



Saint Paul Public Schools

Regular Meeting

Tuesday, February 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
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John Brodrick
Director



Anne Carroll
Director



Elona Street-Stewart
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Stewart, Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

February 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 January 22, 2013 6
- V. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of February 5, 2013 23
- VI. RECOGNITIONS** (Time Certain 6:30 p.m.)
 - A. Recognition of Career & Technical Education Month 33
 - B. Acknowledgement of Accomplishments of SPPS Students 36
- VII. PUBLIC COMMENT** (Time Certain 7:00 p.m.)
- VIII. SUPERINTENDENT'S REPORT**
 - A. SSSC Monitoring: Leadership VisionCard 37
 - B. Motion to Adopt Personnel/Position Recommendations 38
 - C. Human Resource Transactions 39
- IX. CONSENT AGENDA**

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

 - A. Gifts
 - 1. RATIFICATION of Gift Accepted from the Volkswagen Group of America, 50
Inc. (VWGoA) to the Saint Paul High School Automotive Program in the
Amount of \$20,864.50

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INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
January 22, 2013

I. CALL TO ORDER

The meeting was called to order at 5:49 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Seeba moved approval of the Order of the Consent Agenda with the exception that Item D1 – Permission for Institutions of Higher Education to Participate in Co-Teaching Experiences at SPPS and Item F4 – Request for Proposal No. A152353-K: Web-Based Teaching and Learning Platform were pulled for separate consideration. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION; Ms. Street-Stewart moved approval of the Order of the Main Agenda as revised (time certain removed from recognitions). Ms. Carroll seconded the motion:

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 18, 2012
- B. Minutes of the Board of Education Annual Meeting - January 15, 2013

MOTION: Mr. Hardy moved approval of the Minutes of the Regular Meeting of the Board of Education of December 18, 2012 and the Annual Meeting of January 15, 2013 as published. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of January 15, 2013

The meeting began with a report on the 2012 Audit.

The representative from Malloy, Montague, Karnowski, Radosevich & Company, P.A. (MMKR) stated, based on their audit for the year ended June 30, 2012; they have issued an unqualified opinion on the District's basic financial statements. They reported two deficiencies involving internal control over financial reporting that were considered material weaknesses and proceeded to discuss those.

The results of their testing disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*. The Schedule of Expenditures of Federal Awards was fairly stated, in all material respects, in relation to the basic financial statements.

They also reported one finding on their testing of the District's compliance with Minnesota laws and regulations.

Staff has addressed all items noted as out of compliance.

He stated that overall the District's financial picture is very good with the general fund showing an increase due to operating efficiencies and living within the budget. Other funds are stable. Cash flow looks good with the District having gained \$80 million with the tax shift and with expectations of no borrowing in May of 2013.

RECOMMENDED MOTION: That the Board of Education accept the 2012 Audit Report as presented.

The motion was approved with the following roll call vote:

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

Staff then presented the Second Budget Revision for 2012-13. The adjustments for this revision affect only the general fund (a re-appropriation of funds), the general fund fully financed and the community service fund fully financed.

The adopted revenue budget (all funds) was \$646,870,535. With the adjustments of \$18,345,337, the revised revenue budget is \$665,215,872. The expenditures budget was originally \$655,776,385. With revisions of \$37,891,015 (including the re-appropriation figure) the expenditures budget stands at \$693,667,400.

RECOMMENDED MOTION: That the Board of Education accept the second budget revision for 2012-13 as presented.

The motion was approved with the following roll call vote:

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

Administration then provided an overview of **Common Core Implementation**. The presentation highlighted efforts to support implementation, instruction and assessment of Minnesota Common Core English Language Arts (ELA) standards. Minnesota is a pioneer in this area. The Common Core Standards are fewer, clearer and much more stringent. Work in this area has been made possible through a Gates Foundation grant. The presentation covered

- A gap analysis, curriculum development and field-testing.
- Current curriculum, instruction and common assessments.
- Professional development
- MCA-III preparation and
- Community outreach.

RECOMMENDED MOTION: That the Board of Education accept the Common Core Implementation report with thanks.

The motion was approved with the following roll call vote:

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

The Assistant Superintendent for Academic & Technology Innovation offered a review of the timeline on the SPPS Personalized Learning Through Technology effort. This will be covered later under the Superintendent's Report.

A policy revision was next on the agenda for **Policy 533.00 Wellness**. Staff reviewed the reasons for the policy changes and provided their recommendations.

RECOMMENDED MOTION: That Board of Education move Policy 533.00 – Wellness forward to the January 22 Board meeting for its first reading.

The motion was approved with the following roll call vote:

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

The Board confirmed its representation on **Outside Committees & District Councils**.

The Board rescheduled its April Board Meeting with the following

RECOMMENDED MOTION: That the Board of Education reschedule the April 16, 2013 Board meeting to Tuesday, April 23, 2013.

The motion was approved with the following roll call vote:

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

MOTION: **Ms. Street-Stewart moved the Board accept the Minutes of the January 15, 2013 Committee of the Board Meeting as presented. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS

BF 29272 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. Josh Hirman, an English teacher at Central High School, received a High School Teacher of Excellence Award from the National Council of Teachers of English (NCTE). Harman was the sole recipient from Minnesota for the 2012 honors.
2. The Saint Paul Public School district received recognition for their work with the Karen community. Saint Paul Public Schools was one of 10 local organizations honored by the Karen community at the Karen New Year held recently at Johnson Senior High School. The organizations were honored for helping Karen immigrants resettle

MOTION: **Ms. Carroll moved the Board of Education recognize the staff acknowledged above for their contributions and outstanding work. The motion was seconded by Ms. Seeba.**

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

- Jaime Santiago – Capital improvement monies related to American Indian Magnet school signage
- Leslie Radloff – Hopes for Media Specialists in the schools
- Tim Finnegan – Harassment and retaliation re complaints to OSHA and MN EPA
- Kevin – School use of technology, school sign at Farnsworth, open meeting issues
- Bev Hanson – Targeting of teachers, special education services
- Dave Sylvester – Concern re: Benjamin E. Mays autism program & services
- Lori Gustafson – Concern re: Benjamin E. Mays autism program and value of program as it is
- Norma Crumble – Value of autism program at Benjamin E. Mays program
- Andre Morant – Value of autism program at Benjamin E. Mays program – Inclusion, culture of program and acceptance of differences

- Michelle Sylvester – Outlined children with disabilities program requirements for children with disabilities – Value of Benjamin May program
- Kristen Morant – Retain Benjamin Mays autism program
- Tira Buggs – Concern for future autistic children who might not have Benjamin Mays program
- Brian Smith – Value of Benjamin May autism program
- Lavra Capistrant – Value of Benjamin Mays' autism program
- Anne Conklin – Introduced the organization “GRASP” – Gifted Resource Alliance of St. Paul
- Bob Zick – Technology platform and fiscal responsibility

Superintendent Silva assured parents the autism program would remain at Benjamin Mays.

VIII. SUPERINTENDENT'S REPORT

A. School Choice Reminder

Chief of Engagement Officer stated the school choice season had officially opened with the Parent Information Fair. Advertising efforts have been increased in order to draw attention to SPPS and its enrollment campaign. One Thing I Love posters have been placed on city buses and on billboards around the community. This should bring about several million “views” of the SPPS ads. Ads have also been placed in community newspapers and a first-time effort utilizing Google ads has been implemented. It is estimated the Google ads will result in approximately 2 million “views” of the SPPS ads during school choice season.

For the first time, the School Choice Fair was organized by areas. Approximately 3,300 people attended. Targeted recruitment efforts were utilized in various locations across the city to encourage families to attend the fair. In many cases, transportation was provided from various sites in conjunction with this effort.

A survey of opinion was done with participants at the School Choice Fair; 95% felt they would use the information obtained during the fair and that it would be helpful to them in making their school decisions. There was a mix of how participants found out about the fair, one-third each from mailers, advertising and billboards, phone calls and mailers. The majority of attendees came from areas A, E and F. The comments indicated participants felt there was more diversity at this year's fair.

A new school choice website has been developed containing an on-line application for use by anyone who wishes to enroll their child. Paper copy enrollment forms are also available for those who do not have access to a computer. 2,500 applications have been received on-line to date. On-line enrollment will provide more up-to-date and accurate school choice data to the schools and administration. A “school finder” is also available on the website that shows families their school options based on a home address and contains tips to make the school selection process easier.

A new enrollment video detailing the new Community School Zones, along with the launch of the 2013-14 school choice website will help families find the right school for their students. High schools have already made the transition to the SSSC plan model; in 2013-14 elementary schools become K-5 and sixth grade moves to middle school so the videos will assist families in understanding the changes and what they need to do. The videos will be available in English, Hmong, Spanish, Somali and Karen by January 25, 2013.

The videos will be utilized at various community sites/meetings to inform families. All families have received letters if they need to move to another school and follow-up will be made by phone or in person. All families remaining in their current schools have received communication to that effect. If families have a student transitioning into or out of middle school they have received a letter to let them know where a seat has been reserved for their students at a particular pathway school.

QUESTIONS/DISCUSSION:

- How many attended the School Choice Fair last year vs. this year? Response: Attendance figures are estimates as it is difficult to do an actual count but in 2012, there were approximately 3,000 compared to 3,300 this year.
- Thanks were extended for the work done in getting more attendance and diversity at the event.
- How do you know where the bulk of attendees came from? Response: If a survey was completed, it contained a question asking where the individual lived.
- Were buses offered fairly equally across all six areas? Response: No, SPPS offered buses in targeted areas where SPPS wants to increase diversity in the schools. There were staff members on board all of these buses to provide direction and information if requested. The bus from Sears was still provided to make access easier for all families.
- Regarding the letters on pathways where space has been set aside, if parents choose another school is there still a spot reserved for them. Response: If families do not want to do the articulated pathways, they can file an application for the schools of their choice and they then become part of the lottery choice system for another school. If they do not get into the school of their choice, they still have a seat at the pathway school.
- How did people hear about the fair? Response: One-third from calls, one-third from billboards and ads and one-third from direct invitations/mailers. Invitations to the School Choice Fair were also delivered to over 100 community retail stores so the information was also available throughout the community.
- For those who do not have internet, what do they do? Response: They can, as in the past, fill out a paper application. Schools have been encouraged to make their media centers available for applications. City libraries are providing access for enrollment and the Placement Center has provided several computers in their lobby for making application.
- What about first-time Pre-K parents, how were they targeted to go to the fair? Response: The Pre-K screening list was utilized and work was done through Community Ed, Early Family Education, ads in Community Ed Bulletins and with Head Start.
- What is the on-time enrollment deadline? Response: 11:59 p.m., February 15, 2013.

B. SPPS Personalized Learning Through Technology (PPLT)

The Assistant Superintendent for Academic and Technology Innovation provided an overview of some of the on-going efforts in digital literacy projects. A viewing of 4th Grade podcasts demonstrated technology and academics coming together toward literacy standards. A video of students commenting on developing the podcasts was also presented.

The integrated technology plan will be executed over eight years in overlapping phases

- Phase I: Development will involve assessment of schools for readiness & development of a launch plan; installation of necessary infrastructure and development of curriculum and collection of lesson objects.
- Phase II. Implementation will see the training of teachers, families and partners; launching at the schools; provision of instructional and technical supports and increased access to the community.
- Phase III. Sustainability will involve the refreshment of hardware as necessary and ensuring continuous curriculum development efforts.
- Phase IV. Evaluation will see on-going evaluation and improvements to the system.

Investment over the eight-year period will break out approximately as 37% to technology/hardware infrastructure/systems; 5% leadership support; 17% curriculum/lesson development, 6% teacher training/support and 35% school support. Investment estimates for Year 1 should be 46% technology/hardware/infrastructure/systems; 24% school support, 7% teacher training/support; 17% curriculum/lesson development and 6% leadership support.

Technology/Hardware/Infrastructure will include such things as:

- Increased internet bandwidth
- Increased network capacity and performance
- Integration of the teaching and learning platform
- Technology support and

- Replacement of below specification testing computers in labs

School Support will involve hiring Digital Media Specialists and Technology Integration Specialists.

Curriculum/Lesson Development will be addressed through review, borrowing, purchase and teacher authored curriculum/lessons.

Teacher Training and Support will begin with a survey and analysis among the teachers and professional development beginning in the summer of 2013 into SY 13-14.

Leadership Support started with filling the new position of Assistant Superintendent for Academic and Technology Innovation. A 2013 Visioning Day is being designed and members for an Advisory Committee and Action Teams are being recruited.

The timeline for the SPPS Personalized Learning Through Technology effort so far has been:

- 2010 – Technology Plan requested by Board
- 2011 – SPPS SSSC Plan approved in March. Student Learning & Engagement Through Technology Integration Plan presented to Board in November with the goal of increasing student access and participation toward equity
- 2012
 - o January - Beginning of conversation about personalized learning with January 25 Visioning Day
 - o January - Positions for District Academic Innovation & Technology Integration Specialists created.
 - o February - Request for Proposal issued with Integrated Platform Requirements – three options considered: open source solution, off-the-shelf commercial solution and a customized solution.
 - o March – RFP Committee convened
 - o April – RFP Committee reviews top three vendors, confirms final two vendors for deeper review
 - o May – Full day participatory, hands-on, live demonstrations from final two vendors involving students, teachers, building administrators, district personnel
 - o July – Board approves Referendum Request
 - o November – General Election and voter approval of SPPS Referendum Request with levy increase
 - o December – Community Advisory Committee and Action Team applications posted; position of Assistant Superintendent for Academic Innovation & Technology Integration approved; Positions posted for District Digital Media Specialists & District Academic Innovation & Technology Integration Specialists.
- 2013 – Personalized Learning Through Technology Integration Update provided to Committee of the Board – January 15

The PLTT begins with development of Integrated Platform and moves to 1) Technology – open systems, support, devices, infrastructure, data and 2) Teaching Learning – aligned learning, standards, professional development, extended learning environments and digital literacy all aimed toward access and participation for students, families and staff.

The Integrated Platform will help remedy/integrate the multiple programs/systems currently in use in SPPS. The platform requirements include:

- A Learning Management System
- Collaboration tools
- Curriculum repository and mapping system
- Assessment management systems
- Formative/summative assessment data dashboards
- Integrated content at the course-level from various sources
- Integration with existing and future SPPS enterprise systems and
- Parent and partner portals.

It will allow students to:

- Facilitate opportunities for new and blended learning environments
- Access class materials and supplemental resources
- Connect with peers and collaborative groups
- Quickly review their individual progress
- Participate in extra-curricular student groups and
- Organize their academic life and individualize a path for postsecondary education.

It will provide families with:

- Continuous progress monitoring and help with homework
- Access to class materials and supplemental resources to support their child
- Connect with teachers, administrators and school resources
- Find information about community resources
- Actively participate in their child's success and love of learning.

For the community it will:

- Provide out-of-school time support for students, with access to class materials and supplemental resources
- Connect the community with families to offer community resources in a secure environment and
- Allow collaboration with teachers and staff to extend partner resources to benefit students.

Teachers will have:

- Access to high quality curriculum content that matches their students' needs and styles
- Connection with individual students enabling them to reach them at their level
- A means to quickly review student progress
- The ability to monitor student collaborative groups
- Connection with peers and Professional Learning Communities (PLCs) and
- A reduction in effort and time needed to research lessons, connect with families and share information with peers.

Next steps will involve providing opportunities for community, families and staff to view the Teaching and Learning Platform (January 25 & 26, February dates to be announced) and gathering input to shape the development process through the work of four Action Teams.

QUESTIONS/DISCUSSION:

- What are the dates for the community to see a demonstration of this? Response: January 25 and 26, additional dates are being look at for February. Other demos will be available at other times as well.
- When are Action Team applications due? Response: February 1.
- How quickly will SPPS be able to do this in multiple languages? Response: SPPS has the capacity through devices and staff already so participants will be able to do this in their first language.
- What is the dimensionality of equity and how will it be measured over time? Response: SPPS has completed a needs assessment on technology and will begin to take action on that to bring more equity between the technology rich schools and others. SPPS will tap into teachers' and care professionals' expertise to obtain an idea of what their needs are. SPPS will be able to compile information on where the most urgent needs are. Residencies will be provided for the neediest groups.
- Will there eventually be an upgrade in access at the Admin building so staff there can tap into what is happening in the schools? Response: Yes, absolutely. An assessment has been done for Admin, Gordon Parks and other non-school areas.
- The technology assessments, what did they show? In general are the below specifications in older schools or across the board? Response: In general computers that are below spec are 300 Apples and approximately 500 PCs. All computers

inventoried below spec (provided by testing hardware) will be upgraded if that is possible. Those that are not salvageable will be replaced in a scheduled manner.

Thanks were extended for the very complete update on the status of this effort.

C. Human Resource Transactions

MOTION: Ms. Carroll moved the Board approve the HR Transactions for the period November 30, 2012 through January 3, 2013. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved the Board approve all Consent Agenda Items as presented with the exception of Item D1 – Permission for Institutions of Higher Education to Participate in Co-Teaching Experiences at SPPS and Item F4 – Request for Proposal No. A152353-K: Web-Based Teaching and Learning Platform that were pulled for separate consideration. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29273 Gift Acceptance from Allina Health

That the Board of Education authorize the Superintendent (designee) to allow Student Health and Wellness to accept a monetary gift from Allina Health to be used as designated. The total gift of \$20,000 will be deposited into Misc. Donations - Student Health and Wellness, 29-005-720-000-5096-4302.

BF 29274 Donation of Open Jet Wind Tunnel - Johnson Sr. High

That the Board of Education authorize the Superintendent (designee) to sign and seal the Bill of Sale for the Open Jet Wind Tunnel with Aero Systems Engineering, Inc. and that the Superintendent shall send a letter to Aero Space Engineering, Inc. for the gift of the Wind Tunnel for Johnson High School.

B. Grants

BF 29275 Ecolab Foundation Grant to Humboldt High School

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

BF 29276 Request for Permission to Submit a Grant Application to the F.R. Bigelow Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the F.R. Bigelow Foundation for funds to ease the middle school transition for all students in SPPS through an intensive multi-day effort; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29277 Request for Permission to Submit a Grant Application to Fuel Up to Play 60 for Six Schools

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Fuel Up to Play 60 to fund nutrition and physical activity programming at Battle Creek Middle School, Benjamin E. Mays IB World School, Crossroads Montessori, Frost Lake Elementary, Jackson Elementary and/or Randolph Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29278 Request for Permission to Submit Grant Applications to KaBoom for Three Schools

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the KaBoom organization to fund the designing and building of a new playground at Bridge View, Saint Paul Music Academy, and/or The Heights; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29279 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

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

BF 29280 Grant Acceptance from the Minnesota State High School League (MSHSL) Foundation - Central

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary grant from the Minnesota State High School League Foundation to be used as designated. The total gift of \$5,911.00 will be deposited into the Central High School Intra-school Account 19-210-000-000-5096-0000.

BF 29281 Minnesota State High School League (MSHSL) Foundation Grant - Humboldt

That the Board of Education authorize the Superintendent (designee) to accept the awarded grant.

BF 29282 Request for Permission to Submit a Grant Application to The Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Saint Paul Foundation for funds to ease the middle school transition for all students in SPPS through an intensive multi-day effort; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29283 Request for Permission to Accept a Target Field Trip Grant for Adams Spanish Immersion

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

BF 29284 Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way (Genesys Works)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to support work being done through Genesys Works to identify juniors that may benefit from its professional job training and corporate internship program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29285 Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way (LDA)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to allow 180 elementary students to receive additional instruction in reading during guided reading group time within Reader's Workshop; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29286 Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way (PAT)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to provide an evidence-based home visiting model to low-income and immigrant families with preschool-aged children and their younger siblings; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29287 Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way (Promise Neighborhood)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to allow 288 African American students and Hmong students in the Saint Paul Promise Neighborhoods to participate in targeted culturally-responsive and culturally-specific programs to increase positive relationships between parents and children, increase school readiness, ensure readers who are motivated to read and achieve and improve academic performance; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29288 Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way (Tutoring Partnership)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Greater Twin Cities United Way for funds to support the Tutoring Partnership for Academic Excellence; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29289 Contract for Consulting Services fro Oracle Business Intelligence Enterprise Edition (OBIEE) Software

That the Board of Education authorize the administration to extend the contract with Aptude, Inc for Oracle OBIEE Dashboard Development consulting for a total not to exceed \$150,000.00 and extend the dates of service to 6/30/13.

BF 29290 Approval of Extension of Pacific Educational Group's Existing Contract
That the Board of Education approves the increase in the contract amount with Pacific Educational Group. The additional cost for services will be paid from budget codes #29-005-216-401-6303/6304-2643 and 01-005-420-000-6305-0000.

D. Agreements - Item pulled for separate consideration

E. Administrative Items

BF 29291. Establishment of the Unclassified Position of Security and Emergency Management Assistant Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Security and Emergency Management Assistant Manger job classification effective January 22, 2013; that the Board of Education declare the position of Security and Emergency Management Assistant Manager as unclassified; and that the pay rate be Grade 13 of the 2012 - 2013 Saint Paul Supervisors' Organization standard ranges.

BF 29292 Establishment of the Classified Position of Security and Emergency Management Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Security and Emergency Management Coordinator job classification effective January 22, 2013; that the Board of Education declare the position of Security and Emergency Management Coordinator as classified; and that the pay rate be Grade 30 of the 2012 - 2014 AFSCME standard ranges.

BF 29293 Establishment of the Classified Position of Security and Emergency Management Department Assistant for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Security and Emergency Management Department Assistant job classification effective January 22, 2013; that the Board of Education declare the position of Security and Emergency Management Department Assistant as classified; and that the pay rate be Grade 9 of the 2012 - 2013 Professional Employees Association standard ranges.

BF 29294 Establishment of the Classified Position of Security and Emergency Management Lead Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Security and Emergency Management Lead Coordinator job classification effective January 22, 2013; that the Board of Education declare the position of Security and Emergency Management Lead Coordinator as classified; and that the pay rate be Grade 33 of the AFSCME 2012 - 2014 standard ranges.

BF 29295 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 January 31, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29270 Renewal of General Liability Insurance Coverage

The Board of Education approve the contract for general liability insurance coverage for the period February 1, 2013 – January 31, 2014 with Riverport Insurance Company, administered through Berkley Risk Administrators Co., LLC at the proposed annual premium of \$598,874.

BF 29296 Monthly Operating Authority

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

General Account	#513320-514489	\$66,515,362.94
	#3017166-3017235	
Debt Service	-0-	-0-
Construction	-0-	<u>\$ 1,054,548.07</u>
		\$67,569,911.01

Included in the above disbursements are payrolls in the amount of \$50,858,702.44 and overtime of \$190,326.70 or 0.37% of payroll.

Collateral	None
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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 April 17, 2013.

BF 19297 Approval of Pay Equity Implementation Report

That the Board of Education of Independent School District No. 625 approve the Pay Equity Implementation Report to be submitted to the Minnesota Department of Employee Relations.

BF 29271

Renewal of Property Insurance Coverage

The Board of Education approve the contract for general liability property insurance coverage for the period February 1, 2013 – January 31, 2014 with Affiliated FM, administered through Berkley Risk Administrators Co., LLC at the proposed premium of \$527,973.

F. Bids**BF 29298**

Bid No. A155349-K Interior Renovation for the L'Etoile du Nord French Immersion Program at the Ames School Building, 1760 Ames Place

That the Board of Education authorize award of Bid No. A155349-K for construction of interior renovation at the Ames School building to Construction Results Corporation for the lump sum base bid and alternate no. 1 of \$1,142,900.00.

BF 29299

Bid A155655-K Replacement of Existing Elevator, Installation of New Elevator and Ceiling Tile Replacement at Central High School, 275 N. Lexington Parkway

That the Board of Education authorize award of Bid No. A155655-K for construction of replacement of existing elevator, installation of new elevator and ceiling tile replacement at Central Senior High School to RAK Construction, Inc. for the lump sum base bid plus alternate no. 1 of \$1,017,283.12.

BF 29300

Bid A155656-K Renovations at Roosevelt School Building, 160 East Isabel Street

That the Board of Education consider and authorize award of Bid No. A155656-K for construction of renovations at the Roosevelt school building, 160 E. Isabel Street, to the lowest responsible bidder, George F. Cook Construction Co. for the lump sum base bid plus alternates #4 & #5 of \$5,055,000.00.

CONSENT AGENDA PULLED FOR SEPARATE CONSIDERATION:**BF 29301**

Permission for Institutions of Higher Education to Participate in Co-Teaching Experiences at SPPS.

Mr. Hardy indicated he had pulled this to obtain information on how well this effort was doing in recruiting candidates of color.

Staff indicated this work was funded through a Bush Grant to help SPPS meet the needs of its students and future teachers. This is the third year of full implementation. The program involves a co-teaching model for student teachers collaborating for pre-service training and the use of defined criteria for identifying future teachers.

Seven of the participating institutions have specific plans in their action plans for recruiting candidates of color with set target numbers and percentages. Six institutions have met their established goal of 360 candidates of color and by 2018 they want to double that number. They are working with SPPS on how to actively recruit candidates, are developing a feedback system to learn about candidates' experiences in co-teaching and what the candidates experience was from their mentors so SPPS can retain and hire the best candidates.

It was noted, in talking with Teach for America participants, one challenge Minnesota faces is not having an established community of support within state. Does this partnership focus on students here in the state or outside of the state? Response: Participating institutions are recruiting from within and outside as well. Once a candidate is here as part of a year-long residency they have someone working with them in the district to support their residency. Co-teaching/training supports a strong relationship between the co-teacher and candidate to ensure success and hopefully a desire to remain in the area.

MOTION: Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreements with the Institutions of Higher Education. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

BF 29302

Request for Proposal No. A152353-K: Web-Based Teaching & Learning Platform

The Chair indicated questions could be posed on this subject and then the item would move to a vote.

QUESTIONS/DISCUSSION:

- Mr. Brodrick stated he would vote no for the reasons stated during the COB meeting.
- Clarification was sought as to whether the top two bid amounts were an “apple to apple” comparison or if one vendor offered more of a package than the other? Response: The bids were not “apples to apples.” What was provided in the RFP were a series of specifications of what the District had determined its needs were as to capabilities. The respondents provided written proposals around the specifications. It is not uncommon for proposals to omit things or not provide direct responses to all specifications but only to address those that their product might best serve. The assessment process was critical in evaluating the differences and nuances among the various bids, particularly the final two. The final two were invited to provide day-long demonstrations of their product and to address any questions/concerns addressed to them. Then, based on those presentations, further evaluation occurred. In the demonstrations, specifications may or may not be addressed/included so it can be difficult to discern what the exact capabilities of a product/program are. The differences in the numbers can be attributed to these ambiguities and to the scale a particular company can get due to its size, etc. Many factors were assessed and compared during the evaluations. In this case, the specs were not equally met and the recommended platform provides a process that includes hours of training and consultation.
- Administration was asked to be sure teachers have the time and opportunity to train on the platform once it is established.
- The Chair stated the district has done a complete and thorough review of all proposals and that she would vote yes on this proposal. She noted she was please that in the implementation efforts and in the development phase, there will be opportunities for people to touch and feel the platform as proposed so parents, staff and board members can see its potentials.
- It was noted that during a recent event a speaker indicated that, in a survey of what students need to be completely successful in college, access to a platform showing their work and through which they can connect to instructors is critical. The students were requesting that colleges and universities advance this access at a faster pace. It was stated that because of this information, the potential capabilities of the proposed platform, the concurrence of St. Paul voters and the SPPS strategic plan, now is the right time to do this.
- On the usability issue, how will it benefit students and how will this be monitored and feedback provided to the Board? Response: Students benefit from the use of multiple devices. The “Dashboard” on the platform will provide a place for feedback from students, teachers and parents on development and use of the platform. Administration will see that the Board is kept up-to-date.
- Excitement was expressed about finally moving toward the equity of access piece with a truly robust sharing of what teachers and staff are already doing. It is great for adults

and youth to be able to make these many connections so everyone has equity of access and moves toward addressing the gaps.

- Opposition was again expressed along with a need for assurance the players and stakeholders are all on board. Concern was expressed that SPPS is moving too fast into this transformation.
- What is the timetable after approval of the proposal for development of the platform and the assessment of the hardware and systems of support? How will it be integrated into the next 12 months? When will specific feedback be available? Response: The next year will involve simultaneous efforts in several areas. One piece with great merit is the rich potential for a curriculum repository and for internal curriculum design. This will go on with input from the Action Teams. There are many places where the work can start, bandwidth, infrastructures that will not interrupt process plus hardware that will improve the instructional environment. The process will be ongoing and simultaneous; Dell is heavy on ability repository and peer-to-peer sharing.

MOTION: Ms. Carroll moved the Board of Education authorize award of RFP No. A152353-K for development, implementation and hosting of a web-based teaching and learning platform to Dell, Inc., at an estimated cost not to exceed \$4,294,987 over the five-year duration of the project.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS -- None

XI. NEW BUSINESS

A. First Reading: Policy 533.00 Wellness

The Chair announced the first reading of the Wellness policy and noted revisions could be made at either the second or the final reading of the policy.

B. Project Labor Agreements

1. PLA for Boiler Replacement at Humboldt Secondary School, 30 East Baker Street
BF 29303 PLA for Interior Renovation and Construction at Johnson Senior High School, 1349 Arcade Street
3. Fire Alarm System Replacement (Bid Package A) at Eastern Heights Elementary School (2001 Margaret Street), The Heights Community School (1863 E. Clear Avenue), Adams Elementary (615 S. Chatsworth) and the District Service Facility (1930 Como Avenue).
4. Fire Alarm System Replacement (Bid Package B) at American Indian Magnet School (1075 E. Third Street), Highwood Hills Elementary (2188 Londin Lane), Rondo Education Center (560 Concordia Avenue) and Saint Paul Music Academy (27 E. Geranium Avenue)
5. Fire Alarm System Replacement (Bid Package C) at Cherokee Heights Elementary (694 Charlton Street, Como Park Elementary (780 W. Wheelock Parkway), Four Seasons A+ Elementary (318 Moore Street), Farnsworth Aerospace (1290 Arcade Street) and Hancock/Hamline University Collaborative (1599 Englewood Avenue).

MOTION: Ms. Street-Stewart moved the Board accept all of Administration's recommendation regarding utilization of PLAs with a PLA utilized on the Interior Renovation and Construction at Johnson Senior High School. No PLAs will be used on the Boiler Replacement at Humboldt Secondary School or on the various fire alarm system replacements (Packages A, B and C) as listed. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Hardy requested a future presentation from Translation & Interpretation Services – what is involved, processes, etc.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- February 19
- 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)

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

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

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

The meeting adjourned at 9:44 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
February 5, 2013**

PRESENT:

Board: Mary Doran, Jean O'Connell, John Brodrick, Anne Carroll, Elona Street-Stewart, Louise Seeba, Keith Hardy (arrived 4:46 p.m.)

Staff: Superintendent Silva, Marie Schrul, Michael Baumann, Julie Schultz-Brown, Michelle Walker, Jackie Turner, Kathy Brown, Andrew Collins, Michelle Bierman, Kate Wilcox-Harris, Mary Gilbert, Jeff Lalla, Marsha Baisch, Deborah Shipp, Be Vang, LaNisha Paddock, Kris Chlebecek, Emily Herman, Willie Jett, Christine Osorio, Joe Munnich, Sharon Freeman, Ivan Nelson, Tim Caskey, Jackie Allen

Other: Merle Waters, Mila Koumpalova, Tony Lonetree, Alicia Zetah, Felicia Widi, Angie Thornhill, Nicole Martin Rogers

Daniel Getahun, International Visitor Leadership Program, Tayier Yilihamujiang and Yipin Dong, visitors from China.

I. CALL TO ORDER

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

II. AGENDA

A. OPEB Trust (Wells Fargo) Report

The Senior Vice President from Wells Fargo presented a quick overview of the status of the SPPS OPEB Trust. He stated that as of January 31, 2013 allocation of the portfolio was at 13% alternative investments, 36% equity, 50% fixed income and 2% cash. He indicated the slight discrepancy from the target allocation designated for the account was due to the receipt of an additional \$1 million input in January. Some of this amount was immediately invested into equity and the remainder will be invested into equity over the next 30-60 days.

He reviewed the Executive Summary, the current fund balance and noted the chart showing specific portfolio performance.

QUESTIONS/DISCUSSION:

- Appreciation was expressed on last year's return and clarification on the State statute the trust was constituted under.
- Administration was asked to provide, at a future COB meeting, its plans for further investment in the OPEB trust and what plans are for the \$25.4 million being held within the committed fund balance for Retiree Health Insurance.

MOTION: Ms Carroll moved the Committee of the Board recommend the Board of Education accept the report on the OPEB Trust. Ms. Street-Stewart seconded the motion.

The motion passed.

B. 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 that contribute to what students learn at school. 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 [6], other district leaders [27] and central administrators [73]) and Site Leadership consisting of Principals (55 – 43 tenured/12 non-tenured) and Assistant Principals (39 – 30 tenured/9 non-tenured). 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 as a tool 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, instructional and 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:
 - 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. 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 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 create 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 mentors and two mentees 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, completion of a full evaluation cycle, increasing capacity for implementing district initiatives, provides for on-going review of leadership development activities and refining of the work and identifying and measuring VisionCard levels for central administrators. Additional priorities 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:

- How are mentors chosen? Response: The work was collaboration between the Office of Leadership Development and the Assistant Superintendents.
- Is there an evaluation during the process? Response: The Talent Management Grid (a modification of how Target does talent management) is utilized. Leaders look at candidates in a matrix of four quadrants laying out what their leadership talents are and working on strategies to move them to higher levels over time. This is just one tool used for assessment and how to deal with enhancing a leaders strengths and modifying weaknesses.
- The tenured principals, what is the basis for the data? Response: The principal evaluations of 2011-12 done by the Assistant Superintendents. As noted in the presentation goals are set, informal observations are done, check ins are provided and in spring a self-evaluation is done along with the Assistant Superintendent's final evaluation.
- What is formally in place in the mentoring area to help administrators of color to gain skill sets and a comfort level sufficient to stay in the district and are any of these formal connections available to transfer to retaining teachers of color? Response: Several things are provided in support for administrators: check-ins by Assistant Superintendents, constant attention to how leaders are doing and support is provided in order to ensure they succeed. There is also intentional professional development at Principal, AP and Admin Intern meetings as well as the training received through PEG equity training.
- It was noted some key issues for principals of color being in charge is how their staff perceives/receives them. The district-wide equity training is helping to create a different culture valuing diversity in the schools. There will be conversations about race because of this effort leading to culture change. The comment was made that the same issues impact administrators as impact kids of color. It is acknowledged this exists and administrators of color have issues that are unique. SPPS, through the equity training, is creating awareness and providing intentional support to its administrators of color.
- The Board indicated it would like to see the transition points and the differences in evaluation tools as the District transforms to be more multicultural. They also indicated they would like to hear how spheres of influence reach beyond the district into higher Ed relative to changing culture. That is an area that still needs to be addressed.
- Is SPPS having these conversations with partners in the institutions providing teacher candidates? Response: Yes.
- The instructional pipeline, what is being done or will be done to grow and support developing teachers in a similar manner? Response: It takes more than a principal to lead and move a building. It is critical to have strong effective leadership teams to take sites to a higher level and identify leaders in various areas to step to the front and lead

schools to higher levels, strategies and priorities. SPPS is working with principals on how to build strong leadership teams.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the report on the Leadership VisionCard. Ms Carroll seconded the motion.

The motion passed.

C. Legislative Update

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

In discussing the Governor's budget, she indicated many SPPS legislative agenda items had been included, such things as:

1. All-Day Kindergarten
2. Pre-K legislation and child care issues
3. Simplified formula
4. Increase in Special Ed disparity
5. Integration aid
6. Continuation of integration levy
7. ELL funding
8. More options for retention of teachers
9. Compulsory attendance
10. Reinstating growth factor for ABE
11. Mental health funding
12. Bonding reauthorization
13. Assessments

She also reviewed several bills of interest that had been introduced. These included such things as creating additional funding sources for students in approved recovery programs; repealing the requirements that licensed K-12 teachers pass a basic skills examination in reading, writing and mathematics as a condition of receiving a teaching license; a bill creating choice scholarships; a bill providing for computer-based adaptive assessments, etc.

QUESTIONS/DISCUSSION:

- Services for mental health, is there any movement on counselors? Response: Actually, this area requires more than counselors so any increase to the Safe School Levy needs to include nurses, counselors, etc.
- Are there initiatives at risk? Response: Probably the compulsory attendance is at the greatest risk as it may receive a fiscal note because of truancy issues, etc.
- New money vs. payback of borrowing – where is that at? Response: This has gotten to be a political question being used as a wedge. The initial payback is a good first step and it should continue if there are continued positive forecasts. Most districts, however, would like to have new revenue as opposed to payback.
- When is the meeting with the Delegation? Response: 1 p.m. Room 5, State Office Building on February 8.

D. Quarterly Financial Report

The General Fund is projected to have a revenue increase of \$1.8 million. Expenditures will decrease by \$12.2 million. Projected UFARS General Fund expenditures for the year are \$547.8 million. The unassigned fund balance is estimated to be \$51.6 million in the General Fund. This represents 9.4% of current year expenditures and is above minimum current Board policy of 5%. The projection does not assume any use of any fund balance in FY 14.

In the Fully Financed General Fund-Revenue, Federal revenue will be under budget by \$10.3 million due to expenditure lower than budgeted for the following programs:

- Title I - \$8 million
- Special Ed -\$8 million

- Title II & III - \$1.3 million
- Elementary School counseling & Turnaround St. Paul by \$.2 million.

State revenues will be under budget by \$.8 million due to lower expenditures than budgeted for those programs needing local support and the Cy Pres program. Tuition and private grants will be under budget by \$.3 million due to expenditures lower than budgeted for the following programs: 3M grants by \$.2 million and St. Paul Foundation grants by \$.1 million. In expenditures, salary and fringe benefits will be under current budget by about \$5.7 million. Supplies and equipment will be under current budget by \$4.2 million and contracted services will be under current budget by \$1.5 million. The reasons are as outlined in revenue. The fund balance will remain at \$.2 million.

In the Food Service Fund most of the additional revenue is from federal Healthy Hunger Free Kids Act (HHFK) served as a result of meeting new guidelines effective in the Fall of 2012 and an increase in meal counts. Increases in expenditures are due to higher consumption of fruits and vegetables as required by HHFK in the new USDA Meal Pattern Regulations and increases in food costs. The fund balance will be reduced by \$100,000 due to the changes above.

For the Community Service Fund revenues are projected to remain level, however, Federal and State revenues will be under budget by \$.1 million due to lower than projected prior year contact hours. Tuition and fees revenue will be over budget by \$.1 million due to increased enrollment in Community Programs and Discovery Club. Expenditures are projected to be over budget by \$.1 million due to a projected increase in non-salary expenses and a projected reduction in salary and fringe benefits. The fund balance will be \$2.5 million (nonspendable \$100,000; restricted for retiree health insurance \$300,000; reserved for Community Education \$900,000; reserved for Early Childhood Family Education \$400,000; Reserved for School Readiness \$200,000 and reserved for Adult Basic Education \$600,000).

The Fully Financed Community Service Fund shows Federal revenues under budget by \$.4 million due to lower than budgeted expenditures in the 21st Century CLC grants. State revenues will be under budget by \$.3 million due to lower than budgeted expenditures for nonpublic counseling services and textbook aid. Ramsey County revenues will be under budget by \$.3 million due to lower than budgeted expenditures in the Day Care budget. Expenditures show salary and fringe benefits will be under current budget by \$.1 million. Supplies and equipment will be under current budget by \$.6 million and contracted services will be under current budget by \$.3 million. Reasons are as outlined in revenues. The Fund Balance was at \$.3 million prior to this fiscal year and there should be no change. Fund balance is due to funds collected for the day cares and ABE learner activities. SPPS is paid a set rate for day care expenses even if the program does not cost it as much to administer.

The Building Construction Fund shows not increase in revenue. Expenditures show a projected decrease that results from the project approval process. Fund balance will be reduced by \$900,000 (a reduction of \$1 million in the restricted/reserved for Alternative Bonds and a \$100,000 increase in restricted.)

The Debt Service Fund will remain as budgeted with a fund balance of \$49,6 million.

QUESTIONS/DISCUSSION:

- The ALC's having extra funds available due to transportation. Does SPPS need to provide more or better transportation services to kids? Response: Currently there is after school programming every other day. SPPS and partners are evaluating the possibility of creating hubs so that kids can go to their area hubs after school and then be driven back to their homes. This would make for more regular and efficient transportation and also make it easier to budget for it.
- The Debt Service Fund, there is currently a fund balance of one year's worth of expenses – can the Debt Service Levy be reduced at some point? Response: The State does a reduction for fund balance. SPPS can reduce issuing bonds whenever it wants to. The Debt Service Fund pays only the principal and interest on district debt. SPPS has to be careful of the value of its alternative and construction bonds as it moves forward, it must

be able to fund its strategic plans. This could be looked at as long as conditions are not set whereby there is not enough there to meet obligations. It is all a matter of timing of with these funds.

- It looks like there are reduced revenues due to reduced ABE applications but there is also a situation where SPPS cannot meet ABE demands, why is this? Response: ABE funding is always one year behind due to State reporting, prorating, etc. What is being seen here has already happened and is not a reflection of the current situation.
- For the Food Service Fund are the HHFK expenditures an unfunded mandate? Response: No, there are other expenses involved in the food program beyond the HHFK. The HHFK is funded for what is mandated.

MOTION: Mr. Hardy moved the Committee of the Board recommend the Board of Education accept the Quarterly Financial Report. Ms. Carroll seconded the motion.

The motion passed.

E. Administrative Response to the American Indian Resolution of Concurrence

The Executive Director of PreK-12 CIPD stated the purpose of her presentation was to inform the Board of the administrative response to the American Indian Parent Committee Resolution in order to improve the learning outcomes of students and to strengthen relationships with parents. The response, as well as the initial resolution, are required as part of the Minnesota American Indian Education Act of 1988 (Stat. 126.51, Subd. 1a).

Request 1: Communication: The first concern outlined in the Resolution was in the area of Communication, specifically the hiring process at AIMS and the relocation of the Indian Ed Program. Administration responded with the following commitments:

1. A cross-departmental district team will meet quarterly with the Supervisor of Indian Education.
2. Administration will ensure communication and responsibility for program support is shared across different areas of expertise.
3. Written communication will be shared reciprocally between the Parent Committee and the district team.
4. Communications/discussions will be on a quarterly basis rather than annually.

Request 2: Student Racial Identification (2a) – inaccuracies in racial identification of American Indian students (AI) resulting in potential loss of funding for which the program is eligible and inaccurate reporting of outcomes. Administration responded:

1. New Federal Guidelines now allow for identification of students as multi-racial.
2. Families who would like to change previous records can do so through the Placement Center.
3. Administration will ensure this message is communicated through school leaders and community events.

Request 3: Student Racial Identification and Indian Education Programming – correction of children's race in the system (2b) and confusion about the various programs and services available to parents/students through Indian Education and American Indian Studies (3a). In the first area administration indicated, a family may contact the Student Placement Center to make corrections to a child's ethnicity and race. For concern 3a administration, stated SPPS Indian Education collaborates with different departments and multiple community agencies. In an effort to communicate more clearly about all supports available to students, a new brochure has been created. Websites are also being updated to reflect these options.

Request 4: Indian Education Programming (3b) – the difficulty AI families and the Parent Committee are having in assessing the effectiveness of the Indian Education programs. Administration stated it is committed to working with the Indian Education Parent Committee in identifying priority evaluation questions and follow through with program guidance based on evaluation results. Shift happening moving toward assessment of success and impact of efforts on achievement, etc.

Request 5: Indian Education Programming (3c) – Indian Education staff's perception that they are not always welcome into all SPPS schools to work with AI students. Administration responded the Racial Equity Department would work with Indian Education to gain input on a systemic way to support school efforts to improve and create welcoming environments and to ensure staff are well informed about Indian Education programming at each site. This will be monitored through equity teams in buildings and the district Racial Equity Department.

Request 6: Attendance (4a) – AI students have the worst attendance rate of all ethnic groups in SPPS. Administration indicated it has developed a new wrap-around approach to attendance that includes district and community agencies, this includes a late-bus for AIM. The Educational Warriors Campaign has embedded a culturally relevant approach to school success, which includes attendance and school readiness.

Request 7: Academics (5a) – A high proportion of AI students are not meeting grade-level expectations at all grades. SPPS responded it is in its first year of Multi-Tiered Systems of Support (MTSS) implementation and are focused on using data to Differentiate Core Instruction. Leadership teams are learning to resource map schools to align to learning goals. There has been a strong beginning at the American Indian Magnet School.

Request 8: Academics (5b) – AI parents and students are often not aware of their poor academic status until it is too late to pass the class, grade or graduate. Administration responded all students, 9-12 grade, are tracked for graduation progress. Letters are sent to the student's address as listed in Campus. Administration is exploring the ability to use Connect-Ed as an additional resource as well as new communication tools for families. Developing communication tools so families can track progress of their students.

Request 9: Student Suspensions of AI Students (6) – bullying is a significant concern for AI students and in some instances is racially/culturally motivated. Administration stated SPPS is very committed to ensuring that all feel comfortable in a safe learning environment. The newly revised *Student Rights and Responsibilities Handbook* clearly defines bullying and outlines administrative guidelines. Schools are focused on using data to build proactive supports for students through PBIS. As part of the Middle School transition work, all middle school staff and students will have facilitated support in team building and community building for their school.

Request 10: Out-of-School Time Activities (7a) – AI students do not have adequate access to OST activities that support and enhance their academic success. Administration stated the District has a summer East Metro Integration District (EMID) camp called American Indian/Belwin Camp at AIM and at Belwin Lab that is open to all District and EMID students. Out-of-school time programs such as EDL offer enrichment in math and reading as well as enrichment programs. The enrichment is developed based on the school environment and interest.

Request 11: Out-of-School Time Activities (7b) – AI students do not get enough physical activity and have generally poor nutrition when compared to other groups and are at greater risk of obesity, diabetes and other health problems. SPPS Site Wellness Teams will invite AI parents or community members to participate to increase AI practices into the site action plan. Student Health and Wellness continues to seek grant funded opportunities to address chronic disease management for chronic conditions that impact learning, specifically asthma, diabetes, ADHD, hearing loss and anaphylaxis.

Request 12: Graduation (8) – AI have the lowest graduation rate of all racial/ethnic groups in SPPS. Response: SPPS is working with schools to recruit AI students for AVID classes. It is exploring funding possibilities to support culturally specific AVID classes at selected schools where enrollment warrants viability.

QUESTIONS/DISCUSSION:

- Explain further about the late bus and what it entails? Response: AIM is being used as a pilot effort which involves sending a second bus to pick up students who missed their bus. A staff person rides the bus and arranges to have a conversation with parents about

the situation and finding a resolution. The maximum number of uses allowed per family is three per year. The basic cost is gas as SPPS is using one of its own district-owned buses.

- Does SPPS anticipate this going on over time or is it only for one year? Response: SPPS is committed for only for this school year, again it is a pilot and will be assessed before further decisions are made.
- Is the American Indian Parent Committee generally satisfied with the responses? Response: Yes, particularly regarding the quarterly meetings with district leadership to work on issues together. There are more accountability pieces now in place with the quarterly meetings. There are more dialogue and communication potentials working within a partnership this time. Team building has made a great difference this year.
- Self-identifying racial groups – will students be able to apply for scholarships specific to their racial ethnic groups? Response: It is assumed so depending on the criteria established by the particular school or scholarship.
- The Parent Committee commended the district on its student nutrition efforts stating they are well beyond what is commonly seen in other districts.
- Racial identification has a great impact particularly when there is a small group within the district. The new Federal guidelines have changed that as they now affect all kids who are multi-ethnic, not just a small group.
- It was suggested that as the Quarterly meetings evolve, providing subcommittees might be considered to address issue of curriculum or other specific areas.

MOTION: Ms Carroll moved the Committee of the Board recommend the Board of Education accept the Administrative Response to the American Indian Resolution of Concurrence. Ms. Street-Stewart seconded the motion.

The motion passed.

F. Promise Neighborhood Update

The Chief Engagement Officer reminded the Board the Promise Neighborhood Partnership had not been awarded further grant funding for the project. The groups have committed to continue to offer services (family resource centers, community navigators, support services, early intervention, childcare, etc) from now through July. SPPS is working with the Children's Collaborative to extend Freedom School for the summer of 2013. Funding partners will meet later this month to explore interest in continuing support for the work. Community partners are also meeting to discuss how to move forward. Wilder has assigned staff to the support the work at this point. Anchor partners (the City, County, Hmong and MNCad) will continue at the table. SPPS has provided approximately \$1.5 million to support the work in personnel, services, etc.

QUESTIONS/DISCUSSION:

- Summer jobs – has there been a push against the big partners to work on a youth summer job program? Response: There has been no formal discussion. Some older youth are hired to assist at Freedom School. One anchor partner offers a grant from school innovation funding that could target jobs.
- When will the Board start getting updates on the impact on academic achievement at Jackson and Maxfield? Response: That would probably be when achievement reports are reported out, Jackson and Maxfield could be highlighted at that time. Wilder will be doing a broader assessment of the Promise Neighborhood effort. The timeline for that is yet to be established.
- Is there a chance to reapply for the grant funding? Response: Yes, the group could reapply – there is no indication from Wilder at this time that it will.

G. Standing Item: Referendum Implementation Update – Personalized Learning Platform

The Assistant Superintendent of Academic & Technology Innovation announced the dates/times for upcoming demos of the platform prototypes. Dates at February 15 (2 demos) and February 16 (2 demo periods).

Applications for the Action Teams now total 79. 41 females, 38 males. 36 St Paulites, 43 SPPS employees. The majority of applicants are white but there are 1 to 3 applications from Hispanic, American Indian African American, Vietnamese and Hmong ethnicities.

QUESTIONS/DISCUSSION:

- No applicant will be turned down? Response: No, though they may not get their first choice of action team. Action teams will begin in the infrastructure and engagement areas.
- What are the age ranges? Response: We did not break that out, but it can be provided.
- Was there outreach to students? Response: Yes, a little but there were no applicants. Students will be involved in other ways and perhaps on Action Teams in certain areas.

H. Standing Item: Policy Update

Staff indicated the Policy Work Group would meet to discuss further the Wellness Policy along with a quick review of policy 705.00 Investments. The Wellness Policy will proceed to its second reading at the February 19 Board meeting.

QUESTIONS/DISCUSSION:

- In the food area, does the District serve chocolate milk? Yes.

I. Work Session

1. Board Listening Sessions

Board Listening Sessions are scheduled for February 21, 2013 at Dayton's Bluff Achievement Plus Elementary, March 7, 2013 at Four Seasons A+ Elementary Cafeteria and April 11, 2013 at Jackson Preparatory Magnet Library, 437 Edmund Avenue. Board members charted who would be attending the various sessions and discussed materials they would like to have available at the sessions.

Due to a conflict with a major recognition event, the February 21 session was cancelled. New dates will be found later in April or early May.

2. Board Check-In

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.

III. ADJOURNMENT

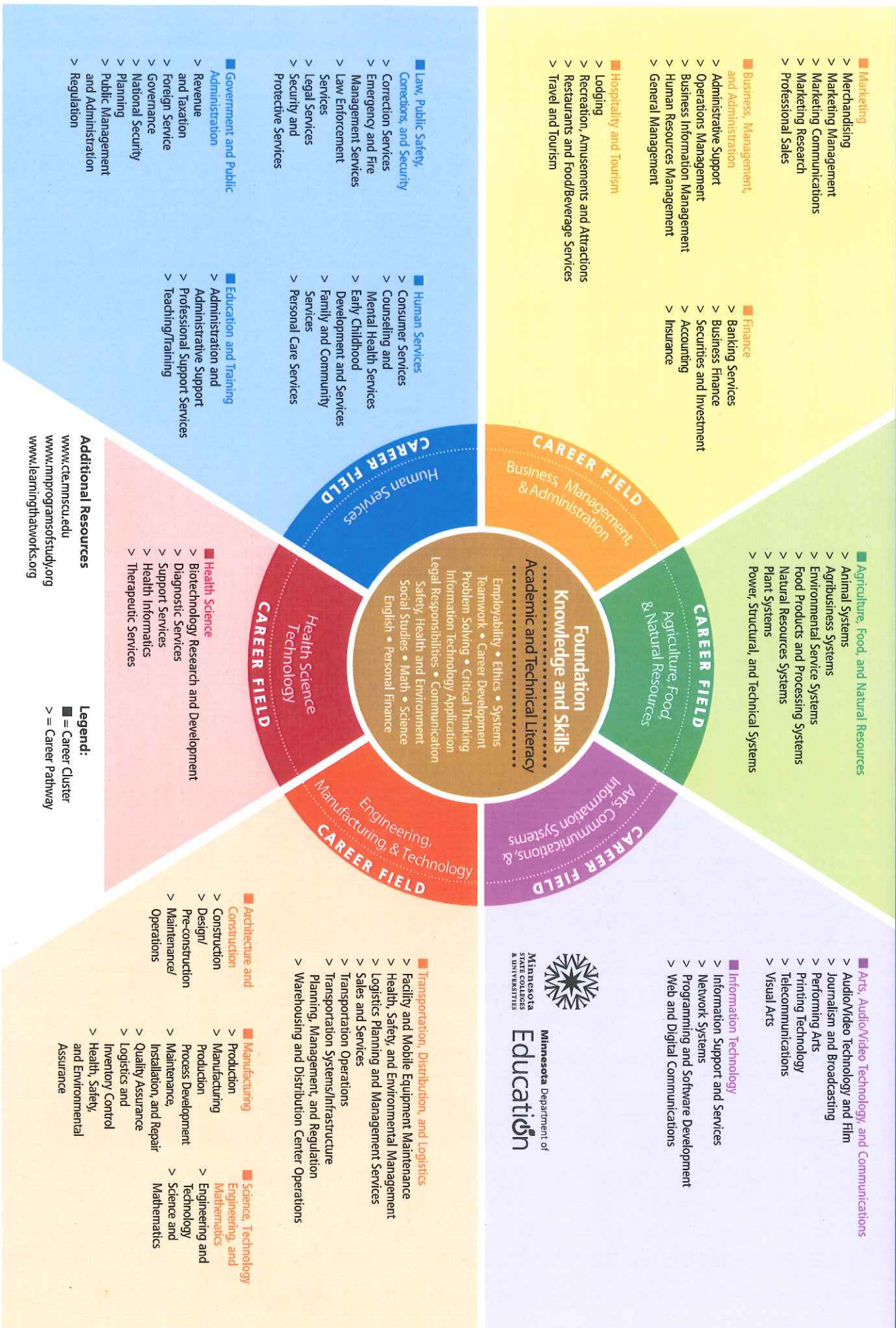
MOTION:	Mr. Brodrick moved the meeting adjourn. Ms. Seeba seconded the motion.
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The motion passed.

The meeting adjourned at 8:05 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

Minnesota Career Fields, Clusters & Pathways





SAINT PAUL PUBLIC SCHOOLS
CAREER AND TECHNICAL EDUCATION (CTE)

CTE in Saint Paul Public Schools covers over 110 courses in the curriculum areas of:

Agriculture: including courses such as Animal Science, Natural Resources, Small Engine, Home and Auto Care, and Floral Design

Automotive: including courses such as NATEF and Auto Technology

Business: including courses such as Accounting, Marketing and Sales and Personal Finance

Communications: including courses such as Computer Programming, Web Design, Video Production, and Photography

Construction: including courses such as Woodworking, Construction Methods and Trades

Family and Consumer Sciences: including courses such Child Development, Culinary Arts, Housing, and Apparel Design

Engineering: including courses in Project Lead the Way (PLTW) Intro to Engineering Design, Principles of Engineering, Computer Manufacturing and Electronics

Medical Careers: including Nursing Assistant, First Aid, CPR and Medical Terminology

Work Based Learning: including Career Seminar and paid work experiences

What makes CTE different than other Curriculum Areas?

- Provide Work Based Learning components in all curriculum areas--speakers from industry, e-mentors, career research projects, tours of industry, job shadowing and paid internships
- Offer Technical Skill Attainment Assessments Statewide: All CTE program areas have a certification or assessment that is selected by a group state-wide ensuring that all courses will be teaching content that is consistent district to district
- Utilize CTE Advisory Boards' expertise to guide our work in preparing the future workforce
- Supported by Federal Carl Perkins funding to enable schools in the development of new opportunities for CTE
- Create Programs of Study to map courses students should take at each high school and college for each career field
- Conduct Program Approval Review Process for MDE every 5 years. (Must meet the requirements set by MDE including appropriate licensed teachers, courses standards, articulated courses, Advisory Committees, Leadership opportunities including student organizations in FFA, 4H, FCCLA, AOF, Skills USA to name a few)

- Afford opportunities for students in CTE programs to earn college credit through articulations with local colleges, College in the Schools course and dual credit-concurrent enrollment (at Saint Paul College)

CTE also Provides Coordination for:

- The Como High School Academy of Finance Program which opened Minnesota's 2nd in-school student-run credit union branch
- The 3M STEP program whereby 36 students (juniors and seniors) attend 3M for classes two days a week during second semester and have 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. The program will expand to include training and internships for 140 students in Business Operations
- Robotics and Real World Design Challenge Programs
- Oversee the Saint Paul High School Automotive Program at Monroe
- Oversee The Career Pathways Academy (CPA) program: a high school program for 10th through 12th grade students who meet the PSEO requirements. Students earn college and high school credit for courses usually taught by high school instructors. Courses are current enrollment.
 - ✚ Medical Terminology
 - ✚ Nursing Assistant/Home Health Care
 - ✚ PLTW Computer Manufacturing and Digital Electronics
 - ✚ Computer Repair, Web Design
 - ✚ Construction
 - ✚ Intro to Business, Business Communications, Computer Fundamentals, and Computer Applications

Who to call for questions of CTE:

Kathy Kittel, CTE Program Manager, 651 744-1312 or cell 651 592-0397

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

DATE: February 19, 2013

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. **Marshal Landrum**, a Como Park High School student, for being 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 medallion 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.

4. This item is submitted by Michelle J. Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education recognizes the students above for their contributions and outstanding work.

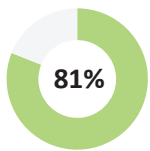
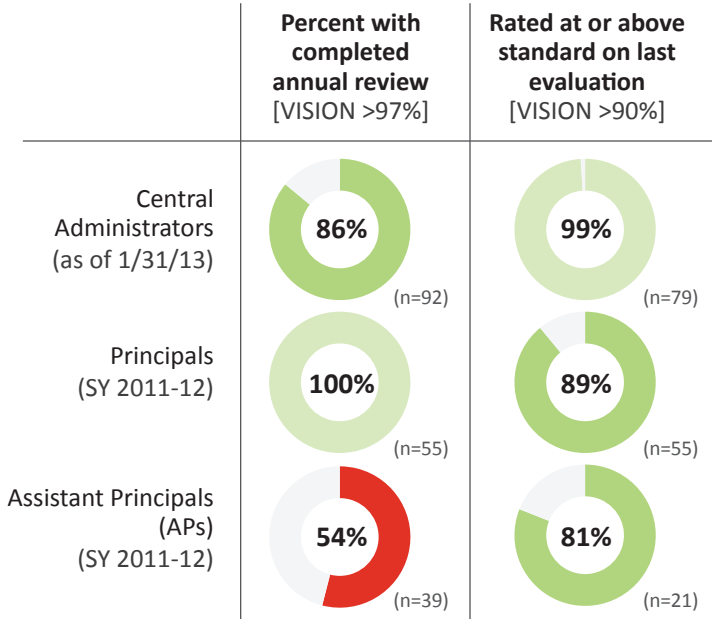
Leadership

Vision Card Levels

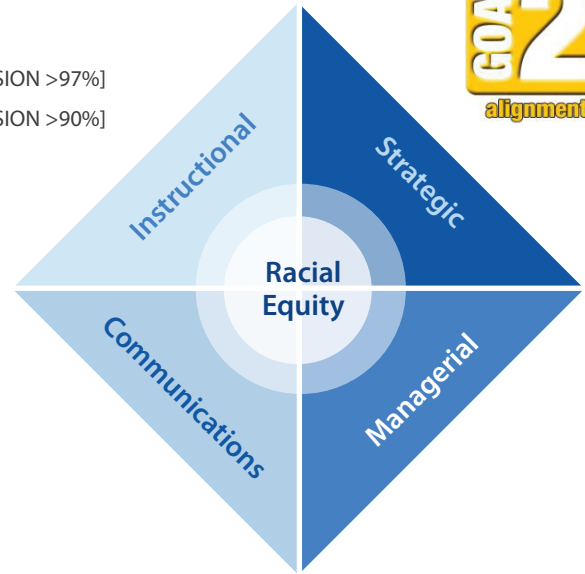
<70% 70-80% 81-90% 91-96% >97% [VISION >97%]

<30% 30-50% 51-70% 71-90% >90% [VISION >90%]

Intervene Concern Baseline Progress Vision

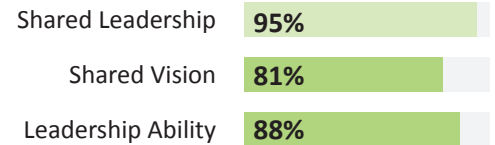


District Leaders who have implemented racial equity development department-wide
(as of 1/31/13) (n=27) [VISION >90%]

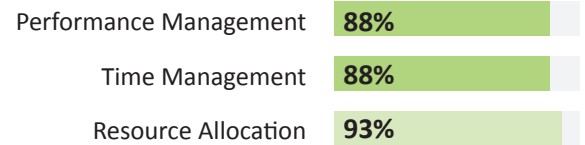


Tenured principals evaluated proficient or better in each of the leadership performance expectations SY 2011-12 (n=42)
[VISION >90%]

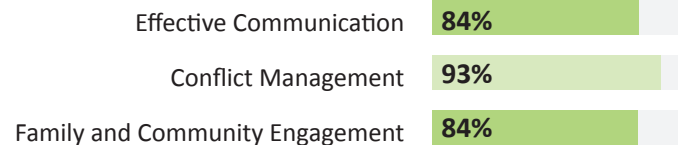
Strategic



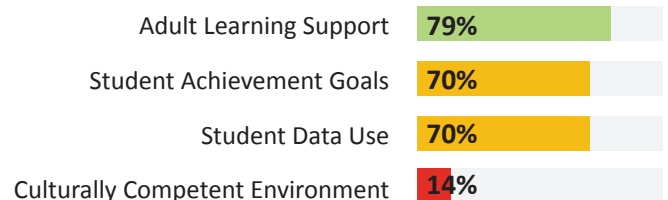
Managerial



Communications

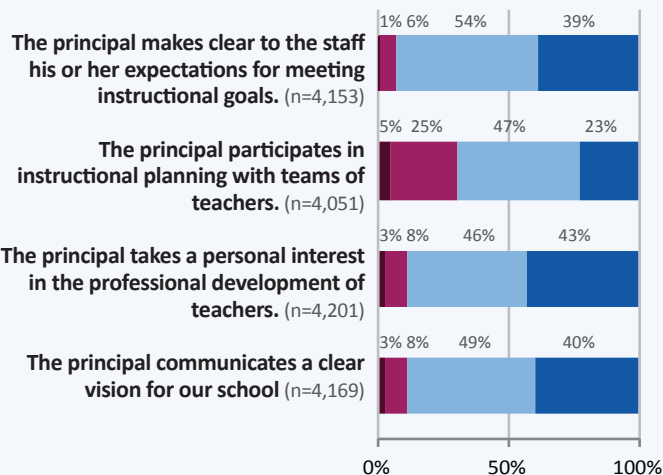


Instructional



School Staff Feedback Indicators

Strongly Disagree Disagree Agree Strongly Agree



Source: University of Chicago, Urban Education Institute,
Five Essentials SPPS staff survey, Spring 2012



Independent School District 625

360 Colborne Street
Saint Paul, MN 55102-3299

Office of the Superintendent

Valeria S. Silva
Superintendent of Schools

Telephone: (651) 767-8149 Fax: (651) 290-8331

February 19, 2012

MEMORANDUM

TO: Board of Education Directors

FROM: Valeria Silva
Superintendent of Schools

RE: Motion to Adopt Personnel/Position Recommendations

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

Establish the following Superintendency position and associated salary range, effective February 20, 2013:

<u>New Title</u>	<u>2011-2013 Salary Range</u>
Deputy Superintendent, Schools and Business Operations	\$165,000 - \$175,000 With \$700/month vehicle allowance

Appoint the following individual to the following Superintendency position:

Deputy Superintendent, Schools and Business Operations	Michael Baumann
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Discontinue the following Superintendency position, effective on the date shown:

<u>Title</u>	<u>Effective Date</u>
Deputy, Schools and Business Operations	February 20, 2013

HUMAN RESOURCE TRANSACTIONS
 (January 4, 2013 through February 3, 2013)
February 19, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Altringer, N. J.	Classroom Teacher	01/22/2013	\$25.81	Murray Junior High
Cernohous, L. L.	Classroom Teacher	01/14/2013	\$29.45	Humboldt High School
Eichinger, C. J.	Classroom Teacher	01/22/2013	\$25.17	Humboldt High School
Flanders, M. A.	Classroom Teacher	01/07/2013	\$26.59	Eastern Heights
Ivey, J. M.	Classroom Teacher	01/28/2013	\$24.27	Battle Creek Middle
Julson, C. F.	Classroom Teacher	02/08/2013	\$27.61	Cherokee Heights School
Kjesbo, E. K.	Classroom Teacher	01/22/2013	\$32.29	Washington Tech Secondary
Kutz, D. S.	Classroom Teacher	01/22/2013	\$36.26	Humboldt Jr High - Admin Bldg
McCourtney, K. A.	Classroom Teacher	01/14/2013	\$29.41	Rondo Education Center
Robbins, J. J.	Classroom Teacher	01/16/2013	\$24.27	Humboldt High School
Torrey, T. H.	Classroom Teacher	01/03/2013	\$33.24	Washington Tech Secondary
Pietrowski, N. M.	Early Education Teacher	01/03/2013	\$36.26	Rondo Education Center
Cocchiarella, M. T.	School/Community Professional	01/22/2013	\$19.27	Como Park Senior High
Yang, M. S.	School/Community Professional	01/07/2013	\$18.95	Washington Tech Secondary
Achen, B. A.	Teaching Assistant	01/03/2013	\$14.68	Central Senior High
Ankeny, H. E.	Teaching Assistant	01/28/2013	\$14.16	Highwood Hills
Costello, S. L.	Teaching Assistant	01/15/2013	\$12.35	Johnson Achievement Plus
Engel, A. C.	Teaching Assistant	02/11/2013	\$12.99	Adams Spanish Immersion
Friedrich, A. G.	Teaching Assistant	02/04/2013	\$11.32	L'Etoile du Nord French Immersion
Green, L. C.	Teaching Assistant	02/04/2013	\$12.47	Eastern Heights
Hansen, A. J.	Teaching Assistant	01/07/2013	\$13.68	Humboldt High School
Hirte-Runtsch, S. D.	Teaching Assistant	01/03/2013	\$12.35	American Indian Magnet
Lauver, K. M.	Teaching Assistant	01/14/2013	\$13.04	Highwood Hills

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lindahl, B. J.	Teaching Assistant	02/04/2013	\$12.35	Daytons Bluff
McCoy, C. L.	Teaching Assistant	01/22/2013	\$14.68	Harding Senior High
Olea, K. L.	Teaching Assistant	01/23/2013	\$13.68	Johnson Achievement Plus
Sather, S. M.	Teaching Assistant	01/07/2013	\$13.99	The Heights Community School
Wako, D.	Teaching Assistant	01/03/2013	\$13.68	Washington Tech Secondary
Kpoto, P.	Clerical	02/04/2013	\$21.93	Colborne Admin Offices
Thao, S.	Clerical	01/22/2013	\$13.50	Battle Creek Environmental
Sand, J. J.	Custodian	01/02/2013	\$22.70	Como Service Center
Bauch, R. E.	Nutrition Services Personnel	01/23/2013	\$10.50	Humboldt Jr High - Admin Bldg
Brazelton, B. M.	Nutrition Services Personnel	01/23/2013	\$10.50	Murray Junior High
Brown, A. P.	Nutrition Services Personnel	01/23/2013	\$10.50	Hancock Hamline Univ
Edwards, N. N.	Nutrition Services Personnel	01/23/2013	\$10.50	Como Park Senior High
Hurley, P. L.	Nutrition Services Personnel	01/23/2013	\$10.50	Hancock Hamline Univ
Johnson, R. F.	Nutrition Services Personnel	01/23/2013	\$10.50	Highland Park Senior
Murray, F. U.	Nutrition Services Personnel	01/23/2013	\$10.50	Humboldt Jr High - Admin Bldg
Smith, C. J.	Nutrition Services Personnel	01/23/2013	\$10.50	Crossroads Arts & Science
Cavalletti, B. A.	Professional Employee	12/17/2012	\$26.19	Colborne Admin Offices
King, R. E.	Professional Employee	01/14/2013	\$20.21	Colborne Admin Offices
Lahlum, J. C.	Professional Employee	01/14/2013	\$19.60	Colborne Admin Offices
Nguyen, C. T.	Professional Employee	01/14/2013	\$28.52	Como Service Center
Raymond, Q. V.	Professional Employee	01/16/2013	\$23.82	Colborne Admin Offices
Maury, M. W.	Technical	01/14/2013	\$23.37	Como Service Center

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lynch, K.	Central Administrator From: Classroom Teacher	01/16/2013	\$45.38	Plato Admin Offices
Paez, N. D.	Central Administrator From: Classroom Teacher	01/03/2013	\$38.97	Colborne Admin Offices
Pope-Kamanda, M.	Central Administrator From: Teacher on Special Assignment	01/28/2013	\$39.46	Colborne Admin Offices
Yang, P. N.	Central Administrator From: Research and Evaluation	01/28/2013	\$40.18	Title I Funded Programs
Hendrickson, C. R.	Classroom Teacher From: Teaching Assistant	01/16/2013	\$27.18	Riverview School
Johnson, C. N.	Nutrition Services Personnel Career Progression	12/10/2012	\$20.81	Daytons Bluff

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Foss, M. D.	Classroom Teacher	01/22/2013	\$24.27	Johnson Senior High
Ludwig, A. K.	Classroom Teacher	01/03/2013	\$24.27	Ramsey Junior High
Schaibley, E. H.	Classroom Teacher	01/03/2013	\$29.55	L'Etoile du Nord French Immersion
Smith, D. M.	Classroom Teacher	01/03/2013	\$24.27	Hazel Park Preparatory
Davis, L. K.	ELL Teacher	01/22/2013	\$43.84	Riverview School
Friberg, S.	ELL Teacher	01/04/2013	\$25.81	L'Etoile du Nord French Immersion
Dahlin-Jones, K.	Special Education Teacher	01/03/2013	\$42.65	Wheelock Early Education Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stenvik, Z.	Central Administrator	02/09/2013	Colborne Admin Offices
Aeilts, J.	Classroom Teacher	12/17/2012	Como Park Senior High
Douah, A.	Classroom Teacher	12/17/2012	Harding Senior High
Esso, K. A.	Classroom Teacher	11/20/2012	Open World Learning Community
Shasky, K. V.	Classroom Teacher	02/08/2013	Expo for Excellence
Yang, E. M.	Classroom Teacher	12/18/2012	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Zhou, H.	Classroom Teacher	01/16/2013	Benjamin Mays/Museum
Vue, M. N.	Psychologist	01/08/2013	Journey's Secondary
Jacoway, K. N.	Special Education Teacher	12/05/2012	Como Park Senior High
Krueger, J. C.	Special Education Teacher	12/21/2013	Benjamin Mays/Museum
Vaubel, J.	Special Education Teacher	12/20/2012	Battle Creek Environmental
Paitich, A. H.	Speech Pathologist	12/21/2012	Como Park Special/Hartzell
Hsi, A.	Education Assistant	12/31/2012	Mississippi Creative Arts
Portnoy, D. F.	Teaching Assistant	01/31/2013	Highwood Hills
Westrum, L.	Teaching Assistant	01/22/2013	Bridge View
Arias-Avina, S.	Clerical	01/18/2013	Murray Junior High
Lee, A.	Clerical	12/28/2012	Mississippi Creative Arts
Quintanilla, M.	Clerical	12/29/2012	Gordon Parks High - ALC
Rivera, D. M.	Clerical	01/03/2013	Rondo Education Center
Ward, N. A.	Custodian	02/03/2013	Washington Tech Secondary
Nelson, C. R.	Nutrition Services Personnel	01/16/2013	Obama Service Learning

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., J. I.	Special Education Teacher	01/22/2013

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Long, T. R.	Classroom Teacher	01/03/2013	\$24.27	Four Seasons A+
Poitra, A. L.	Classroom Teacher	01/16/2013	\$26.44	Eastern Heights
Rice, L. T.	Classroom Teacher	02/01/2013	\$34.23	Galtier Magnet
Tenner, M. S.	Special Education Teacher	01/02/2013	\$34.29	Hazel Park Preparatory
Pham, T. A.	Teacher on Special Assignment	01/22/2013	\$32.48	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Horton, C. M.	Teaching Assistant	01/07/2013	\$11.32	Galtier
Johnson, K. J.	Teaching Assistant	01/21/2013	\$13.68	Rondo Education Center
Soltvedt Rinaldi, K.	Teaching Assistant	01/17/2013	\$12.35	Wellstone Elementary
LeTexier, K. L.	Nutrition Services Personnel	01/23/2013	\$10.50	Bruce F Vento Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Aeilts, J.	Classroom Teacher	01/07/2013	Como Park Senior High
Esso, K. A.	Classroom Teacher	01/22/2013	Open World Learning Community
Hammond, M.	Classroom Teacher	01/03/2013	Frost Lake
Heidemann, L. D.	Classroom Teacher	01/07/2013	Crossroads Montessori
Johnson, G. J.	Classroom Teacher	01/03/2013	Hazel Park Preparatory
Klocke-Salminen, K.	Classroom Teacher	01/22/2013	Johnson Senior
Lonetree Brovold, N.	Classroom Teacher	01/03/2013	American Indian Magnet
McCleerey, S. A.	Classroom Teacher	01/22/2013	Central Senior High
Neustadter, G. A.	Classroom Teacher	01/03/2013	Phalen Lake Hmong Studies
Nguyen, T. Q.	Classroom Teacher	01/07/2013	Hazel Park Preparatory
Omer, Y. I.	Classroom Teacher	01/22/2013	Humboldt High School
Sanford, C. L.	Classroom Teacher	12/10/2012	Daytons Bluff
Vestrum, J. A.	Classroom Teacher	01/03/2013	Washington Tech Secondary
Wingert, J. I.	Classroom Teacher	01/03/2013	Adams Spanish Immersion
Faitsbau, L. N.	ELL Teacher	01/03/2013	American Indian Magnet
Osaulenko, T. O.	ELL Teacher	01/03/2013	Battle Creek Environmental
Silva, S. K.	ELL Teacher	01/03/2013	Adams Spanish Immersion
Degneau, G. M.	Special Education Teacher	01/03/2013	Wheelock Early Education
Jacoway, K. N.	Special Education Teacher	01/03/2013	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lindemer, S.	Special Education Teacher	12/21/2012	Bruce F Vento Elementary
Vaubel, J.	Special Education Teacher	01/03/2013	Battle Creek Environmental
Paitich, A. H.	Speech Pathologist	01/23/2013	Como Park Special/Hartzell
Eberly, C. A.	School/Community Professional	01/03/2013	RiverEast Elem/Secondary
Henry, D.	Education Assistant	01/03/2013	Highland Park Senior
Hsi, A.	Education Assistant	01/14/2013	Mississippi Creative Arts
Nelson, J.	Education Assistant	12/15/2012	Daytons Bluff
Yang, Z.	Education Assistant	01/07/2013	Phalen Lake Hmong Studies
LeMay, A.	Teaching Assistant	01/03/2013	Highland Park Senior
Meyers, A. N.	Teaching Assistant	01/03/2013	Bridge View
Vernier, B. A.	Teaching Assistant	01/03/2013	RiverEast Elem/Secondary
Lee, A.	Clerical	01/28/2013	Mississippi Creative Arts
Quintanilla, M.	Clerical	01/30/2013	Gordon Parks High - ALC
Hauschildt, S. D.	Custodian	01/11/2013	Ronald M Hubbs Center
Johnson, K. F.	Nutrition Services Personnel	01/03/2013	Battle Creek Middle
Laroque, A. J.	Nutrition Services Personnel	01/03/2013	Washington Tech Secondary
Zentic, K. N.	Nutrition Services Personnel	01/07/2013	Highland Park Senior

REINSTATEMENT TO TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Remer, D.	Custodian	01/18/2013	\$23.48	Ramsey Junior High

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., K.	Classroom Teacher	1 Day To be determined
S., G.	Classroom Teacher	03/13/2013

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McQuillan, B.	Central Administrator	07/01/2013	Title I Funded Programs
Schellenberg, S.	Central Administrator	07/01/2013	Colborne Admin Offices
Ames, K. I.	Classroom Teacher	06/11/2013	Horace Mann School
Barany, B. G.	Classroom Teacher	06/11/2013	Highland Park Senior
Dawson, C.	Classroom Teacher	06/11/2013	Groveland Park
Eldevik, R.	Classroom Teacher	06/11/2013	Mississippi Creative Arts
Godfrey, T.	Classroom Teacher	11/16/2013	Como Service Center
Gregersen, J.	Classroom Teacher	02/01/2014	Washington Tech Secondary
Griebenow, S.	Classroom Teacher	06/16/2013	Eastern Heights
Groettum, J.	Classroom Teacher	02/01/2014	Washington Tech Secondary
Herrema-Johnson, K.	Classroom Teacher	06/11/2013	Como Park Senior
Kanson, L. N.	Classroom Teacher	07/02/2013	Capitol Hill Magnet
Knutson, P.	Classroom Teacher	06/11/2013	Como Service Center
Kosel, S.	Classroom Teacher	07/02/2013	Nokomis Montessori
Lawrence, D.	Classroom Teacher	01/23/2013	Riverview School
LeClair, S.	Classroom Teacher	06/12/2013	Central Senior High
Ledermann, J.	Classroom Teacher	06/11/2013	Ronald M Hubbs Center
Lilja, L.	Classroom Teacher	06/11/2013	Highland Park Elementary
Mao, M.	Classroom Teacher	06/12/2012	Central Senior High
Miller, P. A.	Classroom Teacher	06/08/2013	St. Paul Music Academy
Mowry, M. A.	Classroom Teacher	06/11/2013	Mississippi Creative Arts
Odney, G.	Classroom Teacher	07/01/2013	Nokomis Montessori
Olson, K.	Classroom Teacher	06/11/2013	Mississippi Creative Arts
Plagens, N.	Classroom Teacher	06/11/2013	Como Park Senior High
Saari, P.	Classroom Teacher	06/11/2013	Hancock Hamline Univ
Sims, R.	Classroom Teacher	06/11/2013	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Steffen, S.	Classroom Teacher	06/11/2013	International Academy - LEAP
Surdo, A.	Classroom Teacher	06/17/2013	Hancock Hamline Univ
Thoelke, D. M.	Classroom Teacher	06/11/2013	Randolph Heights
Vaughan, D.	Classroom Teacher	07/01/2013	Como Park Elementary
Grayson, L.	ELL Teacher	06/11/2013	Battle Creek Environmental
Meger, J. M.	ELL Teacher	06/11/2013	Como Park Senior
Whitchurch, J.	ELL Teacher	06/12/2013	Mississippi Creative Arts
McMullen, S. M.	Early Education Teacher	06/11/2013	Daytons Bluff
Dillon, R.	Nurse	06/11/2013	Central Senior High
Russell, S.	Nurse	06/11/2013	American Indian Magnet
Weber, L. G.	Nurse	07/16/2013	Student Placement Center
Kaiser, K.	Occupational Therapist	06/11/2013	Four Seasons A+
Elander, J.	Principal	06/20/2013	Four Seasons A+
Johnson, D.	Social Worker	08/01/2013	Humboldt Jr High - Admin Bldg
Devine, S. B.	Special Education Teacher	01/04/2014	Como Park Special/Hartzell
Knoll, B. H.	Special Education Teacher	06/10/2013	Frost Lake Magnet
Stein, S.	Special Education Teacher	06/15/2013	Randolph Heights
Feldman, J.	Speech Pathologist	06/11/2013	Open World Learning Community
Johnson, K. L.	Speech Pathologist	01/26/2013	Frost Lake Magnet
Lancette, B.	School/Community Professional	07/01/2013	Como Park Senior High
Paul, N. M.	Education Assistant	02/01/2013	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Smith, S. J.	Education Assistant	07/01/2013	Como Park Senior High
Wilson, S. J.	Education Assistant	06/15/2013	Wellstone Elementary
Heiberger, M.	Teaching Assistant	06/08/2013	Como Park Elementary
Lystad, S.	Teaching Assistant	06/08/2013	Como Park Special/Hartzell
Kubiszewski, T. M.	Clerical	03/01/2013	Highland Park Senior
Roesner, J. J.	Clerical	07/01/2013	Como Park Elementary
Fischer, F. P.	Custodian	03/30/2013	Bruce F Vento Elementary
Mayen, A. J.	Custodian	03/11/2013	Highwood Hills
Murphy, T. R.	Custodian	03/09/2013	Humboldt High School
Neuman, M. G.	Custodian	01/22/2013	Ramsey Junior High
Adam, J. A.	Nutrition Services Personnel	04/01/2013	Como Service Center
Parsons, M. K.	Nutrition Services Personnel	06/04/2013	Como Service Center
Hines, M.	Research and Evaluation	06/29/2013	Colborne Admin Offices

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Olsen, E.	Classroom Teacher	02/14/2013	Cherokee Heights
Puff, E. M.	Classroom Teacher	01/05/2013	Highland Park Senior
Haupt, L.	ELL Teacher	06/11/2013	Nokomis Montessori
Murphy, Y.	Principal	06/12/2012	No Assigned Bldg - Misc
Garcia-Nelson, C. C.	Social Worker	06/11/2013	Four Seasons A+
Greco, J. I.	Special Education Teacher	03/22/2013	Boys Totem Town
Radke, B. A.	School/Community Professional	01/19/2013	Obama Service Learning
Yang, X.	School/Community Professional	01/19/2013	Plato Admin Offices
Logan, M. R.	Education Assistant	12/31/2012	Randolph Heights

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thees, B. R.	Education Assistant	10/01/2012	Wellstone Elementary
Van Pelt, J. A.	Education Assistant	01/26/2013	Washington Tech Secondary
Comer, L. W.	Teaching Assistant	08/26/2012	Eastern Heights
Hill, W. C.	Teaching Assistant	12/28/2012	Maxfield Magnet
Jaeger, J. A.	Teaching Assistant	09/05/2012	Benjamin Mays/Museum
Lee, L.	Teaching Assistant	12/28/2012	Obama Service Learning
Liu, N. K.	Teaching Assistant	01/31/2013	Benjamin Mays/Museum
Long, A. F.	Teaching Assistant	12/14/2012	Hancock Hamline Univ
MacLeod, S. R.	Teaching Assistant	02/02/2013	Como Park Special/Hartzell
Naegeli, N. S.	Teaching Assistant	09/07/2012	Benjamin Mays/Museum
Neubauer, M.	Teaching Assistant	10/05/2012	Battle Creek Middle
Reed, E. E.	Teaching Assistant	12/28/2012	RiverEast Elem/Secondary
Ross, E. O.	Teaching Assistant	01/19/2013	Eastern Heights
Schumacher, J. B.	Teaching Assistant	06/30/2012	L'Etoile du Nord French Immersion
Taulelle, K. J.	Teaching Assistant	02/09/2013	New Connections Treatment Center
Vang, N. L.	Teaching Assistant	01/26/2013	Daytons Bluff
Wambach, M.	Teaching Assistant	01/19/2013	Bridge View
Ward, D. K.	Teaching Assistant	08/26/2012	Eastern Heights
Watson, S. A.	Teaching Assistant	01/08/2013	Johnson Achievement Plus
Webb, J.	Teaching Assistant	01/18/2013	Capitol Hill Magnet
Williams, R. L.	Teaching Assistant	12/31/2012	Bridge View
Verby, S. R.	Custodian	12/06/2012	Journey's Secondary
Delgado, A. M.	Nutrition Services Personnel	08/30/2012	Johnson Senior

HUMAN RESOURCE TRANSACTIONS
February 19, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, K. J.	Nutrition Services Personnel	01/19/2013	Rondo Education Center
Ediger, K. M.	Research and Evaluation	01/16/2013	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hassan, O. A.	Teaching Assistant	01/03/2013	Farnsworth Aerospace K-4
Whiting, C. E.	Nutrition Services Personnel	01/29/2013	Como Park Senior

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

DATE: February 19, 2013

TOPIC: 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

A. PERTINENT FACTS:

1. The VWGoA has gifted a Passat 2012 vehicle to the High School Automotive program the amount of \$20,864.50 to be used to provide classroom instructional use and student training for a period of 3 years.
2. This gift was accepted by Administration and will benefit the students of the secondary Automotive Program, which serves students district-wide, by providing the instructional tools and training that meets current industry standards and further prepares students for internships, careers and postsecondary success.
3. This will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Darlene Fry, Director, Office of College and Career Readiness; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: January 31, 2013

TOPIC: 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.

A. PERTINENT FACTS:

1. The Department of Employment and Economic Development is currently accepting grant applications for projects that support adult basic education services that incorporate transitioning to post-secondary education. The Ronald M. Hubbs Center for Lifelong Learning is applying for funds to assist in providing adult learners the skills necessary for a career. The grant is for approximately \$30,000.
2. Ronald M. Hubbs Center for Lifelong Learning has prepared an application to the DEED for funds to provide ABE services to adults to improve education (basic skills) and employment readiness skills to be able to enter and be successful in occupational skill training programs.
3. This project will meet the District target area goal of achievement.
4. This item is submitted by Kristine Wehrkamp, Supervisor, Adult Basic Education; Lynn Gallandat, Director, Community Education; and Jackie Turner, Chief of Engagement, Office of Family Engagement and Community Partnerships.

B. RECOMMENDATION:

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

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

DATE: February 19, 2013

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications through the Carl D. Perkins Vocational and Applied Technology Education Act, State Leadership Funds Strengthening Community Partnerships = Enhanced Career Development.
2. The Office of Academics, Office of College and Career Readiness, Career and Technical Education, in collaboration with Saint Paul College, have prepared an application for \$6,000.00 to further establish an effective partnership between SPPS and Saint Paul College to:
 - I. Enhance career guidance for secondary students by designing and training secondary school counselors in new finance and business career pathways available to SPPS students.
 - II. Enhance the development of career and technical education programs of study by creating a cluster-level program of study in Finance at the secondary level that leads to success in a pathway-level program of study at the post-secondary level.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, Career and Technical Education; Darlene Fry, Director of the Office of College and Career Readiness; Julie Schultz Brown, Director, Communications, Marketing, & Development, and Mathew Mohs, Interim Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$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.

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

DATE: February 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to the National Science Foundation.

A. PERTINENT FACTS:

1. The National Science Foundation is currently accepting grant applications for projects that support the research and development of innovative models for engaging K-12 students in authentic experiences that build their capacity to participate in the science, technology, engineering, and mathematics (STEM) and information and communications technology (ICT) workforce of the future.
2. In collaboration with Twin Cities Public Television (tpt), the STEM Education Center at the University of Minnesota, the Minnesota Department of Education, and a coalition of Minnesota engineering organizations and practitioners called MN2050, Saint Paul Public Schools has 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 (PD) program focused on integrating engineering into high school science disciplines through inquiry-based exploration of water-related infrastructure. This grant is for approximately \$1,200,000.00.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Davis, Program Manager Science K-12; Julie Schultz Brown, Director, Communications, Marketing & Development; Evelyn Belton-Kocher, Director, Research, Evaluation and Assessment; Christine Osorio, Executive Director, Curriculum, Instruction, and Professional Development; Willie Jett, High School 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 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.

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

DATE: February 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to the National Science Foundation.

A. PERTINENT FACTS:

1. The National Science Foundation is currently accepting grant applications for projects that expand the composition of partnerships beyond school districts and higher education in order to provide and integrate necessary supports for students so they can learn challenging mathematics, science, engineering, and/or computer science.
2. In collaboration with The Works at the University of St. Thomas, North Branch Public Schools, Richfield Public Schools, and Osseo Public Schools, Saint Paul Public Schools has prepared an application for funds to improve elementary engineering education by integrating community-based and K- 6 classroom engineering experiences through the exploration and development of engaging student engineering design experiences and high quality teacher professional development. This grant is for approximately \$8,000,000.00.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Davis, Program Manager Science K-12; Julie Schultz Brown, Director, Communications, Marketing & Development; Evelyn Belton-Kocher, Director, Research, Evaluation and Assessment; Christine Osorio, Executive Director, Curriculum, Instruction, and Professional Development; Steven Unowsky, Middle School 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 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.

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

DATE: February 19, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

A. PERTINENT FACTS:

1. The Travelers Companies, Inc. is currently accepting applications that improve academic and career success for underrepresented youth, specifically targeted at public schoolchildren in grades five through 12 and in transition to post-secondary education.
2. The Office of Academics, Office of College and Career Readiness, Career and Technical Education, have prepared an application for \$50,000.00 to cover part of the costs of implementing the Academy of Finance at Como Park Senior Park High School.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Kathy Kittel, Program Manager, Career and Technical Education; Darlene Fry, Director of the Office of College and Career Readiness; Julie Schultz Brown, Director, Communications, Marketing, & Development, Willie Jett, High School Assistant Superintendent, and Mathew Mohs, Interim Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

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

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a Letter of Agreement with Ramsey County and the Wilder Foundation to provide child psychiatric services at Cherokee Heights Elementary.
2. At the request of a student's parent/legal guardian for an evaluation, District staff and Wilder will work together to facilitate the evaluation process. Wilder staff will provide psychiatric services for up to four hours per month at Cherokee Heights for students.
4. This Letter of Agreement shall be effective on February 19, 2013 and remain in effect as long as the County's services are available and as long as these services are desired by the District. The County will pay for services in accordance with the provisions of its agreement with Wilder
5. This item meets the District target area goals of achievement and sustainability.
6. This item is submitted by – Sharon Hendrix, Principal Cherokee Heights Elementary; and Andrew Collins, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That 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.

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

DATE: February 19, 2013

TOPIC: Memorandum of Understanding with Saint Paul College for a Nursing Assistant Program Held in Cooperation with Washington Technology Magnet School

A. PERTINENT FACTS:

1. Saint Paul College (SPC) and Washington Technology Magnet High School (WTMHS) having successfully completed the planning phase of their Learning Community initiative, will implement phase II of a collaborative, sustainable Nursing Assistant Learning Community Partnership (NALCP) Program, effective on September 5, 2012 and expire on June 30, 2013.
2. Implementation phase of the NALCP will be delivered on-site at the SPC and WTMHS and include secondary learners and will focus on healthcare career exploration, with a specific focus on nursing. Students at WTMHS will complete coursework that prepares them to successfully complete an 80-hour, five credit nursing assistant program eligibility to test for the state nursing assistant registry.
3. Saint Paul College has received a grant from the State of Minnesota for this project and will act as the fiscal agent for the project.
4. The Memorandum of Agreement has been reviewed by Lyla Griffin, Contract Coordinator for the Saint Paul Public Schools.
5. This will meet the District strategic plan goals of achievement and sustainability
6. This item is presented by Mr. Willie Jett, Assistant Superintendent of High School Instruction, and Dr. Mike McCollor, Principal at Washington Technology Magnet School.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

TOPIC: Calendar Year 2013 Alternative Bonds

A. PERTINENT FACTS:

1. Minnesota Statute 123B.59, Subdivision 3, requires that school districts issuing general obligation bonds to fund alternative bond projects must have Board of Education approval for its plan. Alternative bond projects are restricted by law to include only health and safety, deferred maintenance and handicap accessibility work and costs.
2. The district's alternative bond facilities' plan for calendar year 2013 includes projects to be financed from the sale of general obligation bonds (\$11 million alternative bonds) by the district for calendar year 2013 per Attachment A. This plan has been approved by MDE who required a two year submittal (calendar year 2012 and calendar year 2013) last year for which they approved both years.
3. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
4. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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

2013 ALTERNATIVE BONDS

Boiler replacement at Humboldt Secondary School; boiler burner replacement at Harding Senior High School; ceiling replacement at Central Senior High School; door paddle (ADA) operator replacement at Humboldt Secondary School; elevator replacements at L'Etoile du Nord (French Immersion) School, Open World and Creative Arts High School, and Rondo Education Center; flooring replacements at Hazel Park Preparatory Academy, Highland Park Junior High School, Johnson Senior High School, Maxfield Elementary School, Saint Paul Music Academy and The Heights Community School; gymnasium lighting replacements at Adams Elementary, Ames Elementary, Barack and Michelle Obama Service Learning Elementary, Chelsea Heights Elementary, Galtier Elementary, Highland Park Senior High, Highwood Hills Elementary, Linwood Monroe Arts Plus 4 – 8, Phalen Lake Elementary, Riverview Elementary, and Washington Technology Secondary Schools; paving replacement at Como Park Elementary School and Saint Paul Music Academy; piping replacement at Randolph Heights Elementary School; pipe insulation replacement at various buildings; playground repairs at various District sites; roof replacements at Open World and Creative Arts High School and Saint Paul Music Academy; roof repairs at various buildings; stairway replacement at Rondo Education Center; swimming pool filtration replacement at Como Park Senior High School; interior and exterior painting at various buildings; tuck-pointing at Homecroft, LEAP and Murray Junior High School; toilet partition replacements at J.J. Hill Elementary School, Murray Junior High School and the Heights Community School; ventilation corrections in industrial arts shops at Harding Senior High School; ventilation system replacement at Expo for Excellence at Harriet Bishop; window replacement at Harding Senior High School; and project management and accounting.

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

DATE: February 19, 2013

TOPIC: Discharge of J.S.

A. PERTINENT FACTS:

1. J.S. is employed by the School District as a tenured teacher.
2. J.S. has been absent without leave for the period May 7 through June 11, 2012, inclusive, and August 27, 2012 to present.
3. The Superintendent has recommended that J.S. be discharged from her employment for the statutory cause of failure without justifiable cause to teach without first securing the written release of the school board.
4. Written charges stating the grounds for the proposed discharge were filed with the Clerk of the Board of Education.
5. J.S. was personally served with written notice of the charges, a written statement that the teacher may request in writing within ten days of receiving the notice a hearing before the Board of Education or an arbitrator, and a written statement that J.S.'s failure to timely request a hearing is considered acquiescence to the proposed discharge.
6. J.S. has not submitted a written request for a hearing.
7. This item is submitted by Steven Unowsky, Assistant Superintendent for Middle Schools, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

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;
8. That the Clerk of the Board of Education provide J.S. with written notice of the discharge.

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

DATE: February 19, 2013

TOPIC: Discharge of J.W.

A. PERTINENT FACTS:

1. J.W. is employed by the School District as a probationary teacher.
2. J.W. has been absent without leave since November 5, 2012.
3. The Superintendent has recommended that J.W. be discharged from her employment for the statutory cause of failure without justifiable cause to teach without first securing the written release of the school board.
4. This item is submitted by Willie Jett, Assistant Superintendent for High Schools, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness; Dr. Elizabeth Keenan, Executive Director, Special Education; and Matt Mohs, Interim.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

TOPIC: Approval for Memoranda of Understanding Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers.

A. PERTINENT FACTS:

1. This request is for approval of a Memoranda of Understanding between the District and the Saint Paul Federation of Teachers, representing teachers.
2. The purpose of the Memoranda of Understanding is to establish the procedure for the placement of teachers on improvement plans under Article 18, Teaching and Learning for Career Educators, in the 2011-2013 collective bargaining agreement.
3. When a teacher is placed on a Level One or Level Two Improvement Plan and is subsequently removed from the Improvement Plan, if the teacher at anytime is again placed on an Improvement Plan the teacher shall be placed on a Level Two Improvement Plan.
4. This item will meet the District target area goal of alignment.
5. This item is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations
Timothy J. Caskey, Executive Director of Human Resources; Michael Baumann, Deputy,
Schools & Business Operations.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

TOPIC: Approval for Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers.

A. PERTINENT FACTS:

1. This request is for approval of a Memorandum of Agreement between the District and the Saint Paul Federation of Teachers, representing teachers.
2. The purpose of the Memorandum of Agreement is to allow for the creation of Voluntary Retirement Incentives (VRIs) for the purpose of reducing involuntary staff cuts. This will reduce the disruptive impact that involuntary staff cuts may have on the stability of schools, programs and student learning.
3. The December 1 Early Notification Incentive will be eliminated from the collective bargaining agreement. The February 1 Early Notification Incentive is increased from \$2,500 to \$3,500. The District, at its sole discretion, may offer the VRIs when the District anticipates the need for involuntary staff reductions. Notice will be given to the Saint Paul Federation of Teachers no later than May 15 of the year in which the VRI is to be offered.
4. The compensation and eligibility terms for the VRI will be at the District's sole discretion and may change from year to year. The same VRI will be offered to all eligible teachers in any given year.
5. This item will meet the District target area goal of alignment.
6. This item is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Timothy J. Caskey, Executive Director of Human Resources; Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That 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.

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

DATE: February 12, 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 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

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 May 21, 2013.

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

DATE: February 19, 2013

TOPIC: Parent Committee Member Conference Charges

A. PERTINENT FACTS:

1. Angelina Thornhill is the Chair of the Johnson O'Malley (JOM) Parent Committee, Indian Education Program.
2. The Johnson O'Malley Association Conference is being held April 14 to 16 in Minneapolis, MN.
3. The Indian Education Program's JOM Committee would like Ms. Thornhill, as the JOM Committee Chair, to attend the conference. The JOM budget has allocated funds in budget code 29-005-790-513-6366-2040 to cover conference attendance. Charges will include registration and meals only.
4. This project will meet the District target area goals by strengthening and sustaining relationships with community and families.
6. This item is submitted by Kathy Denman-Wilke, Supervisor, Indian Education Program: Christine Osorio, Executive Director, The Center for Professional Development: Matthew Mohs, Interim Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

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

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of installation of an elevator and piping replacement at Randolph Heights Elementary School.

2. The following bids were received for the lump sum base bid plus alternates no. 1, 2, 3 and 4:

Lump Sum Base Bid plus
Alternates No. 1, 2, 3 and 4

Parkos Construction Co., Inc.	\$1,099,700.00
JPMI Construction Co.	1,127,000.00
Back & Dew, LLC	1,185,800.00
McFarland Construction Company	1,214,300.00
Schreiber Mullaney Construction Co., Inc.	1,232,690.00
Morcon Construction	1,332,100.00
James Steele Construction Co.	1,333,310.00
Merrimac Construction, Inc.	1,349,998.00

Alternate no. 1 is for the addition of a ramp. Alternate no. 2 provides for addition of a restroom in nurse's office. Alternate no. 3 is for demolition of restroom in main office. Alternate no. 4 is for the addition of cabinet and sink in four PreK classrooms.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds and capital bonds, budget codes 06-005-850-386-6520-6360 and 06-005-870-000-6520-6020.
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 of Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

TOPIC: Bid No. A155802-K Industrial Arts Ventilation, Woodshop Ventilation and Shop Guarding 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 industrial arts ventilation, woodshop ventilation and shop guarding at Harding Senior High School.

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

	<u>Lump Sum Base Bid</u>
J.S. Cates Construction, Inc.	\$608,000.00
RAK Construction, Inc.	659,877.00
JPMI Construction Co.	665,000.00
Morcon Construction	668,200.00
Schreiber Mullaney Construction Co., Inc.	670,795.00
CM Construction Company, Inc.	682,000.00
Construction Results Corporation	713,000.00
Cool Air Mechanical	737,200.00
McFarland Construction Company	758,400.00

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds and the health and safety levy, budget codes 06-005-850-386-6520-6342 and 01-005-850-347-6520-0000.
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 of Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: February 19, 2013

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

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of boiler replacement at Humboldt Secondary School.

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

	<u>Lump Sum Base Bid</u>
Albers Mechanical	\$721,000.00
McFarland Construction Company	797,400.00
NAC Mechanical & Electrical Services	837,000.00
Corval Constructors, Inc	872,010.00
A & L Construction, Inc	1,608,000.00

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

4. Funding will be provided from alternative bonds, budget code 06-005-850-386-6520-6349.

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 of Schools and Business Operations.

B. RECOMMENDATION:

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

**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></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.

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 beverage 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. School meals served through the National School Lunch and Breakfast Programs will meet or exceed the USDA requirements.
- C. Other foods and beverages sold at school will meet or exceed the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The only beverages that can be sold to students during the school day are:
 - 1. Water: Non-flavored, non-carbonated, non-caffeinated, with no sweeteners.
 - 2. 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.
 - 3. 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.
- D. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.
- E. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.
- F. 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.
- G. 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 work toward healthy food and beverage options for concessions sold at extracurricular events.

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

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)

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 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 1, 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
Flooring Replacement at Saint Paul Music Academy
Roof Replacement at Saint Paul Music Academy

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 February 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.
Saint Paul Music Academy	Flooring Replacement	NR	NR	NR	YES	NO
Saint Paul Music Academy	Roof Replacement	NR	NR	NR	YES	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)

- 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

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