



Saint Paul Public Schools

Regular Meeting

Tuesday, October 14, 2014 5:30 PM

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

BOARD OF EDUCATION



Mary Doran
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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

October 14, 2014
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 Good Work Provided by Outstanding District Employees 6
 - B. Acknowledgement of Accomplishments of SPPS Students 7
- 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 September 23, 2014 8
- VIII. COMMITTEE REPORTS**
 - A. Committee of the Board Meetings of October 7, 2014 29
- IX. SUPERINTENDENT'S REPORT**
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 - B. SY 15-16 Calendar Update 47
 - C. SSSC Monitoring: Growth & Proficiency 54
 - D. School Start Times 65
 - E. Human Resource Transactions 95
- 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.

 - A. Gifts
 - 1. Request for Permission to Accept a Gift from Ecolab to Support Bridge 107

View School

B. Grants

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2. Request for Permission to Accept a Grant from Reebok for Saint Anthony Park Elementary 109
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C. Contracts

D. Agreements

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2. Professional Services Agreement between Saint Paul Public Schools and the Gateway To College National Network. 114

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9. Approval of Memorandum of Agreement with North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2014-2015 123
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XI. **OLD BUSINESS**

XII. **NEW BUSINESS**

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)	136
B. Committee of the Board Meetings (4:00 unless otherwise noted)	137

XV. **ADJOURNMENT**

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

DATE: Oct. 14, 2014

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. The **Office of College and Career Readiness** for their contribution of creating a focus on college and career throughout SPPS schools. The office now has a renewed focus that connects credit recovery and alternative education with college and career options. Team members include: **Jon Peterson, Director, Office of College and Career Readiness; Dan Mesick, POSA for the Department of Postsecondary Partnerships; Dr. Fatima Lawson, POSA for the Department of Alternative Education; and Sue Arvidson, Elementary Lead Counselor/COSA.**
2. This item is submitted by Michelle J. Walker, Chief Executive Officer

B. RECOMMENDATION:

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

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

DATE: October 14, 2014

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. **Moises Roman-Mendoza, a senior at Harding High School, and Daisy Hoang, a senior at Central High School**, who were chosen to attend a prestigious scholars program at *Princeton University* this past summer.

Each year the *Leadership Enterprise for a Diverse America (LEDA)* finds and recruits approximately 60 *LEDA* Scholars to attend the *Aspects of Leadership Summer Institute*. Scholars are high-achieving, low-income students from communities that are under-represented at our nation's top colleges and universities and in the nation's leadership sectors. *LEDA* engages in a national recruitment effort to identify talented, low-income students who demonstrate leadership potential who do not have access to support that would enable them to attend our nation's top colleges and universities.

The *Aspects of Leadership Summer Institute*, held annually on the *Princeton University* campus, is an intensive, seven-week program including leadership training, writing instruction, standardized test preparation, and college guidance.

2. 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
September 23, 2014

I. CALL TO ORDER

The meeting was called to order at 5:35 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. O'Connell moved approval of the Order of the Main Agenda. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

IV. PUBLIC COMMENT

- A. B Zick – West side attendance and safety of schools, Special Ed concerns
- B. B Harrison/C. Anders – City/Children's Collaborative work group - three initiatives (1) Promise Fellows, (2) Project Return and (3) Attendance Awareness Campaign

V. RECOGNITIONS

BF 29829 Acknowledgement of Good Work Provided by Outstanding District Employees

The Board recognized the contribution of Saint Paul Public Schools' many labor unions. Whether members are creating engaging classrooms for eager students or cleaning and waxing the floors of our school hallways, or meeting aggressive construction deadlines as SPPS works to improve its buildings, Saint Paul Public Schools relies heavily on the talents and commitment of its union leaders and membership.

The Board also welcomed and congratulated Denise Rodriguez, a teacher at Ramsey Middle School, as the new president of the Saint Paul Federation of Teachers.

MOTION: Ms. O'Connell moved the Board of Education recognize the work of the many labor unions and acknowledged them for their contributions and outstanding work. The Board also extended its congratulations to Ms. Rodriguez. The motion was seconded by Ms. Carroll

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

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

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda with the correction to Item E1 to change Local 132 to Local 363 and with the exception of Items C2 - Sanneh Foundation Dreamline Program Contract SY 2014-15, D5 - College Park Outdoor Classroom, D6 - Langford Park Outdoor Classroom, D7 - Marydale Park Outdoor Classroom, E5 - Professional Services from Lawal Scott Erickson Architects, Inc, E6 - Professional Services from Dunwiddie Architects and E7 - Professional Services from WSB and Associates, Inc. all of which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

VII. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 19, 2014

MOTION: Mr. Hardy moved approval of the Minutes of the Regular Meeting of the Board of Education of August 19, 2014, Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

VIII. COMMITTEE REPORTS

A. Minutes of the September 9, 2014 Committee of the Board Meeting

The Controller provided the Board with an in-depth review of the levy process as the preliminary Minnesota Department of Education calculations would not be ready until September 11, 2014. Staff also made several requests for action.

RECOMMENDED MOTION: It was moved the Board schedule COB meetings for both September 16 and September 23, 2014 to begin at 4:30 p.m. for discussion on the levy ceiling. Additionally, the COB recommended that a closed Board of Education meeting be scheduled for September 16 at 5:30 p.m. with official notice to follow.

The motion passed with the following roll call vote:

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

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

- That the Board set the Pay 15 levy ceiling at the 9/23 BOE meeting and

RECOMMENDED MOTION: That the Board of Education set a public hearing date on the levy for Tuesday, December 2 at 6:00 p.m. (time certain).

The motion passed with the following roll call vote:

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

The Board then heard from staff on the efforts being put in place to Empower High School Students to Enroll in Higher Rigor Courses. Five steps to this objective were described.

Administration then described the process SPPS has for establishing and recognizing its Partners and Outside Organizations.

There were no reports on any of the standing items.

The Board Work Session involved a Board Check-In, an update on the General Counsel Search, an update from the Fund Balance Work Group, COB start times for 2015, finalization of plans for September/October PAC Listening Sessions and a review of the Public Comment Process with the consensus being to continue with the currently used format.

MOTION: Mr. Hardy moved the Board of education accept the report on the September 9 COB and approve the minutes as published. Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

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

B. Minutes of the September 16, 2014 Committee of the Board Meeting

The only item on the agenda for this meeting was an Update of 2014 Payable 2015 Property Tax Levy. Staff provided a brief review of the factors influencing the levies and then presented a chart showing the proposed Pay 15 Levy Ceiling. The proposed ceiling involved the General Fund Levy, the Community Service Levy and the Debt Service Levy with the proposed ceiling for Pay 15 being \$136,407,114 or a 1.0% increase over Pay 14.

RECOMMENDED MOTION: That Board of the Education approve the 1% levy ceiling for purposes of discussion at the September 23 Board meeting.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

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

MOTION: Mr. Hardy moved the Board of education accept the report on the September 16 COB and approve the minutes as published. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

IX. SUPERINTENDENT'S REPORT

A. SSSC Year-End Review

The presentation was made to update the Board on the implementation and results achieved through the full implementation of the district strategic plan – Strong Schools, Strong Communities (SSSC).

School Year (SY) 2013-14 was the first year all major aspects of SSSC were fully implemented:

- Transition to area-based school choice systems (high schools and 6-12 schools in SY 12-13, elementary and middle schools in SY 13-14)
- Junior highs transitioned to middle schools
- Five elementary magnet schools transitioned to community schools (Expo, Battle Creek, Frost Lake, Galtier, Hancock Hamline)
- Four decommissioned buildings reopened (LNFI dual campus [Ames & Prosperity], Nokomis South Montessori [Sheridan] and Riverview [Roosevelt]).

The impacts of choice system changes transitioned 14,000 students to new schools last year with 40% of the students going to a school closer to home with a walk zone reduced to one-half mile. Neighborhoods benefited from five additional community schools.

Racial equity is a strong component of SSSC and 13-14 was the first year SPPS operated under a Racial Equity Policy adopted in July 2013. More than 3,000 employees have received racial equity professional development to date. The Solutions in Action work brought about a yearlong examination of disparities in suspension and referrals. This was collaboration between administration, SPFT and the community. SPPS has continued joint efforts with the city and county. Culturally responsive teaching was provided to a yearlong cohort of teachers along with the CARE teams at schools.

The SSSC strengthened schools and programs providing access to 14 specialty programs, expanding Montessori (Parkway and Nokomis), providing greater language immersion opportunities (LNFI expansion and Mandarin is growing) and providing CTE academies - finance as a component of Como's curriculum and IT at Humboldt Secondary.

Services were aligned with inclusion being a strong focus. Language academies and special education programs were located in each Area across the city. In special education, the practice of isolation was discontinued along with the student learning centers and students are now in inclusion and co-taught classrooms. SPPS is doing better at providing a continuum for the EBD program students. MTSS vertical teams have been established under

each of the assistant superintendents that provide services directly to the schools (primarily priority and focus schools).

Middle school transitions were enhanced with Camp 67 offering students orientation to the middle school program. The middle schools will also help to build stronger relationships between students and teachers. An English Language Arts Workshop model was launched for grades 6 and 7. Tools have been put in place to address challenges: Solutions in Action, the Honoring Project, more PD and support for classroom management and PBIS.

Reflecting St. Paul (RSP) was utilized for the second year. This is a 20% set-aside rule at the district's lowest poverty schools. 92% of RSP seats were filled through school choice lottery. 238 seats were set-aside for RSP (56% reduction from a year ago due to fewer available seats at RSP schools). The District Action Team for school choice and integration was reconvened to address this reduction in availability.

Graduation rates are up with a 2013 4-year graduation rate of 74%, an increase of 8 points since 2011. Almost all high schools are above the state average of (79%). The gap is decreasing between white students and students of color.

SPPS is maintaining stable finances. Referendum funding continues to support district priorities. The District has gone four years without significant budget cuts and budgets at the schools remain stable. The FY 15 budget supports the new class size ranges.

Continuing challenges are the achievement gap though incremental gains have been seen in proficiency; racial disparities in achievement persist. A positive school climate is being built though the maintenance of high expectations of behavior and programs such as Solutions in Action and PBIS supports.

SSSC has been implemented and its successor strategic plan SSSC 2.0 was approved by the Board in March 2014. SSSC 2.0 continued the SSSC goals with a focus in five areas of support. A cross-functional implementation committee has been established for SSSC 2.0 to monitor and assess efforts, a detailed tracker system has been designed for accountability and VisionCards have been reorganized to reflect the five areas. Looking forward, SPPS will continue implementation of SSSC 2.0, roll out Personalized Learning through a 1:1 iPad environment and provide ongoing monitoring and reporting through the new VisionCards.

QUESTIONS/DISCUSSION:

- The Board thanked the Superintendent for the wrap up of the year noting that as an organization there is value in saying thanks for work well done and recognizing progress made.
- Reflecting St. Paul – why was there a 56% reduction in seats this year? Response: There were fewer seats available in the lower poverty schools due to new class size guidelines. Schools that can consider RSP (those with a lower percentage of free & reduced lunches) had fewer seats available. As an example, if each Kindergarten class in a school had four fewer students and there are four classes that reduces the overall classes by 24 children in that school. The percentages look better but the program honored fewer kids.
- Did SPPS lose those students or did they stay in SPPS? Response: SPPS lost students as generally if parents do not get their choice of schools they will go outside SPPS to find a school they want. The State has mandated all day Kindergarten but SPPS has 124 fewer kindergartners than last year. SPPS was concerned about how class size would affect enrollment in schools as this also impacts the amount schools have to operate on. Administration asked the Board to review Reflecting St. Paul practices once the impact on enrollment effects for schools and programs is finalized. Staff noted RSP is one of several preferences within the enrollment piece (sibling preference is another).

- Slide 6, the Information Tech program at Humboldt. When did that start? Response: It started in the 13-14 SY and offers students an option of attaining a two-year degree in IT.
- Staff noted summer graduation figures are not included in the figures for graduation but those walking the stage were more than in the past. They also noted the “Never Too Late to Graduate” program (a program that encourages students who have dropped out to come back and get their degree) is having an impact.

B. VisionCards SSSC 2.0 Monitoring & Reporting System

The purpose of this presentation was to provide the Board with an overview of the VisionCard process and measures for SSSC 2.0 and to request the Board's approval of the proposed metrics and vision levels.

The VisionCards serve several purposes: to monitor and report on progress on SSSC 2.0, to inform policy review, procedure development, to provide for targeted interventions, to govern resource allocation, etc. The new set of VisionCards will be presented to the Board at their regular meetings from October 2014 to August 2015.

The new VisionCards are organized according to the five focus areas of SSSC 2.0:

- Racial equity
- Personalized learning
- College and career
- Programs and pathways
- Systems plus the sixth area of
- Growth and proficiency.

The proposed presentation schedule is:

- September 23 – overview of measures and timing
- October 14 – Growth and proficiency
- January 20 – Racial equity
- March 17 – College and career
- April 21 – Programs and pathways
- June 23 – Personalized learning
- August – Systems

Vision level references have been changed to Critical, Concern, Stable, Progress and Vision as former designations were found to be confusing.

GROWTH AND PROFICIENCY Measure/Metric	Vision Level	Phase One VisionCard
MCA Growth: % of students made medium or high growth	>75%	Achievement
ACCESS (Total of Grades 1-12): % of students making progress towards English proficiency	>55%	New Measure
Mondo: % meeting spring grade level benchmark for oral language (k-2)	>90%	Achievement
Mondo: % meeting spring grade level benchmark for text level (k-2)	>90%	Achievement
Mondo: Meeting spring grade level benchmark for letter-sound correspondence (k-1)	>90%	Achievement
MCA-MTAS 3 rd Grade: % proficient in math & reading	>75%	Achievement
MCA-MTAS 5 th Grade: % proficient in math, reading & science	>75%	Achievement
MCA-MTAS 8 th Grade: % proficient in math, reading & science	>75%	Achievement
MCA-MTAS Math (total grades 3-8, 11): Largest % gap between race/ethnic groups	<10 percentage points	Equity
MCA-MTAS Reading (total grades 3-8, 10) Largest % gap between race/ethnic groups	<10 percentage points	Equity
MCA-MTAS Science (total grades 5, 8, HS): Largest % gap between race/ethnic groups	<10 percentage points	Equity

RACIAL EQUITY Measure/Metric	Vision Level	Phase One VisionCard
Leadership		
TDAS: Highest Equity Ratio	<2.0	Equity
Special Ed Referrals: Highest Equity Ratio	<2.0	Equity
Absences (students with 11+) Highest Equity Ratio	<2.0	Equity
Suspensions: Highest Equity Ratio	<2.0	Equity
% of Central Administrators who have implemented racial equity department-wide	>90%	Leadership
% of staff participating in racial equity PD-by function, role, department	>90%	PD
Teaching and Learning		
# of teachers receiving culturally responsive teaching PD	98%	New Measure
# of schools adopting culturally responsive curriculum Foundational PD	100%	New Measure
# of schools adopting culturally responsive curriculum	98%	New Measure
% of MTSS vertical team members who have received Racial equity PD	100%	New Measure
Family & Community		
% of PAC committees participants who report being better Able to navigate school system	>90%	New Measure
Measure of academic results for students of Parent Academy graduates vs non-participants	Baseline only	New Measure
Requirement & Retention		
Teacher retention rate: retention for 3 or more years	>90%	Operational Excellence
Diversity recruiting: % of applicants are persons of color or indigenous (Teachers & administrators)	Baseline Only	New Measure
Diversity recruiting: % of interviews are persons of color or indigenous	Baseline Only	New Measure
Diversity recruiting: % of hires are persons of color or Indigenous (Teachers & Administrators)	Baseline Only	New Measure
Diversity of recruiting: Retention rate for teachers and administrators of color or indigenous	Baseline Only	New Measure
Number of schools with x% or more or new hires	Baseline Only	New Measure
<hr/>		
COLLEGE AND CAREER Measure/Metric	Vision Level	Phase One VisionCard
Courses		
CTE: # of students participating in out-of-school career programs & internships	1200	New Measure
CTE: Proportionality ration (student group % of those in classes/% of student group in district) by race enrolled in advanced CTE courses	All Groups >0.75	New Measure
Advanced courses: (student group % of those in classes/% of student group in district) by race enrolled in advanced courses	All Groups >0.75	New Measure
Advanced courses: (student group % of those in classes/% of student group in district) by race passing in advanced courses	All Groups >0.75	Equity
8 th Grade Algebra % of students passing Algebra by end of 8 th grade	>80%	
8 th Grade Algebra Largest % gap in passing rates by race/ethnic groups	<10 percentage points	New Measure
Middle school % of students with two or more failed core classes	<15%	New Measure
Support Tools & Programs		
Focus on Freshman: # of students with 2 or more failed core classes	<15%	New Measure
Naviance: % of students completed recommended components for grade		

level (Grades 6-12)	>90%	New Measure
AVID: 4-year graduation rate for AVID participants	>80%	
Drop-out prevention: # of students entering Gateway to College program each year	>45	New Measure
Senior Survey: % feeling supported & encouraged by teachers	>90%	New Measure
Capstone Measures		
ACT: Composite score of 21 or higher	>75%	Achievement
Plan: % meeting state target	Baseline Only	New Measure
PSAT: Proportionality ratio (% taking test/% of student group in district) by race taking PSAT exam	All groups >0.75	New Measure
Graduation: 4-year cohort graduation rate	>80%	Achievement
Graduation: Largest % gap in 4-year cohort rate between race/ethnic groups	<10% points	Equity
	Vision Level	Phase One VisionCard
PROGRAM & PATHWAYS Measure/Metric		
School Readiness		
# of St. Paul daycare providers using SPPS training & Curriculum	Baseline Only	New Measure
Early childhood readiness screen: Proportionality ratio by race (% of child group screened/% of student group in K-12)	Baseline Only	New Measure
ECFE participation: Proportionality ratio by race (% of group in ECFE/% of student group in k-12 in district)	All Groups >0.75	Partnership
School Choice		
On-time Kindergarten applications as % of total projected Seats (not including Pre-K students continuing to K)	>70%	Partnership
% students that are awarded first or second choice school (KG & grades 1-12)	>85%	New Measure
Continued Enrollment & Engagement		
% students staying enrolled in SPPS across transition grades (PrerK to K, 5 to 6, 8-9 grades)	>88%	Resources & Ops Operations
% students staying enrolled in community or specialized program pathway across transition grades (5 to 6, 8-9 grades)	>70%	New Measure
Alternative Education (Attendance rate of students enrolled in S term)	>80%	New Measure
Alternative Education (Attendance rate of students enrolled in Extended Day Learning [EDL])	>80%	New Measure
Exit interview measure: # of interviews conducted	Baseline Only	New Measure
Exit interview measure: TBD measure based on baseline data collected)	2016 measure	New Measure
% of student involved in out-of-school activities	Baseline only	New Measure
	Vision Level	Phase One VisionCard
PERSONALIZED LEARNING Measure/Metric		
Tools		
% of preK-12 students who have 1:1 iPad access during School hours	>90%	New Measure
% students (K-12) that report using their iPad for educational purposes in at least one subject area at least once a week	>90%	New Measure
% students in grades 3-12 who report using their iPad for educational purposes outside of the school day at least once a week	>90%	New Measure
# of times/month network capacity exceeds 80% of available bandwidth for one hour or more	Baseline only	New Measure
Capacity Building		
% of school-based instructional staff who have completed		

the 3 PL Essentials modules	>90%	New Measure
% instructional staff (school & district) who have completed The "Establishing Personalized Learning thru a 1:1 iPad Environment" course	>90%	New Measure
% instructional staff who report they are confident in their skills and abilities to integrate technology into teaching and learning	>80%	New Measure
% of teachers who report having integrated each level of SAMR into their teaching	Baseline Only	New Measure
Teaching & Learning		
% who report students are able to make decision about WHAT they learn (students & teachers)	Baseline Only	New Measure
% who report students are able to make decision about HOW they learn (students & teachers)	Baseline Only	New Measure
% who report students are able to pursue interests and learning ops that are racially & culturally relevant (Students and teachers)	Baseline Only	New Measure
% of teachers who report they utilize student work to plan and modify instruction	Baseline Only	New Measure
	Vision Level	Phase One VisionCard
SYSTEMS Measure/Metric		
Leadership		
% of Central Administrators with current completed annual Evaluation	>97%	Leadership
% of Central Administrators rated at or above standard on last Evaluation	>90%	Leadership
% of principals with current completed annual evaluation	>97%	Leadership
% of principals rated at or above standard on last Evaluation	>90%	Leadership
% of tenured principals with a completed evaluation proficient or better in each of the four performance expectations	>90%	Leadership
% of APs with current completed annual evaluation	>97%	Leadership
% of APs rated at or above standard on last evaluation	>90%	Leadership
Professional Development		
PAR: % of current probationary teachers who have been supported through PAR	>90%	PD
MTSS: % of MTSS team time spent on PD in MMR Focus and Priority schools	TBD	New Measure
PBIS: % of schools at full implementation of PBIS strategies	100%	New Measure
TDE: % who report the components of TD&E support their growth as a professional in SPPS	Baseline Only	New Measure Resource
Operational Excellence		
% of students participating in SPPS breakfast program	>58%	Ops Excellence
% students participating in SPPS lunch program	>78%	Resource/Op Excellence
% of after school snack programs converted to supper Program	>50%	New Measure
% of on-time arrival at first bus stop of day	>98%	New Measure
% of IT service desk tickets resolved within 24 hours	>40%	New Measure
% recycling rate (by weight)	>60%	New Measure
% energy use reduced	>5%	New Measure
% of school administrators receiving annual emergency preparedness training	>95%	New Measure
% of unassigned general fund balance	>5%	Resource/Op Excellence
% of vendor payments made within 35 days	>90%	New Measure

QUESTIONS/DISCUSSION:

- Is there a very high percentage failing up to two core courses in SPPS? How does that compare to current performance? Response: Based on the five-year trend, 35% of 9th graders are failing two or more classes, a five-year reduction would bring that down to 15%.
- Staff indicated they were asking the Board to approve the vision levels and would appreciate feedback on the metrics or they could approve the October card only and address the rest later. Staff's preference would be to have the Board approve the vision levels. The measures can be tweaked as necessary.
- A Board member raised the question of approving an item out of the Superintendent's report and the appropriateness of doing so. Response: The General Counsel stated the Superintendent's report is a report to Board, if there is a request for action within that report the Board can take or not take action at its discretion. Another Board member stated the Board has made motions within parts of the Superintendent's report in the past in specifically requested areas. The Board member then asked the General Counsel if a Board member could generate an action item at any point during an official Board meeting. Response: Yes if a motion is made and approved. The Board is the ultimate decision maker for SPPS. He state the HR transactions must be acted upon by Board as only the Board can take action in that area. The Board member again stated a brand new item could be brought forward and acted upon even if it is not on the agenda prior to the Board meeting. Response: Yes though presumably the motion would be related in some way to items on the general agenda.
- Personalized Learning, to what extent are students being invited to respond. Response: There are two questions addressed to students and teachers, their perspectives on WHAT is being learned and HOW it is being learned.
- A Board member stated she felt rather than spend time in Board meetings listening to presentations on VisionCards, would it be a better use of time to put them on the website where the report is accessible to all? She stated this might be a discussion question for Board members.
- A Board member stated she was hoping the State would provide real time data on growth and proficiency. She stated she would like to see that data as soon as it becomes available.
- A Board member suggested moving metrics where vision level has been achieved out of the reporting system and move in other important areas for measure. She suggested measures around suspensions and attendance might be considered in addition to attendance at Parent Academy.
- Another area that might be measured is students who complete graduation on a five-year track.
- A Board member referred Director Seeba's request regarding VisionCard Report to a future COB.
- The agreements with St Paul College and the one for Gateway to College programs – how do those program address graduation issues? Response: SPPS is working in partnership with Gateway to College, a national network out of Oregon on this mentoring program. The program would work with a minimum of 25 students enrolled in ALC at St Paul College. These would be students who have dropped out or are in danger of dropping out. It is a concurrent enrollment program earning both high school and college credits toward an associate degree. It is another way to provide students with alternative learning opportunities at college level. College Within Reach is part of a grant agreement between Great Lakes and St Paul College to work with 75 students with a focus on mathematics. It would provide the foundation classes needed so participants do not have to take remedial math courses when entering college. Classes would take place within the SPPS schools taught by high school teachers. Students would get high school credits but not college credit while avoiding remedial classes.
- For four-year graduation, staff might want to look at the number of college credits earned within college course credits.
- In the school choice category, should there be a metric around Reflecting St. Paul ?

- How can impact be measured? Response: That is something to be explored, technical data does not mean indicators stop there. Typically, staff has tried to spotlight areas to add more information, to form adaptive solutions. .
- It was noted the racial equity area needs to engage students as well as staff..

MOTION: **Ms. O'Connell moved the Board approve the measures and vision levels as presented even though some are still to be determined. Ms. Carroll seconded the motion.**

The motion passed with the following roll call vote:

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

C. PLTT Update

The Assistant Superintendent for Personalized Learning, the Deputy Chief of Technology Services and the Director of the Office of Teaching and Learning provided an update on efforts to date.

The PLTT 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. An overview of the project management chart was provided. There were six work streams to the project – technology, administration, logistics, PD, school readiness and deployment. Staff indicated the project status was go.

Technology/infrastructure continue to add more wireless as needed, the installation of the caching server is well underway and the group is in the process of expanding the capacity of Mobile Device Management (MDM) to ensure high availability and are creating a rollout strategy for an iOS8 update to the latest version.

The school schedule for the rollout of student iPads is finalized and staff is working with schools to create a personalized event plan. The “iPad Schoolkit” addresses: communicating with families, students and staff, event logistics (stations and tasks), iPad storage and delivery, staffing evening events and Apple ID process for students. The events have been modeled on the successful teacher iPad handouts. Two pilot sites will go first to refine the process (Parkway and Eastern Heights). Family supports for the events will include childcare, transportation, interpreters and snacks.

Apple IDs are a personal, unique student account to tailor iPad to learning needs. Access is easy (anywhere, anytime) and backup materials, homework, projects, are available. Students 13 and over can create their own IDs. Under 13, parent approval is needed via email to set up an Apple ID. Elementary schools will take the longest and will get iPads last with high schools first and middle schools second. The process, governed by COPA, ensures students under 13 using internet must have parent’s permission.

In order to make the process as quick as possible, staff is hoping to establish Apple ID accounts prior to rollout events. They are collecting/confirming as many parent emails prior to rollout through district emails, a letter to parents with no email on record with a form to fill out. For parents without email, instructions and resources to set up an email account are provided (vendor list, access to public library computers, etc.) Schools are collecting emails at their Open Houses and school events. Multilingual support is provided with event interpreters and translations for emails, letters and robo-calls.

The “Genius Squad” will be called in as student tech support teams are organized and supervised by Tech Integration TOSAs at the sites. The squad is organized and supervised at district level with OPL providing organizational assistance and district vision.

Professional development efforts include the course “Establishing a 1:1 Environment” providing training to over 100 specialists and coaches. 1,800 teachers (84 sections) will receive the training between September 22 and November 7 with 40 session choices for grades 6-12. Feedback has been highly positive with 96% agreeing the training is relevant.

The “why” (instructional context) of the course is to provide equity for all students, to provide multiple ways to access information and share ideas, to engage learners with relevant content and skills and the prepare students for future careers through access to current technology. Classroom management is addressed through introduction to the iPad Student Handbook, considerations of rituals, routines, and examples of practice and useful tips. Digital citizenship is addressed through recommended lessons for each grade level on internet best practices and copyright information (on common sense media and smartzone.com).

SPPS is moving to a single, sustainable technology ecosystem for reasons of compatibility, support, maintenance, cost savings and educational experience. Sustainability is important, and IT is beginning to work older devices out of the system as they exceed warranty. IT is tying a shelf life to devices and contemplating future usage.

The Apple Lease Agreement has been updated to allow for Year 2 teachers to get iPads and updated laptops earlier (spring 2015). It also begins to address classroom display needs. A new lease in spring 2015 will begin the ordering process for Year 2 student iPads.

QUESTIONS/DISCUSSION:

- Are there adequate electrical outlets for devices, etc.? Is there a problem with Wi-Fi function varying from area to area with in buildings and what about additional support staff for installation and usage? Response: IT is looking at the option of deploying charging carts in key areas. This will provide the ability to charge multiple units from one outlet and provide a secured environment in which to do so. IT is working on deploying additional Wi-Fi so it covers areas where it is most needed immediately in each classroom. Common areas (cafeteria, gyms, auditoriums) are difficult to cover because of their being large open areas, IT will address that issue later. Tech Services has all hands on deck and are ensuring they have sufficient support to meet needs. Support for schools is being provided by Technology Integrationists. This is a licensed teacher who combines the aspects of being a veteran teacher in an area of expertise, while also having the knowledge and skills to provide instruction and model how to integrate the SAMR model into classrooms as well as explore expanding options and coaching. All schools, teachers and principals will be taking two courses to expand their knowledge. Once the iPads are deployed, a mobile PD team along with the Genius Squad will provide support in the buildings.
- Are IT personnel hard to find? Response: It is an area of high demand so it depends on the specific position.
- Will cache servers be in the buildings before roll out of iPads? Response: Yes. IT wants to alleviate as much traffic across the network as possible. The cache servers will allow students to pull data locally rather than off the network.
- When iPads are in the homes, is there a filter or can students search anything when at home? Can they take the iPads home for the summer? Response: In general, students could download apps, however, if they are under 13 they would fall into the restricted group. The District has the ability to determine if a restricted app is on a student iPad and remove it. There is a check and balance within the system, students need to learn responsible use. At home, parents need to act as monitors as well. In classroom sections, teachers will have digital citizenship programs to teach safe and respectful on line behavior and responsible use. The iPads do not have great deal of memory, they

are designed for lessons and teacher apps so that will also act as a limit to what students can input.

- Can they take them home? Response: The District is looking carefully at a summer take home program as the more use students put them to the greater the impact on achievement. This is being explored. Grades 6 thru 12 will take their iPads home the night of the distribution event.
- A Board member requested periodic updates on how SPPS is navigating through issues of access and equity to ensure student access for educational purposes in a school setting.
- Will evaluation of instructional staff include how they use their iPads in planning instruction, etc? Will there be ongoing PD for students in iPad use? Will students self-report on what and how they are learning, i.e. a pop up poll? Response: SY 14-15 will be used as an exploratory year so teachers and students can explore opportunities and comfort levels with technology.
- How soon will administration have good reports on how individual teachers are using the iPad and technology at the various grade levels and in separate disciplines at the HS level? How will that affect the normal routine of class work and homework? What will the environment look like as schools move into this new phase.
- The iPad Handbook handout, can it be provided earlier to the classrooms so students can review it Response: The process will vary from building to building.

D. Pay 15 Levy Presentation – BF 29860

All figures in the report are based on Administration's best estimates, using the statutory authorized amounts. MDE is continuing to adjust the SPPS numbers.

The school levy authority is established by law. School budgets are a combination of state, federal and local funding, including voter-approved referenda. The Pay 15 levy helps fund the 2015-16 school year. State law requires boards to adopt a budget by June 30, 2015.

The levy funds a portion of the expenses to operate all school programs from ECFE to ABE, including teachers, paraprofessionals, insurance and utilities. Additional pension contributions, OPEB, severance and re-employments costs and maintenance and improvements of school facilities (pay as you go).

Factors impacting the levies include:

- Changes in pupil counts
- Legislative changes to formulas and equalization aid
- Pension contribution changes required by law
- Capital bonding, refunding of bonds, abatements, health and safety projects and lease costs.
- Employment changes that drive severance and unemployment levies
- Abatements, TIF changes and fiscal disparities.

Staff reviewed the process calendar for the pay 15 levy.

The proposed Pay 15 Levy Ceiling is as follows:

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

Staff requested the Board approve the maximum levy ceiling of 1% over Pay 14. A public hearing on the levy has been set for Tuesday, December 2, 2014 at 6:00 p.m. (time certain) at 360 Colborne.

Following brief discussion and consultation with the General Counsel the Board consensus was to move the action at this point in the meeting rather than under Old Business.

MOTION: **Ms. O'Connell moved the Board of Education approve the Pay 15 Levy Ceiling at 1% over Pay 14. The motion was seconded by Ms. Seeba.**

The motion passed with the following roll call vote:

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

E. Human Resource Transactions

MOTION: **Ms. Carroll moved the Board approve the Human Resource Transactions for the period August 1 through August 31, 2014 as published. Ms. Seeba seconded the motion.**

The motion passed with the following roll call vote:

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

X. CONSENT AGENDA

MOTION: **Ms. Carroll moved approval of all Items on the Consent Agenda noting the correction to Item E1 to change Local 132 to Local 363 and with the exception of Items C2 - Sanneh Foundation Dreamline Program Contract SY 2014-15, D5 - College Park Outdoor Classroom, D6 - Langford Park Outdoor Classroom, D7 - Marydale Park Outdoor Classroom, E5 - Professional Services from Lawal Scott Erickson Architects, Inc, E6 - Professional Services from Dunwiddie Architects and E7 - Professional Services from WSB and Associates, Inc. all of which were pulled for separate consideration. Mr. Hardy seconded the motion.**

The motion passed with the following roll call vote:

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

A. Gifts

BF 29830 Ecolab Donation for Bridge View Playground

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

BF 29831 Acceptance of Donation from the Shakopee Mdewakanton (Sioux) Dakota Community

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$12,000 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.

BF 29832 Gift Acceptance from The Travelers Companies, Inc.

That the Board of Education authorize the Superintendent (designee) to allow Riverview Elementary to accept this gift from The Travelers Companies, Inc. to aid in the support of student achievement.

B. Grants

BF 29833 Permission to Accept a 3M Foundation Grant for 3M Partnership Program

That the Board of Education authorize the Superintendent (designee) to accept grant funds of \$55,000 from 3M to fund the consultant for the 3M partnership coordination and other partnership activities; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29834 Permission to Submit and Accept, if Approved, an Adult Basic Education Proposal for 2014-2015 and Distribute Funds to Saint Paul Literacy Consortium Members.

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to provide Adult Basic Education services for the 2014-2015 year, to accept funds if awarded, and to disburse funds to Saint Paul Community Literacy Consortium members based on the adult basic education formula.

BF 29835 Request for Permission to Accept a Grant from the Center for School Change

That the Board of Education authorize the Superintendent (designee) to accept this grant from the Center for School Change on behalf of the four schools awarded; and to implement the project as specified in the award documents.

BF 29836 Request for Permission to Accept Grants from Ecolab's Visions for Learning Grant Program

That the Board of Education authorize the Superintendent (designee) to accept multiple grants from the Ecolab Foundation's Visions for Learning program; to accept funds, and to implement the projects as specified in the award documents.

BF 29837 Request for Permission to Accept a Grant from United States Tennis Association (USTA) Northern

That the Board of Education authorize the Superintendent (designee) to accept multiple grants from the Ecolab Foundation's Visions for Learning program; to accept funds, and to implement the projects as specified in the award documents.

C. Contracts

BF 29838 Request Permission to Enter into a Contract with the Minnesota Literacy Council on Behalf of the Saint Paul Literacy Consortium for 2014-2015

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2014-15 fiscal year to be accounted for in budget 04-005-520-322-6305-8522.

D. Agreements

BF 29839 Enter into Lease Agreements with Apple for iPads and MacBooks

That the Board of Education authorize the Superintendent (designee) to enter into sole source lease agreements (Lease Schedule No. 4 and Lease Schedule No. 5) with Apple, Inc. for iPads, and MacBooks, for a total of \$2,618,230.00 over the life of the leases

BF 29840 Request for Permission to Participate in a Dietetic Intern Agreement with Fairview-University Medical Center's Dietetic Internship Program

That the Board of Education authorize the Superintendent (designee) to execute an agreement to participate in a Dietetic Intern Program with Fairview-University Medical Center, for the period of September 1, 2014 through June 30, 2018.

BF 29841 Request for Permission to Participate in a Dietetic Intern Agreement with Indiana University

That the Board of Education authorize the Superintendent (designee) to execute an agreement to participate in a Dietetic Intern Program with Indiana University, for the period of October 1, 2014 through September 30, 2018.

BF 29842 Agreement with the Goodwill Industries, Inc./Easter Seal Society of Minnesota

That the Board of Education enter into the 2014-15 agreement with Goodwill Industries, Inc./Easter Seal Society of Minnesota to provide work adjustment training/placement of selected special education students using Goodwill facilities for the period September 1, 2014 through June 30, 2015. The agreement amount of \$147,390 will be funded from an existing Special Education General Fund Budget 01-608-380-835-6393-0000.

BF 29846 Joint Powers Agreement Between Saint Paul Public Schools, Johnson High School, and the Minnesota Office of Higher Education

That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement with the Minnesota Office of Higher Education for the purposes of establishing two licensed school counselors at Johnson High School to be funded by the state of Minnesota Office of Higher Education in an amount not to exceed \$222,368.00.

BF 29847 Joint Powers Agreement Between Saint Paul Public Schools, Washington Technology Magnet School and the Minnesota Office of Higher Education

That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement with the Minnesota Office of Higher Education for the purposes of establishing three licensed school counselors at Washington Technology Magnet School to be funded by the state of Minnesota Office of Higher Education in an amount not to exceed \$320,371.00.

BF 29848 Joint Powers Agreement Between Saint Paul Public Schools and Saint Paul College for the College Within Reach Program

That the Board of Education authorize the Superintendent (designee) to enter into a Joint Powers Agreement with Saint Paul College for the purposes of implementing the College Within Reach Program at Gordon Parks, Harding, and Johnson High Schools for a total participation number of 75 students.

BF 29849 Memorandum of Agreement Between Saint Paul Public Schools and Saint Paul College for the Gateway to College Program/ALC School at Saint Paul College

That the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Agreement with Saint Paul College for the purposes of beginning a Gateway to College program/SPPS ALC school at Saint Paul College to start in November of the 2014-15 school year.

E. Administrative Items

BF29850 Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 363, exclusive

representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Tri-Council Local No. 49, Local No. 120, and Local No. 363, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2014, through June 30, 2016.

BF 29851 Approval of Memorandum of Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, to Establish Terms and Conditions of Employment for 2014-2015

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2014 through May 31, 2015.

BF 29852 Monthly Operating Authority

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

(a) General Account	#622917-624535	\$41,499,611.92
	#0000824-0000875	
	#7000795-7000849	
	#0000261-0000286	
(b) Debt Service	-0-	\$7,311,787.00
(c) Construction	-0-	\$5,579,838.57
		\$54,391,237.49

Included in the above disbursements are 2 payrolls in the amount of \$19,527,629.95 and overtime of \$33,425.03 or 0.17% of payroll.

(d) 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 November 30, 2014.

BF 29853 Professional Services from Elevator Advisory Group, Inc.

That the Board of Education authorize the administration to procure professional consulting services on vertical transportation construction from Elevator Advisory Group, Inc. as needed, based on a schedule of rates not to exceed \$150.00 per hour.

F. Bids

BF 29854 Bid No. A205778-K Family Education Building Renovation at 271 Belvidere

That the Board of Education authorizes an award of Bid No. A205778-K Family Education Building Renovation at 271 Belvidere to Schreiber Mullaney for the lump sum base bid of \$157,000.00.

BF 29855 Tyson Commodity Purchase for 2014-2015

That the Board of Education authorize the request to purchase commodities from Tyson Foods for an estimated value of \$600,864.00 for furnishing and delivery of poultry products for the period of September 1, 2014 through July 1, 2015.

CONSENT AGENDA PULLED FOR SEPARATE CONSIDERATION:

Director Carroll recused herself from the vote due to a conflict of interest.

Director Brodrick had pulled the item and asked what Job duties were for this group. Response; They serve as tutors, mentors and coaches at Como Senior, Johnson Senior, Harding Senior, Highland Park Senior, Washington Technology, Humboldt and Central. They work primarily with freshman students with the highest needs and predictability to not be successful to provide in-class student academic support in classes recommended by the individual schools, provide after school homework help/tutoring and mentorship and take a leadership role in after school enrichment activities. Additionally they rotate in the redirection room to redirect students to successfully return to class the same day or the next day. This year a new model of the program is being implemented and Sanneh Foundation staff have worked with REA to develop an evaluation for this year. In previous years qualitative data, mostly anecdotal from principals and teachers were used to gauge the impact of the program. Principals overwhelmingly wanted to expand the program to reach more students as part of their school-wide intervention plans.

MOTION: Ms. O'Connell moved the Board of Education approve the contracted services of Sanneh Foundation Dreamline tutors, mentors, and coaches for Como Senior, Johnson Senior, Harding Senior, Highland Park Senior, Washington Technology, Humboldt and Central high schools for the 2014-15 SY. Mr. Hardy seconded the motion.

The motion passed with the following roll call vote:

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

BF 29843

College Park Outdoor Classroom

BF 29844

Langford Park Outdoor Classroom

BF 29845

Marydale Park Outdoor Classroom

Ms. O'Connell stated she had pulled these three items in order to recognize the collaborative work being done with the City and to extend the Board's appreciation to staff for working through the various agreements for approval.

MOTION: Ms. O'Connell moved, seconded by Ms. Carroll, that the Board of Education authorizes the Superintendent or designee to enter into a Joint Powers Agreement with The City of Saint Paul Department of Parks and Recreation, designating 3.86 acres of College Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program. That the Board of Education authorizes the Superintendent or designee to enter into a Joint Powers Agreement with The City of Saint Paul Department of Parks and Recreation, designating 6.13 acres of Langford Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program and that the Board of Education authorizes the Superintendent or designee to enter into a Joint Powers Agreement with The City of Saint Paul Department of Parks and Recreation, designating 20.75 acres of Marydale Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program.

The motion passed with the following roll call vote:

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

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

<u>BF 29857</u>	Professional Services from Lawal Scott Erickson Architects, Inc
<u>BF 29858</u>	Professional Services from Dunwiddie Architects
<u>BF 29859</u>	Professional Services from WSB and Associates, Inc.

Director Brodrick indicated he had pulled these three items to obtain further information on long-range planning and what would be expected from the three firms and how this coordinates with the rest of staff and with buildings – athletic facilities, the master long-range plan, etc. Response: Periodically the Facilities Department recommends architectural and engineering firms be added to the list of approved consultants. These three firms will provide assistance in helping with long-range planning and will provide support to facilities. Athletic fields are being considered as part of the Facilities Master Plan that will come before the Board at their November 18 Board meeting. These requests are asking for approval to add qualified firms to the list of consultants.

MOTION: Mr. Brodrick moved, seconded by Ms. Carroll, (1) That the Board of Education authorize the administration to procure professional architectural/engineering services from Lawal Scott Erickson Architects, Inc as needed, based on a schedule of rates not to exceed \$200.00 per hour. (2) That the Board of Education authorize the administration to procure professional architectural/ engineering services from Miller Dunwiddie Architects as needed, based on a schedule of rates not to exceed \$192.90 per hour and (3) That the Board of Education authorize the administration to procure professional civil engineering services from WSB and Associates, Inc. as needed, based on a schedule of rates not to exceed \$137.00 per hour.

The motion passed with the following roll call vote:

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

XI. OLD BUSINESS

A. Approval of Maximum Levy Amount – Action taken during Superintendent's Report.

XII. NEW BUSINESS - None

XIII. BOARD OF EDUCATION

- A. Information Requests & Responses
 - Work session on adding Vision Cards to website
 - Update on how new sub teacher system is working.
 - Board review of Reflect St. Paul
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications

Director Seeba extended the Board and District's thanks to Mr. Lalla, General Counsel, for his services to the Board and District and wished him well in his retirement.

XIV. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:30 unless otherwise noted)
- October 14
 - November 18
 - December 2 – Public Hearing on Pay 15 Levy (6:00 p.m. time certain)
 - December 9 – Closed (Superintendent Evaluation)
 - December 16
 - January 6, 2015 (Annual Meeting) – 5:00 p.m.
 - January 20
 - February 17
 - March 17
 - April 21
 - May 19
 - June 23
 - July 21
- C. Committee of the Board Meetings (4:00 p.m. through December 2, thereafter 4:30 p.m. unless otherwise noted)
- September 23 - Cancelled
 - October 7
 - October 21
 - October 28 - Cancelled
 - December 2
 - 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. Seeba.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 9:07 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 7, 2014**

PRESENT: Board of Education: Mary Doran, Keith Hardy, Louise Seeba, John Brodrick, Jean O'Connell, Anne Carroll, Chue Vue arrived 4:32 p.m.

Staff: E. Keenan, M. Gilbert, J. Engen, T. Parent, J. Ronnei, C. Osorio, J. Statum-Allen, J. Turner, J. Peterson, S. Freeman, N. Cameron, J. Schultz-Brown, R. Vernosh, L. Cathey, E. Agbamu, M. Bierman, P. Duffy, M. Hoerth, T. Burr

Other: B. Heise, J. Eromosek, T. Lonetree, B. Gibbons, W. Moore, N. Moore, B. Xionz, J. Verges, N. Griffith, S. Mohahled, S. Bashim, T. Findlay

I. CALL TO ORDER

The meeting was called to order at 4:00 p.m.

II. AGENDA

A. Promise Neighborhood Update – Presentation was postponed at request of presenter.

B. Final 2013-2014 Budget Revision

FY 14 final budget revisions have occurred in the fully financed funds: General Fully Financed - \$12,967-663 and Community Service Fully Financed - \$1,971,370.

Final recap of FY 14 budget revisions for all revenue funds are:

Revenue	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$505,636,982	\$0	\$0	\$505,636,982
Gen. Fully Fin.	42,775,213	9,467,466	3,500,197	55,742,876
Food Service	25,532,500	0	0	25,532,500
Commun. Service	20,068,945	0	257,670	20,326,615
Commun. Service Fully Fin.	4,772,353	1,493,919	477,451	6,743.723
Building Construct.	26,200,000	0	0	26,200,000
Debt Service	48,715,000	0	0	48,715,000
TOTAL	\$673,700,993	\$10,961,385	\$4,235,318	\$688,897,696

Final recap FY 14 budget revisions for all expenditure changes are:

Revenue	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$518,291,295	\$16,257,801	\$0	\$534,549,096
Gen. Fully Fin.	42,775,213	9,467,466	3,500,197	55,742,876
Food Service	25,532,500	0	0	25,532,500
Commun. Service	21,131,545	0	257,670	21,389,215
Commun. Service Fully Fin.	4,772,353	1,493,919	477,451	6,743.723
Building Construct.	32,000,000	0	0	32,000,000
Debt Service	43,560,000	0	0	43,560,000
TOTAL	\$688,062,906	\$27,219,186	\$4,235,318	\$719,517,410

The Controller provided further clarification on the \$32 million difference from revenue. She indicated administration had built into the FY 13 budget additional assigned fund balances to meet certain next year operating costs and some significant SSSC initiatives that carried over from prior year. In the General Fund, the \$12.7 million used from the fund balance account was accounted for in the previous year's books. The \$16.2 million additional in the General Fund was in assigned with \$11.3 million for SSSC initiatives carried forward from FY 13 and \$4.9 million representing items carried over (purchase orders, school carry over balances etc.). Fully Financed budgets are routinely set up with estimated amounts for grants (\$500,000 or more) and then as grants come in the figures are revised to reflect actual receipt of funds. There was an additional \$15 million in grant funding added into revenue and expenditures. She stated the budget is fully balanced.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the final revision for the FY 14 budget (2013-2014) as presented. Ms. O'Connell seconded the motion.

The motion passed.

C. 2014-15 Legislative Update and Agenda

The 2015 Legislative session convenes on January 6. The focus will be developing the FY 16-17 biennial budget. The Governor's budget recommendations will be based on the November 2014 forecast and then modified based on the February 2015 forecast. Background information was provided on funding for education along with graphs showing changes in revenue since FY 2003. The Legislative Liaison indicated the last several years have been rough for financing of general education as education dollars are competing with other programs (senior citizens, disabled, etc.).

She stated the SSSC 2.0 plan was the guide used in making recommendations with sustainability the primary focus.

SPPS legislative recommendations for 2015 are:

- Early Childhood Education
 - Pre-Kindergarten Programs—Target new early childhood revenue for school-based programs for students who are high-poverty, ELL, or need special education services, to ensure that students with the highest needs have at least one year of pre-K experience prior to kindergarten.
 - Target money to collaborate with groups such as McKnight to provide childcare with standardized curriculum to childcare facilities in St. Paul.
- Updates to funding formulas
 - Extended Time/Year – Tie extended time revenue to the formula and increase the number of hours that a student could be eligible for extended time revenue. Allow flexibility for a district to offer 400 hours (current law allows for 195 hours) using an array of both academic support and applied academic services for eligible students. In addition, support the Ignite Afterschool proposal to create new state funding to fund competitive grants for afterschool programming.
 - Integration Rule — allows districts to provide targeted, culturally relevant specialized programs to engage students and improve achievement. Four of our seven racially isolated schools are magnet programs that currently have, or will have in the future, specialized programs targeted for communities of color.
 - Basic Formula – Increase the basic formula allowance and index it to inflation. Formula does not increase for 2014-15.
 - Local Option Revenue – Allow local option revenue to account for regional labor costs.
 - Levies – Allow local boards parity with cities and counties in determining their levies.
 - School Closings - Document costs of school closing due to weather and work with agency to determine protocol for making the determination and offsetting the costs during extraordinary years.
 - Oppose any new unfunded mandates
- Specialized services

- English Language Learners—Continue formula phase in to 7 years. Expand concentration formula to weight students who are new to the district and have little or no formal education.
- Special Education cross-subsidy—fully fund special education formula to eliminate the cross subsidy. The State funding task force recommended major changes in the special education formula that in FY 16 moves to a census based, student driven formula including benefits. However, the recommendations included a more substantial state share of revenue to adequately address some of the cross-subsidy issues. Special education cross-subsidy aid was only provided for FY 14 and FY 15 only. In FY 12, the MDE cross-subsidy report estimated that St. Paul's cross-subsidy was over \$36 million (\$838 per WADM).coming out of General Funds.
- IEP related mental health services – Maximize federal revenue for IEP related mental health service. Minnesota leaves federal matching money on the table for medical assistant eligible mental health and other related services that are included in a student's IEP.
- Mental Health Grants – Increase school linked mental health grants. The need for services still outstrip the money available for schools to adequately serve students and families. DHS hold health plans accountable to create and maintain medical homes for students in Prepaid Medical Assistance Program.
- College and Career Readiness
 - Credit and Internships Opportunities – Create incentives and remove barriers for collaboration with post-secondary and other institutions (business, non-profit, other units of government) that provide credit and/or robust internship opportunities. The more students who stay in high schools and earn dual credits in he high schools benefits income to SPPS.
 - Concurrent Enrollment – Increase funding and flexibility for concurrent enrollment in high schools and post-secondary institutions.
 - Career and Technical Ed - Allow for credit acceleration starting in 6th grade for career and technical (CTE) that is offered outside of the school day/year.
 - State Testing and graduation – Update the current assessment law and rule to grant exceptions to graduation testing requirements for special circumstances such as transfers, ELL, and prolonged illness.
- Support Programs to Reduce Mobility, Homelessness, and Family Violence
 - Foster Care—Fostering Connections Legislation that increases coordination with the state and county to help identify, stabilize, and support foster care students.
 - Housing Supports for High Mobility and Homelessness—safe and affordable housing is critical to learning.
- Teacher Excellence
 - Teacher Evaluation Resources—Currently the teacher evaluation law is not aligned to QComp. QComp resources are capped, and there is inequity in resources to implement the new teacher evaluation mandate for non-Q Comp districts, which receive \$300 per teacher for FY 15 only.

QUESTIONS/DISCUSSION:

- The Board requested the third paragraph of the cover memo be modified to include the statement “students ready for academic success in high school.”
- To get to the substance of college and career readiness, the focus is on optimization of opportunities for kids and no inappropriate financial incentives. Response: Yes. How can we ensure we are not inadvertently benefitting those who really do not need the help? Does this possibly favor white middle class kids with college-educated parents? Response: There have been significant changes in the identification process for ALC services and how students who met specific criteria are invited. Those students in the 40th percentile and below are invited first then; if space is available, participation is opened to other students. The assessment system is designed to support those students who are off track first.
- The Board stated it wanted students to have more opportunities to obtain double credits in whatever way is available to them. SPPS needs to find a way to create economy of scale in order to expand opportunities for kids who have other barriers (transportation, etc).

- Administration stated the program is targeted to particular students with stringent requirements (being below the 40th percentile) and a rigorous system for identifying students who are most under served while still trying to benefit all students.
- Administration noted in regard to Special Ed, SPPS provides a subsidy of \$36 million from the General Fund for this federally mandated (and under-funded) program. An additional factor is there is incentive for charters and other districts to send their kids to SPPS or other large districts that bear the heaviest impact. This was addressed to a degree last year with a bill back service to charters. All districts need to be treated equally.
- SPPS needs to push Minnesota legislators to ensure the Federal government to meet its obligations under IDEA.
- The Legislative Liaison indicated she would provide an update following election results and if there is a shift, how that will affect legislative results.

RECOMMENDED MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the direction of the 2014-15 legislative agenda. Ms. Doran seconded the motion.

The motion passed.

D. Project Labor Agreement (PLA) Update

The Director of Facilities indicated he would review the history and past practice of PLAs in SPPS, share practices of other governmental agencies and review SPPS policies through a racial equity lens.

A PLA is a pre-hire collective bargaining agreement with one or more labor organizations that established the terms and conditions of employment for a specific construction project. The agreement was signed on March 24, 2009 between SPPS and St. Paul Buildings and Trades Council. Individual contractors "assent" to that agreement. The PLA ensures no work stoppages, strikes, sympathy actions, picketing, slowdowns or other disruptive activities. A PLA specifies that contractors will pay the current union wage for all trades on a construction project. It does not require union membership, just union rate. The contractor must also pay into the Minnesota State Building Trades Health Reimbursement. Prevailing wage is the hourly rate, including benefits, established by the Department of Labor and Industry to reflect local market conditions within each county. BOE Policy 715.00 requires all contractors to be paid at least the prevailing wage rate.

Modern PLAs were developed during WW II, a time when government spending on construction increased greatly. These PLAs focus on establishing standard rates of pay and preventing work stoppages.

The benefits of using a PLA is it promotes cost-effective and safe construction by providing properly trained construction labor and assurance that construction will proceed without staffing shortages, safety incidents, labor disputes and work stoppages. The claim is frequently made it increases construction costs by decreasing competition and favors union companies.

In January 2005, the SPPS Board established a task force to review and recommend a process for PLAs with the Ramsey County PLA model used as a starting point. In February 2005, the Board adopted the task force's recommendation to evaluate all future construction projects with cost estimates exceeding \$250,000 for the use of a PLA.

Staff provided a chart showing the decision process used for PLAs. The criteria for recommending use of a PLA are: size of project, estimated cost of the project, the complexity of the project, the number of trades involved the tightness of the construction schedules and the potential for work stoppages. The PLA process takes approximately 60 days to complete.

PLAs are submitted to the following groups for their recommendation regarding it.

- SPPS BOE - Recommend use 43% of the time
- SPPS Facilities Department – Recommend use 41% of the time
- St. Paul Building and Trades Council – Recommend use 61% of the time
- National Association of Minority Builders – Does not respond
- Associated General Contractors – Recommend no use 10% of the time but offer no response 90% of the time
- Associated Building and Contractors – Recommend no use 82% of the time and do not respond to the remaining 18% of submittals.

Staff provided a chart showing number of PLAs solicited and approved plus the total cost to the PLA projects from 2010 through 2014. In total 87 were solicited, 37 approved for a total PLA project cost of \$51.7 million. This data was also presented in graphic format. From 2007 through 2014, 63% of PLAs were multiple trades with 37% single trade.

Within other agencies, PLA use was

	SPPS	City of	Ramsey	MPLS Public
Yr. Initiated PLAs	2005	Saint Paul 2009	County 2002	Schools 2004
Response Time	30 days	10 days	not specified	N/A
Project Amount	\$250,000	\$250,000	\$100,000	N/A
All Projects or Selective	Selective	Selective	All	All

The City of Saint Paul's study on PLAs show there is no adverse impact on the participation of women and minority owned businesses on PLA construction projects. The City and the State have explicit participation goals, both within PLAs and not, and monitor accordingly. SPPS does not have participation targets.

QUESTIONS/DISCUSSION:

- The participation guidelines, do they include the percent of women and minority owned businesses and is there a provision as to number of employees operating on a site? The Board would like to see this language put into SPPS contracts. Response: SPPS has a meeting scheduled with the City of St. Paul to get a clearer picture to see what is applicable to SPPS. With the newly approved SPPS Racial Equity Policy, SPPS needs to look at all layers and what needs to be done to align the Equity Policy to PLAs.
- A Board member stated that as a "woman-owned business" she did not understand why SPPS does not already have participation goals. These are critically important and are actually much broader than construction. SPPS needs to look at all contracts with the same perspective so is not restrictive.
- Administration stated the City has participation goals written in to non-PLA and PLA work for the percentage of participation of minority and women-owned businesses. It was noted this specifies women, minority or disadvantage business owners only, NOT who those entities hire.
- SPPS has fewer trades' people on staff than say Minneapolis so it handles fewer in-house projects. Should SPPS look at this?
- When a PLA comes before the Board and questions are asked it is to make sure that the companies that are employed have an opportunity to do work for SPPS. Does SPPS look at only union contractors by requiring prevailing wage? Response: St. Paul is a heavily organized labor market so results are skewed by this. SPPS does not see cost variance between PLA projects compared to union wage projects. SPPS does not track who is truly on the job site.
- Is "impact" a criterion in establishing a PLA? Response: Impact manifests within the stated criteria but is not a criterion itself. St. Paul looks at impact within the schedule and costs and within the potential liabilities within a construction window.
- The Board asked that, as the process is refined, that the notion of impact be more clearly articulated within the criteria.

- The Board indicated it would encourage the pursuit of even a 10% participation in construction for women and minority-owned businesses.
- When you look over all facilities, you know SPPS has old buildings. When you look at the overall strategic plan, SPPS should look at trades that might be needed on a regular basis such as brick workers and consider staffing for such.
- The Board asked Facilities to have a yearly conversation with the trades so they understand what is meant by PLA, a refresher.
- A Board member noted the Information provided to the Board is becoming less and less useful in making decisions. Staff was asked to provide a brief outline of the reasons for the recommendation or no recommendation be supplied to Board members. This would be more helpful in decision-making.
- Can SPPS track participation goals within their process? Response: Work is being started around this whole issue so SPPS is looking not only at construction projects but also at other kinds of things such as purchasing projects relative to the Racial Equity Policy.
- Staff stated that within the last year they have changed how they are writing requests for architectural and engineering contracts in order to be more inclusive.
- It was noted the Federal goals are 30% minorities, 8% women. Large contractors say they are not having difficulty meeting those goals. The Board noted it was time for SPPS to think through the process and how they will address it.
- The Board requested staff keep the integrity of the current PLA process in place but look further at participation goals and assess what impacts have been and how it wants to move forward with contracts (PLA or non-PLA). Staff was asked to come back to the Board with follow-up information.

E. Rethinking School Start Times for 2014-15

Staff indicated this update would provide background and rationale for rethinking school start times including research, start time scenarios, on-going Metro Transit collaboration, outreach and feedback trends and the recommendation from the Steering Committee.

Research indicates that later sleep patterns are largely biological not necessarily behavioral. Nine or more hours of sleep, is best for teenagers and 69% of high school students do not received the optimal eight hours of sleep? The delayed onset of melatonin for teens makes it difficult to go to bed earlier. The release of melatonin and the natural sleep cycle begins between 10:45 and 11:00 p.m. Later school start times show no impact on when teens fall asleep.

Health impacts when students received less than eight hours of sleep include:

- Increased rates of depression, anxiety and fatigue
- Increased risk of suicide
- Increase rates of auto accidents
- Decreased athletic and motor skills
- Weight gain and/or elevated blood pressure
- Increased likelihood of criminal or risk-taking behavior (drugs, alcohol)
- Interference with brain development (memory formation)

Research indicates that the results of an 8:30 or later secondary school start time are:

- Improved attendance and decreased tardiness
- Improvement in continuous enrollment
- Similar bed times as those with 7:30 a.m. start times
- Improved health and fewer trips to the nurse
- Improved alertness
- Increase in GPA
- Increase in percent of students scoring "proficient" on MCA math
- Increase in secondary students eating breakfast.

At the elementary level earlier, start times show:

- Increase in student attentiveness

- Increase in elementary students eating breakfast
- Schools are able to structure core classes before lunch and during the best learning time
- A decreased need for morning childcare allows fewer transitions for students
- After the first year, most families and school staff report a preference for the earlier start time.

In working to determine alternative start times SPPS worked through a three-month process and analyzed each scenario against the required transportation criteria (student ride time, impacts to after school activities, customer service, DPAC feedback, cost and efficiency). Feedback from the District Parent Advisory Council (DPAC) was reviewed. Only one alternative for current start times met the required criteria.

Several scenarios were investigated. A one-tier system with all schools running at 8:30 start times. A two-tier system with 8:00 and 9:15 a.m. start times and a three-tier systems (middle and high school on different tiers, middle and high school on same tier, various time ranges.) Also looked at were the current system with no change (7:30 a.m. middle and high schools, 8:30 a.m. most elementary community schools, some regional magnets elementary schools, most district-wide elementary schools and some special sites and 9:30 a.m. – most K-8 schools, some elementary community schools, dual campus elementary schools, some regional elementary schools and most special sites). Also the current system with changed start times (7:30 a.m. – elementary community schools, regional magnet elementary schools, special sites; 8:30 a.m. middle and high schools and 9:30 a.m. – district-wide magnets, K-8 schools, dual campus schools and some special sites).

SPPS has worked with ongoing collaboration with Metro Transit to determine if they can meet transportation needs of SPPS. Multiple capacity reports are being analyzed. SPPS would still need a three-tier system even with a partnership with Metro Transit. 8:30 high school start times are the most conducive for Metro Transit. Initial reports indicate that 77% of rides would be 45 minutes or less; 23% would be 45-90 minutes. Further analysis needs to be done on how to overcome the challenges faced by underserved areas of the city.

During the process, SPPS was involved with extensive outreach. 2000 stakeholders (families, students, SPFT, teachers, principals and community partners) were met with. There were over 1,500 responses to the survey. Results of the survey were very close with 51.8% preferring the changed start times and 48.2% wanting no change. Feedback trends show:

- Research clearly favors later start times for teens
- The decision to shift times should have been made years ago
- Parent of elementary students will understand when their children become teens and
- The majority of people support later times for teens but are against early start times for elementary schools.
- Families fear the loss of evening family time
- Some students having a 7:30 a.m. to 6:00 p.m. day
- Shifting childcare needs
- Safety concerns about before 7:00 a.m. bus pick up.
- Shifting all middle school and after school activities back an hour
- Community partner challenges – staff shortages due to high school students not being dismissed until 3:00 p.m. and moving recreation leagues to alter in the evening.

The SPPS Steering Committee was made up of participants from SPFT, principals, teachers, the Youth Commission, Discovery Club, parents/families, Park & Rec, the SPPS Foundation, PACs, Transportation, ALC/EDL and Athletics. The committee met regularly to synthesize feedback and guide the outreach process. They provided the following recommendation to the Superintendent:

- 1) Maintain the current start times for school year 2015-16,
- 2) Continue working with Metro Transit to determine if any partnership would alter proposed alternative start time scenarios and

- 3) They support shifting start times, but want to ensure SPPS has time to analyze new information to avoid the possibility of schools shifting start times in successive years.

QUESTIONS/DISCUSSION:

- A student offered her view on the change of start times expressing concern that clubs and athletic events would begin later and she would get home later for homework and sleep time.
- The Superintendent stated she supports the Steering Committee recommendation stating SPPS needs to take the time to have all information processed in order to make the best decision.
- A Board member stated they struggle, as there are all kinds of research to improve achievement for kids by changing start times. Research on high school has been available for many years and elementary, what there is, is positive. Transportation is there to get kids to school. The Board members expressed concern that two questions have not been addressed: 1) What time to start and 2) how to get the students to the schools. These are two separate decisions. Why is the achievement issue not front and center in regard to timing? Response: Within the start time data on the survey, the most important items are the comments within responses. SPPS wants to wait to see results from the Metro Transit study and how that affects alternative transit proposals. If SPPS did a wholesale shift now and were able to collaborate with Metro Transit, it might lead to potentially sequential time changes for some schools over the next couple of years.
- Staff noted one factor can affect transitions for elementary students and could lead to multiple time changes for some students, which would be undesirable.
- If it were academics, only the entire system would be at two tiers however later after school events/programs would affect homework and sleep start for older students potentially as well.
- A comment from a steering committee member was if the decision were just based on academic learning, they would have made the change immediately. He stated the committee was asked to have a cost neutral scenario and that was a handicap to the committee. The committee needs time to explore further and would welcome continuing the work as more information becomes available.
- A Board member noted the feedback on the surveys was people giving their honest comments and feedback on issues with most wanting high school to have later start time. The alternative solution with Metro Transit should have been just that and decisions should not be contingent on a partnership that may or may not happen.
- A Board member noted there are many poor families in St. Paul that rely on after school programs or work to help support their families. He asked if enough input has been received from these families. He stated SPPS needs tackle the achievement gap and will a time change really make that great a change. He asked that staff learn more from families directly impacted by the changes and the impact it would have on them.
- Another Board member stated she shared the frustration on research showing how later start for high school would benefit students. She felt ridership on Metro Transit would be a good thing as more teenagers are not getting drivers licenses so that would allow them to learn transportation issues/processes/strategies and allow them greater access to available programs, events, locations. She felt the focus needs to be about the students and shifting the achievement gap. She noted another issue involves pathways, if area schools were improved not as many parents would feel the need to send their kids across town.
- Staff noted the system is committed to provide pathways and these are not necessarily all close to community schools.
- Metro Transit routes on the east side of St. Paul to traditional schools would need to be increased. If this partnership is to increase academic opportunities for students and drive through a racial equity lens, how realistic is it that Metro Transit could address that issue over the next year. Response: The Metro Transit representative stated that using current schedules MT could move 3 of 4 students with average trip time of one-half hour. In Minneapolis MT transports, all high school students (all high schools and alternative schools) however the route/school match is very compelling in Minneapolis. It is not so much so in St. Paul. MT is reviewing current student location data now and is seeing

some improvements. In Minneapolis MT added 90 additional trips daily however, there are limitations to what can be done under Federal laws. Students must ride established routes, at the established time and pay a fare. MT cannot create routes that benefits a school or students. If a new route is created, it has to have broad ridership potential within the community. In Minneapolis, students may ride an unlimited number of trips from 5 a.m. to 10 p.m. 7 days a week at a cost to Minneapolis of \$300/student/year.

- Why could this be done in Minneapolis and it is not as possible in St. Paul? Response: It is the mismatch in two areas – the location of St. Paul high schools and current route structures along with the pockets of students not served by current route structures. In Minneapolis, MT sequenced building routes in Minneapolis over a three-year period.
- Some of the “holes” in this are the impact on after school activities, responsibilities, and families opposing having young children at bus stops early in the morning. SPPS Transportation is looking harder at tier compression, wants to reflect a commitment to achievement first, and a commitment to participation with Metro Transit.
- A Board member noted, this is about money and SPPS hamstringing the steering committee with the cost neutral requirement. It appears if SPPS wants achievement above other things then it needs to be paid for. Spend more money and move to two tier systems.
- Has adequate research been done on having kids out earlier and how that affects families?
- A Board member noted this is the right thing to do and putting it off is of concern, particularly if it is dollars. It does not have to be about putting everyone on Metro Transit. Response: In terms of the evaluation done by Transportation, there are many issues with going to two-tier system particularly with contracted services. If a group of students are allowed to use Metro Transit, SPPS buses still need run the routes for the other 23% of students. The biggest concerns with elementary was safety – that is a very personal issue. It is not unusual for kids to be at bus stops at 6:45 a.m. Transportation would like a chance to look further into transit.
- The comment was made that solutions are difficult but the science is simple -- this will help kids.
- The Chief of Academics stated research shows it is a good idea to give adolescents a later start. It is juggling the needs of the families and families are very divided on the issue. It is a complicated situation.
- The Superintendent stated she could not condone spending extra dollars to move high school start time only one-half hour.
- Administration state the time constraints involved in this is production of the School Choice Catalog that goes to families on December 1.
- A Board member stated there is not enough time to make a Metro Transit decision even by delaying one month. If the decision was delayed, one-month staff could do some number crunching on a two-tier system. Concern was expressed that the science shows the benefits of later start times so there is a need to consider this change. Would it be possible to have reasonably accurate projections within one month?
- Staff noted the positive impact of shifting later does not start until 8:30 a.m. and the best start times are 9:00 or 9:30. That, however, affects after school participation and/or employment opportunities. SPPS could see some benefits but they would be very nuanced.
- The two-tier system would cost an additional \$8-10 million dollars.
- Concern was expressed about having the conversation an all or nothing with Metro Transit. SPPS needs to think out of the box on how to address the stray student issues. It is apparent more time is needed to explore options.
- A Board member noted the catalog needs to show school start times, it does not need to identify transportation specifics.

MOTION: Ms. Carroll moved additional time be allowed to extend the conversation. The motion died for lack of a second.

RECOMMENDED MOTION: Ms. Seeba moved further discussion on this item to the Board of Education meeting along with a public comment period. Mr. Brodrick seconded the motion.

The motion passed.

- The Superintendent noted transportation cannot be unlinked from a decision as many families need that to get kids to after school activities or home to care for siblings. She also noted that if the decision is to go with something other than the recommendation, time needs to be allowed for preparation of information.

F. Standing Item: Policy Update -- None

G. Standing Item: PLTT Update -- None

H. Standing Item: SSSC 2.0 Update -- None

I. Work Session

1. Board Check-In

The Board reviewed their participation in the meeting for the evening and analyzed how to make future interaction more transparent.

2. Future PLTT Updates Game Plan

The COB Chair noted that future PLTT updates would occur as follows: in-depth updates would be made at the COB meetings beginning with October 21. Video updates would be made the all BOE meetings.

3. Brief Recaps of PAC Listening Sessions

- The Board discussed the requests made by the Somali community at their recent meeting.
- The Board requested a senior staff member be present at future listening sessions.
- The Board requested information for the upcoming two sessions with the Hmong and Karen communities.

4. The HR Director indicated the general counsel search has been concluded and announced whom the offer will be made to with the finalization of the decision at the October 14 BOE.

5. Director Brodrick reiterated his request for information regarding use of referendum dollars – a cash flow analysis and full referendum update on all referendum dollars.

6. Further discussion on the Start Time decision was held.

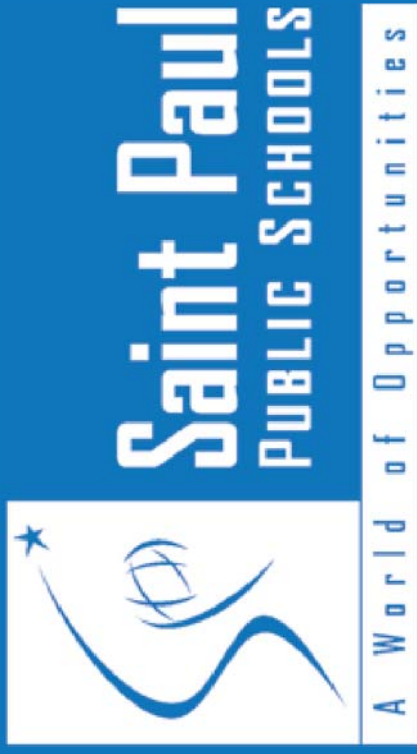
III. ADJOURNMENT

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

The motion passed:

The meeting adjourned at 9:35 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk



Office of College and Career Readiness

Saint Paul Public Schools Board of Education Presentation
Jon Peterson, Director, Office of College and Career Readiness (OCCR)
Tuesday, October 14, 2014



Organizational Structure

Office of College and Career Readiness (OCCR)

Jon Peterson, Director

Alternative Education

Dr. Fatima Lawson, POSA

- Reading and Math Program (RAMP)
- Hubs/Collaboratives
- Summer term (S-Term)
- Extended day learning (EDL)
- *Freedom Schools*
- Multi-district programs

Post-secondary partnerships

Dan Mesick, POSA

- Career and Technical Education (CTE)
- *Youth Career Connect Grant*
- Post-Secondary Enrollment Options (PSEO)
- Concurrent enrollment/Early College Model

Graduation Progress and Acceleration

Darren Ginther, Supervisor

- Secondary counseling
- Elementary counseling
- Non-public counseling
- *It's Never Too Late to Graduate*
- *Gateway to College*
- Summer graduation
- Naviance

Alternative Education

- LEAP and Gordon Parks High Schools, Programs and Budgets, grades 9-12
- Evening High School (EHS) and Eastside Learning Hub @ Harding, grades 9-12
- Credit Recovery Using Online Resources, grades 9-12
- Charter School Partnerships
- Guadalupe Alternative Program (GAP) Contract Alternative



Post-secondary partnerships

- Career/Technical Education Programs
- Youth Career Connect grant
- Early College
- PSEO



Post-secondary partnerships

- College Access and Community Partnership Programs
- Outreach to Families
- OCCR Branding
- Building/Principal Partnerships



Graduation Progress and Acceleration

- Secondary Counseling
- Elementary Counseling
- Non-public Counseling
- It's Never Too Late to Graduate



Graduation Progress and Acceleration

- Gateway to College
- Crisis Response Team
- Summer Graduation
- 8th Grade College and Career Assessment and planning



Questions?

Saint Paul Public Schools Board of Education Presentation
Jon Peterson, Director, Office of College and Career Readiness
Tuesday, October 14, 2014

Calendar Committee

FY 2016 Calendar Revisions

Sue Snyder & Hans Ott

The Center



SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2015-2016 School Year

AUGUST 2015						
SU	MO	TU	WED	THU	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST
 25 New Teacher Orientation
 27-28 PD for Selected Staff
 31-4 Opening workshops

SEPTEMBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER
 7 Labor Day
 8 EIS Classes begin
 8,9 P & K No School conf.
 10,11 P & K No School Prof. Dev.
 14 P & K Classes begin

OCTOBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER
 15,16 NO SCHOOL All Sites
 State teacher meetings
 4-8 NO SCHOOL All Sites
 Spring Break

NOVEMBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER
 2 PINE - No School Conf. Prof. Dev. S-in session
 9 End of Q1 (42 days)
 19 P - No School: Conferences
 20 NO SCHOOL All Sites
 PINE-Conferences (plus two evenings to be scheduled by school, S-Prof. Dev.)
 26-27 NO SCHOOL All Sites Thanksgiving

DECEMBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER
 12/23- Winter break 1/1
 4 Classes resume
 18 NO SCHOOL All Sites Martin Luther King Day
 22 End of Sem1 (85 days)
 25 PINE-Prof. Dev. S-Grading

JANUARY 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY
 4 Classes resume
 18 NO SCHOOL All Sites Martin Luther King Day
 22 End of Sem1 (85 days)
 25 PINE-Prof. Dev. S-Grading

FEBRUARY 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY
 12 P - No School Prof. Dev.
 15 NO SCHOOL All Sites Presidents Day
 23 NO SCHOOL All Sites PINE-Conf. Prof. Dev. S-Prof. Dev.

MARCH 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH
 17 P - No School: Conferences
 18 PINE- No School: Conferences (plus two evenings to be scheduled by school, S-in session)
 25 NO SCHOOL All Sites PINE-Prof. Dev.

APRIL 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL
 15,16 NO SCHOOL All Sites State teacher meetings
 4-8 NO SCHOOL All Sites Spring Break

MAY 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY
 30 NO SCHOOL All Sites Memorial Day

JUNE 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE
 10 Last day for students End of Q4 (44 days)
 13 Last day for teachers

Shaded dates indicate the days that students in all grades are not in school. Square boxes indicate that there is no school for selected grades.

The Center



SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2015-2016 School Year

AUGUST 2015						
SU	MO	TU	WED	THU	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST
 25 New Teacher Orientation
 27-28 PD for Selected Staff
 31-4 Opening workshops

SEPTEMBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER
 7 Labor Day
 8 EIS Classes begin
 8,9 P & K No School conf.
 10,11 P & K No School Prof. Dev.
 14 P & K Classes begin

OCTOBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER
 15,16 NO SCHOOL All Sites
 State teacher meetings
 4-8 NO SCHOOL All Sites
 Spring Break

NOVEMBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER
 13 End of Q1 (47 days)
 19 P - No School: Conferences
 20 NO SCHOOL All Sites
 PINE-Conferences (plus two evenings to be scheduled by school, S-Prof. Dev.)
 26-27 NO SCHOOL All Sites Thanksgiving

DECEMBER 2015						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER
 12/23- Winter break 1/1
 4 Classes resume
 18 NO SCHOOL All Sites Martin Luther King Day
 28 End of Q2 (42 days)
 29 NO SCHOOL All Sites PINE-Prof. Dev. S-Grading

JANUARY 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY
 4 Classes resume
 18 NO SCHOOL All Sites Martin Luther King Day
 28 End of Q2 (42 days)
 29 NO SCHOOL All Sites PINE-Prof. Dev. S-Grading

FEBRUARY 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY
 12 P - No School Prof. Dev.
 15 NO SCHOOL All Sites Presidents Day
 26 NO SCHOOL All Sites PINE-Conf. Prof. Dev. S-Prof. Dev.

MARCH 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH
 17 P - No School: Conferences
 18 PINE- No School: Conferences (plus two evenings to be scheduled by school, S-in session)
 25 NO SCHOOL All Sites PINE-Prof. Dev.

APRIL 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL
 15,16 NO SCHOOL All Sites
 State teacher meetings
 4-8 NO SCHOOL All Sites Spring Break

MAY 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY
 30 NO SCHOOL All Sites Memorial Day

JUNE 2016						
SU	MO	TU	WED	THU	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE
 10 Last day for students End of Q4 (44 days)
 13 Last day for teachers

Key	
P	Pre-K
K	Kindergarten
E	Elementary
S	Secondary
#	End of Quarter
□	No School Selected Grades
■	No School All Grades

E - 173 Days, S - 175 Days

FY 2016 Calendar Revisions

Conference Prep/PD/Grading

- **P/K/E Conference Prep moved:**
 - Monday, Nov. 2nd to Friday Oct. 30th
- **P/K/E PD & Secondary Grading move:**
 - Monday, Jan. 25th to Friday, Jan. 29th
- **P/K/E Conference Prep & Secondary Grading move:**
 - Monday, Feb. 29th to Friday, Feb. 26th



FY 2016 Calendar Revisions

Conference Prep/PD/Grading

Maintain consistency of Friday's off throughout the year
Support meaningful assessments and grading windows

The Center



FY 2016 Calendar Revisions

Length and End of Quarters

- 1st Quarter Sept. 8th - Nov. 13th (47 days)
- 2nd Quarter Nov. 16 - Jan. 28th (42 days)



FY 2016 Calendar Revisions

Length and End of Quarters

**Support meaningful assessments and grading windows
Extend 1st quarter to support a strong start to school year
rituals and routines**

The Center



Calendar Committee

FY 2016 Calendar Revisions

Sue Snyder & Hans Ott

The Center



Goal 1: Achievement

Growth & Proficiency

DISTRICTWIDE DATA (SY 2013-14)

VisionCard Levels

Critical Concern Stable Progress Vision

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



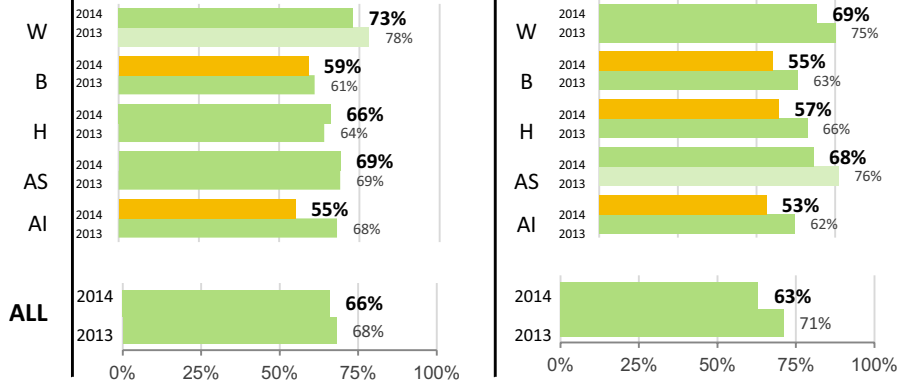
GROWTH

MCA Reading (VISION > 75%)

MCA Math (VISION > 75%)

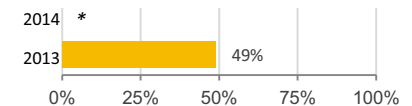
Groups

% of students making medium or high growth on the Minnesota Comprehensive Assessments (MCA)



ACCESS (VISION > 55%)

% of Emergent Bilingual students making progress
*MDE has not yet released this metric for 2014.



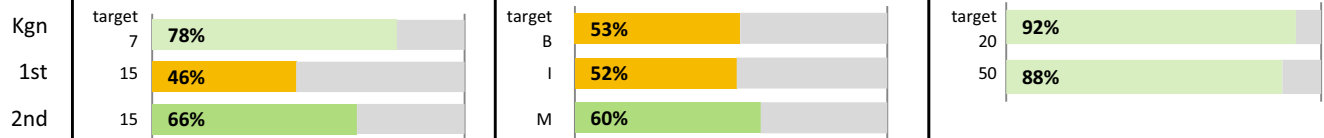
Mondo Bookshop Assessment Spring 2014 (VISION > 75% at or above Benchmark Target)

Grades

Oral Language

Text level/comprehension

Letter-sound correspondence



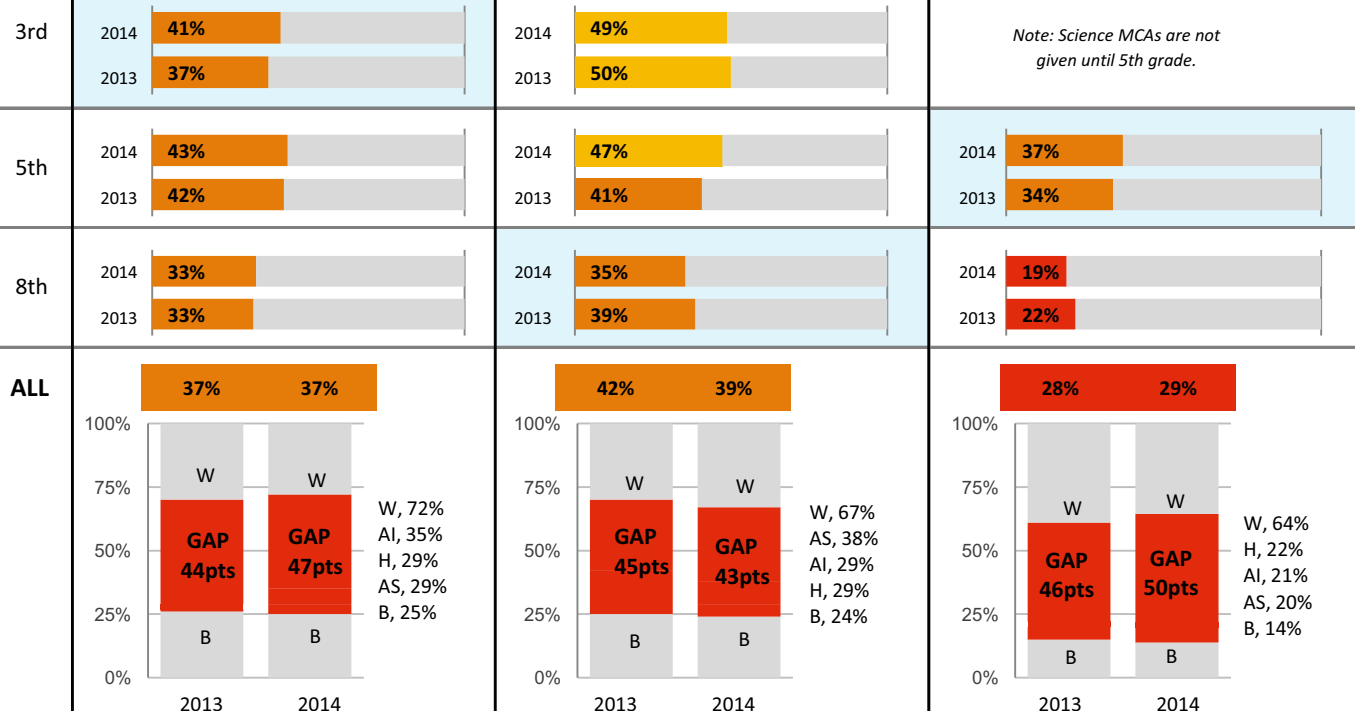
MCA + MTAS + MOD (VISION > 75% proficient, GAP < 10 percentage points)

Grades

Reading

Math

Science





Growth and Proficiency VisionCard

Michelle Walker
Chief Executive Officer
October 14, 2014



VisionCard Organization

- Organized by the five focus areas of SSSC 2.0



Six VisionCards

- Racial Equity
- Personalized Learning
- College and Career
- Programs and Pathways
- Systems
- plus**
- Growth and Proficiency



VisionCard Levels

- Level 1 – Critical
- Level 2 – Concern
- Level 3 – Stable
- Level 4 – Progress
- Level 5 – Vision

VisionCard Levels



Growth and Proficiency Metrics

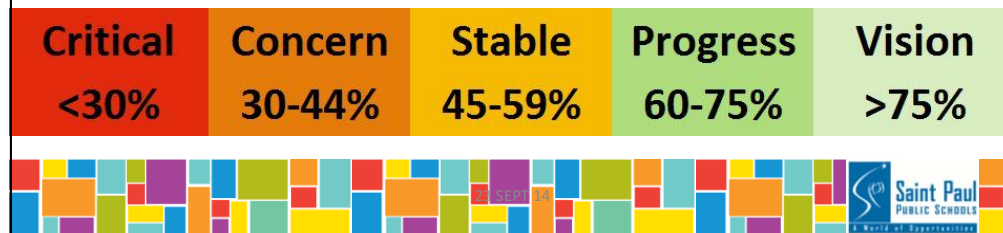


Measure	Vision level
MCA Growth: % of students making medium or high growth	> 75%
ACCESS: % of students making progress	> 55%
Mondo: % meeting spring grade-level benchmark for oral language (K-2)	> 75%
Mondo: % meeting spring grade-level benchmark for text level (K-2)	> 75%
Mondo: % meeting spring grade-level benchmark for letter-sound correspondence (K-1)	> 75%
MCA+MTAS+MOD: % of 3rd graders proficient in Math and Reading	> 75%
MCA+MTAS+MOD: % of 5th graders proficient in Math, Reading, & Science	> 75%
MCA+MTAS+MOD: % of 8th graders proficient in Math, Reading, & Science	> 75%
MCA+MTAS+MOD Math (grades 3-8 & 11): Largest gap between racial/ethnic groups	< 10 pct. pts.
MCA+MTAS+MOD Reading (grades 3-8 & 10): Largest gap between racial/ethnic groups	< 10 pct. pts.
MCA+MTAS+MOD Science (grades 5, 8, & HS): Largest gap between racial/ethnic groups	< 10 pct. pts.



Early Readers Report (Mondo)

- These results come from formative assessments, used by teachers to measure literacy development in order to guide instruction.
- Percentage of students at or above the benchmark target gives an indication of how students are developing and applying their early literacy skills.

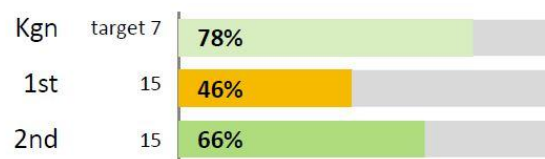


Early Readers Report: Oral Language

Mondo Bookshop Assessment Spring 2014
(VISION > 75% at or above Benchmark Target)

Grades

Oral Language

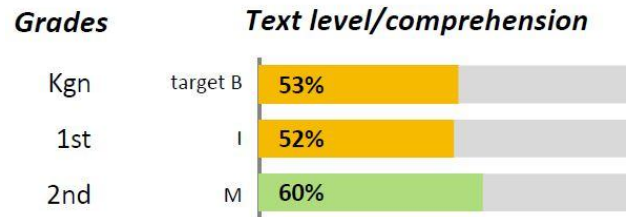


- Kindergartners reached Vision level in oral language.
- 1st graders were at the Stable level; 2nd at Progress.



Early Readers Report: Text Level

Mondo Bookshop Assessment Spring 2014
(VISION > 75% at or above Benchmark Target)

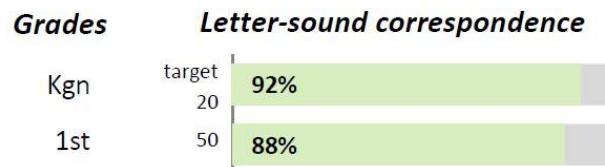


- 2nd graders were at Progress level in text level/comprehension.
- Kindergartners and 1st graders were at Stable level.



Early Readers Report: Letter-sound

Mondo Bookshop Assessment Spring 2014
(VISION > 75% at or above Benchmark Target)




Kindergartners and 1st graders were at Vision level in letter-sound correspondence.



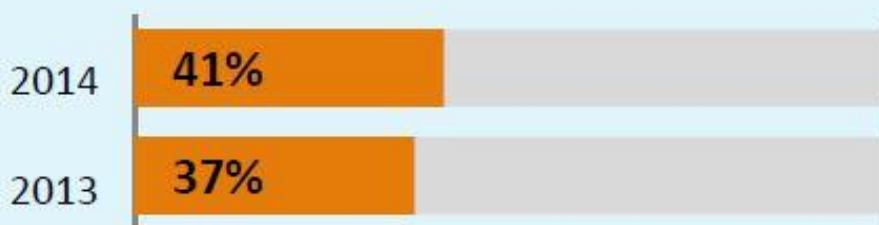
Proficiency

- Proficiency = Did a student reach the target score?
 - Ex: Minnesota Comprehensive Assessment (MCA) targets linked to grade-level standards
- Percent proficient = What percentage of students reached that target?
- Note that results include the alternative MN Test of Academic Skills (MTAS) and the modified MCA (MOD), along with MCA.
- The following are the “milestone” grades and subjects, originally developed as part of the *Strong Schools, Strong Communities* strategic plan.

Critical	Concern	Stable	Progress	Vision
<30%	30-44%	45-59%	60-75%	>75%



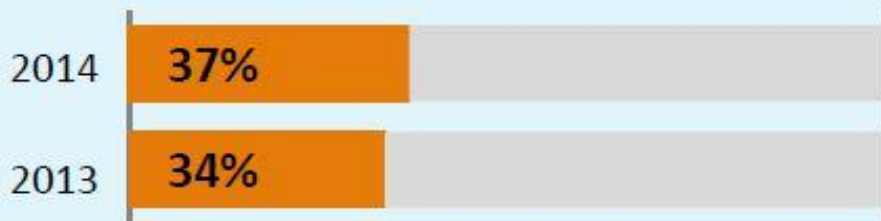
MCA – Grade 3 Reading



Grade 3 reading proficiency was higher in 2014 than in 2013, still at Concern level.



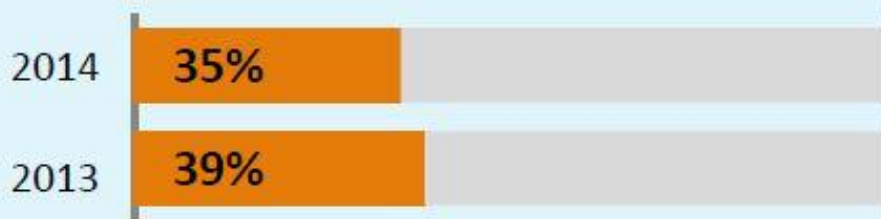
MCA – Grade 5 Science



Grade 5 science proficiency was higher in 2014 than in 2013, still at Concern level.



MCA – Grade 8 Math



Grade 8 math proficiency was lower in 2014 than in 2013, remains at Concern level.

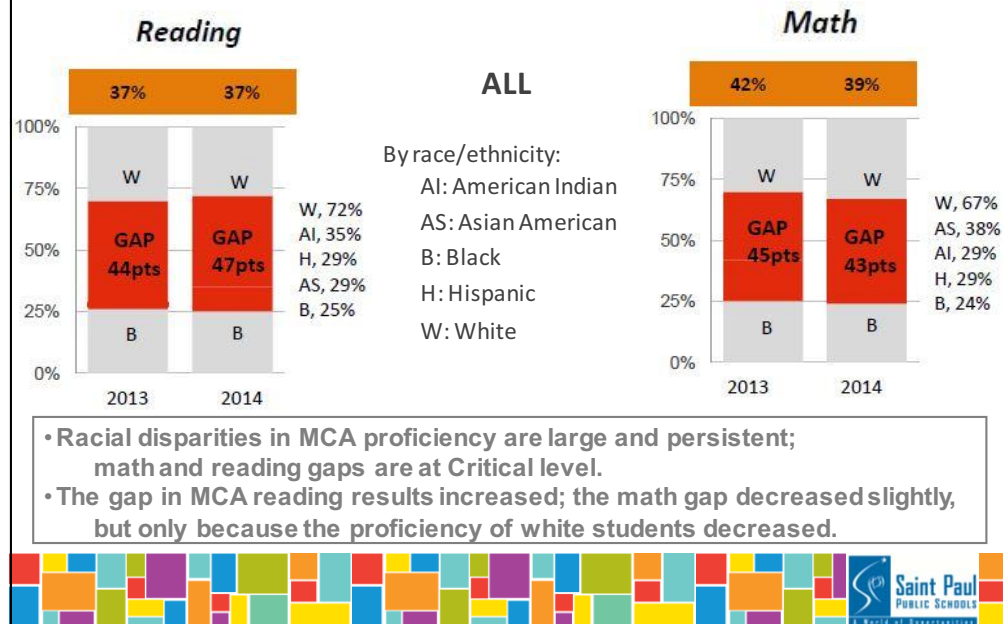


Percentage Point Gaps - Proficiency

- What are the racial disparities in proficiency rates (percent proficient)?
- Largest Proficiency Gap = difference between highest percent proficient and the lowest, among race/ethnic groups



MCA – Overall Proficiency and Percentage Point Gap



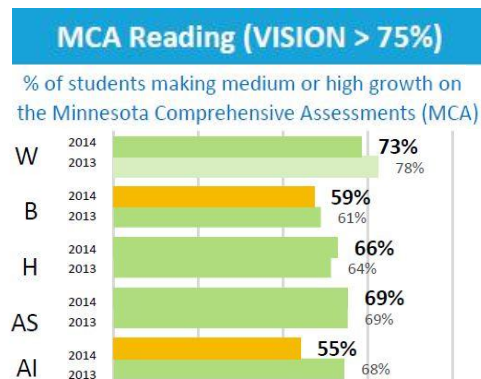
Growth

- Individual student growth = How much did a given student improve from the most recent measurement?
 - MCA Growth Model = How did a student's year-to-year change in score compare to others with the same score on the most recent test?
 - Note:* This is the same individual growth model that is used for the MN Department of Education (MDE) Multiple Measurement Rating (MMR)
- Percent making growth = What percentage of students made growth that was about the same or higher than other students with the same score on the last test?
 - MCA Growth in this VisionCard uses MDE categories Low, Medium, and High to group the individual student growth results. *Note:* A student making medium or high growth is not necessarily making enough growth to reach proficiency.

Critical	Concern	Stable	Progress	Vision
<30%	30-44%	45-59%	60-75%	>75%



MCA Reading – Growth



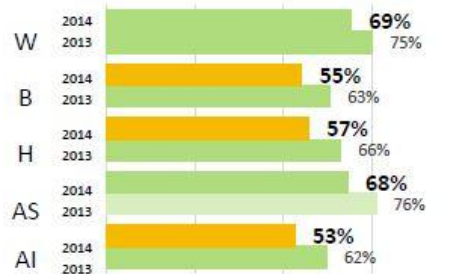
- A higher percentage of Hispanic students made medium or high growth in reading in 2014, compared to 2013. Asian students' percentage remained steady.
- All other groups had lower percentages making medium or high growth in 2014.
- Black and American Indian students were at Stable level.
- All other groups were at Progress level.



MCA Math – Growth

MCA Math (VISION > 75%)

% of students making medium or high growth on the Minnesota Comprehensive Assessments (MCA)



- All racial groups had lower percentages of students making medium or high growth in math in 2014.
- Black, Hispanic, and American Indian students were at Stable level.
- White and Asian students were at Progress level.

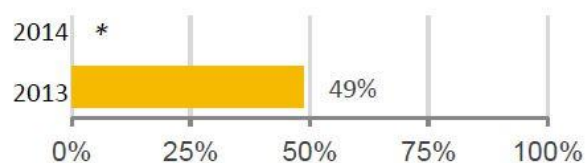


ACCESS – Making Progress

ACCESS (VISION > 55%)

% of Emergent Bilingual students making progress

**MDE has not yet released this metric for 2014.*



- ACCESS is an assessment given to Emergent Bilingual (“English Learner”) students in grades 1-12 to gauge academic English.
- The percentage of students making progress – which is different from MCA growth – was at Stable level in 2013.
- SPSS will update this measure when MDE releases this metric for 2014 results.



Upcoming VisionCards

Date	VisionCard Topic
January 20	Racial Equity
March 17	College and Career
April 21	Programs and Pathways
June 23	Personalized Learning
August	Systems to Support



Growth and Proficiency VisionCard

Michelle Walker
Chief Executive Officer
October 14, 2014



RETHINKING SCHOOL START TIMES FOR 2015-16



Regular Meeting of the Board of Education
October 14, 2014

Purpose

- Provide background and rationale for Rethinking School Start Times including an overview of:
 - Research
 - Start Time Scenarios
 - Metro Transit collaboration
 - Outreach and Feedback Trends
 - Steering Committee Recommendation

Steering Committee and Superintendent Recommendation

- Maintain current start times for school year 2015-16
- Continue collaborative work with Metro Transit
- Investigate other innovative and possibly more efficient transportation options and analyze the impact on the proposed alternative start time scenario

RESEARCH

Research



Sleep studies and brain research conclude that late sleep patterns unique to teens is largely biological



Large health and cognitive impact when teens are sleep deprived



Research is clear and consistent that secondary students benefit from an 8:30 or later start time



Little research conducted about impact of early start times for elementary students but what is available shows benefits as long as sleep patterns are adjusted.

START TIME SCENARIOS

Determining Alternative Start Times

- Goal of starting middle school and high school at 8:30 or later
- Three-month process
- Consultation with the Center for Efficient School Operations
- Reviewed feedback from District Parent Advisory Council (DPAC)
- Analyzed each scenario against the required transportation criteria

Transportation Criteria Used

- Student ride time
- Impacts to after school activities
- Customer service
- District Parent Advisory Council (DPAC) Feedback
- Cost
- Efficiency



Scenarios Investigated: One Tier System

8:30 Start Time for All Schools

- Requires an increase from about 300 to about 900 buses
- Approximately \$30 million cost increase

Scenarios Investigated: Two Tier System

8:00 Start Time

9:15 Start Time

- Approximately \$8 million cost increase
- Research states that 8:00 high school start time will not yield desired results
- 9:15 high school start times begin to limit after school participation
- Difficulty finding more qualified drivers to work for fewer hours a day

Scenarios Investigated:

Three Tier Systems

8:00 Start Time

9:00 Start Time

10:00 Start Time

- 10:00 start times is too late for families

Scenarios Investigated:

Three Tier Systems

7:45 Start Time

8:30 Start Time

9:30 Start Time

- Need a minimum of 60 minutes in between tiers to ensure on time service

Scenarios Investigated:

Three Tier Systems

7:30 Start Time

8:30 Start Time

9:30 Start Time

- Most efficient system based upon cost and service
- Analyzed having middle and high schools on different tiers
- Most efficient to have middle and high schools on same tiers because of several 6-12 buildings

Current System

No Change - Current Start Times

7:30 Start Time:
Middle and High Schools

8:30 Start Time:
Most community elementary Schools, some regional magnet schools, most district-wide elementary schools, some special sites

9:30 Start Time:
Most K-8 schools, some community elementary schools, dual campus elementary schools, some regional magnet elementary schools, most special sites



Alternate System

Changed Start Times

7:30 Start Time:

Elementary community schools, regional magnet elementary schools, some special sites

8:30 Start Time:

Middle and high schools

9:30 Start Time:

District-wide magnets, K-8 schools, dual campus schools, some special sites

METRO TRANSIT

- Ongoing collaboration with multiple capacity reports being analyzed
- SPPS would still need a three tier system even with a Metro Transit partnership
 - Need to eliminate roughly 300 total routes to reduce to a two-tier system
 - Having all 9-12 grade high school students use public transit would allow SPPS to eliminate roughly 120 bus routes

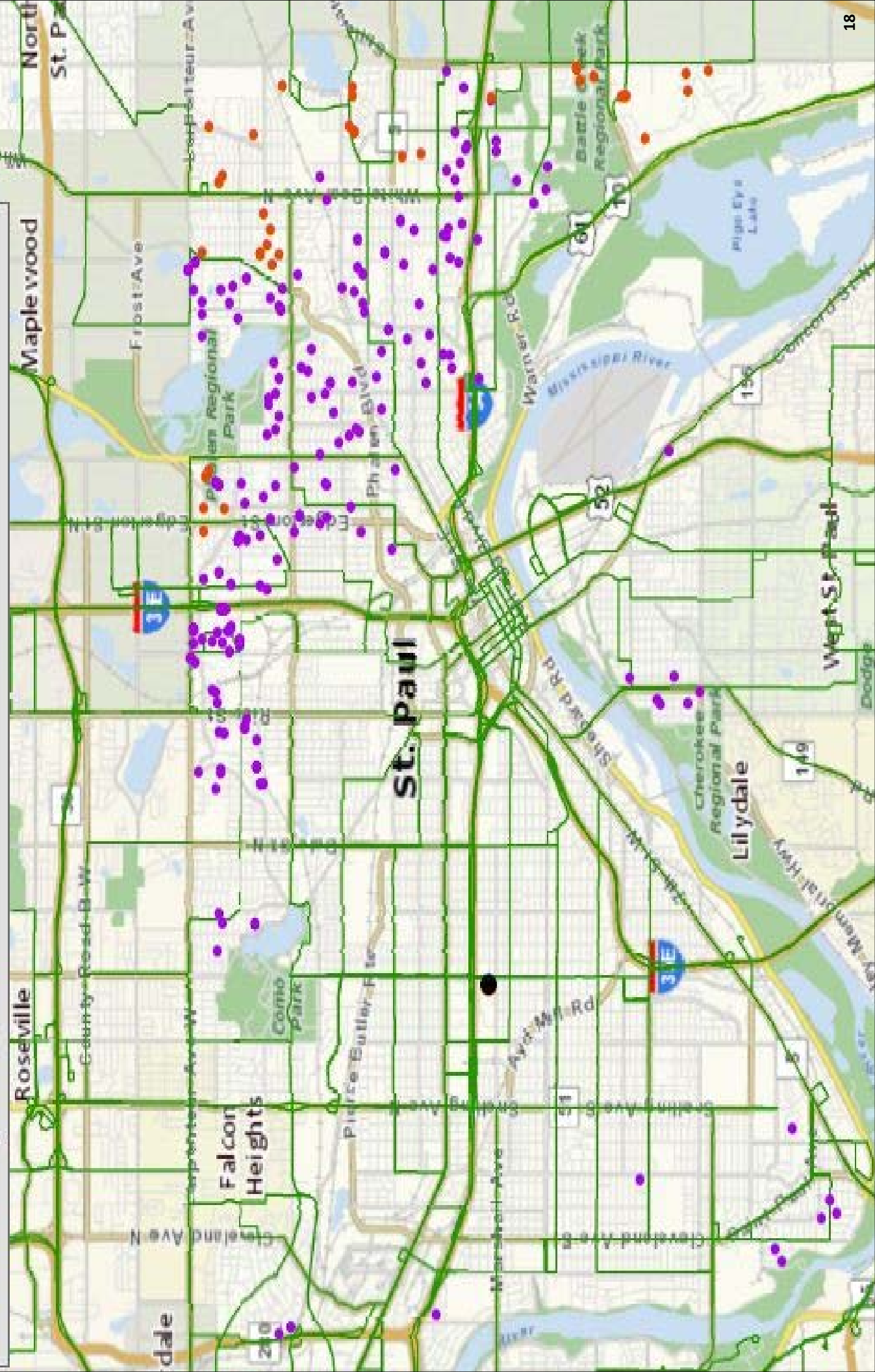
METRO TRANSIT

- Initial reports indicate that 77% of rides would be 45 minutes or less; 23% would be 45 – 90 minutes
- Further analysis needs to be done on how to overcome the challenges faced by underserved areas of the city

Central Senior High School: Student Travel Time

to-school and/or from school trips greater than 45 minutes
based on proposed school day

Metro Transit - August 27th, 2014



OUTREACH

Outreach

- Met with roughly 2000 stakeholders
 - Families
 - Students
 - SPFT
 - Teachers
 - Principals
 - Community Partners
- Over 1500 responses to survey

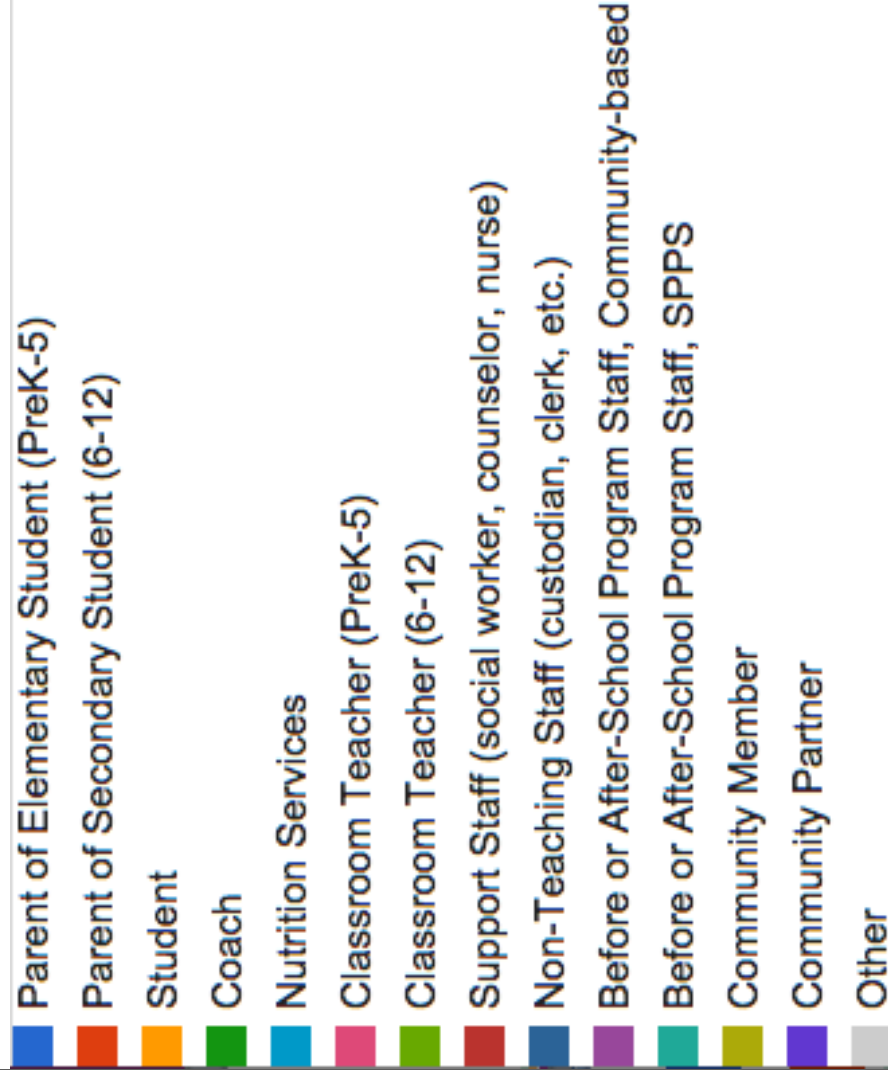
Outreach

- A concerted effort to obtain feedback from each area
 - Difficult to accurately measure number of people reached in each area
 - Best approximations of people consulted from each area:
 - Area A: 375
 - Area B: 350
 - Area C: 325
 - Area D: 150
 - Area E: 275
 - Area F: 525

Feedback trends were similar across areas

Survey Participants

Parents of elementary students were the largest group responding to the survey



Feedback Trends Supporting The Proposed Shift In Start Times

- Research clearly favors later start times for teens
- Decision to shift times should have been made years ago
- Parents of elementary students will understand when their children become teens
- Majority of people support later times for teens but against early start times for elementary schools

Feedback Trends Opposed To The Proposed Shift In Start Times

- Loss of evening family time for some families
- Some students having a 7:30am – 6:00pm day
- Shifting childcare needs
 - A combination of families that expect to have an increased need, decreased need, no change
 - No longer having high school students be home before elementary students
- Safety concerns about before 7:00am bus pick up times

Feedback Trends Opposed To The Proposed Shift in Start Times

- Shifting all middle school and after school activities back an hour will force students to stay up later negating any benefit of starting school later
- Community partner challenges
 - Staff shortage due to high school students not being dismissed until 3:00
 - Moving recreation leagues to later in the evening

Steering Committee

- Saint Paul Federation of Teachers
- Saint Paul Federation of Principals
- Saint Paul Federation of Teachers
- Youth Commission
- Discovery Club
- Parents/Families
- Park and Recreation
- SPPS Foundation
- Parent Advisory Councils
- Transportation
- Alternative Learning Center
- Extended Day for Learning
- Athletics



Steering Committee

- Met regularly to synthesize feedback and guide outreach process
- Provided a recommendation report to the Superintendent

Steering Committee and Superintendent Recommendation

- Maintain current start times for school year 2015-16
- Continue collaborative work with Metro Transit
- Investigate other innovative and possibly more efficient transportation options and analyze the impact on the proposed alternative start time scenario

Impact of An Additional Year of Study

- Continuing to study a shift in start times will yield the following opportunities:
 - Time to investigate innovative, more efficient busing options
 - Allow SPPS to combine any transportation and start time changes into one year
 - Allow SPPS and Metro Transit to continue collaboration exploring pilot opportunities
 - Examine changes to alternative start time scenario based upon incoming information

Questions?



HUMAN RESOURCE TRANSACTIONS
(September 1, 2014 through September 28, 2014)
October 14, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bangoura, J.	Classroom Teacher	08/29/2014	\$37.44	Humboldt Secondary
Haas, D. W.	Classroom Teacher	09/23/2014	\$27.34	American Indian Magnet
Jones, J.	Classroom Teacher	09/24/2014	\$27.78	Ramsey Middle School
Lao, W.	Classroom Teacher	09/22/2014	\$25.61	Bruce F Vento Elementary
Miller, P. A.	Classroom Teacher	09/18/2014	\$47.15	Galtier Elementary
Mlodozyniec, K.	Classroom Teacher	09/16/2014	\$26.51	271 Belvidere Bldg
Olson, C. C.	Classroom Teacher	08/29/2014	\$37.44	Frost Lake Elementary
Dahir, A. M.	Nurse	08/25/2014	\$29.02	Linwood Monroe Arts Upper
PaStarr, T. L.	Nurse	09/22/2014	\$26.51	Student Placement Center
Thao, M.	Nurse	08/25/2014	\$27.78	Student Placement Center
Vue, B. C.	Social Worker	09/22/2014	\$43.00	Wellstone Elementary
Brokke, N. A.	Special Education Teacher	09/02/2014	\$25.61	Obama Service Learning
Crist, J.	Special Education Teacher	09/02/2014	\$31.37	Murray Middle School
Nitti, N. N.	Special Education Teacher	09/02/2014	\$34.97	Harding Senior High
Sather, S. M.	Special Education Teacher	08/25/2014	\$25.61	The Heights Community School
Sevenich, M.	Special Education Teacher	08/25/2014	\$25.61	American Indian Magnet
Arroyo, V.	School/Community Professional	09/08/2014	\$26.63	Linwood Monroe Arts Upper
Lohrey, M. O.	School/Community Professional	09/24/2014	\$21.58	RiverEast Elem/Secondary
Lyon, K. K.	School/Community Professional	09/04/2014	\$28.62	RiverEast Elem/Secondary
Moua, P.	School/Community Professional	09/15/2014	\$21.95	Multicultural Resource Center
Patterson, H. L.	School/Community Professional	09/22/2014	\$23.92	Hazel Park Preparatory Academy

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Redmond, J. L.	School/Community Professional	09/03/2014	\$20.14	Journey's Secondary
Garrido Hernandez, V.	Education Assistant	09/02/2014	\$12.95	Highland Park Middle
Harlin, K. S.	Education Assistant	09/08/2014	\$14.67	Four Seasons A+
Moo, L.	Education Assistant	09/09/2014	\$16.28	Washington Tech Secondary
Richardson, R. A.	Education Assistant	08/25/2014	\$15.63	Homecroft Building
Thao, L.	Education Assistant	09/02/2014	\$19.17	Nokomis Montessori North
Ajavon, A. G.	Teaching Assistant	09/18/2014	\$11.95	Washington Tech Secondary
Ampey, S. S.	Teaching Assistant	09/02/2014	\$12.53	Harding Senior High
Andre, C. C.	Teaching Assistant	09/09/2014	\$13.53	Capitol Hill Magnet
Ayalkebet, S. E.	Teaching Assistant	09/22/2014	\$14.05	Frost Lake Elementary
Bowman, J.	Teaching Assistant	09/08/2014	\$12.95	Battle Creek Elementary
Brooks, P.	Teaching Assistant	09/02/2014	\$14.05	Farnsworth Aerospace Upper
Brossard, A. G.	Teaching Assistant	09/08/2014	\$12.60	Mississippi Creative Arts
Cammon, M. C.	Teaching Assistant	09/16/2014	\$11.38	The Heights Community School
Carlson, E. E.	Teaching Assistant	09/12/2014	\$13.05	Linwood Monroe Arts Lower
Carter, B. M.	Teaching Assistant	09/15/2014	\$12.41	Obama Service Learning
Cervantes, M. J.	Teaching Assistant	09/02/2014	\$12.95	Frost Lake Elementary
Claessens, E.	Teaching Assistant	09/02/2014	\$13.05	Farnsworth Aerospace Upper
Dybvig, D.	Teaching Assistant	09/08/2014	\$14.75	Battle Creek Elementary
Flynn Buggs, I. D.	Teaching Assistant	09/02/2014	\$13.75	Riverview School
Flynn, J. M.	Teaching Assistant	09/30/2014	\$14.05	Como Park Elementary
Flynn-Lippert, L. A.	Teaching Assistant	09/15/2014	\$13.11	Bruce F Vento Elementary
Freeman, M. M.	Teaching Assistant	09/02/2014	\$14.05	RiverEast Elem/Secondary
Haberland, A. G.	Teaching Assistant	09/10/2014	\$13.05	Highland Park Senior
Hale, D. J.	Teaching Assistant	09/08/2014	\$11.99	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Harter, C. S.	Teaching Assistant	09/15/2014	\$13.05	Randolph Heights
Her, C.	Teaching Assistant	09/03/2014	\$12.41	Nokomis Montessori South
Her, S.	Teaching Assistant	09/08/2014	\$12.41	Nokomis Montessori South
Holtz, C. M.	Teaching Assistant	09/02/2014	\$12.41	Farnsworth Aerospace Lower
Isaac, C.	Teaching Assistant	09/02/2014	\$11.99	Benjamin Mays/Museum
Jaco, J. T.	Teaching Assistant	09/15/2014	\$11.95	Wellstone Elementary
Jahns, K. M.	Teaching Assistant	09/10/2014	\$12.95	Eastern Heights
Jones, D. L.	Teaching Assistant	09/19/2014	\$11.95	Parkway Montessori & Community Middle
Kamm, Z.	Teaching Assistant	09/19/2014	\$13.11	Washington Tech Secondary
Leonard, P.	Teaching Assistant	09/02/2014	\$12.41	L'Etoile du Nord Lower
Little, C. L.	Teaching Assistant	09/08/2014	\$11.99	Four Seasons A+
Logan, S.	Teaching Assistant	09/02/2014	\$13.53	Linwood Monroe Arts Upper
Madsen, L.	Teaching Assistant	09/02/2014	\$14.75	Eastern Heights
McCluske, A. I.	Teaching Assistant	09/17/2014	\$14.05	American Indian Magnet
Miller, C. E.	Teaching Assistant	09/02/2014	\$14.75	Frost Lake Elementary
Millibergity, Q. A.	Teaching Assistant	09/23/2014	\$13.75	The Heights Community School
Moore, J. R.	Teaching Assistant	09/02/2014	\$14.05	Linwood Monroe Arts Upper
Nelson, P.	Teaching Assistant	09/18/2014	\$14.75	Horace Mann School
Nowatzki, N. J.	Teaching Assistant	09/02/2014	\$12.41	Homecroft Building
Packard, R. E.	Teaching Assistant	09/02/2014	\$13.75	Wellstone Elementary
Pope, L.	Teaching Assistant	09/02/2014	\$12.41	Capitol Hill Magnet
Reed, M. A.	Teaching Assistant	09/02/2014	\$14.05	Battle Creek Middle
Richardson, A. D.	Teaching Assistant	08/25/2014	\$13.75	Wellstone Elementary
Rogers, L.	Teaching Assistant	09/23/2014	\$11.99	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rosas, E.	Teaching Assistant	09/02/2014	\$13.11	Wellstone Elementary
Sherrod, F. T.	Teaching Assistant	09/15/2014	\$11.99	Eastern Heights
Slocum, S. L.	Teaching Assistant	09/08/2014	\$13.11	Highland Park Elementary
Smith-Bosire, A.	Teaching Assistant	09/17/2014	\$14.75	Como Park Elementary
Taylor, W. B.	Teaching Assistant	09/15/2014	\$12.41	L'Etoile du Nord Lower
Thao, K.	Teaching Assistant	09/02/2014	\$11.99	Frost Lake Elementary
Thao, M. X.	Teaching Assistant	09/08/2014	\$12.60	Nokomis Montessori North
Thao, M. S.	Teaching Assistant	08/25/2014	\$13.53	Johnson Achievement Plus
Vallejo, M. N.	Teaching Assistant	09/02/2014	\$14.05	Battle Creek Middle
Voris, Q. B.	Teaching Assistant	09/16/2014	\$12.41	Galtier Elementary
Yang, C. C.	Teaching Assistant	09/08/2014	\$11.38	L'Etoile du Nord Lower
Yang, P. H.	Teaching Assistant	09/15/2014	\$11.38	Mississippi Creative Arts
Yarbrough, M. C.	Teaching Assistant	09/29/2014	\$12.53	Hamline Elementary
Zupon, M. J.	Teaching Assistant	08/25/2014	\$11.38	Johnson Achievement Plus
Klatte, M. A.	Carpenter	09/24/2014	\$30.85	Como Service Center
Chrysler, C. L.	Clerical	09/08/2014	\$28.46	Colborne Admin Offices
Danielski, N. E.	Clerical	09/08/2014	\$17.61	Highland Park Senior
Yang, J.	Clerical	09/22/2014	\$17.08	Como Park Senior
Armstrong, C. D.	Nutrition Services Personnel	08/13/2014	\$10.71	Como Service Center
McBride-Bibby, J. M.	Professional Employee	09/02/2014	\$24.85	Como Service Center
Vreeland, A. S.	Professional Employee	09/17/2014	\$37.15	Como Service Center
Tran, Q.	Technical	09/15/2014	\$21.00	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Musachio, A. L.	Assistant Principal From: Administrative Intern	08/04/2014	\$44.14	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Green, C. A.	Central Administrator From: Specialist	09/02/2014	\$47.89	Plato Admin Offices
Lein, S. L.	Central Administrator From: Classroom Teacher	08/25/2014	\$46.32	Colborne Admin Offices
Murphy, E.	Central Administrator From: Classroom Teacher	09/15/2014	\$46.76	Colborne Admin Offices
Jacques, A. M.	Classroom Teacher From: Teaching Assistant	09/02/2014	\$28.52	The Heights Community School
Dennis, E. L.	School/Community Professional From: Education Assistant	09/02/2014	\$23.11	Obama Service Learning
Griffin, P. Y.	Teaching Assistant Career Progression	09/02/2014	\$14.75	Horace Mann School
Prince, K. L.	Teaching Assistant Career Progression	09/17/2014	\$14.75	Cherokee Heights
Scott, L. R.	Teaching Assistant Career Progression	09/15/2014	\$19.87	Battle Creek Elementary
Funk, D. J.	Clerical Career Progression	08/29/2014	\$21.84	Creative Arts Secondary
McGaughey, A.	Custodian Career Progression	08/18/2014	\$25.39	Harding Senior High
Ollie, M. L.	Custodian From: Nutrition Services Personnel	09/02/2014	\$14.94	Humboldt Secondary
Olson, K. D.	Custodian Career Progression	09/02/2014	\$24.01	Highland Park Senior
Zgodava, A. J.	Custodian From: Nutrition Services Personnel	09/08/2014	\$14.94	Wellstone Elementary
Holzmer, C. M.	Nutrition Services Personnel Career Progression	08/11/2014	\$15.81	Maxfield Elementary
Kotovskiy, K. D.	Professional Employee From: Technical	10/01/2014	\$33.01	Como Service Center
Weisbecker, L.	Professional Employee From: Technical	08/20/2014	\$31.43	Como Service Center
Williams, R. A.	Supervisory From: Clerical	09/24/2014	\$28.29	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Tavernier, T. C.	Classroom Teacher	09/08/2014	\$25.61	L'Etoile du Nord Lower
Von Wald, S. M.	Classroom Teacher	08/25/2014	\$29.61	Harding Senior High

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Beard, K. K.	Classroom Teacher	09/18/2014	Washington Tech Sec
Olivares, E. A.	Classroom Teacher	08/26/2014	Adams Spanish Immersion
Thao, S.	Classroom Teacher	09/05/2014	Randolph Heights
Clarke, A. E.	Special Education Teacher	08/25/2014	Farnsworth Aerospace Upper
Littlewolf, J.	Teaching Assistant	09/04/2014	American Indian Magnet
Weaver, S. B.	Teaching Assistant	09/16/2014	Battle Creek Middle

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., J.	Special Education Teacher	09/05/2014
O., S. E.	Teaching Assistant	09/03/2014

REINSTATEMENT FROM ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., J.	Special Education Teacher	09/17/2014

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rosen, M.	Education Assistant	09/04/2014	\$23.00	Central Senior High
Gammel, N. L.	Teaching Assistant	09/02/2014	\$19.87	Nokomis Montessori South
Samayoa, J. H.	Teaching Assistant	09/02/2014	\$13.11	Adams Spanish Immersion
Vang, L.	Teaching Assistant	09/02/2014	\$13.75	Daytons Bluff

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Clements, A. m.	Classroom Teacher	08/28/2014	\$32.43	Linwood Monroe Arts Lower
Dimayuga, M. P.	Classroom Teacher	08/29/2014	\$33.28	Adams Spanish Immersion

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cocker-Ferreira, R.	ELL Teacher	09/12/2014	\$48.62	JJ Hill Montessori
McCulloch, A.	Social Worker	09/15/2014	\$34.58	American Indian Magnet
Sanchez, M. S.	School/Community Professional	08/25/2014	\$22.83	Humboldt Secondary
Fjelstad De Santiago, R.	Education Assistant	09/04/2014	\$14.67	Capitol Hill Magnet
Buchholz, E.	Teaching Assistant	09/02/2014	\$13.05	ESCE Inclusion
Carter, L. M.	Teaching Assistant	09/08/2014	\$11.95	1780 W. 7th Street
DeCory, L. M.	Teaching Assistant	09/02/2014	\$12.95	American Indian Magnet
Dozier, F. A.	Teaching Assistant	09/08/2014	\$11.95	Harding Senior High
Johnson, D. A.	Teaching Assistant	09/15/2014	\$13.05	Washington Tech Secondary
Merritt, J. E.	Teaching Assistant	09/22/2014	\$12.95	Obama Service Learning
Monroe, S. A.	Teaching Assistant	09/02/2014	\$14.75	Battle Creek Middle
Parrilla, M.	Teaching Assistant	09/10/2014	\$14.75	Johnson Achievement Plus
Watson, L. J.	Teaching Assistant	09/02/2014	\$14.05	Bridge View
Lee, M. A.	Clerical	09/15/2014	\$17.61	Harding Senior High
Enquist, J. E.	Professional Employee	09/15/2014	\$31.43	Como Service Center
Yang, L.	Technical	09/08/2014	\$23.00	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Jax, S. M.	Classroom Teacher	09/08/2014	Plato Admin Offices
Larsen De Chan, B.	Classroom Teacher	08/25/2014	Wellstone Elementary
Schibel, L. R.	Classroom Teacher	08/25/2014	Capitol Hill Magnet
Reynolds, S.	ELL Teacher	08/25/2014	Murray Middle School
Grady, C. R.	Nurse	09/02/2014	Colborne Admin Offices
Loftus, J. L.	Special Education Teacher	08/25/2014	The Heights Community School
Jackson, T. S.	Education Assistant	08/25/2014	Galtier Elementary
Lindsey, C. M.	Education Assistant	08/23/2014	Focus Beyond (18-Adult)

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Davis, G. M.	Teaching Assistant	09/02/2014	Washington Tech Secondary
Hitchens, K. M.	Teaching Assistant	09/02/2014	Crossroads Science
Johnson, K. J.	Teaching Assistant	09/02/2014	Early Ed Ben Mays-Rondo
McEwen, M. L.	Teaching Assistant	09/02/2014	Bridge View
Short, C. T.	Teaching Assistant	09/02/2014	Parkway Montessori & Community Middle
Sabourin, D. M.	Nutrition Services Personnel	08/22/2014	Highland Park Elementary

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Farah, K. A.	School/Community Professional	09/22/2014	\$30.19	271 Belvidere Bldg
Murray, K. R.	Teaching Assistant	09/02/2014	\$19.06	Washington Tech Secondary

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, K. J.	Nutrition Services Personnel From: Teaching Assistant	09/02/2014	\$13.74	Early Ed Ben Mays-Rondo

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Harmon, L. E.	Education Assistant	08/26/2014	\$17.86	Four Seasons A+

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., S. E.	Classroom Teacher	10/15/2014
K., K. J.	Classroom Teacher	09/29/2014
B., J. S.	Teaching Assistant	Ten days
B., C. J.	Teaching Assistant	Three days

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brand, J.	Classroom Teacher	06/10/2015	Bruce F Vento Elementary
Osvold, E.	Classroom Teacher	01/04/2015	St. Paul Music Academy
Kleinschmidt, R. J.	Social Worker	06/09/2015	Colborne Admin Offices
Carpenter, W.	Education Assistant	01/03/2015	Battle Creek Middle
Cronk, J.	Education Assistant	01/03/2015	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Schneider, L. J.	Education Assistant	02/28/2015	Student Placement Center
Fillmore, J. M.	Teaching Assistant	06/10/2015	Farnsworth Aerospace Lower
Iverson, P.	Teaching Assistant	03/28/2015	Mississippi Creative Arts
Koskie, M. E.	Teaching Assistant	09/19/2014	Humboldt Secondary
Trusty, D.	Custodian	10/02/2014	Wellstone Elementary
Busch, T.	Tri-Council	11/29/2014	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kaufmann, J. A.	Central Administrator	08/23/2014	Colborne Admin Offices
Stenvik, Z.	Central Administrator	08/25/2014	Colborne Admin Offices
Butler, A. L.	Classroom Teacher	08/23/2014	Ramsey Middle School
Herman, A. M.	Classroom Teacher	09/13/2014	Ramsey Middle School
Manley, A. E.	Classroom Teacher	09/27/2014	Johnson Achievement Plus
Paterson, K. V.	Classroom Teacher	08/25/2014	Battle Creek Middle
Pengra-Anderson, K.	Classroom Teacher	08/02/2014	Expo for Excellence
Vogel, L. A.	Classroom Teacher	11/01/2014	Ramsey Middle School
Tran, P.	ELL Teacher	08/27/2014	Farnsworth Aerospace Lower
Yang, C. X.	ELL Teacher	08/29/2014	Mississippi Creative Arts
Xiong, M. K.	Nurse	08/23/2014	Johnson Achievement Plus
Geno, S.	Special Education Teacher	09/23/2014	Parkway Montessori & Community Middle
Gritzmacher, L. A.	Special Education Teacher	09/05/2014	Cherokee Heights
Kieffer, A.	Special Education Teacher	08/23/2014	Highland Park Senior
Thompson, G. M.	Special Education Teacher	08/02/2014	Washington Tech Secondary
Parham, S. J.	School/Community Professional	09/04/2014	Linwood Monroe Arts Upper

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Reeves, F. L.	School/Community Professional	09/04/2014	Journey's Secondary
Chuhel, A. L.	Education Assistant	08/28/2014	Expo for Excellence
Dingfelder, K. L.	Education Assistant	09/25/2014	1780 W. 7th Street
Finman-Palmer, A. A.	Education Assistant	08/31/2014	St Anthony Park
Martinez, A. L.	Education Assistant	09/18/2014	Jackson Preparatory
Averill, K. M.	Teaching Assistant	09/01/2014	Central Senior High
Bouissieres, B. A.	Teaching Assistant	08/09/2014	L'Etoile du Nord Upper
Brekke, B. L.	Teaching Assistant	09/01/2014	Como Park Elementary
Burrell, N. C.	Teaching Assistant	09/01/2014	Mississippi Creative Arts
Callinan, E. L.	Teaching Assistant	09/24/2014	Battle Creek Elementary
Delaney, P. J.	Teaching Assistant	09/18/2014	Johnson Senior High
Dugbe, Q. M.	Teaching Assistant	10/11/2014	Battle Creek Elementary
Díaz Sabatés, I.	Teaching Assistant	09/01/2014	Adams Spanish Immersion
Gipple, C. L.	Teaching Assistant	09/13/2014	Horace Mann School
Hammel, H. B.	Teaching Assistant	09/01/2014	Humboldt Secondary
Mansfield, D. J.	Teaching Assistant	09/27/2014	Central Senior High
Priess, J.	Teaching Assistant	09/01/2014	Humboldt Secondary
Reasoner, K. J.	Teaching Assistant	09/23/2014	Bruce F Vento Elementary
Sevick, C. N.	Teaching Assistant	09/20/2014	Cherokee Heights
Vang, K.	Teaching Assistant	10/11/2014	Johnson Achievement Elem
Klingsporn, F. A.	Clerical	09/22/2014	Colborne Admin Offices
Neassen, P. A.	Clerical	09/07/2014	Colborne Admin Offices
Cortez, R. K.	Nutrition Services Personnel	08/29/2014	Wellstone Elementary
Thoe, K. S.	Nutrition Services Personnel	08/22/2014	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
October 14, 2014

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ventura, E. R.	Nutrition Services Personnel	08/13/2014	Early Ed Ben Mays-Rondo
Dang, C. N.	Professional Employee	09/13/2014	Como Service Center
Tatro, P. M.	Supervisory	08/15/2014	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bures, R. C.	Classroom Teacher	08/26/2014	Harding Senior High
Engelking, G. M.	Classroom Teacher	09/21/2014	Linwood Monroe Arts Upper
Remmers, M. E.	Classroom Teacher	08/25/2014	Horace Mann School
Vernier, B. A.	Classroom Teacher	08/25/2014	Benjamin Mays/Museum
Foege, J.	School/Community Professional	09/03/2014	Early Ed Ben Mays-Rondo
Mohamed, K.	School/Community Professional	09/30/2014	Colborne Admin Offices
Xiong, T.	School/Community Professional	09/13/2014	Plato Admin Offices
Alvarez, A. J.	Education Assistant	08/23/2014	Agape High school (ALC)
Mohamud, K. A.	Education Assistant	08/23/2014	Expo for Excellence
Atmore, A.	Teaching Assistant	08/30/2014	Cherokee Heights
Foster, O. R.	Teaching Assistant	09/04/2014	Battle Creek Middle
Gelle, Y. A.	Teaching Assistant	08/30/2014	Battle Creek Elementary
Herzberg, C. L.	Teaching Assistant	08/30/2014	Bruce F Vento Elementary
Hill, B.	Teaching Assistant	09/09/2014	Parkway Montessori & Community Middle
Omar, S. B.	Teaching Assistant	09/01/2014	Washington Tech Secondary
Virnig, L. L.	Teaching Assistant	09/12/2014	Linwood Monroe Arts Lower

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., G. S.	Teaching Assistant	09/23/2014
H., R.	Custodian	10/09/2014

MEMORANDUM

TO: Board of Education Directors

FROM: Valeria Silva
Superintendent of Schools

DATE: October 14, 2014

RE: Motion to Adopt Personnel/Position Recommendation

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

1. Appoint the following individual to the General Counsel position and salary, effective October 15, 2014:

Nancy L. Cameron	\$154,500
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2. Recognize that other employee benefits be aligned to those of the Terms and Conditions of Professional Employment for the Members of the Superintendency agreement.

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

DATE: October 14, 2014

TOPIC: Request for Permission to Accept a Gift from Ecolab to Support Bridge View School

A. PERTINENT FACTS:

1. Ecolab Foundation is a long-time, generous supporter of Saint Paul Public Schools.
2. Bridge View School has received a gift of \$5,000 from Ecolab Foundation, specified for use in the renovation of Bridge View's playground
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Lisa Carrigan, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Elizabeth Keenan, Assistant Superintendent; Jean Ronnei, Chief Operating Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept Ecolab Foundation's gift of \$5,000 for use in renovating Bridge View School's playground; and to implement the project as specified in the award documents.

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

DATE: October 14, 2014

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: October 14, 2014

TOPIC: Request for Permission to Accept a Grant from Reebok for Saint Anthony Park Elementary

A. PERTINENT FACTS:

1. BOKS, an acronym for Build Our Kids' Success, is a physical fitness initiative of the Reebok and the Reebok Foundation. BOKS provides funding to help establish before-school fitness programming in schools nationwide. The BOKS program is powered by communities and empowers parents, teachers, schools and local volunteers to give kids a body and brain boost that sets them up for a day of learning.
2. Saint Anthony Park Elementary applied for and has received a grant of \$1,000 from BOKS to establish a before-school fitness program. The funding will support equipment purchase and a trainer stipend for the balance of this school year.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Ann Johnson, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; 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 accept the BOKS grant of \$1,000 for use in establishing a Build Our Kids' Success before-school fitness program at Saint Anthony Park Elementary School; and to implement the project as specified in the award documents.

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

DATE: October 14, 2014

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

A. PERTINENT FACTS:

1. The Saint Paul Foundation is 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 additional capacity in the Department of Research, Evaluation and Assessment. The request is for approximately \$50,000.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Stacey Gray-Akyea, Director, Research, Evaluation and Assessment; Julie Schultz Brown, Director, Communications, Marketing and Development; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Saint Paul Foundation for funds to build capacity in the Department of Research, Evaluation and Assessment; 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: October 14, 2014

TOPIC: Request for Permission to Submit a Grant to Verizon from Eastern Heights Elementary

A. PERTINENT FACTS:

1. The Verizon Foundation is dedicated to improving student engagement and achievement in STEM subjects. Verizon's new Innovate Learning grant pairs technology with professional development for teachers to support STEM education in U.S. schools in which 70% or more students are eligible for free or reduced price lunch.
2. Eastern Heights Elementary has prepared a request for \$20,000 to support technology additions that build on the 1:1 iPad environment in the school. These include physical changes to the school's new Learning Studio for second graders, Lego Robotics, sound and video production equipment, and STEM-related apps such as Microscope for iPad.
3. This project will meet the District strategic plan goal of ACHIEVEMENT.
4. This item is submitted by Billy Chan, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; 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 request for \$20,000 to the Verizon Innovate Learning program; to accept the grant 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: October 14, 2014

TOPIC: Grant Agreement between Saint Paul Public Schools (SPPS) and the Amherst H. Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood (SPPN) for the Saint Paul Public Schools (SPPS) Freedom Schools Program.

A. PERTINENT FACTS:

1. The Grant Agreement between the Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood, and the SPPS Freedom Schools program supported summer learning that helped children who attended Freedom Schools at the Rondo Complex fall in love with reading, increased their self-esteem, and generated more positive attitudes toward learning. Children were taught using a model curriculum that supported children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health.
3. This Grant Agreement and the Wilder Foundation's, on behalf of the Saint Paul Promise Neighborhood, grant offer of \$200,000 will meet the District Strategic Plan Goal of Achievement as it will help to subsidize summer programming for our ALC eligible students who participated in Summer Term (S-Term) Session 2 at the Rondo Complex. The grant will help to off-set the costs of the Freedom Schools curriculum and instruction designed to ensure each child who participated would be equipped with the necessary skills to succeed in life and become college and career ready.
4. This item is submitted by Jon Peterson, Director, Office of College and Career Readiness.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Grant Agreement with the Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood and accept their offer of a \$200,000 grant to support the Freedom Schools Program at the Rondo Complex from Summer Term 2014.

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

DATE: October 14, 2014

TOPIC: Approval to Enter into an Agreement Between Independent School District #625 , Saint Paul Public Schools/Bruce Vento Elementary and Family Innovations, Inc., a Community Mental Health Service Provider.

A. PERTINENT FACTS:

1. The Saint Paul Public Schools requests permission to enter into an agreement to partner with Family Innovations, Inc. for the provision of school-based mental health services in Saint Paul Public Schools at Bruce Vento Elementary.
2. There will be no monetary exchange between Family Innovations, Inc. and the District.
3. Family Innovations, Inc. will provide school-based mental health services with signed parent/guardian consent.
4. This agreement supports Strong Schools, Strong Communities 2.0 goals of Achievement and Alignment by coordinating programs and equitable services that remove barriers to learning,
5. The agreement period is from November 1, 2014, through October 30, 2015 and will renew annually with a signed letter of agreement, or until either SPPS or Family Innovations, Inc. terminate this Agreement.
6. Requested by Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services; and Christina Osorio, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Family Innovations, Inc., a community mental health service provider, for school-based mental health services at Bruce Vento Elementary from November 1, 2014, through October 30, 2015, and renew annually with a letter of agreement or until either SPPS or Family Innovations, Inc. terminate this Agreement.

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

DATE: October 14, 2014

TOPIC: Professional Services Agreement between Saint Paul Public Schools and the Gateway To College National Network.

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.
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 enter into a Professional Services Agreement with the Gateway to College National Network and accept their offer of a \$100,000 grant to support the creation of the Gateway to College Program and SPPS ALC at Saint Paul College.

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

DATE: October 14, 2014

TOPIC: Establishment of the Classified Position of Wage Garnishment Specialist 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 new job title for a position that will be responsible for processing all aspects of court ordered wage garnishments and related reporting.
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, Wage Garnishment Specialist. This title would be within the unit jurisdiction of the AFSCME bargaining unit that represents clerical and technical employees. The appropriate pay rate for this position would be equivalent to Grade 33 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2014 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Human Resource Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin Cathey, Executive Director, Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Wage Garnishment Specialist job classification effective October 14, 2014; that the Board of Education declare the position of Wage Garnishment Specialist as classified; and that the pay rate be Grade 33 of the 2012-2014 AFSCME labor agreement standard ranges.

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

DATE: October 14, 2014

TOPIC: Employee Life Insurance Renewal

A. PERTINENT FACTS:

1. The School District will enter the third year of a 3-year rate guarantee for employee life insurance starting January 1, 2015 and continuing through December 31, 2015. The current carrier is Minnesota Life Insurance Company.
2. The volume of life insurance coverage for the District is approximately \$292,855,000. The current rate is \$0.097 per \$1,000 of coverage.
3. The current total cost to the District for life insurance is approximately \$392,040 per year.
4. Minnesota Life recommends no rate change for 2015.
5. The Benefits Labor Management Committee recommends approval of this rate and continued coverage with Minnesota Life Insurance Company.
6. This agreement will meet the District target area goal of alignment.
7. This item is submitted by Sarah Meyer, Human Resources Consultant; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approves the contract for employee life insurance with Minnesota Life with no change in premium renewal rates.

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

DATE: October 14, 2014

TOPIC: Employee Long-Term Disability Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District will enter year one of a one-year rate guarantee for employee long-term disability insurance lasting through December 31, 2015. The current carrier is The Hartford.
2. The covered payroll for the District is approximately \$25,811,000. The current rate is \$0.415/month per \$100 of covered payroll.
3. The current total annual cost to the District for long-term disability insurance is approximately \$1,290,000. The estimated cost of this contract for the calendar year of 2015 is \$1,470,000.
4. Claims are running at approximately 136.1% loss ratio resulting in a proposed rate increase to \$0.475/month per \$100 for 2015 plan year (14.5% increase).
5. The Benefits Labor Management Committee recommends acceptance of this renewal with Hartford with the rate increase.
6. This item will meet the District target area goal of alignment.
7. This item is submitted by Sarah Meyer, Human Resources Consultant; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education continues the District's employee long-term disability contract with Hartford for calendar year 2015 at a monthly cost of \$.475/month per \$100 of annual salary

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

DATE: October 14, 2014

TOPIC: Post Age-65 Retiree Health Insurance Annual Renewal

A. PERTINENT FACTS:

1. The District provides health insurance coverage for post-age 65 retirees through HealthPartners for approximately 2,000 retirees. The District's cost for calendar year 2014 is approximately \$10,470,000.
2. The District covers Medicare-eligible retirees who reside in Minnesota with the HealthPartners Freedom Plan. Retirees who are non-Medicare eligible or who reside outside of Minnesota are covered by the HealthPartners National One Plan or the HealthPartners Retiree Medical Plan. Current monthly premiums are:

	Single	Family
HealthPartners Freedom Plan	\$246.10	\$ 492.20
HealthPartners National One Plan	\$681.74	\$1,635.01
HealthPartners Retiree Medical Plan	\$246.10	\$ 492.20

3. HealthPartners has proposed an approximate 4% increase for the Freedom Plan for 2015. The National One Plan for 2015 incurred a decrease. The following are the proposed rates for calendar year 2015:

	Single	Family
HealthPartners Freedom Plan	\$256.60	\$ 513.20
HealthPartners National One Plan	\$613.57	\$1,471.51
HealthPartners Retiree Medical Plan	\$256.60	\$ 513.20

4. The District's annual cost for calendar year 2015 will increase approximately \$418,800 for an estimated annual cost of \$15,495,600.
5. This agreement supports the District's target area goal of alignment.
6. This item is submitted by Sarah Meyer, Human Resources Consultant; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approves the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2015, at the proposed premium rates.

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

DATE: October 14, 2014

TOPIC: Employee Short-Term Disability Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides short-term disability insurance coverage for approximately 26 administrators. The District's current cost is approximately \$14,000 annually. The District also offers optional employee paid short-term disability coverage to all regular employees who work 20 or more hours per week.
2. The District purchases this coverage from Assurant. The current premium rate is \$.34 per \$10 of weekly benefits.
3. Assurant is proposing no rate increase for calendar year 2015.
4. The Benefits Labor Management Committee recommends acceptance of this renewal with Assurant at a no rate increase.
5. This item will meet the District target area goal of alignment.
6. This item is submitted by Sarah Meyer, Human Resources Consultant; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education approves the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

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

DATE: October 14, 2014

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 October 20, 2014, 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: October 14, 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 August 1, 2014 – August 31, 2014.

(a) General Account	#624536-625626 #0000876-0000933 #7000850-7000885 #0000287-0000302	\$33,640,361.25
(b) Debt Service	-0-	\$20,723.50
(c) Construction	-0-	<u>\$8,238,680.73</u>
		\$41,899,765.48

Included in the above disbursements are 2 payrolls in the amount of \$18,089,839.96 and overtime of \$50,180.81 or 0.28% of payroll.

(d) Collateral Changes

Released:

<u>Custodian</u>	<u>Cusip</u>	<u>Security</u>	<u>Maturity</u>
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-46	2/5/2014

Additions:

<u>Custodian</u>	<u>Cusip</u>	<u>Security</u>	<u>Maturity</u>
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-50	2/27/15

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 December 31, 2014.

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

DATE: October 14, 2014

TOPIC: 2014 Facilities Radon Testing Results

A. PERTINENT FACTS:

1. Per MN §123B.571, the school District must complete routine radon testing every five (5) years.
2. The findings shall be reported to the Board of Education and the Minnesota Department of Health.
3. The Facilities Department is following the *Best Practices for Radon Measurement in Minnesota Schools and Commercial Buildings*, published by the Minnesota Department of Health.
4. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is presented by Jeff Connell, Environmental Services Manager, Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

The District is required by law to report the results to the Board of Education. This agenda item fulfills that reporting requirement.

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

DATE: October 14, 2014

TOPIC: Approval of Memorandum of Agreement with North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2014-2015

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2014, through April 30, 2015.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix B (Salary) and Appendix C (Benefits).
3. The District has eight FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2013-2014 budget year (May 1, 2014 – June 30, 2014): \$3,563
 - in the 2014-2015 budget year (July 1, 2014 – April 30, 2015): \$17,814
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Laurin Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom North Central States Regional Council of Carpenters is the exclusive representative; duration of said agreement is for the period of May 1, 2014 through April 30, 2015.

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

DATE: October 14, 2014

TOPIC: Resolution on College Park Outdoor Classroom

A. PERTINENT FACTS:

1. At its September 23, 2014 Board Meeting, the Board of Education authorized the Superintendent to enter into a Joint Powers Agreement with the City of Saint Paul Department of Parks and Recreation, designating 3.86 acres located in College Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program.
2. As part of that action, the Board agreed that once the Joint Powers Agreement had been officially entered into, it would pass a resolution that officially designates the College Park Outdoor Classroom as a School Forest.
3. The Joint Powers Agreement has been finalized.
4. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is presented by Stacy Theien-Collins, Murray Middle School Principal, Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the following resolution:

Be it resolved that the Saint Paul Public Schools Board of Education designates the 3.86 acres located in College Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

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

DATE: October 14, 2014

TOPIC: Resolution on Langford Park Outdoor Classroom

A. PERTINENT FACTS:

1. At its September 23, 2014 Board Meeting, the Board of Education authorized the Superintendent to enter into a Joint Powers Agreement with the City of Saint Paul Department of Parks and Recreation, designating 6.13 acres located in Langford Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program.
2. As part of that action, the Board agreed that once the Joint Powers Agreement had been officially entered into, it would pass a resolution that officially designates the Langford Park Outdoor Classroom as a School Forest.
3. The Joint Powers Agreement has been finalized.
4. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is presented by Ann Johnson, St. Anthony Park Elementary Principal, Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the following resolution:

Be it resolved that the Saint Paul Public Schools Board of Education designates the 6.13 acres located in Langford Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

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

DATE: October 14, 2014

TOPIC: Resolution Marydale Park Outdoor Classroom

A. PERTINENT FACTS:

1. At its September 23, 2014 Board Meeting, the Board of Education authorized the Superintendent to enter into a Joint Powers Agreement with the City of Saint Paul Department of Parks and Recreation, designating 20.75 acres located in Marydale Park as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program.
2. As part of that action, the Board agreed that once the Joint Powers Agreement had been officially entered into, it would pass a resolution that officially designates the Marydale Park Outdoor Classroom as a School Forest.
3. The Joint Powers Agreement has been finalized.
4. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is presented by Celeste Carty, Crossroads Montessori Principal, Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the following resolution:

Be it resolved that the Saint Paul Public Schools Board of Education designates the 20.75 acres located in Marydale Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

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

DATE: October 14, 2014

TOPIC: Temporary Right to Construct at Hamline Elementary

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation is replacing the sidewalk along Snelling Ave at Hamline Elementary in order to bring it up to ADA standards.
2. The Minnesota Department of Transportation is requesting the St Paul School District (ISD 625) allow MnDOT a Temporary Right to Construct.
3. This Temporary Right to Construct will expire December 1, 2016.
4. There is no impact to the students at Hamline Elementary for this project.
5. There is no cost to the District.
6. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is presented by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent or designee to approve a Temporary Right to Construct at Hamline Elementary with The Minnesota Department of Transportation.

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

DATE: October 14, 2014

TOPIC: Bid No. A206107-A Elevator Modernization at Adams Spanish Immersion School

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services for elevator modernization at Adam Spanish Immersion School as required by the City of St. Paul elevator inspector.

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

	<u>Lump Sum Base Bid</u>
Minnesota Elevator	\$158,442.00
Schumacher Elevator	180,405.00
Schindler Elevator	195,795.00
All City Elevator	210,156.00

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

4. Funding will be provided from capital bonds, budget code 06-005-870-000-6520-6040.

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

6. This item is submitted by Tom Parent, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes an award of Bid No. A206107-A Elevator Modernization at Adams Spanish Immersion School to Minnesota Elevator for the lump sum base bid of \$158,442.00.

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

DATE: October 14, 2014

TOPIC Citrus System Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity orange juice with Citrus System.
2. Nutrition Services requests authorization to divert commodity products to Citrus System for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$350,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from Citrus System for an estimated value of \$350,000 for furnishing and delivery of orange juice product for the period of September 1, 2014, through July 1, 2015.

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

DATE: October 14, 2014

TOPIC: Jennie-O Foods Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity Turkey products with Jennie-O Foods.
2. Nutrition Services requests authorization to divert commodity products to Jennie-O Foods for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$220,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from Jennie-O Foods for an estimated value of \$220,000 for furnishing and delivery of turkey products for the period of September 1, 2014, through July 1, 2015.

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

DATE: October 14, 2014

TOPIC: JTM Foods Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity beef and turkey products with JTM Foods.
2. Nutrition Services requests authorization to divert commodity products to JTM Foods for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$450,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from JTM Foods for an estimated value of \$450,000 for furnishing and delivery of beef and turkey products for the period of September 1, 2014, through July 1, 2015.

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

DATE: October 14, 2014

TOPIC: Land O Lakes Foods Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity cheese products with Land O Lakes Foods.
2. Nutrition Services requests authorization to divert commodity products to Land O Lakes Foods for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$480,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
2. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from Land O Lakes Foods for an estimated value of \$480,000 for furnishing and delivery of cheese products for the period of September 1, 2014, through July 1, 2015.

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

DATE: October 14, 2014

TOPIC: Michaels Foods Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity Egg products with Michaels Foods.
2. Nutrition Services requests authorization to divert commodity products to Michaels Foods for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$140,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from Michaels Foods for an estimated value of \$140,000 for furnishing and delivery of egg products for the period of September 1, 2014, through July 1, 2015.

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

DATE: October 14, 2014

TOPIC: Red Gold Foods Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity tomato products with Red Gold Foods.
2. Nutrition Services requests authorization to divert commodity products to Red Gold Foods for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$150,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from Red Gold Foods for an estimated value of \$150,000 for furnishing and delivery of tomato products for the period of September 1, 2014, through July 1, 2015.

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

DATE: October 14, 2014

TOPIC: Sunny Fresh Foods Commodity Request for Commodity Purchase

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services has established a request for furnishing and delivery of commodity whole grain (WG) breakfast wrap tortilla product with Sunny Fresh Foods.
2. Nutrition Services requests authorization to divert commodity products to Sunny Fresh Foods for a one-year period, beginning September 1, 2014, through July 1, 2015, for the estimated value of \$110,000.
3. This request has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
6. This item is submitted by Jim Hemmen, Nutrition Services Director, and Jean Ronnei, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the request for purchase of commodities from Sunny Fresh Foods for an estimated value of \$110,000 for furnishing and delivery of WG breakfast wrap tortilla product for the period of September 1, 2014, through July 1, 2015.

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted

Closed meetings are all at 4:00 p.m. unless otherwise noted and are in regard to updates on labor negotiations)

- November 18
- December 2 – Public Hearing on Pay 15 Levy
- December 9 – Closed (Superintendent Evaluation)
- December 16
- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

Committee of the Board Meetings

(4:00 p.m. through December 2, thereafter 4:30 p.m. unless otherwise noted)

- October 21
- October 28 - Cancelled
- December 2
- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21