



Saint Paul Public Schools

Regular Meeting

Tuesday, January 20, 2015 5:30 PM

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

BOARD OF EDUCATION



Mary Doran
Chair



Keith Hardy
Vice Chair



Chue Vue
Clerk



Anne Carroll
Treasurer



John Broadrick
Director



Jean O'Connell
Director



Louise Seeba
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Keith Hardy, Vice 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 20, 2015
5:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. PUBLIC COMMENT** (Time Certain 5:30 p.m.)
- V. RECOGNITIONS** (Immediately Following Close of Public Comment.)
 - A. Acknowledgement of Accomplishments of SPPS Students 7
 - 1. Urban Debate Teams
- VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VII. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of December 16, 2015 10
 - B. Minutes of the Annual Meeting of the Board of Education January 6, 2015 26
- VIII. COMMITTEE REPORTS**
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 - A. SSSC Monitoring: Racial Equity 44
 - B. SPPS's World's Best Workforce Plan 67
 - C. Human Resource Transactions 98
- X. CONSENT AGENDA**

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

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F. Bids

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XII. NEW BUSINESS

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XIII. BOARD OF EDUCATION

- A. Information Requests & Responses
- B. Items for Future Agendas

C. Board of Education Reports/Communications

XIV. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 unless otherwise noted) 170

B. Committee of the Board Meetings (4:00 unless otherwise noted) 171

XV. ADJOURNMENT

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

DATE: January 20, 2015

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. This is in recognition of the Minnesota Urban Debate League within SPPS.
2. The Minnesota Urban Debate League (MNUDL) is a program of Augsburg College.
3. The Mission of MNUDL is to empower students through competitive academic debate to become engaged learners, critical thinkers, and active citizens who are effective advocates for themselves and their communities.

Currently, Minnesota Urban Debate League serves more than 750 students at 42 partner schools – including 8 St. Paul High Schools.

By providing training for teacher-coaches and vital resources for after school debate programming, Minnesota Urban Debate League helps increase educational outcomes for St. Paul students and is part of the solution in closing the opportunity and achievement gap in Minnesota.

4. MNUDL boasts some very impressive statistics, including:
 - 100% on-time high school graduation for all participating debaters
 - 99% college acceptance for all graduating debaters
 - 12% average increase on MCA reading scores for all participants
5. We would like to recognize the teacher-coaches and community-coaches which make these outcomes possible by name as well as a few of the student accomplishments for each school.

- **Como Park High School**

Teacher-Coach: Abby Boehm-Turner

Community Coaches: Ian Johnson and Rohit Asirvatham

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Junior Varsity Division:

- Stephen Boler and Ella Harker won 3rd place.
- Angela Aryiku and Maddie Karan won 4th place.

- **Central High School**

Teacher-Coach: Travis Ormsby

Community Coach: Ariel Willete

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Rookie Division:

- Joe Walbran and Andrew Marchese came in 1st place.
- Gabriele Plukaite and Kristin Ngyuen came in 6th place.

In the Novice Division

- Theo Hamilton and Otto Schroepfer received 1st place.
- David Moberg and Owen McCready 2nd place.
- Jack Lonstein and Adam Ickler 7th place.
- Jacob Karrer and Kaaha Kaahija 10th place.

- **Gordon Parks High School**

Teacher-Coach: Tom Zachary

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Rookie Division

- Augusta Rose Brom and Teresa Mota won 2nd place.
- Rojelio Castillo won 8th place.

- **Highland Park High School**

Teacher-Coach: Julie Kettering

Community Coaches: Avi Munoz and Courtney Schauer

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Novice Division

- Blessie Mande and Justine Anderson received 8th place.

In the Varsity Division

- Kieran Maneely and Sam Mulvaney received 3rd place.

Qualifying to attend the Minnesota State High School League State Tournament

- Ian Dill and Dan Bannister
- Kieran Maneely and Sam Mulvaney

Attending the National Speech Debate Association National Tournament in June 2015

- Ian Dill and Dan Bannister
-

MN State High School League Debate Tournament 2015

Ian Dill and Dan Bannister from Highland Park High School placed in the semi-finals at the state high school league state tournament this past weekend. The state tournament has been ongoing since 1902. Highland Park had two teams represented at state - among the top 20 teams in the state. They were the only team to be undefeated after the preliminary competition.

- **Humboldt High School**

Teacher-Coaches: Natasha Olubajo and Andrew Waleries

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Novice Division

- Yossef Elssawy received 5th place

In the Rookie Division

- Jessica Mattix received the 1st place speaker award and 7th place overall!

- **Johnson High School**

Teacher-Coaches: Eric Colchin and Mary Voigt

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Rookie Division

- Manny Yang and Neftali Neri won 5th place!
- Va Yang/Pa Xiong received the 2nd place speaker award, Neftali Neri 9th, and Bentura Perales 10th place!

- **Washington Technology Magnet School**

Teacher-Coaches: David Quosig, Lucas Smith, and Sarah Wellington

Student Achievement at the MNUDL Twin Cities Championship Tournament

In the Junior Varsity Division

- Blu Koffah and Max Landy received 2nd place.

In the Novice Division

- Zarina Sementelli received the 2nd place speaker award!

For the first time in school history this year Wash Tech had four students qualify to attend the Minnesota State High School League State Tournament which has been ongoing since 1902! They are:

- Kevis Hollins and Dwight Smith
- Max Landy and Blu Koffah

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

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
December 16, 2014

I. CALL TO ORDER

The meeting was called to order at 5:30 p.m.

II. ROLL CALL

PRESENT: Mr. Brodrick, Mr. Vue, Ms. Carroll, MKs. Doran, Ms. Seeba, Mr. Hardy, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

ABSENT: Ms. O'Connell (Illness)

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Hardy moved the Board approved the Order of the Main Agenda. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

IV. PUBLIC COMMENT

- J. Nathan - Increasing College Readiness Project Results a District/Charter Collaboration)
- STUDENTS**
- Brittany - Increasing College Readiness and the value of AP classes in improving writing abilities
 - R. Ali (Charter student) -- Increasing College Readiness and the value of AP program in preparing for college success
 - A. Daugherty – Battle Creek – Student equity and respect among students & teachers
 - M. Rogers – Battle Creek - Mainstreaming special ed students & value of mentoring to students
 - K. Lopez Hernandez –Battle Creek - Special Ed mainstreaming
 - M. Garcia –Battle Creek - Special Ed student inclusion, equal access and equal opportunity for all students
 - K. Phillips – Gordon Parks - PSEO program and the value of the program in making college ready
 - G. Carter-Lofton – Value of PSEO program and college readiness
 - Kenrick Smith - Central – The value of inclusion in mainstream classes
 - Tyrone – Value of mainstream classes and college readiness
 - S. Berg & L. Black - Murray – The value of having iPads for research and after-school work especially for visual learners
- OTHERS**
- J. Sommerville – ELL AMAO reports – SPPS did not meet minimum requirements, how is District planning to meet standards

- G. Thaw Moo - Requested action on Karen issues brought up in listening sessions
- N. Giusti – Equity and inclusion for students including special ed students
- R. Patterson – Racial equality and importance of SPPS addressing it openly
- S. Marchese – iPad purchase and mainstreaming issues
- V. Owens Hayes – Support of Superintendent and District's work on equity and inclusion
- T. Carter – Partnering to bring about outcomes needed for children and challenge to community to continue the work on inclusion and opportunities to secure change
- D. Binns – Support work of SPPS and willingness to bring community into the schools, inclusion of special education students
- S. LaChappelle – Thanks to SPPS for the courage to address inequities and exclusions
- M. Vega – Thanks for collaboration with LCD and value to Latino students in making progress in their education
- L. Shellenberg & M. Johnson – SEAC – Value of mainstreaming special education students and need for love and support for all students
- M. Sylvester – Value of inclusion for special education students and need for additional support in classrooms
- Dr S. Bartley - Support for efforts to eliminate racial achievement gap and mainstreaming students
- M. Shimon – Work in schools on racial equity vision and efforts taken to carry the work forward
- M. Anderson - support for racial equity work and efforts SPPS Foundation is making to address equity through programs they sponsor
- K. Sall – How iPad implementation has gone at Eastern Heights and how teachers have embraced the use of iPads and SPPS apps
- R. King & J. Larsen - Personalized learning and value to students
- M. Murphy & L. Nunez – Integration of personalized learning into classrooms
- B. Zick – Superintendent's Tweet

V. RECOGNITIONS

BF 29932

Acknowledgement of Good Work Provided by Outstanding District Employees

1. **Amy Ensign**, an English teacher at Johnson High School, recently earned her National Board Teacher Certification. National Board Standards are achieved through the four components of the certification process: a content knowledge assessment, reflections on student work samples, classroom video and analysis and documentation of the teacher's impact as a teaching professional.
2. **Mary Frances Clardy**, a teacher at Obama Elementary, was appointed to the Minnesota Board of Teaching by Governor Mark Dayton. Her term began on November 14. The Minnesota Board of Teaching establishes and maintains licensure standards and requirements, approves institutions and licensure programs and establishes and enforces the Code of Ethics for Minnesota teachers.
3. **Nurse Mary Tomes** of SPPS was recognized as the Minnesota School Nurse of the Year by the School Nurse Organization of Minnesota. She is currently working with Early Childhood Special Education and serves as a coach to elementary school nurses.
4. Five SPPS school nurses have obtained the additional qualification of School Nurse Certification. Certification assures a national standard of preparation, knowledge, and practice. National Certification shows a commitment to the profession. Students' benefit from being in the care of a Licensed School Nurse with exceptional understanding of the link between health and learning. These five nurses include:
 - **Todd Anderson**, Washington Technology Magnet
 - **Jessica Lux**, Jackson Preparatory
 - **Sally Schmaltz**, Saint Paul Music Academy
 - **Dawn Swanson**, Nurse Coach and non-public schools
 - **Donna Wente**, Cherokee and Riverview

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

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Seeba moved approval of the Order of the Consent Agenda with the exception of Items D1 - Extension of Joint Use Agreement at Chelsea Heights and E2 - Establishment of the Unclassified Position of Human Resource Project Consultant for Independent School District No. 625 and Relevant Terms and Conditions of Employment which were pulled for separate consideration. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VII. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 18, 2014
- B. Minutes of the Special Meeting of the Board of Education for a Public Hearing on the Pay 15 Levy on December 2, 2014

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education of November 18, 2014 and the Minutes of the Special Meeting of the Board of Education for a Public Hearing on the Pay 15 Levy on December 2, 2014 as published. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VIII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of December 2, 2014

The initial discussion was an update on the St. Paul Promise Neighborhood. The project currently focuses on academic goals of early childhood to ensure children are ready for Kindergarten and on Elementary reading to ensure children are reading at proficiency by the end of 3rd grade. It also has a family and community focus to improve housing stability rates, to increase access to healthy food and to increase engagement in public decision making processes.

The Administrative Response to the Latino Consent Decree (LCD) was provided and this year the focus was on the LCD recommendation to update, review and evaluate the LCD Program Implementation Guide. Administration indicated SPPS is committed to supporting the Latino students in its schools and it acknowledged the legal basis for this recommendation. They provided three areas to address this recommendation.

1. Implementation of an effective training program to educate Latino/Hispanic parents.
2. Establishment of a steering committee to guide the review process to the desired results, outcomes and recommendations. And,
3. Revision of the timeline and phases #2 and #3 in order to create a plan for full implementation of the LCD Implementation Guide that directly results in positive outcomes for the students and families.

RECOMMENDED MOTION: That the Board accept the Administrative Response to the LCD.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

Staff then provided information on a Start Time Pilot with Johnson Senior High for 2015-16 to study the implementation of an 8:30 a.m. start time and use of Metro Transit to get students to and from school.

Johnson was selected for the pilot for several reasons:

- The school aligns best with current Metro Transit routing capacities
- The principal has previous experience working with Metro Transit
- The Aerospace and Engineering program (city-wide program) will offer an opportunity to see implications of a Metro Transit partnership within a city-wide articulation.

The meeting ended with a Board Work Session that included a Board Check-In, a review of the forms and timeline for the Superintendent's upcoming review, a discussion on officer positions in 2015 and an update on EMID.

MOTION: Mr. Hardy moved the Board accept the report on the December 2, 2014 COB meeting and approve the minutes as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

IX. SUPERINTENDENT'S REPORT

A. SPPS Trash, Recycling & Food Waste Collection Program

New recycling efforts on the part of SPPS includes a single stream opportunity, expanded food waste collection and reduced trash production. A goal has been set at a 60% recycle rate by 2020, the State goal implemented by Ramsey County.

SPPS produces 4,200 tons of trash per year (8.4 million pounds of trash). The cost with 0% recycling would be \$816,000; cost with the current rate of 34% is \$733,000. At 60% SPPS would pay \$633,000. In Ramsey County the public pays 70% in taxes for trash.

Roles and responsibilities have been established within SPPS to make this happen:

- Custodians - ownership, oversight and knowledge of the process in their buildings
- Kitchen Supervisors - ensure kitchen area recycling and support for cafeteria monitors.
- Principals or their designees - knowledge of the system and support of the recycling program as needed along with designation of cafeteria sort line monitors.
- Facilities/ESG - track data, arrange contracts, manage haulers, educate the students and staff, help with problem areas, fix ergonomic and pick up issues, ensure payment for services, promote recycling and partnership opportunities.

SPPS has established a number of partnerships crucial to the effort:

- Ramsey County Environmental Health Department - solid waste expertise during RFP process, two public entity innovation grants (\$150,000 +) and BIZ Recycling Grant (recycling containers at \$100,000 +).
- Grants Department
- Nutrition Services
- Custodial Services
- Principals and school staff and
- MN Pollution Control Agency - Green Corps.

At this time, the highest performing school performance is an average 49.66% recycling rate (50.34% trash, 35.19% food waste and 14.47% mixed recycling). The 60% goal would average out at 30% trash, 32% food waste and 28% mixed recycling.

Next steps included the establishment of a waste hierarchy moving down from reduce, reuse, recycle, compost, waste-to-energy to landfill as the last resort. The focus will be on reduce and reuse (will require purchasing guidelines) and student/staff engagement with sustainability liaisons and Green Teams.

QUESTIONS/DISCUSSION:

- How long is it taking schools to understand all of the systems and when will bins and collection areas be in place? Response: The District has made significant efforts to get there. Staff have found the small improvements are the most difficult. SPPS tries to capture most food waste but as meals are widely dispersed with many programs it is a challenge. Student groups have been providing great support. All buildings were not designed with trash and recycling in mind. Each school must develop the best program to meet its requirements.
- Can incentives be offered among schools to see who gets to goals first. Response: Incentivizing is a great idea but probably not feasible. Pride in buildings is a main driver along with the sense of accomplishment.
- It was suggested that schools achieving 75% would have a Board member serve lunch. It was suggested that manning the receiving bins might be better.

B. Personalized Learning and iPad Update

Personalized Learning's mission is to transform the teaching and learning experience at SPPS to be student-centered, customizable and technology-enriched in order to meet the diverse needs of all students.

Infrastructure is on track for caching server installation at all Year 1 schools and working on Year 2 schools. The server for expanding capacity of Mobile Device Management (MDM) is in place and staff is addressing network bandwidth issues with Century Link, Cisco and Apple and also addressing YouTube status.

Parkway, Eastern Heights, OWL, Humboldt, Central, Murray, Galtier, Johnson and Como Senior have completed orientation and handout. AGAPE, Linwood Upper and Lower will hold family orientations before winter break. Staff provided a chart show secondary and elementary school status noting enrollment, Apple ID status and User Agreement status.

The Apple ID process has been modified somewhat with PreK-5 having classroom Apple ID accounts (the new kiosk model) and a streamlined SPPS registration process has been developed for Grades 6-12 with Apple IDs set up through an iPad app on a dedicated iPad device.

Professional development is available in several formats:

- Additional sections of "Establishing a 1:1 Environment" course for Year 1 teachers are offered in January and on-line.
- Teachers can schedule drop in PD with Apple specialists
- Core Apps classes are being offered by Apple specialists
- iPad Cafe sessions are offered with choice built in
- On-site support follow up will occur in March and April
- "Establishing a 1:1 Environment" course for Year 2 teachers will be offered April through August
- Summer "Personalized Learning in a 1:1 Environment" Institutes are being scheduled
- Technology integration in all Division of Academic Services PD will be offered
- A growing set of resources is available at personalizedlearning.spps.org

The Central iPad handout was led by the Genius Squad and assisted by the National Honor Society. The Johnson Genius Squad members assisted in enrollment classrooms and distribution as well as prep of iPads. Genius Squad students are now an integral part of all iPad events.

Staff presented a chart indicating measures of success:

<u>Indicator</u>	<u>Evidence</u>
Closing technology gap	<ul style="list-style-type: none"> * Student handouts in progress - 6500 students * Wireless upgrades are on schedule
Preparing teachers	<ul style="list-style-type: none"> * Year 1 teacher device handout is complete * 1:1 iPad environment course attended by 1,627 teachers * OPL teacher resource website created
Personalizing learning through technology	<ul style="list-style-type: none"> * Moodle course introducing PL district-wide in progress * Instructional departments reviewing curriculum and instruction to integrate PL.

QUESTIONS/DISCUSSION:

- Are there written expectations on use of iPads for frontline teachers? Are they based on the level of comfort, interest, ability of the teacher? Response: SMAR is the model being used for implementation. Administration is not looking for drastic redirection of curriculum in the early months, what is being done is to look for substitution and modification in the work to make learning a more dynamic experience. There are no rigid expectations as it is most advantageous to see teachers and students grow together. Colleagues move colleagues to improve along with meeting student and family expectations. PD will be provide with differentiation in levels of ability and understanding. There is a plan but it is not being forced on teachers. There are plans and expectations on the use of the device in the classroom but the device is another tool and it is not to be denied to students.
- A Board member stated she wanted to be sure this is following the equity plan and that administration is doing all they can to make sure teachers are using the tool in the best interest of their students. Concern was expressed about not having expectations or in having it run a natural course as the equity issue too important for delay.
- Are iPads going home over the summer? Response: SPPS has no plans at this point. Both models have been looked at. The steering committee is looking at options and will make the decision soon.

- With schools already implemented, has staff gone back to see if concerns or needs are there? Response: Yes, the teams have gone back to schools often. The embedded PL staff in the schools is a great conduit in developing conversations and as a resource for future rollouts. There is ongoing conversations between PL staff and the schools. Staff are testing boundaries and seeing how far they can push themselves.
- CASPER – some students indicate they are being locked out? Response: CASPER is the mobile device management tool for Apple devices. It provides a view into the devices themselves. The Device Services Team is working on managing issues through additional configurations.
- It was noted that some people feel the rollout of iPads happened too quickly, is that so? Response: The Deputy Chief of Technology Services stated that as he had moved into his position he had gathered views of the system and a history of district as a basis for future decisions. The decision to shift from one platform to another was made in order to change instruction and learning to a more personalized level. The new platform was a better choice, Apple is a good partner and this effort puts a device in each individual's hands. The primary question was "how long does the District want to wait to do this - right now or in XX years. Every individual must answer that on their own. SPPS is a cutting edge district so it moved forward on the iPad plan. As the program moves forward there will be a need to make adjustments on the fly to meet issues as they arise. As an example, the Kiosk Model is new to the district and to Apple so it is a new innovation that simplified the process.
- Are rollout and post rollout reviews being done? Will principals, teachers and students from Year 1 help with Year 2 rollouts? Response: There is an after action review at the end of every day of every single event. Documentation is looked at and used to modify the process to improve implementations. There is a continuous review cycle to determine next steps. Staff have found no challenge that has not been overcome so SPPS will move forward with the Year 2 rollout. There are also several surveys used to obtain feedback and input on what teachers and students want/need.
- What is being done in working with family and students to set expectations on their responsibility for the device. Response: The way the iPads are set up, a "home-owned" iPad cannot be used at school and there are specific expectations on use of school iPads. The Acceptable Use and Rights and Responsibilities Handbook explain access to the tool and expected behaviors in order to build ownership/responsibility with the student. A digital citizen class on how to be a good digital citizen along with care and maintenance of iPads needs to be built into the curriculum and PD classes.
- Regarding PD and the staff who are on the leading edge in the district, how are/will those staff be used in helping to change the culture from centralized top down development to a peer-to-peer approach. What is administration doing to facilitate that support? Response: There are a myriad of things being done. SPPS is trying to be flexible and building capacity within the buildings. Current learning targets are around how to build capacity within buildings and how Tech TOSAs are highlighting high levels of use in order to broaden out into the larger group. This is being done internally using district tech experts and tech TOSAs to build capacity. SPFT is also interested in highlighting the abilities of excellent teachers and how strengths can be developed to grow within the schools.
- A Board member asked to see some of these efforts in presentations and/or on the website. Response: Twitter is one way to get information out in a hurry. Chat groups are being utilized to share information and develop resources along the way to expand knowledge within the district.
- What has been done on how to support parents of the younger kids? Response: Family Engagement is working on a series of workshops and seminars for parents on security, proper use of technology, how to work with other community agencies and how to keep technology safe. Information will be available at the School Choice Fair.
- How can parents provide academic support at home, what resources will be available for those who want to be more involved in their student's personalized learning? Response: Staff is also working with individual schools to do school-specific programs and with parent advisory councils to provide hands-on experience so they get a feel for what technology can do. The Office of Family Engagement is always open to suggestions on how to expand

offerings to parents. There are also parent resources on the website. As rollouts happen at schools, the parent liaison is always part of the kick-off event. Parents are offered insight into how to make decisions and rules on use of the iPad. There are two layers; the first focuses on safety, security and handling of the iPad. The second layer is how to use the tool at home to provide support with homework or use of tools at home to guide a student's work at home.

- SPPS is well into the second year of appropriations of referendum technology funds. How is SPPS doing in terms of total use of monies so far against the total amount of money citizens gave for technology? How will that play out over the next four to five years of this referendum and how will SPPS sustain efforts after the referendum runs out? When will the Board see a report on current and projected funding out into years three onward and then plans for long-range support of the effort? Response: SPPS has a long-range plan for the eight years of the referendum on how money would be utilized. Administration will provide that plan. Once the referendum runs out, it is expected costs will be covered internally the same manner used for books and other materials. It will become part of the fabric of SPPS's budget. The beginning stages require the greatest funding to cover purchase of devices, training, roll out costs and development expertise. Administration wants to make sure they are being fiscally responsible in the use of the funding. Administration is currently looking at a re-projection of the multi-year budget as there have been changes (i.e., platform). Last year SPPS spent only \$6 million of its \$9 million referendum allocation. The current year budget is \$12 million as a result. Finance is keeping close watch to ensure SPPS remains within the budget available so there is no over spending of funds.
- Can Administration bring the Board a projection on how funds are being budgeted out over time including auxiliary expense that might arise such as the bandwidth issue, etc. Response: All of administration is concerned about funding granted by the community. \$9 million is the part of the referendum devoted to PLTT. Staff will plan to add a presentation to the January agenda on how monies are being spent. A separate fund was established and a program to track expenditures on both the academic and IT level was added to the budget process. Taxpayer dollars are being monitored.

C. SPPS 2014 Accomplishments

The Chief Executive Officer provided a summary of district accomplishments for 2014:

- Increased four year graduation rates
- Saw healthy MCA increases in third and fifth grades
- Launched the Strong Schools, Strong Community 2.0 Strategic Plan
- Increased academic rigor for students receiving Special Education services
- Held enrollment steady during an enormous district-wide transformation
- Increased educational equity and reduced the digital gap through introduction of iPads for all students
- Enhanced communications for all audiences

She went on to enumerate the Superintendent's accomplishments in each of the management areas she was evaluated on.

1. Strategic Leadership

- Aligned the organization and budget to best utilize available resources, maintained steady enrollment during a year of transition, provided \$6.6 million in additional funding to schools and implemented Personalized Learning in a 1:1 Learning Environment
- Successfully completed phase one of the SSSC strategic plan and launched phase two
- Continue to lead the transformation of SPPS into a racial equity district

2. Instructional Leadership

- Demonstrated academic improvement
- Achieved an overall increase of 1% point from 2013 on Spring 2014 Reading MN Comprehensive Assessments

- Had multiple schools with a 5 percentage point or higher increase on Reading MCA proficiency from 13 to 14
 - Had a noticeable grade level and student group increase from 12-14 on Math MCA
 - Saw an increase in graduation rates from 68% in 2012 to 73% in 2013 with significant increase for specific student groups
 - Enhanced educational excellence and equity
 - Developed a new summer school model
 - Saw the District awarded a Youth Career Connect grant
 - Developed new academic program at Galtier Elementary
 - Implemented the Focus on Freshman Initiative in order to keep 9th grade students on track
3. Cultural and Relational Leadership
 - Addressed equity in attendance, suspension and behavior across grade levels
 - Launched the Bus Suspension Task Force
 - Engaged staff, students and families in development of a gender inclusion policy
 - Offered leadership opportunities to students to broaden and deepen their digital learning experiences (e.g. Genius Squad)
 - Expanded Freedom School to more sites and students
 - Raised more than \$14 million in state and federal grants, the 2nd highest total raised in one year at SPPS
 4. HR Leadership
 - Continued working with TC2 project to increase opportunities for staff of color to pursue teaching careers
 - Added key members to the district leadership team and Superintendent's cabinet
 - Developed and launched a new MDE-approved teacher evaluation process
 - Successfully negotiated and settled 18 labor contracts
 5. Managerial Leadership
 - The Facilities Master Plan is entering Phase 3 of the four Phase Plan and is on track for completion by target date
 - Completed 43 construction projects over summer vacation
 - Continued to maintain extremely favorable bond ratings (even with the change in bond rating structure)
 - Successfully implemented Phase 1 of the transition to "Pay as you Go" levy
 - Streamlined multiple revenue streams to support a single technology ecosystem
 6. Communications Leadership
 - Increased the number of schools regularly visited
 - Increased employee input through Sharing with the Superintendent
 - Provided a high level of community engagement around changing school times
 - Online opportunities created for stakeholder feedback
 - Maintained a leadership presence across the community

The CFO indicated in looking ahead, SPPS would

- Continue to support to develop and maintain welcoming and safe school communities
- Continue to work to reduce digital gap as a means of reducing achievement gap
- Continue academic gains through increased PD
- Further reduce education disparities (suspensions, absences, etc.)
- Create new avenues to hear student input
- Improve proactive communication with the community

The Superintendent stated transformation requires flexibility and work to improve areas where shortcomings occur. She then moved on to elaborate on the changes that had occurred in the district during her administration.

D. Human Resource Transactions

MOTION: **Ms. Carroll moved the Board approve the Human Resource Transactions as published for the period November 1 through November 30, 2014. Ms. Seeba seconded the motion.**

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

X. CONSENT AGENDA.

MOTION: **Ms. Carroll moved approval of all items on the Consent Agenda with the exception of Items D1 - Extension of Joint Use Agreement at Chelsea Heights and E2 - Establishment of the Unclassified Position of Human Resource Project Consultant for Independent School District No. 625 and Relevant Terms and Conditions of Employment that had been pulled for separate consideration. Ms. Doran seconded the motion.**

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

A. Gifts

BF 29933 Gift Acceptance from the Heart of America Foundation

That the Board of Education authorize the Superintendent (designee) to allow American Indian Magnet School and Saint Paul Music Academy to accept this gift from The Heart of America Foundation to aid in the support of student achievement.

B. Grants

BF 29934 Request for Permission to Accept a Grant from the Carton Council of North America

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Carton Council of North America to support milk carton recycling and other green initiatives in SPPS; and to implement the project as specified in the award documents.

BF 29935 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 the Ecolab Foundation for funds to support AVID and Academy of Information Technology at Humboldt Secondary; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29936 Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation to Make it Safer for Students to Walk and Bike to School

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Transportation to make is safer for students to walk and bike

to school; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29937 Request for Permission to Submit a Grant Application to the McNeely Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to support Where Everybody Belongs (WEB) at Hazel Park Preparatory Academy; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 29938 Request for Permission to Accept a Grant from the Greater Twin Cities United Way

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Greater Twin Cities United Way to support capacity building and planning among the SPPS departments that provide Early Childhood Screenings; and to implement the project as specified in the award documents.

C. Contracts

D. Agreements

BF 29939 Request for Permission to Enter into a Memorandum of Agreement (MOA) between Saint Paul Public Schools (SPPS) and the Saint Paul Public Schools Foundation (SPPSF) in Support of New Lens Urban Mentoring Society

That the Board of Education authorize the Superintendent (designee) to enter into a MOA with the Saint Paul Public Schools Foundation to support the work of the New Lens Mentoring Society at eight sites for SY 2014/2015; and to implement the services as specified in the agreement.

BF 29940 University of Wisconsin River Falls (UWRF)/Cincinnati Montessori Secondary Teacher Education Program (CMSTEP) as part of Parkway Montessori and Community Middle School Teacher Certification Program for FY15 and FY16

That the Board of Education authorizes the Assistant Superintendent to provide funding for 20 Parkway staff members to attend this training.

E. Administrative Items

BF 29941 Approval to Pay 2014-15 Portion of Contract for the SPPS Legislative Liaison

That the Board of Education approve the generation of a purchase order covering the 2014-15 payments to the SPPS Legislative Liaison per the contract.

BF 29942 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 5, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29943 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2014 – October 31, 2014.

General Account	#627144-629386	\$81,231,811.90
	#0000988-0001053	
	#7000941-7000995	
	#0000327-0000360	

Debt Service	-0-	\$0.00
Construction	-0-	<u>\$6,888,182.26</u>
		\$88,119,994.16

Included in the above disbursements are 3 payrolls in the amount of \$53,734,033.07 and overtime of \$249,736.66 or 0.46% of payroll.

Collateral Changes	
Released	None
Additions	None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 14, 2015.

F. Bids

BF 29944 Bid No. A206317-A Bus Garage Renovation at 261 Chester
That the Board of Education of Bid No. A206317-A Bus Garage Renovation at 261 Chester to Corval Group for the lump sum base bid of \$1,704,455.00.

BF 29945 Bid No. A206493-A Partial Flooring Replacement at Rondo Education Center
That the Board of Education of Bid No. A206493-A Partial Flooring Replacement at Rondo Education Center to Schreiber Mullaney for the lump sum base bid plus alternate no. 1 for \$447,056.00.

BF 29946 CONSIDERATION Bid No. A206547-A Flooring Replacement at Humboldt Senior
That the Board of Education to authorize an award of Bid No. A206547-A for the flooring replacement at Humboldt Senior to Schreiber Mullaney Construction for the lump sum base bid of \$177,890.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 29947 Extension of Joint Use Agreement at Chelsea Heights
Director Brodrick expressed concern about the future of the site as a community recreation center for that area of the city. The BAI indicates the agreement will continue on a month-to-month basis through June 20, 2015. Is this an indication of tenuous relationship with the City in this area? Response: Definitely no SPPS has a very good relationship with the City. The rationale of doing a month-to-month agreement is that SPPS needs to look at sites as a package and needs to align locations and resources in order to create one piece in order to work with the City in all those areas. There is no intention of making a decision on that particular site. The Facilities Department has taken on the task of looking at everything the District and City does at the joint- use facilities. It has mapped out details on joint-use sites and is in conversation about coming up with an equitable and fair sharing of responsibilities for the sites. This plays into the Facilities Master Plan in that is grounds what is being done and allows time to put details together.

MOTION: Ms. Carroll moved the Board of Education recognizes the continuation of the joint use agreement at Chelsea Heights with the City of Saint Paul through June 30, 2015, and all other terms and conditions of said agreement remain constant. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

Ms. Seeba
Mr. Hardy

Yes
Yes

BF 29948 Establishment of the Unclassified Position of Human Resource Project Consultant for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Brodrick asked for clarification on what this position will do and if the position was really needed? Response: The Executive Director of Human Resources stated SPPS has lost several long tenured resources and lost the institutional knowledge of those people. This has made SPPS aware it does not have a good process for capturing what their work processes were. There is a need to add consistency on a day-to-day basis and to begin some transformational work as a HR department. Key pieces the position will address will be development and implementation of a new employee on-boarding process and development of a HR dashboard to communicate and track what key performance indicators are and how the department is doing against those measures. Some of those measures would include such things as the average turnaround time to fill a position, efforts to increase diversity and establishing an on-going succession plan for the district. The position is within the adopted HR budget as they are utilizing budgeted funds from currently existing positions that have not been filled. The addition of this position was recommended in the HR evaluation.

Director Brodrick asked to meet with the Executive Director of HR to get a more in-depth understanding of what this position will do.

MOTION: Ms. Carroll moved the Board of Education of Independent School District No. 625 approve the establishment of the Human Resource Project Consultant job classification effective December 16, 2014; that the Board of Education declare the position of Human Resource Project Consultant, as unclassified; and that the pay rate be Grade 22 of the 2014-2015 Professional Employee Association standard ranges. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

XI. OLD BUSINESS

BF 29931 Board Final Approval of Pay 15 Levy

The Chief Financial Officer indicated she was presenting the Pay 15 levy proposal to the Board for final certification. She went on to say school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay 15 levy funds the 2015-16 school year.

The Pay 15 Levy Ceiling is as follows:

	Certified Pay 14	Pay 15 Levy Ceiling	Difference
General Fund Levy	\$91,272,110	\$96,574,604	\$5,302,494
Community Service Levy	3,457,227	3,435,950	(21,277)
Debt Service Levy	40,327,197	36,396,560	(3,930,637)
Total All Levies	\$135,056,534	\$136,407,114	\$1,350,580
Percent Change			1.0%

The CFO reviewed a few examples of the estimated tax impact of this proposal on various property values.

The Pay 15 levy supports:

- The continuation of the SSSC 2.0 strategic plan of achievement, alignment and sustainability.
- Continued referendum commitments
- A reduction in long term debt
- Maintenance of high bond ratings and
- Compliance with Federal and State obligations.

Administration's recommendation is that the Board of Education approve the recommendation to certify the Pay 15 levy in the amount of 4136,407,114, a 1% increase over the Pay 14 levy.

QUESTIONS/DISCUSSION:

- The Board extended their thanks and complimented the CFO and the finance staff on their excellent work.
- The Board recognized several important actions that have or will help SPPS financially. The reduction in issuance of bonds by going to "pay as you go" will reduce long term debt and is a benefit to St. Paul taxpayers. The aggressive focus on putting more money into schools and classrooms for the benefit of students. The commitment to pension funds and a thanks was extended the various metro area entities for implementation of the fiscal disparities act.

MOTION: **Ms Seeba moved the Board of Education approve the recommendation to certify the Pay 15 levy in the amount of \$136,407,114, a 1% increase over the Pay 14 levy. The motion was seconded by Mr. Vue.**

The motion was approved with the following roll call vote:

Ms. O'Connell	Absent
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

XII. NEW BUSINESS

BF 29949 Report on Superintendent's Evaluation

The Board Chair stated the Board of Education of Saint Paul Public Schools had evaluated Superintendent Valeria Silva on her goals and performance in the following leadership competencies:

- Strategic
- Instructional
- Cultural
- Relational
- Human Resources
- Managerial
- Communications

She went on to say the Board has given the Superintendent an overall rating of satisfactory for the calendar year 2014.

The Chair then continued with a reading of the following statement:

Superintendent Silva has continued to show strong leadership in the implementation of the strategic plan, Strong Schools, Strong Communities 2.0. Under her leadership, the plan is

moving the district in the right direction of aligning human and district resources within the approved budget to increase academic performance for all students.

As we work together in 2015, we look forward to supporting Superintendent Silva as she continues to use her identified strengths and identified areas to improve to lead our district in raising all students' achievement.

We further support her leadership in implementing the Board approved Racial Equity Policy to increase racial equity in our schools and community, focusing especially on the academic performance of our students of color.

We will develop strategies with her to strengthen relationships and communications with our students, families, employees and community stakeholders.

The Board will be moving forward in renewing the Superintendent's contract.

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

Director Hardy made a statement on his reaction to the Superintendent's Tweet following the decision of the jury in Ferguson, MO. He indicate the Board had created and implemented its Racial Equity Policy and expects the Superintendent to enact that policy. He stated he welcomed the message from a leader who is recognized nationwide for her work in bring racial equity to an institution historically unfavorable to American Indian and other races and he stated he was incensed to receive requests to fire the Superintendent for her sharing a message from her heart.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications - None

XIV. FUTURE MEETING SCHEDULE

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

- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

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

- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21

XV. ADJOURNMENT

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

The meeting adjourned at 10:00 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 6, 2015

I. CALL TO ORDER

The meeting was called to order at 5:07 p.m.

II. ROLL CALL

PRESENT: Mr. Brodrick, Mr. Vue, Ms. Carroll, Ms. Doran, Ms. Seeba, Mr. Hardy, Ms. O'Connell, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk.

IV. APPROVAL OF THE ORDER OF THE AGENDA

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

Motion was approved with the roll call vote as follows:

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

V. ELECTION OF OFFICERS

1. Chair of the Board of Education

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

MOTION: Director Vue nominated Mary Doran for the office of the Chair. Director O'Connell seconded the nomination.

Further nominations were called for, there being none the vote was called.

The nomination was approved with the following roll call vote:

Mr. Brodrick	Abstain
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Abstain
Mr. Hardy	Yes
Ms. O'Connell	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 O'Connell nominated Keith Hardy for the office of Vice Chair. Director Doran seconded the nomination.

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

The nomination was approved with the roll call vote as follows:

Mr. Brodrick	Abstain
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Abstain
Mr. Hardy	Yes
Ms. O'Connell	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 Brodrick nominated Mr. Vue 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.

The nomination was approved with the roll call vote as follows:

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

4. Treasurer of the Board of Education

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

MOTION: Director Mr. Vue nominated Ms Carroll for the office of Treasurer of the Board of Education. Director Hardy seconded the nomination.

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

The nomination was approved with the roll call vote as follows:

Mr. Brodrick	Abstain
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Abstain
Mr. Hardy	Yes
Ms. O'Connell	Yes

The officer positions for 2015 are:

- Chair -- Mary Doran
- Vice Chair -- Keith Hardy
- Clerk -- Chue Vue
- Treasurer -- Anne Carroll

VI. RESOLUTIONS

BF 29950 Appointment of Assistant Treasurer

MOTION: Ms. Seeba moved that the Board of Education approve the resolution naming Marie Schrul, Chief Financial Officer, as the Assistant Treasurer of Independent School District No. 625 for the year 2015. Motion seconded by Ms. O'Connell.

Motion was approved with the roll call vote as follows:

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

BF29951 **Appointment of Assistant Clerk**

MOTION: **Ms. O'Connell moved, seconded by Ms. Carroll, that the Board of Education approved the resolution naming Marilyn Polsfuss as Assistant Clerk of Independent School District No. 625 for the year 2015.**

Motion was approved with the roll call vote as follows:

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

BF 29952 **Resolution Naming Depository Accounts**

MOTION: **Ms. Seeba 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 2015.**

Motion was approved with the roll call vote as follows:

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

BF 29953 **Resolution Naming Banks as Custodians for Safekeeping of Collateral**

MOTION: **Ms. Seeba 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 Ms. Carroll.**

Motion was approved with the roll call vote as follows:

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

BF 29954 **Resolution Authorizing Investments of School District Funds**

MOTION: **Ms. Carroll moved, seconded by Ms. Seeba, 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:

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

BF 29955 **Resolution Naming Brokerage Accounts**

MOTION: **Ms. Carroll moved, seconded by Mr. Hardy, 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:

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

BF 29956 **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. Doran seconded the motion.**

Motion was approved with the roll call vote as follows:

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

BF 29957 **Resolution Naming the Official Newspaper**

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

Motion was approved with the roll call vote as follows:

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

BF 29958 **Resolution to Adopt and Confirm All Policies Contained in Board Policy Manual**

MOTION: **Ms. O'Connell moved, seconded by Ms. Carroll, 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:

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

VI. BOARD OF EDUCATION MEETINGS

- A. Schedule of a Closed Board of Education Meeting, January 20, 2015 - 4:00 p.m. for the purpose of negotiation of Superintendent's Contract.

MOTION: **Ms. Carroll moved the Board schedule of a Closed Board of Education Meeting, January 20, 2015 - 4:00 p.m. for the purpose of negotiation of Superintendent's contract. The motion was seconded by Mr. Hardy.**

Motion was approved with the roll call vote as follows:

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

VII. ADJOURNMENT

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

Motion was approved with the roll call vote as follows:

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

The meeting adjourned at 5:16 p.m.

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
January 13, 2015**

PRESENT:

Board: Ms. Carroll, Mr. Hardy, Ms. Doran, Mr. Brodrick, Ms. O'Connell, Mr. Vue (arrived 5:20 p.m.) and Ms. Seeba (arrived 6:01 p.m.)

Staff: Superintendent Silva, Ms. Walker, Ms. Bierman, Mr. Cathey, Mr. Peterson, Mr. Collins, Ms. Schrul, Mr. Engen, Ms. Battle, Ms. Allen, Ms. Cameron, Mr. Huffman, Mr. Hoerth, Mr. Clark, Mr. Navarro, Ms. Sayles-Adams, Ms. Osorio, Ms. Keenan, Mr. Duffy, Mr. Ott, Ms. Turner, Ms. Schultz-Brown, Mr. Parent, Mr. Munnich, Mr. Clark, Mr. Vernosh

Other: Mr. Vergis, Dr. Rinehart, Mr. Water, Mr. Baker, Ms. Huegle, Mr. Nielson, Ms. Waller, MKs. Danielson-Sellie, Mr. Stinson

I. CALL TO ORDER

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

II. AGENDA

A. OPEB Trust

Representatives from the Wells Fargo Wealth Management Group provided a report on the SPPS OPEB Trust. The investment objective is a balanced one with moderate risk tolerance and a portfolio life of greater than 10 years. They provided a OPEB client summary comparing SPPS to 12 other OPEB trusts along with a review of the SPPS consolidated portfolio. They reviewed actions relating to the trust over the past 12 months, the receipt/disbursement history, the fund's performance since inception along with a review of the Investment Policy Statement. The return on the fund since inception is 4.61% with a target range of 5% to 6%. There was some discussion on the equity investment portion. Statute 356A governing OPEB trusts allows investments in some alternative investment options including equity.

The SPPS CFO stated there is a committed fund balance for the trust. \$3 million was uncommitted from this fund this past fall and invested into the trust. SPPS budgets to meet retiree benefit obligations each year so there is no anticipation that funds will be withdrawn from the trust in the near future.

The Wells Fargo report provided a printed market overview indicating US data included mixed results with employment gains but waning confidence. Forward-looking indicators imply continued growth with little inflation. Factors across Europe, China and Japan are taking a toll on growth. Domestic equity prices continued to advance in November while bond prices were mixed. Real estate stabilized while commodities sank and various hedge funds posted gains in November

Superintendent thanked the team that governs the trust and complimented them on the position the District is now in.

QUESTIONS/DISCUSSION:

- Should the investment balance be weighted more toward equity? Response: At this point the District is making contributions to the trust and distributions will be made at

some undefined later date. The investment balance would be an appropriate subject for a future conversation. Any change to the investment balance would require a revision to the Investment Policy Statement.

- The return on investment of 5% to 6% is over what term? Response: Annually.
- Will there be a review of the investment policy relative to equity allocation? Response: Yes, Finance will look at the allocation method with Wells Fargo and will provide the Board an update following that conversation.
- A future discussion item for the Board would be its long-term investment strategy. What the Board's targets are in order to get to where it wants to be.

MOTION: Ms. Doran moved acceptance of Wells Fargo report on the OPEB Trust; seconded by Ms. O'Connell.

Motion passed.

B. Auditor's Report

Representatives from MMKR Certified Public Accountants provided a report on the audit of the SPPS financial statements for the year ended June 30, 2014. Findings were:

1. A clean opinion was issued on the basic financial statements.
2. One deficiency in the District's internal control over financial reporting with insufficient controls in place over salary and related benefits, to ensure a proper implementation of rate changes and timely reconciliations of applicable general ledger accounts. This has been addressed and procedures are now in place to rectify this area.
3. Results of the audit testing disclosed no instances of noncompliance that required reporting under Government Auditing Standards.
4. The Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements.

Areas of noncompliance were:

1. Instances of noncompliance with requirements that could have effect on major Federal programs related to procurement requirements applicable to the child nutrition cluster program for quotations that were not obtained and retained on file for one year.
2. In testing of major Federal programs the District's controls were not adequate to assure that it was not contracting for goods or services with parties that are suspended or disbarred, or whose principals are suspended or disbarred. The District also did not have sufficient controls in place to assure compliance with procurement requirements for bids and/or quotations for contracts.
3. Three findings were noted relative to compliance with Minnesota laws and regulations.
 - 11 of 40 disbursements tested were not paid within 35 days of the receipt of the goods or services, or receipt of the invoice for goods or services, as required by State statute, and did not pay interest on the unpaid obligations.
 - MN Statute § 118A.03 requires that if a district's deposits exceed federal insurance coverage, excess deposits must be covered by corporate surety bonds or collateral that has a market value of at least 110% of such excess. This requirement was not met for the District's deposit accounts at times during the year.
 - MN Statutes require the District to obtain two or more quotations for contracts from \$25,000 to \$100,000 and to keep them on file for at least one year. The District did not obtain at least two quotations for three contracts awarded during the year.

The CFO indicated all areas of noncompliance have been address and processes/procedures put in place to ensure compliance.

MMKR provided a brief overview of funding for public education in Minnesota showing a comparison of the General Education Aid - Basic Formula Allowance from 2005 to 2015. They noted the \$529 increase in 2015 will be offset by changes to pupil weightings and the general education aid formula that reduces the increase to the equivalent of \$105 or 2.0%, state-wide.

They reviewed financial trends in the district outlining the General Fund Financial Position from 2010 to 2014 in the areas of Nonspendable fund balances, Restricted fund balances, Unrestricted fund balanced (Committed, Assigned and Unassigned), Unrestricted fund balances as a percentage of expenditures and Unassigned fund balances as a percent of expenditures (in all years this was above the 5% required by policy). Cash flow was reviewed based on month-end balances. Adjusted Daily Membership and Pupil Units Served were reviewed over the past five years along with the change in students served.

Charts were prepared on each of the other operating funds (Food Service Special Revenue and Community Service Special Revenue, for the past five years as well.

MMKR noted in 2015 the District financial statements will need to reflect the major changes in reporting requirements for pensions under GASB Statement No. 68, Accounting and Financial Reporting for Pensions - an amendment to GASB Statement No. 27.

QUESTIONS/DISCUSSION:

- Payroll – is there back pay that needs to be taken care of? Response: There was no back pay as far as salary is concerned. This involved some teacher retirement and PERA/TRA reporting needing to be brought up to date. TRA rates changed in May 2013 and the table was not updated in a timely manner necessitating the need for adjustments to be made. PERA moved to a different system and those rates have been brought up to date.
- Was there a penalty? Response: There is a penalty assessed if the item goes beyond a certain time. Staff will supply that information.
- Has this been corrected? Response: Payroll has a process to update tables on a quarterly basis.
- Are expenses for interest included in expenditure line? Response: Yes
- Does there need to be a conversation about fund balance for food service and community service? Response: No, a policy is in place, food service experienced additional costs due to legislative changes
- A Board member reminded everyone the audit showed no apparent problems. She stated she felt comfortable with the quality of the financial team and controls that have been put in place.
- Another Board member stated she appreciated the fact deeper testing was done to identify areas that can improve, it is helpful and she appreciated the conversation so there is understanding on how staff is addressing improvements.
- The Adjusted Daily Membership and Pupil Units Served - how much of this was from changes at state level as compared to enrollment? Response: Staff stated there would be bigger changes in 2015's management report due to legislative changes made in 2014..

MOTION: Ms. Doran moved the Board accept the audit report. The motion was seconded by Ms. Carroll.

Motion passed

C. Update on Substitute Teacher System

The substitute fill rate for December was 82%. This compares to a fill rate of 88% the year prior for same time frame when SPPS HR handled the process internally. The required number of substitutes for December was 3,546 which is 9% higher than the same month in 2013 (3,255). At the winter break, with four complete months of data to review, HR sees that the fill rate has been lower every month than it was during the same month in the previous year, while the need was higher this year in three of the four months. Charts were provided showing monthly fill rates in 2014 and 2015 and the monthly substitute needs. The target for daily fill rate is 90% and the total substitute needs is up 13.5% over the previous year (2014).

There were 38 days so far in 2015 where the need exceeded 200 substitute teachers. This is 72% higher than the number of days last year with the same need. Teachers on Call was able to provide 200 or more subs 14 times this school year. SPPS provided 200 or more subs 12 times during the same period in 2014. In 2013, the average need for days over 200 was 230.5 with a high need of 295. In 2014, the average need for days over 200 was 242.3 with a high need of 296.

90% of unfilled jobs were requested less than 24 hours in advance. While need was influenced by iPad implementation, illness (self or others) remained the largest reason for substitute need with the flu virus approaching epidemic proportions in Minnesota.

Areas under consideration to address these issues include:

- Short-term: evaluating the use of TOSAs for the post spring break segment of the school year.
- Mid-term: Reintroduce the dedicated sub cadre by recruiting an additional 15 teachers for 2015-16. SPPS will dedicate five subs at each level. These will be full-time substitutes, classroom and/or area.
- Long-term: Restructure the PD delivery model to have less connection with substitute need while continuing to partner with ToC to build a substitute workforce.

QUESTIONS/DISCUSSION:

- On the right is that teacher days? Response: No, number of teachers. The need could be for one day or three weeks. The numbers are influenced by teacher development.
- 200 per day is a big number. Response: Yes, the 200 requests per day is a large number and is difficult to address.
- Do you have any idea of the number of people who no longer sub because they do not accrue retirement benefits? Response: SPPS had a sub population of 760 when the change to Teacher on Call (ToC) was made, 366 went to ToC so 54% of the original population made the move. The top 200 teachers who worked on regular basis had a 94% conversion rate. Today the pool is at 564. Regular subs were not dissuaded from moving to ToC and SPPS addressed the concerns expressed. SPPS is now working on getting a population responsive to same day need. Student teachers are being utilized on a small basis but licensure is an issue in that.
- Are building administrators seeing a difference in quality comparing the SPPS sub group to ToC subs? Can this be measured to address decisions in the future. Response: The question can be asked of principals. Quality teachers with a commitment to SPPS students is the bottom line.
- In the long-term restructuring of the PD delivery model, teachers have family and kids, would summertime be a potential timeframe as evenings and weekends might be difficult for them. Response: SPPS is definitely looking at ways to creatively address teacher PD. It is exploring all options to decrease the impact on classroom instruction. On-line has proven to be quite successful.
- Explain fill rate again. It appears ToC is not doing as good a job as SPPS was, what is problem? Response: It appears SPPS was more successful in filling requests than ToC. The promise was for their numbers to be better however the need has increased substantially from the previous year and the need is outpacing ToCs ability to get teachers to substitute. Some days classrooms are short-staffed but administrators find ways to meet the need.
- What is being done with ToC to push them, what does contract say? Response: The contract does have a provision to pay a smaller percentage if they do not meet the benchmark, but with the caveat that notice needs to be 24 hours in advance. SPPS does get weekly updates on recruitment efforts to add to staff but there is a need to improve on the invitation to substitute for SPPS. SPPS is highlighting substituting as an opportunity to see if SPPS is a desired district for long-term employment.
- It was noted there is an opportunity with teacher retirement meetings to recruit people to substitute What needs to be done (i.e. License renewal, etc.) would have to be clarified. Hearing the request from SPPS is very important. ToC has implemented "advance

requisitions" recognizing the 24 hour need. Advance requisition opens up 30 requisitions per day so staff will be available.

- What about pay rates? Response: The short term rate is competitive but the long-term lags significantly from the market. This is a contract issue.
- A Board member stated she would be glad to see pay comparability for long-term and in subsequent information would like to hear about the dynamics and issues of short-term vs. long-term subs. Has there been a change in the reasons why substitutes are being requested? Response: SPPS is tracking to see what major influences might be in order to anticipate needs.
- The Board requested this information be gotten out to be shared with teachers so they have the information as this affects them the most. They want to know what is going on.
- Director Hardy asked that responses to his questions posed to the Superintendent in this area be provided by next week's Board meeting.
- Board members were instructed to send follow up questions to the Superintendent.

D. Long Range Demographic Study

The enrollment projection analysis focused on the factors that influence K-12 regular enrollment without PreK, ALCs, ECFE and Specialized Programs. It quantifies Kindergarten enrollment, cohort survival and net migration of students in each grade and the impact of housing types and development. The next phase of the analysis will refine the student profile, factoring in race and poverty information and will project enrollment school-by-school, not just by geographic areas.

In the past 10 years, enrollment has decreased by 1,734 students or 4.6%. Resident enrollment decreased only 2.8% and was at its lowest in 2010-11. Since then resident enrollment has increased as has the size of the resident Kindergarten class. In 2014-15, nonresidents make up 4.3% of K-12 enrollment and are concentrated in the elementary grades. The estimated school age population decreased as well during the recession years.

Today, SPPS captures 62.4% of the district's school age population or 65.6% when special programs are included. The largest number of students not attending SPPS attend traditional nonpublic schools and charter schools. SPPS experiences net out migration every year. The net outflow between Grades 5 and 6 is unusual. Like most Minnesota public schools, there is a net inflow between Grades 8 and 9.

Enrollment is projected to increase 4.2 to 8.2% in the next 10 years. In 2024-25, projected enrollment ranges from 37,551 to 38,983 students. This compares to 36,040 students in 2014-15. Approximately 1,800 students need to be added to these projections to reflect ALCs, special education and other special populations not projected. Enrollment will increase by no less than 400 students in the next five years. Growth is faster in the second five projection years as the number of Kindergarten students increases.

The City of St. Paul estimates that 2,600 multi-family units will be built in the next five years. Only 10% of these units will be subsidized; others will be senior housing or market rate units. Probably no more than 55-105 SPPS students would be from these developments.

Many factors are changing, today, enrollment results from

- Demographic changes (age of population, fertility rates and amount of residential development).
- Education marketplace with many education choices - nonpublic, public (open enrollment, charter schools, ALCs, etc.)

SPPS has some advantages; the city and school district are coterminous (no conflicts in identity) and the school district's shape and natural boundaries are barriers to open enrollment out.

In the past 10 years, components of enrollment change have included:

- Natural increase results in a gain of 6,614 students (the district has young families with children)
- Net migration results in a loss of 8,348 students - families moved out of the district while children are young, students transfer to charter schools (charter enrollment has doubled in the past 10 years), students leave before entering middle school, students return for high school and students transfer to ALCs.

Macro trends show:

- An aging population with less mobility, a decrease in school age population per household and a shift in the size of adult age groups (less demand for single family detached housing, which yields the most school age population).
- More births this decade and the next (Gen Y) resulting in another enrollment cycle (third) with rising elementary enrollment in the first half of the cycle and another large graduating class about 2040 (end of cycle).

Current elementary and middle school grade sizes suggest that enrollment will continue to increase modestly if Kindergarten is near today's level. Average grade size would approximate 3,079 K-5, 2,459 6-8 and 2,548 9-12. Charts were provided showing:

- Net migration by grade
- Enrollment projections
- 5 year enrolled resident projections by area
- 5 year rolled resident projections - change in enrolled residents
- Housing yields
- Projection comparisons (cohort survival and housing units)

These projections will impact the FMP by aligning capacity and projected enrollment across the city, providing context on student profile and factors that influence student migration and inform milestones for critical interventions. It will aid in SPPS having the right school at the right time.

The FMP will plan to the highest enrollment as conservative assumptions lead to the most robust long-range plan. The variance between lowest and highest projections from the report are modest in a facilities context (functional capacity). SPPS is on a very stable and predictable trajectory save unanticipated immigration.

Through the Facilities Master Planning process, SPPS is working with a broad cross-section of internal and external stakeholders to develop the criteria the district will use to guide facility projects and improvements over the next decade. In order to produce a sound 10-year plan, the district must extend the short-term models it has used for enrollment projections.

Historically SPPS has used a one-year projection model to inform annual budgeting, programming and other decisions. This serves its purpose for annual resource allocation and student placement but is not enough to address long-term planning needs such as facilities and programming. Staff provided a handout outlining the new 10-year District Enrollment Forecasting Model that covered what, why, how (use of two projection models), the timeline and questions needing to be considered.

QUESTIONS/DISCUSSION:

- The consultant noted in the area of education choices SPPS is doing very well with open enrollment. A larger challenge is charter schools. It takes a large population base to start another school and that can occur in any location within the district. SPPS needs to know where these are located, what their specialty is and how it is marketed. It also needs to begin to anticipate community needs and address those.
- As look at history of charter schools in St. Paul the numbers have increased rapidly within the last 10 years, their enrollment has doubled over that time.

- In the original SSSC the plan was to capture a percent of market share and then realized that was an unrealistic goal and revised it. SPPS has not achieved that goal, do those students exist? Response: The consultant urged SPPS not to set goals as this is a very complex environment and goals are hard to make happen in abstract. People will find something in every option offered at least for a time. She recommended SPPS offer what parents want as it is easier to prevent a charter from opening than to get students back once they are attending a charter.
- Is there any data you wished you had to help with additional information? Response: There is more data than can be analyzed and comprehended. Some questions raised will require tracking actual students but the district can do that. SPPS has very good data and staff capable of getting it out.
- In data tracking specific students is that knowing why they left the district? Response: No, that is questionable data at best because people do not always provide a true answer or provide a nuance one that can be misinterpreted. An example would be MDE will not share names and addresses of charter school students with SPPS but SPPS can match students under open enrollment.
- Is there much success using exit interviews? Response: Again, experience shows the responses are to be taken with a grain of salt, if people are really unhappy they will tell you but it is difficult to interpret reasons given.
- A challenges in St. Paul is it does not have a supply of housing units in a form desired by the younger population.
- A Board members stated she looked forward to do further assessment and subsequent deeper analysis.
- Can SPPS track enrollment and migration by race and income? Response: Yes, that is planned for the second round.
- When births declined due to the recession, the decline in Minnesota came from Hispanic and Asian women. When you look at the estimated fertility rates for white women it is below 2.11 children. As result of the recession Hispanic and Asian women have fertility rates close to replacement. The question is whether that will continue or will there be bounce back to former rates.
- A Board member noted there are assumptions out in the community that do not match with the data gathered. Response: The data are good valid data. The fact is the perceptions out there do not match reality.
- What happened to the data used for the original SSSC? Response: That data is still available and has been used as a basis for further data collection/interpretation.

E. Standing Item: Policy Update

1. **Gender Inclusion Policy**

The presentation began with a few definitions.

- Gender Identify – a person's deeply held sense or knowledge of their own gender.
- Cisgender – a person's gender identity matches their biological sex
- Transgender -- an adjective describing a person whose gender identity or expression is different from that traditionally associated with the sex at birth.

The Policy Work Group began meeting on the Gender Inclusion Policy in February, 2014. The inquiry into this policy was the result of:

- The denial of access to participation in high school athletics for a transgender student due to prior MSHSL guidelines.
- The MSHSL beginning a Transgender student athlete policy study
- Increasing concerns from SPPS youth about harassment and discriminatory practices and marginalization.
- A continual effort to create and support an equitable learning environment for all students.

The work group consulted numerous resources during its research phase (local, state and national organizations, districts and states across the nation and students, families,

teachers and administrators). The draft policy is the result of outreach efforts and is grounded in student voice.

The rationale for the policy is based on transgender and gender nonconforming students reporting staggering levels of bullying, harassment (78%) , violence (36% physically assaulted and 12% sexually assaulted) and intimidation (data is based on a national study).. 51% of students who experienced harassment, physical or sexual violence reported attempting suicide.

Transgender and gender nonconforming students in SPPS reported:

- A lack of access to facilities resulting in an increased rate of health issues such as urinary tract infections
- Violations of personal privacy and data privacy
- Intimidation from peers and some adults
- A higher level of homelessness
- A lack of respect and understanding of gender identity and gender expression from adults
- A fear of harassment and discrimination from intentional or unintentional outing.

These SPPS students asked

- To be treated with dignity
- Have their humanity seen
- For consistent use of preferred names and pronouns
- For equitable access to facilities
- Adults to rethink arbitrary groupings based upon sex and
- To have their truth heard and understood.

There are many legal precedents covering gender identification. In the Minnesota Human Rights Act, sexual orientation is defined as "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness". (363A.03). It also states "it is unfair and discriminatory practice to deny any person the full and equal enjoyment of the services, facilities, privileges and accommodations of a place of public accommodation because of race, color.....sexual orientation, or sex. (363A.11). And, it further states, "it is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby to any person because of race, color.....sexual orientation or disability. (363A.13).

Under the Title IX of Education Amendments of 1972, the sex discrimination extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Similarity of the actual or perceived sexual orientation or gender identity of the parties does not change a school's obligation. (US Department of Education, 4/29/2014).

Best reading of the Title VII of the Civil Rights Act's prohibition of sex discrimination is that it encompasses discrimination based on gender identity, including transgender status. (Attorney General Eric Holder, 12/15/2014).

Other legal precedents include the Jane Doe et al. v. Regional School Unit 26 (2014) wherein the school allowed Jane Doe, a transgender 5th grade girl, to use the girls' bathroom. A cisgender boy, under encouragement from his grandfather who disagreed with the school, followed Jane Doe into the girls' restroom claiming that he too should be allowed to use the girls' bathroom. The school revoked Jane Doe's access to the girls' facilities requiring her to use the staff, single stall bathroom. The Maine Supreme Court interpreted Maine's Human Rights Act to extend protection of equal access to facilities to include gender identity. It ruled in favor of Jane Doe and awarded \$75,000.

In another instance, DOE and DOJ Resolution Agreement with Arcadia Unified School District (2013) the district denied a student's (a transgender boy) access to sex-specific facilities designated for male students at school for use during school and extracurricular activities and sex-specific student cabins for male students during a school-sponsored overnight academic camp. The district entered agreement mandating that they allow access to sex separated facilities and programming for students that best align to students' gender identity and expression.

The tenets of the SPPS draft policy have been created and grounded in student voice as well as family, teacher and administrator outreach. Policies are only as effective as their implementation and support structures allow. Procedures are being developed concurrently during policy development and the three reading process. Tenets are:

- 1) Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
- 2) Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical tool.
- 3) Provide all students the opportunity to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.
- 4) Provide all students access to facilities that best align with students' gender identity.

QUESTIONS/DISCUSSION:

- Policy is spot on – this is exactly what needs to be done for kids and families.
- A Board member noted regarding accommodation, that SPPS will have to be flexible. Particularly when providing access to facilities that best align. Will there be accommodation for cisgender and transgender? Response: The issue is to understand this policy and procedure is for all students, this is a gender inclusion policy. It will take time to address individual facilities but everyone needs to be able to use the facilities regardless. Procedures will match the policy intent. As we move forward with tenants about equity, justice and the law – it is not finding something that makes everyone comfortable. We must keep centrality in mind – it is the right thing to do and work toward finding a way to transition to support for all. It is about finding respectful ways to move forward.
- Are we trying to attempt to change a mindset and values. This is an inclusion policy but it has to be based on love and respect and as we implement policy and procedures we need to extend respect to all involved.
- Another Board members stated she welcomed the policy and it is time to implement it. She stated she was willing to hear respectful and constructive dialogue but not rumor mongering and misinformation.
- A comment was made the District is being transparent and it wants community to help define procedures. It needs constructive help in building procedures.
- How many districts have this type of policy? Response: In Minnesota, Minneapolis has similar tenets spread over several policies. This is a bold move for SPPS and is an opportunity for the Board to speak as a body to help a portion of SPPS student population. As we work through this we will hear many perspectives. The bottom line is what can be done to ensure every student feels safe and will be treated equally regardless of gender. We need help in accomplishing this in a way to move forward for students, families, etc.
- What are the numbers of transgender youth? Response: We do not have a number. Nationally it is approximately 1 in 250 to 1 in a 1000. SPPS does have transgender students in PreK through high school.
- What is the plan on concurrent procedures? I presume SPPS will shape procedures at the same time, what is different for the Board? Response: Nothing, the Board looks at policy and instructs administration to do procedures.
- We want to ensure there is space for everyone in SPPS.

- Thanks to the staff, students and families who contributed their perspectives, ideas and work to translate all this into policy and apologies that SPPS has not had this policy previously. Work will continue to develop procedures that help to address questions along the way and define all bases as we move forward.
- The Superintendent stated that as an organization SPPS should expect those who work for district to be willing to change behaviors and actions while recognizing it is hard to change values and beliefs.

MOTION: Ms. Doran moved the Board of Education move the Gender Equity Policy to its first reading at the January 20, 2015 Board of Education meeting. Ms. Carroll seconded the motion.

The motion passed.

F. Talent Development and Accelerated Services (TDAS) Update

The Assistant Director of the Office of Teaching and Learning presented the TDAS update. He began by stating major activities within the department for 2014-15 included:

- Refinement of student learner and identification (CogAT7)
- Revision of the Portfolio review process (standards and performance-based)
- Auditing the assessment process and calendar
- Updating procedures for family, community and school site engagement and communication
- Shifting from a Gifted and Talented (G/T) model to a Talent Development Model

The CogAT7 administration timeline was reviewed during opening week with site staff and changes were made based on their input. Kindergarten students took the screener. REA developed the suggested administration window to avoid overlapping grade testing processes and testing practice materials were translated into Hmong, Karen and Somali by the SPPS Translation Department (Spanish was provided by Riverside). A flow chart of the identification/assessment process was provided to the Board.

There are several pathways to identification for accelerated services:

- Second grade norms - the top 10% in each battery district (Q, V, N) and top 10% composite at the building level.
- Kindergarten norms - the top 10% composite at district and building (The use of the Kindergarten screener required the use of the overall score rather than the discrete batteries.)
- Portfolio review process (K-5)

For "not identified" students the CogAT7 provides accelerated site-based opportunities (an individualized learning plan and profile).

In 2014-15 there were 6,105 students tested along with 23 non-SPPS students tested. 1,182 were identified as eligible for accelerated services and 224 were recommended from portfolio. A chart breaking results out by ethnicity and by Kindergarten, second grade, all other grades and all grades was provided comparing the last four years' numbers. A second chart was provided breaking results for 2014-15 down by Kindergarten, second grade, all other grades and all grades and by gender, ethnicity, home language, ELL, Special Ed and lunch status.

Future steps include:

- Support for alignment of accelerated services district-wide to provide foundational offerings with fidelity for all students
- Engaging communities in the development of culturally relevant practices to enhance students' academic success
- Continuation of the use of multiple measurements to illustrate and enhance students talents and gifts through the talent development model and

- Deepening Elementary and Middle schools' opportunity pathways to increase student preparation.

Areas for future consideration involve:

- Finding a better balance between access to services across the system versus access at particular schools
- Review of the role of testing for identification: time spent on testing students, especially Kindergarten, for identification purposes; the utility of the Kindergarten screener (does not have much utility beyond identification for Capitol Hill eligibility); building a culture where CogAT results are used for more than eligibility for specialized services or enrollment and review of the multi-year impact of CogAT on identification trends and providing recommendations in SY 15-16 regarding future implementation.
- Continually monitoring identification and implementation data through a racial equity lens.

QUESTIONS/DISCUSSION:

- The portfolio numbers recommend schools look at these students? Response: Yes, the 224 should have a second look through the portfolio process. 224 is the minimum number.
- What about big kids, the upper elementary, middle and high school. How are other kids picked up? Response: CogAT is specific to Kindergarten and Grade 2. There are no measures for middle and high school. Gifted identification has historically been done in the primary grades.
- Since SPPS is now using the talent development model are you looking for ways to develop talent for all students. Response: The AVID programs look at the academic middle so as "capable" students are found AVID and personalized learning plans are being used to address those abilities. There is also the mindfulness of teachers to see ability in students and then provide ways to address those. Interest inventories and Naviance tools are also available to learn more about student interests and how they will add value and give support to rigorous course offerings for kids.
- Testing appears to still be identifying Caucasians at a high rate and other measures are being used to identify others (students of color). I would like to hear more about that as greater research is done. Response: CogAT identifies the top 10% of the district norm in three areas: qualitative verbal and nonverbal. The top 10% at building level use the composite scores. More students of color are identified at the building.
- As SPPS moves to a talent development model it has acceleration specialists and G/T teachers in some buildings but not others? How can SPPS talk about a talent development model and deal with disparate resources building to building? How will SPPS make talent development equitable building to building. Response: We are in the process of doing that, each building has options on how to deliver its talent development model.
- A Board member stated she appreciated hearing identification of students of color has moved from 8.4 to 15.5 using an equity lens,
- Future considerations, next steps -- will there be something in place for students with special needs? Response: TDAS is committed to meeting needs for student twice exceptional
- Is what each school offers for talent development shown on all school websites? Response: It is reflected in the School Choice Booklet and will be added to websites as they are revised.
- Concern was expressed about what is happening in the buildings and how each is working toward the talent development model. Response: SPPS will have TDAS in every school, it is imbedded in the personalized learning model.

G. Standing Item: PLTT Update - No Presentation

H. Standing Item: SSSC 2.0 Update - No Presentation

I. Work Session

1. Board Check-In

The Board decided it would assign a purpose statement to each item on COB agendas; then at the end of each meeting assess if the purpose was met. This will help in governance by defining equity challenges in various areas and how they are being met.

2. District Communications Overview

The Communications Department is building a communications plan that will address five focus areas:

- Areas and comments coming out of the Superintendent evaluation
- Grassroots efforts - moving toward a more individualized connection with community members.
- Negotiations
- Perception
- Long-term communication plan aligning with enrollment information and FMP process

3. 2015 Board Budget

The Board reviewed their budget with the CFO. Adjustments will be discussed at the February COB.

Discussion was held on holding a primary in 2015. The consensus was to continue, as in the past several years, without a primary in 2015.

4. Board Committee Assignments to Outside Organizations

- AMSD - Chue Vue
- Children's Collaborative - Jean O'Connell
- Council of Great City Schools (CGCS) - Mary Doran, Anne Carroll (Alt.)
- Council of Urban Boards of Education (CUBE) - Keith Hardy, Louise Seeba (Alt)
- Inter-District Joint Powers Board (EMID) - Anne Carroll
- Joint Property Tax Advisory Committee (JPTAC) - John Brodrick, Louise Seeba, Chue Vue, Jean O'Connell (Alt.)
- Joint Property Tax Advisory Committee (3 County) - Committee Suspended
- Metro Educational Cooperative Service Unit (Metro ECSU) - Mary Doran
- Minnesota Education Equity Program (MEEP formerly MMEP) - Anne Carroll
- Minnesota School Boards Association (MSBA) - Minneapolis Representing
- Minnesota State High School League - John Brodrick, Mary Doran (Alt.)
- Ramsey County League of Local Governments - Keith Hardy
- St. Paul Teachers Retirement Assn. Board of Trustees - Jean O'Connell

5. Listening Session - Renaming & Next Steps

This was moved to the February COB meeting.

6. Finalize Plans for Winter Retreat

Board Secretary is to contact consultant to see if March 7 would work on their calendar.

7. Gender inclusion

Board members were instructed to forward any communication regarding the Gender Inclusion policy to Ryan Vernosh

III. ADJOURNMENT

MOTION: _____ moved the meeting adjourn. _____ seconded the motion. JO/JB

Motion Passed

The meeting adjourned at 9:54 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

Goal 1: Achievement

Racial Equity

DISTRICTWIDE DATA (SY 2013-14)

VisionCard Levels



Race/Ethnicity: American Indian (AI), Asian (AS), Hispanic (H), Black (B), White (W)

NOTE: The number and color of icons are based on the ratio between a given group's percentage and that of the comparison group (the group with the lowest percentage). The actual percentage for that group is to the right of the ratio.

●● = twice as likely (Vision)

How many times MORE likely is a student group to experience:

Gifted and Talented Identification (Grades 1-5)

COMPARISON GROUP	ALL OTHER GROUPS	
B	W ●●●●● 4.2	50%
●	AS ●● 1.8	22%
12%	AI ●● 1.7	20%
	H ●● 1.7	20%

Special Education Referral (if not already identified)

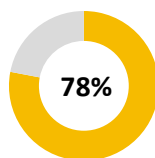
AS	AI ●●●● 3.3	3.7%
●	B ●● 1.6	1.8%
1.1%	H ● 1.3	1.5%
	W ● 1.2	1.3%

Absence (11 or more days)

AS	AI ●●●● 3.4	47%
●	B ●●● 2.6	36%
14%	H ●● 2.1	30%
	W ● 1.5	21%

Suspension (1 or more times)

AS	B ●●●●●●●●●● 13.9	11%
●	AI ●●●●●●●● 9.5	8%
0.8%	H ●●●●● 4.8	4%
	W ●●● 2.5	2%



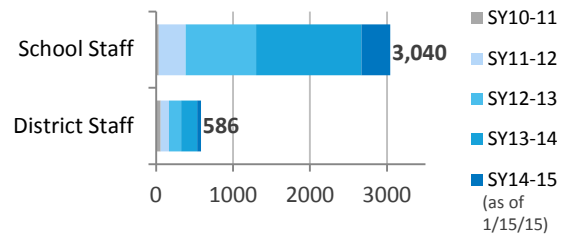
of district leaders have implemented racial equity department-wide as of 1/15/15 (n=23) [VISION = 90%]

TEACHING & LEARNING

ENGAGEMENT

RECRUITMENT & RETENTION

Staff completing foundational racial equity professional development



% of MTSS vertical team members who have received racial equity PD (n=58) [VISION = 90%]



5 of 10 (50%) Parent Advisory Committees present formal recommendations to administration each school year [VISION = 100%]

RETENTION RATE

153 New Hires in 2011

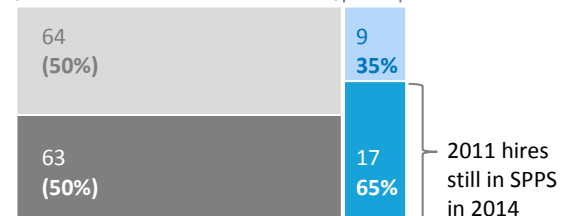
3-year retention rate

% of 2011 hires still in SPPS in 2014: [VISION = 80%]

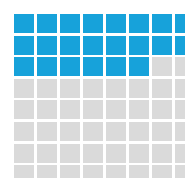
52%

White: 127 (83%)

People of color and/or indigenous: 26 (17%)

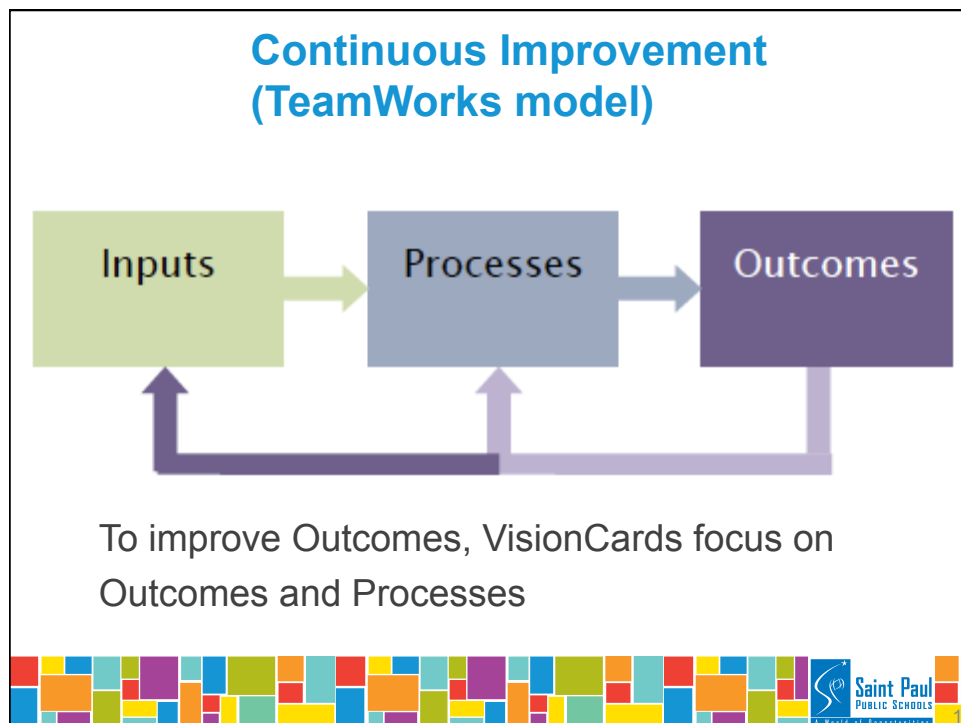
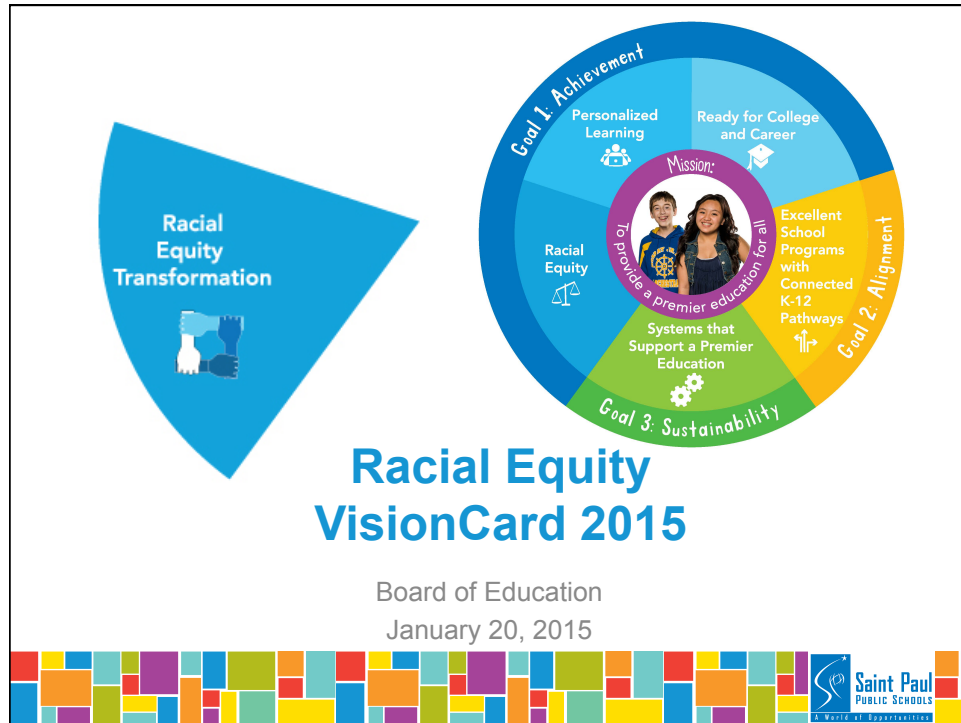


2011 hires still in SPPS in 2014



22 out of 64 schools

with more than 40% (10 percentage points more than district average) of teachers with less than 4 years experience teaching in SPPS - SY14-15.



Why Racial Equity Transformation?



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

Eliminating our district’s institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.”

-Policy 101.00 Racial Equity



SPPS’ Racial Equity Programming

Leadership Focus



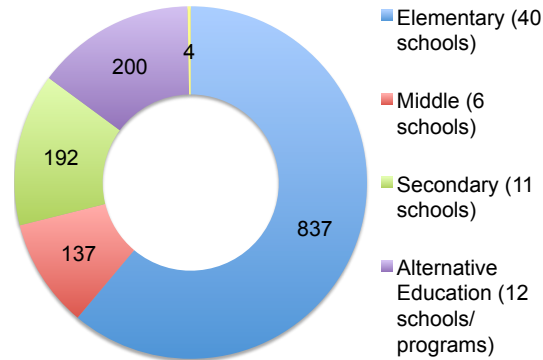
- Phase I- Training & Development 2010-2012
 - Training for school board, Cabinet, district leadership, & principals
 - Beyond Diversity- Foundational Training
 - Ongoing Leadership training (LEADS)
 - Development of School and Department Equity Teams
 - Beyond Diversity- Foundational Training
 - Equity Team Training (E-Team)



SPPS' Racial Equity Programming

- Phase II Training & Development 2013-2014
 - Staff site & department staff training
 - Beyond Diversity-Foundational Training
 - School sites and departments
 - Principal led training
 - Department led training
 - Instructional Coaches
 - Teachers begin to attend Beyond Diversity

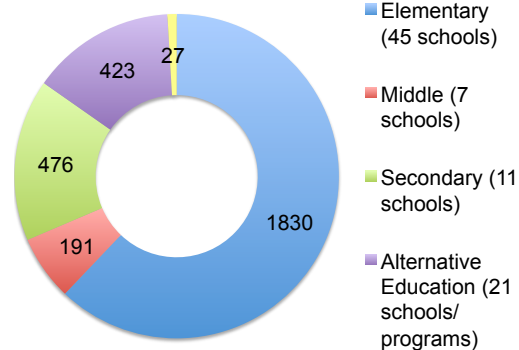
**Number of School Staff
2013-14 SY**



SPPS Racial Equity Support 2014-ongoing Phase III

- SPPS Racial Equity Training & Support District-wide
 - SPPS facilitated
 - Multiple departments lead this work
 - Parent Advisory Councils attend Beyond Diversity
 - Increase Assistant Principal training
- Teacher Professional Development
 - Beyond Diversity-foundational training
 - Culturally Responsive Teaching & Learning

**Total Number of School
Staff 2011-2014**



Policy 101.00 – Racial Equity Reflected in VisionCard Sections

- Engagement
- Leadership
 - Racially equitable results
 - Staff recruitment & retention
- Teaching & Learning

“SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.”
- Policy 101.00



Engagement - Policy

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

1. Intentionally seeking and including **students’ multiple racial perspectives** in the development and implementation of culturally responsive teaching and learning practices and curriculum;
2. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of **culturally appropriate and effective partnerships between home and school**;
3. Inviting and **including community members** to bring multiple cultural perspectives to examining and solving issues that arise.”



Engagement - Measures



5 of 10 (50%) Parent Advisory Committees

present formal recommendations to
administration each school year [VISION = 100%]

- Attendance, Behavior, and Courses (ABCs)
 - students of Parent Academy graduates vs. students of non-participants

Results Coming in 2016



Engagement – Recent Efforts

- “Small Talks, Big Issues”
- Targeted Community Dialogues
 - community boards, councils, committees, workgroups, listening sessions, etc.
- Sharing with the Superintendent
- Social Media
- Parent Advocacy and Leadership



Engagement – Recent Efforts

Parents of African American Students Advisory Council (PAASAC) success story

- 20 members
- Regularly scheduled monthly meetings
- Self-guided
- Emphasis on identifying actionable strategies to improve student outcomes



Engagement – Looking Forward

Public Participation

Increasing Level of Public Input →

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure the public concerns and aspirations are consistently understood and considered.	To partners with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example techniques	<ul style="list-style-type: none"> • Fact sheets • Web sites • Open houses 	<ul style="list-style-type: none"> • Public comment • Focus groups • Surveys • Public meetings 	<ul style="list-style-type: none"> • Workshops • Deliberative polling 	<ul style="list-style-type: none"> • Citizen advisory Committees • Consensus-building • Participatory decision-making 	<ul style="list-style-type: none"> • Citizen juries • Ballots • Delegated decision

Source: IAP2's Public Participation Spectrum



Leadership - Policy

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

2. Modeling racial equity in **business practices**;
3. Replacing inequitable **operational practices** with systems that support implementation of this policy; and
4. Focusing **accountability systems and metrics** on racially equitable results.”



Leadership - Measures

- **Gifted/Talented**: Highest equity ratio
- **Special Education Referrals**: Highest equity ratio
- **Absences** (Students with 11+): Highest equity ratio
- **Suspensions**: Highest equity ratio
- % of Central administrators who have **implemented racial equity department-wide**
- % of staff participating in **racial equity PD** – by function, role, departments



Leadership – Measures

Expectations for Racial Equity Leadership: Personal and Professional

- Racial **autobiography**
- Racial Equity **work plan**
- Staff have attended **Beyond Diversity**
- **Monthly staff meeting** with explicit racial equity developments
- Use of **racial equity lens** and **systems thinking** in departmental decisions
- Personal, professional, and organizational **goals**



Leadership – Measures

Expectations for Racial Equity Leadership: Organizational

- Identification of **racial equity challenges**
- Departmental **strategies** aligned to challenges
- Specific **action steps** to implement strategies
- **Measurable outcomes** to monitor actions
- **Timeline** to achieve actions
- Capacity building / **PD** for staff to accomplish the goal
- An **equity team** to monitor all of the above
- Meeting with Racial Equity Department to implement



Leadership – Measures

Equity Ratios

How many times more likely is this student group to experience this outcome than the group with the lowest percentage?

$$\text{Suspensions Ratio (R)} = \frac{\% \text{Suspended}_R}{\% \text{Suspended}_L}$$

where L = Race/ethnic group with lowest % suspended at least once



Leadership – Measures

Equity Ratios: Example

$$\begin{aligned} \text{Suspension Ratio (White)} &= \frac{\% \text{Suspended}_W}{\% \text{Suspended}_{AS}} \\ &= \frac{3\%}{1.5\%} = 2.0 \end{aligned}$$

VisionCard Levels



White students were twice (2.0 times) as likely as Asian students to be suspended at least once.



Leadership – Measures

Equity Ratios: Suspensions

How many times MORE likely is a student group to experience:

Suspension (1 or more times)

AS



0.8%

B



13.9

11%

AI



9.5

8%

H



4.8

4%

W



2.5

2%

- Black students were nearly 14 times as likely as Asian students to be suspended at least once.
- This measure remains at Critical level.



Leadership – Measures

Suspensions – Recent Efforts

- Aligning behavioral programming in SPPS
- Ongoing review, update and training on Rights and Responsibilities Handbook
- Collaborative planning and implementation protocols across departments (MTSS, PBIS, Equity, REA, etc.)



Leadership – Measures

Suspensions – Looking Forward






- Analyzing referral data to examine patterns leading to suspension
- Developing shared leadership at school sites to
 - Maintain positive school climate
 - Strengthen interventions and supports
- Professional development for school staff, central administration and families



Leadership – Measures

Equity Ratios: Gifted/Talented (G/T)

How many times MORE likely is a student group to experience:

Gifted and Talented Identification (Grades 1-5)			
COMPARISON GROUP	ALL OTHER GROUPS		
B  12%	W	 4.2	50%
	AS	 1.8	22%
	AI	 1.7	20%
	H	 1.7	20%

- White students in Grades 1-5 were over 4 times as likely to have been G/T-identified as Black students.
- This measure is down slightly from 5.0 last year, remains at Baseline level.



Leadership Measures

Gifted/Talented – Recent Efforts

- Refined student learner and identification process (CogAT7)
- Revised Portfolio review process
- Auditing the assessment process and calendar
- Shifting from a G/T model to a Talent Development Model



Leadership – Measures

Gifted/Talented – Looking Forward

- Align accelerated services district-wide
- Engage communities in the development of culturally relevant practices to enhance students' academic success
- Continue to use multiple measurements to illustrate and enhance student talents and gifts through the talent development model
- Expand secondary student access to accelerated coursework (e.g., AP, IB, post-secondary options)



Leadership – Measures

Equity Ratios: Special Education Referrals

How many times MORE likely is a student group to experience:

Special Education Referral (if not already identified)

AS



1.1%

AI	 3.3	3.7%
B	 1.6	1.8%
H	 1.3	1.5%
W	 1.2	1.3%

- American Indian students were more than three times as likely to be referred for Special Education evaluation as Asian students.
- This ratio is up from 1.9 last year, down to Progress from Vision level.



Leadership – Measures

Special Education Referrals – Recent Efforts

- Student Assistance Teams (SAT)
- Co-teaching within and across Special Education and Multilingual Language Learners
- Special Education Professional Issues Committee (PIC) meets quarterly



Leadership – Measures

Special Education Referrals – Looking Ahead






- Continue to work with schools to integrate equity teams and SAT teams
- Recognize the patterns of referral by race and implement culturally responsive interventions
- Mental Health and Trauma training for school staff



Leadership – Measures

Equity Ratios: Absences

How many times MORE likely is a student group to experience:

Absence (11 or more days)			
AS  14%	AI	 3.4	47%
	B	 2.6	36%
	H	 2.1	30%
	W	 1.5	21%

- American Indian students were over three times as likely as Asian students to be absent 11 or more days.
- This measure is up slightly from 3.0; again at Progress level.



Leadership – Measures

Absences – Recent Efforts

- Hired SPPS staff to specific support American Indian attendance
- Collaborative effort with Ramsey County, City of Saint Paul and community based organizations to launch attendance campaign (*Attendance Matters*)



Leadership – Measures

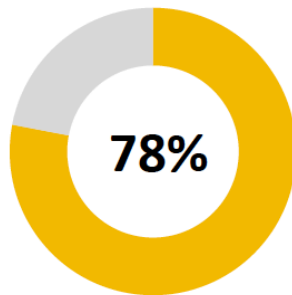
Absences – Looking Forward

- Analyze use of attendance resources across district and county to better support students along the continuum
- Enhance school's capacity to support increased attendance
 - Additional training for SPPS parent liaisons
 - Cross training with other school support staff
- Enhance work with families of students with chronic illnesses



Leadership – Measures

District leader implementation



of district leaders have implemented racial equity department-wide as of 1/15/15 (n=23) [VISION = 90%]



Recruitment & Retention - Policy

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

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of **racially conscious and culturally competent** administrative, instructional and support personnel...”



Recruitment & Retention – Measures

Staff retention & recruiting

RETENTION RATE

153 New Hires in 2011

3-year retention rate

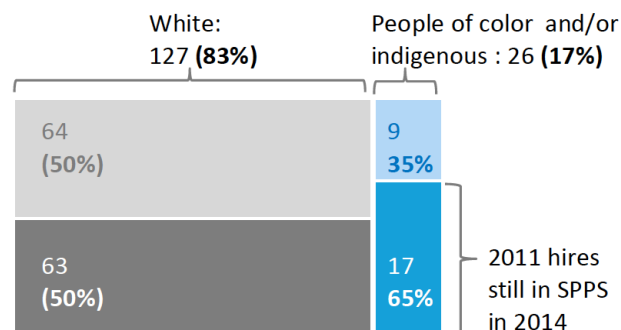
% of 2011 hires still in SPPS in 2014:
[VISION = 80%]

52%



Recruitment & Retention – Measures

Staff Recruiting & Retention

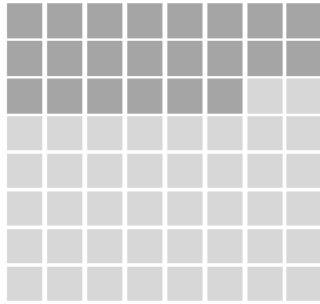


- Diversity recruiting (teachers and administrators)
 - % of applicants are persons of color and/or indigenous –
Review in progress
 - % of interviews are persons of color and/or indigenous –
Review in progress



Recruitment & Retention – Measures

Teacher retention



22 out of 64 schools

with more than 40% (10 percentage points more than district average) **of teachers with less than 4 years experience teaching** in SPPS - SY14-15.



Leadership – Recent Efforts

- Working with traditional colleges and universities to develop partnerships with students of color professional organizations
- Partnership with Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) to build a pipeline of recruits



Leadership – Looking Forward

Explore additional opportunities to “grow our own”

- Encourage paraprofessionals to pursue teaching careers
- Work with counselors to promote teaching career among SPPS students of colors



Teaching & Learning - Policy

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

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



Teaching & Learning - Measures

% of MTSS vertical team members who have received racial equity PD (n=58) [VISION = 90%]



- % of schools that have established equitable learning environments

Results Coming in 2016 - definition follows



Teaching & Learning – Measures

Key Elements of Equitable Learning Environments in SPPS

- Student leadership engaged in equity
- Equity Team in place
- Professional Learning Communities (PLCs) and an inquiry / problem-solving process
- Job-embedded equity professional development
- Culturally responsive framework in place
- Instruction is rigorous, relevant, real, and relationship-based
- Community and families engaged in school equity work
- Racially-conscious positive behavior interventions and supports



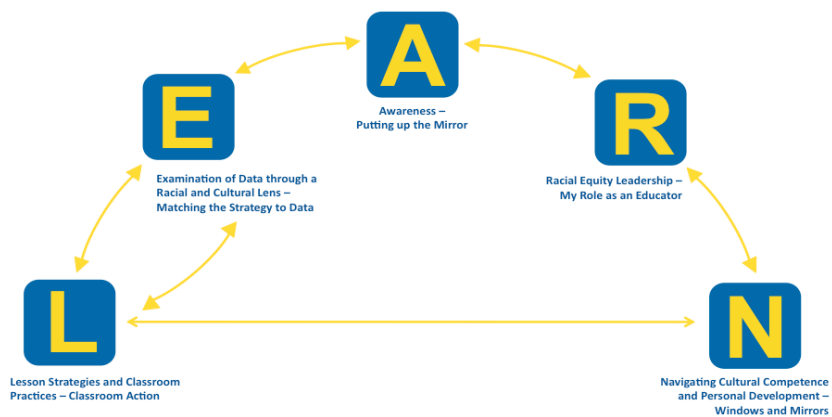
Teaching & Learning – Recent Efforts

- Beyond Courage – Interdepartmental Instructional Leadership
- LEARN Framework
 - Culturally Responsive Teaching and Learning
 - Four R's (Relationships, Rigor, Realness, Relevance)
- Racial Equity through Personalized Learning



Teaching & Learning – Recent Efforts

Culturally Responsive Teaching and Learning Framework



Developing **Culturally Responsive Learning Environments** which are engaging, rigorous, equitable, and safe for all staff and students.



Teaching & Learning – Looking Forward

- Strengthen culturally responsive teaching & learning practices district-wide
- Promote rigorous and engaging learning environments through personalized learning
- Expand teacher leadership



Teaching & Learning

Culturally Responsive Teaching Example



World's Best Workforce

SPPS Plan and Report

Regular Board of Education Meeting
January 20, 2015



Purpose

The purpose of this presentation is to present SPPS's
World's Best Workforce Plan and **Annual Report** for
school year 2014-15 for Board of Education Approval



World's Best Workforce

- The World's Best Workforce (WBWF) Plan is required by Minnesota statute, section 120B.11
- The aim of the statute is to ensure every school district is making strides to improve student performance
- Ultimate goal is to ensure Minnesota's students in the future will become the "world's best workforce"



WBWF – Five Goals

- The WBWF Plan must address the following five goals:

70

All
children
are ready
for school

All
third
graders
can read at
grade level

All
racial and
economic
achievement
gaps are
closed

All
students
are ready
for college
and career

All
students
graduate
from high
school

Strong Schools, Strong Communities 2.0

- SPPS is in the second phase of our strategic plan, *Strong Schools, Strong Communities 2.0*

- **Three overarching goals:**

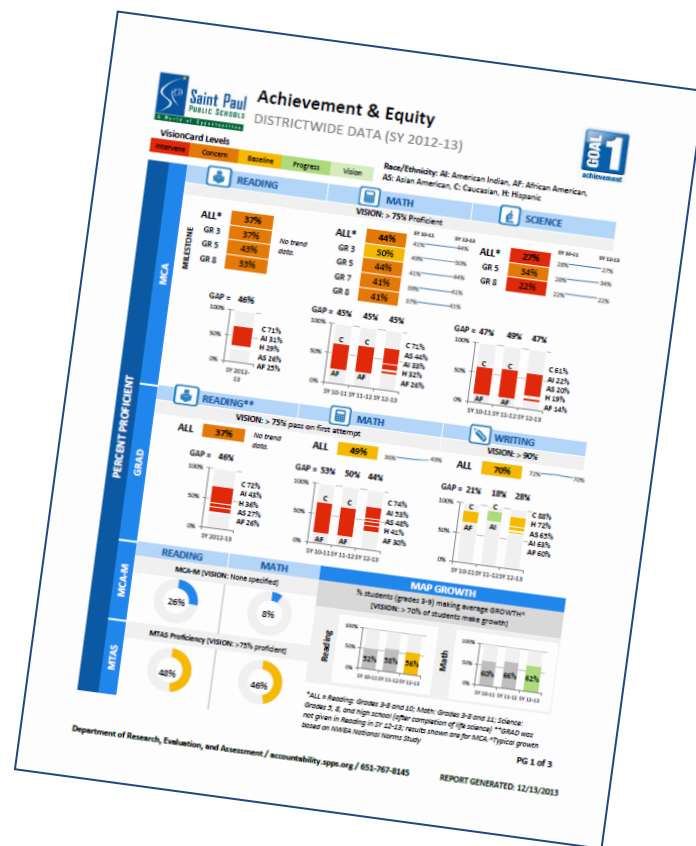


- **Five Focus Areas:**

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that Support a Premier Education

VisionCards

- System for monitoring progress towards reaching the goals of SSSC 2.0
- Over 80 performance metrics organized on six VisionCards
- Throughout the year, each card is presented to the Board annually



Critical

Concern

Stable

Progress

Vision

Three Components

- So how are these three components tied together?

SSSC 2.0
is the destination



Where we want go?

**Road trip
analogy**

WBWF
is the route



How will we get there?

VisionCards
are the odometer



*How far have we gone?
How much farther do we
need to go?*

WBWF Plan Structure

- SPPS' WBWF plan is organized according to the five focus areas of *SSSC 2.0*
- Provides a list of programs and initiatives that support the focus areas
- Two or three VisionCard metrics are highlighted for each focus area
 - Each will be addressed in the annual report



Racial Equity Transformation

Programs/Initiatives

Professional development for SPPS staff including: Beyond Diversity, Culturally Responsive Teaching, and Administrators' Academy

School-specific work led by school **Equity Teams**

Plan for the adoption of **racially equitable curriculum**

Joint racial equity training with city of St. Paul, Ramsey County, Parks and Recreation, and Libraries

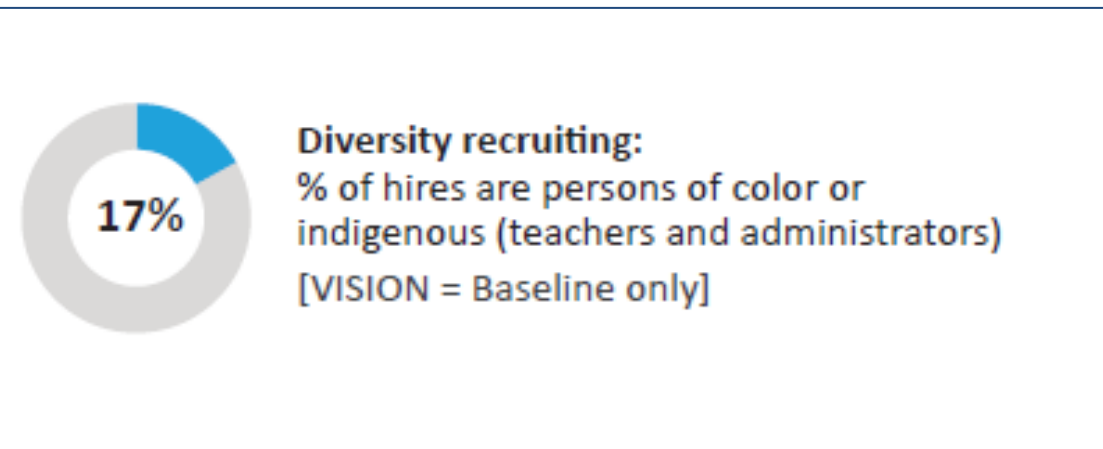
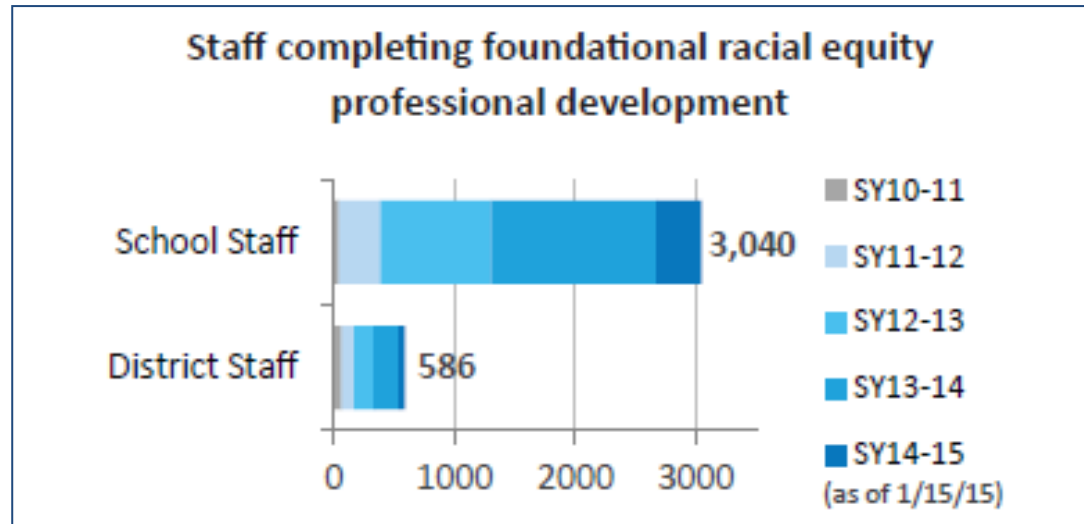
Parent Academy and Parent Advisory Committees

Diversity **recruiting** efforts

75



Racial Equity Transformation



Personalized Learning

Programs/Initiatives

Student learning in a 1:1 iPad environment

Professional development for teaching in a 1:1 iPad environment

Data Available in SY15/16 report



% who report students are able to make decisions about *what* they learn (students and teachers)

[VISION = Baseline only]



% who report students are able to make decisions about *how* they learn (students and teachers)

[VISION = Baseline only]

Ready for College and Career

Programs/Initiatives

Camp 6 orientation program for rising 6th graders

Focus on Freshman targeted support program for at-risk 9th graders

Naviance advisory college and career planning tool

Specialized courses such as: **CTE, AP, IB, and AVID**

78 Mentoring programs: **Honoring Project, New Lens, African American Male Initiative**

Data Available in SY15/16 report

CTE: Number of students participating in out-of-school career programs and internships
[VISION = 1,200]

Advanced courses: Proportionality ratio (student group % of those passing classes / % of student group in district) by race passing advanced courses
[VISION: All groups >0.75]

Naviance: % of students completed recommended components for grade level (grades 6 - 12) [VISION > 90%]



Excellent PK-12 Programs with Connected Pathways

Programs/Initiatives

Fourteen **specialized programs** including: language immersion, arts, science, and Montessori

Creation and expansion of programs to meet needs of district

Additional **Pre-K** seats each year to meet high demand

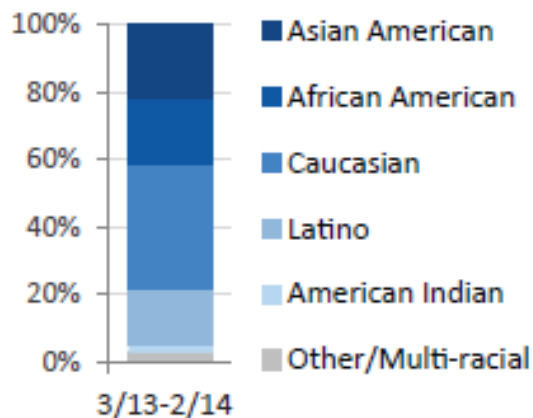
Alternative education opportunities: **Extended Day Learning** and **S-Term**



Excellent PK-12 Programs with Connected Pathways

Early Childhood & Family Education (ECFE) Participation

[VISION: All groups >0.75]



Data Available in SY15/16 report

XX%

% Students that are awarded **first or second choice school** (KG and grades 1-12) [VISION >85%]

XX%

% students **staying enrolled in community or specialized program pathway** across transition grades (5th to 6th grade, 8th to 9th grade) [VISION >70%]

Systems that Support a Premier Education

Programs/Initiatives

Peer Assistance Review (**PAR**) program

Teacher Development and Evaluation (**TD&E**) program

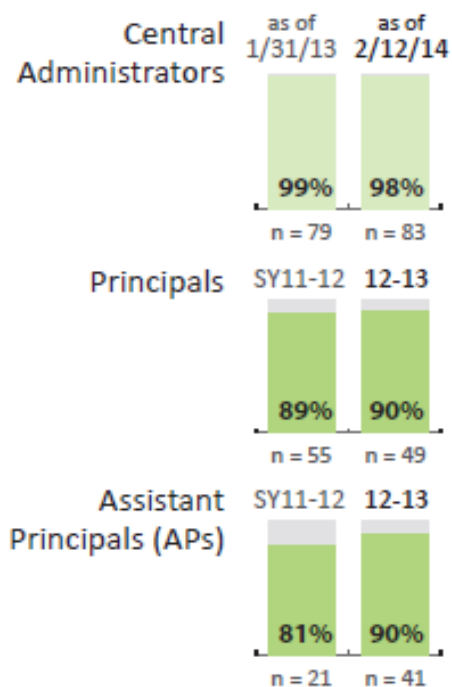
Principal and administrator **performance reviews**

Facilities Master Plan



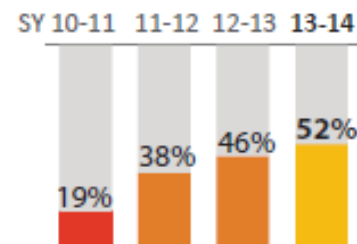
Systems that Support a Premier Education

Rated at or above standard on last evaluation
[VISION >90%]

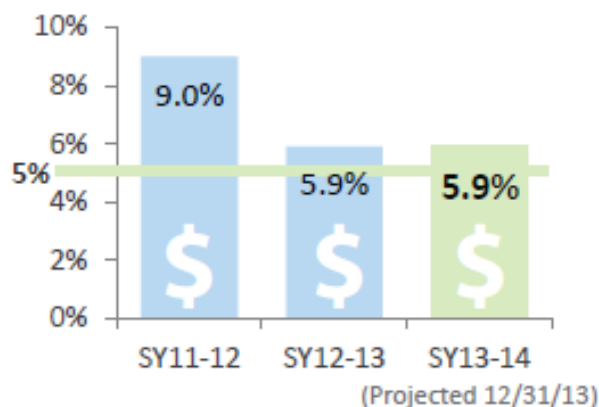


Peer Assisted Review (PAR)

Percent of current probationary teachers who have been supported through the PAR program (n=624)
[VISION >90%]



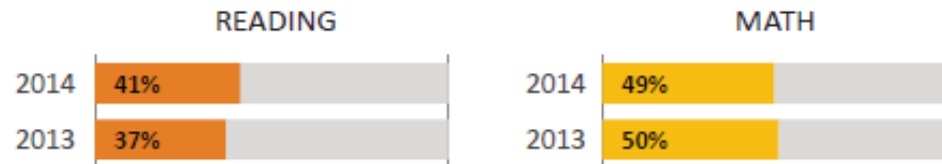
Maintain Unassigned Fund Balance VISION (BOARD POLICY) > 5%



Growth and Proficiency

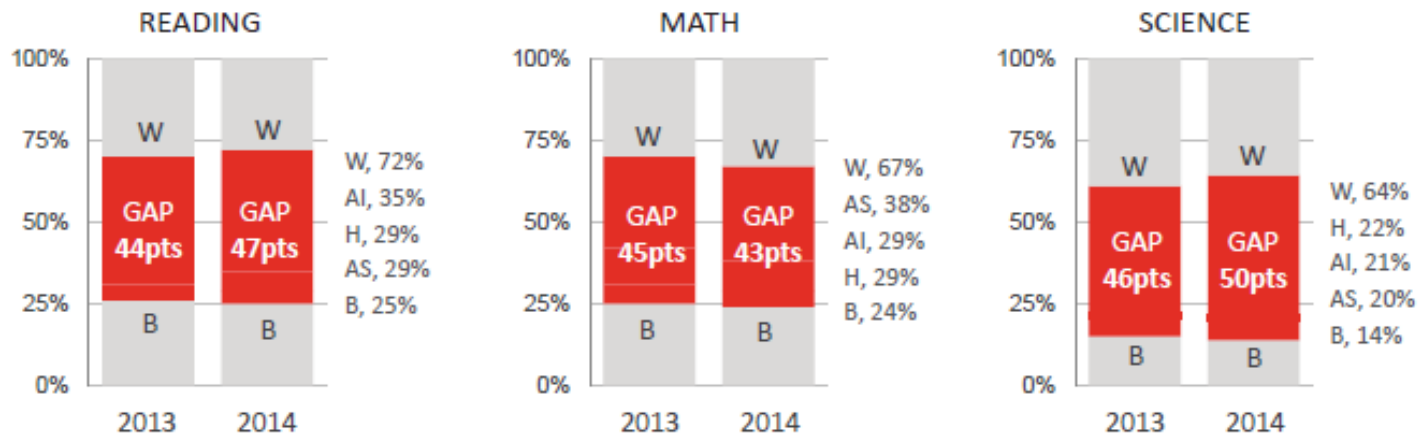
- Captures student achievement data assessed by standardized tests

MCA+MTAS 3rd Grade: % proficient
[VISION > 75%]



MCA+MTAS (total grades 3-8, 11): Largest % gap between race/ethnic groups
[VISION < 10 percentage pts]

Race/Ethnicity: AI: American Indian, B: Black, AS: Asian American, W: White, H: Hispanic



Questions?

Full report can be found at:

<http://accountability.spps.org/spp>

Office of Strategic Planning and Policy
(651) 767-8295



Saint Paul Public Schools

World's Best Workforce Plan (2015-2019)

Office of Strategic Planning and Policy

January 2015



The following pages present the World's Best Workforce Plan by Saint Paul Public Schools (SPPS), ISD #625, as required by Minnesota state statute, section 120B.11. Additional information on this page is included to fulfill recommended components of the plan. This report is being presented for official approval by Saint Paul Public Schools Board of Education.

School Improvement Plans

<http://scip.spps.org>

District Strategic Plan (District Improvement Plan)

http://www.spps.org/strong_schools

Progress Monitoring and Reporting System

<http://accountability.spps.org/strongschools>

Revenue Allocated to District Programs and School Sites

Information about the amount and type of revenue attributed to each program and site is available in the SPPS Budget Book, on-line at:

http://businessoffice.spps.org/uploads/fy15_adopted_budget_book_-_web_final_072414_011315_2.pdf

Assessing Student Progress

The SPPS Testing Calendar for 2014-15, by subject and grade, is available at:

http://rea.spps.org/uploads/2014-15_testing_calendar_final_11_26_14.pdf

SPPS' World's Best Workforce Plan 2014 - 2019

Introduction – Three Components

Strong Schools, Strong Communities is the strategic plan of Saint Paul Public Schools. The plan, along with its three goals – Achievement, Alignment, and Sustainability, was adopted by the Board in 2011. To continue the momentum, a second phase was adopted in 2014; it is called *Strong Schools, Strong Communities 2.0*. It continues the three over-arching goals, with the support of five focus areas:

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that support a Premier Education.

VisionCards is SPPS' system for measuring progress towards reaching the goals of SSSC 2.0. Each of the VisionCards, which are organized according to the five focus areas, is composed of a list of performance metrics with five-year targets called Vision Level.

SPPS' World's Best Workforce (WBWF) plan is the district's response to the WBWF bill that was passed by the Minnesota legislature in 2013 to ensure every school district in the state is making strides to increase student performance. Each school district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

So how are all these three components tied together? To use the analogy of a road trip, SSSC 2.0 is the destination (where we want to go). SPPS' World's Best Workforce plan is the route on map (how we will get there). And VisionCards are the odometer (how far have we gone and how much farther must we go).

WBWF Plan Structure

SPPS' WBWF Plan is organized according to the five focus areas of SSSC 2.0. Under each focus area, the plan provides a list of some of the relevant programs and initiatives the district is undertaking. Also, for each focus area, the plan highlights two to three VisionCard performance metrics that will be used to monitor progress. While the full list of VisionCard metrics will be reported to the public throughout the year, the VisionCard metric highlight list will be reported annually as part of the WBWF plan annual report.

WBWF Program Lists and Performance Metrics Highlights

Racial Equity Transformation

The achievement gap, or rather the “opportunity gap,” between students of color and white students in Saint Paul Public Schools is unacceptable. Racial inequity is a strong contributor to this educational disparity and must be directly addressed for all students to succeed academically.

Programs/Initiatives:

	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Programs/Initiatives					
Professional development for SPPS staff including: Beyond Diversity, Culturally Responsive Teaching, and Administrators' Academy		•	•	•	•
School-specific work led by school Equity Teams		•	•	•	•
Plan for the adoption of racially equitable curriculum		•	•	•	•
Joint racial equity training with city of St. Paul, Ramsey County, Parks and Recreation, and Libraries		•	•	•	•
Parent Academy and Parent Advisory Committees	•	•	•	•	•
Diversity recruiting efforts		•	•	•	•

Performance Metric Highlights:

- Professional development: % of staff participating in racial equity PD - by function, role, department.
 - Vision Level: > 90%
- Diversity recruiting: % of hires are persons of color or indigenous (teachers and administrators)
 - Vision Level: baseline only in 2015

Personalized Learning

Personalized learning is a way of teaching that responds to the unique needs and abilities of each student. It provides students different ways to explore school subjects, express themselves, and show what they have learned. Students' voices and choices are supported in a technology-enriched environment.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Student learning in a 1:1 iPad environment		•	•	•	•
Professional development for teaching in a 1:1 iPad environment		•	•	•	•

Performance Metric Highlights:

- Teaching and learning: % who report students are able to make decisions about *what* they learn (students and teachers)
 - Vision Level: baseline only in 2015
- Teaching and learning: % who report students are able to make decisions about *how* they learn (students and teachers)
 - Vision Level: baseline only in 2015

Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources, and experiences to prepare them to be successful in college and their careers is of the utmost importance to the district.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Camp 6 orientation program for rising 6 th graders				•	•
Focus on Freshman targeted support program for at-risk 9 th graders			•	•	•
Naviance advisory college and career planning tool			•	•	•
Specialized courses such as: CTE, AP, IB, and AVID			•	•	•
Mentoring programs: Honoring Project, New Lens, African American Male Initiative			•	•	•

Performance Metric Highlights:

- CTE: Number of students participating in out-of-school career programs and internships
 - Vision Level: >1200
- Advanced courses: Proportionality ratio (student group % of those in classes / % of student group in district) by race enrolled in advanced courses
 - Vision Level: All groups > 0.75
- Naviance: % of students completed recommended components for grade level (grades 6 - 12)
 - Vision Level: > 90%

Excellent PK-12 Programs with Connected Pathways

Providing students with the best community schools and magnet programs possible is a top priority for the district. Those programs will continue from elementary to high school and provide students with the consistent education families expect.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Fourteen specialized programs including: language immersion, arts, science, and Montessori	•	•	•		
Creation and expansion of programs to meet needs of district	•	•	•	•	•
Additional Pre-K seats each year to meet high demand	•	•			
Alternative education opportunities: Extended Day Learning and S-Term		•	•		•

Performance Metric Highlights:

- ECFE participation: Proportionality ratio by race (% group in ECFE / % of student group in K-12 in district)
 - Vision Level: All groups > 0.75
- Program retention: % students staying enrolled in community or specialized program pathway across transition grades (5th to 6th grade, 8th to 9th grade)
 - Vision Level: >70%
- School choice: % Students that are awarded first or second choice school (KG and grades 1-12)
 - Vision Level: >85%

Systems that Support a Premier Education

In order to provide a premier education to our students, we must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in an outside the classroom.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Peer Assistance Review (PAR) program		•	•		•
Teacher Development and Evaluation (TD&E) program		•	•		•
Principal and administrator performance reviews		•	•		•
Facilities Master Plan	•				

Performance Metric Highlights:

- Leadership: % of Central Administrators/Principals/Assistant Principals rated at or above standard on last evaluation
 - Vision Level: >90%
- Professional Development: % of current probationary teachers who have been supported through PAR
 - Vision Level: >90%
- Operational Excellence: % of unassigned general fund balance
 - Vision Level: >5%

Growth and Proficiency

While this is not one of the five focus areas of *Strong Schools, Strong Communities 2.0*, a VisionCard was developed with this topic in order to capture student achievement data assessed by annual standardized tests – specifically MCA and MTAS.

Performance Metric Highlights:

- MCA+MTAS 3rd Grade: % proficient in Math and Reading
 - Vision Level: >75%
- MCA+MTAS Math/Reading/Science (total grades 3-8, 11): Largest % gap between race/ethnic groups
 - Vision Level: < 10 percentage points

District Councils, Committees, and Task Forces

SPPS has developed many organizations with the purpose of soliciting feedback and recommendations from the families of students. There are several Parent Advisory Committees that or organizations entirely composed of parents and guardians of students. These PACs are supported by personnel from the Office of Family Engagement and Community Partnerships. These groups include:

- District Parent Advisory Council (DPAC)
- Special Education Advisory Council (SEAC)
- Latino Consent Decree (LCD)
- Parents of African American Students Advisory Council (PAASAC)
- American Indian Education Program
- Hmong Parent Advisory Council (HPAC)
- Somali Parent Advisory Council (SPAC)
- Karen Parent Advisory Council (KPAC)
- Green and Healthy Kids Advisory Council

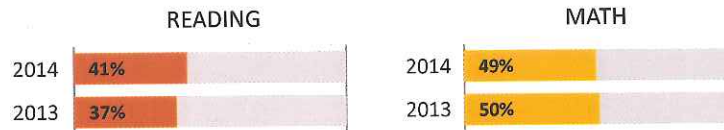
In addition to the parent advisory councils, there are also committees and task forces whose memberships include both district personnel and parents. Those committees include:

- Curriculum Advisory Committee (ongoing)
- Information Technology Governance Committee (ongoing)
- Talent Development committee (ongoing)
- English Learning committee (ongoing)
- 21st Century Learning Center (ongoing)
- Facilities Master Plan task force (special project)
- Rethinking Start Times task force (special project)

Growth & Proficiency

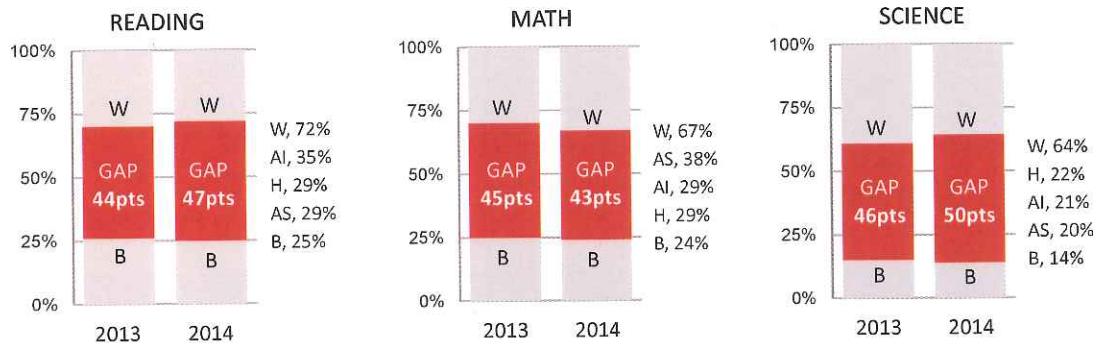
MCA+MTAS 3rd Grade: % proficient

[VISION > 75%]



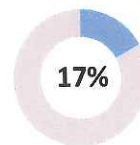
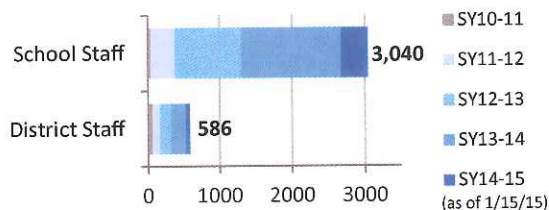
MCA+MTAS (total grades 3-8, 11): Largest % gap between race/ethnic groups [VISION < 10 percentage pts]

Race/Ethnicity: AI: American Indian, B: Black, AS: Asian American, W: White, H: Hispanic



Racial Equity Transformation

Staff completing foundational racial equity professional development

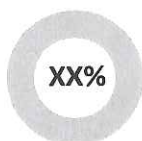


Diversity recruiting:

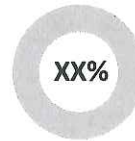
% of hires are persons of color or indigenous (teachers and administrators)
[VISION = Baseline only]

Personalized Learning

Data Available in SY15/16 report



% who report students are able to make decisions about **what** they learn (students and teachers)
[VISION = Baseline only]



% who report students are able to make decisions about **how** they learn (students and teachers)
[VISION = Baseline only]

Ready for College & Career

Data Available in SY15/16 report

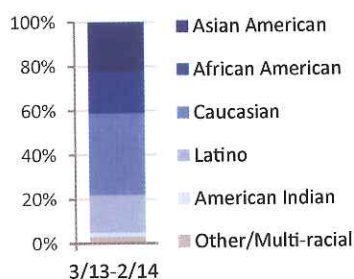
CTE: Number of students participating in out-of-school career programs and internships [VISION = 1,200]

Advanced courses: Proportionality ratio (student group % of those passing classes / % of student group in district) by race passing advanced courses [VISION: All groups >0.75]

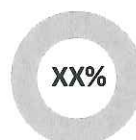
Naviance: % of students completed recommended components for grade level (grades 6 - 12) [VISION > 90%]

Excellent PK-12 Programs with Connected

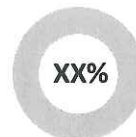
Early Childhood & Family Education (ECFE) Participation
[VISION: All groups >0.75]



Data Available in SY15/16 report



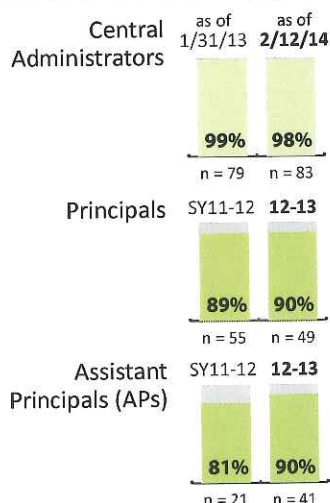
% Students that are **awarded first or second choice school** (KG and grades 1-12) [VISION >85%]



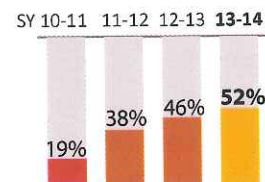
% students **staying enrolled in community or specialized program pathway across transition grades** (5th to 6th grade, 8th to 9th grade) [VISION >70%]

Systems the Support a Premier Education

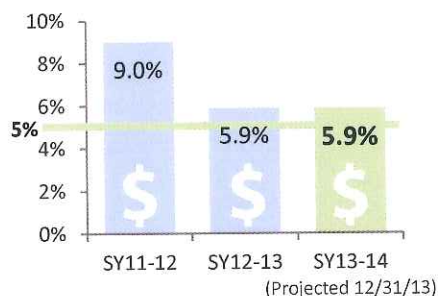
Rated at or above standard on last evaluation
[VISION >90%]



Peer Assisted Review (PAR)
Percent of current probationary teachers who have been supported through the PAR program (n=624) [VISION >90%]



Maintain Unassigned Fund Balance VISION (BOARD POLICY) > 5%



SPPS - World's Best Workforce Annual Report (SY 2014-15)
Selection of Implemented District Programs and Initiatives

Programs/Initiatives	Program Description	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Racial Equity Transformation						
Racial Equity Professional development	PD for SPPS staff including: Beyond Diversity, Culturally Responsive Teaching, and Administrators' Academy		X	X	X	X
School-specific work led by school Equity Teams	Each school has established an equity team to collaborate with school administration and staff to support and develop racially equitable teaching and learning.		X	X	X	X
Racially equitable curriculum	The Office of Equity and Office of Teaching and Learning are working together to develop a process to ensure curriculum is racially equitable.		X	X	X	X
Joint racial equity training	SPPS senior leaders have been participating in racial equity training with the city of St. Paul, Ramsey County, Parks and Recreation, and Libraries		X	X	X	X
Parent Academy	Programming for parents/guardians of SPPS students that provides participants with tools to support their students and partner with schools	X	X	X	X	X
Parent Advisory committees	SPPS has nine councils for parents to learn and offer feedback and recommendations regarding the education and needs of specific student groups		X	X	X	X
Personalized Learning						
Student learning in a 1:1 iPad environment	Personalized Learning, which is an instructional strategy that tailors teaching and learning to Saint Paul Public School's diverse student body, will be supported through the distribution of iPads to students		X	X	X	X
Professional development for teaching in a 1:1 iPad environment	A menu of PD classes and resources have been provided to teachers and school administrators to support providing instruction in a 1:1 iPad environment		X	X	X	X
Ready for College and Career						
Camp 6	An orientation program for rising 6th graders				X	X
Focus on Freshman	A program that gives freshmen students the support they need to get connected at high school and stay on-track to graduate on-time			X	X	X
Naviance	A tool used by secondary students that assists students in planning for college and career			X	X	X
Specialized courses such as: CTE, AP, IB, and AVID	Specialized courses that support career and college preparations including dual credit efforts programs such as: Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP), and AVID				X	X

SPPS - World's Best Workforce Annual Report (SY 2014-15)
Selection of Implemented District Programs and Initiatives

	All Children Ready for School	All Third Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Excellent PK-12 Programs and Connected Pathways					
Specialized programs with Articulations	x	x	x		
Pre-K	x	x			
Alternative education opportunities: Extended Day Learning and S-Term		x	x		x
Systems that Support a Premier Education					
Peer Assistance Review (PAR) program		x	x		x
Teacher Development and Evaluation (TD&E) program		x	x		x
Principal and administrator performance reviews		x	x		x
Facilities Master Plan	x		x		
Additional Programs					
Multi-Tiered Systems of Support (MTSS)		x	x	x	x
Positive Behavioral Interventions and Supports (PBIS)		x	x	x	x

HUMAN RESOURCE TRANSACTIONS
 (December 1, 2014 through December 31, 2014)
January 20, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dinga, S. L.	Central Administrator	12/30/2014	\$33.50	1780 W. 7th Street
Harper, R. J.	Classroom Teacher	12/18/2014	\$40.58	Obama Service Learning
Larson, H. M.	Classroom Teacher	01/05/2015	\$27.34	Expo for Excellence
McGrade, K. M.	Classroom Teacher	12/18/2014	\$25.61	Four Seasons A+
Olson, G. R.	Classroom Teacher	12/15/2014	\$36.01	Johnson Achievement Plus
Pawelec, P. M.	Classroom Teacher	12/02/2014	\$30.20	Mississippi Creative Arts
Schmidt, A. C.	Classroom Teacher	12/12/2014	\$29.22	Wellstone Elementary
Webb, C. J.	Classroom Teacher	01/05/2015	\$27.15	Humboldt Secondary
Wriedt, J. L.	Classroom Teacher	01/05/2015	\$25.61	Daytons Bluff
Young, M. A.	Classroom Teacher	12/17/2014	\$31.01	Obama Service Learning
O'Gara, E.	Special Education Teacher	01/07/2015	\$32.12	271 Belvidere Bldg
Brown, C. D.	School/Community Professional	11/25/2014	\$21.95	Ramsey Middle School
Kiel, L. L.	Education Assistant	12/01/2014	\$17.16	Homecroft Early Learning Center
Aden, F. G.	Teaching Assistant	12/03/2014	\$12.41	Capitol Hill Magnet
Clark, M. O.	Teaching Assistant	12/01/2014	\$12.60	Wellstone Elementary
Courtright, V. M.	Teaching Assistant	01/05/2015	\$14.05	Nokomis Montessori South
Erickson, S. F.	Teaching Assistant	01/05/2015	\$12.95	Capitol Hill Magnet
Fitzpatrick, T. A.	Teaching Assistant	12/09/2014	\$13.05	Central Senior High
Groth, N. M.	Teaching Assistant	01/05/2015	\$13.75	The Heights Community School
Ji, Y.	Teaching Assistant	01/05/2015	\$12.41	Hamline Elementary
Land, T. D.	Teaching Assistant	01/05/2015	\$12.53	Hamline Elementary
Moua, M.	Teaching Assistant	01/12/2015	\$13.11	Homecroft Early Learning Center
Murray, D. J.	Teaching Assistant	01/05/2015	\$13.53	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Payne, C. L.	Teaching Assistant	01/05/2015	\$14.75	Obama Service Learning
Reyes, E.	Teaching Assistant	01/05/2015	\$12.95	Battle Creek Middle
Rodgers, B. L.	Teaching Assistant	01/05/2015	\$14.05	Nokomis Montessori South
Soriano, I.	Teaching Assistant	12/08/2014	\$11.38	Riverview School
Steele, B. P.	Teaching Assistant	11/24/2014	\$11.38	Hazel Park Preparatory
Sunell, M. R.	Teaching Assistant	01/05/2015	\$12.60	L'Etoile du Nord Upper
Zupon, M. M.	Teaching Assistant	01/05/2015	\$13.05	Creative Arts Secondary
Albrecht, C. L.	School Bus Driver	01/05/2015	\$17.67	Colborne Admin Offices
Fisher, T. D.	School Bus Driver	01/05/2015	\$17.67	Colborne Admin Offices
Norberg, I. J.	Clerical	12/22/2014	\$19.28	Colborne Admin Offices
Schilling, R. E.	Clerical	12/19/2014	\$17.71	Colborne Admin Offices
Thao, Y. V.	Clerical	12/10/2014	\$16.78	271 Belvidere Bldg
Williams, D. N.	Clerical	01/05/2015	\$20.22	Colborne Admin Offices
Cloutier, M. A.	Custodian	12/03/2014	\$15.31	Early Ed Ben Mays-Rondo
Sedgewick, L. S.	Custodian	12/19/2014	\$15.31	Phalen Lake Hmong Studies
Wolfe, J. J.	Custodian	11/24/2014	\$15.31	Linwood Monroe Arts Upper
Dusbiber, M.	Nutrition Services Personnel	12/18/2014	\$10.71	Battle Creek Elementary
Jenniges, D. J.	Nutrition Services Personnel	12/18/2014	\$10.71	Bridge View
Johnson, S. N.	Nutrition Services Personnel	12/18/2014	\$10.71	Four Seasons A+
Lee, D. T.	Nutrition Services Personnel	12/18/2014	\$10.71	Farnsworth Aerospace Upper
Sandes, F. R.	Nutrition Services Personnel	12/18/2014	\$10.71	Wellstone Elementary
Smith, V. A.	Nutrition Services Personnel	12/18/2014	\$10.71	JJ Hill Montessori

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yarborough, S. M.	Nutrition Services Personnel	12/18/2014	\$10.71	Randolph Heights
Hildebrand, M. C.	Professional Employee	12/02/2014	\$24.59	Como Service Center
Hagan, R. A.	Supervisory	12/02/2014	\$47.89	Colborne Admin Offices
McHenry, M. C.	Supervisory	01/05/2015	\$38.13	Como Service Center
Shaikh, N. M.	Supervisory	12/08/2014	\$63.34	Como Service Center
Stackowitz, F. P.	Technical	12/01/2014	\$21.53	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bobolink, J.	Central Administrator From: Classroom Teacher	12/01/2014	\$42.12	Indian Education Program
Stedje, R. A.	Classroom Teacher From: Teaching Assistant	01/05/2015	\$25.61	Ramsey Middle School
Logan, C.	School/Community Professional From: Teaching Assistant	12/01/2014	\$19.14	Ramsey Middle School
Pettiford, J. J.	School/Community Professional From: Teaching Assistant	01/05/2015	\$19.14	Hazel Park Preparatory Academy
Richmond, J. D.	School/Community Professional From: Teaching Assistant	12/01/2014	\$23.11	Battle Creek Middle
Walker, M.	School/Community Professional Career Progression	12/01/2014	\$31.15	Ramsey Middle School
Potvin, T.	Education Assistant From: Teaching Assistant	12/01/2014	\$21.31	Focus Beyond (18-Adult)
Kim, M.	Teaching Assistant Career Progression	11/10/2014	\$20.06	271 Belvidere Bldg
Hernandez, P. L.	Clerical Career Progression	12/17/2014	\$16.92	Colborne Admin Offices
Vang, N. S.	Clerical Career Progression	11/29/2014	\$21.37	Colborne Admin Offices
Willis, T.	Clerical Career Progression	12/27/2014	\$22.39	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Amunrud, K. C.	Electrician Career Progression	11/24/2014	\$44.78	Como Service Center
Geerdes, J.	Technical Career Progression	10/13/2014	\$32.04	Como Service Center
Yang, K.	Technical From: Clerical	12/22/2014	\$26.87	Colborne Admin Offices
Wallace, M.	Clerical Career Progression	12/27/2014	\$29.17	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Washenberger, S. M.	Classroom Teacher	01/05/2015	\$28.88	Riverview School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Allal, B. J.	Classroom Teacher	12/01/2014	The Heights Community School
Appelbaum, M.	Classroom Teacher	12/09/2014	Central Senior High
Bergstrom, N. P.	Classroom Teacher	12/01/2014	Capitol Hill Magnet
Durnick, D. L.	Classroom Teacher	12/16/2014	Washington Tech Secondary
Imbertson, D. A.	Classroom Teacher	12/22/2014	Bruce F Vento Elementary
Joubert, K. H.	Classroom Teacher	12/05/2014	Hazel Park Preparatory
Moulton, S. J.	Classroom Teacher	12/02/2014	Maxfield Elementary
O'Donnell, C.	Classroom Teacher	12/18/2014	Hazel Park Preparatory
Roberts-Simmons, M.	Classroom Teacher	12/05/2014	Washington Tech Secondary
Steinbring, C.	Classroom Teacher	12/05/2014	271 Belvidere Bldg
Steinman, S. A.	Classroom Teacher	12/05/2014	Wellstone Elementary
Yang, R.	Classroom Teacher	12/18/2014	Battle Creek Elementary
Xiong, M.	ELL Teacher	12/17/2014	Mississippi Creative Arts
Carter, B. F.	Special Education Teacher	12/01/2014	Ramsey Middle School
Cmo, M.	Special Education Teacher	12/16/2014	Children's Hospital

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mims, A. L.	Special Education Teacher	12/02/2014	Bridge View
Lopez, A.	Speech Pathologist	10/24/2014	Ramsey Middle School
Cortez, S.	Education Assistant	12/02/2014	Frost Lake Elementary
Hokkanen, J. C.	Education Assistant	01/12/2015	Expo for Excellence
Yang, Z.	Education Assistant	02/02/2015	Groveland Park
Heaser, E.	Teaching Assistant	12/15/2014	Central Senior High
Jerusal, L. L.	Teaching Assistant	12/04/2014	Horace Mann School
Lee, P.	Teaching Assistant	11/13/2014	Nokomis Montessori North
Pucely, A. L.	Teaching Assistant	12/12/2014	Maxfield Elementary
Wright, P.	Teaching Assistant	02/09/2015	Crossroads Montessori

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., O. S.	Classroom Teacher	12/10/2014
B., K. K.	Classroom Teacher	12/05/2014
D., L. A.	Classroom Teacher	12/04/2014
D., H.	Classroom Teacher	12/10/2014
R., P. K.	Classroom Teacher	12/19/2014
F., S.	ELL Teacher	12/11/2014
C., S. H.	Special Education Teacher	12/09/2014
S., D. M.	Special Education Teacher	12/12/2014
Z., B.	Education Assistant	12/18/2014
N., B. M.	Teaching Assistant	12/12/2014

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carter, C. J.	Education Assistant	01/05/2015	\$30.37	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cooper, A.	School/Community Professional	11/29/2014	\$21.95	Colborne Admin Offices
Jakubic-Goncalves, K.	Teaching Assistant	12/08/2014	\$13.75	Benjamin Mays/Museum
McCoy, M. J.	Teaching Assistant	12/08/2014	\$13.75	Parkway Montessori & Community Middle
Paitich, G.	Teaching Assistant	12/02/2014	\$20.06	Como Park Elementary
Vang, P.	Teaching Assistant	01/05/2015	\$13.75	Farnsworth Aerospace Lower
Winner, E. M.	Carpenter	11/17/2014	\$33.98	Como Service Center
Baker, R. C.	Nutrition Services Personnel	12/18/2014	\$10.71	Crossroads Science
Belmonte, B. J.	Nutrition Services Personnel	12/18/2014	\$10.71	Cherokee Heights
Breault, B.	Nutrition Services Personnel	11/24/2014	\$16.17	Highland Park Senior

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Allal, B. J.	Classroom Teacher	01/05/2015	The Heights Community School
Erickson, R.	Classroom Teacher	12/15/2014	Bruce F Vento Elementary
Guettler, J. L.	Classroom Teacher	12/15/2014	Battle Creek Middle
Huberty, A. M.	Classroom Teacher	12/08/2014	Cherokee Heights
McCurdy, M.	Classroom Teacher	12/03/2014	Como Park Senior High
Roberts-Simmons, M.	Classroom Teacher	01/05/2015	Washington Tech Secondary
Weiss-Dunlap, E.	Classroom Teacher	12/08/2014	St. Paul Music Academy
Yang, P.	Classroom Teacher	01/05/2015	Jackson Preparatory
Yang, R.	Classroom Teacher	01/05/2015	Battle Creek Elementary
Djupstrom, J. A.	ELL Teacher	12/01/2014	Eastern Heights
Carter, B. F.	Special Education Teacher	01/05/2015	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cmo, M.	Special Education Teacher	01/05/2015	Children's Hospital
Mims, A. L.	Special Education Teacher	11/25/2014	Bridge View
Lopez, A.	Speech Pathologist	01/05/2015	Ramsey Middle School
Elcombe, E. A.	School/Community Professional	12/15/2014	Homecroft Early Learning Center
Schneider, L. J.	Education Assistant	12/15/2014	Student Placement Center
Froysa de Ortega, L.	Teaching Assistant	12/01/2014	Linwood Monroe Arts Lower
Lee, P.	Teaching Assistant	12/15/2014	Nokomis Montessori North
Littlewolf, J.	Teaching Assistant	12/08/2014	American Indian Magnet
Sherman, A. R.	Teaching Assistant	12/01/2014	Wellstone Elementary
Stedje, R. A.	Teaching Assistant	12/01/2014	Bridge View
Vang, M. M.	Teaching Assistant	12/15/2014	Mississippi Creative Arts
Yang, M. N.	Teaching Assistant	12/01/2014	Jackson Preparatory
Moses, B. A.	School Bus Driver	12/08/2014	Colborne Admin Offices
Williams, J. M.	Custodian	11/21/2014	Farnsworth Aerospace Upper

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kimani, K.	Central Administrator From: Social Worker	12/13/2014	\$50.86	Colborne Admin Offices
Gammel, N. L.	Education Assistant From: Teaching Assistant	01/05/2015	\$30.76	Battle Creek Middle School

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., O. S.	Classroom Teacher	12/09/2014
S., C.	Classroom Teacher	Three Days
C., E.	Teaching Assistant	12/08/2014
C., R.	Custodian	11/17/2014

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Harper, T.	Classroom Teacher	02/01/2015	Four Seasons A+
LaDoux, R.	Classroom Teacher	06/13/2015	Como Elementary

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ali, O.	Classroom Teacher	02/19/2015	Farnsworth Aerospace Upper
Fryman, A. D.	Classroom Teacher	12/20/2014	Daytons Bluff
James, S. M.	Classroom Teacher	12/13/2014	Expo for Excellence
Landrus, M. A.	Classroom Teacher	11/01/2014	Johnson Senior High
Lindholm, D. A.	Classroom Teacher	12/20/2014	Ramsey Middle School
Loch, T. J.	Classroom Teacher	01/01/2015	Humboldt Secondary
Van Wyk, M. M.	Classroom Teacher	12/13/2014	Wellstone Elementary
Wakem, K. M.	Classroom Teacher	12/05/2014	Crossroads Montessori
Sather, S. M.	Special Education Teacher	12/20/2014	The Heights Community School
Rodney, J. M.	School/Community Professional	01/01/2015	Journey's Secondary
Dexheimer, A. J.	Teaching Assistant	12/12/2014	RiverEast Elem/Secondary
Hester, L. S.	Teaching Assistant	12/09/2014	Highland Park Senior
McGovern, D. J.	Teaching Assistant	11/29/2014	American Indian Magnet
Murphy, B.	Teaching Assistant	12/21/2014	The Heights Community School
Taylor, W. B.	Teaching Assistant	12/20/2014	L'Etoile du Nord Upper
Thanghe, A. L.	Teaching Assistant	09/27/2014	American Indian Magnet
Vang, K. Y.	Teaching Assistant	12/18/2014	Battle Creek Elementary
Curl, D.	Custodian	12/20/2014	Homecroft Early Learning
Hemmen, J. P.	Nutrition Services Personnel	01/01/2015	Como Service Center

HUMAN RESOURCE TRANSACTIONS
January 20, 2015

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, J. L.	Nutrition Services Personnel	12/06/2014	Bridge View
Shaw, J. E.	Nutrition Services Personnel	12/01/2014	Battle Creek Middle
Kpoto, P.	Professional Employee	12/27/2014	Colborne Admin Offices
Meyer, T.	Supervisory	12/06/2014	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Leonard, P. M.	Central Administrator	01/01/2015	Como Service Center
Heuer, M. C.	Classroom Teacher	01/16/2015	Obama Service Learning
Rotegard, D. G.	Teaching Assistant	09/03/2014	Early Ed Ben Mays-Rondo

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

DATE: January 20, 2015

TOPIC: \$34,153.10 Donation from Bridge View School PTSA for Bridge View's
New Accessible Playground

A. PERTINENT FACTS:

1. Donation will be used to fund the playground project at Bridge View School..
2. It will go toward the purchase of safe and handicap accessible playground equipment.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Lisa Carrigan, Bridge View Principal and Elizabeth Keenan, Assistant Superintendent, Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this generous donation..

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

DATE: January 20, 2015

TOPIC: Humboldt High School Scholarship Donation

A. PERTINENT FACTS:

1. \$5000 donation for Humboldt High School 2015 graduates from South Robert Street Business Association to be awarded to the top students.
2. Awarded to top students in the 2015 graduating class to help fund post-secondary education
3. This project will meet the District strategic plan goal of ACHIEVEMENT by awarding students for their hard work in maintaining high achieving grades.
4. This item is submitted by Michael Sodomka, principal of Humboldt High School and Theresa Battle, Assistant Superintendent

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to accept this donation.

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

DATE: January 20, 2015

TOPIC: Traveler's Monetary Donation to AVID Progra

A. PERTINENT FACTS:

1. Traveler's donated \$10,681.87 to the AVID Program Budget on November 14, 2014.
2. The funds will be deposited in the AVID Budget (29-005-710-000-5096-3570) for program use within the district.
3. The funds will be used to fund the District achievement and sustainability, which will assist the Office of Teaching & Learning, Talent Development & Accelerated Services provide training to district staff, supplies, and additional expenses to further the AVID program in SPPS.
4. This item is submitted by Heidi Lee, Program Assistant; Dr. Rev Hillstrom, Assistant Director; Hans Ott, Director and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$10,681.87 donation from Traveler's for the purposes noted above and that a letter of appreciation for the donation to be sent to Travelers.

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

DATE: January 20, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Confucius Institute

A. PERTINENT FACTS:

1. The Confucius Institute provides grants that support professional development among teachers of Mandarin and culture-infused activities within schools that teach Mandarin.
2. Saint Paul Public Schools has prepared an application to the University of Minnesota's Confucius Institute for a Classroom Grant that will help to fund student and teacher activities at Jie Ming Mandarin Immersion. The application requests approximately \$10,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Craig Anderson, Principal, Jie Ming; Julie Schultz Brown, Director, Communications, Marketing and Development; Efe Agbamu, Assistant Superintendent, Andrew Collins, Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Confucius Institute to support academic and professional development activities at Jie Ming Mandarin Immersion; 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 20, 2015

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 \$10,000.
2. This gift is designated by Ecolab for support of educational programming at Humboldt.
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, Theresa Battle, Assistant Superintendent for High Schools.

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 20, 2015

TOPIC: Request for Permission to Submit Grant Applications to KaBoom

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 two schools:
 - American Indian Magnet School
 - Riverview West Side School of Excellence

KaBoom works with school leadership and students 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 Steven Couture and Melisa Rivera; Julie Schultz Brown, Director, Communications, Marketing and Development; Facilities Director Tom Parent; Assistant Superintendents Andrew Collins and Lisa Sayles-Adams; Chief Operations Officer Jean Ronnei; and Chief Executive Officer Michelle Walker.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit applications to the KaBoom organization for the design and build of new playgrounds at American Indian Magnet School and Riverview West Side School of 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 20, 2015

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

A. PERTINENT FACTS:

1. The McKnight Foundation is currently accepting applications for projects to improve literacy education and achievement for SPPS children by increasing both the percentage of successful third grade readers and the opportunities for students to be prepared for success in school and in life.
2. SPPS has prepared an application to build on previous work and focus on aligned literacy instruction, professional development, data collection and analysis, and family and community supports in two Pathway Schools: Saint Paul Music Academy and Paul and Sheila Wellstone Elementary.

SPPS is requesting approximately \$2,400,000 over three years to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the District target area of Alignment and Sustainability.
4. This item is submitted by Vicki Turner, Assistant Director, Office of Early Learning; Julie Schultz Brown, Director of Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; Stacey Gray Akyea, Director of Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to The McKnight Foundation to offer aligned literacy instruction, professional development, data collection and analysis, and family and community supports in two Pathway Schools: Saint Paul Music Academy and Paul and Sheila Wellstone 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 20, 2014

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education's Library Services and Technology Act

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications to support literacy including, but not limited to, 21st-century and digital-literacy skills.
2. In partnership with The Friends of the Saint Paul Public Library, SPPS has prepared an application to purchase key equipment for the Createch Studio at the Arlington Hills Community Center located in close proximity to Johnson High School. In addition, this project will create funding for more STEM oriented activities to take place and allow Johnson students an opportunity to apply what they have learned outside of the classroom and develop leadership and job readiness skills.

The Friends of the Saint Paul Public Library is requesting approximately \$10,000 over one year and will serve as the fiscal agent for this project. Saint Paul Public Schools will receive approximately \$10,000.

3. This project will meet the Strong Schools, Strong Communities goals of achievement and sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Micheal Thompson, Principal, Johnson Senior High; Andrew Collins; Assistant Superintendent; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to purchase equipment and allow Johnson students to apply what they have learned in class and develop leadership and job readiness skills; 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 20, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Cultural Awareness and Cross-Cultural Communication

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications to develop and provide trainings for families and educators of students with disabilities who achieve at significantly lower levels and have lower graduation rates than their peers.
2. SPPS has prepared an application to provide twenty Saint Paul Public Schools (SPPS) school social workers with the opportunity for in depth, focused staff development and clinic consultation around issues of culture, educational disabilities and culturally responsive social, emotional and behavioral services for students and families. Funding will allow a new way to do in depth professional development in an area where there is great need.

There are four goals for this project:

- a) To increase understanding and skills among participants in their ability to provide culturally responsive school social worker services to students and families.
- b) To increase parent involvement in individualized education programs (IEPs) and behavior intervention planning.
- c) To increase collaboration and sharing among school social workers who are often isolated in their building.
- d) To determine the effectiveness of professional development projects, and determine if districtwide roll-out should continue in Year 2.

SPPS is requesting approximately \$15,000 over six months. SPPS will serve as the fiscal agent for this project.

3. This project will meet the Strong Schools, Strong Communities goal of sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Kathy Lombardi, Lead School Social Worker; Elizabeth Keenan, Director of Office of Specialized Services; Stacey Gray-Akyea, Director of Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to provide school social workers with the opportunity for in depth, focused staff development and clinic consultation around issues of culture, educational disabilities and culturally responsive social, emotional and behavioral services for students and families; 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 20, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation to Make it Safer for Students to Walk and Bike to School

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation is currently accepting applications to assist schools and communities by making it safer for children to walk and bike to school. The Safe Routes to School Program is soliciting applications for bicycle fleets to enable school and communities to implement Safe Routes to School education activities, store and maintain the bikes, share the fleet with other schools and organizations and teach the Walk! Bike! Fun! curriculum. The delivery of the fleet is expected spring 2015 with a commitment to continue the program for at least five years.
2. SPPS has prepared an application to use the bike fleet April-October. During that time, bikes would be available to schools for a two-week curriculum unit. A fleet coordinator would work with schools on their usage requests and maintain a schedule. Initially, this role would be served by the district SHIP coordinator. During the off-season, the bikes would be stored in the trailer, which in turn would be stored at the bus shed. Bikes would also be farmed out at this time, to be worked on and serviced through various programs.

Sites and programs selected for this pilot will include: Open World Learning, Humboldt Secondary School, American Indian Magnet, Battle Creek Middle School, Riverview West Side School of Excellence, Washington Technology Magnet, Community Education, Summer School and Freedom School.

SPPS is requesting a bicycle fleet and trailer valued at approximately \$50,000. SPPS will serve as the fiscal agent for this project. No local match funding is required.

3. This project will meet the Strong Schools, Strong Communities goal of sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Mary Yackley, Supervisor, Student Health and Wellness; Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; Stacey Gray-Akyea, Director of Research, Evaluation and Assessment; Tom Burr, Director, Department of Transportation; Tom Parent, Interim Director, Department of Facilities, Theresa Battle, Assistant Superintendent; Lisa Sayles-Adams, Assistant Superintendent; Andrew Collins, Assistant Superintendent; Christine Osorio, Chief Academic Officer; Jean Ronnei, Chief Operations Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Transportation to make it safer for students to walk and bike to school; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE January 20, 2015

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation to Support Safe Routes to School Events and Purchase Equipment and Materials

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation is currently accepting applications for regional partners to provide small grants to support Safe Routes to School events and/or make purchases of equipment or materials. This program assists schools and communities by making it safer for children to walk and bike to school.
2. SPPS has prepared an application to purchase and install bike racks at eight schools across the district. Remaining funds will be used for Safe Routes to Schools to promote "Bike and Walk to School Day" events and to purchase bicycle helmets.

Sites selected for this pilot include: American Indian Magnet, Highwood Hills Elementary, Jackson Elementary, L'Etoile du Nord Lower, L'Etoile du Nord Upper, Linwood Monroe Arts Plus, Wellstone Elementary and The Heights Community School.

SPPS is requesting approximately \$10,000. SPPS will serve as the fiscal agent for this project. No local match funding is required.

3. This project will meet the Strong Schools, Strong Communities goal of sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Communications, Marketing & Development; Tom Burr, Director, Department of Transportation; Tom Parent, Interim Director, Department of Facilities; Christine Osorio, Chief Academic Officer; Jean Ronnei, Chief Operations Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Transportation to support Safe Routes to School initiatives; 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 20, 2015

TOPIC: Request for Permission to Submit Mini-Grant Application to Safe Routes to School (Minnesota Department of Transportation)

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation is currently accepting applications to assist schools and communities by making it safer for children to walk and bike to school. The Safe Routes to School (SRTS) program is soliciting applications for mini-grants that help awardees improve the safety of students who walk and cycle to school.
2. Saint Anthony Park Elementary School has prepared an application for funds to support SRTS strategy that approaches student pedestrian and bicycle safety from both the students' perspective and from the perspective of drivers on Como and Raymond Avenues. Funding will support bike racks, safety materials and activities, and information collection and dissemination.
3. This project will meet the District strategic plan goal of SUSTAINABILITY.
4. This item is submitted by Principal Ann Johnson; Julie Schultz Brown, Director, Communications, Marketing and Development; Transportation Director Tom Burr; Chief Operations Officer Jean Ronnei; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an applications to the Safe Routes to School program for funds to improve the safety of students who walk and bicycle to Saint Anthony Park Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: January 20, 2015

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 Theresa Battle, 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 20, 2015

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

A. PERTINENT FACTS:

1. The Saint Paul Foundation is accepting applications to meet the emergency needs of elementary school students.
2. Saint Paul Public Schools has prepared an application to accomplish this task. The district has received this funding for over twenty years and leverages the money to buy clothing, shoes, boots, alarm clocks and lice shampoo. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$7,500.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Julie Schultz Brown, Director of Marketing, Communications; Jon Peterson, Director, Office of College and Career Readiness; and Development and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

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

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

DATE: January 20, 2015

TOPIC: Request for Permission to Submit Grant Applications to The Saint Paul and F. R. Bigelow Foundations to support Freedom Schools 2015

A. PERTINENT FACTS:

1. The Saint Paul and F. R. Bigelow Foundations are currently accepting grant applications for projects that:
 - sustain Saint Paul as a vibrant community where all people can find hope and opportunity;
 - build the capacity of SPPS to ensure ALL students receive a premier education;
 - support proven and new approaches to critical issues; and
 - seek to eliminate racial and economic disparities and engage the people most impacted.
2. Saint Paul Public Schools has prepared an application for funds to support Freedom Schools 2015, a program of the Office of Alternative Education. Freedom Schools, originally created by the Children's Defense Fund, aims to stem summer learning loss, with a special focus on improving reading scores through cultural alignment. This grant requests approximately \$75,000 each from the Saint Paul and Bigelow Foundations.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Fatima Lawson, Principal on Special Assignment, Department of Alternative Education; Julie Schultz Brown, Director, Communications, Marketing and Development; Jon Peterson, Director, Office of College and Career Readiness; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit applications to the Saint Paul and Bigelow Foundations for funds to conduct Freedom Schools; 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 20, 2015

TOPIC: CogAT7 Contract

A. PERTINENT FACTS:

1. The CogAT7 serves the as the assessment SPPS uses to identify elementary students for accelerated academic services. The assessment is a cognitive abilities test that measures three areas of reasoning – verbal, non-verbal, and quantitative.
2. In addition the CogAT7 provides students with a comprehensive ability profile that highlights the students individual learning needs.
3. This assessment process aligns with the District strategic plan goals of: Achievement, Alignment and Sustainability.
 - This assessment process reflects the commitment to identifying and developing the talents and meeting the needs of ALL students.
 - Provides all students opportunities engage in challenging learning experiences that develop their talent regardless of which school they attend.
 - The contract provides a significant price reduction – allowing SPPS to continue to allocate resources towards providing quality instruction and learning opportunities for students.
4. This item is submitted by : Nate Gibbs, Project Coordinator; Dr. Rev Hillstrom, Assistant Director of the Office of Teaching & Learning; Hans Ott, Director of the Office of Teaching & Learning and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the new contractual agreement between Saint Paul Public Schools and Riverside Publishing for test materials and scoring services.

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

DATE: January 20, 2015

TOPIC: Gateway to College ALC at Saint Paul College: Final Contract

A. PERTINENT FACTS:

1. The Gateway to College Network Foundation has offered to provide a grant in the amount of \$100,000 dollars to the Saint Paul Public Schools' (SPPS) Office of College and Career Readiness to support the establishing of a Gateway to College Program and SPPS Area Learning Center (ALC) School at Saint Paul College. The "Final Contract" between the District is in addition to the already approved Professional Services Agreement.
2. Gateway to College is a college-based dual credit program that serves eligible students who have dropped out of, or are unlikely to graduate from, high school. Students in the program simultaneously earn a high school diploma and college credit.
3. Gateway programs select students who have dropped out or are unlikely to graduate, typically as indicated by being behind in credits for their age and/or in lower academic standing (e.g., a high school GPA of 2.0 or lower). Eligible students will be able to achieve a high-school diploma within the available time created by the dual credit structure prior to aging out at 21 years of age.
4. This project will meet the District strategic plan goal/goals of increasing opportunities for students to be prepared for College and Career by increasing opportunities to earn post-secondary credit. The Gateway to College program will help to eliminate the need for students to enroll in developmental courses in college and will provide them with the option of choosing to attend college with accumulated college credits.
5. This item is submitted by Jon Peterson, Director of the Office of College and Career Readiness and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Final Contract between the Gateway to College National Network and District.

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

DATE: January 20, 2015

TOPIC: iPad Deployment Project Manager Contractor Extension

A. PERTINENT FACTS: (10 point bold)

1. Don Geisen (Hollstadt & Associates) has been under contract with Saint Paul Public Schools to plan and manage the iPad deployment in support of the Individualized Learning initiative and has proven to be a critical asset leading to the success of our iPad roll out to date.
2. Mr. Geisen has been on this assignment since September 12, 2014, under a contract not to exceed \$95,000 at the rate of \$100 per hour. The contract limit will be reached February 9, 2015.
3. The district is in the process of recruiting for a permanent position to manage the iPad initiative through the remaining rollout schedule and ongoing Individualized Learning efforts.
4. There is need to continue Mr. Geisen's engagement through April 3, 2015, to allow for a transition period.
5. This project will meet the District target area goals of each of the following
 - ACHIEVEMENT
 - ALIGNMENT
 - SUSTAINABILITY
6. This item is submitted by Idrissa Davis, Deputy Chief, Technology Services; Jean Ronnie, Chief Operations Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to extend the contract for Mr. Geisen's engagement through April 3, 2015, at an additional cost not to exceed \$35,000 (total engagement cost not to exceed \$130,000).

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

DATE: January 20, 2015

TOPIC: Approval to Enter into a Contract with Northeast Metro Intermediate District #916 to Provide the Education for Children Enrolled at the Youth Transition Program for the 2014-2015 School Year

A. PERTINENT FACTS:

1. Special Education wishes to enter into an agreement with Northeast Metro Intermediate District #916 to provide the educational services to resident students who are placed at the Youth Transition Program (YTP) located in Shoreview, Minnesota.
2. LifeSpan of Minnesota owns and operates the Youth Transition Program and is authorized to provide day treatment services to children with mental health needs as a Children's Therapeutic Services and Supports Provider.
3. Northeast Metro Intermediate District will provide the educational services to students placed at YTP pursuant to an agreement with Mounds View School District #621 where the geographical boundaries exist for YTP.
4. The Saint Paul Public Schools, per the contract agreement, will pay for the educational services for its resident students enrolled in the Youth Transition Program.
5. The services of this agreement will meet the District target area goals of ensuring high academic achievement for all students.
6. The contract costs are based on actual educational costs incurred by Northeast Metro Intermediate District #916 and the total enrollment of the Youth Transition Program. The estimated cost for this contract is anticipated to cost \$200,000 and is budgeted within the 2014-15 Special Education General Fund tuition budgeted line item (01-998-420-000-6391-0000).
7. This item is submitted by Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contractual agreement with Northeast Metro Intermediate District #916 to provide educational services for resident students enrolled through the Youth Transition Program operated by LifeSpan of Minnesota located in Shoreview, Minnesota for the 2014-15 year. The estimated cost of this contract is \$200,000 to be paid from Special Education General Fund tuition budgeted line item (01-998-420-000-6391-0000).

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

DATE: January 20, 2015

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2014, through June 30, 2016.

2. Contract changes are as follows:

Wages: Effective July 1, 2014, increase hourly wage schedule by 1.4% and maintain step progression for year one and two. Effective July 1, 2015, increase hourly wage schedule by 1.8%.

Longevity: Effective July 1, 2015, employees who have completed twenty five (25) full-time equivalent regular active years of service with the Employer as of July 1 each year shall receive an additional \$.35 per hour in addition to the base hourly rate. Periods of non-compensatory leave or layoff in excess of one year are not counted toward longevity.

Insurance Contribution for Full Time Employees: The insurance premium contributions by the District are increased from the current insurance caps of \$600 for single coverage and \$1,175 for family coverage will increase as follows:

	Single	Family
Effective January 1, 2016	\$610.00	\$1,185

Vacation: Increased vacation accrual based upon years of service.

Life Insurance. Increase from \$40,000 to \$50,000.

Deferred Compensation: Effective January 1, 2015, the District deferred comp match will increase from \$1,000 to \$1,050 per year.

3. The District has 37 employees in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2014-15 budget year: \$59,738
- in the 2015-16 budget year: \$69,532

5. This item will meet the District target area goal of alignment.

6. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief Executive Officer.

Page 2

DATE: January 20, 2015

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

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

DATE: January 20, 2015

TOPIC: Approval of the Employment Agreement for the Assistant General Counsel Position

A. PERTINENT FACTS:

1. The terms and conditions of employment for the Assistant General Counsel position are set forth in an individual employment agreement to avoid any potential conflict of interest with other labor contracts. Fringe benefits are substantially consistent with terms established for the members of the Saint Paul Supervisors' Organization of Saint Paul Public Schools. The Assistant General Counsel's employment agreement will be effective January 13, 2015.
2. This item will meet the District target area goal of alignment.
3. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the employment agreement with the Assistant General Counsel, effective January 13, 2015.

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

DATE: January 20, 2015

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2014, through December 31, 2015.
2. Contract changes are as follows:

Wages: Effective January 1, 2014, the salary schedule is increased 1.5%. January 1, 2015, the salary schedule is increased to 1.75% and add new step 10 at 1.5 % above step 9. Maintain all step adjustments for both years.

Severance: Effective July 1, 2015, for notification of more than six months, increase the maximum amount of severance pay to \$26,500.

3. The District has 37 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2013-14 budget year: \$ 142,683
 - in the 2014-15 budget year: \$ 160,700
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2014, through December 31, 2015.

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

DATE: January 20, 2015

TOPIC: Discharge of N.N.

A. PERTINENT FACTS:

1. N.N. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that N.N. be discharged from School District employment for the statutory cause of inefficiency in teaching.
3. This item is submitted by Theresa Battle, High Schools Assistant Superintendent, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education finds, concludes and directs:

1. That N.N. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of N.N.;
2. That such conduct by N.N. constitutes inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of N.N.;
3. That the Superintendent's recommendation for the discharge of N.N. is adopted by the Board of Education;
4. That N.N. be discharged from School District employment as a teacher;
5. That the Clerk of the Board of Education provide N.N. with a written statement of the cause of such discharge;
6. That N.N.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides N.N. with a written statement of the cause of such discharge; and
7. That N.N. remain on administrative leave with pay until the effective date of her discharge.

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

DATE: January 20, 2015

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, and Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective January 29, 2015, 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 20, 2015

TOPIC: Establishment of the Unclassified Position of Assistant Director, Transportation for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Office of Transportation has a need for a position that will be responsible for assisting with planning, organizing and coordinating transportation operations to ensure the provision of a safe, efficient transportation for the students of Saint Paul Public Schools and to provide this transportation economically. The position will also be responsible for transportation technology management, complying with state reporting requirements, transportation logistics and supervising logistics staff.
2. The Human Resource Department performed 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 job title, Assistant Director, Transportation. 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 21 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 Transportation budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Burr, Director, Transportation; Jean Ronnei, Chief Operations Officer; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Assistant Director, Transportation job classification effective January 20, 2015; that the Board of Education declare the position of Assistant Director, Transportation, as unclassified; and that the pay rate be Grade 21 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: January 20, 2015

TOPIC: Establishment of the Unclassified Position of Assistant Director, Workforce Planning and Organizational Design for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Human Resource Department has a need for a position that will be responsible for directing Workforce Planning, Job Analysis and Specialized Services (leaves, benefits and retirement) and supervising the staff performing these functions. The position will also determine appropriate service response times and other key human resource measures and priorities in order to provide timely delivery of services.
2. The Human Resource Department performed 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 job title, Assistant Director, Workforce Planning and Organizational Design. 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 26 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 Human Resource Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Assistant Director, Workforce Planning and Organizational Design job classification effective January 20, 2015; that the Board of Education declare the position of Assistant Director, Workforce Planning and Organizational Design, as unclassified; and that the pay rate be Grade 26 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: January 20, 2015

TOPIC: Establishment of the Unclassified Position of School Bus Operations Supervisor for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Office of Transportation has a need for a supervisory position that is responsible for managing the daily operation of the school bus garage and the maintenance of district school buses and safety vehicles and providing leadership and supervision for district school bus drivers.
2. The Human Resource Department performed 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, School Bus Operations Supervisor. This title would be within the unit jurisdiction of the Manual and Maintenance Supervisors' Association unit that represents supervisors. The appropriate pay rate for this position would be equivalent to Grade 40 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2014-2015 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 Transportation budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Burr, Director, Transportation; Jean Ronnei, Chief Operations Officer; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the School Bus Operations Supervisor job classification effective January 20, 2015; that the Board of Education declare the position of School Bus Operations Supervisor as unclassified; and that the pay rate be Grade 40 of the 2014-2015 Manual and Maintenance Supervisors' Association standard ranges.

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

DATE: January 20, 2015

TOPIC: Establishment of the Classified Position of Environmental Specialist 1 for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Environmental Services unit of the Facilities Department has a need for a new job title for a professional position that will be responsible for performing entry level safety and health program development and implementation responsibilities.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Environmental Specialist 1. 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 2014-2015 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 Facilities Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Parent, Director, Facilities; Jean Ronnei, Chief Operations Officer and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Environmental Specialist 1 job classification effective January 20, 2015; that the Board of Education declare the position of Environmental Specialist 1 as classified; and that the pay rate be Grade 9 of the 2014-2015 Professional Employees Association standard ranges.

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

DATE: January 20, 2015

TOPIC: Establishment of the Classified Position of Environmental Specialist 2 for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Environmental Services unit of the Facilities Department has a need for a new job title for a professional position that will be responsible for performing complex environmental safety and health program development and implementation requiring experience in the field in order to assess environmental health and safety hazards and respond accordingly.
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, Environmental Specialist 2. 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 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 2014-2015 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 Facilities Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Parent, Director, Facilities; Jean Ronnei, Chief Operations Officer and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Environmental Specialist 2 job classification effective January 20, 2015; that the Board of Education declare the position of Environmental Specialist 2 as classified; and that the pay rate be Grade 13 of the 2014-2015 Professional Employees Association standard ranges.

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

DATE: January 20, 2015

TOPIC: Establishment of the Classified Position of Environmental Specialist 3 for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Environmental Services unit of the Facilities Department has a need for a new job title for a professional position that will serve as the District's senior technical representative on health and safety issues; act as the owner's representative in implementing and coordinating the activities of environmental and safety projects and leading the District in areas of regulatory compliance.
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, Environmental Specialist 3. 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 16 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2014-2015 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 Facilities Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Parent, Director, Facilities; Jean Ronnei, Chief Operations Officer and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Environmental Specialist 3 job classification effective January 20, 2015; that the Board of Education declare the position of Environmental Specialist 3 as classified; and that the pay rate be Grade 16 of the 2014-2015 Professional Employees Association standard ranges.

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

DATE: January 20, 2014

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, 2014 – November 30, 2014.

(a) General Account	#629387-630687 #0001054-0001103 #7000996-7001025 #0000361-0000383	\$52,731,628.59
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$1,139,554.90</u>
		<u>\$53,871,183.49</u>

Included in the above disbursements are 2 payrolls in the amount of \$36,728,661.46 and overtime of \$178,837.74 or 0.49% of payroll.

(d) Collateral Changes	
Released	None
Additions	None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 30, 2015.

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

DATE: January 20, 2015

TOPIC: Title III – Annual Measurable Achievement Objectives (AMAO)

A. PERTINENT FACTS:

1. Local Education Agencies (LEAs) in need of improvement based on not making Annual Measurable Achievement Objectives (AMAO) for two or three years must develop or revise an improvement plan which specifically addresses the needs of English Learners (ELs.) NCLB Sec.3122 (b) (2).
2. LEAs that are not meeting AMAO due only to ELs not meeting Achievement and Success targets (AMAO3) may adequately address ELs within the School Improvement Plan to fulfill the AMAO requirement. LEAs in these categories may not need to submit a separate AMAO.
3. SPPS has aligned its Improvement Plan for English Learners very closely with the *Strong Schools, Strong Communities* strategic plan and VisionCard performance metrics.
4. This project will meet the District strategic plan goals of alignment and sustainability.
4. This item is submitted by Cheryl Carlstrom, Director of Funded Programs and Efe Agbamu, Assistant Superintendent of Office of Multilingual Learning and Christine Osorio, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education approve the Title III - Annual Measurable Achievement Objectives (AMAO).

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

DATE: January 20, 2015

TOPIC: World's Best Workforce Plan and Report

A. PERTINENT FACTS:

1. SPPS' World's Best Workforce (WBWF) plan is the district's response to the WBWF bill that was passed by the Minnesota legislature in 2013 to ensure every school district in the state is making strides to increase student performance.
2. Each school district must develop a plan that addresses the goals set forth by the state.
3. SPPS has aligned its WBWF plan very closely with the *Strong Schools, Strong Communities* strategic plan and VisionCard performance metrics.
4. This project will meet the District strategic plan goals of alignment and sustainability.
4. This item is submitted by Jacqueline Allen, Chief Engagement Officer and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approve the SPPS World's Best Workforce (WBWF) Plan.

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

Proposed Policy:

GENDER INCLUSION POLICY

Proposed Policy Revision:

First Reading **JANUARY 20, 2015**

Second Reading _____

Third Reading _____

COMMENTS:

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

100 Level GENDER INCLUSION

PURPOSE

The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students' gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe.

This policy addresses the inequities some students, including intersex, transgender, and gender nonconforming students, confront as they navigate a system designed using a gender binary model.

DEFINITIONS

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
4. Gender Identity refers to a person's deeply held sense or knowledge of their own gender.
5. Gender Nonconforming is a term for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex refers to a person's biology and is generally categorized as male, female, or intersex.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity or expression is different from that traditionally associated with the sex at birth.

ENSURE GENDER INCLUSIVENESS

SPPS staff and systems ensure inclusive access to programming and facilities. In accordance with procedure, the District will:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical tool.
3. Provide all students the opportunity to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.

4. Provide all students access to facilities that best align with students' gender identity.

LEGAL REFERENCES:

CROSS REFERENCES:

Gender Inclusion Policy

Committee of the Board

January 13, 2015



Purpose

The purpose of this presentation is to provide the Board with an overview of the Gender Inclusion Policy.



Presentation Agenda

During the presentation we will provide the following information about the draft policy's:

- Terminology
- Background
- Rationale
- Legal Responsibility
- Policy Tenets



Terminology



Terminology

- Gender Identity: A person's deeply held sense or knowledge of their own gender
- Cisgender: An adjective describing a person whose gender identity aligns with their gender assigned at birth
- Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with the sex at birth



Background



Background

- Policy work group began meeting in February, 2014
- Our inquiry into the Gender Inclusion Policy began as a result of
 - Transgender student denied access to participate in high school athletics due to prior MSHSL guidelines
 - The MSHSL beginning a transgender student athlete policy study
 - Increasing concerns from our youth about harassment and discriminatory practices
 - A continual effort to create and support an equitable learning environment for all students



Background

- Consulted numerous resources during research phase
 - Local, state, national organizations
 - Districts and states across the nation
 - Students, families, teachers, and administrators
- Draft policy is the result of outreach efforts and is grounded in student voice



Rationale



Rationale

- Transgender and gender nonconforming students report staggering levels of bullying, harassment, violence, and intimidation
 - 78% harassment
 - 36% physically assaulted
 - 12% sexually assaulted
- 51% of students who experienced harassment, physical or sexual violence reported attempting suicide

Grant, J., Mottet, J.D., & Tanis, D., (2011). *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*. Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force.

Rationale

Transgender and gender non-conforming students in SPPS report:

- Lack of access to facilities resulting in an increased rate of health issues such as urinary tract infections
- Violations of personal privacy and data privacy
- Intimidation from peers and some adults
- Higher level of homelessness
- Lack of respect and understanding of gender identity and gender expression from adults
- Fear of harassment and discrimination from intentional or unintentional outing



Rationale

Transgender and gender non-conforming students in SPPS ask

- To be treated with dignity
- Have their humanity seen
- For consistent use of preferred names and pronouns
- For equitable access to facilities
- Adults to rethink arbitrary groupings based upon sex
- Have their truth heard and understood



Legal Responsibility



Minnesota Human Rights Act

- Sexual Orientation is defined as having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. (363A.03)
- It is unfair and discriminatory practice to deny any person the full and equal enjoyment of the services, facilities, privileges and accommodations of a place of **public accommodation** because of race, color...sexual orientation, or sex. (363A.11)



Minnesota Human Rights Act

- It is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any **educational institution**, or the services rendered thereby to any person because of race, color... sexual orientation, or disability. (363A.13)
- Goins v. West Group (2001)
 - MN Supreme court ruled that an employer can assign facility use based upon biological sex, however, employers are not required to do so
 - While not explicitly stated, ruling would likely apply to educational institutions



Title IX of Education Amendments of 1972

- Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Similarly the actual or perceived sexual orientation or gender identity of the parties does not change a school's obligation.

-U.S. Department of Education, April 29, 2014



Title VII of the Civil Rights Act

- It is determined that the best reading of Title VII's prohibition of sex discrimination is that it encompasses discrimination based on gender identity, including transgender status.
 - Attorney General Eric Holder, December 15, 2014



Legal Precedent

- John Doe et al. v. Regional School Unit 26 (2014)
 - School allowed Jane Doe, a transgender 5th grade girl to use the girls' bathroom
 - A cisgender boy, under encouragement from his grandfather who disagreed with the school, followed Jane Doe into the girls' bathroom claiming that he too should be allowed to use the girls' bathroom.
 - School revoked Jane Doe's access to the girls' bathroom, requiring her to use the staff, single stall, bathroom
 - Maine Supreme Court interpreted the Maine Human Rights Act to extend protection of equal access to facilities to include gender identity
 - Ruled in favor of Jane Doe an award of \$75,000



Legal Precedent

- DOE and DOJ Resolution Agreement with Arcadia Unified School District (2013)
 - District denied student, a transgender boy, access to
 - sex-specific facilities designated for male students at school for use during school and extracurricular activities
 - Sex-specific student cabins for male students during a school-sponsored overnight academic camp
 - District entered an agreement mandating that they allow access to sex separated facilities and programming for students that best align to students' gender identity and expression



Policy Tenets



Policy Tenets

- The tenets of the draft policy have been created and grounded in student voice as well as family, teacher, and administrator outreach
- Policies are only as effective as their implementation and support structures allow
- Procedures are being developed concurrently during the policy development and the three readings process



Policy Tenets

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.

My name is part of my identity. If you cannot call me by my name, you cannot see me. I refuse to be invisible.

-Student, grade 11

Policy Tenets

2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical tool.

I remember in elementary school having to be in the boys' line. But I knew I was not a boy. Why did I have to be in that line? Why did we even have a boys' line? I mean it makes no sense.

-Student, grade 10



Policy Tenets

3. Permit all students to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.

I just want my daughter to have the same opportunities as my other daughter.

-Parent of a middle school student



Policy Tenets

4. Provide all students access to facilities that best align with students' gender identity.

You can't do equity half way.

-Parent of high school student.

We are not some sort of predator. We just want to be able to use the bathroom without getting a tardy.

-Student, grade 9

I may not even want to use the "boy's" bathroom, but I should be able to since I am a boy.

-Student, grade 11



Questions?



Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted)

- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

Committee of the Board Meetings

(4:30 p.m. unless otherwise noted)

- February 10
- March 3
- April 7
- May 5
- June 9
- July 21