build the pool of future school leaders
3. Increase access to high-quality professional development and innovation and
4. Increase academic success.

To achieve these goals the department is doing induction mentoring, leadership development and support, professional development focused on use of data and equity, district leadership and communication training and establishment of National Institute of School Leadership and Institute of Engaged Principal Leadership cohorts, both focus on leadership development.. Through these efforts, the department has learned the demands on new and aspiring leaders demand a higher level of support, which is appreciated and critical to development of instructional leaders and, networking opportunities with colleagues, and veteran principals allow for sharing of expertise and development of strong relationships.

The "Turnaround St. Paul" (3 SPPS schools and 3 charter schools) project has three goals: to increase leadership capacity, to create structural conditions to produce dramatic, transformative school change and to produce measureable improvement in student achievement and graduation rates. Their efforts encompass Principal Learning Teams (PLT), leadership retreats (Advancing Equity and Strengthening Instruction), individual coaching and facilitation support, executive mentoring for principals and SPPS junior executives and identifying and identifying/addressing the barriers that get in the way. In these efforts, they have learned to prioritize time to best support student needs and school improvement work, prioritize strategic planning, instructional leadership and community building, and creating tighter linkages between improvement efforts and moving toward development of high functioning leadership teams. The result is to improve student learning, achievement and graduation rates.

The second layer of support for principals, assistant principals and administrative interns is in the area of mentor/mentee partnerships. Induction mentoring provides mentoring support to

first and second year principals, new assistant principals and all administrative interns. Layers of induction support are provided by experienced former principals and current practicing principals or assistant principals.

Two staff members (one mentor and one mentee) participating in the program described the value of the program to them noting particularly the mutual benefit to both. Some of the values and impacts listed in their discussion included: gaining multiple perspectives, support provided by colleagues, expanding the network, addressing complex day-to-day issues and challenges, building a system of supports and allowing for the practice of self-reflection. It increases competence, provides new experiences for professional growth focusing efforts on student learning and racial equity, allows for sharing of expertise, reduces isolation and provides for trusting, collegial relationships.

Next steps provide for continuing equity work with schools/principals including on-going work to complete a full evaluation cycle, increasing capacity for implementing district initiatives, providing for on-going review of leadership development activities and refining of the work and identifying and measuring VisionCard levels for central administrators. Additional priorities for the coming year are focusing on equity work with principals, assistant principals and administrative interns, increasing leadership capacity in the “pipeline”, expanding professional development opportunities for principals, assistant principals and administrative interns, developing teacher evaluation training for principals and recruiting teacher candidates to diversify the teaching force.

QUESTIONS/DISCUSSION:

- All building leaders are going through the equity training, is there any kind of mentoring outside the equity teams for leaders who desire something other than that? Response: There are two layers in place currently involving coaching sessions for principals and APs. A few more may be added such as “affinity groups,” i.e., leaders of color meeting around special issues, etc. There are informal pieces through coaching scenarios and formal pieces of additional half-day injections of LEADS training to deepen the knowledge of assistant principals.
- Looking at the feedback indicators on principals and aligning that with providing effective communication, conflict management and an instructionally and culturally competent environment, how can communication of a clear vision for a school and, over time, being able to say this is where it is and this is where it needs to go be accomplished? Is there assistance in framing the vision for sites? Response: All mentors work with principals on what it means to communicate a clear vision. Principals work with members of their staff to develop the vision and on ways to communicate what it is. The vision is not just from principals; sites are being moved toward shared distributed leadership so when the vision is developed it comes from not only the principal (as leader) but from staff as well. Assistant Superintendents use their “check-ins” to assess the vision work and how a collaborative leadership is being built. The check-ins show where a site is in working on distributed leadership and a vision specific to the school that aligns with the SSSC plan. The Five Essentials Survey also assists in this by providing feedback to the principals on how their work is viewed by staff and students. The District is moving toward a strategic philosophy around continuity and how the best principals grow and nurture staff. The goal is to maintain continuity by avoiding too much moving around in order to minimize disruption not only to the students and staff but also to the vision and efforts toward distributed leadership..
- SPPS has taken the best of site-based values and incorporated them into the SSSC plan that is an expression of the overall vision. Communication of that vision has to be consistent over time; there has to be continuity over time and what is really happening at a site over time. Who does the coaching/feedback? Response: The Assistant Superintendents to the principals and the principals to the APs. There is a cascading effect. They coach, teach and mentor noting what is going right and/or how to get it right.
- Student involvement in feedback – what will it look like and when will final results be available? Response: The survey is currently being facilitated across sites for grades 7-12, the survey closes Friday. The baseline is 50% participation by staff and students,

though much effort is being put into increasing that substantially. Principals have arranged to allow students time to participate and there is the possibility of pushing the closing back somewhat to allow for more participation. Results should initially be available by the end of March and final report out in late April, early May.

- Participation -- 50% of what? Response: Of students and staff. Students are being asked to respond to particular areas on how teachers provide feedback on their learning, how they include student in decisions for example.
- How will you ensure you get a reasonable sample? Response: Participation is being tracked school by school. The survey is provided in SPPS's five basic languages to ensure broad participation. If particular schools are seen to be lagging in participation, efforts are encouraged to get greater participation. If participation is seen as less than desired administration may open the window for a longer period for student participation. The data will differentiate support staff from teacher and student input.
- Can you provide a concrete example of how SPPS is making students, teachers, staff and site councils have a feeling of efficacy? Response: Leadership is top down, the strategic plan provides the vision. Everyone knows (or should know) what the mission and goals are. The district is making every attempt to disseminate the information across the entire district to make it a culture of belonging in SPPS.
- There seems to have been some stakeholder frustration in meetings with principals – where, in the principal evaluation, is the measure for community & family relationships and effective communication? Response: SPPS tries to resolve parent issues as fast as possible. The principal evaluation has four performance strata under the equity umbrella: instructional, managerial, strategic and communications. This falls under communications. All of these areas are discussed at principal check-ins and during their annual evaluation.

B. Motion to Adopt Personnel/Position Recommendations

The Superintendent congratulated Mr. Baumann on his achieving his Minnesota Superintendent's license and indicated his title would now become Deputy Superintendent for Schools and Business Operations.

C. Human Resource Transactions

MOTION: Ms. Street-Stewart moved the Board approve the new title Deputy Superintendent, Schools & Business Operations for Michael Bauman effective February 20, 2013 & the discontinuance of his previous title of Deputy, Schools & Business Operations. And, that the Board approve the HR Transactions for the period January 4, 2013 through February 3, 2013 as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Doran moved the Board of Education approve all of the Consent Agenda items with the exception of items D1- Letter of Agreement Between Wilder Foundation, Saint Paul Public Schools and Ramsey County and E6 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Voluntary Retirement Incentives, both pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29306.

RATIFICATION of Gift Accepted from the Volkswagen Group of America, Inc. (VWGoA) to the Saint Paul High School Automotive Program in the Amount of \$20,864.50

That the Board of Education ratify the administration's action to accept the VWGoA a gift valued at \$20,864.50 to the Saint Paul High School Automotive program to advance and support educational programming for students and staff in preparing for the transition to post secondary enrollment and completion.

B. Grants

BF 29307

Request for Permission to Submit and Accept if Approved a Grant Application to the Department of Employment and Economic Development (DEED) for Workforce Investment Act (WIA) Incentive Grant Funds

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

BF 29308

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

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$6,000.00 from the Carl D. Perkins Vocational and Technology Education Act, State Leadership Funds Strengthening Community Partnerships = Enhanced Career Development; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29309

Request for Permission to Submit a Grant Application to the National Science Foundation (STEM)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Science Foundation for funds to prepared an application for funds to design, develop, field test, and refine three project-based curriculum modules and a corresponding three-unit online professional development program focused on integrating engineering into high school science disciplines; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29310

Request for Permission to Submit a Grant Application to the National Science Foundation (Engineering)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Science Foundation for funds to prepared an application for funds to improve elementary engineering education and provide high quality teacher professional development, if awarded; and to implement the project as specified in the award documents.

BF 29311

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 \$50,000.00 to cover part of the costs of implementing the Academy of Finance at Senior Park High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts -- None

D. Agreements

BF 29312 Memorandum of Understanding with Saint Paul College for a Nursing Assistant Program Held in Conjunction with Washington Technology Magnet School

That the Board of Education authorize the Superintendent to enter into a Memorandum of Agreement with Saint Paul College supporting the Nursing Assistant Learning Community Partnership.

E. Administrative Items

BF 29313 Calendar Year 2013 Alternative Bonds

That the Board of Education approve and authorize the calendar year 2013 facilities plan for alternative bonds.

BF 29314 Discharge of J.S.

That the Board of Education finds, concludes and directs: 1) That J.S. has been absent without leave for the period May 7 through June 11, 2012, inclusive, and August 27, 2012 to present; 2) That such conduct by J.S. constitutes failure without justifiable cause to teach without first securing the written release of the school board; 3) That the Superintendent's recommendation for the discharge of J.S. is adopted by the Board of Education; 4) Written charges for the proposed discharge were duly filed with the Clerk of the Board of Education on January 28, 2013; 5) Written notice of the charges specifying the grounds of the proposed discharge, the requirement that J.S. must within ten days of receipt of the notice make a written request for a hearing before the Board of Education or an arbitrator, and failure to make a timely request for a hearing would be considered acquiescence to the proposed discharge was duly personally served upon J.S. on January 29, 2013; 6) J.S. has not made a written request for a hearing and her failure to do so constitutes her acquiescence to the proposed discharge in accordance with Minnesota Statutes Section 122A.41, Subdivision 7; 7) That J.S. be, and is hereby forthwith, discharged from her employment as a teacher; and 8) That the Clerk of the Board of Education provide J.S. with written notice of the discharge.

BF 29315 Discharge of J. W.

That the Board of Education finds, concludes and directs: 1) That J.W. has been absent without leave for the period November 5, 2012 to present; 2) That such conduct by J.W. constitutes failure without justifiable cause to teach without first securing the written release of the school board; 3) That the Superintendent's recommendation for the discharge of J.W. is adopted by the Board of Education; 4) That J.W. be discharged from her employment as a teacher; 5) That the Clerk of the Board of Education provide J.W. with a written statement of the cause of such discharge; 6) That J.W.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides J.W. with a written statement of the cause of such discharge.

BF 29316 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective February 28, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29317 Approval of Memorandum of Understanding between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Teaching & Learning for Career Educators

That the Board of Education authorize the Superintendent (designee) to approve the Memoranda of Understanding between the Saint Paul Federation of Teachers, representing teachers and Saint Paul Public Schools regarding the placement of teacher on improvement plans.

BF 29318

Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2012 – January 31, 2013.

(a) General Account	#513320-514489	\$168,007,339.73
	#3017236-3017455	
	#7000001-7000026	
(b) Debt Service	-0-	\$34,212,832.53
(c) Construction	-0-	<u>\$1,558,663.27</u>
		<u>\$203,778,835.53</u>

Included in the above disbursements are payrolls in the amount of \$69,260,542.58 and overtime of \$130,407.43 or 0.19% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
US Bank	31283KQH4	FHLMC Gold Pool G11356	1/1/2018
US Bank	31412QSF7	FNMA Pool 932118	11/1/2024
US Bank	318PRLP2	FHLMC Gold Pool J12134	5/1/2025
US Bank	31292HW42	FHLMC FGLMC C01567	5/1/2033
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-37	7/27/2012

Additions:

Custodian	Cusip	Security	Maturity
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-43	1/28/2013

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 May 21, 2013.

BF 29319

Parent Committee Member Conference Charges

That the Board of Education authorize the Superintendent (designee) to approve the travel and conference charges for Angelina Thornhill, out of the Indian Education, Johnson O'Malley budget.

F. Bids**BF 29320**

Bid No. A155654-K Elevator Installation and Piping Replacement at Randolph Heights Elementary School

That the Board of Education authorize award of Bid No. A155654-K for construction of an elevator and piping replacement at Randolph Heights Elementary School to Parkos Construction Co., Inc. for the lump sum base bid plus alternates no. 1, 2, 3 and 4 of \$1,099,700.00.

BF 29321

Bid No. A155802-K Industrial Arts Ventilation, Wood Shop Ventilation and Shop Guarding at Harding Senior High School

That the Board of Education authorize award of Bid No. A155802-K for construction of industrial arts ventilation, woodshop ventilation and shop guarding at Harding Senior High School to J.S. Cates Construction, Inc. for the lump sum base bid of \$608,000.00.

BF 29322

Bid No. A155842-K Boiler Replacement at Humboldt Secondary School

That the Board of Education authorize award of Bid No. A155842-K for construction of boiler replacement at Humboldt Secondary School to Albers Mechanical for the lump sum base bid of \$721,000.00.

CONSENT AGENDA ITEMS UNDER SEPARATE CONSIDERATION:

BF 29323

Letter of Agreement between Wilder Foundation, Saint Paul Public Schools and Ramsey County

Director Hardy indicated he had pulled this to recognize the value of this service to this site. He asked what possibility there was that Wilder might be available to expand their services or alternatively through legislation? Response: Administration indicated this is a pilot program to collect data to show how vital mental health services are to urban schools. In order to gain this data and to help those students and families at this school, SPPS partnered with Wilder. It is hoped this can be replicated in other places; however, funding needs to be found in order to expand the program. Staff indicated the final answer is for everyone to take mental health issues very seriously and address these needs through legislative action and state and federal funding.

This particular item is between SPPS, Wilder and Ramsey County to provide child psychiatric services for up to four hours per month at Cherokee. This position would increase the level of engagement and access for students in a school-based setting. Ramsey County would provide funding for the effort. It was noted there have been conversations in the legislature on mental health issues and how to provide the services to the students. There is a definite need to create a structure and framework that is truly beneficial to all involved. A way needs to be found to align services so they truly benefit students and families in a community within a school-based setting.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to enter into a Letter of Agreement with Wilder Foundation and Ramsey County to provide child psychiatric services at Cherokee Heights Elementary to improve the health and well-being of students. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

BF 29324.

Approval of Memorandum of Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Voluntary Retirement Incentives

Ms. Seeba indicated she had pulled this in order to recognize how important it is to have a partnership among the leadership of the district and the teachers. She stated she was much encouraged to see that both are working together for the benefit of the kids, allowing for quality education to all kids. She extended thanks to administration and to the St. Paul Federation of Teachers for their work and cooperative efforts.

MOTION: Ms. Seeba moved the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Agreement between the Saint Paul Federation of Teachers, representing teachers, and Saint Paul Public Schools regarding Voluntary Retirement Incentives. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

- A. Second Reading: Policy 533.00 Wellness
The Chair noted this was the second reading of the Wellness policy.

XI. NEW BUSINESS

- A. Project Labor Agreements
1. PLA for Roof Replacement at Saint Paul Music Academy, 27 E. Geranium Avenue
 2. PLA for Flooring Replacement at Saint Paul Music Academy, 27 E. Geranium Avenue

Mr. Brodrick indicated he would vote no on this item as he felt the projects fall within the parameters of the criteria set in 2005 particularly since the work is at same building at the same time. He felt a PLA would provide insurance the job would be completed on time. Mr. Hardy indicated he would also vote no for the same reasons and that a PLA would provide a sense of security to ensure successful completion of the projects.

Three other directors spoke in favor of the motion based on experience and data gathered from similar previous projects.

MOTION: Ms. Carroll moved the Board of Education accept the administrative recommendation that no PLAs be used for the two projects noted. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

- A. Information Requests & Responses -- None
B. Items for Future Agendas – None
C. Board of Education Reports/Communications

The Board Chair provided a report on the Council of Great City Schools (CGCS) Conference. She indicated these events provide an important venue for Board members to learn from other districts across the country. CGCS brings the best experts in a variety of areas from various districts to the conference to disseminate best actions to others. She also noted SPPS is highly regarded across the country in several areas, particularly operations. She noted several correlations that were noted during the conference, i.e., (1) between kindergarten attendance and middle school truancy and graduation rates and (2) success in Algebra correlating to 3rd grade attendance rates.

Directors Hardy, Street-Stewart and Doran reported on their attendance at the NSBA/CUBE FRN Legislative Conference which provided helpful information and reports on pending legislation to prepare the groups for meeting with legislative representatives on The Hill. The "Day on the Hill" provided a full complement of meetings with Minnesota's senators and congressional representatives (or their staff) and a chance to discuss educational concerns/initiatives with them..

XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:45 unless otherwise noted)
- March 19
 - April 23
 - May 21

- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15
- November 12 Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

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

- March 5
- April 2
- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

XIV. ADJOURNMENT

MOTION: **Ms. Carroll moved the meeting adjourn. Mr. Brodrick seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:46 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
March 5, 2013**

PRESENT: Board of Education: John Brodrick, Mary Doran, Jean O'Connell, Louise Seeba, Elona Street-Stewart, Anne Carroll (arrived 4:35), Keith Hardy (arrived 4:43)

Staff: Superintendent Silva, Elizabeth Keenan, Marsha Baisch, Matt Mohs, Michael Baumann, Ivar Nelson, Julie Schultz-Brown, Jackie Turner, Andrew Collins, Michelle Walker, Mary Gilbert, Christine Osorio, Donald Sysyn, Mary Yackley, Tim Caskey, Sharon Freeman, Joe Munnich, Steve Unowsky, Michelle Bierman, Darlene Fry, Willie Jett

Other: Mila Koumpalova, Tiffany Brooks, Selamawit Gebrewoldi

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Legislative Proposals

The SPPS Legislative Liaison stated the February forecast shows the projected November shortfall of \$1.09 billion for the FY 14-15 biennium has shrunk to \$627 million (without inflation). This is due to revenues being up and spending reduced. The Federal sequester is expected to reduce job growth by no more than 5,000 jobs by the end of the year.

The February forecast balance of \$295 million for FY 12-13 automatically provides an additional \$290 million to repay the school and payment shift. This should be paid to schools beginning with the March 15 school aid payment.

She then provided a comparison between two pieces of legislation moving forward around Early Childhood Scholarship Legislation. Both are geared toward 3-4 year olds. One was the Governor's Budget Bill (SF 453/HF 530) and the second HF 1058 (Winkler)/SF 481 (Wiger), also referred to as the MinneMinds Bill. She outlined areas where modifications had been offered on the MinneMinds Bill to make it work better for SPPS.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education add the HF 1058/SF 481 (Early Childhood Scholarship) Legislation to this year's SPPS Legislative Agenda as one of SPPS's priorities. Mr. Hardy seconded the motion.

The motion passed.

QUESTIONS/DISCUSSION:

- How would this affect SPPS space availability projections? Is there a sense of confidence that the funding levels would remain the same? Response: The Governor's bill would probably be the "high water mark" for final proposals. There are efforts moving forward in the Legislature to put more money toward all day Kindergarten, Special Education, "the formula" so Early Childhood Scholarships are seen as competing with these.
- If this takes kids off the waiting list, will SPPS have the space to serve those kids who wish to participate in early ed? Response: A child must qualify as ELL, Special Ed. or be eligible for free and reduced lunch to qualify for the SPPS pre-K lottery. 1,100 kids

have currently been accepted as SPPS has space allocated for that number. If SPPS received the funding (scholarship funds) staff could be hired to support additional numbers; space is available at two sites for expansion of Pre-K.

- Would moving these Individuals who have to accepted scholarships off the waiting list be seen as preferential? Response: No, because of the qualification requirements in both SPPS and legislation.
- So there is space available if this should happen? Response: Yes, up to a limit.

Questions were then raised regarding the Stock Epinephrine Auto-injector Bill (HF 0688). Clarification was provided that this was an expansion on a current bill making it easier to stock EPI pens in schools for use by staff in various situations. The bill also contains immunity language protecting districts from liability. The bill's language is permissive allowing district's to decide if they wish to move in this direction or not. It was noted that under current policy SPPS does not oppose any bill that contains "permissive" language without a special action of the Board.

- How can this get before the SPPS Board at its next meeting to decide if SPPS can support this? Response: Refer it to the next COB for discussion.
- Are there instances of the Board taking an active stance or position on legislative items? Can Board do that? Response: Yes. Clarification was provided that SPPS does have an approved Legislative Agenda directing its Legislative Liaison on what to support. It was noted she does not have to oppose a permissive bill and can offer statements of interest relative to permissive legislation should it move forward.
- The question was raised whether the Board should move this to its Legislative Agenda at this point. Staff indicated it needed direction from the Board as to what the Board expects staff to do regarding this.
- It was noted that if the Board took no additional action this particular legislative item looks likely to continue to move forward through the process and, again, it does contain permissive language as stated earlier.

MOTION: Ms. Seeba made a motion that the Committee of the Board discuss the Stock EPI Bill at the next COB. Mr. Brodrick seconded the motion.

It was suggested that an option would be that the Board not take a position but that the Legislative Liaison note, to interested parties, that the Board is interested in implementation of this should the bill pass.

MOTION: Ms Seeba moved to amend her motion to state the Committee of the Board recommend the Board of Education move support for the Stock EPI Bill to its Legislative Agenda. Mr. Brodrick seconded the amendment.

Reluctance was expressed regarding taking a position on this without extensive discussion and staff exploration of issue. Timing of the bill's progress through the legislative process relative to the Board's calendar was then discussed. Staff was asked if they would be able to gather sufficient information for the Board before the next board meeting so a decision could be made whether to support the bill in its current permissive structure or to add it to the SPPS Legislative Agenda. Staff indicated this could be done. Following extensive discussion on how support in its current form or adding it to the Legislative Agenda would affect the work of the Legislative Liaison and her other priorities, Director Seeba made a further amendment to her motion:

MOTION: Ms Seeba moved to amend her motion to state the Committee of the Board recommend the Board of Education support the Stock EPI Bill (HF 0688) with no further change relative to the SPPS Legislative Agenda. Ms. O'Connell seconded the motion.

The amended motion passed

B. SSSC Monitoring: Partnership VisionCard

The Chief Engagement Officer presented the Partnership VisionCard reporting out results in three major areas: building capacity, removing barriers and reaching out. The purpose of these three areas is to evaluate the effectiveness of District partnerships to ensure efficient and effective resource utilization, identify barriers that need to be addressed and prevented and to align all partnerships to accomplish SSSC goals.

The Task Force on Engagement provided a definition to direct the work in this area stating a partnership is a mutually beneficial relationship between SPPS and an external entity with the primary goal of improving learner success. Partnerships should align with SPPS goals; clearly articulate respective roles, responsibilities and resources of the school and external entity and ensure realistic timelines and expected outcomes.

There are four large categories of partnerships: 1) With students and families, 2) with the Community (including community-based agencies), 3) with philanthropic/business partners and 4) with the City, County and State government.

She then went on to review each of the measurement areas in the Partnership VisionCard.

1. Building Capacity

- Parent Academy Graduates – Vision is 2,736+. (10% of FRP-eligible lunch families). Fall 2011 was at 481 parents, Fall 2012 show 1,334 parents (Baseline) attending the Parent Academy program.
- Parent Academy Impact – Vision is 90% in two areas
 - a. Know how to help child prepare for MCA tests – Pre-academy was 44%, Post Academy shows 76% (Progress)
 - b. Understanding and able to navigate the public school system – 62% Pre-Academy, 83% Post Academy (Progress)
- On-time Kindergarten applications as a percent of total projected seats (not including Pre-K students continuing to K). Vision is 60%. 2012 showed 54%, 2013 56% (Progress)
- Competitive Grants – SSSC alignment as percent of all grant dollars received – Vision is 95%. 100% of grant dollars received were aligned to the SSSC Plan.

2. Removing Barriers

- A map showing the number of certified partners serving a given SSSC Area: A-23, B 35, C 49, D 19, E 42 and F 61. SPPS has implemented a Certified Partner of SPPS Program documenting and committing a certified partner to aligning their work with the SSSC Plan. The goal is to have all areas served equitably.
- Truancy and Neglect reflects the percent of students referred for attendance issues who improved attendance before they reach court petition. Vision is 80%. 1,135 students have been referred which is 72% or Baseline. There has been significant improvement in attendance for this group.
- Early Childhood & Family Education (ECFE) SY 2012-13 enrollment. Vision is no race/ethnic group more than 10 percentage points less than share of ECFE population compared to K-12.
 - o Caucasian – SPPS K-12 24% of population, ECFE 40%
 - o African American – SPPS K-12 30% of population, ECFE 20%
 - o Asian American – SPPS K-12 31% of population, ECFE 19%
 - o Latino – SPPS K-12 14% of population, ECFE 16%
 - o American Indian – SPPS K-12 2% of population, ECFE 3%
 - o Other/Multi-Racial is at 3%

3. Reaching Out

- Direct Contacts – Vision is 4,000/year. Results are at Vision with 4,144 contacts at 246 events.

- School Marketing – Vision is 100%. This represents schools implementing marketing and/or community outreach activities geared at increasing enrollment in 2012-13. Results are 61% (Baseline).
- Multimedia Connections
 - o Facebook
 - o Twitter
 - o E-Mail – 45% of SPPS families have provided their e-mail contact to SPPS (Vision is 85%)
 - o E-Newsletters – 35 staff editions (Vision is 35); 7 partner editions (Vision is 12)
 - o School Videos – Vision is 64 created for promoting/marketing individual schools. 34 have been created to date.
 - o School Website Redesign/Update – Vision is 64 updated. Results are 7 new and 30 under construction.
 - o District Page Views – 2, 514,485
 - o School Page Views – Approximately 7,600,000
 - o 1000 paid advertisements and PSAs have been created over the last year

Two parents, one from ECFE and one from the Parent Academy Program, presented their experiences of the programs and their value to the parent group.

The Superintendent acknowledged the work and effort put into community engagement by the Department of Family, Community and Partnership Engagement since the department was established. She thanked the parents for their willingness to share their experiences with the Board and staff.

QUESTIONS/DISCUSSION:

- Is there a comprehensive list of partners by area? Yes, it is on the website at partnerships.spps.org/search_alphabetical. It is available to the public and is updated regularly as new partners are added.
- The school websites, is the web master position centralized? Response: SPPS is aiming for standardizing the websites' look and content. District staff are available to assist and support school staff. Accountability has now been put in place to ensure schools keep websites current and the sites are monitored to track this.
- Parent Academy, the goal is to increase enrollment by 102% between 2012 and 2015, how is the program being marketed to single fathers? Response: There is a marketing strategy and an aggressive recruitment plan through the schools. If schools are not meeting their quota support is brought in to aid in the recruiting effort.
- What efforts are there to reach out to African American men? Response: Actually, there are quite a few male African American facilitators for the Parent Academy. SPPS keeps in touch with community organizations and makes vigorous efforts to bring Parent Academy graduates on as facilitators/recruiters.
- Truancy and neglect -- it is good to see SPPS working with partners and those partner's commitment to making themselves available for a broad network related to students especially to attendance. Is that part of their commitment? Response: If there is a need in a particular area such as attendance, SPPS seeks out partners that address that area as part of their on-going effort.
- The map on partnerships, is the purpose to look at equity across the District? It does not appear to reflect who is served, the number served or the relevance/alignment or if under-served populations are being served. Response: Yes, one of the goals was to provide equity and this map was developed to assist in showing that. If an area shows a particularly smaller number of supports, SPPS needs to seek out partnerships to work in those particular areas (such as A & D on the map). If a program serves kids in two areas, they show up in both areas. It is not just where the program is located but where it is serving.
- The map shows where the programs are not where the kids are that the program is serving. Does it reflect volume of programs and number served? Response: No, it does not. The Board indicated they would like to see volume and value and how it aligns with priorities represented on future cards.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the report on the Partnership VisionCard with thanks. Mr. Hardy seconded the motion.

The motion passed.

C. FY 14 Budget Overview

The Deputy Superintendent Schools and Business Operations indicated this overview was to introduce the FY 14 budget schedule to the Board. He reviewed the key planning assumptions to be used in developing the budget:

- The SSSC Plan is first consideration in funding
- The budget is built on current law
- The Referendum Fund shows an additional \$9.0 million for PLTT
- The blended site-based and centralized funding method will be used again for schools in FY 14
- A table detailing the average salary and benefits will be provided for budget preparations
- The budget should maintain an unassigned fund balance of at least five percent of the general fund expenditures in accordance with BOE policy.
- Non-school programs will be reported into three categories: Central Administration, District-wide support and school service support.
- Fully financed budgets with anticipated revenues and expenditures over \$500,000 for the 2013-14 school year will be included in the Adopted Budget
- The budget for 2013-14 must be approved by the Board by June 30, 2013.

He then presented a chart showing the big picture projection of the FY 14 budget.

	FY 13 Adopted	FY 14 Preliminary	Difference	% Change
Revenue	\$483.7	\$497.4	\$13.7	2.8%
Fund Balance	6.9	8.3*	1.4	20.2%
Expenditure	490.6	505.7	15.1	3.1%
Balance	0	0	0	

* Projected FY 14 unassigned fund balance will be at 7.9%.

Challenges ahead include refining school budgets and applying criteria from the SSSC Plan, a deeper look at Central Administration and Program budgets, finalizing transition funding relative to dual campuses, addressing sequestration when actual amounts are known and ensuring the SSSC promises are kept.

He then reviewed the timeline for budget development.

QUESTIONS/DISCUSSION:

- Can you provide some information on the role of families, students and site based decision makers in the school-based budgeting process. Response: SPPS will continue with the assignment of flexibility for principals under baseline directives under the SSSC. The baseline flexibilities for principals will be defined and they can work with their community and constituency on the negotiable items within a budget.
- Can principals choose not to engage anyone in their schools in the process? Response: No, that is not what was said. The decision is, in the end, made by the principal.
- So, is there a process whereby families in the school have a chance to participate appropriately in the budgeting process? Response: Administration will ask each principal to provide the information on how they will engage their school and community in the process.
- With the new placement system, will schools know numbers sooner so they will have them to work with in the budgeting process? Response: Yes, they will have enrollment numbers prior to receipt of the budget. In the past, the budget process was tied to the SCIP process. Since there is now a centralization of the budget process it has been

separated from the SCIP process which follows the budget but is not tied to the budget. There is still a formal sign-off process for SCIP. The budgeting process is not at the same level of process as in the past, some of the budget is assigned centrally and there is less flexibility in the process than previously.

- The budget supports the plan and it is aligned with the SSSC Plan and the SCIP.
- When will enrollment numbers be available relative to the budget and when will sequestration impact be included? Response: Enrollment numbers will be released through the Assistant Superintendents to the principals tomorrow. The principals will start figuring things in terms of enrollment numbers and their impact on the budget. On sequestration, there is still no clear guidance on the full impact. Each main area in Academics has been asked to come up with ideas on how to address impacts based on estimates that have been received of 5-6% effective 7/1. Right now sequestration estimates have not been vetted at the Federal level by the OMB or each program so SPPS can only work with estimates at this time.
- Is sequestration built into revenue numbers? Response: What is there are general percentages for planning. Administration is using these planning assumptions at this point to help to establish parameters and to look at where backstops might be implemented. The figures are for general fund only and are conservative.
- Concerns were noted on 1) Key planning assumptions – do not see budget being aligned to the racial equity focus 2) The proposed schedule with a presentation to the Board on April 2, spring break falls just before that date how will you accomplish this? A request was made that an explanation of why administration is aiming for the 7.9% fund balance. Response: 1) The racial equity work is in the SSSC plan which is the first consideration in the budget and it is one of three major initiatives. 2) Not all staff are gone over spring break so the work will be done. As to the 7.9%, it is not a goal; it was arrived at through various factors that show up in the budget. The goal is always to stay within the 5% defined by policy. The request was made again that administration provide an explanation of the 7.9%, actually the additional 2.9%..
- There is a concern nationwide around the impact of sequestration on the Titled programs and the need to maintain a quality level of delivery of educational services. One planning assumption should be to include more than one year in the planning. What are the targets SPPS holds onto to guide this? There has to be some sense of where the district is going and that certain things are being held to. There must be greater assumptions underlying the one-year budget process that guide and direct it. Can administration identify some of those priority targets that go out beyond one year? So much work is being done in alignment but the district still needs to know where it is going to be in two to three years down the line. Response: This brings forward the question of the next Strategic Plan. Underlying goals are that all students perform well and moving toward closing the achievement gap. Specifics will vary by year with more money going into a particular area depending upon circumstances/issues. The district looks at the need then allocates dollars.

D. Special Education Update

The purpose of the presentation was to update the Board on how the full implementation of the SSSC Plan affects Special Education students and to inform the Board of the on-going communication regarding the changes related to Federal Setting 3 programming. Staff acknowledged timing has been less than ideal in finalizing some program locations because of space utilization issues, student projections and competing needs for limited space resources. Communication has been ramped up significantly. As with a number of general education students, some special education (ed) students will move under full SSSC implementation.

Special Education is looking at ways to disrupt deep-rooted patterns within SPPS; it is at the forefront of SPPS's racial equity work as a district. A significant mind shift is necessary to ensure equity and excellence for all students. Administration is moving to transform special ed from a virtually parallel system sometimes seen as a visitor in the schools to a fully integrated support system for students where students with disabilities are included and welcomed.

SPPS is working to improve services by:

1. Strengthening co-teaching and providing the most appropriate supports for special ed. students, based upon their individual needs.
2. Replicating quality programming across the district and increasing expectations for all in special education and
3. Providing pathways for students with greater needs in order to build stronger relationships with families and assist in transitions.

Special Ed has aligned to SSSC by ensuring community schools have special education teachers and staff to provide resources for special ed students. Pathways have been established for the specialized programs by area. The goal is to make sure every community school is a strong school and that every special education program is a strong program within each area.

The mission of the Special Education Department is a commitment to reverse the trend of isolation and segregation of students with disabilities by ensuring all students have access to high quality instruction responsive to their needs and delivered by effective and culturally responsive educators in the general education classroom environment as much as possible.

The update then provides a look at data on the percent of Special Education Students by Racial Group compared to enrollment (2011-12); a Student Count by Primary Disability (2010-2012) and Primary Disability by Racial Group (2011-12).

The report then moved to the area of instructional settings. This refers to the extent to which student with disabilities receive special education services in classes or in schools with peers who do not have disabilities. There are four main types of instructional setting for students with disabilities in SPPS. As determined by the IEP Team, students ages 6-21 with disabilities receive instruction along with peers without disabilities for:

- 80% or more of the day (Setting 1)
- 41-79% of the day (Setting 2)
- 0-40% of the day (Setting 3)
- Separate educational facilities (Setting 4).

Data was provided showing instructional settings

- By grade level (2010-13) -- Students in Middle School and Senior High have a higher rate of placement in more restrictive settings (i.e., less than 80% of the school day in general education settings) than Elementary Students.
- Instructional settings by Race (2010-13) shows African-American students have a higher rate of placement in more restrictive settings than other racial/ethnic groups.
- By primary disability (2010-13) – Students with emotional behavior disorders and Autism Spectrum disorders have a higher rate of placement in more restrictive settings than students in other high incidence disability categories.
- Special Ed math assessment results compared to statewide (includes MCA, MCA-Modified and MTAS 2008-12). The math proficiency rate for SPPS special ed students has remained 10-15 percentage points below the statewide proficiency rate for the past five years. The gap has increased from 9 points in 2011 to 15 points in 2012.
- Special Ed reading assessment results compared to statewide (include MCA, MCA-Modified and MTAS 2008-12). The reading proficiency rate for SPPS special ed students has changed little over the past five years. There was a two-percentage point increase from 2010 to 2011 and little change from 2011 to 2012. The gap between SPPS and statewide reading proficiency has gradually increased over the past five years.

The percent of students in Setting 1 has decreased over the past three years for Middle School and Senior High students.

In Level III or specialized programs, SPPS has a total of 625 students (173 in ASD, 271 EBD and 181 in DCD). Data analysis showed that 40-50% of SPPS special ed students in specialized programs were being transported out of their area community zone to receive

their specialized services. As a result, SPPS developed a new system to bring learning closer to home and aligned it with the SSSC Plan. This will,

- In the area of Achievement Special Ed, teachers will have the same expectations for standards and alignment to general education curriculum; Principals will have the same expectations for standardized instruction for Special Ed teachers and programs and Special Ed students will have access to standardized curriculum and inclusion to better prepare for general education expectations.
- In the area of Alignment, Special ed students will have access to standardized curriculum to better prepare for general education; special ed students in specialized programs will have Area Pathways to transition from elementary to middle school and middle school to high school. All Area Pathways for specialized programs will have aligned curriculum.
- Under the goal of Sustainability Special Ed, programs will be sustained in each school's community and culture; Special Ed programs will have equitable expectations for staffing and support. Responsibility and understanding of the programs will be emphasized at the principal level.

Under the SSSC Plan, In the Fall of 2013 all elementary schools become K-5 sites. Sixth grade moves to middle school, strengthening student/teacher relationships. New Community School Zones ensure families have the best chance of getting into their community schools. Busing will be provided to schools within areas as well as to regional and district-wide magnets. Special Ed specialized programs are offered in each area with some district-wide programs.

SPPS serves over 38,000 students. Special Education serves 6,850 students. Alignment to the SSSC Plan in Special Ed will require some students to move locations: 150 elementary students (out of area) and 50-60 middle and high school (out of area). Students in specialized programs will be aligned to their community area specialized program. Students currently in 5th and 6th grade will go to their area middle school. Students in district-wide programs will continue to have that status. Some Special Ed student for next year will have exemptions, provided services are still available at the school (these are students entering grade 12, grade 8 and grade 5.)

What are the choices available? Students in resource programs, have the choice of any community school in their area with busing, following district guidelines. Students in specialized program are placed by special education in their community area or in a district-wide program.

Special ed students will have area pathways for specific programs (EBD, DCD and ASD specialized programs – Setting 3). Parents of these students in a specialized program (Setting 3) can apply to out-of-area specialized programs. Parents must apply directly to the Special Education Department. Students who are out-of-area are considered by the following priorities: 1) if there is room in the specialized program and 2) if there is room in the general education program. Parents agree to provide their own transportation. Charts showing the pathways available for specialized programs (III) in each area were provided.

A review of the communication plan was also provided listing dates on which parent communications or other events would occur.

QUESTIONS/DISCUSSION:

- How does SPPS plan to reduce the 66% shown for African American identification. Response: It will be addressed through Multiple Tiers of Support (MTS) interventions and SPPS equity work and by providing support on the pre-referral side to a greater degree to avoid identification and placing them in Special Ed. Also a realignment of staffing to work in pre-referral process.
- Why do you say it is difficult to get out of special ed? Response: It takes an actual process of showing the individual is ready to be in the general ed population without the support of special ed. Students are re-assessed every three years for status. It also involves looking at interventions and IEPs to be sure who are supporting and how race plays into that.

- In the departments' equity work, staff does a monthly equity walk for elementary and middle or high school to look at what Special Ed looks like and what General Ed looks like; where are the gaps and at ways to improve them and if there are the same expectations for special ed as for general ed.
- The Board requested an update report from Special Ed in about six months to look at progress and what is or is not working.
- What is Special Ed aiming for beside equity across? What is normative for aims in addition to equity? Response: There are National averages and State averages. Additionally, making sure Special Ed is not over representing any population in any given category over the general population.
- What is the norm for general ed students? Response: The State average for special ed is 16%; SPPS is at 18%. The goal is to continue to go down. The goal is to serve all students well, despite the "label" with the same expectations as all students. Students need to be put back into the classrooms, to provide equal opportunities with support for both staff and students.
- Websites - special area for special ed – can a "virtual tour" of space be provided so parents in the special ed areas. It was suggested Google Maps be contacted for virtual mapping – perhaps as a pilot.
- How many people are in the Special Ed staff? Response: Staff is based on caseload but right now, it is approximately 1,200.

E. Standing Item: Referendum Implementation Update

The Implementation Advisory Committee is fully underway. Action teams have been identified and notified. Implementation of action teams will be staggered as the process rolls out.

QUESTIONS/DISCUSSION:

- Can recommendations for participation on committees still be made? Response: Yes, direct them to Dr. Wilcox-Harris.

F. Standing Item: Policy Update

1. **Policy 533.00 Wellness -- Review of Recommended Revisions**

Staff indicated they were recommending a motion be made to substitute the revised policy provided for the originally submitted policy revision. The other option is to amend individual pieces.

QUESTIONS/DISCUSSION:

- There was discussion on language options regarding food allergies added to the policy and those discussed during the Policy Work group.
- There was discussion on EPI pens earlier, are they addressed in this policy? They are not being addressed in this policy. They are being addressed on a procedural level. EPI pens are already covered in the Medications Policy on a prescription basis under individual student health plans.
- Staff was directed to clarify language in 2i.
- Discussion occurred on taking up a separate food allergy policy. A motion (below was made). Discussion was held on the best way to address this issue. Director Carroll formally opposed the motion.

MOTION: Ms. Seeba moved the Committee of the Board recommend the Board of Education direct staff to look into a stand-alone policy on food allergies. The motion was seconded by Mr. Brodrick. The motion failed with a vote of 2 Yes 5 No.

- Staff provided an explanation of how allergies are currently handled in the district.
- Administration suggested procedures could be developed and/or brought forward addressing the intent of this conversation to align with the policy and to bring those to the Board at an upcoming COB for their review. Staff clarified there are already

many procedures addressing various health areas in existence. Board accepted the offer.

- Where are food restrictions (cultural/religious) addressed? Response: In 3c and 7e.

G. Work Session

1. **Board Check-In**

Board members, with the assistance of the Assistant Director-Equity, discussed areas they saw as individual areas of strength or challenge in their approach to the process or in the process itself and how to balance focuses of input, intent and impact.

2. **Board Agenda Flow**

Discussion was held on the structure of public comment. A study group was assigned to look at this area and come back with recommendations by the next COB meeting. Recognitions and Consent Agenda were referred to the next COB meeting.

2. **Communications Tools & Protocols**

Time was provided, following adjournment, for familiarizing Board members with their computers and use of Lotus Notes.

III. ADJOURNMENT

MOTION:	Ms. Street-Stewart moved the meeting adjourn, seconded by Mr. Hardy.
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Motion passed.

The meeting adjourned at 9:35 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk

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

DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. **Ramsey Junior High School** – The girls' basketball team was city champion. Christopher Lutz the coach. The team roster consists of:

Arieonna Blount	Nykierra McEwen
Adri Cerrato	Alexis Morris
Krystal Dalton	Faith Opakunle
Jace Digby	Shania Phelps
Caitlyn English	Asiza Shepherd
Victoria Garvey	Tiara Smith
Gre'Liesha Harris	Aireanna Steele
Ebony Hudson	Tahjauna Stevens
Analia Kroonblawd	Terri Sutton
Hannah Lee-Thompson	Iyanla Thomas
Da'Qundra Lee-Vaughn	Crystal Watts
Olyvia Mason	

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

B. RECOMMENDATION:

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

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

DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. **Washington Technology Magnet** – The wrestling team was city champion. Tijl Vanderwege is the coach. The team roster consists of:

Amara Baja	Charles Mosby
Tha Byew	David Murphy
Alphonso Cooper	Sa Neh Oo
Jonathan Crawford	Ta Chi Po
Cowboy Dway	Johnny Poe
Ryan Erickson	Moo Hay Tha Say
Elliott Hawkins	Mo Shay
Kaw Bleh Htoo	Lah Gay Shee
Kaw Doh Htoo	Paw Shwe
Wee Htoo	Law Ehpaw Soe
Lay Kler	Ta Lar Soe
Mula Lay	Thui Taw
Jazz Mayfield	Eh Thaw
Taw Moo	Moo That Thaw
Thart Moo	Ywjpheej Bryant Xiong

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DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' basketball team was city champion. Willie Taylor is the coach. The team roster consists of:

Sade Chatman	Jada Jones
Lashondra Curtis	Chelcie Kizart
Tamera Curtis	Betsy MacDonald
Aleeya Curtis-Evans	Erin Moynihan
Anika Gardner	Jeresiea Paul
Kennedy Gay	Rayna Sherow
Lilly Greenawald	Asiya Smith
Jada Haynes	Lyric Williams

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DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' Nordic ski team was city champion. Robb Lageson is the coach. The team roster consists of:

Santi Dev Bhattarai-Kline
Logan Brueck
Matthew Dosland
Gabriel Dreisbach
Andrew Hangsleben
Kevin Kendrick
Noah Kreider-Carlson
Nathan Lockhart
Keagan McCully
Aidan McVey
Samuel McVey
Spencer WareJoncas

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A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' swim team was city champion. Eric DeLuca is the coach. The team roster consists of:

Carlos Albornoz Ruiz	Sam Khodursky
Jack Aughey	Nikolas King
Sean Biessener	David Maslow
Xaver Brems	Isaac Murray-Stark
Marius Brown	Frederick O'Brien
Ian Conery	Noah Oviedo-Bornett
William Dean	Julien Oxenham
Justin Ernst	Brian Petkov
Nathan Ernst	Peyton Pike
Colin Finnegan	John Schonebaum
David Grundmeier	Charles Spencer
Chapman Hewett	Jonas Taghavi
Alex Hoistad	Jonathan Tuttle
Felix John	Mason Tuttle
Haroun Khalid	Abdiaziz Wako

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DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The wrestling team was city champion. Wardell Warren is the coach. The team roster consists of:

Jacob Arndt
Robert Bergstrom
Harvey Bradley
Zachary Ferguson
Gary Knick
Tristan Knick
Luke Lemke
Tu Ni
Adam Sawyer
Christian Strasser
Eh Ku Soe Tun Baw
Damien Vang
Jaime Villalva-Lijo
Tony Yang

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

A. PERTINENT FACTS:

1. Highland Park Senior High School – The gymnastics team was city champion. Katherine Balzart is the coach. The team roster consists of:

Kinsey Bury
Sara Coreas
Madisyn Hammick
Claire Johnston
Colleen McGough
Maddie Moser
Ellen Sutton
Kit Wenzel

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DATE: March 19, 2013

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

A. PERTINENT FACTS:

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

Olivia Atmore
Madison Atterbury
Claire Cech
Julia Connly
Annika Haley
Erica Meyers
Erin Moening
Lydia Newman-Heggie
Elowyn Pfeiffer
Emma Weber

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DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. **Johnson Senior High School** – The boys' basketball team was city champion. Vernon Simmons is the coach. The team roster consists of:

Robert Chattard
Sedrick Clark
Diantre' Collins
Peirre Conwell
Malik Jones
Kantrelle Kirk
Justin Langeslay
Mitchell McDonald
Jalen Mobley
Justus Murphy
Jalen Romero
Travis Siedschlag
Quashingm Smith-Pugh
Khalil Withers

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B. RECOMMENDATION:

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HUMAN RESOURCE TRANSACTIONS
(February 4, 2013 through February 28, 2013)
March 19, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cole, M.	Central Administrator	03/07/2013	\$46.15	Title I Funded Programs
Donley, J. M.	Classroom Teacher	02/12/2013	\$26.00	Highland Park Senior
Malone, D.	Classroom Teacher	02/20/2013	\$29.68	Obama Service Learning
Rush, J. D.	Classroom Teacher	01/23/2013	\$25.81	Harding Senior High
Friberg, S.	ELL Teacher	02/04/2013	\$27.18	L'Etoile du Nord French Immersion
Lee, Y.	ELL Teacher	02/25/2013	\$24.27	Bruce F Vento Elementary
Spiegle, N. M.	ELL Teacher	02/25/2013	\$25.17	Farnsworth Aerospace 5-8
Pietrowski, N. M.	Early Education Teacher	01/03/2013	\$36.26	Rondo Education Center
Murch, K.	Occupational Therapist	02/25/2013	\$35.57	1780 W. 7th Street
Kinsman, L. E.	Special Education Teacher	02/26/2013	\$31.94	Humboldt Jr. High - Admin Bldg
McCann, J. J.	Special Education Teacher	02/19/2013	\$26.59	Highland Park Senior
Strand, J.	Special Education Teacher	01/28/2013	\$25.17	Hazel Park Preparatory
Aguirre, N. M.	Teaching Assistant	02/25/2013	\$13.99	Bruce F Vento Elementary
Black, E. M.	Teaching Assistant	02/25/2013	\$12.47	Galtier Magnet
Buelow, S.	Teaching Assistant	02/22/2013	\$11.32	Obama Service Learning
Frazier, C.	Teaching Assistant	02/19/2013	\$14.68	Murray Junior High
Hooper, L. L.	Teaching Assistant	02/11/2013	\$14.68	RiverEast Elem/Secondary
Kasper, M. V.	Teaching Assistant	02/13/2013	\$14.68	Riverside Options
Roberts, K. C.	Teaching Assistant	02/04/2013	\$12.89	Battle Creek Middle
Xiong, T.	Teaching Assistant	02/25/2013	\$12.35	Linwood Monroe Arts (4-8)
Yu, L.	Teaching Assistant	02/19/2013	\$11.32	Benjamin Mays/Museum
Kassim, F. H.	Clerical	02/19/2013	\$17.65	Colborne Admin Offices
Willis, T.	Clerical	02/11/2013	\$19.25	Colborne Admin Offices
Gibson, R. W.	Custodian	02/13/2013	\$14.61	Como Service Center

HUMAN RESOURCE TRANSACTIONS
March 19, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hale, R. M.	Custodian	02/11/2013	\$14.61	Battle Creek Middle
Young, T.	Custodian	02/27/2013	\$22.70	Wellstone Elementary
Clukey, R. L.	Professional Employee	03/04/2013	\$29.94	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Anderson, A.	School/Community Professional Career Progression	02/11/2013	\$30.79	Colborne Admin Offices
Yang, M.	Clerical Career Progression	01/16/2013	\$22.49	Colborne Admin Offices
Meehan, W. J.	Custodian Career Progression	02/11/2013	\$22.70	Hazel Park Preparatory
Cummings, J. I.	Professional Employee Career Progression	02/26/2013	\$40.37	Colborne Admin Offices
Passon, W. J.	Professional Employee Career Progression	03/04/2013	\$45.24	Como Service Center
Carter, K. M.	Supervisory From: Professional Employee	02/19/2013	\$44.05	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bees, D. K.	Classroom Teacher	01/28/2013	\$24.27	Battle Creek Middle
March, B. J.	Classroom Teacher	02/11/2013	\$26.00	Battle Creek Middle

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Krois, M. G.	Assistant Principal	01/31/2013	Central Senior High
Stenvik, Z.	Central Administrator	02/11/2013	Colborne Admin Offices
Ali, S.	Classroom Teacher	02/19/2013	Johnson Senior High
Austin, P. P.	Classroom Teacher	02/14/2013	St Anthony Park
Baldwin, M. M.	Classroom Teacher	02/07/2013	Obama Service Learning
Douah, A.	Classroom Teacher	12/13/2012	Harding Senior High
Freyter, I.	Classroom Teacher	02/13/2013	Wellstone Elementary
Gontarek, C.	Classroom Teacher	01/14/2013	Homecroft Building

HUMAN RESOURCE TRANSACTIONS
March 19, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, G. J.	Classroom Teacher	02/14/2013	Hazel Park Preparatory
Johnson, M.	Classroom Teacher	02/22/2013	Highland Park Middle
Larson, E. A.	Classroom Teacher	02/11/2013	Benjamin Mays/Museum
Mahrt, A. H.	Classroom Teacher	02/19/2013	Ramsey Junior High
Martin, D. J.	Classroom Teacher	01/28/2013	Wellstone Elementary
Miller, P. A.	Classroom Teacher	01/30/2013	St. Paul Music Academy
Minke-Joubert, R.	Classroom Teacher	02/06/2013	Obama Service Learning
Moua, K.	Classroom Teacher	02/21/2013	JJ Hill Montessori
Pengra-Anderson, K.	Classroom Teacher	03/12/2013	Expo for Excellence
Peterson, A. M.	Classroom Teacher	02/19/2013	Johnson Senior High
Ricard, J.	Classroom Teacher	03/02/2013	Museum Magnet
Zhou, H.	Classroom Teacher	01/17/2013	Benjamin Mays/Museum
Anderson, A. L.	Early Education Teacher	02/15/2013	Mississippi Creative Arts
Dobson, S. L.	Special Education Teacher	01/31/2013	Battle Creek Middle
Donald, A.	Special Education Teacher	02/07/2013	Central Senior High
Krueger, J. C.	Special Education Teacher	12/20/2012	Benjamin Mays/Museum
Booth, K.	Education Assistant	01/15/2013	Central Senior High
Anderson, E. G.	Teaching Assistant	01/29/2013	Humboldt High School

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., M.	Classroom Teacher	03/06/2013
M., L. L.	Special Education Teacher	02/13/2013
R., F. L.	School/Community Professional	02/01/2013
N., D. L.	Nutrition Services Personnel	02/15/2013

HUMAN RESOURCE TRANSACTIONS
March 19, 2013

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hanson, D. J.	Classroom Teacher	02/13/2013	Humboldt High School

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Marx, M.	Classroom Teacher	02/25/2013	\$48.62	Linwood Monroe Arts (4-8)
Xiong, C.	Education Assistant	02/19/2013	\$14.71	Humboldt High School
Hall, J. J.	Teaching Assistant	02/19/2013	\$13.16	Battle Creek Middle
Schrammen, S. M.	Nutrition Services Personnel	02/11/2013	\$10.50	Como Park Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Goff, A. M.	Classroom Teacher	02/11/2013	Battle Creek Environmental
Manthe, J. A.	Classroom Teacher	02/19/2013	Linwood Monroe Arts (K-3)
Sopiwnik, C. D.	Classroom Teacher	02/11/2013	Adams Spanish Immersion
Yang, E. M.	Classroom Teacher	01/23/2013	Harding Senior High
Vue, M. N.	Psychologist	01/29/2013	Journey's Secondary
Booth, K.	Education Assistant	01/28/2013	Central Senior High
Rivera, D. M.	Clerical	01/28/2013	Rondo Education Center
Soika, T. M.	Clerical	02/11/2013	The Heights Community School
Roche, N. R.	Custodian	02/04/2013	Johnson Achievement Plus

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., P. W.	Classroom Teacher	Five Days
M., J. M.	School Bus Driver	Five Days
P., G. M.	Clerical	02/06/2013

RECISION OF SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., J.	Classroom Teacher	1/23/2013

HUMAN RESOURCE TRANSACTIONS
March 19, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Comeford, J.	Classroom Teacher	08/02/2013	Central Senior High
Fields, M. T.	Classroom Teacher	06/11/2013	Horace Mann School
Jorgenson, S.	Classroom Teacher	06/11/2013	Linwood Monroe Arts (K-3)
Moersch, A.	Classroom Teacher	06/11/2013	Highland Park Elementary
Vega, J.	Classroom Teacher	06/09/2013	Farnsworth Aerospace K-4
Greco, J. I.	Special Education Teacher	03/23/2013	Boys Totem Town
Martin, J.	Education Assistant	06/08/2013	Creative Arts High - ALC
Bidon, D. M.	Teaching Assistant	10/31/2012	The Heights Community School
Gores, G. M.	Teaching Assistant	03/09/2013	Farnsworth Aerospace 5-8
Hartmann, S. M.	Teaching Assistant	06/08/2013	Wheelock Early Education Center
Kochmann, M.	Teaching Assistant	06/08/2013	Wheelock Early Education Center
Lewis, C.	Clerical	06/15/2013	Randolph Heights
Dewolf, T. A.	Technical	06/28/2013	Como Park Special/Hartzell
Danforth, B. A.	Nutrition Services Personnel	02/24/2013	Frost Lake Magnet
Lockhart, M. C.	Nutrition Services Personnel	01/01/2013	Crossroads Arts & Science

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Leab, M. R.	Classroom Teacher	04/24/2013	Highland Park Senior
Olsen, E. M.	Classroom Teacher	02/14/2013	Cherokee Heights School
Raskovich, M. G.	Classroom Teacher	04/24/2013	Battle Creek Middle
Romando, J. R.	Classroom Teacher	03/02/2013	Humboldt High School
Sanford, C. L.	Classroom Teacher	03/16/2013	Daytons Bluff
Saunders, S. M.	Classroom Teacher	03/09/2013	Capitol Hill Magnet
Unowsky, V. J.	Classroom Teacher	01/30/2013	Linwood Monroe Arts (4-8)

HUMAN RESOURCE TRANSACTIONS
March 19, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bowlsby, W.	Classroom Teacher	04/09/2013	Farnsworth Aerospace 5-8
Freeze, N. H.	Teaching Assistant	02/23/2013	Bridge View
Heng, N. S.	Teaching Assistant	01/24/2013	Linwood Monroe Arts (4-8)
Portnoy, D. F.	Teaching Assistant	02/18/2013	Highwood Hills
Radunz, D. P.	Teaching Assistant	02/16/2013	Ramsey Junior High
Scott, A. E.	Teaching Assistant	03/08/2013	St. Paul Music Academy
Williams, S.	Teaching Assistant	02/05/2013	Bruce F Vento Elementary
Hale, R. M.	Custodian	03/09/2013	Battle Creek Middle
Harlander, D. J.	Custodian	02/23/2013	Central Senior High
Lawrynowicz, J. C.	Nutrition Services Personnel	02/15/2013	Central Senior High
Newcomb, D.	Nutrition Services Personnel	03/02/2013	Harding Senior High

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Burns, I.	Classroom Teacher	03/01/2013	Benjamin Mays/Museum
Clark, T. M.	Teaching Assistant	01/26/2013	Battle Creek Middle
Holman, J.	Teaching Assistant	02/09/2013	Humboldt High School
Jackson, J.	Nutrition Services Personnel	02/08/2013	Washington Tech Secondary
Molin, B. C.	Nutrition Services Personnel	02/23/2013	Daytons Bluff

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

DATE: March 19, 2013

TOPIC: Gift Acceptance from Minnesota Twins Community Fund

A. PERTINENT FACTS:

1. Como Park Senior High School would like to accept a monetary gift of \$10,000.00 from the Minnesota Twins Community Fund.
2. This gift is to be split equally (\$1,428.57 for each school) between the Athletic Departments of the following Saint Paul Public School's baseball and softball programs: Central Senior High School, Como Park Senior High School, Harding Senior High School, Highland Park Senior High School, Humboldt Senior, Johnson Senior High School and Washington Technology Magnet.
3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Daniel Mesick, Principal, Como Park Senior High School; Willie Jett, Assistant Superintendent for High Schools and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow Como Park Senior High School to accept this gift from the Twins Community Fund. The total gift of \$10,000.00 will be deposited into the Intrascchool Fund: 19-212-292-000-5096-0000.

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

DATE: March 19, 2013

TOPIC: Gift of Funds for Parent Academy

A. PERTINENT FACTS:

1. The City of Saint Paul has provided a gift of \$260,000 to Saint Paul Public Schools for use in offering Parent Academy at non-Title I schools.
2. The gift is \$160,000 for FY 13 and \$100,000 for FY 14.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Tyrize Cox, Director of Office of Family Engagement and Community Partnerships, Jackie Turner, Chief of Engagement and Michelle Walke, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this gift for the intended purpose.

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

DATE: March 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Ezra Jack Keats Foundation for Horace Mann Elementary

A. PERTINENT FACTS:

1. The Ezra Jack Keats Foundation is currently accepting grant applications for creating school programs that focus on literacy. The grant is for approximately \$500.00.
2. Horace Mann Elementary has prepared an application for funds to create handmade haiku books that students will create.
3. This project will meet the District target area goals of Achievement and Alignment.
4. This item is submitted by Jim Litwin, Principal; Julie Schultz Brown, Office of Communications, Marketing & Development; Sharon Freeman, Assistant Superintendent; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ezra Jack Keats Foundation to create handmade haiku books; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

TOPIC: Request for Permission to Accept a Toolbox for Education Grant from Lowe's Charitable and Education Foundation

A. PERTINENT FACTS:

1. The Lowe's Charitable and Education Foundation provides funding to parent and teacher groups to enhance facilities and increase parent involvement.
2. Saint Paul Public Schools LEAP High School has been awarded a \$5,000 grant to improve the culture of literacy at school. The LEAP Into Literacy Program will provide picture books for students as well as instruction and support for them to read to younger siblings and children.
3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and, Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Lowe's Charitable and Education Foundation for funds to implement the LEAP into Literacy program at LEAP High School; to accept funds; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. The McNeely Foundation is currently accepting grant applications for projects that help struggling students succeed in middle school and begin to prepare them for high school, higher education and career success.
2. Saint Paul Public Schools Office of Family Engagement and Community Partnerships prepared an application for funds to collaborate with local colleges and universities to recruit and train high-achieving male African American college students to serve as mentors for male African American 8th-graders. This grant is for approximately \$98,750. Staff at the program were invited to apply for this grant opportunity.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Gayle Smaller, Special Project Coordinator, Office of Family Engagement and Community Partnerships; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Steven Unowsky, Assistant Superintendent; Jackie Turner, Chief Engagement Officer; Michelle Walker, Chief of Staff; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to recruit and train high-achieving male African American college students to serve as mentors for male African American 8th-graders; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to The Saint Paul Foundation and the F. R. Bigelow Foundation

A. PERTINENT FACTS:

- The Saint Paul and Bigelow Foundations are currently accepting grant applications for projects that:
 - Sustain Saint Paul as a vibrant community where all people can find hope and opportunity;
 - Build the capacity of SPPS to address issues of enrollment;
 - Support proven and new approaches to critical issues; and
 - Seek to eliminate racial and economic disparities and engage the people most impacted.
- 2. Saint Paul Public Schools Office of Communications, Marketing & Development has prepared an application for funds for the third year of the campaign to increase enrollment in SPPS. This grant is for approximately \$150,000: \$75,000 each from The Saint Paul Foundation and the F. R. Bigelow Foundation. If granted, funding will support paid advertising, customer service training for key SPPS staff; and targeted outreach efforts to the Karen community.
- 3. This project will meet the District strategic plan goal/goals of sustainability..
- 4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing and Development; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul and Bigelow Foundations for funds to implement the third year of the enrollment campaign; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

TOPIC: Request for Permission to Accept a Target Field Trip Grant (Battle Creek Elementary)

A. PERTINENT FACTS:

1. Target annually provides Field Trip Grants for up to \$700 each to schools nationwide.
2. Battle Creek Elementary has received a grant for \$500 for students in the Learning Center to attend the Minnesota Center for Book Arts.
3. This project will meet the District target area goal(s) of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a Target Field Trip Grant for Battle Creek Elementary; to accept funds; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to the
Demonstration Grants for Indian Children Program, U.S. Department of
Education

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting grant applications for projects that develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of preschool, elementary, and secondary American Indian students.
2. In partnership with the American Indian Family Center, Saint Paul Public Schools Department of Indian Education has prepared an application for funds to prepare 240 pre-school students for successful entry into Kindergarten using the Child-Parent Center Education Program enhanced with Ojibwe and Dakota language and cultural support at American Indian Magnet School. In addition, the project will prepare 40 ninth grade students for successful transition to post-secondary education through a unique combination of American Indian cultural supports and the national evidence-based Advancement Via Individual Determination (AVID) college preparation program. This grant is for approximately \$1,196,719 over four years. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement, alignment, and sustainability.
4. This item is submitted by Kathy Denman-Wilke, Supervisor, Indian Education Program; Steven Couture, Principal, American Indian Magnet School; Darlene Fry, Director, Office of College and Career Readiness; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Christine Osorio, Executive Director, Curriculum, Instruction and Professional Development; Steven Unowsky, Middle School Assistant Superintendent; Matthew Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to provide age-appropriate educational programs and language skills for four-year old American Indian students and prepare secondary school American Indian students for the transition to post-secondary school; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Magnet Schools Assistance Program, U.S. Department of Education

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting grant applications for projects that support the development and implementation of magnet schools to reduce, eliminate or prevent minority group isolation, to assist in the achievement of systemic reforms, and to provide all students with the opportunity to meet challenging academic content and student academic achievement standards.
2. Saint Paul Public Schools has prepared an application for funds to develop and implement a citywide, K-12 Aerospace and Engineering (A&E) Magnet initiative, designed to serve approximately 3,000 students districtwide each year and ensure that every student graduates with the skills, knowledge, and attitudes needed to succeed in a global economy. The project will build on successful Aerospace and Engineering magnet programming at Farnsworth Elementary School's Lower (K-4) and Upper (5-8) Campuses and at Johnson Senior High (9-12), creating a clearly-articulated A&E pathway that will attract families across the city, serve students from Kindergarten through high school graduation, and connect graduates directly to higher education and career opportunities in Science, Technology, Engineering, and Math (STEM) disciplines. The articulation effort will a). align all assessment, curriculum, instruction, professional development, parent engagement, out-of-school academic and enrichment, and community partnerships across the three campuses; b). expand the number and type of A&E courses and A&E physical resources offered; and c). significantly strengthen existing A&E programming. This grant is for approximately \$8,469,602. Staff at the schools researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement, alignment, and sustainability.
4. This item is submitted by Jill Wall, Program Manager PK-12 Aerospace/Engineering; Hamilton Bell, Principal, Farnsworth Aerospace PreK-8 Magnet School; Astein Osei, Principal, Johnson High School; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Steven Unowsky, Middle School Assistant Superintendent; Willie Jett, High School Assistant Superintendent; Matthew Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to develop and implement a citywide, K-12 Aerospace and Engineering Magnet initiative and ensure that every student graduates with the skills, knowledge, and attitudes needed to succeed in a global economy; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: March 19, 2013

TOPIC: Authorization to Exercise Option to Renew Lease Agreement for Space at
345 Plato Boulevard

A. PERTINENT FACTS:

1. On July 15, 2008, the Board of Education authorized the district to enter into a lease agreement with 528 Limited Partnership for lease of space for district programs in the facility located at 345 Plato Boulevard, Saint Paul. The leased space consists of approximately 19,923 square feet. The initial term of the lease is five years, March 1, 2009 through December 31, 2013.
2. The lease agreement provides the district an option to renew the lease for one additional five year term upon written notification to the landlord by April 1, 2013. The agreement also provides the district an option to terminate this lease anytime after December 31, 2011, upon six months prior written notification to the landlord, if the programs are relocated to a district owned building and/or if funding is terminated.
3. The district pays base rent and additional rent (operating costs) for this lease agreement. The existing lease agreement establishes the following base rent costs for the renewal term:

<u>Term</u>	<u>Monthly Base Rent</u>	<u>Yearly Base Rent</u>
1/1/14 – 12/31/14	\$15,357.31	\$184,287.75
1/1/15 – 12/31/15	\$15,772.38	\$189,268.50
1/1/16 – 12/31/16	\$16,187.44	\$194,249.25
1/1/17 – 12/31/17	\$16,602.50	\$199,230.00
1/1/18 – 12/31/18	\$17,017.56	\$204,210.75

The additional rent (operational costs) is currently \$6,624.00 per month and is adjusted annually based on actual costs.

4. The district has a continued need for this space and desires to exercise its' option to renew for the additional five year term, January 1, 2014 through December 31, 2018. Terms and conditions of the existing lease will remain in effect for the renewal term.
5. Funding will be provided from the lease levy and general fund.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the administration to exercise the five (5) year option to renew the lease agreement with 528 Limited Partnership for space for district programs in the facility located at 345 Plato Boulevard, Saint Paul, Minnesota, 55107, for the term commencing January 1, 2014, and terminating December 31, 2018, and in accordance with all other terms and conditions of said agreement.

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

DATE: March 19, 2013

TOPIC: Authorization for Superintendent Valeria Silva to Establish the Firmin
"Ace" Alexander Scholarship to be First Awarded in May of 2013

A. PERTINENT FACTS:

1. The family of Firmin Alexander, a long-time employee of Saint Paul Public Schools, wish to establish an annual scholarship in his name.
2. The scholarship is to be awarded to a current SPPS male student of color that graduates and attends a post secondary with the intention of majoring in education.
3. The scholarship has been funded in the amount of \$4,000 for the initial four years of funding. An annual check in the amount of \$1,000 will be provided for the scholarship by January 31 of each year for its continued awarding. When/if the family decide to end the scholarship they will communicate this to SPPS with the ending date provided. The remaining funds can then be used to provide the scholarship on an annual basis until such funds are diminished.
4. A member of the Alexander family will be included in the scholarship applicant review process with staff from SPPS. Also, a member of the Alexander family will be invited to the presentation of the scholarship at the selected student's senior awards night on an annual Basis.
3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Darlene Fry, Director, Career & College Readiness; Willie Jett, Assistant Superintendent High Schools; Matthew Mohs, Interim Chief Academic Officer, Michael Baumann, Deputy Superintendent Schools & Business Operations and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to establish the Firmin "Ace" Alexander Scholarship to be first awarded in May of 2013.

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

DATE: March 19, 2013

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

A. PERTINENT FACTS:

1. The Office of Communications, Marketing and Development has a need for a position to be responsible for managing both district and school website development and maintenance and supervising the department's multimedia employees.
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, New Media 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 18 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Office of Communications, Marketing and Development budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Julie Schultz Brown, Director of Communications, Marketing & Development; 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 New Media Manager job classification effective March 19, 2013; that the Board of Education declare the position of New Media Manager as unclassified; and that the pay rate be Grade 18 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: March 19, 2013

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Controller.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period February 1, 2013 – February 28, 2013.

(a) General Account	#518193-519613	\$49,730,949.82
	#3017456-3017535	
	#7000027-7000053	
(b) Debt Service	-0-	
(c) Construction	-0-	<u>\$777,206.76</u>
		<u>\$50,508,156.58</u>

Included in the above disbursements are payrolls in the amount of \$36,816,833.30 and overtime of \$171,764.74 or 0.47% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
Wells Fargo	880591CW0	Tennessee Valley Auth Ser C	3/15/2013

Additions: None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending June 21, 2013.

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

DATE: March 19, 2013

TOPIC: Bid No. A155840-K New Elevator Cab for Montessori Middle School (Parkway Building, 1363 Bush Ave)

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of a new elevator cab for the Parkway Montessori Middle School (1363 Bush Ave).
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Schindler Elevator	\$127,882.00
GA Construction	128,500.00
Minnesota Elevator	190,522.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds, budget code 06-005-850-386-6520-6359.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A155840-K for construction of a new elevator cab for the Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Schindler Elevator for the lump sum base bid of \$127,882.00.

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

DATE: March 19, 2013

TOPIC: RATIFICATION: Request for Proposal No. A155855-K Local Phone Line Service

A. PERTINENT FACTS:

1. This request for proposal provides for all labor, materials, equipment and services necessary for and incidental to local phone line service for the entire District.
2. The Schools and Libraries Division of the Universal Service Fund makes discounts available to eligible schools and libraries for telecommunication services, including phone line service. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services. This program is commonly referred to as E-rate.
3. In order for Saint Paul Public Schools to receive E-rate discount funding of approximately 90% for phone line service, a request for proposal A155855-K had to be awarded, a contract signed, and an application completed to the Schools and Libraries Division by March 13, 2013.
4. Requests for proposal were advertised and received on February 12, 2013. Administration proceeded with award of Request for Proposal A155855-K for local phone line service for four years beginning July 1, 2013, executed a contract with Integra Communications, and executed an application for E-rate funding.

5. The following proposals were received:

	<u>Estimated Four Year Costs</u>
Integra Communications	\$1,009,436.00
Matrix	\$1,180,324.00
Enventis	\$1,245,999.00
Qwest Communications (aka Centurylink)	\$1,461,533.00

Estimated four year costs are based on the monthly rates proposed
MTR also submitted a proposal for a small portion of the services which was not considered.

6. Bids have been reviewed by Bradley Miller, Purchasing Manager.
7. Funding will be provided from alternative bonds.
8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Ivar Nelson, Director of Information Technology; and Michael Baumann, Deputy Superintendent Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education ratify the administration's actions of award of Request for Proposal No. A155855-K for four years beginning July 1, 2013, at an estimated cost of \$1,009,436.00 with the ability to extend for additional one-year periods to Integra Communications, and authorize the Controller to execute an agreement with Integra Communications and execute an application for E-rate funding for phone line services for the entire District.

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

DATE: March 19, 2013

TOPIC: Bid No. A155869-K Fire Alarm System Replacement at Various Sites, Bid Package B

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of fire alarm system replacement at various sites, bid package B - American Indian Magnet, Highwood Hills, Rondo Education Center, and Saint Paul Music Academy.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
ECSI	\$653,410.00
Egan Companies	774,300.00
LVC	990,790.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the health and safety levy, budget code 01-005-850-363-6520-0000.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A155869-K for construction of fire alarm system replacement at various sites (American Indian Magnet, Highwood Hills, Rondo Education Center, and Saint Paul Music Academy), bid package B to the lowest responsible bidder, ECSI for the lump sum base bid of \$653,410.00.

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

DATE: March 19, 2013

TOPIC: Bid No. A155870-K Fire Alarm System Replacement at Various Sites, Bid Package A

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of fire alarm system replacement at various sites, bid package A - Adams, District Service Facility, Eastern Heights, and The Heights.
2. The following bids were received for the lump sum base bid:

	Lump Sum Base Bid
ECSI	\$488,800.00
Egan Companies	602,250.00
LVC	620,110.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the health and safety levy, budget code 01-005-850-363-6520-0000.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A155870-K for construction of fire alarm system replacement at various sites (Adams, District Service Facility, Eastern Heights, and The Heights), bid package A to the lowest responsible bidder, ECSI for the lump sum base bid of \$488,800.00.

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

DATE: March 19, 2013

TOPIC: Bid No. A-155943-K Pupil Transportation - Summer 2013

A. PERTINENT FACTS:

1. This bid establishes the hourly rates for school bus routes and the hourly rates for field and athletic trips for various sized buses that may be needed for the 2013 Summer School Program.
2. The period of the contract is from Monday, June 10, 2013, through Sunday, September 1, 2013.
3. The average low bid in the hourly transportation category, which is used for Summer Program routes, increased 2.0% from the average 2012 Summer School rates. The average field trip rates decreased (0.5)% from the 2012 summer rates.
4. Each contractor has a limit (cap) on the number of buses available. Route service will be awarded based up the lowest bid in each time category up the contractors limit. Service will then be awarded to the next lowest bidders.
5. The Specifications for Bid contains language which indicates that the exact nature and extent of the programs to be operated during the summer session is unknown and that the district may operate all, part, or none of the programs described in the Specifications. In accepting these rates the district does not incur any obligation to operate a summer school program.
6. Illinois Central School Bus Company entered a bid for route and field trip service. Illinois Central has provided transportation service for the 2012-2013 school year doing business as Minnesota Central School Bus. The company has failed to provide satisfactory transportation service, performing 18% of the District's route and incurring 47% of the all performance problems to date, including all of the most serious non-performance events.
7. This supports the District Strategic Goal of aligning resource allocations to district priorities through a safe and efficient student transportation system.
8. Submitted by Harold Turnquist, Director, Transportation; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education accept the rates submitted by Centerline Charter Corporation, First Student, Monarch Bus Service, Sunburst Transit, and Safe-Way Bus Company as submitted and reject the bid submitted by Minnesota Central Bus Company due to deficient performance.

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

CENTERLINE CHARTER CORPORATION HOURLY RATE BID
FOR THE 2013 SUMMER SCHOOL

PER BID A-155943-K, OPENED FEBRUARY 19, 2013

BUS SIZE	1 1/2 HOUR	1 HOUR	1 1/2 HOURS	2 HOURS	2 1/2 HOURS	3 HOURS	3 1/2 HOURS
Type A or B Bus	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
18 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
29 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
47 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
53 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
59 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
65 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
71 passenger	\$76.25	\$76.55	\$78.50	\$79.00	\$85.35	\$98.55	\$114.53
77 passenger	\$78.25	\$78.55	\$80.50	\$81.00	\$87.35	\$100.55	\$116.53
Type C or D lift Bus	\$113.50	\$113.55	\$115.60	\$120.75	\$125.85	\$135.95	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	4 HOURS	4 1/2 HOURS	5 HOURS	5 1/2 HOURS	6 HOURS	6 1/2 HOURS	7 HOURS
Type A or B Bus	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
18 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
29 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
47 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
53 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
59 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
65 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
71 passenger	\$124.75	\$136.58	\$145.55	\$160.37	\$165.58	\$170.65	\$172.73
77 passenger	\$126.75	\$138.58	\$147.55	\$162.37	\$167.58	\$172.65	\$174.73
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	7 1/2 HOURS	8 HOURS	8 1/2 HOURS	9 HOURS	9 1/2 HOURS	10 HOURS	Per Add. 1/2 hr
Type A or B Bus	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
18 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
29 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
47 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
53 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
59 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
65 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
71 passenger	\$170.96	\$189.95	\$215.45	\$225.85	\$235.65	\$245.05	\$16.50
77 Passenger	\$172.96	\$191.95	\$217.45	\$227.85	\$237.65	\$247.05	\$18.50
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

FIRST STUDENT, INC. HOURLY RATE BID
FOR THE 2013 SUMMER SCHOOL

PER BID A-155943-K, OPENED FEBRUARY 19, 2013

BUS SIZE	1 1/2 HOUR	1 HOUR	1 1/2 HOURS	2 HOURS	2 1/2 HOURS	3 HOURS	3 1/2 HOURS
Type A or B Bus	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
18 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
29 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
47 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
53 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
59 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
65 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
71 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
77 passenger	\$85.76	\$85.76	\$85.76	\$85.76	\$95.70	\$108.16	\$118.01
Type C or D lift Bus	\$101.37	\$101.37	\$101.37	\$101.37	\$106.59	\$119.13	\$128.54
Type A or B lift Bus	\$101.37	\$101.37	\$101.37	\$101.37	\$106.59	\$119.13	\$128.54
BUS SIZE	4 HOURS	4 1/2 HOURS	5 HOURS	5 1/2 HOURS	6 HOURS	6 1/2 HOURS	7 HOURS
Type A or B Bus	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
18 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
29 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
47 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
53 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
59 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
65 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
71 passenger	\$127.64	\$138.76	\$144.79	\$159.42	\$164.61	\$170.79	\$171.80
Type C or D lift Bus	\$140.03	\$149.44	\$159.89	\$176.61	\$181.83	\$188.10	\$189.15
Type A or B lift Bus	\$140.03	\$149.44	\$159.89	\$176.61	\$181.83	\$188.10	\$189.15
BUS SIZE	7 1/2 HOURS	8 HOURS	8 1/2 HOURS	9 HOURS	9 1/2 HOURS	10 HOURS	Per Add. 1/2 hr
Type A or B Bus	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
18 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
29 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
47 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
53 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
59 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
65 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
71 passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
77 Passenger	\$172.63	\$189.34	\$200.00	\$207.16	\$221.38	\$231.83	\$18.50
Type C or D lift Bus	\$189.15	\$206.91	\$218.41	\$225.72	\$241.40	\$250.80	\$18.50
Type A or B lift Bus	\$189.15	\$206.91	\$218.41	\$225.72	\$241.40	\$250.80	\$18.50

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

ILLINOIS CENTRAL, DBA MINNESOTA CENTRAL HOURLY RATE BID
FOR THE 2013 SUMMER SCHOOL

PER BID A-155943-K, OPENED FEBRUARY 19, 2013

BUS SIZE	1/2 HOUR	1 HOUR	1 1/2 HOURS	2 HOURS	2 1/2 HOURS	3 HOURS	3 1/2 HOURS
Type A or B Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
18 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
29 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
47 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
53 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
59 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
65 passenger	\$84.46	\$84.46	\$84.46	\$84.46	\$89.61	\$105.81	\$121.61
71 passenger	\$84.46	\$84.46	\$84.46	\$84.46	\$89.61	\$105.81	\$121.61
77 passenger	\$84.46	\$84.46	\$84.46	\$84.46	\$89.61	\$105.81	\$121.61
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	4 HOURS	4 1/2 HOURS	5 HOURS	5 1/2 HOURS	6 HOURS	6 1/2 HOURS	7 HOURS
Type A or B Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
18 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
29 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
47 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
53 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
59 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
65 passenger	\$137.60	\$153.61	\$169.61	\$185.61	\$201.61	\$217.61	\$233.61
71 passenger	\$137.60	\$153.61	\$169.61	\$185.61	\$201.61	\$217.61	\$233.61
77 passenger	\$137.60	\$153.61	\$169.61	\$185.61	\$201.61	\$217.61	\$233.61
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	7 1/2 HOURS	8 HOURS	8 1/2 HOURS	9 HOURS	9 1/2 HOURS	10 HOURS	Per Add. 1/2 hr
Type A or B Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
18 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
29 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
47 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
53 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
59 passenger	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
65 passenger	\$249.61	\$265.61	\$281.61	\$297.61	\$313.61	\$329.61	\$16.00
71 passenger	\$249.61	\$265.61	\$281.61	\$297.61	\$313.61	\$329.61	\$16.00
77 Passenger	\$249.61	\$265.61	\$281.61	\$297.61	\$313.61	\$329.61	\$16.00
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

MONARCH BUS, INC. HOURLY RATE BID
FOR THE 2013 SUMMER SCHOOL

PER BID A-155943-K, OPENED FEBRUARY 19, 2013

BUS SIZE	1/2 HOUR	1 HOUR	1 1/2 HOURS	2 HOURS	2 1/2 HOURS	3 HOURS	3 1/2 HOURS
Type A or B Bus	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
18 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
29 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
47 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
53 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
59 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
65 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
71 passenger	\$94.34	\$94.34	\$94.34	\$94.34	\$109.48	\$119.21	\$130.55
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	4 HOURS	4 1/2 HOURS	5 HOURS	5 1/2 HOURS	6 HOURS	6 1/2 HOURS	7 HOURS
Type A or B Bus	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
18 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
29 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
47 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
53 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
59 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
65 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
71 passenger	\$141.61	\$154.40	\$161.33	\$178.16	\$184.13	\$191.23	\$192.40
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	7 1/2 HOURS	8 HOURS	8 1/2 HOURS	9 HOURS	9 1/2 HOURS	10 HOURS	Per Add. 1/2 hr
Type A or B Bus	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
18 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
29 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
47 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
53 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
59 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
65 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
71 passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
77 Passenger	\$193.35	\$212.57	\$224.83	\$233.27	\$249.41	\$261.43	\$20.15
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

SAFEWAY BUS COMPANY HOURLY RATE BID
FOR THE 2013 SUMMER SCHOOL

PER BID A-155943-K, OPENED FEBRUARY 19, 2013

BUS SIZE	1/2 HOUR	1 HOUR	1 1/2 HOURS	2 HOURS	2 1/2 HOURS	3 HOURS	3 1/2 HOURS
Type A or B Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
18 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
29 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
47 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
53 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
59 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
65 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
71 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
77 passenger	\$90.51	\$91.00	\$92.10	\$97.35	\$104.60	\$114.94	\$126.60
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

BUS SIZE	4 HOURS	4 1/2 HOURS	5 HOURS	5 1/2 HOURS	6 HOURS	6 1/2 HOURS	7 HOURS
Type A or B Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
18 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
29 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
47 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
53 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
59 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
65 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
71 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
77 passenger	\$138.47	\$149.42	\$156.64	\$165.58	\$172.40	\$176.54	\$181.28
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

BUS SIZE	7 1/2 HOURS	8 HOURS	8 1/2 HOURS	9 HOURS	9 1/2 HOURS	10 HOURS	Per Add. 1/2 hr
Type A or B Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
18 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
29 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
47 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
53 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
59 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
65 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
71 passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
77 Passenger	\$193.38	\$205.26	\$212.85	\$222.80	\$240.33	\$250.87	\$18.00
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

SUNBURST TRANSIT. HOURLY RATE BID
FOR THE 2013 SUMMER SCHOOL

PER BID A-155943-K, OPENED FEBRUARY 19, 2013

BUS SIZE	1/2 HOUR	1 HOUR	1 1/2 HOURS	2 HOURS	2 1/2 HOURS	3 HOURS	3 1/2 HOURS
Type A or B Bus	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
18 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
29 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
47 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
53 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
59 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
65 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
71 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
77 passenger	\$78.50	\$78.50	\$82.00	\$82.50	\$85.35	\$98.25	\$113.50
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	4 HOURS	4 1/2 HOURS	5 HOURS	5 1/2 HOURS	6 HOURS	6 1/2 HOURS	7 HOURS
Type A or B Bus	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
18 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
29 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
47 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
53 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
59 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
65 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
71 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
77 passenger	\$123.10	\$134.25	\$140.25	\$154.85	\$159.35	\$160.55	\$164.65
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
BUS SIZE	7 1/2 HOURS	8 HOURS	8 1/2 HOURS	9 HOURS	9 1/2 HOURS	10 HOURS	Per Add. 1/2 hr
Type A or B Bus	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
18 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
29 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
47 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
53 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
59 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
65 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
71 passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
77 Passenger	\$164.65	\$180.00	\$196.00	\$205.00	\$220.00	\$230.00	\$18.00
Type C or D lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
Type A or B lift Bus	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT
2013 SUMMER SCHOOL
(JUNE 10, 2013, THROUGH SEPTEMBER 1, 2013)

1-WAY FIELD TRIPS IN ST PAUL, OR WITHIN A 15 MILE RADIUS FROM THE PICKUP POINT:

BUS SIZE	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
9-29 PASS	\$77.05	\$100.00	NO BID	\$84.50	\$156.00	\$77.50
30-59 PASS	\$77.05	\$100.00	NO BID	\$84.50	\$156.00	\$77.50
60-71 PASS	\$77.05	\$100.00	\$74.15	\$84.50	\$156.00	\$77.50
72-77 PASS	\$79.00	\$100.00	\$76.13	\$84.50	\$156.00	\$77.50
78-89 PASS	\$134.10	\$123.00	NO BID	NO BID	NO BID	\$130.00
TYPE C OR D LIFT	\$155.50	\$175.00	NO BID	NO BID	NO BID	NO BID
TYPE A OR B LIFT	NO BID	\$175.00	NO BID	NO BID	NO BID	NO BID

1-WAY FIELD TRIPS GREATER THAN A 15 MILE RADIUS UP TO 35 MILE RADIUS FROM POINT OF PICK UP:

BUS SIZE	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
9-29 PASS	\$96.30	\$104.00	NO BID	\$104.70	\$156.00	\$97.55
30-59 PASS	\$96.30	\$104.00	NO BID	\$104.70	\$156.00	\$97.55
60-71 PASS	\$96.30	\$104.00	\$102.71	\$104.70	\$156.00	\$97.55
72-77 PASS	\$98.30	\$125.00	\$104.89	\$104.70	\$156.00	\$97.55
78-89 PASS	\$135.30	\$127.00	NO BID	NO BID	NO BID	\$126.95
TYPE C OR D LIFT	\$168.30	\$175.00	NO BID	NO BID	NO BID	NO BID
TYPE A OR B LIFT	NO BID	\$175.00	NO BID	NO BID	NO BID	NO BID

1-WAY FIELD TRIPS GREATER THAN A 35 MILE RADIUS UP TO 50 MILE RADIUS FROM POINT OF PICK UP:

BUS SIZE	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
9-29 PASS	\$139.45	\$140.00	NO BID	\$149.60	\$192.98	\$145.00
30-59 PASS	\$139.45	\$140.00	NO BID	\$149.60	\$192.98	\$145.00
60-71 PASS	\$139.45	\$140.00	\$143.61	\$149.60	\$192.98	\$145.00
72-77 PASS	\$139.45	\$140.00	\$145.67	\$149.60	\$192.98	\$145.00
78-89 PASS	\$175.45	\$160.00	NO BID	NO BID	NO BID	\$165.00
TYPE C OR D LIFT	\$195.45	\$200.00	NO BID	NO BID	NO BID	NO BID
TYPE A OR B LIFT	NO BID	\$200.00	NO BID	NO BID	NO BID	NO BID

ROUND TRIPS IN ST PAUL, OR WITHIN A 15 MILE RADIUS FROM THE PICKUP POINT:

BUS SIZE	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
9-29 PASS	\$79.30	\$105.00	NO BID	\$104.50	\$156.00	\$80.50
30-59 PASS	\$79.30	\$105.00	NO BID	\$104.50	\$156.00	\$80.50
60-71 PASS	\$79.30	\$105.00	\$100.00	\$104.50	\$156.00	\$80.50
72-77 PASS	\$81.25	\$105.00	\$101.98	\$104.50	\$156.00	\$80.50
78-89 PASS	\$138.05	\$133.00	NO BID	NO BID	NO BID	\$135.95
TYPE C OR D LIFT	\$163.45	\$195.00	NO BID	NO BID	NO BID	NO BID
TYPE A OR B LIFT	NO BID	\$195.00	NO BID	NO BID	NO BID	NO BID

ROUND TRIPS GREATER THAN A 15 MILE RADIUS UP TO 35 MILE RADIUS FROM POINT OF PICK UP:

BUS SIZE	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
9-29 PASS	\$108.30	\$115.00	NO BID	\$115.55	\$156.00	\$109.00
30-59 PASS	\$108.30	\$115.00	NO BID	\$115.55	\$156.00	\$109.00
60-71 PASS	\$108.30	\$115.00	\$117.91	\$115.55	\$156.00	\$109.00
72-77 PASS	\$109.30	\$145.00	\$119.89	\$115.55	\$156.00	\$109.00
78-89 PASS	\$145.30	\$137.00	NO BID	NO BID	NO BID	\$136.00
TYPE C OR D LIFT	\$178.30	\$195.00	NO BID	NO BID	NO BID	NO BID
TYPE A OR B LIFT	NO BID	\$195.00	NO BID	NO BID	NO BID	NO BID

ROUND TRIPS GREATER THAN A 35 MILE RADIUS UP TO 50 MILE RADIUS FROM POINT OF PICK UP:

BUS SIZE	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
9-29 PASS	\$165.45	\$145.00	NO BID	\$158.25	\$192.98	\$155.00
30-59 PASS	\$165.45	\$145.00	NO BID	\$158.25	\$192.98	\$155.00
60-71 PASS	\$165.45	\$145.00	\$158.28	\$158.25	\$192.98	\$155.00
72-77 PASS	\$170.45	\$145.00	\$160.28	\$158.25	\$192.98	\$155.00
78-89 PASS	\$185.45	\$165.00	NO BID	NO BID	NO BID	\$175.00
TYPE C OR D LIFT	\$205.45	\$220.00	NO BID	NO BID	NO BID	NO BID
TYPE A OR B LIFT	NO BID	\$220.00	NO BID	NO BID	NO BID	NO BID

PER BID #A-155943-K, OPENED FEBRUARY 19, 2013

SAINT PAUL PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT

OTHER FIELD TRIP ITEM BID RATES
2013 SUMMER SCHOOL
(JUNE 10, 2013, THROUGH SEPTEMBER 1, 2013)

CATEGORY	CENTERLINE	1ST STUDENT	MN CENTRAL	MONARCH	SAFEWAY	SUNBURST
EXCESS CHARGE FOR EACH 1/2 HR OVER 3 HRS	\$17.00	\$21.00	\$20.00	\$20.15	\$23.50	\$25.00
PER MILE RATE OVER 50 MILES	9-77 P \$2.20 78-89P \$2.40 LIFT \$2.40	\$2.10	\$2.20	\$2.00	\$2.25	9-77 P \$2.75 78-89P \$3.00
MAXIMUM CANCEL ON ARRIVAL	\$77.05	\$80.00	\$85.00	\$65.00	\$80.00	\$80.00
MAXIMUM CANCEL WITHIN 1 HOUR BEFORE ARRIVAL	\$77.05	\$60.00	\$75.00	\$60.00	\$60.00	\$80.00
TRAILER CHARGE	\$65.00	\$80.00	\$75.00	\$65.00	\$70.00	NO BID
RATE PER HOUR CONTRACTOR BUS AIDE	\$32.60	\$26.00	\$29.50	\$32.00	NO BID	\$30.00

NOTE: TRIP RATES ALLOW FOR 3 HOURS OF SERVICE FROM PICK UP TO DROP OFF TIME

PER BID #A-155943-K, OPENED FEBRUARY 19, 2013

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

DATE: March 19, 2013

TOPIC: Bid No. A156002-K Window Replacement at Harding Senior High School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of window replacement at Harding Senior High School.

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

	<u>Lump Sum Base Bid</u>
WL Hall	\$385,991.00
National Window	411,000.00
Val Pro Windows	421,800.00
Ford Metro Inc	444,400.00

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

4. Funding will be provided from alternative bonds, budget code 06-005-850-386-6520-6340.

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A156002-K for construction of window replacement at Harding Senior High School to the lowest responsible bidder, WL Hall for the lump sum base bid of \$385,991.00.

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

DATE: March 19, 2013

TOPIC: Bid No. A156051-K Interior Renovation and New Construction at Johnson Senior High School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of interior renovation and new construction at Johnson Senior High School to accommodate the aerospace program.

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

Lump Sum Base Bid plus

Alternate No. 1

JPMI	\$1,199,900.00
Construction Results Corporation	1,207,770.00
Sheehy Construction Co. Inc.	1,259,000.00
A & L Construction Inc.	1,280,500.00
Parkos Construction Co. Inc.	1,297,200.00
Morcon Construction	1,320,600.00
Schrieber Mullaney Construction Co. Inc.	1,331,790.00
Maertens-Brenny Construction Co	1,349,625.00
Jorgenson Construction Inc	1,386,700.00
Black & Dew, LLC	1,437,700.00
Merrimac Construction Inc.	1,919,008.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds and capital bonds, budget codes 06-005-850-386-6520-6997 and 06-005-870-000-6305-6020.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A156051-K for construction of interior renovation and new construction at Johnson Senior High School to accommodate the Aerospace Program to the lowest responsible bidder, JPMI for the lump sum base bid plus alternate no. 1 of \$1,199,900.00.

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

DATE: March 19, 2013

TOPIC: Bid No. A156246-E Digital Two Way Radios

A. PERTINENT FACTS:

1. This bid provides for furnishing and delivery of Digital Two Way Radios during the period of March 1, 2013 through February 28, 2015. The estimated amount of \$105,000.00 for 500 radios. Radios will be ordered as needed and final price is determined by the quantity ordered.
2. The following bids were received:

	<u>Approximate Amounts</u>
BearCom Wireless.....	\$105,000.00
Ancom Communications.....	\$113,750.00
3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funds for this project will be provided from the Security and Emergency Management budget 01-005-815-000-6401-0000.
5. This project will achieve the District Strategic Plan goals by providing and sustaining a safe learning environment for students, staff and visitors.
6. This item is submitted by Laura Olson, Security and Emergency Management Director, and Michael Baumann, Deputy Superintendent of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A156246-E for furnishing and delivery of Digital Two Way radios during the period March 1, 2013 through February 28, 2015, to the lowest conforming bidder, BearCom Wireless, in the estimated amount of \$105,000.00 for 500 radios. Radios will be ordered as needed and final price is determined by the quantity ordered.



**Independent School District 625
Saint Paul Public Schools
360 Colborne Street - 5th Floor
Saint Paul, MN 55102-3299**

**Office of Accountability, Planning and Policy
Joe Munnich, Administrator
Policy, Planning, and Intergovernmental Relations**

Telephone: (651) 767-8109 Fax: (651) 290-8331 Email: joe.munnich@spps.org

MEMORANDUM

TO: Board of Directors
FROM: Joe Munnich, Policy, Planning, and Intergovernmental Relations Administrator
DATE: March 14, 2013
RE: Revised Substitute Proposal for Third Reading of *Policy 533.00 Wellness*

Based on discussions at the March 5 Committee of the Board meeting, I have made additional changes to clarify the language of item 2I. Specifically, in the attached proposal, I have:

- Modified the term “disabilities” by
 - removing “known” because it is redundant (i.e., a condition is known if it is in an individual plan, which is referenced later in the sentence), and
 - adding “and health conditions” to clarify that accommodations can be made for non-disability conditions if covered in the individual plans.
- Removed the phrase “as required by law,” since the phrase is unnecessary.
- Changed the word “to” to “in” to fit grammatically with the word “accommodations”
- Changed the word “individualized” to “individual”

Section 2I now reads:

“For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student’s individual plan.”

Other revisions remain in place from the March 1 version of the proposed substitute policy, which was prepared for the March 5 Committee of the Board meeting. I have attached two versions of the March 14 revision, one with tracked changes from the version submitted for readings (with changes made after March 5 COB in blue), and a “clean” version with the changes incorporated and not marked.

At the third reading at the regular Board of Education meeting on March 19, Board members could accept the substitute policy as a whole under a single motion, or act on individual changes as separate motions. As a reminder, the Board does still need to act to adopt the policy as amended by any motions.

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

Proposed Policy:

Proposed Policy Revision:

533.00 WELLNESS

First Reading	<u>January 22, 2013</u>
Second Reading	<u>February 19, 2013</u>
Third Reading	<u>March 19, 2013</u>

COMMENTS:

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

533.00 WELLNESS

PURPOSE

The purpose of this policy is to promote the health and wellness of students, families, and staff of Saint Paul Public Schools (the District) with a focus on healthy eating habits and increased physical activity. Health and academic success are closely linked. Healthy students and staff can better achieve our primary mission of education. The District embraces the principles of the Coordinated School Health Model from the Centers for Disease Control and Prevention (CDC), which form the structure of this policy.

1. COORDINATED APPROACH

Principle: Use a coordinated approach to develop, implement and evaluate policies and practices regarding healthy eating and physical activity.

A. Implementation

The Superintendent will ensure implementation of the wellness policy districtwide. Each Building Administrator is responsible for implementation of the policy at that site.

B. Site Wellness Team

Each Building Administrator/Principal will establish a Site Wellness Team, consisting of staff, parents/guardians, students, and members of the community that meet and are recognized as a standing committee. Each Site Wellness Team will:

1. develop an annual action plan that supports the implementation of this policy,
2. evaluate the implementation of the plan, and
3. incorporate Wellness Policy implementation within site or department plans.

C. District Wellness Team

The District Wellness Team will support monitoring and evaluation of the policy, with representation from staff working in the areas of nutrition services, student health and wellness, human resources, health education and physical education, and other areas as appropriate; parents/guardians; and community members. Representation from Site Wellness Teams is encouraged. The District Wellness Team will provide data/information regarding implementation of policy to the Superintendent, Board of Education and district personnel annually.

2. HEALTHY SCHOOL ENVIRONMENTS

Principle: Establish school environments that support healthy eating and physical activity.

- A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
- B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.
- C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, *unless* students may eat during such activities.

- D. Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.
- E. Sites are encouraged to develop physical activity opportunities before, during, and after school.
- F. Students at the elementary level will participate in frequent, active recess.
- G. Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.
- H. Fundraising, marketing, or advertising activities will not conflict with messages supporting healthy eating and physical activity. As such, sites will limit food and beverage marketing to the promotion of foods and beverages that meet U.S. Department of Agriculture (USDA) nutrition standards.
- I. For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student's individual plan.

3. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

Principle: Provide a quality school meal program and ensure that students have only appealing healthy food and beverages choices offered outside of school meal program.

- A. For the purposes of this section, the school day is defined as the period from ½ hour before school starts until after the school bell rings at the end of the school day.
- B. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards.
- C. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.
- D. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.
- E. Other Food Offered During the School Day
 - 1. Schools will assess if and when to allow snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
 - 2. Non-USDA snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health.
- F. Food Sold Outside the School Day
 - 1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.
 - 2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent.

4. PHYSICAL ACTIVITY AND EDUCATION

Principle: Implement a comprehensive physical activity program with quality physical education as a cornerstone.

- A. Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status.
- B. The District will provide physical education classes that meet the National Standards of the National Association for Sports and Physical Education (NASPE) and District priority benchmarks.
- C. The District will hire physical education teachers only if they are certified and licensed instructors.
- D. Schools will engage students in a variety of physical activities throughout all disciplines.

5. HEALTH EDUCATION AND PROMOTION

Principle: Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for healthy eating and physical activity.

- A. Students will have access to health education class regardless of behavioral or academic status.
- B. The District will provide health education classes that meet the National Standards of the American Association for Health Education (AAHE) and District priority benchmarks.
- C. Schools will engage students in variety of health promotion activities across disciplines.

6. CONNECTIONS AND REFERRALS

Principle: Connect students to health, mental health and social services to address healthy eating, physical activity and chronic disease prevention.

The District will partner with community agencies to assist students and their families to access available health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

7. FAMILY AND COMMUNITY HEALTH

Principle: Partner with family and community members in the development of healthy eating and physical activity policies, practices and programs.

- A. The District will partner with parents/guardians and community members to support parents/guardians' efforts to provide a healthy diet and daily physical activity for their children.
- B. The District encourages parents/guardians who pack lunches and snacks to refrain from including foods and beverages without nutritional value.
- C. School staff will communicate with parents/guardians to convey to students the potential health risks of sharing food or beverages, including to individuals with life-threatening allergies.
- D. The District recognizes that some students have chronic health conditions that are impacted by food and physical activity, particularly life threatening food allergies, asthma and diabetes. The district works with students, their families and health care providers to put plans in place to safely manage their condition.
- E. The District will continue to invite input from families and community members in development of menus, activities, and physical education programs, considering cultural restrictions and preferences.

8. EMPLOYEE WELLNESS

Principle: Provide an employee wellness program that supports healthy eating and physical activity of all employees.

The District will offer or partner to offer staff wellness programs, which may include workshops and presentations on health promotion, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling. In particular, the District will partner to provide incentives for sites that implement healthier practices, including adopting standards for foods and beverages sold to employees.

9. PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

Principle: Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members as well as adults who supervise recess, cafeteria time and out of school time programs.

The District will provide school district personnel with access to professional development to promote good health and steps to change or improve health.

10.EXEMPTIONS

Exemptions from this policy may be granted by the Board of Education upon recommendation of the Superintendent based upon the best interests of the District.

LEGAL REFERENCES

29 U.S.C. § 794 (Section 504 of Rehabilitation Act of 1973, as Amended)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act of 1990, as Amended)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

CROSS REFERENCES

Policy 414.00 – Tobacco Free Environment
Policy 504.00 – Drug Free Schools
Policy 505.00 – Bullying Prohibition
Policy 716.00 – Advertising in the Schools

GUIDELINES/STANDARDS

American Association for Health Education (AAHE)
Coordinated School Health Programs: Improving the Health of Our Nation's Youth—At A Glance 2011, Atlanta: CDC; 2011
National Association for Sports and Physical Education (NASPE)
United States Department of Agriculture (USDA)

Adopted: 5/16/2006

Saint Paul Public Schools Policy 533.00

Revised: 6/17/2008

Proposed Substitute Policy for Third Reading: 3/14/13

J Munnich 3/14/13 11:34 AM

Deleted: 2/28

533.00 WELLNESS**PURPOSE**

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2. HEALTHY SCHOOL ENVIRONMENTS

Principle: Establish school environments that support healthy eating and physical activity.

- A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
- B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.
- C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, *unless* students may eat during such activities.

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- D. Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.
- E. Sites are encouraged to develop physical activity opportunities before, during, and after school.
- F. Students at the elementary level will participate in frequent, active recess.
- G. Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.
- H. Fundraising, marketing, or advertising activities will not conflict with messages supporting healthy eating and physical activity. As such, sites will limit food and beverage marketing to the promotion of foods and beverages that meet U.S. Department of Agriculture (USDA) nutrition standards.

I. For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment according to a student's individual plan.

3. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

Principle: Provide a quality school meal program and ensure that students have only appealing healthy food and beverages choices offered outside of school meal program.

A. For the purposes of this section, the school day is defined as the period from ½ hour before school starts until after the school bell rings at the end of the school day.

B. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards.

C. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.

D. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.

E. Other Food Offered During the School Day

1. Schools will assess if and when to allow snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
2. Non-USDA snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health.

F. Food Sold Outside the School Day

1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.
2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events with implementation determined by the Superintendent.

4. PHYSICAL ACTIVITY AND EDUCATION

Principle: Implement a comprehensive physical activity program with quality physical education as a cornerstone.

- A. Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status.
- B. The District will provide physical education classes that meet the National Standards of the National Association for Sports and Physical Education (NASPE) and District priority benchmarks.
- C. The District will hire physical education teachers only if they are certified and licensed instructors.
- D. Schools will engage students in a variety of physical activities throughout all disciplines.

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<#>Water: Non-flavored, non-carbonated, non-caffeinated, with no sweeteners. .
<#>Fruit and vegetable juices: 100% full strength with no added sweeteners. Serving size is limited to six fluid ounces for grades PreK-8, and eight fluid ounces for grades 9-12. .
<#>Milk: Low fat (1% or less) or fat-free milk and/or USDA-approved alternative dairy beverages. Serving size is limited to eight fluid ounces for all grades. .

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5. HEALTH EDUCATION AND PROMOTION

Principle: Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for healthy eating and physical activity.

- A. Students will have access to health education class regardless of behavioral or academic status.
- B. The District will provide health education classes that meet the National Standards of the American Association for Health Education (AAHE) and District priority benchmarks.
- C. Schools will engage students in variety of health promotion activities across disciplines.

6. CONNECTIONS AND REFERRALS

Principle: Connect students to health, mental health and social services to address healthy eating, physical activity and chronic disease prevention.

The District will partner with community agencies to assist students and their families to access available health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

7. FAMILY AND COMMUNITY HEALTH

Principle: Partner with family and community members in the development of healthy eating and physical activity policies, practices and programs.

- A. The District will partner with parents/guardians and community members to support parents/guardians' efforts to provide a healthy diet and daily physical activity for their children.
- B. The District encourages parents/guardians who pack lunches and snacks to refrain from including foods and beverages without nutritional value.
- C. School staff will communicate with parents/guardians to convey to students the potential health risks of sharing food or beverages, including to individuals with life-threatening allergies.
- D. The District recognizes that some students have chronic health conditions that are impacted by food and physical activity, particularly life threatening food allergies, asthma and diabetes. The district works with students, their families and health care providers to put plans in place to safely manage their condition.
- E. The District will continue to invite input from families and community members in development of menus, activities, and physical education programs, considering cultural restrictions and preferences.

8. EMPLOYEE WELLNESS

Principle: Provide an employee wellness program that supports healthy eating and physical activity of all employees.

The District will offer or partner to offer staff wellness programs, which may include workshops and presentations on health promotion, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling. In particular, the District will partner to provide incentives for sites that implement healthier practices, including adopting standards for foods and beverages sold to employees.

9. PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

Principle: Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members as well as adults who supervise recess, cafeteria time and out of school time programs.

The District will provide school district personnel with access to professional development to promote good health and steps to change or improve health.

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10. EXEMPTIONS

Exemptions from this policy may be granted by the Board of Education upon recommendation of the Superintendent based upon the best interests of the District.

LEGAL REFERENCES

[29 U.S.C. § 794 \(Section 504 of Rehabilitation Act of 1973, as Amended\)](#)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
[42 U.S.C. § 12101 *et seq.* \(Americans with Disabilities Act of 1990, as Amended\)](#)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

CROSS REFERENCES

Policy 414.00 – Tobacco Free Environment
[Policy 504.00 – Drug Free Schools](#)
[Policy 505.00 – Bullying Prohibition](#)
Policy 716.00 – Advertising in the Schools

GUIDELINES/STANDARDS

American Association for Health Education (AAHE)
Coordinated School Health Programs: Improving the Health of Our Nation's Youth—At A Glance 2011, Atlanta: CDC; 2011
National Association for Sports and Physical Education (NASPE)
United States Department of Agriculture (USDA)



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MEMORANDUM

DATE: February 26, 2013

TO: Michael Baumann
Deputy of Schools and Business
Operations

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

SUBJECT: Project Labor Agreements
Paving Replacement at Como Park Elementary

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 March 19, 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.
Como Park Elementary	Paving Replacement	NO	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)

- April 23
- May 21
- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15
- November 12 Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

Committee of the Board Meetings

(4:30 unless otherwise noted)

- April 2
- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3