



Saint Paul Public Schools

Regular Meeting

Tuesday, January 22, 2013 5:45 PM

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

BOARD OF EDUCATION



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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

January 22, 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 December 18, 2012 7
 - B. Minutes of the Board of Education Annual Meeting - January 15, 2013 26
- V. COMMITTEE REPORTS**
 - A. Minutes of the Committee of the Board Meeting of January 15, 2013 31
- VI. RECOGNITIONS (Time Certain 6:30 p.m.)**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 41
- VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)**
- VIII. SUPERINTENDENT'S REPORT**
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 - B. SPPS Personalized Learning Through Technology 49
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- IX. CONSENT AGENDA**

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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).

XII. BOARD OF EDUCATION

- A. Information Requests & Responses
- B. Items for Future Agendas
- C. Board of Education Reports/Communications
 1. Reports on Council of Great City Schools Conference

XIII. FUTURE MEETING SCHEDULE

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XIV. ADJOURNMENT

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
December 18, 2012

I. CALL TO ORDER

The meeting was called to order at 5:52 p.m.

II. ROLL CALL

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

The Chair asked for a moment of silence to honor the children and adults killed in the Sandy Hook Elementary School shooting. She also acknowledged the bravery of teachers, staff and first responders who saved and comforted so many others.

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda with the exception of Item B-17: Request for Permission to Extend the Requisition with Haberman Company from \$70,000 to \$110,000 - A Funding Obligation Being Met by Two Grants Already Received by Saint Paul Public Schools; Item E-1: Discharge of S.B. and Item E-6: Approval of New Rate of Pay for Substitute Teachers which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

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

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of November 13, 2012

- B. Minutes of the Special Board of Education Meeting for a Public Hearing on the Pay 2013 Tax Levy – December 4, 2012
- C. Minutes of the Special Closed Board of Education Meeting on Superintendent Evaluation - December 11, 2012

MOTION: Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education of November 13, 2012, of the Special Board of Education Meeting for a Public Hearing on the Pay 2013 Tax Levy, December 4, 2012 and of the Special Closed Board of Education Meeting on Superintendent Evaluation - December 11, 2012. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of December 4, 2012

The first agenda item was a **Middle School Transitions Update**. The goal in the Middle Grades Transition is to create consistent, quality middle school programming throughout the district with common grade configurations and period schedules. More detail will be provided in the Superintendent's Report.

The meeting moved on to an **Update on Transportation** that provided staff estimates for transportation for the 2013-14 school year. School start times have been projected for 2013-14 and there appear to be few changes. There will be 26 fewer buses and costs will be reduced by approximately \$291,000. Key differences from previous years that have led to these results are:

- All schools move to 6.5 hours/day except Washington which remains at 7.5 hours/day.
- All elementary students (PreK-5) have one-half mile transportation
- This is the first time planning has been done with Areas and Regions as part of the equation.

Additional details will be provided in the Superintendent's Report.

A brief discussion on the **2013 Pay Levy** was held noting key developments since the initial levy presentation in September that include:

- Voters approved the SPPS referendum ballot
- The Minnesota Department of Education has issued a new calculation for the levy with the latest adjustments, including the new referendum
- The new State authorized levy shows a 10% increase in total levy over Pay 12 and
- SPPS limited their levy to the referendum increased or 6.1% honoring the Board's promise to "hold the line" on levy.

It was proposed the Board certify \$133,719,340 or a 6.1% increase over Pay 12 or the amount of the levy increase.

Staff provided a report on **SSSC Monitoring: Achievement & Equity VisionCard (Part 2)** outlining data that has become available since the initial report earlier in the fall. This will also be reported out in the Superintendent's Report.

RECOMMENDED MOTION: That the Board of Education accept the report.

The motion was approved with the following roll call vote:

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

There was no Policy Update. The work session involved a discussion on student recognition and discussion on primary elections and the election contract.

The meeting recessed for the Public Hearing on the Pay 2013 Levy.

The meeting reconvened with a presentation by the American Indian Parent Advisory Committee on their **Resolution of Concurrence**. This report is required as part of the Minnesota American Indian Education Act of 1988. It is an important tool for parents of American Indian students as it informs the Board of the recommendations made by the Indian Education Parent Committee Advisory Council to improve the learning outcomes of American Indian students and to strengthen relationships with families. They brought forward the following key issues for discussion. They provided action steps and goals in each area of concern.

1. Student Racial Identification – there are inaccuracies in racial identification of American Indian students and parents have struggled to get the district to correct their child's race in the system.
2. Indian Education Programming - many parents are confused about the various programs and services available to them through Indian Education and American Indian Studies and it is difficult for American Indian families and the Parent Committee to assess the effectiveness of Indian Education programs. Additionally, there was a perception that Indian Education professional staff may not always welcomed into the SPPS schools to work with American Indian students.
3. Attendance - American Indian students have the poorest attendance rate of all racial/ethnic groups in SPPS.
4. Academics - a high proportion of American Indian students are not meeting grade-level expectations at all grades and American Indian parents and students are often not aware of their poor academic status until it is too late to pass the class, pass the grade or graduate.
6. Graduation - American Indian students have the lowest graduation rate of all racial/ethnic groups in SPPS.

The Administrative response is expected in January or February at which time the Resolution will be finalized, signed and submitted to the State.

MOTION: Ms. Street-Stewart moved the Board of Education accept the report of the December 4, 2012 Committee of the Board meeting. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS

BF 29226**Acknowledgement of Good Work Provided by Outstanding District Employees and Departments**

1. **Superintendent Valeria Silva**, for receiving the Summit Leadership Award, at the Summit for Courageous Conversation 2012 conference. The Summit Leadership Award is presented to an administrator who skillfully and courageously establishes an equity/anti-racist culture and climate in schools and who enables all staff and students, especially those of color, to feel their power and achieve at higher levels.
2. **Jean Ronnei**, Director of Nutrition and Custodial Services, has recently been elected as Vice President of the School Nutrition Association (SNA.) SNA is a national, non-profit professional organization representing more than 55,000 members, who provide high quality, low-cost meals to students across the country. SNA is recognized as the authority on school nutrition and has been advancing the availability, quality and acceptance of school nutrition programs as an integral part of education since 1946. Jean is the current Education Chair. She will begin her term as VP starting July 2013, President-elect 2014 and President 2015.
3. **Janet Lowe**, a school nurse and the District's third-party billing coordinator, received a Nurse of the Year Award from the March of Dimes. The March of Dimes celebrates Nurse of the Year winners in 15 categories and Janet was selected in the category of Public Health/School Nurse. Nurse of the Year winners all display great leadership skills and have made significant contributions to their community and to the profession of nursing.
4. **Stephen Abenth**, fourth grade teacher at Highland Park Elementary, for being recognized by the National Milken Foundation as a highly innovative teacher who integrates technology and hands-on learning into each lesson. The award was presented as a "surprise" on November 9th during an all-school assembly to celebrate student achievement. Dignitaries attending the event included U.S. Rep. Betty McCollum, Mayor Chris Coleman and state Education Commissioner Brenda Cassellius.
5. In a surprise recognition, Mr. Anderson from the Saint Paul Public Schools Foundation presented a proclamation from Mayor Coleman proclaiming December 18, 2012 as Jean O'Connell Day in recognition of her efforts in achieving the passage of the Strong Schools Strong Community Referendum for St. Paul Public Schools.

BF 29227**Acknowledgement of Accomplishments of SPPS Students**

1. The following students have been named as National Merit Scholarship semi-finalists: They include **Evan Denis**, **Noah Ellis**, **Nils Larsson**, **Brian Petkov** and **Emily Syverud** from Central Senior High School and **Benjamin White** from Highland Park Senior High School.

About 16,000 students across the U.S. have been named semifinalists in the 2013 National Merit Scholarship Program and will compete for some 8,000 scholarships to be awarded in the spring. The students, who were chosen from among 1.5 million juniors who took the preliminary SAT test in 2011 represent less than one percent of U.S. high school seniors.

MOTION: Mr. Hardy moved the Board of Education recognize and congratulate SPPS employees, director and students noted for their contributions and outstanding work. Ms. Street-Stewart seconded the motion.

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

- L. Latham - School bus bullying and harassment
- Tim Rowell – L'Etoile Du Nord change in start time
- Kevin – Farnsworth Aerospace -- Bus & school safety, science fair issues
- Bob Zick – Treatment of employees

VIII. SUPERINTENDENT'S REPORT

A. Middle School Transition Update

The Superintendent indicated the goal in Middle Grades Transition is to create consistent, quality middle school programming throughout the district. Common grade configurations and period schedules have been established with new or revised curriculum for increased academic rigor. The application process is being developed in collaboration with Student Placement and the Office of Career and College Readiness in an effort to make the process easier for families and more efficient for the district. SPPS and the SPFT are collaborating to ensure the right licensure for middle school teachers.

The Assistant Superintendent for Middle Schools then began the update. He stated the rationale and goals are:

- That all SPPS middle schools are the community's first choice
- That strong relationships are created
- That a system of transitional programming is established
- That an academically rigorous experience is provided and materials are relevant
- That a comprehensive parent engagement plan is established and
- That site staff are empowered to improve professionally.

Decisions that have been put in place for the 2013-14 school year are: 1) all elementary schools will become K-5 district wide, 2) all 7-8 middle schools will become 6-8 district wide, 3) sites that are currently 7-12 will become 6-12 district wide and 4) all current fifth and sixth grade students will be transitioning to middle school next year with the exception of the K-8 sites.

The daily period schedule will be a seven period day plus advisory time. 6th graders will transition between classes and will be taught by a 6th grade team. There will be a consistent curriculum with life skills in advisory. Teacher teams of middle school staff licensed and trained by content will support student learning. Standards based grading will begin in 2014-15. Transition supports will be provided for all students.

A variety of communication efforts will be made so families are aware of the changes. Community and site-based events will be and have been held to this end. Short-term efforts include letters to fifth and sixth grade parents; information is being worked on to be provided at the January Parent Fair and direct mailing contact with families in areas A & C. Long-term efforts include an advertisement film about what is going on in middle schools and a direct phone call marketing campaign.

Student Placement is working on the application process for 2013-14. The on-time application deadline is February 15, 2013. Current seventh grade students will be grandfathered to their current schools and will only need to apply if they decide to change schools. 5th and 6th graders need to note the deadline date in their application process.

Two buildings are currently in the building redesign process, Parkway Montessori and Community Middle School. HR is working on staffing with a focus on training and certification; a leadership team is being assembled. Program accreditation is being explored with the American Montessori Society to assist in opening Parkway. Community connections are being established.

The Principal from Highland Park Middle School provided insights into her experience with the middle school transition and what Highland has been doing to make the transition as effortless as possible for incoming students.

The Principal of Parkway Montessori and Community Middle School provided a status update on the on-going work to open the school.

QUESTIONS/DISCUSSION:

- Standards base grading what needs to be in place and why was 2014-15 selected for the start time. Response: Standards based grading will be fully launched across the district under the SSSC plan. Administration is working to effectively coordinate this change across all schools. They are working in partnership with teachers in moving “grading” of students to that of achieving standards rather than A-F grades. Students must achieve to standards and completion of assignments is part of those standards.
- Concern was expressed about bringing 6th graders into the new model and the potential for safety, bullying, etc. Response: At Highland, WEB (Where Everyone Belongs) Leaders take it upon themselves and are required to mentor ten kids in grades 6 or 7. WEB Leaders go through an intensive training session and they lead lessons on transitions and talk about how students can advocate for themselves. The WEB Leaders provide lessons during advisories such as demonstrations of bullying that is a powerful experience of kids showing other kids what it feels like to be bullied and what to do in such situations. It is one of the most powerful lessons provided by WEB Leaders.
- There are nuanced differences among the three Montessori schools, can you update us on how the ideal model of the middle school will look. Response: The conversations are on-going at all three sites, particularly Nokomis and J.J Hill. Crossroads has been primarily with the principal at this point. Conversations have been pretty similar at all three sites. They all want it to be quality Montessori middle school – not only Montessori by name but by the academic approach and the quality of education instructors are giving. There is concern across the board on the structuring of grades, whether a mixed grade format and how 6th grade will be handled.
- Parkway – Parent involvement starts on January 17, can parents sign up at the Parent Fair for the family involvement at the school? Response: Yes, a mailing will be done to families and information will be available at the booth to enlist parent involvement and sharing of information.
- Please provide additional information on the life skills offerings for the middle schools. Response: Administration has not decided on curriculum at this time. The Department of College and Career Readiness, that houses the counselors, is studying models. Significant input in this area needs to be gathered and studied prior to making that final call.
- What does WEB stand for? Response: Where Everyone Belongs.
- The comment was made that there are similar programs to WEB in other middle schools. Older kids have pride in their school and they know what is expected and share that with new students to become part of the culture. It is leadership training for the students who can volunteer and in some cases are asked to participate.

B. SSSC Monitoring: Achievement & Equity VisionCard (Part 2)

Staff provided background on the VisionCards and then presented the Achievement VisionCard results for school year 2011-12. Only areas not covered in the August presentation of results were discussed though data was presented for all. This presentation was an abbreviated version of that provided at the COB meeting two weeks earlier.

- 1) With respect to Proficiency, Growth and Achievement results are mixed because of the multiple measure being looked at. Overall improved in math growth, 3rd grade reading and some reductions in the indicators of MCA growth. Some overall reductions in the area of MTAS proficiency (an alternative assessment) have also been seen.
- 2) The next areas of measure are Capstone measures (graduation/college readiness measures). These are graduation measures in math, reading and writing as well as the

ACT and AP tests. Generally, there was improvement in four measures: GRAD reading and writing, AP/IB pass rates and graduation rate.

- 3) In terms of Equity, the first measure is percentage gaps (performance gaps between white and race/ethnic groups) and there was improvement in two areas: GRAD writing and graduation, both of which saw improvement in Achievement as well. The other equity measure looks at disproportionality ratios, how many times more likely a student was to experience a specific outcome than the group with the lowest percentage. Vision levels are unchanged from last year. Even in the areas of suspensions, the area that has had the most conversation, the district still wants to look at the equity or disproportionality among the groups.
- 4) **Graduation rates** are now calculated differently utilizing the “NGA (National Governors Association)” rather than the NCLB rate for state and national accountability. The NCLB rate produced much higher numbers (90% for SPPS in 2011). The NGA Rate is similar to the SPPS four-year cohort rate that has been calculated for years but is not the same, so the trend line was “reset.” This is also known as the “Regulatory Adjusted Cohort Graduation Rate.” This area has shown a lot more acceleration toward what the District wants to see.

The NGA rates is calculate by taking the number of graduates who receive a regular or advanced diploma in four years in the original 9th grade cohort for the graduating class plus transfers in or out.

NGA Graduation Rate (Vision is >80% graduating in four years) – **4-year adjusted cohort completion rate** was at 57% in 06-07 and is at 64% for SY 10-11 (23% are continuing high school, 6% have dropped out which is an improvement area and 7% are unknown). The four-year graduation rate is steadily increasing. **NGA Graduation Rates** show a gap of 27%. As four-year graduation rates have increased, gaps have decreased and are now at Baseline compared to Intervene in 09-10 and Concern in 10-11.

The report then moved on to spotlight **Racial Equity Work**. Capacity has been built for district and site leadership and is transitioning to school-wide implementation for all sites January through June 2013. Community, district and schools are collaborating in the development of culturally responsive teaching practices.

The current status of the racial equity work show:

- Training has been underway for some time for the school board, the cabinet with a district-wide equity transformational plan in progress along with department equity plans.
- School sites show 9 Beacon schools, 26 school sites in Phase I (E-Teams working with larger staff) and 24 school sites in Phase II (established E-Teams in Fall, 2012.)

This work requires a system shift and utilization of adaptive solutions and change (i.e., focusing less on suspensions and more on suspendable behaviors). In this area first quarter suspension have decreased this fall for the second consecutive year, reflecting decreases in suspendable behavior. Suspensions are down 44% from last year. The largest decreases have been among African American and American Indian student groups though inequities remain. Suspensions have decreased for behaviors where suspension is not recommended; last year they made up almost one-quarter (23%) of suspensions, this year they represent 14%. This is a good example of an “adaptive piece” because it examines what is happening in the schools, what the conversations are and what “wrap around” plans are in place so that when suspensions are not recommended the students are not being removed from the school site. There is still a need to continue to address disproportionality in this area.

QUESTIONS/DISCUSSION:

- The graduation rate, does SPPS track rates for alternative graduations? Can this rate be tracked over time? Response: Yes and No. We can track those students who get

degrees through the Hub Center. It is much more difficult to get information on students who leave the system. That has to be obtained through MDE.

- It is heartening to hear suspensions are down 44% however, here is a two-part question, (1) can you address, unequivocally and in public, if there is or is not a zero tolerance for suspensions in place. And, (2) I want to hear more elaboration on what we are doing as a district, to make sure that while we are focusing on suspendable behaviors that we are not keeping students who are exhibiting suspendable behaviors in the classroom or allowing them to cause disruption in that classroom or in the hallways where our SROs are located. Response: I can assure you the administrators who are in charge of suspension are looking at each suspension using the "Rights and Responsibilities Handbook." They are very clear on what are suspendable behaviors. There are still a small portion of suspensions that are not recommended which have been done; this has resulted in one-on-one conversations to reaffirm the process. The students have different needs and we need to learn how to address them. There is no direction that if suspension is required that administrators are not supposed to suspend. There is also work in that area of where a suspension is not recommended, where the district is working with adults to look at the environment in terms of what happens during reentry into the classroom so the student involved is supported but also that the other students are supported and not disrupted. The district is looking at gray areas that may have been missed but most importantly, the work is how to create the supportive environments and environments where talk is about positive behavior and supporting positive behavior. The notion of zero tolerance is not in our language, it does not exist and it is a matter of perception that needs to be addressed when it surfaces. When we look at suspendable behaviors, it is taken very seriously. Part of what is being done is looking at the behaviors and what conditions are creating those behaviors in the students and creating suspension. In looking at the reductions in suspension or dismissal rates, it is about looking at what is being done when kids are suspended and they come back, that there is a plan set up for them. The actions around the behaviors are still the same; the change is in looking at how to prevent further actions and repeating the actions. This is where there have been many decreases in the suspensions, the re-suspension of the same student for the same behavior. That is really the change looked at, so that when kids come back into school they own their behavior, they understand what happened with the behavior and how they can prevent it personally. When you look at the data 62% reduction in suspensions in Special Ed and 44% district-wide it really speaks to how we are working through student behaviors and working to ensure it is not repeated. It puts the responsibility on both the student and the system.
- What I heard in the conversation is that we are working with OUR employees to address suspendable behaviors and working on proper reentry into classrooms. What I have not heard is what we are doing to work with other adults in our buildings, the SROs and other adults in the buildings who are commissioned to help students make better choices. Response: SROs are only in middle and high schools. They are there to create relationships and to allow the students to have a connection with the police in a positive environment as well as to provide an additional measure of safety within the schools. They work and are directed by the principal of the school. They only intervene at the discretion of the principal so it is important to note they are working in partnership with the school and are not making decisions outside of the leadership of the school. When the intervention occurs, the principal and school leadership are involved the entire way.
- What about training? Response: There has been a lot of work done over the past few years with SROs to build better relationships with the students. SPPS does not want to criminalize behaviors. There is a strong effort with regard to this. The work with the police department has become more refined, when we ask an SRO to become involved in a situation, what used to be an automatic disorderly conduct citation and the student being brought to the detention center and potentially charged, now requires the approval of the Juvenile Sergeant and Commander before a student can be taken to the detention center. What happens more commonly now is that the SRO takes the student home and has a discussion with the parents about inappropriate behavior and then works with the family to bring the student back into the classroom where they belong to further their education. Members of the police department have also been brought into the equity training being done in the district.

- The recommendation was made that as we communicate this out to the public a clickable footnote be provided with something in print giving some of the detail that has been verbalized. Say these numbers are like this because of these partnerships, we are doing these things, explain the SROs, and what other adults in the buildings who are not direct school employees are responsible for.

C. Referendum Update: Technology Implementation

The Deputy of Schools and Business Operations provided a brief update on the Personalized Learning Through Technology Project. He indicated the project's end result would be to:

- Engage every learner in the district
- Individualize learning plans and practices
- Provide learning landscapes without restrictions or walls
- Provide an active triad of support for students – teachers, families and the community
- Provide authentic learning that is extended beyond the classroom

He provided a platform mock-up to give Board members an idea of what such a thing might look like to allow navigation within a design to utilize various capacities

The next steps include:

- Four implementation action teams (curriculum, infrastructure, engagement/outreach and professional development) will be formed. The application deadline is January 18, 2013.
- A steering committee will be appointed by the Superintendent
- Selection of a platform vendor will be made through the RFP process
- A "Visioning Day 2013" will be scheduled early in 2013. This will be an event to show and share platform capabilities and what can be done with teaching and learning platforms

QUESTIONS/DISCUSSION

- A request was made that SPPS be sure to involve students and representation from alternative schools and to reach out to the community not currently connected with technology for their input.
- A request was made that a clerk be included in the group for the steering committee. Response: Administration has already notified teachers, principals and partners and provided information in backpack communications to reach specific parents, clerical and paraprofessional groups. It was stated the desire is to involve the broadest group of stakeholders to create a shared vision and to take shared action. The intention is to obtain multiple perspectives in order to create this together.
- It was noted administration has created connections with the Miami-Dade School District. They are further along in implementing this process than SPPS. SPPS can gain much knowledge from their development efforts.
- Concern was expressed about signing a vendor for the platform and the timeline for purchasing a platform from vendor. How will that affect implementation action teams? Response: The timeline for selection of a vendor has started. Condition setting requirements have been set for the RFP process and that RFP process has been activated. Vendor selection is critical so knowledge of how the platform development will proceed is there and the design/development process can begin. A platform is needed in order to build and design information technology applications. Until the platform is selected, design will be held up. SPPS is in a position to grant a contract or extend the timeline further.
- There seems to be a public expectation that the community will see something different in schools next year. How soon does the Board need to move on platform approval? Response: January 2013.
- SPPS is not doing this alone. SPPS needs to be aware the library system in St. Paul is, in a similar fashion, building similar capabilities within the library to allow greater work force development and public access to information. SPPS is not doing this alone, there are several entities moving in similar directions. SPPS needs to keep this in mind and look for opportunities to share/work with other relevant systems.

D. Transportation Update

The Deputy for Schools and Business Operations stated the purpose of the briefing was to inform the Board of the staff estimates for transportation for the 2013-14 school year.

School start times have been projected for 2013-14, earlier than ever before. There will be fewer buses and costs will be reduced by approximately \$291,000. Key differences from previous years that have led to these results are:

- The District will be six months ahead on schedules
- All schools move to 6.5 hours/day except Washington which remains at 7.5 hours/day.
- All elementary students (PreK-5) have one-half mile transportation
- This is the first time planning has been done with Areas and Regions as part of the equation. Redesigning school choice.

The three-tier system will continue. First pick-up for Tier 1 is 6:30 a.m., Tier 2 – 7:30 a.m. and Tier 3 – 8:30 a.m. Dismissal will be for Tier 1 – 2:00 p.m., Tier 2 – 3:00 p.m. and Tier 3 – 4:00 p.m.

Route trips will normally not be longer than 45 minutes in length for both a.m. and p.m. For the 7:30 tier there will be 327 a.m. route trips and 292 p.m. route trips. 8:30 start – 285 a.m. route trips and 322 p.m. route trips. For the 9:30 start – 300 for both a.m. and p.m. route trips. These numbers do not include route trips for out of district special education placements, students experiencing homelessness, care and treatment or afternoon Extended Day learning.

A chart was provided showing new schools and schools with a schedule adjustment and a cost comparison and contracted buses for 2009-10 through 2013-14. Looking at effects of plan over time, looking at implementation changes as plan evolves over time, looking at balance of costs and serving families and optimizing student learning. In 2013-14, this will reset baseline of where students go and costs of transportation that will again change over time.

QUESTIONS/DISCUSSION:

- Protocol for transportation on heavy snow days, such as last week. What is the process for contacting parents? Response: The decision on closing schools is up to each school district. Every day of school is fundamental for the students. The process starts with district transportation staff are out driving the city to assess how streets are. This establishes if buses can move students. The news is notified only if schools are closing. Social media is being utilized for notification of families. The public needs to be educated on the process. It comes down to the final decision being that of the parents to decide if their children should go to school or not. SPPS coordinates with other districts in factors affecting decisions.
- Additionally there is an internal and external communication process that looks at safety factors such as road conditions with the expectation a recommendation whether to stay open or close will be made by 4 a.m. in the morning.
- If a route is not going to be covered, what is the protocol? Response: The transportation command and control center communicates with schools and families. This area does need to tighten up.
- Does school do the calling or does transportation? Response: ; The school does the calling.
- What is a significant enough event? Response: It is about the travelability of the roads, temperatures/wind chills all for the safety of students. Urban districts have other considerations that impact closing because of their students population.
- Fewer changes in start times are great. Will there be additional changes in times in the future? Response: As the system stabilizes, will there still be small changes in start time.
- Might there be a chance to narrow gap between Tier 1 and 3 in future? Response: SPPS is working with advisory parent teams to work on having secondary students moving to a later start (9:30). There will still be students starting at 7:30. It is thought SPPS can do 45 minutes in between tiers. The goal is to minimize changes – the end

vision would be a system where continuity would be no changes. The difficulty is in trying to keep in balance.

- Schools with a one hour plus change, why? Response: The routing process looks at each school and the cohort of students attending and tries to balance what will operate efficiently and safely while still supporting the school. This is looked at through an equity lens as well. It comes down to the right solution for each school -- will it work?

E. Recommendations for Personnel/Title Changes

QUESTIONS/DISCUSSION:

- Will this increase payroll? Response: Dr. Wilcox-Harris is a title change; the remaining changes fill in from below and do not represent additions.

MOTION: Ms. Street-Stewart moved the Board of Education adopt the Superintendent's recommendations and in connection therewith Appoint the following individuals to the following Superintendency positions with an effective date of December 18, 2012: Director of Leadership Development - Marsha Baisch; Assistant Superintendent Middle Schools - Steven Unowsky; Assistant Superintendent Academics and Technology Innovation - Kate Wilcox-Harris; Interim Chief Academic Officer - Matthew Mohs and Interim Director of Funded Programs - Cheryl Carlstrom. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

F. Human Resource Transactions

MOTION: Ms. Street-Stewart moved the Board of Education accept the Superintendent's Report and approve the Human Resource Transactions for the period October 26 through November 29, 2012. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Doran moved approval of all Consent Agenda items with the exception of Item B-17: Request for Permission to Extend the Requisition with Haberman Company from \$70,000 to \$110,000 - A Funding Obligation Being Met by Two Grants Already Received by Saint Paul Public Schools; Item E-1: Discharge of S.B. and Item E-6: Approval of New Rate of Pay for Substitute Teachers which were pulled for separate consideration. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes

Mr. Brodrick
Ms. Street-Stewart

Yes
Yes

A. Gifts

BF 29228 Gift Acceptance from Bonnie Marsh

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from Bonnie Marsh to be used as designated. The total gift of \$7,000 will be deposited into the Central High School intra-school account, 19-210-000-000-5096-0000.

BF 29229 Request for Permission to Submit Letters of Support to the Kennedy Center Alliance for Arts Education Network for the Nomination of the SPPS Board of Education for the Alliance for Arts Education Network Award

That the Board of Education authorize the Superintendent (designee) to submit the application to The Kennedy Center Alliance for Arts for the purpose of nominating the SPPS Board of Education for the Alliance for Arts Education Network Award; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29230 Gift Acceptance from Saint Paul Federal Credit Union

That the Saint Paul Public Schools Board of Education authorize the Superintendent (designee) to allow Como Park Senior High School to accept this gift from the Saint Paul Federal Credit Union. The total of the gift of \$38,75912 will be deposited into the Intrасchool fund, 19-212-291-000-5096-0000.

BF 29231 Request for Permission to Accept a Gift from Target for All District Kindergarten Students in Amount of \$47,925

That the Board of Education authorize the Superintendent (designee) to accept the gift of books and book bags for all kindergarten students, valued at \$47,925, from Target Corporation. The books will be distributed to kindergarten students the week prior to winter break. Target is a strong partner of the district, and their goal is to provide materials that children and families can enjoy together to promote reading during "out of school time."

B. Grants

BF 29232 Request for Permission to Accept a Grant from the 3M Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the 3M Foundation for funds to implement a mentoring program at Battle Creek Middle School; to accept funds; and to implement the project as specified in the award documents.

BF 29233 Request for Permission to Submit a Grant Application to the Air Force Association Foundation Educator Grant - Farnsworth

That the Board of Education authorize the Superintendent (designee) to submit the application to The Air Force Association Foundation for the purpose of promoting aerospace education activities in the areas of STEM and Math educational topics; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29234 Request for Permission to Submit a Grant Application to the Air Force Association Foundation for Johnson Senior High School ROTC

That the Board of Education authorize the Superintendent (designee) to submit the application to The Air Force Association for the purpose of teaching students to explore space with model rocket launches; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29235 Request for Permission to Submit a Grant Application to the Air Force Association Educator Grant

That the Board of Education authorize the Superintendent (designee) to submit the application to The Air Force Association for the purpose of increasing the knowledge of special education students in the areas of aerospace, engineering and STEM related topics; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29236 Request for Permission to Submit a Grant Application to the Bremer Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Bremer Foundation for funds to ease the transition of high-needs and homeless students as they enter middle school; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29237 Request for Permission to Submit a Grant Application to the CVS/Caremark Foundation

That the Board of Education authorize the Superintendent (designee) to submit the application to The CVS/Caremark Foundation for the purpose of literacy development with special education students at Bridge View School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29238 Request for Permission to Submit a Grant Application to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Ecolab Foundation for funds to support Humboldt High School student's participation in AVID, robotics and community building; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29239 Request for Permission to Submit a Grant Application to the Education Minnesota Foundation for Excellence in Teaching and Learning

That the Board of Education authorize the Superintendent (designee) to submit a grant to Education Minnesota Foundation for funds to support Central High school student's Spanish language development; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29240 Education Minnesota Foundation Classroom Grant Submission for Journeys Secondary School

That the Board of Education authorize the Superintendent (designee) to submit the application to Education Minnesota Foundation for the purpose of supporting self-regulation and self-reflection discovery for at-risk students at Journeys Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29241 Future Farmers of America Foundation Legacy Club Grant - Humboldt

That the Board of Education authorize the Superintendent (designee) to submit the application to The Future Farmers of America Foundation for the purpose of increasing FFA student chapter at Humboldt; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29242 Request for Permission to Submit a Grant Application to the Great Lakes Higher Education Guaranty Corporation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Great Lakes Higher Education Guaranty Corporation for funds to work with underserved students from Humboldt High School to increase skills in math and reading, participate in career and college readiness sessions and attend Family Engagement Evenings; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29243 Request for Permission to Accept a Grant from the Meadowlark Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Meadowlark Foundation for funds to implement a leadership program at Johnson Senior

High School; to accept funds; and to implement the project as specified in the award documents.

BF 29244 Request for Permission to Accept a Grant from the Peace Maker Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Peace Maker Foundation for funds to implement research-based strategies in third and fourth grade classrooms based on needs identified by classroom teachers at Linwood-Monroe. School; to accept funds; and to implement the project as specified in the award documents.

BF 29245 Request for Permission to Accept a United Health HEROES Grant

That the Board of Education authorize the Superintendent (designee) to accept a grant from UnitedHealth for funds to implement Steps Toward Change, a student led, obesity awareness service-learning project at Humboldt Secondary School; to accept funds; and to implement the project as specified in the award documents.

BF 29246 Request for Permission to Submit a Grant Application to the U.S. Environmental Protection Agency (EPA) - Office of Environmental Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Environmental Protection Agency (EPA) – Office of Environmental Education for funds to provide professional development for science teachers; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29247 Request for Permission to Submit a Grant Application to the Weesner Foundation to Support Transportation Expenses Related to the Wolf Ridge Environmental Learning Center Environmental Program

That the Board of Education authorize the Superintendent (designee) to submit the application to The Donald Weesner Foundation for the purpose of funding transportation expenses for students to attend the Wolf Ridge Environmental Learning Center; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29248 Request for Permission of the Board of Education to Enter into a Contract with NFL Play 60 FitnessGram

That the Board of Education authorize the Superintendent to enter into an agreement with NFL Play 60 FitnessGram.

BF 29249 Ramsey County Elections Contract

That the Board of Education approve the election contract for period January 1, 2013 through December 31, 2016.

D. Agreements

BF 29250 Request for Approval to Enter into Partnership Agreements with Post Secondary Preparation Agencies

That the Board of Education authorize Superintendent Valeria Silva to enter into agreements with the above post-secondary preparation partners for the school year 2012-2013.

E. Administrative Items

BF 29251 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees

Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2012 through June 30, 2014.

BF 29252 Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

BF 29253 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 3, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29254 Monthly Operating Authority

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

(a) General Account	#511492-513319	\$49,180,940.13
	#3017088-3017165	
(b) Debt Service	-0-	-0-
(c) Construction	-0-	\$3,878,642.02
		\$53,059,582.15

Included in the above disbursements are payrolls in the amount of \$34,296,223.42 and overtime of \$138,343.00 or 0.40% of payroll.

(d) Collateral Changes None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 18, 2013.

F. Bids

BF 29255 Bid No. A155006-K Interior Renovation at the Sheridan School Building, 525 N. White Bear Avenue

That the Board of Education authorize award of Bid No. A155006-K for construction of interior renovation at the Sheridan School building to Construction Results Corporation for the lump sum base bid plus alternates no. 1, 2, 3, 6 and 8 for \$566,200.00, plus unit prices #1 through #8.

BF 29256 Bid No. A155175-K Renovation of Prosperity Heights School for L'Etoile Du Nord French Immersion Program, 1305 Prosperity Avenue

That the Board of Education authorize award of Bid No. A155175-K for construction of renovation at Prosperity Heights Elementary School to support the L'Etoile Du Nord French Immersion program to the lowest responsible bidder, CM Construction Company, Inc. for the lump sum base of \$1,064,400.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 29257 Request for Permission to Extend the Requisition with Haberman Company from \$70,000 to \$110,000 – a funding obligation being met by two grants already received by Saint Paul Public Schools.

Director Hardy asked what this would do for students. Response: Administration indicated SPPS had secured \$150,000 in grant funds that were designated to the enrollment campaign to work toward increasing enrollments to SPPS. Haberman was contracted with to develop advertising and marketing for the campaign. The approach was subsequently rearranged

increasing the funding for advertising. This is simply a rearrangement of how the funds were used, not additional funding, and since it was over \$100,000 it requires Board approval.

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, that the Board of Education authorizes the Superintendent (designee) to requisition appropriate funds from two existing grants to the District; and implement the project as specified in the award documents.

The motion was approved with the following roll call vote:

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

BF 29258 Discharge of S.B.

Director Hardy indicated he had pulled this so it could be voted upon separately.

MOTION: Ms. Carroll moved, seconded by Ms. Seeba, that the Board of Education finds, concludes and directs: 1) That S.B. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of S.B.; 2) That such conduct by S.B. constitutes inefficiency in teaching, insubordination, and conduct unbecoming a teacher as set forth in the Superintendent's recommendation to the Board of Education for the discharge of S.B.; 3) That the Superintendent's recommendation for the discharge of S.B. is adopted by the Board of Education; 4) That S.B. be discharged from her employment as a teacher; 5) That the Clerk of the Board of Education provide S.B. with a written statement of the cause of such discharge; 6) That S.B.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides S.B. with a written statement of the cause of such discharge; and 7) That S.B. remain on administrative leave with pay until the effective date of her discharge.

The motion was approved with the following roll call vote:

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

BF 29259 Approval of New Rate of Pay for Substitute Teachers

Director Hardy indicated he had pulled this in order to recognize that SPPS is doing more for substitute teachers and to recognize and thank the substitute teachers for the work they do for the district.

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, that the Board of Education of Independent School District No. 625 establish recommended tiered rates of pay for substitute teachers ranging from \$110 to \$120 per day effective as of December 18, 2012.

The motion was approved with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

X. OLD BUSINESS

BF 29225 Certification of Pay 13 Levy

MOTION: **Director Street-Stewart moved the Board of Education certify the Pay 2013 Property Tax Levy at \$133,719,339.63, an increase of 6.1% over Pay 2012. Director Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

A. Report on Superintendent Evaluation

The Board of Education of St. Paul Public Schools, ISD #625, has evaluated Superintendent Valeria Silva in the following leadership competencies: Strategic, Instructional, Cultural, Human Resources, Managerial and Communications.

We have found that the Superintendent has met or exceeded expectations in each competency. Her leadership during the successful referendum campaign and throughout the second year of Strong Schools, Strong Communities strategic plan implementation is moving the district down a path of success.

We are pleased with her dedication to racial equity in our schools and community. The tightly focused goals around achievement, alignment, and sustainability continue to convey the combination of urgency and commitment that characterize her leadership style and her value to our community.

We look forward, in 2013, to supporting Superintendent Silva as she continues to use her identified strengths to lead our district in raising student achievement. We support her as she makes improvements in identified leadership areas and in building talented teams to help all students achieve at the highest levels. We will work with her to strengthen relationships and communications with our students, families, employees and community.

MOTION: **Ms. Seeba moved approval of the Superintendent's Evaluation. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

B. Project Labor Agreements

1. PLA for Window Replacement at Harding Senior High School, 1540 E. Sixth Street, St. Paul, MN – No PLA will be used.

BF 29260

PLA for Interior Renovation at the Parkway School Building, 1363 Bush Avenue, St. Paul, MN

MOTION: Ms. Carroll moved the Board of Education accept Administration's recommendation to utilize a Project Labor Agreement on the Interior Renovation at the Parkway School Building, 1363 Bush Avenue, St. Paul and that no Project Labor Agreement be used with the Window Replacement at Harding Senior High School, 1540 E. Sixth Street, St. Paul. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Request was made for an update on initial results of home visit campaign by teachers and how it is working.

B. Items for Future Agendas - None

A. Board of Education Reports/Communications

1. Reports on the CGCS will be made in January.
2. A brief report was made on the MSBA Delegate Assembly. Legislative resolutions were presents and voted on. Reports were made on state funding and the Education Task Force recommendations.

XIII. FUTURE MEETING SCHEDULE

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

- January 15, 2013 – Annual Meeting (6:00 p.m.)
- January 22
- February 19
- March 19
- April 16
- 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)

- January 15 (6:30 p.m.)
- 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: **Director Brodrick moved the meeting adjourn. Director Doran seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:21 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE ANNUAL MEETING OF THE BOARD OF EDUCATION
January 15, 2013

I. CALL TO ORDER

The meeting was called to order at 6:08 p.m.

II. ROLL CALL

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

IV. APPROVAL OF THE ORDER OF THE AGENDA

MOTION: It was moved by Mr. Hardy, seconded by Ms. Seeba, that the order of the agenda be approved.

Motion was approved with the roll call vote as follows:

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

V. ELECTION OF OFFICERS

1. Chair of the Board of Education

The Chair opened nominations for the office of the Chair of the Board of Education.

MOTION: Director Street-Stewart nominated Jean O'Connell for the office of the Chair. Director Seeba seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

2. Vice Chair of the Board of Education

The Chair, opened nominations for the office of Vice Chair of the Board of Education.

MOTION: Director Brodrick nominated Mary Doran for the office of Vice Chair. Director Carroll seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

3. Clerk of the Board of Education

The Chair then opened nominations for the office of Clerk of the Board of Education.

MOTION: Director Doran nominated Louise Seeba for the office of Clerk of the Board of Education. Director Carroll seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

4. Treasurer of the Board of Education

The Chair opened nominations for the office of Treasurer of the Board of Education.

MOTION: Director Seeba nominated Keith Hardy for the office of Treasurer of the Board of Education. Director Doran seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

VI. RESOLUTIONS

BF 29261 Appointment of Assistant Treasurer

MOTION: Ms. Street-Stewart moved that the Board of Education approve the resolution naming Michael Baumann, Deputy of Schools and Business Operations, as the Assistant Treasurer of Independent School District No. 625 for the year 2013. Motion seconded by Ms. Carroll.

Motion was approved with the roll call vote as follows:

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

Ms. Doran

Yes

BF 29262 **Appointment of Assistant Clerk**

MOTION: **Ms. Carroll moved, seconded by Ms. Street-Stewart, that the Board of Education approved the resolution naming Marilyn Polsfuss as Assistant Clerk of Independent School District No. 625 for the year 2013.**

Motion was approved with the roll call vote as follows:

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

BF 29263 **Resolution Naming Depository Accounts**

MOTION: **Ms. Carroll moved, seconded by Mr. Hardy, that the Board of Education approve the resolution naming the banks that are to serve as depositories of school district funds for the year 2013.**

Motion was approved with the roll call vote as follows:

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

BF 29264 **Resolution Naming Banks as Custodians for Safekeeping of Collateral**

MOTION: **Ms. Carroll moved that the Board of Education approve the resolution naming the banks that are to be used as custodians for safekeeping of pledged security for school district deposits. Motion seconded by Mr. Hardy.**

Motion was approved with the roll call vote as follows:

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

BF 29265 **Resolution Authorizing Investments of School District Funds**

MOTION: **Ms. Street-Stewart moved, seconded by Ms. Carroll, that the Board of Education approve the resolution that herewith authorizes the Assistant Treasurer to invest surplus funds of the school district from time to time, as provided in Minnesota Statutes and the School Board Investment Policy.**

Motion was approved with the roll call vote as follows:

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

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

BF 29266 **Resolution Naming Brokerage Accounts**

MOTION: **Ms. Carroll moved, seconded by Ms. Doran, that the Board of Education approve the resolution naming the brokerage firms that are to handle the purchase and sale of securities and other property.**

Motion was approved with the roll call vote as follows:

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

BF 29267 **Resolution Authorizing Entry into Joint Purchasing Agreements**

MOTION: **Ms. Carroll moved the Board of Education authorize the administration to continue current joint cooperative purchase agreements and to enter into other various Joint Cooperative Purchasing Agreements as deemed necessary. Ms. Seeba seconded the motion.**

Motion was approved with the roll call vote as follows:

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

BF 29268 **Resolution Naming the Official Newspaper**

MOTION: **Ms. Carroll moved that the Board of Education approve the resolution naming the Saint Paul Legal Ledger as the official newspaper of the School District. Mr. Hardy seconded motion.**

Motion was approved with the roll call vote as follows:

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

BF 29269 **Resolution to Adopt and Confirm All Policies Contained in Board Policy Manual**

MOTION: **Mr. Brodrick moved, seconded by Ms. Seeba, that the Board of Education approve the attached resolution confirming and adopting all policies contained in the Board Policy Manual.**

Motion was approved with the roll call vote as follows:

Ms. Seeba	Yes
Mr. Hardy	Yes

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

VII. ADJOURNMENT

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

Motion was approved with the roll call vote as follows:

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

The meeting adjourned at 6:18 p.m.

Prepared and submitted by:
Marilyn Polsfuss, Assistant Clerk
Board of Education

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
January 15, 2013**

PRESENT: School Board: Ms. O'Connell, Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll, Ms. Doran, Ms. Seeba and Mr. Hardy

Staff: Superintendent Silva, Jeff Lalla, Darlene Fry, Christine Osorio, Andrew Collins, Michael Baumann, Kathy Brown, Tim Caskey, Steve Hoffman, Julie Schultz-Brown, Willie Jett, Joe Munnich, Michelle Bierman, Steve Unowsky, Matt Mohs, Michelle Walker, Jackie Turner, Sharon Freeman, Ivar Nelson, Kate Wilcox-Harris, Liz Keenan, Marsha Baisch, Jean Ronnie, Marie Schrul, Jaber Alsiddiqui, Taejai Anderson Schmidt, Dan Mesick, Stacy Akyea, Sarah Johnson, Mary Yackley

Other: Jaime Santiago, Erin Nielsen, Jackie Hugo

I. CALL TO ORDER

The meeting was called to order at 6:28 p.m.

II. AGENDA

A. 2012 Audit Report

The Controller stated the report of the FY 12 Financial Audit and the OMBA A-133 Audit has been prepared by the firm of Malloy, Montague, Karnowski, Radosevich & Company, P.A. (MMKR) who was retained by Saint Paul Public Schools (SPPS) to perform both audits.

The representatives from MMKR presented an overview of the audit process and timeframe.

He indicated they had audited under auditing standards generally accepted in the United States, *Government Auditing Standards* and the U.S. Office of Management and Budget (OMB) Circular A-133. The audit covered the financial statements of governmental activities, each major fund and the aggregate remaining fund information of the District for the year ended June 30, 2012.

He went on to state, 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:

- The District recorded a prior period adjustment as a result of reviewing its interpretation of the recognition of the property tax shift mandated by the Legislature. The District has addressed this.
- The District did not have controls in place to ensure timely reconciliation of the general ledger. The District, moving to quarterly reconciliations of appropriate accounts, has also addressed this.

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.

The results of their tests noted one instance of noncompliance with requirements that could have a direct and material effect on major Federal programs relative to the eligibility

requirements for students attending non-public schools and receiving Title I benefits. This has been addressed.

They also reported one finding on their testing of the District's compliance with Minnesota laws and regulations in that two of 25 disbursements tested were not paid within the 35 days of the receipt of goods or services, or receipt of the invoice for goods or services, as required by State Statute. The District is addressing this issue.

He then reviewed briefly the three handouts provided to the Board, the Letter of General Findings, the Basic Financial Statements and Supplemental Information book and the Special Purpose Audit Reports and then moved on to a very brief review of the District Balance Sheet. 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 there are expectations of not having to borrow in May of 2013.

Staff noted this is the second year in a row where no Time and Effort deficiencies were reported; the District is now at 100% compliance.

QUESTIONS/DISCUSSION:

- What is the severity of the deficiencies and do they require a change in how the work is done? What is being put into place? Response: The property tax shift is a one-time issue and the change has already been made. The timely reconciliation of the general ledger has been addressed with quarterly reconciliations having been put in place. The Title 1 eligibility of students in non-public schools is also being addressed with the Executive Director of Title I. The District controls the funds for services provided to non-public students. Timely payment within 35 days is also being addressed.
- How many students go to non-SPPS schools? Response: Public schools provide Title I funding for services to non-public schools. The funding is based on free and reduced lunches. There are approximately 500 across 15 non-public schools. It is a Federal mandate to fund these services to St. Paul area students who choose to attend non-public schools.
- Does the district get paid back for the services? Response: The services were provided to the students so in essence this is an obligation on the District to meet their needs. SPPS is not paying non-public schools with funds; they are providing services to the students and are reimbursed for these services.
- Claims and disbursements not within 35 days. Response: This was due to a sample of summer expenditures. The District is implementing a method for tracking claims coming close to 35 days.
- What about prior year audit findings? Response: SPPS is in compliance with all of these.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the 2012 Audit Report as presented. Ms. Street-Stewart seconded the motion.

The motion passed.

B. Second Budget Revision 2012-13

The Chief Budget Analyst indicated this is the first revision for the 2012-13 school year. There were no changes in enrollments so no adjustment was required earlier in the year when the first report is usually provided. The adjustments for this revision affect only the general fund (re-appropriation of funds), the general fund fully financed, and the community service fund fully financed.

The fund balance re-appropriation totaled \$19,545,678 applied as follows:

- Encumbrances (open POs from FY 12) \$6,741,614
- Professional Growth (contractual carryover) \$239,839
- Sites Carryover (balance of non-salary items in schools only) \$864,225

- Assigned Fund Balance (additional fund balance) \$11,700,000.

The \$11,700,000 assigned fund balance has been allocated out to the SSSC Plan, Security and Media Center.

The unassigned fund balance after the re-appropriation stands at \$34,761,554 to the total FY 13 General Fund Budget or 6.1%; 1.1% above the 5% required by the Board.

The revisions to the Fully Financed (grants) General Fund was \$15,400,890 and to the Community Service Fully Financed Fund \$2,944,447. Of this increase, \$17.5 million is new and revised budget allocation. The remaining \$.8 million is carryover from previous year.

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 (includes the re-appropriation figure) the expenditures budget stands at \$693,667,400.

QUESTIONS/DISCUSSION:

- With the site-based carryovers a high percent of funds are expensed in the year allocated. Does administration watch to see if any particular schools routinely carryover high amounts? Response: Yes
- In the \$7.5 million allotted to the SSSC Plan, what are some of the things included in this? Response: PeopleSoft implementation, increase to the substitute budget, the added costs for the 7th period, the middle school transition are some.
- With the Fund Balance – why is having a higher fund balance not a good thing? Why shouldn't it be above the defined minimum? Response: Fund balance is always a challenge. With the fund balance policy of not going below 5%, utilization of any funds above that amount (or utilization below the 5%) requires a very deliberate decision on the part of the Board and administration. Standard & Poors and Moody's see going below a defined fund balance number, as a negative and it will more than likely impact a district's rating. The financial strength of an organization is based on its strategic plan and strategic objectives. Generally, a higher fund balance, within reason, is viewed as an indicator of strength. The fund balance is a statement of the financial strength of an organization now and as it moves forward. SPPS being at 6.1 in a weak economy is in a good position.
- Why can't SPPS use the SSSC \$7.5 million or the excess fund balance now to reduce class size? Response: The \$7.5 million is one time only money needed to accomplish aspects of the SSSC Strategic Plan. (Buy additional materials for some schools, reopen some buildings, hire personnel ahead of program start, middle school transitions (teachers and students), writing curriculum for Hmong and Chinese programs, etc.) Administration is being very careful how these dollars are spent. If you recall, we did study class size reduction relative to the additional referendum dollars and that study showed it would only impact class size by one or two students at best. It would not result in a significant class size reduction. The same holds true here as well.
- What about using the 6.1 for expanding programs to draw in additional students. Response: The Quarterly Financial Report will be presented in February; administration will have a better idea of where the fund balance is at that time. That would be a better time to consider whether to schedule a discussion on this at an appropriate time.
- The comment was made there needs to be a Board supported commitment when projections are different from reality. Protocols are in place to address these things under the SSSC Strategic Plan. Administration is following the Board's approved plan aligning with the SSSC plan and the budget approval process commitments. The Board and District have been intentional about addressing priorities and keeping within the plan and budget. The Board should be thinking about its priorities for the future and thinking about what those might be.
- Administration stated it was tracking class sizes in depth throughout the district so it is being addressed. The District has actually achieved its promised levels one year ahead of time.

- Technology to keep in touch with the schools and the \$3+ million being applied to security, how will that be used? Response: The major component would be an upgrade to alarm systems across district to provide secured access, notification and enhance the ability to respond. It will include a move from analog to digital technology that is much more responsive and reliable. Administration thinks it is prudent to do this sooner rather than later.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the second budget revision for 2012-13 as presented. Ms. Carroll seconded the motion.

The motion passed.

C. Common Core Implementation

The Executive Director of CIPD and the PreK-12 Literacy Program Manager stated Minnesota has adopted only the Reading Common Core Standards, not the math. CGCS has used SPPS as one of five districts to implement common core which brings with it high expectations for teachers and students. SPPS has been very deliberate in how it aligns goals so administration and the union can work in concert for the benefit of the students.

The Executive Director of CIPD stated the purpose of the presentation was to highlight efforts to support implementation, instruction and assessment of Minnesota Common Core English Language Arts (ELA) standards. Minnesota is a pioneer in common core. ELA includes reading, writing, speaking and listening and has alignment across other content areas. Kentucky is the only other state implementing and assessing common core. Minnesota and Utah are the only states doing on their own in assessments for common core.

The Common Core Standards are fewer, clearer and much more stringent.

A Gates grant allowed SPPS to begin work on common core. A gap analysis was done in SY 11-12. In the area of curriculum, teachers completed a K-12 analysis. The K-6 analysis found strong alignment in reading and a need to focus on Writer's Workshop units. 7-12 indicated the need to move from a genre-based framework to a standards-based framework. In instruction, Pre-K-12 literacy is now working toward a common goal and message, that standards and student data drive instruction. In professional development, over 200 teachers analyzed, revised, created and field-tested district curriculum and assessments. Over 60% of ELA teachers 7-12 had a hand in creating and/or piloting the new curricular framework.

Samples of the Writer's Workshop Units and Multimedia Projects offerings were reviewed. Information on Teacher Wikis was provided.

In SY, 12-13 K-6 there are 56 revised and new Writing Units of Study, on-demand pre- and post-assessments, rubrics and self-assessment checklists for students for every unit of study. Digital Media Presentations, projects and speeches for each grade level are available and an elementary literacy Wiki is available to teachers.

In 7-12, a curricular framework has been established. ELA common text studies and summative assessments 7-12 are in place, reading is aligned to ELA or content areas 7-12 and there is a secondary Literacy Wiki for teachers allowing them to collaborate within schools and across the district. The work in ongoing with assessment of what is working and what needs to be revisited.

The 2012-13 ELA instructional sequence and a draft of the Reading instructional sequence were provided and curricular supports were discussed.

Professional development has also been implemented Pre-K through 12 with 59 PD sessions, 10 on-line courses. 5,056 participants have logged 233 hours of PD work with 94% of the PD sessions outside of class time.

An on-line sampler for preparation and practice has been provided for the new MCA-III test covering test preparation following the curricular framework and instructional sequence along with common language/expectations across content areas. Test practice includes an MCA-III One-Stop shop and MCA-III Resources Grades 3-10, a "world tour" and an MCA-III Moodle Module. All principals, APs/interns, literacy coaches and teachers have taken the on-line sampler.

Outreach to families, tutors and community partners include a website and Parent Guides K-6. Presentations have been made to the following partners:

- Sprockets – over 20 community partners
- West Metro Curriculum Directors
- The Council of Great City Schools task review for CCSS assessments
- Hamline University – *Literacy Symposia, Literacy & the Common Core*
- University of Minnesota – Minnesota Reading Academy Research Consortia
- Common Core: Building Capacity Through Professional Development and
- The Literacy Leadership Symposia: *Meeting the Challenges of the Common Core Instructional Shifts.*

Major accomplishments in this area include:

- Curriculum K-12 (56 Writers' Workshop Units of Study K-6 and Instructional Sequences 7-12 completed).
- Professional Development K-12 (59 sessions, 233 hours, 5,056 participants with 94% outside contract time).
- Assessment K-12 (78 Common Summative Assessments created)
- MCA-III (100% of principals, assistant principals, literacy coaches and teachers completed on-line test samplers and technology-enhanced item banks, test preparation and test practice resources completed for every grade level 3-10)

QUESTIONS/DISCUSSION:

- The web site and materials for different grade levels are great but what outreach is there for parents with other languages, reduced means, etc.? Response: Some work has been done at the district level and more at site level. Parent Guides have been translated to support parents without English. Students are the best advertisers for this effort. They are accessing learning outside of school and share pieces at home. In school, there are literacy work presentations on the walls, literacy events and media center visits scheduled. Schools are also developing partnerships with St. Paul libraries. Family and Community Engagement are reworking the parent standards booklets with common core standards. Information is also being provided through the Parent Academy, DPAC and other advisory groups.
- Administration was asked to measure the extent of penetration and usage over time.
- The new school libraries, do they have resources other than paper books? Response: Schools are aware of new materials and are beginning to assist students in where to go to use materials for reference and study. There are a number of different projects and activities to move to electronic media. The District is working with other programs, such as Achieve 3000, to provide resources for students. Currently many different platforms are being used (Ipads, Kindles and various on-line licenses).
- Minnesota and Kentucky are the only states testing common core standards and Minnesota and Utah the only ones doing their own assessments. Response: Yes
- What is being done regarding media literacy and including works of other race/cultures, Is there assessment around summer learning loss? Response: The assessment part of Common Core is the MCA-III. MDE's approach to get at summer learning loss is analysis of growth. The MCA-III assessment is not a good resource to look at growth. SPPS is incorporating other assessments to get at growth.
- The Pre- and Post-assessment – can that be tied into something that addresses this? Response: The pre and post assessments are designed to look at units of students and where they were at the beginning and where they are at the end.
- Use of the web site, is there a way to measure use of website tools by schools? Such things as who is using it and how accessible is it. Response: Not sure if SPPS is

measuring web site use in great depth, Urban Planet does track number of visits on a school site basis. With the current system there are different computer access capabilities in schools so this needs to be addressed as an equity issue. Sequencing and digital presentations are put into the schedule with intentionality knowing resources in some schools will be scarce. The District is sensitive to seeing that digital projects are placed differently so they do not tax systems within schools. We need to find a way to track access outside of school time

- Partners – is SPPS collaborating with successful K-12 programs outside SPPS in what they are doing? Response: Yes, on a limited basis at this point. SPPS is working on the possibility of an institute for teachers to work with outstanding innovators in this area. SPPS is also looking at what is working with other places as well such as successful charter schools, etc. We are looking both externally and internally.
- Why is Minnesota going its own way and what are the implications for kids? Response: Part of it is the way common core initially rolled out. Minnesota chose to take a position that its math standards are better than the Common Core so that excluded Minnesota from participating in the consortiums. Being independent does allow Minnesota to assess the full spectrum of standards including those not common to other states.
- What are the consequences on 10th grade students relative to the reading assessment results? Response: Because MCA-III is a new assessment results must be assessed by MDE before they determine what proficiency standards will be. Finalization will not be complete until some time in August with results back after that. Students will not know if they are on track for graduation, soon enough so they will have to adjust their learning regimen to take this into account.

MOTION: Ms. Seeba moved the Committee of the Board recommend the Board of Education accept the Common Core Implementation report with thanks. Ms. O'Connell seconded the motion.

The motion passed.

D. Standing Item: Referendum Implementation Update -- SPPS Personalized Learning Through Technology

The Assistant Superintendent for Academic Innovation & Technology Integration offered a review of the timeline on the SPPS Personalized Learning Through Technology effort.

- 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

She stated the RFP Committee has recommended the Superintendent proceed with a Consent Agenda Item to the January Board meeting requesting SPPS enter into a contract with Dell to provide a Teaching and Learning Platform as per SPPS RFP A152353-K.

The Teaching & Learning Platform is a web site. Behind the web site are computer resources, both hardware and software, that are dedicated to and directly support the mission of the District. This includes:

- Application Licensing and Support for the 45,000 SPPS user community
- Integration with SPPS Systems
- System training and professional learning
- Integration of Digital Content
- Optimized for computers, tablets, smart phones

The investment will be rolled out over a five-year period.

The Platform is a collaborative and secure environment that supports students with anytime, anywhere access to learning opportunities. It provides teachers with effective ways to develop share and use innovative and personalized course materials and track student progress. It provides greater engagement with families and community to support student success. For teachers it will:

- Provide access to high quality curriculum content that matches their students' needs and styles
- Allow connection with individual students
- Allow quick review of student progress
- Allow monitoring of student collaborative groups
- Provide connection with peers and Personal Learning Communities

For students it will:

- Facilitate opportunities for new and blended learning environments
- Allow access to class materials and supplemental resources
- Provide connection with peers and collaborative groups
- Provide quick review of their individual progress
- Provide for participation in extra-curricular student groups
- Organize their academic life

For families it will:

- Allow continuous progress monitoring
- Provide access to class materials and supplemental resources to support their child
- Provide connection with teachers, administrators and school resources
- Provide access and information about community resources
- Allow active participation in their child's success.

The immediate next steps include approval of the contract to develop a digital learning platform, completion of hiring of digital media specialists and the planning and implementation of Visioning Day 2013. Additionally, Advisory Committee membership will be announced, applications for Action Team membership will continue to be sought with membership announced in mid-February.

This effort is all about students and achievement and the 2012 Referendum has made it possible.

QUESTIONS/DISCUSSION:

- The contract is for 200 days? Response: 185
- The comment was made it is important SPPS make sure teachers have time to be trained on the platform as it will transform learning. Also that SPPS needs to ensure it is

presented in such a way that teachers value it, they need to take ownership of teaching and learning assets.

- Can the Board be assured that Dell has settled its age discrimination lawsuit? Response: Administration is recommending Dell because it is the top vendor for the work that needs to be done. Administration is disappointed there is such a suit and it is being monitored. The whole purpose is to build the most successful teaching and learning platform for SPPS students and this is the best option to accomplish that.
- The Advisory Committee, what will be their work with the selected vendor? Response: Their focus will be on next steps at district level. The organization will bring forth design. The Steering Committee is internal. The Action Teams represent the end users and evaluators of the platform and drive the work. There should be little if any communication between Dell and the Action Teams.
- The comment was made there is currently some skepticism among staff and the individual was nervous that the first step is a purchase from vendors rather than looking at teacher buy-in and measurement of the needs of teachers and what they are looking for.
- Does SPPS have an analysis of its technology? Response: SPPS has inventoried all technology in buildings and does have a detailed audit/analysis of building capacity. Network capacity is monitored at all times. The analysis of SPPS IT capacity, has been comprehensive as to where the District is and what direction it needs to move in. SPPS needs the ability to provide technical support in a more comprehensive manner 24/7 365. The focus needs to be on instructional technology as the nexus of technology to learning in the district. Where SPPS is today has been guided by that analysis. The Referendum has given the District the chance to leap ahead. Work is underway and there is a great deal of synergy for the next steps. Teachers are the 'buy-in' as they will be instrumental in developing, analyzing and using the product.
- The comment was made that if SPPS does not have the platform to build this upon the entire process will be in limbo.
- The comment was made that the District is and has been serious about technology for many years. The work has accelerated specifically in response to the meeting student needs. Approval of the platform begins the process to build the structure to bring it all together for the students.
- The comment was made that this should have been done sooner and the District needs to get started ASAP. It is urgent that this be moved forward as there is still a long process to get it to functionality.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education receive the update and bring the platform forward as a separate item recognizing it is a contract. After discussion, the motion was withdrawn.

Thanks were extended to administration for bringing the Board up-to-date on the process. Board members were instructed to e-mail specific questions to the Superintendent in a timely manner so they could be addressed prior to the January 22 Board meeting.

E. Standing Item: Policy Update

1. **Review of Policy 533.00 Wellness**

The Supervisor of Student Health & Wellness presented some background on the Wellness Policy. The original policy was established in response to the 2004 Child Nutrition and WIC Reauthorization Act that required all districts a wellness policy by SY 2006-07. SPPS established its policy in May 2006. The 2010 Healthy, Hunger-Free Kids Act necessitated the revisions being brought forward now as the Act expanded the scope of wellness policies.

There is a close link between health and academic success. Eating well and being physically active results in greater attention span, better concentration, better attendance, high energy levels and greater academic achievement. Discipline problems, anxiety, stress and tardiness results from lack of nutrition and activity.

Since the initial adoption of the Wellness Policy SPPS school meals have met Federal standards, nutrition education has expanded, guidelines have been established for food and beverages service during the school day, physical activity has been incorporated into the school day at most elementary schools, employee wellness opportunities have been offered to staff through Health Partners and all buildings have identified a "Wellness Champion."

In revising, the Wellness Policy stakeholder input was obtained from school Wellness Champions, SPPS staff, parents/guardians, community partners, 11th and 12th grade students and the Superintendent's Cabinet. They indicated they liked the format, the defined site and district wellness teams and they support healthy environments that do not restrict physical activity because of negative behavior or academic status and the use of non-food items as rewards. Stakeholders expressed concern that there is a need for stronger language to raise the bar related to health education, physical education and activity. Concern was also expressed about accountability and enforcement, implementation issues, the relative lack of addressing mental health needs, finding a way to communicate the wellness message to staff and parents and a concern that the employee wellness section might be weak.

The policy does need to be updated to reflect the changes in the Healthy, Hunger-Free Kids Act of 2010. Also, because health promotion aligns with racial equity work due to the direct link between race and health disparities. Additionally, Statewide Health Improvement Program (SHIP) funding is available to support the work now in partnership with County Public Health.

The revised policy has simply rearranged items contained in the original policy for a clearer alignment into various areas. There has been no change in utilization of non-food items for rewards, exercise or physical activity not being used as a negative consequence for behavior, the healthy vending effort, wording around celebrations and fundraising.

Key points of change include:

- The outline using the CDC Coordinated School Health Model with nine categories
- Expansion of Site and District Wellness Teams to include more community partners and parents
- A move toward healthier options sold at concessions at extracurricular events
- Promotion of healthier practices for employees by partnering to provide incentives to sites and
- Removal of procedural details from policy to procedure.

QUESTIONS/DISCUSSION:

- 7D – where did the language come from? Response: Both C & D are a result of discussions between district and external partners.
- It was suggested a cross reference be made to the Bullying Policy as a reflection of bullying which occurs relative to food allergies
- Consideration needs to be given on how to address food allergies in policy
- 2F & G is there a determining measure for these. Response: There is no change from current policy in either of these. They can be further defined at the procedural level.
- 3F – There are teachers providing food in the classroom for students coming back from lunch hungry. Why is this? Response: USDA required meal patterns reduced the amount of grain and protein offered in lunches. USDA has subsequently lifted that requirement temporarily. The USDA calorie limits are fine; however, students in middle school avoid fruits and vegetables so they do not fill up on what they could potentially have taken to eat.
- It was noted USDA has also loosened up their limitation on after school snacks for athletics.
- Students are not excluded from bringing their own food are they? Response: No.

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of Education move Policy 533 – Wellness forward to the January 22 Board meeting for its first reading.

The motion passed.

F. Work Session

1. **Outside Committee Assignments & District Council Representation**

Board members reviewed their commitments, no changes were made. The Board Secretary was instructed to notify all groups of the 2013 representation.

2. **Reschedule of April 16 Board Meeting to April 23, 2013**

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education reschedule the April 16, 2013 Board meeting to Tuesday, April 23, 2013. Ms. Seeba seconded the motion.

The motion passed.

3. **Board Check-In**

A request was made that the Board re-evaluate the public comment period and look at other practices in other districts.

III. ADJOURNMENT

MOTION: Mr. Hardy moved the meeting adjourn. Mr. Brodrick seconded the motion.

The motion passed.

The meeting adjourned at 10:49 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

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

DATE: January 22, 2013

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

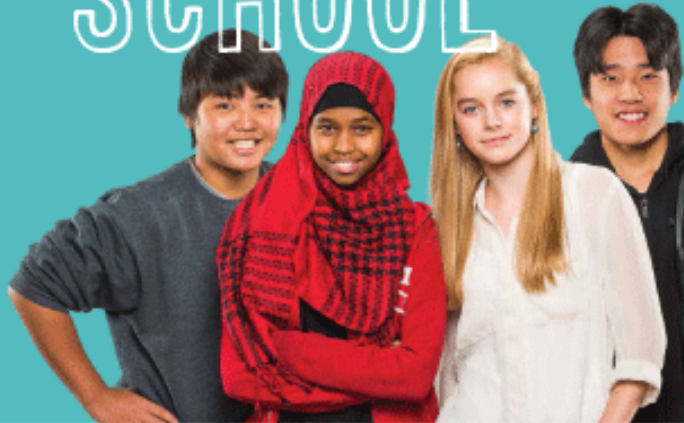
A. PERTINENT FACTS:

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. Harman traveled to Las Vegas in November to receive his award at the NCTE Annual Convention.
2. **The Saint Paul Public School district** 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, said Nay Htoo, vice chair of the Karen community of Minnesota. SPPS received a beautiful plaque from the Karen Community of Minnesota.
3. This item is submitted by Michelle J. Walker, Chief of Staff.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

IT'S TIME to CHOOSE A GREAT SCHOOL



SCHOOL APPLICATION
DEADLINE:

FEBRUARY 15, 2013

Apply online at apply.spps.org

**DISCOVER
YOUR SAINT PAUL
PUBLIC SCHOOL**



SCHOOL CHOICE SEASON

It's time to choose a great school



Getting the word out

- Advertising
- School Choice Fair
- NEW school choice website
- Enrollment video



Advertising

- Billboards
- Community newspaper ads
- Google ads
- City bus ads

business »



US home sales dip in Dec.; 2012 best in 5 years

U.S. sales of previously occupied homes dipped in December from November, in part because of a limited supply of available homes. But for all of 2012, sales rose to their highest level in five years. [Full story »](#)

Updated 25 minutes ago

[Delta Air Lines clings to \\$7M profit in 4Q](#)

[North Memorial Medical Center sheds employees](#)

[More analysis on the December decline in national home sales](#)

markets »

Get quote

Symbol Lookup

↑ Dow	13658.11	+8.41	+0.06%
↓ S&P 500	1483.64	-2.34	-0.16%
↓ Nasdaq	3125.14	-8.56	-0.31%
↑ ST100	216.09	+0.75	+0.30%

20 minute delay | Last updated 10:26 AM CST

Current market data

[All Market news »](#)

[More Business news »](#)



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Gail Rosenblum
Rosenblum: Sign language supporter awaits White House response
Adrean Clark insists she's not an activist, just...



Chip Scoggins
Scoggins: Many fans find call of the Wild too hard to resist
Shawn Larson vowed to cancel his Wild season...



C.J.
C.J.: Ellen gets a kick out of Chris Kluwe
Chris Kluwe bounded onto "The Ellen Show" stage...

More columnists

Sid Hartman
Hartman: U needs healthy Williams, Coleman

Neal St. Anthony
St. Anthony: Retirees seek to reduce debt wisely

Jim Souhan
Souhan: Parise finds playing for hometown team

question of the day

Poll: Have you forgiven the Wild for the lockout?

☐ Yes, it's all good now
☐ No, it'll take more time

[View results](#)

Startribune.com



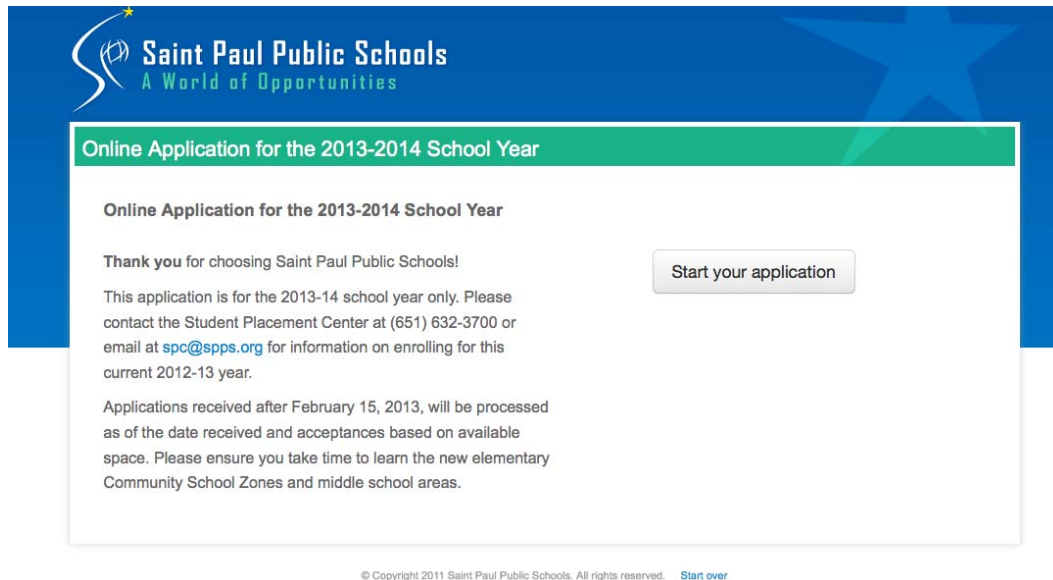
School Choice Fair



- Estimated 3300 people attended the fair on Saturday, January 12.
- Targeted recruitment



NEW school choice website



- The Student Placement Center's new [apply website](#) includes an improved online application process, a *school finder* that shows families their school options based on a home address and tips to make the school selection process easier.



Enrollment Video



- A video detailing new elementary Community School Zones, along with the launch of 2013-2014 school choice website, is helping SPPS families find the right school for their student.
- Available in English, Hmong, Spanish, Somali and Karen (by Friday, January 25, 2013)



ON-TIME APPLICATION DEADLINE:

February, 15, 2013





Personalized Learning Through Technology Update

Dr. Kate Wilcox-Harris
Assistant Superintendent for Academic
and Technology Innovation

Tuesday, January 22, 2013



Agenda

- a) On-going Personalized Learning Efforts
- b) Future Personalized Learning Efforts



Digital Literacy Projects

Fourth Grade Podcasts:

- http://thecenter.spps.org/realistic_fiction_podcasts_2.html

Multi-Media Project Resources:

- http://thecenter.spps.org/writer_s_workshop_multimedia_projects--resources.html

Project Phases and Equity

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

Phase	Tasks (Partial List)
Phase 1: Development	• Assess schools for readiness and develop launch plan • Install necessary infrastructure • Develop curriculum and collect lesson objects
Phase 2: Implementation	• Train teachers, families, and partners • Launch at schools • Provide instructional and tech supports • Increase access to community
Phase 3: Sustainability	• Refresh hardware as necessary • Ensure continuous curriculum development
Phase 4: Evaluation	• On-going evaluation and improvement

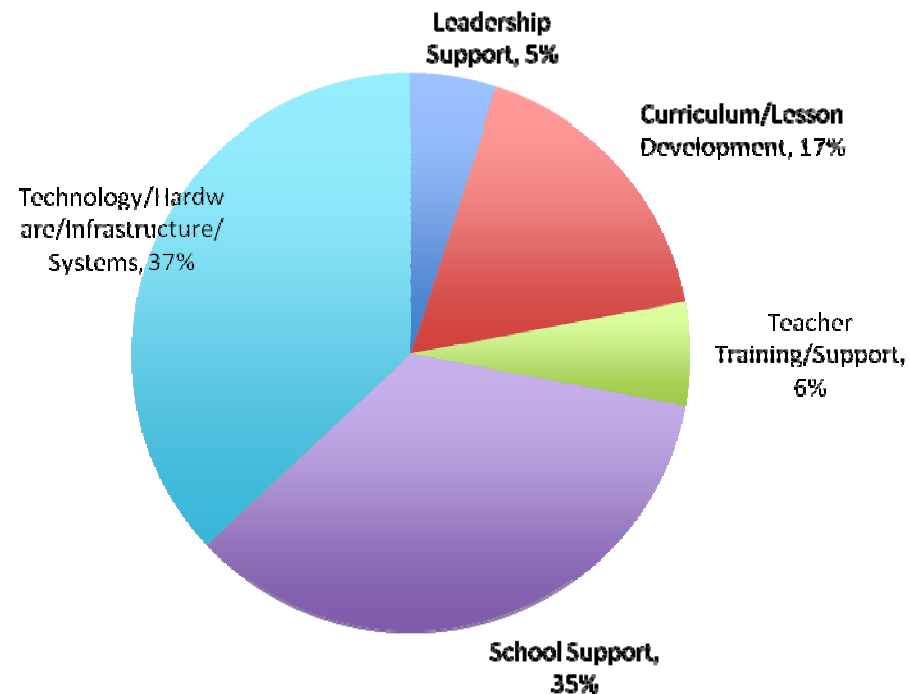
Ensuring equity of access will be a key consideration

10JUL12

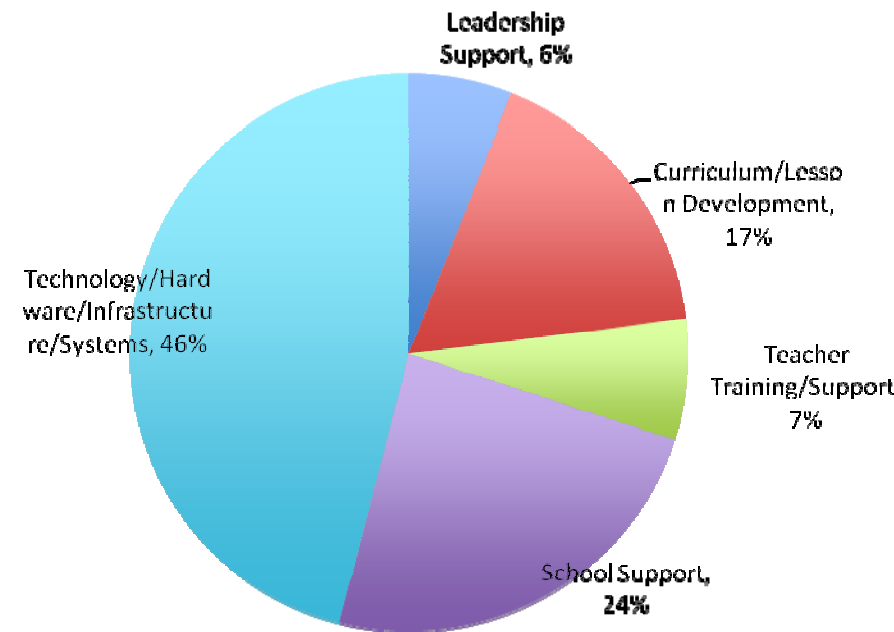


Investments

Estimate Over 8 years



Estimate in Year One

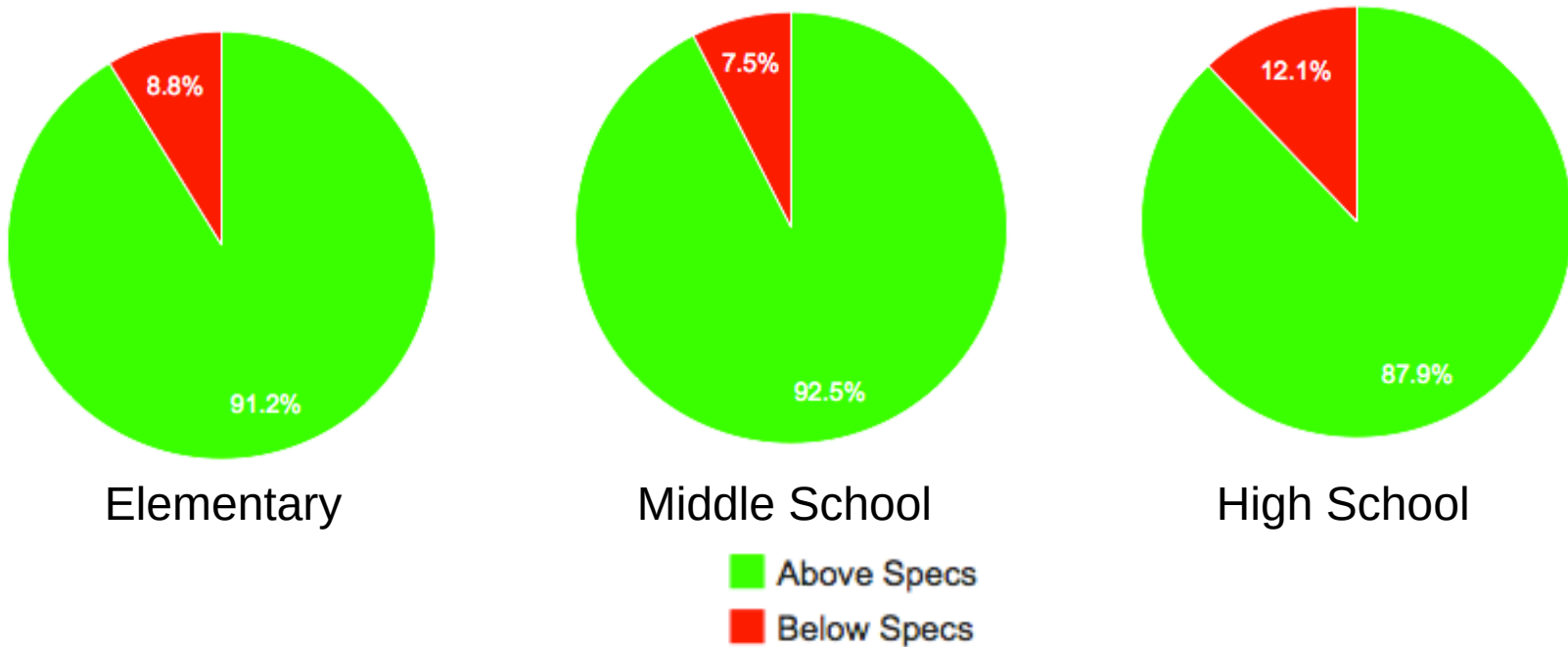


Technology/Hardware/Infrastructure

- Increase Internet Bandwidth
- Increase Network Capacity & Performance
- Integrated Teaching & Learning Platform
- Technology Support
- Replace below specification testing computers in labs

Technology/Hardware/Infrastructure

Testing computers in labs



School Support

- Digital Media Specialists
- Technology Integration Specialists

Curriculum/Lesson Development

- Review, Borrow & Purchase
- Teacher Authoring

Teacher Training/Support

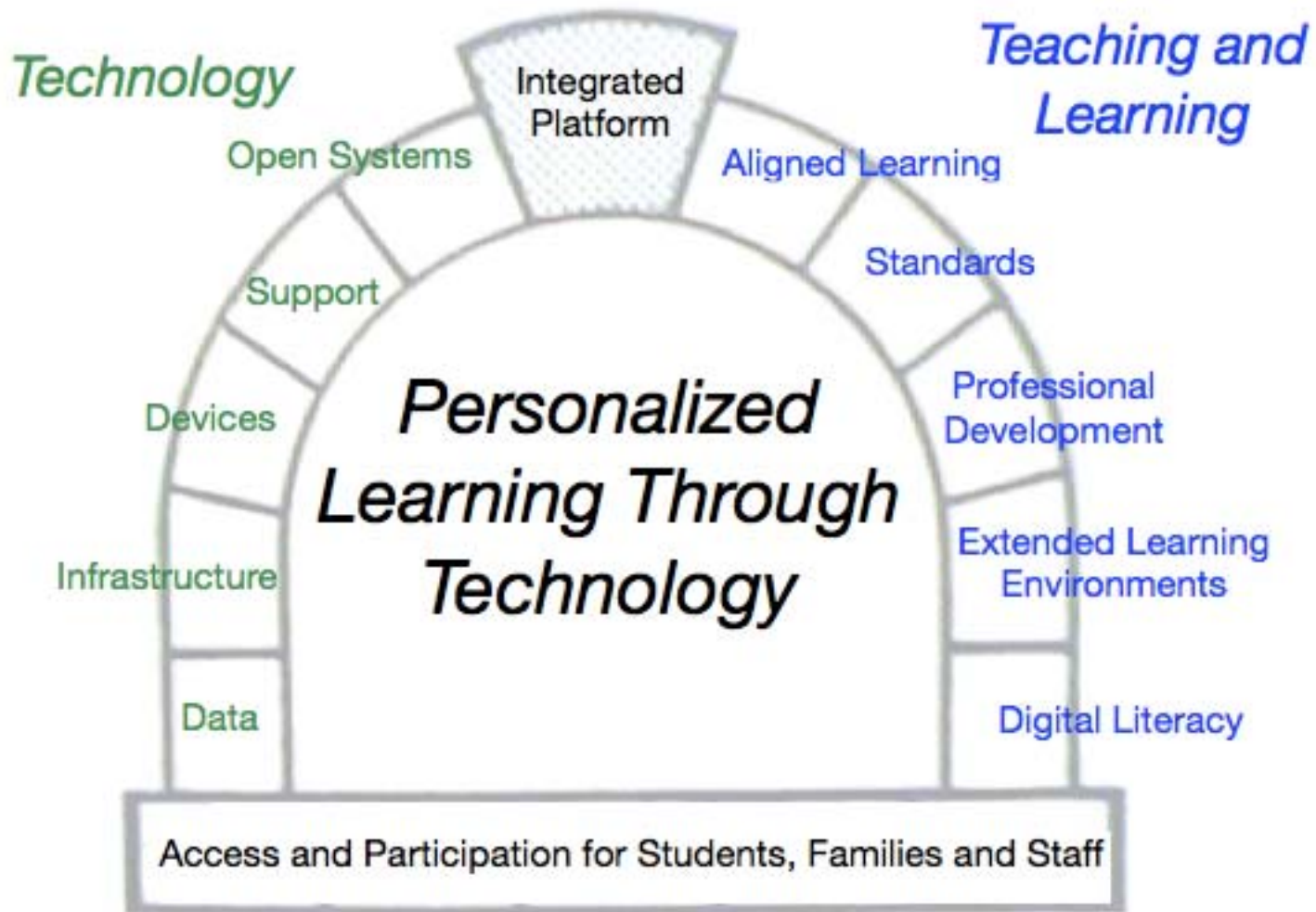
- Survey & Analysis
- Summer 2013, SY13-14 Professional Development

Leadership Support

- Asst Superintendent Position
- Visioning Day 2013
- Advisory Committee and Action Teams

On-Going

2010	2011	2012
December 2010: Board of Education Requests Technology Plan	March 2011: <i>Strong Schools, Strong Communities</i> strategic plan approved November 2011: Student Learning and Engagement through technology integration plan presented to COB	January 25, 2012: Visioning Day January 2012: District Academic Innovation and Technology Integration Specialists Created February 20, 2012: SPPS Teaching and Learning Portal/Platform RFP published March 26, 2012: RFP Committee convenes April 9, 2012: RFP Committee convenes, in open review, of top three vendors (2 hour review) April 10, 2012: RFP Committee confirms final two vendors for deeper review May 18 & May 31, 2012: Full day participatory, hands-on, live demonstrations for over 100 students and teachers July 2012: BOE Approval of Referendum Request November 6, 2012 Saint Paul voters approve referendum funds for PLTT December 2012: Community Advisory Committee and Action Teams applications posted



Systems Teachers Need to Access



SPPS Integrated Platform Requirements

Learning Management System

Collaboration tools

Curriculum repository & mapping systems

Assessment management systems

Formative/summative assessment data dashboards

Integrate content at the course-level from various sources

Integration with existing & future SPPS enterprise systems

Parent and Partner portals



For Students:

- 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
- Organizes their academic life and individualized path for postsecondary education



For Families:

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



For Community:

- Out of School Time support for students, with access to class materials and supplemental resources
- Connect with families to offer community resources in our secure environment
- Collaborate with teachers and staff to extend partner resources to benefit students



For Teachers:

- Access to high quality curriculum content that matches their students' needs and styles
- Connect with individual students and reach them at their level
- Quickly review student progress
- Monitor student collaborative groups
- Connect with peers and Professional Learning Communities
- Reduce effort and time needed to research lessons, connect with families, and share information with peers.



Next Steps

- Provide opportunity for community, families and staff to view Teaching and Learning Platform
- Gather input to shape the development process through the work of four Action Teams



Questions?



HUMAN RESOURCE TRANSACTIONS
(November 30, 2012 through January 3, 2013)
January 22, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gullord, J. D.	Classroom Teacher	12/19/2012	\$36.12	Johnson Achievement Plus
Jarmick, F. E.	Classroom Teacher	12/03/2012	\$24.27	Harding Senior High
Sivanich, C. A.	Classroom Teacher	12/17/2012	\$24.27	Central Senior High
Christoferson, K. A.	Special Education Teacher	01/03/2013	\$27.18	Humboldt Jr High - Admin Bldg
Endersbe, M. J.	Special Education Teacher	01/03/2013	\$26.23	Battle Creek Environmental
Haycraft, H. J.	Special Education Teacher	01/03/2013	\$48.62	Johnson Achievement Plus
Nelson, C. D.	Special Education Teacher	01/03/2013	\$19.60	Humboldt Jr High - Admin Bldg
Smith, W. A.	Special Education Teacher	12/17/2012	\$32.99	Ramsey Junior High
McMoore, S. J.	School/Community Professional	12/10/2012	\$21.35	Harding Senior High
Wells, L. L.	School/Community Professional	12/20/2012	\$23.52	Harding Senior High
Brown, C. J.	Teaching Assistant	01/03/2013	\$11.93	Obama Service Learning
Duale, A. A.	Teaching Assistant	01/03/2013	\$11.89	Hancock Hamline Univ
Dugbe, Q. M.	Teaching Assistant	12/10/2012	\$13.99	Bridge View
Edwards, R. A.	Teaching Assistant	11/26/2012	\$12.89	Highland Park Senior
Heilman, A. C.	Teaching Assistant	12/10/2012	\$14.51	Highwood Hills
Jeter, J. N.	Teaching Assistant	12/10/2012	\$13.68	Linwood Monroe Arts Plus (K-3)
Liu, N. K.	Teaching Assistant	11/30/2012	\$12.20	Benjamin Mays/Museum
Moore, H. B.	Teaching Assistant	12/17/2012	\$13.68	Como Park Elementary
Murray, K. R.	Teaching Assistant	12/19/2012	\$14.68	Obama Service Learning
Perry, M. L.	Teaching Assistant	12/17/2012	\$14.68	RiverEast Elem/Secondary
Strauss-Albee, H. M.	Teaching Assistant	01/03/2013	\$12.32	Battle Creek Environmental
Tollefson, A. F.	Teaching Assistant	12/10/2012	\$12.88	The Heights Community

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, K.	Teaching Assistant	12/06/2012	\$13.51	Como Park Special/Hartzell
Vang, N. L.	Teaching Assistant	12/19/2012	\$12.35	Daytons Bluff
Xiong, E. S.	Teaching Assistant	01/07/2013	\$11.93	Nokomis Montessori
Xiong, P.	Teaching Assistant	12/13/2012	\$12.32	The Heights Community
Yancy, M. A.	Teaching Assistant	11/19/2012	\$12.99	Washington Tech Secondary
Yang, J.	Teaching Assistant	12/19/2012	\$12.35	Johnson Achievement Plus
Lee, N.	Clerical	12/17/2012	\$19.72	Colborne Admin Offices
Fink, M. G.	Custodian	12/17/2012	\$22.23	Como Service Center
Olson, K. D.	Custodian	12/04/2012	\$14.31	Washington Tech Secondary
Hrouda, S. D.	Maintenance Supervisor	12/17/2012	\$34.24	Como Service Center
Akeredolu, A. F.	Nutrition Services Personnel	12/12/2012	\$10.50	Hancock Hamline Univ
Brooks, S. C.	Nutrition Services Personnel	12/12/2012	\$10.50	Obama Service Learning
Crew, T. M.	Nutrition Services Personnel	12/12/2012	\$10.50	Washington Tech Secondary
Gregory, R. L.	Nutrition Services Personnel	12/12/2012	\$10.50	Benjamin Mays/Museum
Kimble, K. k.	Nutrition Services Personnel	12/12/2012	\$10.50	Cherokee Heights
Lor, M. X.	Nutrition Services Personnel	12/12/2012	\$10.50	Harding Senior High
Newcomb, D. L.	Nutrition Services Personnel	12/12/2012	\$10.50	Harding Senior High
Stepun, S. M.	Nutrition Services Personnel	12/12/2012	\$10.50	Washington Tech Secondary
Watson, L. B.	Nutrition Services Personnel	12/12/2012	\$10.50	Riverview School
McCarthy, M. T.	Pipe Fitter	01/02/2013	\$39.70	Como Service Center
Northup, A. L.	Professional Employee	12/03/2012	\$24.94	Como Service Center

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Connell, J. T.	Supervisory	01/07/2013	\$46.01	Como Service Center
Broady, R. R.	Technical	12/10/2012	\$31.74	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Burch, J.	School/Community Professional From: Teaching Assistant	12/03/2012	\$27.05	Frost Lake - Special
Holzmer, C. M.	Nutrition Services Personnel Career Progression	12/17/2012	\$13.82	Open World Learning Community
Latour, R.	Nutrition Services Personnel Career Progression	10/22/2012	\$23.42	Harding Senior High
Tierney, M.	Supervisory From: Professional Employee	12/10/2012	\$31.69	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Daloia, M. J.	Classroom Teacher	12/10/2012	\$27.53	Washington Tech Secondary
Paatalo, J. E.	Classroom Teacher	12/03/2012	\$42.65	Harding Senior High

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alsleben-Wanless, J.	Classroom Teacher	10/23/2012	Highland Park Senior
Blumer, J.	Classroom Teacher	11/05/2012	Capitol Hill Magnet
Esso, K. A.	Classroom Teacher	11/19/2012	Open World Learning
Goff, A. M.	Classroom Teacher	12/14/2012	Battle Creek Environmental
Haight, W.	Classroom Teacher	12/01/2012	Washington Tech Secondary
Heidemann, L. D.	Classroom Teacher	11/27/2012	Crossroads Montessori
Johnson, G. J.	Classroom Teacher	12/05/2012	Hazel Park Preparatory
Kour, R.	Classroom Teacher	01/03/2013	Como Park Elementary
Lonetree Brovold, N.	Classroom Teacher	11/20/2012	American Indian Magnet
Neustadter, G. A.	Classroom Teacher	11/12/2012	Phalen Lake Hmong Studies
Nguyen, T. Q.	Classroom Teacher	10/31/2012	Hazel Park Preparatory

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Omer, Y. I.	Classroom Teacher	11/15/2012	Humboldt High School
Ronning, C. L.	Classroom Teacher	11/12/2012	Highwood Hills
Schultz, C.	Classroom Teacher	10/05/2012	Bruce F Vento Elementary
Sopiwnik, C. D.	Classroom Teacher	11/28/2012	Central Senior High
Thao, S.	Classroom Teacher	09/25/2012	Randolph Heights
Wingert, J. I.	Classroom Teacher	11/01/2012	Adams Spanish Immersion
Silva, S. K.	ELL Teacher	09/25/2012	Adams Spanish Immersion
Boehm - Peterson, C.	Social Worker	11/05/2012	RiverEast Elem/Secondary
Thach, C.	Social Worker	11/13/2012	Farnsworth Aerospace 5-8
Abrahamson, K. S.	Special Education Teacher	11/28/2012	Daytons Bluff
Davis, P.	Special Education Teacher	11/02/2012	Frost Lake - Special
Kilbane, C. M.	Special Education Teacher	11/26/2012	Focus Beyond (Gr 7-Adult)
Lindemer, S.	Special Education Teacher	12/05/2012	Bruce F Vento Elementary
Eberly, C. A.	School/Community Professional	11/17/2012	RiverEast Elem/Secondary
Engel, E. J.	Education Assistant	11/21/2012	Humboldt High School
Henry, D.	Education Assistant	11/27/2012	Highland Park Senior
Nelson, J.	Education Assistant	11/26/2012	Daytons Bluff
LeMay, A.	Teaching Assistant	10/31/2012	Highland Park Senior
Meyers, A. N.	Teaching Assistant	11/06/2012	Bridge View
Niska, L.	Teaching Assistant	11/09/2012	Bridge View
Soika, T. M.	Clerical	12/06/2012	The Heights Community
Kubiszewski, J. P.	Custodian	11/30/2012	Como Park Senior High
Roche, N. R.	Custodian	11/18/2012	Como Service Center

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, K. F.	Nutrition Services Personnel	12/04/2012	Battle Creek Middle
Schnagl, L. A.	Nutrition Services Personnel	11/09/2012	Humboldt High School
Zentic, K. N.	Nutrition Services Personnel	11/13/2012	Highland Park Senior

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., P. W.	Classroom Teacher	12/04/2012
D., C. I.	Classroom Teacher	11/16/2012
L., D.	Classroom Teacher	11/30/2012
R., M. G.	Classroom Teacher	12/18/2012
S., D. A.	Special Education Teacher	12/14/2012
W., S.	Teaching Assistant	12/10/2012
G., R.	Nutrition Services Personnel	12/03/2012

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Arnold, C. R.	Classroom Teacher	01/07/2013	\$33.60	Johnson Achievement Plus
Johnson, B. L.	Classroom Teacher	12/01/2012	\$25.81	American Indian Magnet
Koster, S. M.	Classroom Teacher	12/04/2012	\$32.48	Como Service Center
Husnick, J.	Social Worker	01/03/2013	\$28.84	Hazel Park Preparatory
Davis, A. N.	Special Education Teacher	12/19/2012	\$29.68	Como Park Elementary
Torrez, D. R.	School/Community Professional	12/10/2012	\$24.07	Bruce F Vento Elementary
Arabbo, M.	Education Assistant	12/03/2012	\$16.99	St. Paul Music Academy
Lund, E. E.	Education Assistant	12/18/2012	\$12.45	Randolph Heights
Brockton, L. S.	Teaching Assistant	12/13/2012	\$11.32	Capitol Hill Magnet
Lor, P.	Teaching Assistant	12/03/2012	\$13.51	Daytons Bluff

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Manay, I. L.	Teaching Assistant	12/10/2012	\$12.20	Adams Spanish Immersion
Saenz, M.	Teaching Assistant	12/17/2012	\$11.93	Wellstone Elementary
Soderholm, K.	Teaching Assistant	12/17/2012	\$11.89	St. Paul Music Academy
Vang, M.	Teaching Assistant	12/10/2012	\$12.88	Highland Park Elementary
Wilson, D. J.	Teaching Assistant	12/05/2012	\$12.88	Obama Service Learning
Dean, B. D.	Custodian	12/03/2012	\$16.52	Central Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Blumer, J.	Classroom Teacher	11/21/2012	Capitol Hill Magnet
Dittler, R. J.	Classroom Teacher	12/21/2012	The Heights Community
Haight, W.	Classroom Teacher	12/05/2012	Washington Tech Secondary
Hilleshiem, C. R.	Classroom Teacher	11/29/2012	Wellstone Elementary
Nehring, E. M.	Classroom Teacher	11/19/2012	Daytons Bluff
Raimann, A. M.	Classroom Teacher	11/29/2012	Wellstone Elementary
Sanford, C. L.	Classroom Teacher	12/03/2012	Daytons Bluff
Yang, R.	Classroom Teacher	12/17/2012	Battle Creek Environmental
Young, J. T.	Classroom Teacher	12/21/2012	Murray Junior High
Levenhagen, B. J.	ELL Teacher	12/10/2012	Phalen Lake Hmong Studies
Ludtke, A. M.	Occupational Therapist	12/03/2012	Eastern Heights
Stowers, D. J.	School/Community Professional	11/26/2012	Maxfield Magnet
Niska, L.	Teaching Assistant	11/27/2012	Bridge View
Gunderson, B.	Clerical	12/17/2012	Rondo Education Center
Littles-Murphy, D.	Custodian	12/03/2012	Obama Service Learning
Sethi, N.	Professional Employee	12/03/2012	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kenneally, P.	Maintenance Supervisor	12/03/2012	\$34.24	Como Service Center

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kramer, K. M.	Maintenance Supervisor	12/17/2012	\$28.74	Como Service Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., M. R.	Classroom Teacher	12/21/2012
R., J.	Classroom Teacher	01/23/2013
G., N. S.	Teaching Assistant	02/27/2012

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bader, J. A.	Classroom Teacher	01/12/2013	Humboldt Jr High - Admin Bldg
Lawrence, D.	Classroom Teacher	1/23/2013	Riverview School
Ray, T. C.	Classroom Teacher	11/30/2012	Washington Tech Secondary
Dooley, D.	Social Worker	01/26/2013	Maxfield Magnet
Tyson, B.	Speech Pathologist	01/16/2013	Humboldt Jr High - Admin Bldg
Westra, S.	Speech Pathologist	06/11/2013	Rondo Education Center
Borgwardt, B.	Education Assistant	08/25/2012	Belwin Outdoor Science
Lescarbeau, J. F.	Pipe Fitter	01/01/2013	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alsleben-Wanless, J.	Classroom Teacher	12/31/2012	Highland Park Senior
Berg-Wall, M. D.	Classroom Teacher	12/22/2012	Colborne Admin Offices
Dick, H.	Classroom Teacher	12/06/2012	St. Paul Music Academy
Gaylord, A.	Classroom Teacher	01/19/2013	Johnson Senior High
Graif, A.	Classroom Teacher	12/22/2012	Galtier Magnet
Peterson, C.	Classroom Teacher	01/10/2013	Johnson Senior High
Schultz, J. J.	Classroom Teacher	12/22/2012	Riverview School
Turk, M.	Classroom Teacher	12/22/2012	Eastern Heights

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Krick Oborn, K. M.	Early Education Teacher	01/19/2013	Humboldt Jr High - Admin Bldg
Shlay, D. A.	Special Education Teacher	03/02/2013	Battle Creek Environmental
Vang, O. L.	Special Education Teacher	12/08/2012	1780 W. 7th Street
Mezera, K. M.	Teacher on Special Assignment	12/22/2012	Plato Admin Offices
Dahlberg, M.	Education Assistant	11/27/2012	Randolph Heights
Johnson, J. L.	Education Assistant	01/03/2013	Humboldt High School
Doyle, B. A.	Teaching Assistant	01/12/2013	L'Etoile du Nord French Immersion
Kern, A. L.	Teaching Assistant	12/01/2012	Linwood Monroe Arts Plus (K-3)
Knox, A.	Teaching Assistant	12/31/2012	RiverEast Elem/Secondary
Kvaas, K. D.	Teaching Assistant	10/01/2012	Highwood Hills
Knox, A.	Teaching Assistant	12/31/2012	RiverEast Elem/Secondary
Kvaas, K. D.	Teaching Assistant	10/01/2012	Highwood Hills
Olson, A.	Teaching Assistant	01/19/2013	Adams Spanish Immersion
Page, S. K.	Custodian	12/08/2012	Obama Service Learning
Rausch, M. T.	Glazier	01/10/2013	Como Service Center
Hare, M. C.	Nutrition Services Personnel	11/30/2012	Rondo Education Center
Lang, J. D.	Nutrition Services Personnel	12/22/2012	Harding Senior High
Will, S.	Pipe Fitter	12/29/2012	Como Service Center
Denn, K. E.	Professional Employee	12/05/2012	Colborne Admin Offices

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kern, A. M.	Classroom Teacher	12/01/2012	Expo

HUMAN RESOURCE TRANSACTIONS
January 22, 2013

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hassan, O.	Teaching Assistant	01/03/2013	Farnsworth Aerospace K-4
Goosmann, K. G.	Clerical	12/03/2012	Colborne Admin Offices

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Purinton, K.	Tri-Council	11/16/2012	Como Service Center

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

DATE: January 10, 2013

TOPIC: Gift Acceptance from Allina Health

A. PERTINENT FACTS:

1. Student Health and Wellness would like to accept a monetary gift of \$20,000 from Allina Health.
2. This donation will be used for the 2012-13 school year supplies as designated by the Statewide Health Improvement Program (SHIP) guidelines for fitness activity tool kits for 20 schools.
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; Margaret Chresand, SHIP Lead, Student Health and Wellness; and Dr. Elizabeth Keenan, Executive Director, Special Education.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Donation of Open Jet Wind Tunnel

A. PERTINENT FACTS:

1. Aero Systems Engineering, Inc. donates to SPPS for the benefit of Johnson Senior High School Aerospace and Engineering Magnet.
2. The donated item is an Open Jet Wind Tunnel valued at approximately \$50,000. See attached Bill of Sale and Exhibit A for full description.
3. The wind tunnel will be shipped when the installation space is available in the new construction engineering area at Johnson High School. The gift includes shipping of the wind tunnel.
4. The wind tunnel will be located at Johnson High School Aerospace and Engineering Magnet.
5. This project will meet the District strategic plan goal of achievement.
6. This item is submitted by Astein Osei, Principal, Johnson High School, Jill Wall, Program Manager, PK-12 Aerospace and Engineering, Willie Jett, Assistant Superintendent – High Schools and Michael Bauman, Deputy for Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Ecolab Foundation Grant to Humboldt High School

A. PERTINENT FACTS:

1. Ecolab Foundation awards grants to assist, recognize, promote and fund educational programming for students. They have awarded Humboldt High School \$17,000.
2. \$10,000 of this gift is designated by Ecolab for support of educational programming at Humboldt and \$7,000 for support of the First Robotics Team equipment.
3. This project will meet the District strategic plan goal of achievement and sustainability.
4. This item is submitted by: Michael Sodomka, Principal, Humboldt High School, Willie Jett, Assistant Superintendent for High Schools and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: January 22, 2013

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

A. PERTINENT FACTS:

1. The F.R. Bigelow Foundation is currently accepting grant applications for projects that will improve the quality of life and opportunities for all in the Saint Paul area.
2. Saint Paul Public Schools Middle Schools department has prepared an application for funds to provide an intensive effort to ease the middle school transition for all students in SPPS. CAMP 67 will bring students entering sixth and seventh grades into their schools in August 2013 – before the official start of the academic year – to meet other students and staff, make connections, and prepare for transition activities that will last throughout the year. This grant is for approximately \$75,000.
3. This project will meet the District strategic plan goals of achievement and alignment.
4. This item is submitted by Steven Unowsky, Director of Leadership Development and Assistant Superintendent for Middle Schools; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton-Kocher, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit Grant Applications to Fuel Up to Play 60

A. PERTINENT FACTS:

1. The Fuel Up to Play 60 organization is currently accepting grant applications for grants, valued at approximately \$4,000, to undertake activities that “empower youth to take action to improve nutrition and physical activity at their school and for their own health.”
2. Saint Paul Public Schools has prepared applications seeking awards from Fuel Up to Play 60 for these purposes at the following six schools:
 - Battle Creek Middle School
 - Benjamin E. Mays IB World School
 - Crossroads Montessori
 - Frost Lake Elementary
 - Jackson Elementary
 - Randolph Elementary

Fuel Up to Play 60 involves students in creating and implementing healthy eating and physical activity “plays” to take place at their school, often involving families as well. This grant opportunity was listed on the district’s Grant Opportunities web page.

3. This project will meet the District target area goal of Achievement.
4. This item is submitted by principals Jocelyn Sims, Tyrone Brookins, Melissa McCollor, Stacey Kadrmas, Yeu Vang and Karen Duke; Julie Schultz Brown, Director, Communications, Marketing & Development; Jean Ronnei, Nutrition Services; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit Grant Applications to KaBoom for Three Schools

A. PERTINENT FACTS:

1. The KaBoom organization is currently accepting grant applications for awards valued at approximately \$85,000 to design and build new and innovative playgrounds.
2. Saint Paul Public Schools has prepared applications seeking awards from KaBoom that will enable design and implementation of new playgrounds at the following three schools:
 - Bridge View School
 - Saint Paul Music Academy
 - The Heights

KaBoom works with school leadership to design a play space and provide equipment to suit the specific needs of the school and surrounding community. The grant also funds the construction of the new playground. Saint Paul Public Schools will serve as fiscal agent for the project. The grant does not have a specific dollar amount; rather, it covers the cost of designing and building a new playground for the school, including the donation of equipment.

Staff and community volunteers at each of these schools researched this opportunity.

3. This project will meet the District target area goals of Achievement and Sustainability.
4. This item is submitted by principals Mark Vandersteen, Bobbie Evangelist and Jayne Ropella; Julie Schultz Brown, Director, Communications, Marketing & Development; Sara Guyette, Facilities Director; Michael Baumann, Deputy, Schools & Business Operations; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2012

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

A. PERTINENT FACTS:

1. Our district high schools are members of the Minnesota State High School League.
2. The Minnesota State High School League Foundation has monies available to award to high schools in the State of Minnesota. These monies are sales taxes collected on tickets sold at state tournament contests. These funds are being rebated to member schools based on free/reduced lunch participation on athletic teams. The League accepts requests twice during the school year.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by John Vosejpka, Athletic Secretary and Willie Jett, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2012

TOPIC: Grant Acceptance from the Minnesota State High School League
(MSHSL) Foundation

A. PERTINENT FACTS:

1. Central High School would like to accept a monetary grant of \$5,911.00 from the Minnesota State High School League Foundation.
2. The grant would be used to support the athletic program.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Mackbee, Principal, Central High School and Willie Jett, Assistant Superintendent High Schools.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2012

TOPIC: Minnesota State High School League (MSHSL) Foundation Grant

A. PERTINENT FACTS:

1. MSHSL foundation awards grants to assist, recognize, promote and fund extracurricular participation in athletic and fine arts programs
2. The awards are based on the amount of free and reduced students participating in the extracurricular programs. Humboldt High School was awarded \$7,201.00 for the 374 free and reduced students participating. All funds will be deposited in the Humboldt Athletic Account.
3. This project will meet the District strategic plan goal/goals of SUSTAINABILITY.
4. This item is submitted by: David Mergens, Athletic Director, Humboldt High School, Willie Jett, Assistant Superintendent High Schools and Michael Baumann, Deputy Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit a Grant Application to The Saint Paul Foundation

A. PERTINENT FACTS:

1. The Saint Paul Foundation is currently accepting grant applications for projects that help create and sustain vibrant communities where all people can find hope and opportunity.
2. Saint Paul Public Schools Middle Schools department has prepared an application for funds to provide an intensive effort to ease the middle school transition for all students in SPPS. CAMP 67 will bring students entering sixth and seventh grades into their schools in August 2013 – before the official start of the academic year – to meet other students and staff, make connections, and prepare for transition activities that will last throughout the year. This grant is for approximately \$75,000.
3. This project will meet the District strategic plan goals of achievement and alignment.
4. This item is submitted by Steven Unowsky, Director of Leadership Development and Assistant Superintendent for Middle Schools; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton-Kocher, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Saint Paul 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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Accept a Target Field Trip Grant for Adams Spanish Immersion

A. PERTINENT FACTS:

1. Target annually provides Field Trip Grants to schools nationwide.
2. Staff at Adams Spanish Immersion have been awarded a \$600 grant for a field trip to the Minnesota Landscape Arboretum.
3. This project will meet the District target area goal(s) of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and, Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. Greater Twin Cities United Way is currently accepting grant applications for projects through the Social Innovation Fund that will dramatically accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders.
2. Saint Paul Public Schools and Genesys Works have prepared an application for funds to help students envision a world where they succeed not only as students, but also as successful professionals in the corporate world. Over the past five years, SPPS staff has worked with Genesys Works to identify juniors that may benefit from its professional job training and corporate internship program. This grant is for approximately \$297,424.
3. This project will meet the District strategic plan goals of achievement and alignment.
4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Michelle Walker, Chief of Staff; and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. Greater Twin Cities United Way is currently accepting grant applications for projects through the Social Innovation Fund that will dramatically accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders.
2. Saint Paul Public Schools and Learning Disability Association of Minnesota (LDA) have prepared an application for funds to provide intervention groups for 180 elementary students to receive additional instruction in a specific area of reading deficiency. Through this push-in approach, LDA will provide licensed teachers as a co-complementary relationship with the classroom teacher during guided reading group time within Reader's Workshop. Students will work in small groups of up to six students. This grant is for approximately \$215,973.

Senior staff at Saint Paul Public Schools will work to determine school sites for this project.

3. This project will meet the District strategic plan goal/goals of achievement, alignment and sustainability.
4. This item is submitted by Christine Osorio, Executive Director of Curriculum, Instruction, and Professional Development; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Andrew Collins, Assistant Superintendent; Matt Mohs, Interim Chief Academic Officer; and Michelle Walker, Chief of Staff; and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. Greater Twin Cities United Way is currently accepting grant applications for projects through the Social Innovation Fund that will dramatically accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders.
2. Saint Paul Public Schools and Parents as Teachers (PAT) have prepared an application for funds to provide PAT's evidence-based home visiting model to low-income and immigrant families with preschool-aged children and their younger siblings living in the city of Saint Paul. This project leverages parent engagement and school readiness to serve families. This grant is for approximately \$523,954.
3. This project will meet the District strategic plan goal/goals of achievement, alignment and sustainability.
4. This item is submitted by Donald Sysyn, Donald Sysyn, Supervisor ECFE; Lisa Gruenewald, Office of Early Learning Supervisor; Lynn Gallandat, Director Community Education; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Matt Mohs, Interim Chief Academic Officer; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. Greater Twin Cities United Way is currently accepting grant applications for projects through the Social Innovation Fund that will dramatically accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders.
2. Saint Paul Public Schools, Amherst H. Wilder Foundation, Network for the Development of Children of African Descent and Saint Paul Promise Neighborhoods have prepared an application for funds to provide the opportunity for 166 Hmong children and 122 African American children in the Saint Paul Promise Neighborhood to participate in the Incredible Years and the Sankofa Reading Program. These culturally-responsive and culturally-specific programs will increase positive relationships between parents and children, increase school readiness, ensure readers who are motivated to read and achieve and improve academic performance. This grant is for approximately \$400,000.

The principals at the two elementary schools within the Saint Paul Promise Neighborhood (Maxfield Elementary and Jackson Preparatory Magnet) were approached by Amherst H. Wilder Foundation to apply for this opportunity.

3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Nancy Stachel, Principal, Maxfield Magnet Elementary; Yeu Vang, Principal, Jackson Preparatory Magnet; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Andrew Collins, Assistant Superintendent; and Michelle Walker, Chief of Staff; and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Request for Permission to Submit a Grant Application to the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. Greater Twin Cities United Way is currently accepting grant applications for projects through the Social Innovation Fund that will dramatically accelerate educational achievement of all children from early childhood through early career through an aligned partnership of community stakeholders.
2. Saint Paul Public Schools and Saint Paul Public Schools Foundation have prepared an application for funds to support for the *Tutoring Partnership for Academic Excellence*. This city-wide collaborative of 24 programs is committed to raising student proficiency in math and reading by providing high-quality academic supports and well-trained tutors to students in Saint Paul Public Schools. Over 7,000 students are currently served by over 1,800 tutors in the Tutoring Partnership. This grant is for approximately \$711,857.
3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Michelle Walker, Chief of Staff; and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Contract for Consulting Services for Oracle Business Intelligence Enterprise Edition (OBIEE) Software

A. PERTINENT FACTS:

1. The current contract with Aptude Inc. is for a developer to the work with the Oracle OBIEE data warehouse which will be used to provide information for Key Performance Indicators for schools. This staff augmentation resource is needed until the IT Department can get a full time OBIEE Dashboard Developer hired through Human Resources. The developer is currently providing consulting services for Oracle OBIEE at \$77.00 per hour (all inclusive).
2. The original contract was below \$100,000.00, however it is now necessary to amend the contract to \$150,000.00 and extend the dates of service to 6/30/13.
3. The IT Department requests authorization to continue the current contract with Aptude, Inc. and amend the contract to increase the amount of the contract to \$150,000.00 and extend the dates for service to 6/30/13.
4. The contract extension has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from budget code 31-005-681-000-6305-0000.
6. This item meets the District Strategic Plan goal of achievement, alignment and sustainability.
7. This item is presented by Ivar Nelson, Director Information Technology and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 3, 2013

TOPIC: Approval of Extension of Pacific Educational Group's Existing Contract.

A. PERTINENT FACTS:

1. This project is for approval of an extension of the 2012/2013 contract for the next stage of racial equity training for special education and school personnel as per the Strategic Action Plan and Power Action items during the 2012-2013 school year. This increase is due to the acceleration of the work by special education and site personnel and is a shift in cost for next year's contract.
2. The proposed project contract will not exceed \$516,100.00 and will be paid from 29-005-216-401-6303/6304-2643 and 01-005-420-000-6305-0000. (This is a \$75,000 increase from the original Board approved amount).
3. This project will meet the District target area goals of achievement and sustainability..
4. This item is submitted by Michelle Bierman, Assistant Director, Equity and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

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

A. PERTINENT FACTS:

1. Saint Paul Public Schools has ongoing relationships with universities and colleges to train teacher/nurse candidates in our schools. The participating universities and colleges enter into an agreement to send teacher/nurse candidates to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow.
2. In November 2011, Memorandums of Understanding for TC2 and TERI were signed by the Superintendent outlining partnerships between Saint Paul Public Schools and seven institutions of higher education (IHEs). The institutions included:
 - Augsburg College
 - Bethel University
 - Concordia University St Paul
 - Hamline University
 - St. Catherine's University
 - University of St Thomas
 - University of Minnesota

In June 2012, the following institutions were added to the list of institutions that support and participate in the training of teacher candidates in Saint Paul Public Schools.

- University of North Dakota
- University of Southern California
- Adler Graduate School
- Minnesota State University, Mankato
- Metropolitan State University
- Northwestern University
- St Cloud State University
- St Mary's University
- St Olaf College
- University of Wisconsin – River Falls
- Walden University

This current request is for the following institution to support and participate in the training of teacher candidates in Saint Paul Public Schools by providing opportunities for candidates to complete a co-teaching experience.

- Gustavus Adolphus College
- College of St. Scholastica

3. These arrangements with teacher preparation programs provide an excellent way to recruit candidates for the District.

4. There is no additional cost to the District for the teacher preparation programs.
5. Collaboration with colleges to train high quality urban staff supports the strategic plan.
6. These partnerships will meet the District target area goals of achievement, alignment and sustainability.
7. This item is submitted by Marsha Baisch, Interim Director of Office of Leadership Development and Academic Support; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreements with the Institutions of Higher Education.

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

DATE: January 22, 2013

TOPIC: 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

A. PERTINENT FACTS:

1. The Office of Security and Emergency Management has a need for a position to be responsible for supervising the Emergency Communication Center staff and coordinating contract security personnel and services.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Security & Emergency Management Assistant Manager. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisory employees. The appropriate pay rate for this position would be equivalent to Grade 13 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012 - 2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Office of Security & Emergency Management budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Laura J. Olson, Security & Emergency Management Director and Michael A. Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Security and Emergency Management Assistant Manager 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.

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

DATE: January 22, 2013

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

A. PERTINENT FACTS:

1. The Office of Security and Emergency Management has a need for a position that will be responsible for security duties, including system monitoring, dispatching, virtual patrol tours, performing mobile on-site functions and related activities.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Security and Emergency Management Coordinator. This title would be within the unit jurisdiction of the AFSCME unit that represents clerical and technical employees. The appropriate pay rate for this position would be equivalent to Grade 30 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012 - 2014 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Office of Security and Emergency Management budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Laura J. Olson, Security and Emergency Management Director; and Michael A. Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: 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

A. PERTINENT FACTS:

1. The Office of Security and Emergency Management has a need for a position that will be responsible for providing professional level staff assistance to the department. This position will coordinate department workflow, prepare written communications, serve as liaison for the department, conduct research and perform other similar staff functions.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Security and Emergency Management Department Assistant. This title would be within the unit jurisdiction of the Professional Employees Association unit that represents professional employees. The appropriate pay rate for this position would be equivalent to Grade 9 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012 - 2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Office of Security and Emergency Management budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Laura J. Olson, Security and Emergency Management Director; and Michael A. Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: 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

A. PERTINENT FACTS:

1. The Office of Security and Emergency Management has a need for a position that will be responsible for ensuring adequate staff scheduling in the Emergency Communication Center, creating reports and performing security duties, including system monitoring, dispatching, virtual patrol tours, performing mobile on-site functions and related activities.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Security and Emergency Management Lead Coordinator. This title would be within the unit jurisdiction of the AFSCME unit that represents clerical and technical employees. The appropriate pay rate for this position would be equivalent to Grade 33 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012 - 2014 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Office of Security and Emergency Management budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; Laura J. Olson, Security and Emergency Management Director; and Michael A. Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 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 January 31, 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: January 22, 2013

TOPIC: Renewal of General Liability Insurance Coverage

A. PERTINENT FACTS:

1. The school district is currently insured through Riverport Insurance Company, administered by Berkley Risk Administrators Co., LLC, for general liability coverage. The coverage runs February 1, 2012 through January 31, 2013.
2. The district's general liability coverage cost for current policy is \$474,001.
3. The district cost of general liability insurance renewal will be \$598,874 for the policy coverage period of February 1, 2013 – January 31, 2014.
4. The district's cost for general liability insurance coverage will increase by \$124,873 or 26.34%, for the contract year and is budgeted for in account code 01-005-940-000-6340-0000. General liability limits will remain the same.
5. This addresses the strategic plan goals of alignment and sustainability.
5. This item is submitted by Michael A. Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 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 November 1 – November 31, 2012.

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

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.

(d) Collateral Changes	None
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2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 17, 2013.

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

DATE: January 22, 2013

TOPIC: Approval of Pay Equity Implementation Report

A. PERTINENT FACTS:

1. The Local Government Pay Equity Act, M.S. 471.991 – 471.999 and Minnesota Rules Chapter 3920 require school districts to provide a Pay Equity Implementation Report to show that they are in compliance with these rules. The District last reported in 2010. The report is due to the Minnesota Management and Budget Office by January 31, 2013.
2. The new report shows that the District remains in compliance.
3. There is no cost associated with submission of this report.
4. This report supports the District's strategic plan goal of alignment.
5. This request is submitted by Jayne Meza, HRIS/Compliance/Payroll Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

TOPIC: Renewal of Property Insurance Coverage

A. PERTINENT FACTS:

1. The school district is currently insured through Riverport Insurance Company, and Travelers Indemnity Company for property coverage. Our coverage runs February 1, 2012 through January 31, 2013.
2. As part of the renewal process Travelers sent notification of substantial increase in premium upon renewal based on evaluation of our individual risk exposures listed in our 2011/12 loss run detail.
3. Alternative quotes were solicited from carriers who had looked at our property to provide the best pricing opportunities:

• Affiliated FM	\$527,973
• AXIS	\$590,000
• Travelers	\$663,516
4. The district has chosen Affiliated FM as the new property insurance carrier for the 2013/2014 plan year, to run February 1, 2013 – January 31, 2014.
- 5.. The district's property insurance coverage cost for current policy is \$671,906.
- 6.. Administration is recommending the selection of Affiliated FM Insurance Company. The district cost of insurance for this insured period will be \$527,973.
7. The district's cost of insurance will decrease by \$143,933 or 22.42% for the contract year and is budgeted for in account code 01-005-940-000-6340-0000.
8. Property values have increased by 4% or \$55,486,180. Liability limits remain the same.
9. This item supports the District target area goal of aligning resource allocation to District priorities.
10. This item is submitted by Michael A. Baumann, Deputy, School/Business Operations.

B. RECOMMENDATION:

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.

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

DATE: January 22, 2013

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

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of interior renovation at the Ames Elementary School building to support the L' Etoile Du Nord French Immersion program.

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

Lump Sum Base Bid
Plus Alternate No. 1

Construction Results Corporation	\$1,142,900.00
CM Construction Company, Inc.	1,196,600.00
Sheehy Construction Co. Inc.	1,221,500.00
Black & Dew, LLC	1,254,700.00
Parkos Construction Co., Inc.	1,260,300.00
A&L Construction, Inc.	1,264,000.00
Donlar Construction Co.	1,276,000.00
McFarland Construction Company	1,292,600.00
RAK Construction, Inc.	1,296,425.00
George F. Cook Construction Co.	1,348,700.00
Morcon Construction	1,351,900.00
Schreiber Mullaney Construction Co., Inc.	1,366,300.00
JPMI Construction Co.	1,376,200.00
Merrimac Construction, Inc.	1,452,677.00

Alternate No. 1 is for construction of visitor entrance canopy.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds and capital bonds, budget codes 06-005-850-386-6520-6982, 06-005-850-386-6520-6330 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. A155349-K for construction of interior renovation at the Ames School building to Construction Results Corporation for the lump sum base bid plus alternate no. 1 of \$1,142,900.00.

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

DATE: January 22, 2013

TOPIC: Bid No. A155655-K Replacement of Existing Elevator, Installation of New Elevator and Ceiling Tile Replacement at Central Senior High School, 275 N. Lexington Parkway

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of replacement of existing elevator, installation of new elevator and ceiling tile replacement at Central Senior High School.

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

	<u>Lump Sum Base Bid</u> <u>Plus Alternate No. 1</u>
RAK Construction, Inc.	\$1,017,283.12 *
Schreiber Mullaney Construction Co., Inc.	1,028,679.18 **
Construction Results Corporation	1,029,400.00
Black & Dew, LLC	1,044,800.00
JPMI Construction Co.	1,069,200.00
Parkos Construction Co., Inc.	1,071,800.00

*Includes 2% cash discount. **Includes 3% cash discount.

Alternate No. 1 is for addition of new elevator equipment cab finishes and telecommunication.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds and capital bonds, budget codes 06-005-850-386-6520-6335, 06-005-850-386-6520-6336 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. 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.

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

DATE: January 22, 2013

TOPIC: Bid No. A155656-K Renovations at Roosevelt School Building, 160 E. Isabel Street

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of renovations at the Roosevelt school building.
2. The following bids were received for the lump sum base bid plus alternates #4 and #5:

	<u>Lump Sum Base Bid Plus Alternates #4 and #5</u>
George F. Cook Construction Co.	\$5,055,000
Sheehy Construction Co., Inc.	5,070,300
Jorgenson Construction, Inc.	5,366,000
Black & Dew, LLC	5,423,000
Corval Constructors. Inc.	5,490,000
Schreiber Mullaney Construction Co., Inc.	5,566,200
Construction Results Corporation	Retracted

Alternate #4 involves replacement of steam boilers with hot water boilers
Alternate #5 involves cleaning of ductwork

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds, capital bonds, and health and safety levy, budget codes 06-005-870-000-6520-6020, 06-005-850-386-6520-6982 and 01-005-850-358-6520-0000.
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 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.

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

DATE: January 22, 2013

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

A. PERTINENT FACTS:

1. This request for proposal (RFP) no. A152353-K for The Division of Academics provides for development and implementation of a web-based teaching and learning platform that will have the functionality to support blended learning and online professional development. The platform and associated services will provide the mechanism necessary to shift the SPPS teaching and learning model to a blended learning environment within schools and the extension of the learning model outside of the school in a 24/7 time frame.
2. The following companies(in alphabetical order) submitted proposals:
 - Dell, Inc.
 - Desire2Learn
 - Education Elements
 - NCS Pearson, Inc.
 - Schoology, Inc.
 - Seertech Solutions America, LLC
 - Tierney Brothers, Inc.
3. Staff review proposals and ranked based on relevant criteria including: fit to functional requirements; usability; quality of implementation; services and support; initial and long term cost; company qualifications and other relevant work performance.
4. Presentations and proposals were evaluated and ranked by an RFP committee composed of representatives from the K-12 Building Levels, Curriculum Instruction and Professional Development, Information Technology Department, Research Evaluation and Assessment, Special Education and English Language Learner Departments.
5. The most responsive proposer, Dell, Inc. offers the best solution based on the criteria presented in the request for proposal and offers competitive pricing and technical capabilities in critical areas that will make this project a success. The District will enter into a contract with Dell, Inc with a total cost of \$4,294,987 over 5 years, which includes a hosted option, development and implementation of the project.
6. Proposals have been reviewed by Bradley Miller, Purchasing Manager.
7. Funding will be provided from the Personalized Learning Through Technology (PLTT) Referendum approved November 6, 2012.
8. This item meets the District Strategic Plan goals by providing a platform to deliver personalized learning to all students to create a digital curriculum repository to align instruction across the District and across delivery modality to positively impact student achievement.

DATE: January 22, 2013
TOPIC: Request for Proposal No. A152353-K: Web-Based Teaching and Learning Platform
Page 2

9. This item is presented by Kate Wilcox-Harris, Chief Academic Officer and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That 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 a estimated cost not to exceed \$4,294,987 over the five year duration of the project.

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: January 8, 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
Johnson Senior High Interior Renovation and Construction, 1349 Arcade Street
Humboldt Secondary Boiler Replacement, 30 E. Baker Street
Fire Alarm System Replacements, Bid Package A, Various Sites
Fire Alarm System Replacements, Bid Package B, Various Sites
Fire Alarm System Replacements, Bid Package C, Various Sites

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 January 22, 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.
Johnson Senior High	Interior Renovation and Construction	NR	NO	NR	YES	YES
Humboldt Secondary	Boiler Replacement	NR	NR	NR	NR	NO
Various Sites, Bid Pkg. A	Fire Alarm System Replacement	NR	NO	NR	YES	NO
Various Sites, Bid Pkg. B	Fire Alarm System Replacement	NR	NO	NR	YES	NO
Various Sites, Bid Pkg. C	Fire Alarm System Replacement	NR	NO	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)

- 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

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