



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, December 17, 2013 5:30 PM**

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

**BOARD OF EDUCATION**



**Jean O'Connell**  
*Chair*



**Mary Doran**  
*Vice Chair*



**Louise Seeba**  
*Clerk*



**Keith Hardy**  
*Treasurer*



**John Brodrick**  
*Director*



**Anne Carroll**  
*Director*



**Elona Street-Stewart**  
*Director*



**ADMINISTRATION**  
**Valeria S. Silva**  
*Superintendent*

**BOARD OF EDUCATION COMMITTEES**

**Committee of the Board – Mary Doran, 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**

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

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**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**

**December 17, 2013**  
**5:30 PM**

**A G E N D A**

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. PUBLIC COMMENT** (Time Certain 5:35 p.m.)
- IV. APPROVAL OF THE ORDER OF THE AGENDA**
  - A. Order of the Consent Agenda
  - B. Order of the Main Agenda
- V. APPROVAL OF THE MINUTES**
  - A. Minutes of the Regular Meeting of the Board of Education of November 12, 2013 6
  - B. Minutes of the Special Board of Education Pay 14 Levy Hearing December 3, 2013 19
- VI. COMMITTEE REPORTS**
  - A. Committee of the Board Meeting of December 3, 2013 23
- VII. RECOGNITIONS** (Time Certain 6:30 p.m.)
  - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 31
- VIII. SUPERINTENDENT'S REPORT**
  - A. Negotiations Update
  - B. School Choice Season
  - C. SSSC Monitoring: Achievement & Equity VisionCard (Part 2) 32
  - D. Pay 14 Levy 46
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2. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	84
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<b>X. OLD BUSINESS</b>	
A. Final Approval of Pay 14 Levy	86

**XI. NEW BUSINESS**

- A. Report on Superintendent's Evaluation 87
- B. Approval of Resolution on Transfer of Property 88
- C. Project Labor Agreements for: 92
  - 1. Administration Building, 360 Colborne Street -- Replacement of Bituminous Paving and Sidewalk
  - 2. Creative Arts High School, 65 Kellogg Blvd. East -- Interior Renovation
  - 3. EXPO for Excellence Elementary, 540 Warwick Street -- Complete Replacement of the Building Ventilation System
  - 4. Focus Beyond, 340 Colborne Street -- Replacement of a Portion of Roof System
  - 5. Homecroft Early Learning Center, 1845 Sheridan Avenue -- Interior Renovation to Support Modified Grade Configuration for RiverEast, Create a Community Education/ECFE/Itinerant Staff Office Area Hub, Partial Roof Replacement and Replacement of Whole Building Ventilation & Heating System
  - 6. Journeys Secondary, 90 Western Avenue -- Interior Renovation Necessary to Co-Locate Three Programs: Journeys, Community-Based PSD and RiverEast
  - 7. Rondo Educational Center, 560 Concordia Avenue -- Replacement of Carpet Throughout the Building and Replacement of 150 Toilet Partitions

**XII. BOARD OF EDUCATION**

- A. Information Requests & Responses
- B. Items for Future Agendas
- C. Board of Education Reports/Communications

**XIII. FUTURE MEETING SCHEDULE**

- A. Schedule of a Special Board Meeting on the Afternoon of January 11 for the Purpose of a Board Retreat
- B. Board of Education Meetings (5:30 unless otherwise noted) 93
- C. Committee of the Board Meetings (4:30 unless otherwise noted) 94

**XIV. ADJOURNMENT**

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

**November 12, 2013**

**I. CALL TO ORDER**

The meeting was called to order at 5:34 p.m.

**II. ROLL CALL**

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

Mr. Hardy arrived at 7:09 p.m.

**III. PUBLIC COMMENT**

- Tim Finnigan – Compliance with data practice statutes – put procedures on website
- Leon Sanders – Parent teacher home visit project, parent engagement and relationship between parents and teachers
- Laurel Richmond – Addressing the achievement gap but not necessarily smaller class sizes
- Rebecca Wade – Contract negotiations and schools children deserve
- Bob Zick – Date change for board meeting, PEG and black agenda, no tolerance policies

**IV. APPROVAL OF THE ORDER OF THE AGENDA**

A. Order of the Consent Agenda

**MOTION:** Ms. Carroll moved the Board of Education approve the Order of the Consent Agenda with the exception of Item B1: Request for Permission to Submit a Grant Application to 3M for the STEP Program and Item E4: Monthly Operating Authority which were pulled for separate consideration. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

**MOTION:** Ms. Doran moved the Board of Education approve the Order of the Main Agenda with the following change, that the report on the 10/22 COB follow the Superintendent's Report. The motion was seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

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

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

**V. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of October 15, 2013

**MOTION:** Ms. Carroll moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of October 15, 2013 as published. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

The Superintendent’s Report was made at this point in the meeting.

**VI. COMMITTEE REPORTS**

A. Committee of the Board Meeting of October 22, 2013

The first item on the agenda was an update on the Personalized Learning Through Technology Project. Staff reviewed the progress that has been made in the three goal areas of:

- Establishing personalized learning as a district-wide framework.
- Delivering personalized learning through an Integrated Learning Platform and
- Increasing adult capacity to personalize learning.

Next steps in each area were also covered. Staff also reviewed the budget allocation indicating that a careful watch is being kept on dollars provided to the district by St. Paul taxpayers in last year’s levy.

**RECOMMENDED MOTION:** That the Board of Education accept the report as presented.

The motion was approved with the following roll call vote:

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

The next topic was a review of new proposals regarding Bus Discipline and Alternatives to Suspension. Staff noted bus suspension data mirrors other suspension numbers with a disproportionate impact on African American males and listed the various recommendations proposed to improve this situation. There was also an update on Overall Suspension/Interventions. Staff noted there has been an overall reduction in 2012-13 suspension rates of 28% but disproportionality continues to be an issue. A task force examined suspension interventions in place and outlined a number of recommendations to further address this area.

**RECOMMENDED MOTION: That the Board of Education accept the report as presented.**

The motion was approved with the following roll call vote:

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

Staff Reviewed the 2014-15 SPPS School Calendar noting no changes had been made since it was approved two years ago as part of the process of planning calendars out for three-years. The calendar will be published on the SPPS website.

Staff presented charts summarizing the progress made in the revision of the SPPS Procedure Manual along with a brief rationale for why the changes occurred.

The Board's work session included:

- A review of Public Comment Process with a consensus that the Board continue with its current process and re-evaluate it in February and July, 2014.
- A review of Work List Items
- Input on seats Board members would be interested in for 2014
- Discussion on a protocol to cover recognitions of "historically important individuals" when the need arises.
- Discussion on dates for a Board retreat

**MOTION: Ms. Doran moved the Board accept the report on the October 22 COB meeting and approve the minutes as published. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

**VII. RECOGNITIONS**

**BF 29524 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships**

Staff indicated there were 3,408 student scholars participating in Fall athletics. With the three additional middle schools, participation has increased by 38%. The District is celebrating many the successes at the school level, individually and at team level.

1. Highland Park Middle School -- Boys' Soccer Team
2. Highland Park Middle School - Girls' Soccer Team
3. Murray Middle School - Flag Football Team
4. Murray Middle School - Volleyball Team
5. Central Senior High School - Football Team
6. Central Senior High School - Girls' Swim Team
7. Central Senior High School - Girls' Tennis Team
8. Como Park Senior High School - Boys' Soccer Team
9. Como Park Senior High School -- Volleyball Team



- 10. Highland Park Senior High School - Boys' Cross-Country Team
- 11. Highland park Senior High School - Girls' Cross-Country Team
- 12. Highland Park Senior High School - Girls' Soccer Team

**MOTION:** Ms. Street-Stewart moved the Board recognize and congratulate all of the individual team members and coaches and the athletic teams on their accomplishments and success. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

## VIII. SUPERINTENDENT'S REPORT

### A. Report on Pacific Educational Group (PEG) Summit

Two Gordon Parks High School students (Bryant Bentley and Devonte Miller) spoke on their presentation at the PEG Summit. They reported on work they have been doing on the Transition project at Gordon Parks in creating a film documenting the implementation of the light rail line on University Avenue and the history of the neighborhood. They indicated their participation in the PEG conference provided them with the opportunity to meet many African American educators and to learn what can be accomplished if one strives to achieve. It provided them with an understanding of the impact and influence of black leaders they had not had previously.

Staff indicated their participation brought the importance of the student perspective to the PEG conference and the work being done. Staff stressed the importance of having students present at conferences and at school board meetings so everyone can hear of the difference education makes in their lives and the strengths they can bring to their schools. Staff also stressed the need to push post-secondary education for students.

### B. Update on Teacher Contract Negotiations

The Superintendent indicated negotiations for SPPS addresses the critical areas of the terms and conditions for employment in order to meet both student and staff needs. She indicated SPPS had asked for the help of a mediator to focus negotiations on these two areas (terms and conditions of employment – wages and work rules). She stated mediation is a valid and productive means of moving negotiations forward in a focused manner so that agreement would more likely be reached. She stated SPPS did not walk away from negotiations, they simply moved to a different avenue utilizing mediation as a means of negotiating in a very structured manner.

She stated some of the issues raised by the teachers are worthy of consideration but are not directly related to the negotiation issue before SPPS and SPTF, the terms and conditions of employment.

### C. Strong Schools, Strong Communities Update

The Superintendent focused on two areas for this update: Special Education changes in SY 2013-14 and class size.

#### 1. **Special Education**

She stated in SY 2013-14 all students receiving Special Education services were moved into general education classrooms for some part of the day, though this varies day to day

depending upon the individual student. She stated additional support for those classrooms is provided from Special Ed, EAs and TAs. This process is called mainstreaming and is intended to make sure all students receive the most rigorous and equitable education possible. In mainstreaming SPPS is following the rules of inclusion model and complying with IEP requirements. In moving the Special Ed students into the general ed population, they were considered in the development of class size considerations, as has not been the case in the past. This change has provided an opportunity for all to see how students could be mainstreamed successfully; indications are that 70% of the special education students are able to handle mainstreaming successfully. The remaining 30% are provided with instruction in a learning center environment based upon their individual needs. The Superintendent indicated teachers have been doing amazing work with the inclusion model to ensure students are successful. This effort looks at Special Ed mainstreaming as a way for students to move to the next level of achievement. The Superintendent extended her thanks to principals and teachers who have made this success possible. She finished by saying the students are being monitored very closely and issues are being addressed as they arise. She said SPPS is doing what is best for each and every student.

**2. Class Size**

The Superintendent opened by stating the decision had been made that during SY 2013-14 no splits would be made in any of the elementary grade levels K-5. She noted that class size numbers are, for the most part, only 1 to 2 students away from agreed upon averages.

The SSSC Strategic Plan specified class size ranges in order to achieve consistency across the district while still allowing flexibility within schools. The class size ranges were agreed upon by both SPPS & SPFT in a Memorandum of Agreement in the 2011-2013 contract. Those ranges are:

Grades	Class Size Range
Pre-K	20 or less
K-3	22-28
4-8	25-30
7-8	29-35*
9-12	30-39*

\* Range for core classes only (Social Studies, Math, English and Science)

Reasons some classes are outside of the ranges include such things as:

- The class is a unique elective which was more popular than expected and not available elsewhere
- More students than expected need a class to progress
- Teacher skills for a class are unique or specialized and no others can teach the class or,
- A particular school attracts more students than projected.

SPPS addresses larger class sizes by differentiating funding between low and high poverty schools, balancing class sizes at the beginning of every year and hiring additional staff or creating co-teaching classrooms to increase personal attention and bring down student/teacher ratios.

For 2013-14, more than 96% of classrooms are within acceptable class size ranges. In elementary grades (795 classrooms), only 4% exceed class size ranges. In the middle schools, more than 90-95% are within class size ranges for core courses. In the high schools, 97-99% are within class size ranges.

Average class size does fluctuate through the year as students move in and out of schools. As an example, from October to November this year, grades 8 and under

experienced increases in enrollment. Several elementary schools experienced double-digit gains. Middle schools experienced little enrollment change over the last month while high schools experienced small declines.

The implications of getting all classes to 25 students per class are expensive potentially costing the district \$34,900,000 in salaries alone. This does not include facility changes, increases in salaries, professional development, benefits or retirement costs. Best class sizes (17-19) are cost prohibitive. This leaves flexibility as SPPS's best option.

Implementing hard caps could result in splitting families between schools, make accommodation of families coming in over the summer more difficult, reduce enrollment in high demand schools, limit the number of electives in high schools and deny students access to specialty classes necessary for progression. SPPS must balance the desire for smaller classes with families' desire to keep their students together. SPPS must maintain flexibility and address the student population and their varying needs while maintaining the fiscal prudence demonstrated by the district in order to sustain its commitments to its community.

#### QUESTIONS/DISCUSSION:

- Where is the cutoff for low and high poverty schools? Is it schools with 99% free and reduced lunch? Response: Schools at 73% or higher free and reduced lunch are considered high poverty; below 72% are low poverty. Schools range from 99% down to 35% for free and reduced lunch. Three quarters of SPPS students are high poverty.
- The financial impact of \$34.9 million in salaries alone for lower class sizes, would opening up more sections of classes help? Response: SPPS does not have the capacity to open additional sections in many of its schools so it would potentially mean having to have two adults in most classrooms.
- Is one strategy to help teachers with class sizes above the averages having an additional adult in the room? Response: SPPS looked at classrooms with class sizes over the averages and has allocated additional TA or EA resources to the school or created co-teaching opportunities within the classroom. SPPS has provided more resources and used creative scheduling to move additional help in and out of classrooms to meet the needs as well. SPPS has also been very committed to not doing splits in order to prevent disruption to classrooms and students.
- How far is SPPS from identifying kids not by race and poverty but by individual academic needs irrespective of other factors? Will the technology initiative bring SPPS to that point? Response: The issue of meeting individual student needs has been very similar in the past and today. Students have a wide range of needs, and the need is to bring the child from their present level to the next achievement level. Today teachers are assessing kids to identify where they are and where they need help. Personalized learning is another opportunity to guide students to activities addressing the level they are at while challenging kids at the top to do further work. The solution is not to retain all kids but have resources available (after school, summer school, etc.) to move kids forward. The SPPS budget process provides a methodology to meet some of those needs and differentiates resources based on site needs.
- Does the same kind of additional financial and resource support occur at other schools? Yes
- The comment was made that the SPPS effort to mainstream Special Ed is just, right and ethical. The work is complicated for everyone but it is important for doing the best for the kids. It was also asked that everyone consider their language in addressing some of these issues in respect for those involved.
- How do parents know or learn to ask proper questions at parent teacher conferences? Response: The Parent Academy curriculum is designed to help parents navigate the system and learn to develop the questions they need to ask. It

helps parents be confident that they can get the best information possible during parent teacher conferences. SPPS is already trying to provide additional supports for the parents so they can assist their students. SPPS is not dealing with classrooms as islands but is moving to sharing with parents so they can engage with their child and assist in their achievement.

- It was requested slides from the Superintendent's presentation be sent to the Board.
- Administration was encouraged to continue taking a close look at monitoring the process of mainstreaming Special Ed.
- Are the "learning centers" being shut down? Response: Yes, as self contained classroom spaces. Kids are being moved into the mainstream who were previously in the learning centers. In the process, it has been realized that a few students do need a self-contained classroom on occasion when difficulties arise in the mainstreaming process. This need may vary throughout the year as far as number but is based on how well students are doing on an individual basis.
- You noted 34 elementary classrooms over capacity – how many include special ed students who were moved out of learning center/focus rooms? How is support provided to those classrooms? Response: At elementary level there are co-teaching classrooms (two teachers teaching at the time). In preparing for this transition/mainstreaming Special Ed students are now included in the general student count where, in the past, the learning centers were treated as separate schools and not included in the general count. As a result of this inclusion, special ed students had space reserved within class size targets at their various schools. Schools with special education students have special ed resources coming into classrooms to provide support to the special ed students and to the general ed teachers.
- It was noted there will be a more in-depth discussion on special ed at the December 3 COB.
- A board member indicated they would like to have first hand reports from teachers and administrators within buildings on how mainstreaming is working for the 12/3 COB.
- Administration indicated not all schools have special education students. There are six sites where students have been put into the mainstream. SPPS felt it needed to take a chance and see if students could handle mainstream and for the most part, they are doing so successfully. Everyone was reminded not to underestimate the value of students helping students.

D. SSSC Monitoring: Staff Use of Student Data and Work to Improve Instruction VisionCard

Staff reviewed the basis on which the VisionCards were built and then moved into the presentation of results for this area of assessment noting that for all measures Level 5 (Vision) is achievement of greater than 90% in the area being assessed.

Five areas are measured for the Staff Use of Student Data and Work to Improve Instruction VisionCard:

- Common Assessments
- Use of Data
- Utilization & Delivery of Curriculum
- Student Engagement
- Feedback

1. Common Assessments includes:

- District common assessments created and aligned to standards (% of units of study) show. 7-12 Math results are at progress (88%) compared to 68% in SY 11-12. Literacy (6-12) results at 83% (progress) compared to 77% in SY 11-12. K-6 Math results are at Vision (100%) compared to 56% in SY 11-12.

The use of data (the percentage of schools where Professional Learning Communities [PLCs] completed three or more data cycles [n=54 schools/programs]) is at Progress (90%).

## 2. Utilization and Deliver of Curriculum:

- Differentiated small group instruction aligned to student stage of reading development (% of classrooms) increased to Progress (72%) for Literacy K-5, up from 62% (Baseline) in SY 11-12.
- Problem solving process implemented by teachers with students (n=153 secondary math classrooms) is at Progress (87%) for Math 7-12. The focus here deepened into the problem solving process.
- School staff feedback in the area of how frequently do staff review assessment data...with teachers in their grade level (n=2,190) shows 38% strongly agree, 27% fell between strongly agree and agree and 10% agree; 15% disagree and 9% strongly disagree.

The presentation then moved on to spotlight Humboldt's turnaround strategies and their use of multi-tiered systems of support (MTSS). The school problem solving processes are based on a systematic approach focusing on modifying the environment to support students, the use of interventions that have been determined to have a high probability of success and the collection of relevant data and monitoring student progress frequently to assess the impact of interventions.

Turnaround strategies included such things as interventions, the use of incompletes and allowing for additional time to complete a course to standards, student outreach, social-emotional supports for students, additional professional development within PLCs and continuing the reform on an on-going basis.

- Interventions include content specific interventions in classrooms based on grade by day and also based on formative assessment data and self-referral along with an on-line intervention referral system.
- Incompletes for students not demonstrating standard are given allowing the student additional time to master the standard.
- Student progress monitoring through data assemblies, students learning the MAP growth targets and relationship building through advisories.
- Social and emotional supports are provided through establishment of a community mentor program (the mentoring components to the tutoring program are funded with the cooperation of Ecolab); PBIS (positive behavioral interventions and supports) have been put in place and time is allowed in regular education to meet the social and emotional needs of students along with the use of directed social work groups.
- Professional development is multi-level and include: Hamline University's Center for Global Environmental Education, AVID Path Series, Advanced placement/college in the schools, PBIS and implementation of professional learning communities (PLCs).
- Reform continues with job-embedded PLCs (intentional use of data), interventions, incompletes, turnaround hiring competencies, social-emotional supports, PD and intentional family engagement.

Another area utilized by Humboldt is multi-tiered systems of support (MTSS) which is a problem solving model utilizing a six step process in decision-making. 1) Inquiry and "treasure hunt (use of data)," 2) Analysis to prioritize, 3) setting SMART goals, 4) Selecting strategies, 5) Determining results indicators and 6) Monitoring and evaluating results. The goal of this is to reach the "leading" quadrant with high results, high understanding of antecedents and where replication of success is highly likely.

Through use of MTSS areas of need are highlighted, focus is placed on increasing time in the classroom in engaging students, supports are aligned according to the data and utilization of data driven results, higher levels of communication are provided and feedback is tailored to fit the need.

## QUESTIONS/DISCUSSION:

- The comment was made that this is ultimately finding ways for students to transform within their environment
- It was noted the school has worked with alumni and the west side community and students and has succeeded in building a school spirit.
- What is being done to share the success in having the school jump three levels up in State ratings with other high schools? Response: Humboldt's principal has made an in-depth presentation to other principals. Humboldt is an excellent example of a positive deviant in that it has succeeded at a high level regardless of the situation it was in. Principals are now meeting with each other to grow some of these practices across the district. This sharing also allows Humboldt to add things that are creating successes at other schools.
- It was noted there are many key partners working with Humboldt. What is being done to celebrate these partnerships? Response: The school has regular meetings with Ecolab and Ecolab employees meet with students as mentors, tutors, etc.

E. Human Resource Transactions

**MOTION:** Ms. Carroll moved that the Board approve the Human Resource Transactions for the period September 30, 2013 through October 23, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

**IX. CONSENT AGENDA**

**MOTION:** Ms. Carroll moved approval of all Consent Agenda Items as listed with the exception of Item B1: Request for Permission to Submit a Grant Application to 3M for the STEP Program and Item E4: Monthly Operating Authority which were pulled for separate consideration. The motion was seconded by Ms. Seeba.

A. Gifts – None

B. Grants

**BF 29525** Request for Permission to Submit a Grant Application to the Great Lakes Guaranty Corporation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Great Lakes Higher Education Guaranty Corporation for funds to provide direct services to prepare high school junior and senior students from underrepresented backgrounds for college-level course work; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29526** Request for Permission to Submit a Grant Application to the Great Lakes Guaranty Corporation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Great Lakes Higher Education Guaranty Corporation for funds to mentor 75 underrepresented high school seniors at three high schools with the goal of preparing them for success in college mathematics; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 29527** Consulting Services Contract between Wilder Foundation and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Wilder Foundation to provide Cherokee Heights Elementary and Riverview Westside School of Excellence with a Learner Support Facilitator to improve the health and well-being of students.

D. Agreements

**BF 29528** Permission for Institution of Higher Education to Participate in Teaching Experiences at SPPS (Grand Canyon University)

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

**BF 29529** Permission for Institution of Higher Education to Participate in Speech-Language Pathology Co-Teaching Experiences at SPPS (St. Louis University)

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

E. Administrative Items

**BF 29530** Approval of an Employment Agreement with Cement Masons, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2013-2016

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

**BF 29531** Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective December 2, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 29532** Middle School Behavior Intervention Program 2013/2014

That the Board of Education approve the placement of two St. Paul Youth Services Behavior Intervention Specialists at Battle Creek Middle School for the 2013/2014 school year.

**BF 29533** Request for Approval to Continue to Partner with St. Paul Federal to Open a Second Credit Union Branch in Saint Paul Public Schools Harding High School.

That the Board of Education approves the opening of a second St. Paul Federal Credit Union branch at Saint Paul Public Schools Harding HS.

D. Bids – None

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

**BF 29534** Request for Permission to Submit a Grant Application to 3M for the STEP Program.

Director O'Connell indicated she had pulled this item in order to recognized that this is the 40<sup>th</sup> year of the STEP Program offered by 3M. She indicated SPPS extends its thanks to its partners such as 3M, Travelers and others who are so instrumental in helping to support SPPS in its efforts to provide the best education possible to its students.

**BF 29535** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period September 1 2013 – September 30, 2013.

(a) General Account	#603264-604590 #0000313-0000348 #7000323-7000355 #0000045-0000056	\$84,009,117.96
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$4,225,327.99</u>
		\$88,234,445.95

Included in the above disbursements are payrolls in the amount of \$33,879,760.93 and overtime of \$143,406.19 or 0.42% of payroll.

(d) Collateral Changes	
Released:	None
Additions:	None

Director O'Connell stated she had pulled this item in order to celebrate SPPS paying off the last of its short-term borrowing debt caused the State's shift of funds. She noted SPPS would no longer be borrowing in order to meet short-term cash flow.

**MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to submit an application to 3M to increase the number of students pursuing science or technical fields after graduation; to accept funds, if awarded; and to implement the project as specified in the award documents.**

**She further moved the Board of Education approve and ratify the checks and wire transfers for the period September 1, 2013 – September 30, 2013 and that it 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 February 28, 2014. The motion was seconded by Ms. Doran**

The motion was approved with the following roll call vote:

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

**X. OLD BUSINESS -- None**

**XI. NEW BUSINESS**

**BF 29523** Canvass of the November 5 Election Results for School Board Members

Be it resolved by the Board of Education of Independent School District No. 625, as follows:



1. It is hereby found, determined and declared that the general election of the voters of the District held on November 5, 2013, was in all respects duly and legally called and held.
2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four-year term vacancies on the Board of Education caused by expiration of term on January 1 next following the general election as follows:

Chue Vue	20,605
Jean O'Connell	19,621
John Brodrick	16,449
Greg Copeland	6,307
Terrance Bushard	3,417

3. Chue Vue, Jean O'Connell and John Brodrick, having received the highest number of votes, are elected to four-year terms beginning January 6, 2014.
4. The School District Clerk is hereby authorized to certify the results of the elections to the Ramsey County Auditor.

**MOTION: Ms. Carroll moved the Board of Education adopt the resolution canvassing returns of votes of the IDS 625 General Election of 2013. The motion was seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

## **XII. BOARD OF EDUCATION**

- A. Information Requests & Responses - None
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications
  1. **Report on CUBE Annual Conference**

Director Hardy and Seeba provided a report on their attendance at the CUBE Conference describing some of the program content they found most beneficial.

## **XIII. FUTURE MEETING SCHEDULE**

- A. Schedule of Additional Board of Education Meeting

**MOTION: Ms. Carroll moved the Board of Education schedule a closed Board of Education meeting on Thursday, December 12, 2013 starting at 5:00 p.m. for the purpose of the Superintendent's evaluation. Mr. Hardy seconded the motion.**

The motion was approved with the following roll call vote:

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

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

- December 3                      Closed Meeting - Negotiations
- December 12                    Closed meeting – Superintendent’s Evaluation
- December 17                    Closed Meeting - Negotiations
- December 17
- January 7                        ANNUAL MEETING (Board Members take office) Time 4:30 p.m.
- January 21
- February 18
- March 18
- April 15
- May 20
- June 24
- July 15
- August 19
- September 23
- October 14
- November 18
- December 16

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

- December 3
- January 14
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- September 9
- October 7
- October 28
- December 2

**XIV. ADJOURNMENT**

**MOTION:**                      **Mr. Brodrick moved the meeting be adjourned. Ms. Seeba seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:28 p.m.

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

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

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION**  
**PUBLIC HEARING ON SAINT PAUL PUBLIC SCHOOLS PAY 2014 PROPERTY TAX LEVY**

**December 3, 2013**

**I. CALL TO ORDER**

The meeting was called to order at 6:02 p.m.

**II. ROLL CALL**

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

**III. APPROVAL OF THE ORDER OF THE AGENDA**

**MOTION: Ms. Carroll moved the Board approve the Order of the Agenda for the December 3, 2013 Public Hearing on SPPS Pay 2014 Property Tax Levy. Motion was seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

**IV. OLD BUSINESS**

**A. Administration Presentation on the Levy**

The Superintendent stated this session offers the St. Paul community a chance to offer testimony about the District's proposed tax levy and the Board's opportunity to hear the public's input. She noted that unlike the City and the County, this discussion does not include a discussion on the SPPS budget, as schools are, by law, on a different budget calendar running from July 1 to June 30. Multiple opportunities will be offered for the public to weigh in on the budget prior to its June adoption.

The Superintendent indicated the Board has proposed a maximum levy of 1.0%, which is less than the District is authorized for under law and it is the lowest levy the Board has authorized in five years.

The Controller was then asked to provide a brief presentation on the levy. She noted State statute requires all local governments (cities, counties and school districts) to hold a public hearing prior to finalizing their levy authority to allow for public comment. The hearing must follow the release of the proposed tax notices from the county that must be sent between November 10 and November 24 via first class mail. The notice provides information on estimated taxes as well as market value and other homestead adjustments.

School levy authority is established in law. School budgets are a combination of state, federal and local funding, including voter-approved referendum. The Pay 14 school levy funds the 2014-2015 school year. State law requires the Board to adopt the district budget by June 30, 2014.

The levy process occurs in stages:

- The District submits its levy information and Minnesota Department of Education (MDE) calculates the maximum levy authorized by law.
- MDE authorized \$136,373,526 which represents a 1.98% increase.
- The Board reduced the maximum levy ceiling in September to \$135,056,533, a 1% increase.
- At the JPTAC (Joint Property Tax Advisory Committee) meeting on September 30, the City, County and school district adopted a joint levy resolution which netted a reduction of 1.7% from prior year.
- TNT notices were sent out as required by law
- A public hearing has been scheduled as required by law
- The final SPPS Pay 14 levy will be approved at the December 17 Board meeting.

The recommended Pay 14 Levy is as follows:

	Pay 13 <u>Certified</u>	Pay 14 Sept. <u>Projection</u>	<u>MDE Actual</u>	Administration <u>Recommendation</u>
General Fund Levy	\$86,417,736	\$91,283,192	\$92,589,103	\$91,272,110
Community Ed Levy	3,449,244	3,446,145	3,457,227	3,457,227
Debt Service Levy	<u>43,852,360</u>	<u>40,327,196</u>	<u>40,327,196</u>	<u>40,327,196</u>
Total All Levies	\$133,719,340	\$135,056,533	\$136,373,526	\$135,056,533
Percent Change From Pay 13		1.0%	1.98%	1.0%

2013 legislative action had a substantial impact on the Pay 14 levy calculations as it:

- Increased general education funding by 1.5%
- Restored integration aid/levy (although a new formula provides less revenue for St. Paul)
- Increased Pre-K funding beginning this year. St. Paul received funding from Pre-K scholarships to increase enrollment, along with district commitment (Pre-K enrollment is up).
- Increased and modified special ed funding and formulas.

There were also legislative changes to the referendum:

- The 2013 legislature changed the referendum levy system calculations. Under the old calculations, the referendum was \$43.5 million. Under the new calculations, the referendum remains at \$43.5 million. The bottom line for SPPS is no change in total referendum amount but changes made will provide additional tax relief.
- The referendum and the Location Equity Index (LEI) remain based on market value (all properties area taxed at the same rate using market value).

The new referendum calculation is as follows:

Old Law – includes charter and open enrollment pupils	\$835/pupil
New Law – excludes charters and open enrollment and weights	
Changes (SPPS Only)	\$967/pupil
Location Equity Revenue (LER) is then subtracted from that amount	<u>\$424/pupil</u>
Estimated new referendum	\$543/pupil

The referendum and LEI times pupil unit equals \$43.5 million for SPPS

Factors that help reduce taxes include more equalization aid for the first tier referendum and a portion of LEI. The fiscal disparities distribution increased and federal credits on qualified bonds helped to reduce debt service.

Other levy factors having an impact include: the introduction of “Pay Go” financing for alternative facilities (deferred maintenance) which moves the district from financing through bond purchases to paying cash, re-establishment of the new general education levy (student achievement levy), OPEB, pension contributions (required by law) and the Safe Schools levy.

Pay Go (Alternative facilities financing – deferred maintenance funding) allows the district to sell bonds OR “pay as you go” under the alternative facilities program. The transition to pay go saves taxpayers by reducing legal, issuance and arbitrage calculation costs associated with the annual sale of \$11 million in bonds (an estimated savings over 10 years of \$.5 million) and saves interest payments over the life of the bonds (the 10 year estimate is \$18.0 million). The reduces the district’s total debt amount in future years and also results in reducing the debt service levy for alternative facilities in future years. A graph was provided showing the change.

Staff also provided a chart showing the estimated reductions in taxes at various estimated home market value levels.

Administration’s recommendation was that the Board authorize the Pay 14 levy at \$135,056,533, a 1% increase. The would support continuation of the SSSC plan, continue to SPPS referendum commitments, reduce long term debt, maintain a high bond rating and continue SPPS compliance with federal and state obligations.

**QUESTIONS/DISCUSSION:**

- Why, if the SPPS levy is going up 1%, is the overall levy going down? Response: First of all, it is all based on the calculations related to market value and secondly, the legislature increased some revenue sharing in the fiscal disparities pool distribution for St. Paul taxpayers which reduced the overall levy.
- What is LEI? It is “Location Equity Index” and was implemented to recognize differences in locations of school districts. It recognizes that costs are higher for certain large metropolitan areas from other areas across the state. The Metro area receives location equity revenue in the amount of \$424/pupil (see referendum calculation above).
- The Board had asked for a chart outlining rental property to be included in the presentation made to the public, where is it? Response: It will be added to the presentation for the December 17 Board meeting.
- It was noted by a Board member that SPPS cannot under estimate the opportunity to reduce its debt amount and the broader benefit it will have to the region. Response: The benefits accrue over a longer period of time and aligns with the SSSC goal of sustainability. Bond costs continue to increase each year and with the legislative actions providing relief in other formulas now if the optimum time for SPPS to move to “pay go.” SPPS is also increasing savings by reducing its debt load by refinancing various bond issues at more favorable rates.

**V. PUBLIC HEARING**

The meeting then proceeded to its public hearing. There was no one who wished to speak so the meeting moved on to adjournment.

**VI. ADJOURNMENT**

**MOTION:** Ms. Doran moved the special meeting adjourn. Ms Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

The meeting adjourned at 6:23 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  
December 3, 2013**

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

Staff: Superintendent Silva, Michelle Walker, Michelle Bierman, Matt Mohs, Ryan Vernosh, Sharon Freeman, Efe Agbamu, Theresa Battle, Andrew Collins, Sally Rafewitz, Liz Keenan, Darlene Fry, Jon Peterson, Marsha Baisch, Kate Wilcox-Harris, Christine Osorio, Syreeta Wilkins, Jackie Turner, Jean Ronnei, Julie Schultz-Brown, Laurin Cathey, Steve Unowsky, Troy Melhus, Silvy Un, Anastasia Martinez, Somthatin Choulamonty, Amy Eelkeme, Jerry Bursch, Hai Yen Vo, Mike Portesen, Nichde Thomas, Adrian Pendelton, Quenhnel Cooper, Amanda Musachio, T.J. Larson, Alexis Wilham, Bruce Hudspeth, Judy Hughes, Mary Moore, Betsy Brannen, Stacey Kadrmas, Carol Sellers, Kristin Salava, Gail Ghere, Monroe Walker

Other: Jeff Mailcott, Mila Koumpalova, Ore Hudspoth, Maurice Arnold, Maurice Arnold Sr., Lareesh Arnold, Lawanda Arnold, Joe Braman, Sally Rafowicz

**I. CALL TO ORDER**

The meeting was called to order at 5:21 p.m.

**II. AGENDA**

A. Negotiations Update

Administration indicated they had completed the third mediation session with SPFT. A tentative agreement was reached on two more items within the contract. A counter offer has been tendered in response to an initial submission by the teacher's union and this will require more time in mediation. Class size has come up and SPPS has heard the union's proposal and expects to respond at a future mediation session. SPPS shares the concern expressed relative to class size at appropriate levels, however SPPS has issues related to establishing hard caps on class size.

QUESTIONS/DISCUSSION:

- The Board stated SPPS does not support large class sizes but does have concerns related to establishing hard caps to class size. The Board feels it is important not to tie the hands of future boards with specific language in contracts as there is always uncertainty as to where funding will come from in the future. Response: Administration indicated SPPS does have class size ranges within the SSSC strategic plan. This allows flexibility on staffing, where students are placed, etc. When current classrooms were surveyed (there are around 900 in the district) only 21 elementary classrooms are one to two students over the bottom of the range and none exceed the top of the range. Additional staffing has been provided for those classrooms. The class range systems helps avoid split classes and has allowed families to attend their community schools without splitting up their students. Most of the larger classes are in high demand schools.
- Will this information be on the web site? Response: Yes, all proposals presented to date are on the negotiations website.

- How will SPPS communicate the URL to the public? Response: There is a link to the negotiations website from the SPPS home page. Communications also is working on plans to supply information through social media with a weekly status update.

**B. Standing Item: SSSC 2.0 Update**

Administration indicated this was an initial presentation of some materials to be used in the facilitator's 2.0 tool kit being targeted toward various community groups.

Staff stated the SSSC 1.0 ends with SY 2013-14 and that the infrastructure is now in place to accelerate student achievement. The SSSC 2.0 would continue the work through 2019. Details of the plan will be given to the public beginning with the State of the District on January 30 followed by information sessions in February and Board approval at the March 18 Board meeting.

SSSC 2.0 will continue with the goals of 1) achievement for all students, 2) alignment of school programs and 3) sustainability to optimize classroom resources and academics. Thus far, SSSC 1.0 accomplishments include graduation rates are up across the board, post secondary enrollment is up and suspensions are down.

Accomplishments in various areas include:

- Racial equity the Board has adopted a Racial Equity Policy, racial equity workshops have been held for over 1,200 employees and SPPS is working with the City of St. Paul and Ramsey County leaders to expand awareness in this area.
- Operations have moved bus pick up to one-half mile, there are free breakfasts for all students and the Parent Academy graduates parents better able to help their child learn.
- School Choice shows Kindergarten enrollments are up and more Pre-K classes have been added. SPPS has guaranteed articulation of programs from K-12.
- Stable finances include accomplishment of a \$39 million referendum to support learning. Of that, \$16.9 million goes to schools and personalized learning.

SSSC 2.0 will focus on racial equity, personalized learning, program articulations and alignment, post-secondary preparation and infrastructure and systems.

- In the area of racial equity, the Twin Cities has the widest achievement gap in the nation. SPPS is addressing racial inequality head on examining the impact of personal racial beliefs on student learning and changing practices and systems that prevent students of color from learning at the same rate as their white peers.
- Personalized learning tailors teaching and learning to the diverse needs and ability of students, recognizes that student voices and choices are integral to classroom engagement and provides students multiple ways to access information, express themselves and demonstrate learning. Personalized learning has been established as the district framework. Technological resources have been expanded to more schools and students and technology has been integrated into student learning. Adult capacity to support personalized learning is also being addressed.
- Program articulation and alignment has expanded cultural, language and specialized programs. Talent Development and Accelerated Services (TDAS) are available in all schools and more children now have access to pre-kindergarten.
- Post-secondary preparation is being addressed by aligning programs and resources to a 6-8 middle school model. Aligning high school programs and resources with post-secondary standards. Developing Career and Technical Education programs that prepare students for competitive careers. SPPS is also working to align grading practices across all schools.
- Infrastructure and systems have been addressed through development of an SSSC 2.0 accountability system, alignment of facilities with program needs, creating a stable financial system that supports student learning, reinvesting in human capital through improved human resource management and improved customer service. Strategic marketing is being utilized to attract and retain students and families.

QUESTIONS/DISCUSSION:



- Slide 11 states the SPPS achievement gap is one of the widest achievement gaps in the nation. What tests are cited to support this? Response: Multiple tools area used, State standardized tests and the NAEP tests in particular. Regardless of what assessment framework is used, the data shows that Minnesota, in general, and St. Paul and Minneapolis, in particular, do have one of widest achieve gaps though they have improved somewhat moving from first to fourth nationally. The NAEP compares apples to apples, and data can be gotten at both the State and national level.
- Is there any data where there are other states where the achievement gap is smaller than Minnesota's and where their white students still achieve at St. Paul's rate? Response: Massachusetts ranks high and has white student achievement comparable to Minnesota. Staff will provide a list. The NAEP state data can be equated to state assessment from other states. Both Minneapolis and St. Paul have a higher percentage of students of color than elsewhere in the state.
- When you solicit input and incorporate it, how have you gone back to groups who expressed concerns about SSSC 1.0? Response: SPPS plans to present 2.0 to parent groups prior to January 30<sup>th</sup>; this would be specific parts to particular groups. There is no plan to have the deep engagement that was done with SSSC 1.0; SPPS will be using targeted communities for input.
- The comment was made the SPPS should be sure to head off groups who might have issues with the 2.0 plan. Response: Administration noted the 1.0 accomplishments have been presented to various African American community groups such as the NAACP and the Black Ministerial group. One issue, when the Superintendent met with the Black Ministerial group and with the NAACP, was their concern around the choice process. Efforts have been made to clarify the process and they now better understand what the process is but are still concerned about the pace of change. The Superintendent will continue to meet with the group every six weeks on an on-going basis. There are also standing vehicles related to alternatives to suspensions that will provide an opportunity to engage with the communities represented on that committee. One-on-one conversations on specific concerns and aspects of the plan are also planned.
- What will SPPS tell the various groups about why there is such an achievement gap and how 2.0 will make it better? Response: Staff indicated that while SPPS is making progress it is not fast enough. There are aspects that have been done successfully but there are still areas of challenge and areas needing community support or partnering efforts in order to achieve change. SPPS has the data for specific groups where there have been achievements and where challenges remain.
- One director indicated what he wanted to see addressed was to speak specifically about the graduation gap and the academic gap. Specific information for the general public or communities of color on how 2.0 is going to increase the graduation rate and how SPPS will have its staff work to raise academic achievement, Response: SPPS has tailored presentations with data targeted to communicate issues to the American Indian, Hmong, Latino, Somali and African American communities. Data is limited for Karen at this pointing time.

A motion was made and passed to extend the discussion time by 10 minutes.

- Concern was expressed that the presentation would cause confusion or give a mixed message with the intermingling of problem statements and past solution statements. IT was suggested administration find a way for the public to access the deeper information on specific questions and concerns.
- The comment was made, what everyone who has kids in school understands is that SPPS is trying to attack the achievement gap and that there have been some incremental gains. What the director was interested in were specific strategies that can be related to a specific child. The District needs to teach the kids, how will it do a better job doing that teaching; what needs to continue, what do schools need more of and how is the district going to do it. In the presentation give the big picture and then move into details also noting where efforts need to come from the community as well. People are hungry for specific strategies.

- Under personalized learning what is being done to increase adult capacity to support personalized learning? Response: Professional development for teachers directed at how to utilize devices, how to utilize various tools and how to get tools into students' hands.
- A director indicated she would like to see stakeholders provided with information on proven strategies that have worked, that have been piloted and then also with the more visionary strategies that are breaking new ground. There needs to be a balance between proven and visionary which can be seen as "experimenting" with students.
- With Pre-K, what are the long range plans to get the City, County and District talking about Pre-K. Board members were asked to send their particular comments to Mr. Vernosh.

C. Standing Item: Policy Update

Staff indicated the following policies had been looked at:

- Tobacco-Free Environment – the current policy does not explicitly prohibit "nicotine delivery products" for staff and the language needs to be revised to be consistent throughout the entire policy.
- Transportation: Student Conduct (707.02) – after consultation with the Transportation Department it has been determined the current policy meets the 2013 State Statutes and no revision is necessary.
- Gender Equity in Student Athletics – a work group was recommended to discuss the need for and implications of such a policy. The MSHSL is developing a policy regarding transgender student athletes, as they govern athletics at the sophomore level and above. SPPS will need to clarify district practices.

Procedures that need to be addressed include:

- Transportation: Student Conduct (709.01 and 714.00) – there have been multiple revisions in the 2013 State statutes so procedures need to be reviewed to ensure they remain in compliance. They also need to address procedures to decriminalize the language and to ensure alignment between procedure and practice regarding school bus safety expectations and training.
- State Approved Alternative Programs (ALC) (601.40) – this details the criteria and guidelines for alternative programming and instruction. They will need to address post-secondary enrollment options (PSEO) and concurrent enrollments.
- Bullying Prohibition – needs to provide for implementation of bullying prevention programs (Steps to Respect, Second Step, etc.), address restorative justice practices, development of bullying specific reporting forms and development of a procedure for the inquiry into reports of bullying. Further, data needs to be gathered on the effectiveness of recently implemented policy.

The Board's consensus was to refer the Tobacco and Gender Equity policy items to the policy work group.

QUESTIONS/DISCUSSION:

- Regarding post-secondary and how it aligns, a Board member indicated she would like to see greater visibility given to financing and affordability issues that confront students. Financial literacy around the costs going on to a post-secondary education, etc. She stated there need to be conversations with higher education institutions around this and what they need to put on the table to enable students.
- On the transportation piece, a Board member expressed appreciation for the decriminalization of the language.
- Does SPPS have procedures for training contracted drivers on SPPS policies and procedures? Response: That is an on-going conversation with transportation. It also involves a broader conversation on how to get contract drivers, as well as SPPS staff, utilizing common terms, forms, etc.
- A Board member indicated SPPS needs to have conversations with MSHSL on gender equity as it provides an opportunity SPPS to ensure a level playing field. Response:

SPPS will have on-going contact. Staff noted there was similar issue with émigrés as they can only play for four years and some are in school for a longer period than that.

D. Special Education Inclusion Update

Staff provided definitions as background to the update being provided:

- Autism Spectrum Disorder (ASD) – the ASD program is designed for students who need support in social interaction, communication and for the presence of restricted, repetitive and stereotyped patterns of behaviors, interests and activities.
- Developmental Cognitive Disability (DCD) – this program is designed for students who have significant delays intellectually and who have deficits in adaptive behavior or functional skills.
- Emotional Behavioral Disorder (EBD) Resource Model – this program is for students who are withdrawn, have anxiety, have aggression or disordered thought patterns.
- Federal Settings or “levels” refers to the percentage of time per day a student spends in special education versus general education: Level I is 0-40%, Level II is 40-60% and Level III is 0-40%.

Historically, SPPS students have been identified as Level III at a higher rate than comparable school districts. SPPS EBD students (by race all levels) shows 75% (675) African American and 25% (225) other. Level III EBD students (by race) African American 85% (231), 15% (60) other. Level III EBD student (by sex and race) shows 63% (171) African American males, 22% (60) African American females and 15% (40) other.

SPPS is in the process of examining its practices because African American students have been disproportionately identified as EBD. Historically this indicates race has played a key role in determining which of SPPS students had access to the general education classrooms. Level III EBD students and staff were kept in “resource rooms” completely segregated from the rest of the school having separate schedules, different transportation, utilization of back doors, no socialization opportunities and no teacher collaboration between special education and general education staff. The Learning Center at Bruce Vento had the highest concentration of African American students out of any school statewide and has the lowest proficiency rates on state tests.

SPPS has implemented a Racial Equity Policy stating its students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. This policy confronts the institutional racism that has resulted in predictably lower academic achievement for students of color than for their white peers. Rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Strategies to achieve this include excellence/equity over compliance, improving academic outcomes, allocation of more staff and more personal attention and no more one-size-fits-all. A combination of educational programming has been implemented with some time in general education classrooms with extra staff and some time in “resource rooms.” Benchmarks are being established and teacher collaboration is moving forward. Level III EBD students continue to attend EBD specialized sections. Level I and II students who were Level III last year continue to attend EBD specialized program schools. Each child has a reserved spot in the classroom to within SSSC class size ranges.

District-wide, there are 271 Level III EBD students in 19 schools. A chart was provided showing where the 126 elementary level III EBD students are located (within seven schools). In EBD specialized program schools the average elementary general education classroom has: 24 general education students, three EBD students, one teacher and one paraprofessional. On average, district-wide, 20% of EBD students are in general education classes 95% of the day, 60% for 60% of the day and 20% for less than 5-10% of the day. In general, about 80% of SPPS EBD students now participating in the general education classrooms are engaged and able to self-regulate their behaviors in the classrooms over 75% of the time.

Special Education teachers present gave examples of how this year is different and what the change has meant to teachers and students. They expressed excitement at the co-teaching opportunities and the fact that all students within the general education classroom are benefiting from the experience and the access this has provided to the students and the progress and pride they are showing in their participation. Parents and students also provided their input on how incorporating special ed into the general ed classroom was working. Two principals stated the children are meeting and exceeding expectations, while some adults are experiencing a struggle in changing their beliefs and practices and addressing different ways to doing things.

Next steps for the program include on-going refinements in classroom inclusion, parent outreach, provision of sensory classrooms and adaptive leadership plans.

Administration indicated this conversation was happening now because this area has generated a lot of push back for board members. The major change was moving Level III Programs into the general education population with the idea that the change would be very beneficial for a majority of the students.

#### QUESTIONS/DISCUSSION:

- A Board member stated that SPPS needs to make clear to stakeholders how it is moving forward with its adaptive and technical strategies and how they are moving forward to make sure students receive the education they need.
- Questions were raised on IEPs and their legal status. Response: In order to be in Special Ed a student must have an IEP. Parents have to sign off on IEPs. It was acknowledge there is the issue that when parents know how to navigate the system they may be getting better customer service than those who do not know how to navigate the system
- The question was raised as to whether there is equity in providing understanding of the process and the legal requirements for some African American parents in knowing what they are signing off on and whether in some cases this is exacerbating the gap. Response: Staff stated the timing of IEP changes is taxing but the work is being done and compliance to IEP requirements is being met.
- Administration reiterated the District is not violating IEPs.
- The Board requested definitions related to IEPs
- Administration stated the best results happen when the right people are in the right place working with Special Ed. Administration is working with staff to transform how they look at IEPs and provide what the student needs while not placating white parents and being sure parents of color have full understanding of what is involved. Administration noted the major issue still to be addressed is the identification process.
- Concern was expressed that African American boys are being labeled special ed early and that this moves them into a pipeline to prison. There is a very real issue that those who cannot navigate for themselves will get significantly less than they expected.

A motion passed to extend the discussion time by 20 minutes.

- What does research say about mainstreaming all special ed students? EBD are now mainstreamed, all others have already been mainstreamed in the past. Response: Administration stated former SPPS practices in special ed have been disparate from nationally accepted practices for a long time. SPPS has been on the outside or has been an aberration from the norm. All research says inclusion works for special ed kids and has been the movement nationally for years in that it provides the least restrictive construct for the students.
- What communication can be developed to provide an opportunity to help move stakeholders and the community to a better understand that making classrooms more inclusive addresses the past decades of inequality? Response: The presentation just made provides talking points to share with staff and families, a FAQ has been developed and distributed and is posted on the Special Ed website.

- The question was raised -- does the district have the will to make the change? Are teachers being given adequate support, training, resources and the logistics to allow for success? Response: Administration noted there is always difficulty in finding adequate trained staff to work with Special Ed. Administration made a purposeful overstaffing of the Special Ed program because they understood the transition would be difficult. Staffing is at the same level it has always been at elementary and there has been some staffing up at middle school level. It was noted teaching skills build over time and by separating Special Ed out as in the past, both Special Ed and general ed staff suffered from the loss of inclusion and that is now being re-established.
- A Board member noted SPPS is doing the right thing and building on its strengths as it moves forward.

#### D. Work Session

##### 1. Preference for Outside Assignments

Board members were asked to send their preferences to the Board Secretary. Various individuals provided input on the areas they currently represent and recommendations on how representation can be better distributed.

Actual assignments for outside committees and for district councils will be done in January.

##### 2. Procedural Issues at the Annual Meeting.

SPPS Legal Counsel provided each Board member with a copy of the MSBA booklet on "everything they needed to know for the Board's organizational meeting. He noted multiple nominations were addressed on pages 3-5. He noted the following:

- State statute requires a board select its officers
- Board policy states *Roberts Rules of Order* govern its process.
- Board policy requires election by roll call vote
- Board policy recognizes the possibility of multiple nominations.

He then went on to describe the process should multiple nominations occur:

##### QUESTIONS/DISCUSSION:

- Are there any procedures for commentary on or by nominees or Board members? Response: No, it is a simple roll call vote. Nominations are not debatable. Comment may happen in the nomination and/or in the potential seconding action. The Chair controls debate.
- Can candidates give a campaign speech? Response: Historically this has not been done; there is no precedent for having commentary. General Counsel noted surprise is not helpful in the process and respect must be shown for the position of the Chair.
- It was noted there should be a clear understanding of what it means and what is involved with being Chair. Response: The various positions are to some extent defined in Statute and additional definition is provided by MSBA's training. None of the officer positions are nebulous or arbitrary.

##### 2. Board Check-In

- Board members were reminded to complete their evaluation materials for the Superintendent's Evaluation on 12/12.
- Board members were reminded the 12/17 meeting would be Ms. Street-Stewart's last meeting.
- Board members were reminded of their retreat on the afternoon of January 11.
- The Superintendent invited Board members to the January 23 (1:00-3:30 p.m.) discussion on suspension strategies.
- The Director of Equity provided Board members with some insights into their discussions during the meeting.

### III. ADJOURNMENT

**MOTION:** Ms. O'Connell moved the meeting adjourn, seconded by Ms. Seeba.

**Motion passed.**

The meeting adjourned at 11:14 p.m.

Respectfully submitted,  
Marilyn Polsfuss  
Assistant Clerk

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

**DATE:** December 17, 2013

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Employees

**A. PERTINENT FACTS:**

1. **Elona Street-Stewart, Board of Education Director**, for attaining the President's award from the Minnesota School Boards Association (MSBA) for 2013-14. The MSBA is recognizing Street-Stewart for completing 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. She will be presented with a certificate and pin for her service as a school board member at the 2014 MSBA Leadership conference on January 16, 2014.
2. **Doug Revsbeck, Principal at Harding Senior High School**, has been selected as a representative of the Americas for the International Baccalaureate (IB) Diploma Programme Committee.

The committee will sponsor Revsbeck's trip to The Hague in the Netherlands in early February to an annual meeting to participate in strategic planning and making decisions regarding curriculum, policy and change. Revsbeck says that "being selected to represent the IB Americas is truly an honor and it is especially an honor that I will be bringing a voice that will contribute to the future direction of the IB Diploma Programme from SPPS and the State of Minnesota. "

3. **Heidi Bernal, Principal at Adams Spanish Immersion**, for receiving the annual Association Division Leadership Award from the Minnesota Elementary Schools Principals Association. The award honors principals within each division who, through individual leadership and sustained effort, have made noteworthy contributions to the operation of effective school learning programs and to the advancement of the role of the elementary and middle level principals.
4. This item is submitted by Michelle J. Walker, Chief of Staff

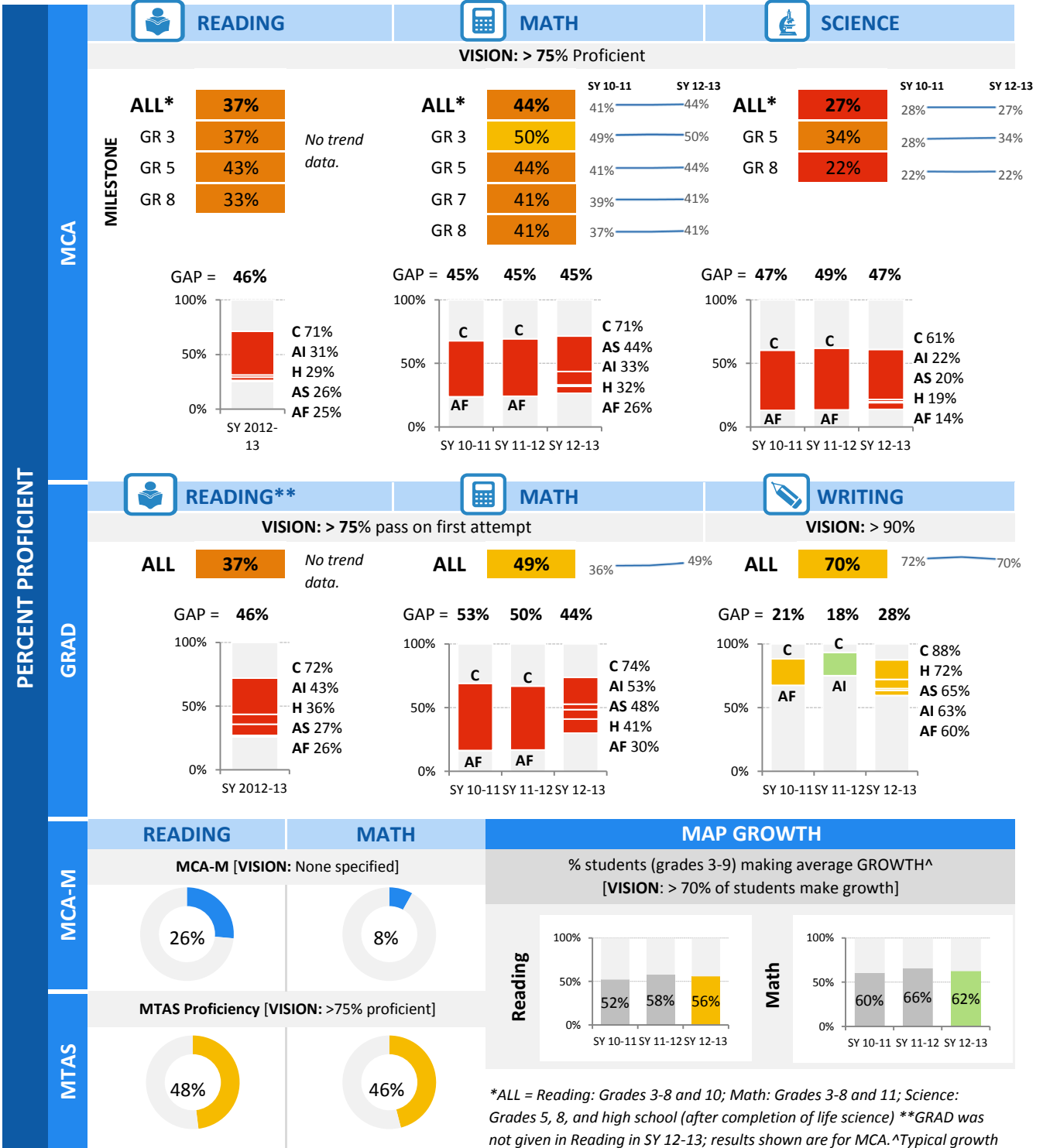
**B. RECOMMENDATION:**

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

### VisionCard Levels



**Race/Ethnicity:** AI: American Indian, AF: African American, AS: Asian American, C: Caucasian, H: Hispanic



\*ALL = Reading: Grades 3-8 and 10; Math: Grades 3-8 and 11; Science: Grades 5, 8, and high school (after completion of life science) \*\*GRAD was not given in Reading in SY 12-13; results shown are for MCA. ^Typical growth based on NWEA National Norms Study



### VisionCard Levels



Race/Ethnicity: **AI:** American Indian, **AF:** African American, **AS:** Asian American, **C:** Caucasian, **H:** Hispanic

### READING

% students medium/high GROWTH

Year	75%	73%	68%
SY 10-11	75%		
SY 11-12		73%	
SY 12-13			68%

### MATH

% students medium/high GROWTH

Year	71%	67%	71%
SY 10-11	71%		
SY 11-12		67%	
SY 12-13			71%

### Mondo Bookshop Assessment Spring 2013

Grade	Assessment	% at Benchmark	Benchmark Target
K	Oral Language	79%	7
	Text level/comprehension	59%	B
	Letter-sound correspondence	94%	20
1st	Oral Language	48%	15
	Text level/comprehension	55%	I
	Letter-sound correspondence	91%	50
2nd	Oral Language	63%	15
	Text level/comprehension	64%	M

### ADVANCED COURSEWORK

% completing advanced coursework

Year	52%	52%
SY 10-11	52%	
SY 12-13		52%

GAP = 37% 39% 40%

### ADVANCED PLACEMENT TEST\*

% of tests with scores of 3 or higher

Year	46%	46%
SY 10-11	46%	
SY 12-13		46%

GAP = 49% 48% 42%

### INTERNATIONAL BACCALAUREATE TEST\*

% of tests with scores of 4 or higher

Year	63%	63%
SY 10-11	63%	
SY 12-13		63%

GAP = 28% 29% 30%

### PARTICIPATION

in SY 2012-13 [Vision: >90%]

Year	63%	63%
SY 10-11	63%	
SY 12-13		63%

### COMPOSITE SCORE OF 21+

in SY 2012-13 [Vision: >90%]

Year	38%	38%
SY 10-11	38%	
SY 12-13		38%

### GRADUATION RATE

4-year adjusted cohort completion rate

Year	66%	66%
2010	66%	
2012		66%

GAP = 36% 27% 24%





















\*American Indian student group not reported to avoid identifying individual students

### VisionCard Levels



**Race/Ethnicity:** **AI:** American Indian, **AF:** African American, **AS:** Asian American, **C:** Caucasian, **H:** Hispanic

**NOTE:** The percentage below each student group label shows the actual rate for that group. The number and color of icons are based on the ratio between a given group's percentage and that of the comparison group (the group with the lowest percentage).

EQUITY RATIOS	GIFTED & TALENTED IDENTIFICATION				SPECIAL EDUCATION REFERRALS			
	How many MORE times likely are other groups to be identified as gifted and talented than the group with the fewest identified. (Grades 1-6)				How many MORE times likely are other groups to be referred for special education than the group with the fewest referrals.			
	COMPARISON GROUP		ALL OTHER GROUPS		COMPARISON GROUP		ALL OTHER GROUPS	
	 <b>AF</b> 10%	<b>C</b>	<b>5.0</b> (50%)		 <b>AS</b> 1.2%	<b>AI</b>	<b>1.9</b> (2.3%)	
		<b>AI</b>	<b>2.1</b> (21%)			<b>AF</b>	<b>1.9</b> (2.3%)	
		<b>AS</b>	<b>1.9</b> (19%)			<b>H</b>	<b>1.5</b> (1.8%)	
		<b>H</b>	<b>1.8</b> (18%)			<b>C</b>	<b>1.1</b> (1.3%)	
	ABSENCES				SUSPENSIONS			
	How many MORE times likely are other groups to be absent 11+ days than the group with the fewest absences of 11+ days.				How many MORE times likely are other groups to be suspended at least 1 time than the group with the fewest suspensions of 1+ times.			
	COMPARISON GROUP		ALL OTHER GROUPS		COMPARISON GROUP		ALL OTHER GROUPS	
 <b>AS</b> 16%	<b>AI</b>	<b>3.0</b> (48%)		 <b>AS</b> 1.1%	<b>AF</b>	<b>9.6</b> (10.6%)		
	<b>AF</b>	<b>2.3</b> (37%)			<b>AI</b>	<b>6.1</b> (6.7%)		
	<b>H</b>	<b>2.1</b> (33%)			<b>H</b>	<b>3.7</b> (4.1%)		
	<b>C</b>	<b>1.6</b> (25%)			<b>C</b>	<b>1.7</b> (1.9%)		

# 2013 Achievement and Equity VisionCards Part 2 of 2

Joe Munnich  
Assistant Director of  
Research, Evaluation, and Assessment (REA)

December 17, 2013



## Objectives

- Review Achievement and Equity Measures
- Present SY12-13 Results – Part 2 of 2
  - MCA Growth
  - Early Readers Report (Milestone 1)
  - Capstone (Milestone 7)
  - Equity Ratios

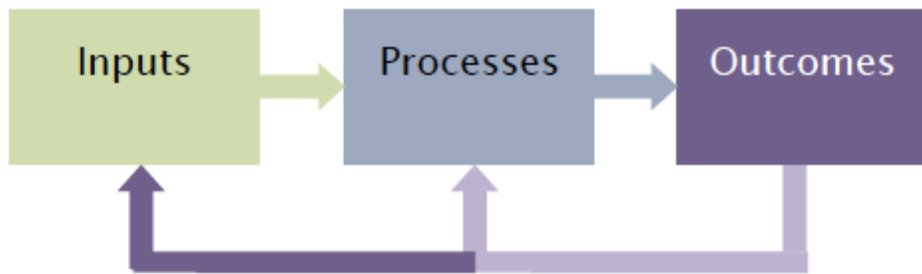


# VISIONCARDS REVIEW

SPPS VisionCards available on-line at  
<http://accountability.spps.org/VisionCards>



## Continuous Improvement (TeamWorks model)



- To improve, we need to focus on:
  - Outcomes (Achievement and Equity)
  - Processes (Rest of VisionCards)



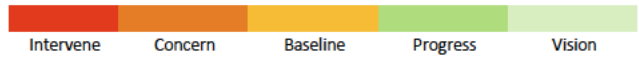
## What's a VisionCard?

Summary of districtwide indicators of progress on SSSC strategic plan, grouped by theme

- Clear, concise – visual if possible
- Results scaled on 5 Levels:
  - Intervene
  - Concern
  - Baseline
  - Progress
  - Vision



### VisionCard Levels



# 2013 ACHIEVEMENT AND EQUITY VISIONCARD MEASURES

SPPS VisionCards available on-line at  
<http://accountability.spps.org/VisionCards>



## Achievement: Growth and Proficiency



Measure	Level 5 Vision
MAP Growth: % of students making at least average growth	> 70%
MCA Growth: % of students making medium or high growth	> 90%
Mondo Assessment Proficiency: K-2 (Milestone 1)	> 75%
MCA 3rd Grade (Milestone 2)	> 75%
MCA 5th Grade (Milestone 3)	> 75%
MCA 7th Grade Math (Milestone 4)	> 75%
MCA 8th Grade: Ready for High School (Milestone 5)	> 75%
MCA-M 2% Alternative Assessment	N/A
MTAS Proficiency	> 75%


 = Measures included in Part 2 of the Achievement and Equity VisionCards



## Achievement: Capstone



Measure	Level 5 Vision
GRAD Math - pass on first time (Milestone 6)	> 75%
GRAD Reading - pass on first time (Milestone 6)	> 75%
GRAD Writing - pass on first time (Milestone 6)	> 90%
ACT Participation	> 75%
ACT Composite Score of 21 or higher (Milestone 7)	> 75%
AP Score 3 / IB Score 4 or higher (Milestone 7)	> 75%
Four-year Cohort Completion Rate (Milestone 7)	> 80%


 = Measures included in Part 2 of the Achievement and Equity VisionCards



## Equity: Percentage Gaps



Measure	Level 5 Vision
MCA & GRAD Math: Largest % Gap between race/ethnic groups	< 10%
MCA & GRAD Reading: Largest % Gap between race/ethnic groups	< 10%
MCA Science: Largest % Gap between race/ethnic groups	< 10%
GRAD Writing: Largest % Gap between race/ethnic groups	< 10%
Advanced Courses: Largest % Gap between race/ethnic groups	< 10%
AP Tests: Largest Gap in % of Students with Score > 3	< 10%
IB Tests: Largest Gap in % of Students with Score > 4	< 10%
Graduation – Four-year Cohort Completion: Largest % Gap	< 10%


 = Measures included in Part 2 of the Achievement and Equity VisionCards



## Equity: Ratios



Measure	Level 5 Vision
Gifted/Talented Identification: Highest Ratio	< 2.0
Special Education Referrals: Highest Ratio	< 2.0
Absences (Students with 11+): Highest Ratio	< 2.0
Suspensions: Highest Ratio	< 2.0

 = Measures included in Part 2 of the Achievement and Equity VisionCards

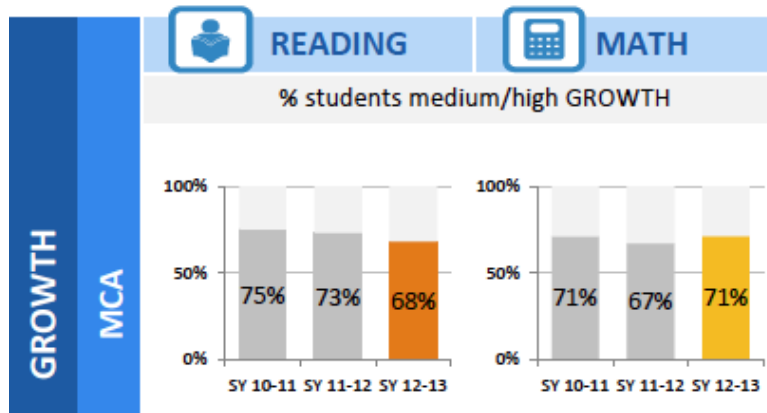


# 2013 ACHIEVEMENT AND EQUITY VISIONCARD RESULTS

SPPS VisionCards available on-line at  
<http://accountability.spps.org/VisionCards>



## MCA Growth



- Fewer students made medium or high growth in reading, down to **Concern** level.
- More students made growth in math, up to **Baseline** level.





# Early Readers Report

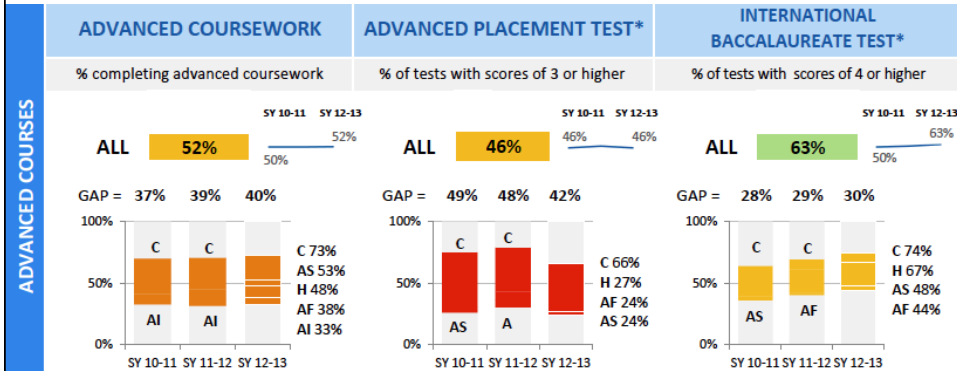
## Mondo Bookshop Assessment Spring 2013

	% at Benchmark	Benchmark		Spring 2012
		Target	Target	
K	Oral Language	79%	7	79%
	Text level/comprehension	59%	B	59%
	Letter-sound correspondence	94%	20	97%
1st	Oral Language	48%	15	48%
	Text level/comprehension	55%	I	59%
	Letter-sound correspondence	91%	50	92%
2nd	Oral Language	63%	15	61%
	Text level/comprehension	64%	M	63%

- No changes in levels from Spring 2012 results.
- Letter-sound correspondence in K and 1<sup>st</sup> grade, and oral language in K, again reached **Vision**.
- Text level/comprehension in K and 1<sup>st</sup> grade, and oral language in 1<sup>st</sup> grade, were at **Baseline**.
- 2<sup>nd</sup> grade results are both at **Progress**.

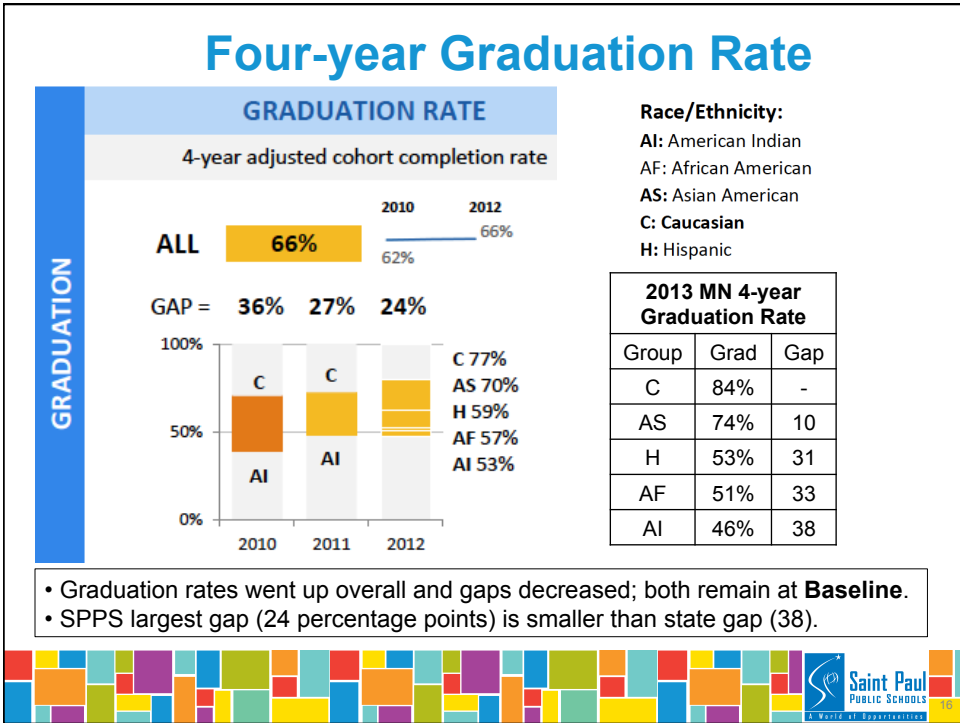
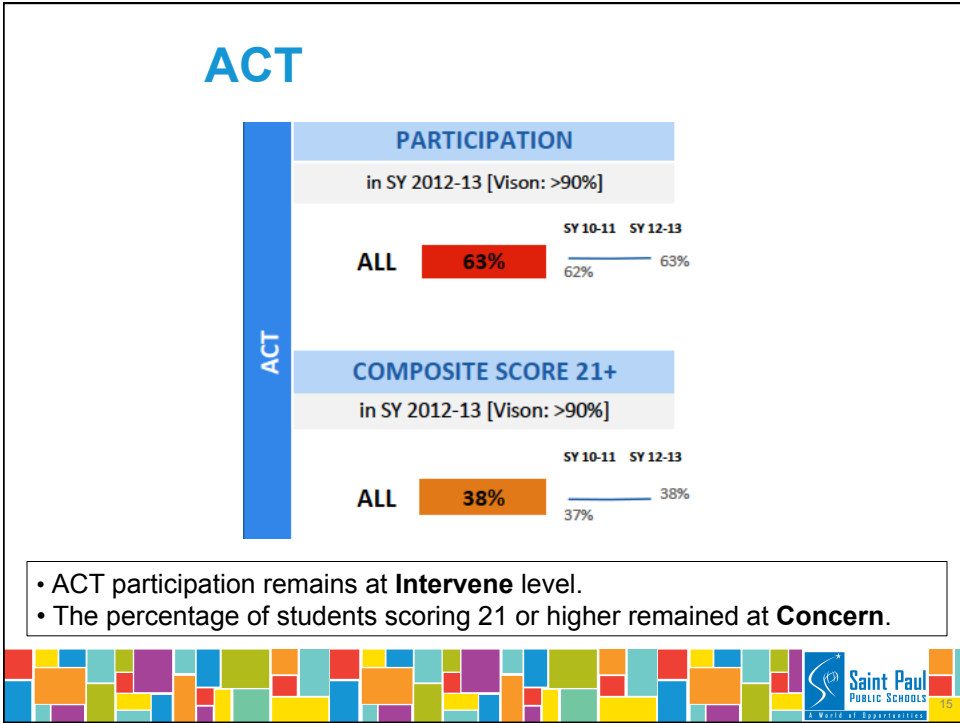


# Advanced Courses and Exams



- Overall results look better than gaps, reflecting racial inequity.
- Gaps remain large – **Concern** for Advanced Coursework and **Intervene** for AP tests.
- IB Test results higher overall (**Progress** level) and more equitable, with all racial groups improving pass rates; still at **Baseline**.





- Graduation rates went up overall and gaps decreased; both remain at **Baseline**.
- SPPS largest gap (24 percentage points) is smaller than state gap (38).

## Equity Ratios

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

$$11+ \text{ Absences Ratio (R)} = \frac{\% \text{ Absent}_R}{\% \text{ Absent}_L}$$

where L = Race/ethnic group with lowest % of students absent 11+ days



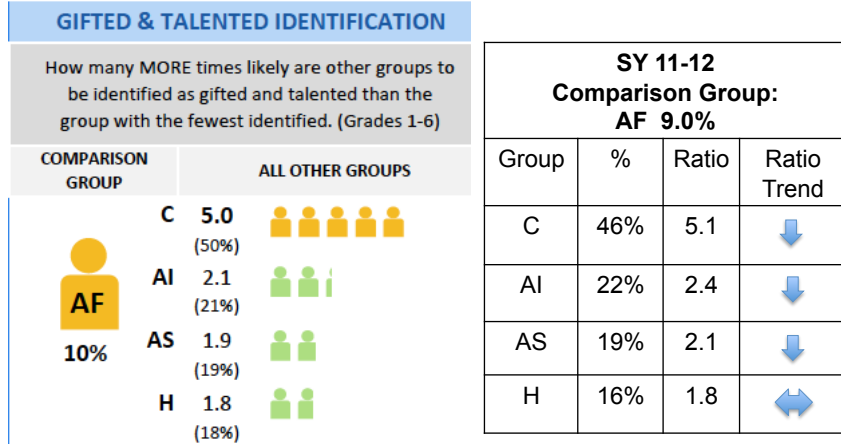
## Equity Ratio: Example

$$\begin{aligned} \text{Absences Ratio} & & & \frac{\% \text{ Absent}_{AI}}{\% \text{ Absent}_{AS}} \\ \text{(American Indian/Asian American)} & = & & \\ & = & \frac{48\%}{16\%} & = 3.0 \end{aligned}$$

American Indian students were **three (3.0) times** as likely as Asian American students to be absent 11 or more days.



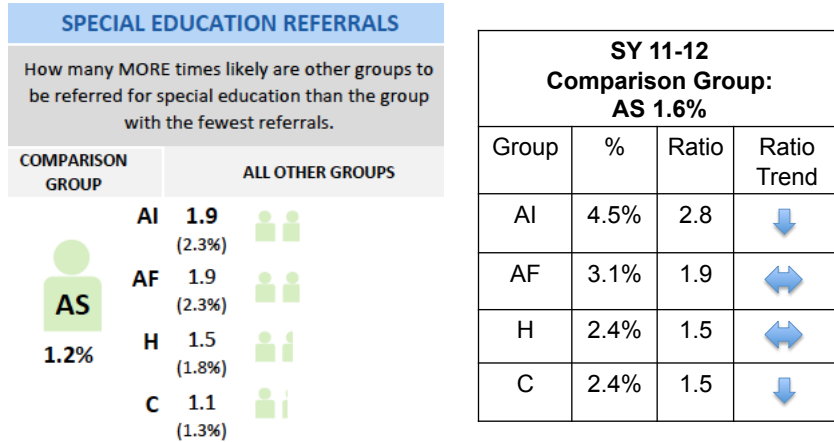
## Gifted/Talented Identification



• The largest racial inequity in G/T identification remains at **Baseline** level.



## Special Education Referrals



Special Education referrals are now below 2.0 in equity ratios, at **Vision** level.



## Students Absent 11 or more days

### ABSENCES

How many MORE times likely are other groups to be absent 11+ days than the group with the fewest absences of 11+ days.

COMPARISON GROUP	ALL OTHER GROUPS	
AI 48%	3.0	
AF 37%	2.3	
H 33%	2.1	
C 25%	1.6	

**AS**  
16%

SY 11-12 Comparison Group: AS 15%			
Group	%	Ratio	Ratio Trend
AI	47%	3.2	↓
AF	34%	2.3	↔
H	30%	2.0	↓
C	22%	1.5	↓

The largest racial inequity in absences is at **Progress** level.



## Suspensions

### SUSPENSIONS

How many MORE times likely are other groups to be suspended at least 1 time than the group with the fewest suspensions of 1+ times.

COMPARISON GROUP	ALL OTHER GROUPS	
AF 10.6%	9.6	
AI 6.7%	6.1	
H 4.1%	3.7	
C 1.9%	1.7	

**AS**  
1.1%

SY 11-12 Comparison Group: AS 1.4%			
Group	%	Ratio	Ratio Trend
AF	14.0%	10.3	↓
AI	10.5%	7.7	↓
H	5.6%	4.1	↓
C	2.5%	1.9	↓

Suspensions remain the largest racial inequity based on ratios – at **Intervene** level across all grades.





# Proposed Levy

## Board of Education

Mary Gilbert

Brian Kinder

December 17, 2013



# Purpose

Recommendation on Pay14 levy



# The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including voter approved referendum
- Pay 14 school levy funds the 2014-2015 school year
- State law requires board to adopt budget by June 30, 2014



# Levy Process

- District submits levy information—MDE calculates maximum levy authorized by law
- MDE authorized \$136,373,526 million, a 1.98% increase
- Board reduced maximum levy ceiling in September to \$135,056,533 million, a 1% increase
- JPTAC meeting September 30<sup>th</sup> adopted joint levy resolution (combined city, county, school levy net reduction of 1.7% )
- TNT notices sent with proposed levy
- Public hearing required by state law December 3rd
- Final Pay14 levy approval at BOE on December 17<sup>th</sup>

12/17/2013

# Recommended Pay14 Levy

	A	B	C	D
	Pay13 Certified	Pay14 Sept Projection	MDE Actual	Administration Recommendation
<b>General Fund Levy</b>	\$86,417,736	\$91,283,192	\$92,589,103	\$91,272,110
<b>Community Ed Levy</b>	3,449,244	3,446,145	3,457,227	3,457,227
<b>Debt Service Levy</b>	43,852,360	40,327,196	40,327,196	40,327,196
<b>Total – All Levies</b>	\$133,719,340	\$135,056,533	\$136,373,526	\$135,056,533
<b>Percent Change from Pay13</b>		<b>1.0%</b>	<b>1.98%</b>	<b>1.0%</b>

12/17/2013



# Legislative Referendum Changes

- 2013 State Legislature changed referendum levy system calculations
- Under old calculations referendum was \$43.5 million
- Under new calculations referendum is \$43.5 million
- Bottom line for SPPS – no change in total referendum amount but will provide additional tax relief
- Referendum and LEI remain based on market value (all properties are taxed at same rate using market value)

12/17/2013

# New Referendum Calculation

Description	Amount
Old Law- includes charter and open enrollment pupils	\$835 per pupil
New Law—excludes charters and open enrollment and weight changes	\$967 per pupil
Location Equity Revenue (LER) is then subtracted from amount	\$424 per pupil
Estimated new referendum	\$ 543 per pupil
(Referendum + LEI ) X pupil unit =	\$43.5 million for SPPS

12/17/2013

# Levy Factors

Factors that help reduce taxes:

- More equalization aid for the first tier referendum and portion of LER (Location Equity Revenue)
- Fiscal disparities distribution increased
- Federal credits on qualified bonds helped reduce debt service

# Other Levy Factors

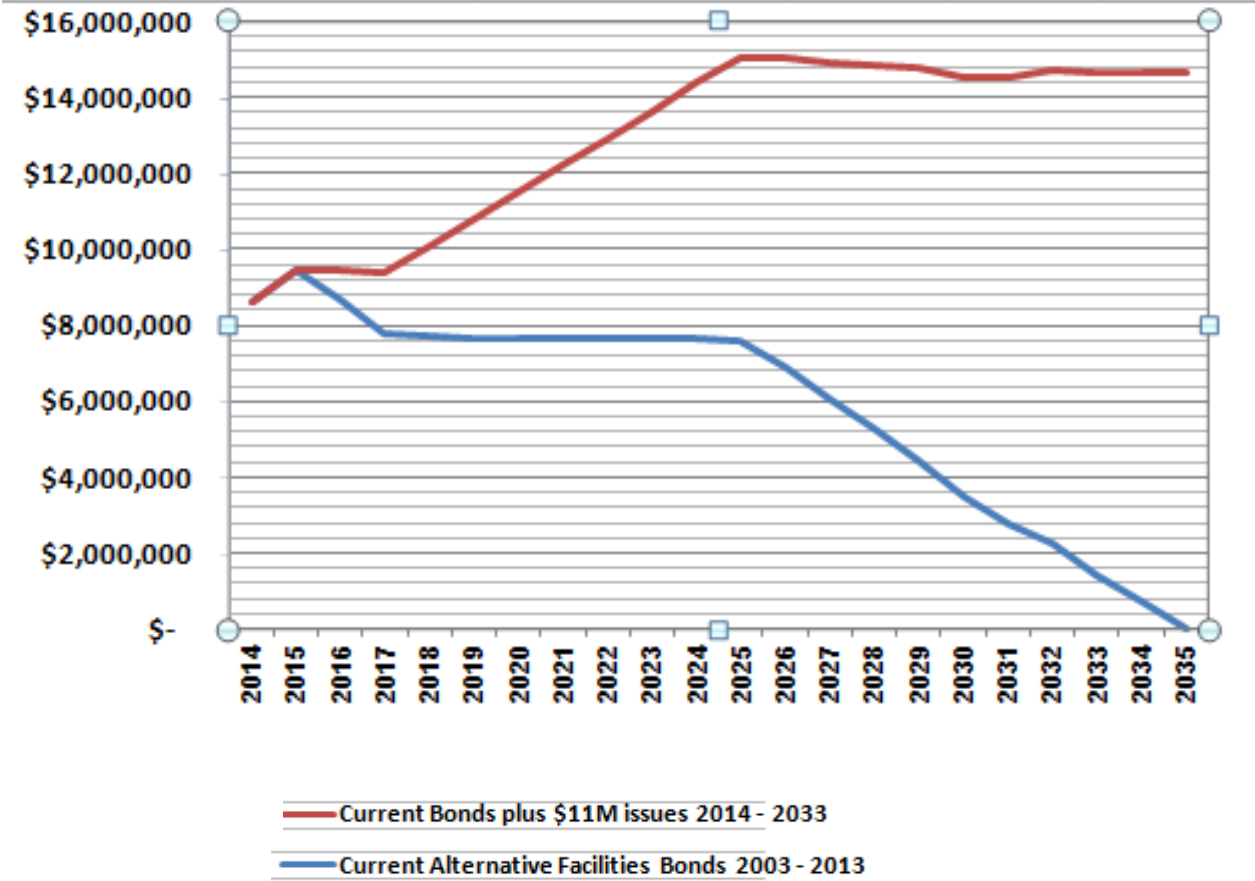
- Introduction of “Pay Go” financing for alternative facilities (deferred maintenance) - move from financing to paying cash
- Reestablishment of new gen ed levy (student achievement levy)
- OPEB
- Pension contributions (required by law)
- Safe Schools levy

# Alternative Facilities (Deferred Maintenance Funding)

- District may sell bonds or “pay as you go” under alternative facilities (deferred maintenance) program
- Transition to “pay go” saves taxpayers by reducing:
  - Legal, issuance and arbitrage calculation costs of selling bonds –estimated savings over ten years \$.5 million
  - Interest payments over life of bonds - 10 year estimate is \$18.0 million
- Reduces total district’s debt amount in future years
- Results in reducing debt service levy for alternative facilities in future years - see graph

12/17/2013

# Alternative Facilities Portion of Debt Service Levy



12/17/2013





# Recommended Pay14 Levy

	A	B	C	D
	Pay13 Certified	Pay14 Sept Projection	MDE Actual	Administration Recommendation
<b>General Fund Levy</b>	\$86,417,736	\$91,283,192	\$92,589,103	\$91,272,110
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<b>Percent Change from Pay13</b>		<b>1.0%</b>	<b>1.98%</b>	<b>1.0%</b>

12/17/2013



# Estimated reductions in taxes

	Home Estimated Market Value	Pay 2013 ISD 625 Property Taxes	Estimated Pay 2014 ISD 625 Property Taxes	Estimated Change in School Tax
Median	75,000	336.96	312.15	(24.81)
	100,000	499.16	471.99	(27.17)
	130,500	699.18	669.39	(29.79)
	200,000	1,155.58	1,119.89	(35.69)
	300,000	1,811.99	1,767.78	(44.21)
	400,000	2,468.41	2,415.67	(52.74)
	500,000	3,091.85	3,026.68	(65.17)

This information is prepared by Ramsey County, Property Records and Revenue



# Impact on Apartments

## 1%

Range	Median Apartment EMV	Medium EMV Change from 2013 to 2014	Estimated Change in 2014 School Tax	Estimated Percentage Change in 2014 School Tax
Lower Third	\$ 138,500	0.0%	-3	-0.3%
Middle Third	380,200	-0.6%	-24	-0.9%
Higher Third	1,267,650	3.7%	299	3.4%

This information is prepared by Ramsey County, Property Records and Revenue



# Recommendation

Pay14 levy of \$135,056,533 million, a 1% increase

Supports:

- Continuation of Strong Schools, Strong Communities Plan—Achievement, Alignment, Sustainability
- Continued referendum commitments
- Reduction of long term debt
- Maintain high bond ratings
- Compliance with federal and state obligations

**HUMAN RESOURCE TRANSACTIONS**  
 (October 24, 2013 through November 25, 2013)  
**December 17, 2013**

**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Austin, T. J.	Classroom Teacher	11/25/2013	\$24.27	Humboldt Secondary
Troseth, K. A.	Classroom Teacher	11/11/2013	\$44.30	Plato Admin Offices
Olson, D. K.	Special Education Teacher	11/06/2013	\$42.65	Ramsey Middle School
Severs, P. A.	Special Education Teacher	11/05/2013	\$46.33	Battle Creek Middle
Green, C. A.	Specialist	11/12/2013	\$50.66	Plato Admin Offices
Johnson, V. M.	Speech Pathologist	11/25/2013	\$48.62	Battle Creek Elementary
Gonzalez, K. M.	School/Community Professional	11/18/2013	\$27.37	ALC Elementary Program
Hill, D. M.	School/Community Professional	11/06/2013	\$35.27	ALC Elementary Program
Dennis, E. L.	Education Assistant	11/04/2013	\$19.51	Obama Service Learning
Dolinar, J. L.	Education Assistant	10/28/2013	\$22.79	Wellstone Elementary
Petrak, A. E.	Education Assistant	11/19/2013	\$14.17	Focus Beyond (Gr 7-Adult)
Yang, V.	Education Assistant	11/06/2013	\$16.99	Colborne Admin Offices
Barnes, S. R.	Teaching Assistant	10/28/2013	\$11.95	Battle Creek Middle
Baylock, D. P.	Teaching Assistant	11/01/2013	\$13.75	Daytons Bluff
Boevers, R. E.	Teaching Assistant	11/18/2013	\$13.05	Highland Park Senior
Brekke, B. L.	Teaching Assistant	11/11/2013	\$14.75	Como Park Elementary
Gettle, C. M.	Teaching Assistant	11/04/2013	\$14.05	Highland Park Middle
Janssen, C. A.	Teaching Assistant	11/25/2013	\$13.53	Battle Creek Elementary
Johnson, D. L.	Teaching Assistant	11/11/2013	\$13.75	Bruce F Vento Elementary
Kerlin, J. L.	Teaching Assistant	11/21/2013	\$14.05	Parkway Montessori & Community Middle
Lee, K. L.	Teaching Assistant	10/28/2013	\$12.41	Capitol Hill Magnet
Logan, C.	Teaching Assistant	10/28/2013	\$11.38	Capitol Hill Magnet
McKinley, J. C.	Teaching Assistant	10/28/2013	\$13.11	Capitol Hill Magnet
Powers, R. A.	Teaching Assistant	10/29/2013	\$13.11	Cherokee Heights
Reynolds, D. C.	Teaching Assistant	10/28/2013	\$12.41	Capitol Hill Magnet

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rodriguez, N. M.	Teaching Assistant	11/18/2013	\$12.95	Bridge View
Schmidt, C. L.	Teaching Assistant	10/30/2013	\$13.11	Crossroads Montessori
Solomon, S. J.	Teaching Assistant	11/21/2013	\$12.95	RiverEast Elem/Secondary
White, K. A.	Teaching Assistant	11/04/2013	\$13.11	Cherokee Heights
Willman, C. J.	Teaching Assistant	11/04/2013	\$13.75	Wellstone Elementary
Hernandez, P. L.	Clerical	10/28/2013	\$12.39	ALC Elementary Program
Johnson, D. A.	Clerical	10/28/2013	\$14.64	Colborne Admin Offices
Aviles, V. B.	Custodian	11/13/2013	\$14.94	Wellstone Elementary
Landa, M.	Custodian	10/21/2013	\$14.94	Harding Senior High
Bohmer, M. M.	Nutrition Services Personnel	11/13/2013	\$10.50	Ramsey Middle School
Claus, L. C.	Nutrition Services Personnel	11/13/2013	\$10.50	Washington Tech Secondary
Davis, K. L.	Nutrition Services Personnel	11/13/2013	\$10.50	Washington Tech Secondary
Devaney, M. A.	Nutrition Services Personnel	11/13/2013	\$10.50	Daytons Bluff
Drexl, C. A.	Nutrition Services Personnel	11/13/2013	\$10.50	Jackson Preparatory
Gross, H. M.	Nutrition Services Personnel	11/13/2013	\$10.50	Riverview School
Lundheim, S. Y.	Nutrition Services Personnel	11/13/2013	\$10.50	Linwood Monroe Arts Upper
Murphy, R. M.	Nutrition Services Personnel	11/13/2013	\$10.50	Central Senior High
Taylor, D. M.	Nutrition Services Personnel	11/13/2013	\$10.50	Humboldt Jr High - Admin Bldg
Murphy, B.	Maintenance Supervisor	01/06/2014	\$26.91	Como Service Center
Wright, N. L.	Professional Employee	11/18/2013	\$30.22	Colborne Admin Offices
Burr, T.	Supervisory	01/07/2014	\$50.95	Colborne Admin Offices
Hemmen, J.	Supervisory	01/08/2014	\$53.24	Como Service Center

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**PROMOTION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gaszak, A. M.	Supervisory From: Professional Employee	10/16/2013	\$25.69	Como Service Center
Thompson, T. C.	Assistant Principal From: Classroom Teacher	10/28/2013	\$45.13	Battle Creek Middle
Sampson, A. L.	Classroom Teacher From: Teaching Assistant	10/21/2013	\$33.97	Farnsworth Aerospace Lower
Haefemeyer, L.	Teaching Assistant Career Progression	10/29/2013	\$18.24	Groveland Park
Reese, A. R.	Teaching Assistant Career Progression	11/07/2013	\$14.05	Johnson Achievement Plus
Walker, L. L.	Clerical Career Progression	10/30/2013	\$20.12	RiverEast Elem/Secondary
Coy, R. J.	Custodian Career Progression	10/28/2013	\$24.01	Obama Service Learning
Lindberg, D. D.	Custodian Career Progression	10/28/2013	\$24.01	Colborne Admin Offices

**TEMPORARY APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blazei, C.	Classroom Teacher	11/04/2013	\$26.00	Bruce F Vento Elementary
Holmes, M. D.	Classroom Teacher	10/25/2013	\$25.17	Highland Park Senior
Luloff, S. E.	Classroom Teacher	11/18/2013	\$24.27	Daytons Bluff
Yang, A.	ELL Teacher	11/05/2013	\$24.27	Humboldt Secondary
Koppen, S.	Supervisory	01/06/2014	\$34.15	Como Service Center

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Baldwin, M. M.	Classroom Teacher	11/16/2013	Hamline Elementary
Cellura, J. J.	Classroom Teacher	11/14/2013	Highland Park Elementary
Decourt, E.	Classroom Teacher	12/10/2013	Harding Senior High
Ganz Kunz, C. B.	Classroom Teacher	10/29/2013	Washington Tech Secondary
Harambasic, D. S.	Classroom Teacher	11/20/2013	Highland Park Middle
Hill, J. M.	Classroom Teacher	09/08/2013	Riverview School
Hwang, K.	Classroom Teacher	11/02/2013	Hazel Park Preparatory
Ley, J.	Classroom Teacher	11/25/2013	Como Park Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Ormsby, E. N.	Classroom Teacher	10/19/2013	Johnson Senior High
Porthan, K.	Classroom Teacher	11/01/2013	Highland Park Middle
Pottle, B. L.	Classroom Teacher	11/07/2013	Maxfield Elementary
Rios, B. V.	Classroom Teacher	12/03/2013	JJ Hill Montessori
Schleper, K. G.	Classroom Teacher	11/11/2013	Highland Park Senior
Schmitz, R. L.	Classroom Teacher	12/03/2013	Washington Tech Secondary
Stefansky, M. E.	Classroom Teacher	10/19/2013	Battle Creek Elementary
Sundberg, J. C.	Classroom Teacher	11/19/2013	Highland Park Senior
Young, L.	Classroom Teacher	11/27/2013	Nokomis Montessori North
Her, N.	Early Education Teacher	11/19/2013	Jackson Preparatory
Revoir, J.	Early Education Teacher	10/19/2013	Early Ed Ben Mays-Rondo
Cummings, T. C.	Nurse	10/19/2013	Crossroads Science
Crowston, M. E.	Occupational Therapist	12/05/2013	Bruce F Vento Elementary
De Sam Lazaro, S.	Occupational Therapist	11/11/2013	Humboldt Jr High - Admin Bldg
Kimani, K.	Social Worker	12/16/2013	Journey's Secondary
Martin, M. O.	Special Education Teacher	11/11/2013	Johnson Achievement Plus
Durkin, L. A.	Speech Pathologist	11/20/2013	Bruce F Vento Elementary
Walsh, S. K.	School/Community Professional	11/06/2013	Washington Tech Secondary
Soe, M. K.	Education Assistant	10/07/2013	Washington Tech Secondary
Follmer, S. J.	Teaching Assistant	11/20/2013	Benjamin Mays/Museum
Jackson, T. G.	Teaching Assistant	10/23/2013	RiverEast Elem/Secondary
Salween, D.	Teaching Assistant	12/02/2013	International Academy-LEAP
Vang, K.	Teaching Assistant	11/14/2013	Nokomis Montessori North
Crowe, C. L.	Custodian	10/30/2013	Open World Learning
Esboldt, T.	Custodian	10/30/2013	Gordon Parks High – ALC
Akeredolu, A. F.	Nutrition Services Personnel	09/24/2013	Hamline Elementary



**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hussein, S. U.	Nutrition Services Personnel	10/09/2013	Early Ed Ben Mays-Rondo
Peterson, H. A.	Nutrition Services Personnel	10/11/2013	Bridge View

**ADMINISTRATIVE LEAVE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., K. M.	Classroom Teacher	11/12/2013
N., M. J.	Classroom Teacher	11/07/2013
G., N. S.	Teaching Assistant	10/03/2013
N., B. M.	Teaching Assistant	11/16/2013
N., B. M.	Teaching Assistant	10/30/2013
C., L. M.	Custodian	11/08/2013

**MILITARY LEAVE OF ABSENCE (WITHOUT PAY)**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lyden, T. A.	Clerical	11/04/2013	Colborne Admin Offices

**REHIRE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Maurer, J. D.	Classroom Teacher	11/04/2013	\$27.54	Highland Park Middle
Campbell, N.	Early Education Teacher	11/04/2013	\$27.68	Obama Service Learning
Bukovich, S.	Special Education Teacher	11/04/2013	\$32.32	Linwood Monroe Arts Upper
Aguirre, N. M.	Teaching Assistant	11/25/2013	\$14.23	Bruce F Vento Elementary
Crandell, H. M.	Teaching Assistant	10/24/2013	\$11.95	Focus Beyond (Gr 7-Adult)
DeCory, L. M.	Teaching Assistant	10/24/2013	\$13.75	American Indian Magnet
Griffin, E.	Teaching Assistant	11/04/2013	\$12.95	RiverEast Elem/Secondary
Head, K.	Teaching Assistant	12/09/2013	\$13.75	Johnson Senior
Hill, B.	Teaching Assistant	12/02/2013	\$13.75	Parkway Montessori & Community Middle
Robb, J. E.	Teaching Assistant	10/29/2013	\$16.96	Groveland Park
Stewart, C. S.	Teaching Assistant	10/21/2013	\$19.24	RiverEast Elem/Secondary
Waalén, M.	Teaching Assistant	11/05/2013	\$13.75	Central Senior High
Dupey, M. J.	Nutrition Services Personnel	11/13/2013	\$10.50	Johnson Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Braus, D. G.	Classroom Teacher	10/28/2013	Obama Service Learning
Camarena, S. C.	Classroom Teacher	10/15/2013	Wellstone Elementary
Hallstrom, B. R.	Classroom Teacher	11/18/2013	Nokomis Montessori North
Little, N. M.	Classroom Teacher	10/21/2013	Farnsworth Aerospace Lower
Norberg, D.	Classroom Teacher	10/14/2013	Como Park Senior High
Steinbring, C.	Classroom Teacher	11/18/2013	Como Service Center
Stevens-Royer, J.	Classroom Teacher	10/24/2013	Mississippi Creative Arts
Thao, P. T.	Classroom Teacher	10/21/2013	Eastern Heights
Yang, M. L.	Classroom Teacher	11/04/2013	Jackson Preparatory
Revoir, J.	Early Education Teacher	11/11/2013	Early Ed Ben Mays-Rondo
Christoferson, K. A.	Special Education Teacher	11/18/2013	Humboldt Jr High - Admin Bldg
Candlin, A. P.	Speech Pathologist	10/15/2013	Humboldt Secondary
Anderson, L. S.	Education Assistant	10/23/2013	Belwin Outdoor Science
Nelson, T.	Teaching Assistant	10/28/2013	Highland Park Senior
Walker, D. C.	Teaching Assistant	10/07/2013	American Indian Magnet
Hadd, R. J.	Custodian	11/18/2013	Early Ed Ben Mays-Rondo
Akeredolu, A. F.	Nutrition Services Personnel	11/12/2013	Hamline Elementary
Hutterer, F. R.	Nutrition Services Personnel	11/25/2013	Mississippi Creative Arts

**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., K. M.	Classroom Teacher	11/05/2013
S., M.	Classroom Teacher	11/13/2013
G., N. S.	Teaching Assistant	11/14/2013
N., B. M.	Teaching Assistant	11/15/2013
P., R. E.	Teaching Assistant	11/26/2013

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**RETIREMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Johnson, J. A.	Assistant Principal	10/01/2012	Battle Creek Middle
Abel, R. P.	Classroom Teacher	06/17/2014	Plato Admin Offices
Allen, L. L.	Classroom Teacher	06/14/2014	Capitol Hill Magnet
Boyd, N.	Classroom Teacher	06/14/2013	Expo for Excellence
Diaz De'Leon, C. H.	Classroom Teacher	11/06/2013	Frost Lake Elementary
Folden, K.	Classroom Teacher	06/14/2014	Johnson Senior High
Nelson, C. J.	Classroom Teacher	06/14/2014	Obama Service Learning
Ilstrup, S.	ELL Teacher	06/14/2014	Galtier Elementary
Lancette, C.	ELL Teacher	01/01/2014	Mississippi Creative Arts
O'Brien, C.	Nurse	06/14/2014	Mississippi Creative Arts
Ramiller, T.	Special Education Teacher	12/01/2013	Central Senior High
Kamman, J.	Education Assistant	11/30/2013	Boys Totem Town
Van Heuveln, C.	Education Assistant	01/01/2014	Focus Beyond (Gr 7-Adult)
Brown, L. R.	Teaching Assistant	12/21/2013	Johnson Achievement Plus
Napier, R. J.	Teaching Assistant	02/08/2014	Obama Service Learning
Hyrkas, S. L.	Nutrition Services Personnel	02/01/2014	Como Service Center

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Adili, Z. K.	Classroom Teacher	11/02/2013	Highland Park Senior
Becvar, A. N.	Classroom Teacher	11/01/2013	Ramsey Middle School
Carlson-Huxford, S.	Classroom Teacher	10/12/2013	Linwood Monroe Arts Upper
Coleman, A. J.	Classroom Teacher	08/26/2013	Bridge View
Grussing, D. J.	Classroom Teacher	12/13/2013	Humboldt Secondary
Head, K.	Classroom Teacher	12/06/2013	Daytons Bluff
Kraus, O.	Classroom Teacher	08/24/2013	Harding Senior High
Lema, C. C.	Classroom Teacher	11/21/2013	American Indian Magnet

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
O'Brien, I. M.	Classroom Teacher	11/01/2013	Highland Park Middle
Theissen, A. M.	Classroom Teacher	11/02/2013	Hamline Elementary
Wood, D. J.	Classroom Teacher	11/15/2013	Humboldt Secondary
Heidelberg, J.	Special Education Teacher	08/25/2013	Humboldt Jr High - Admin Bldg
Satre, K. M.	Special Education Teacher	11/30/2013	Obama Service Learning
Strand, J.	Special Education Teacher	11/21/2013	Battle Creek Middle
Widner, R. L.	Special Education Teacher	10/01/2013	Battle Creek Middle
Lane, T. J.	Specialist	12/21/2013	Plato Admin Offices
Smith, D. J.	School/Community Professional	11/20/2013	Plato Admin Offices
Goodall, J. A.	Education Assistant	11/15/2013	Horace Mann School
Metzler, J.	Education Assistant	11/20/2013	St Anthony Park
Peterson, R. L.	Education Assistant	09/15/2013	St Anthony Park
Bender, J. K.	Teaching Assistant	11/16/2013	Johnson Achievement Plus
Crandell, H. M.	Teaching Assistant	10/26/2013	Focus Beyond (Gr 7-Adult)
Davis, J. A.	Teaching Assistant	11/02/2013	Journey's Secondary
Deneen, K. M.	Teaching Assistant	11/26/2013	Como Park Special/Hartzell
Denney, L. J.	Teaching Assistant	11/23/2013	Humboldt Secondary
Nordmark, T. J.	Teaching Assistant	10/22/2013	Johnson Achievement Plus
Slagter, L. J.	Teaching Assistant	11/16/2013	American Indian Magnet
Tint, N.	Teaching Assistant	11/23/2013	Phalen Lake Hmong Studies
Wako, D.	Teaching Assistant	11/16/2013	Washington Tech Secondary
George - French, N.	Nutrition Services Personnel	01/01/2014	Adams Spanish Immersion

**HUMAN RESOURCE TRANSACTIONS**  
**December 17, 2013**

**RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alsiddiqui, J. D.	Supervisory	12/03/2013	Colborne Admin Offices
Thering, A.	Supervisory	11/30/2013	Como Service Center

**TERMINATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Andestic, R. J.	Classroom Teacher	11/01/2013	No Assigned Bldg - Misc
Cacek, C. J.	Classroom Teacher	11/01/2013	Galtier Elementary
Dorle, D.	Classroom Teacher	11/01/2013	Crossroads Montessori
Durr, S.	Classroom Teacher	11/01/2013	No Assigned Bldg - Misc
Roberts, S.	Classroom Teacher	11/01/2013	Battle Creek Elementary
Madsen, C. C.	Early Education Teacher	11/01/2013	Humboldt Jr High - Admin Bldg
McGrath, S. E.	Speech Pathologist	11/01/2013	Linwood Monroe Arts Upper
Haider, D.	Custodian	11/01/2013	Early Ed Ben Mays-Rondo

**DISCHARGE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., R. A.	Education Assistant	10/22/2013
W., D. T.	Nutrition Services Personnel	11/06/2013

**TERMINATION OF TEMPORARY EMPLOYMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kantor, B. J.	Classroom Teacher	11/02/2013	Riverview School
McGee, S. M.	Classroom Teacher	11/02/2013	Battle Creek Middle

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

**DATE:** December 17, 2013

**TOPIC:** PTO Gift Acceptance for Capitol Hill

**A. PERTINENT FACTS:**

1. The Capitol Hill PTO has raised funds in the amount of \$10,000 to purchase iPads.
2. The iPads are being donated to Capitol Hill.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. This item is submitted by Patrick Bryan, Principal, Capitol Hill, and Christine Osorio, Assistant Superintendent.

**B. RECOMMENDATION**

That the Board of Education authorizes the Superintendent (designee) to accept this donation of \$10,000.

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

**DATE:** December 17, 2013

**TOPIC:** Request for Permission to Submit Grants to Allina Foundation for School Wellness Activities and Materials

**A. PERTINENT FACTS:**

1. Allina Foundation has invited wellness champions at Saint Paul Public Schools sites to apply for funding for school wellness programs that emphasize healthy eating, active living and mental health. All schools were invited to apply.
2. Wellness champions at 18 sites – AGAPE, American Indian Magnet, Battle Creek Elementary, Cherokee Heights, Creative Arts, Crossroads, Farnsworth Upper, Frost Lake, Harding Senior, Harding Student Council, Highland Park Senior, Johnson High School, Murray, Obama, RiverEast, Riverview, Wellstone, and SPPS Physical Education – have prepared requests totaling approximately \$41,825, for fitness equipment and wellness events for SPPS students and families.
3. These projects will meet the District target area goal of achievement.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Assistant Superintendent Elizabeth Keenan; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit these requests for wellness activity support to Allina Foundation; to accept funds, if awarded; and to implement the projects as specified in the award documents.

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

**DATE:** December 17, 2013

**TOPIC:** Request for Permission to Submit a Request to the Cargill Foundation for Early Childhood Nutrition

**A. PERTINENT FACTS:**

1. Cargill Foundation -- committed to prioritizing and improving early childhood nutrition education and educational outcomes through a research-based approach targeting key gaps that tie closely to our global strategic focus of food security – is accepting applications that further those aims.
2. Saint Paul Public Schools has prepared a request to the Cargill Foundation for approximately \$84,000 for the “Healthy at Home” program, which will help the families of younger students to reinforce and duplicate the healthy eating patterns their children experience at school at home. In this program, a variety of activities will take place at home and at school, in the language spoken at home, to achieve the following goals: (1) increase parents' rate of reinforcing healthy eating at home, and (2) increase parents' understanding of the nutrition services available to their children at school to offer them a safe and welcoming environment.
3. This project will meet the District target area goal of *achievement*.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Jean Ronnei, Chief Operations Officer; Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit this request to the Cargill Foundation; 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:** December 17, 2013

**TOPIC:** Request for Permission to Submit a Request to Ecolab Foundation for AVID and Other Funding at Humboldt Secondary School

**A. PERTINENT FACTS:**

1. Ecolab Foundation has funded Humboldt Secondary School for many years and has invited the school to apply for funding again in 2014. One of Ecolab's four main funding areas is youth development, particularly youth at risk.
2. Saint Paul Public Schools has prepared a request to the Foundation for approximately \$70,000 to fund Humboldt's AVID program, students rewards and incentives, and evaluation.
3. This project will meet the District target area goal of achievement.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Assistant Superintendent Steve Unowsky; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit this request to the Ecolab Foundation on behalf of Humboldt Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** December 17, 2013

**TOPIC:** Request for Permission to Submit a Request to the McNeely Foundation for Parkway Montessori

**A. PERTINENT FACTS:**

1. McNeely Foundation is accepting applications for projects that increase academic achievement of middle-grade students on the East Side of St. Paul.
2. Saint Paul Public Schools has prepared a request to the Foundation for approximately \$24,250 to fund a project that will create a peer mentoring and support system for sixth graders at its new East Side middle school, Parkway. Called P-WEB (for Parkway: Where Everybody Belongs), the program will establish a sustainable means of supporting incoming middle school students; smoothing their transition from elementary school; intervening early in potential attendance, academic or behavioral issues; and creating a pattern of student leadership that can lead to success in high school and post-secondary settings. In the inaugural year of this project, SPPS will develop a replicable framework to allow one or two schools in following years to implement a similar program.
3. This project will meet the District target area goals of achievement, alignment and sustainability.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Timothy Hofmann, Principal, Parkway Montessori; Steven Unowsky, Assistant Superintendent; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit this request to the McNeely Foundation; 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: December 17, 2013

TOPIC: Request for Permission to Submit a Request to Robins, Kaplan, Miller & Ciresi Foundation for Children

**A. PERTINENT FACTS:**

1. Robins, Kaplan, Miller & Ciresi Foundation for Children invited Saint Paul Public Schools to submit a request for funding to study suspension of African American students. The Foundation aims to serve as a catalyst for creative, innovative, and systems-changing programs to achieve a long-term impact in promoting education and equal opportunities for all Minnesotans.
2. Saint Paul Public Schools has prepared a request to the Foundation for approximately \$100,000 to fund a project that will (1) provide coaching for schools with disproportionate suspension of African Americans, (2) establish a community Task Force to study suspensions, and (3) recommend new strategies to accelerate SPPS efforts toward academic equity.
3. This project will meet the District target area goal of achievement.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Michelle Bierman, Office of Racial Equity; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit this request to the Robins, Kaplan, Miller & Ciresi Foundation for Children; 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:** December 17, 2013

**TOPIC:** Request to Accept Inspired Educator Grants From the Saint Paul Public Schools Foundation, as Listed in Number 2 Below.

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools Foundation annually provides SPPS schools with the opportunity to request up to \$3,000 to fund projects that engage students in critical thinking, problem-solving, and greater achievement in standards-based subject matter. Applications are submitted directly by SPPS teachers to the SPPS Foundation.
2. Teachers at the following primary and secondary schools have received funding totaling \$26,347.44.

School	Lead Applicant	Inspired Educator Grant Project Title	Award
AGAPE	Anna Maria Gaylord	AGAPE School Library	1,500.00
Capitol Hill Gifted and Talented Magnet	Bethany Piety	iPads for Literacy (co-funded by school)	2,000.00
Central High School	Anthony Jacobs	Becoming an Author--Finding our Voice	3,000.00
Como Park Senior High School	Lindsay Lowther	Flipping the AP Chemistry Classroom	2,657.44
Crossroads Elementary	Theresa Parker	Using the Inquiry Method to Give a Voice to a Lost Culture	2,050.00
District Literacy Department (All elementary schools)	Karen Randall	Second Grade Literacy Support: Researching Plants at the McNeely Conservatory, Como Park	2,400.00
Farnsworth Aerospace Elementary Magnet	Tammy Xiong	Science Centers in Kindergarten Classrooms	1,500.00
Horace Mann School	Anne Commers	Fractured Fairy Tale Book and Flannel Board Project	2,000.00
Linwood Monroe Arts Magnet	Mark Russo	Science Technology	2,800.00

Page 2  
DATE:  
TOPIC:

December 17, 2013  
Request to Accept Inspired Educator Grants From the Saint Paul Public Schools Foundation, as Listed in Number 2 Below.

Parkway Montessori and Community School	Douglas Humes	Hands on Robotics Beyond the Classroom	2,020.00
Phalen Lake Hmong Studies Magnet	Nick Kurtz	Keeping the Old, Embracing the New: Mixing Folktales and Technology	2,420.00
Riverview West Side School of Excellence	Teresa Glass	Materials and Accommodations for Optimal Classroom Success for all Students	2,000.00

3. These projects will meet the District target area goal(s) of achievement and alignment.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Assistant Superintendents Collins, Freeman, Osorio, Battle and Unowsky; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept these awards to teachers from Saint Paul Public Schools Foundation; and to implement projects as specified in the award documents.

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

**DATE:** December 17, 2013

**TOPIC:** Request for Permission to Submit a Grant Application to The School Superintendent's Association and National Joint Powers Alliance to Provide Necessities to Students in the Title I Homeless Education Program

**A. PERTINENT FACTS:**

1. The School Superintendent's Association (AASA) and National Joint Powers Alliance Open (NJPA) is currently accepting applications for public school students with urgent needs to purchase necessities such as food, medication, clothing, eye glasses and more.
2. SPPS' Title I homeless education program (Project REACH, Realizing the Educational Achievement of Children Experiencing Homelessness) has prepared an application to serve students in the program by providing clothing, eyeglasses and sports fees. SPPS is requesting approximately \$2,000 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Cheryl Carlstrom, Federal Programs Director; Julie Schultz Brown, Director of Communications, Marketing & Development; Mathew Mohs, Chief Academic Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to the School Superintendent's Association (AASA) and National Joint Powers Alliance Open (NJPA) to provide necessities to students in the Title I homeless education program, Project Reach; 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:** December 17, 2013

**TOPIC:** Permission for Institution of Higher Education for Student Teaching (Salus University)

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools has ongoing relationships with universities and colleges to train teacher/nurse candidates in our schools. The participating universities and colleges enter into an agreement to send teacher/nurse candidates to our district and provide appropriate oversight of the program. The school district agrees to provide a suitable setting for the students to learn and grow.
2. In November 2011, Memorandums of Understanding for TC2 and TERI were signed by the Superintendent outlining partnerships between Saint Paul Public Schools and seven institutions of higher education (IHEs). Since 2011, eleven additional partners joined the list of institutions that support and participate in the training of teacher candidates in Saint Paul Public Schools.

TC2 and TERI IHEs	Additional Partners
Augsburg College Bethel University Concordia University St Paul Hamline University St. Catherine's University University of St. Thomas University of Minnesota – Twin Cities	Carleton College of St Scholastica Minnesota State University, Mankato Metropolitan State University Northwestern University St. Cloud State University St. Mary's University St. Olaf College University of Minnesota - Duluth University of Wisconsin – River Falls Walden University

In addition to the 18 partners, Saint Paul Public Schools partnered with eight other institutions/departments for exceptional circumstances or specialty areas as provisional partners (please see attached spreadsheet for terms of agreements):

- University of North Dakota (field experience)
- University of Southern California (occupational science & occupational therapy)
- Gustavus Adolphus College (student teaching and field experience)
- College of St. Scholastica – (occupational therapy)
- Bemidji State University (field experience)
- University of Duluth (speech-language pathology)
- Grand Canyon University (speech-language pathology)
- Saint Louis University (speech-language pathology)

Also, Saint Paul Public Schools reviewed a request to add another provisional partner:

- Salus University: Salus University offers training for teachers of the blind/visually impaired (TBVI) and certified orientation and mobility (O&M) instructors. This program is not offered by the eighteen partners. Since Minnesota does not have TBVI or O&M training, we request approval of this partnership to utilize and train Minnesota talent for teachers in this shortage area.
3. These arrangements with teacher preparation programs provide an excellent way to recruit candidates for the District.
  4. There is no additional cost to the District for the teacher preparation programs.
  5. Collaboration with colleges to train high quality urban staff supports the strategic plan.
  6. This partnership will meet the District target area goals of achievement, alignment and sustainability.
  7. This item is submitted by Patricia King, Assistant Director of Leadership Development; and Marsha Baisch, Assistant Superintendent of the Office of Teaching, Learning, and Leading.

**B. RECOMMENDATION:**

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



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

**DATE:** December 17, 2013

**TOPIC:** Lease Agreement with the Center for Democracy and Citizenship at the Baker Center.

**A. PERTINENT FACTS:**

1. Effective January 1, 2014, the District becomes the owner of the Baker Center located at the Cherokee Heights School site.
2. The Center for Democracy and Citizenship has a lease for use of space at the Baker Center which will expire December 31, 2013. The Center for Democracy and Citizenship desires to continue leasing this space effective January 1, 2014, when the District assumes ownership of the property.
3. The administration was agreeable to continuing to lease space at the Baker Center to the Center for Democracy and Citizenship for an additional six months (corresponding to the end of the school year).
4. Terms and conditions of the Lease Agreement include the following:
  - a. The lease term will be six (6) months commencing January 1, 2014 and terminating June 30, 2014.
  - b. The district will lease approximately four classrooms in the Baker Center to the Center for Democracy and Citizenship for purposes of providing education and civic engagement activities and space for youth and families.
  - c. Rent for this term will be Four Hundred Eighty Seven and 96/100 Dollars (\$487.96) per month. Revenue will be applied to debt service.
  - d.
5. This item meets the SPPS SSSC goals of alignment and sustainability.
6. This item is submitted by Sara Guyette, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATIONS:**

That the Board of Education ratify execution by the administration of a Lease Agreement between the District and the Center for Democracy and Citizenship for lease of space at the Baker Center for the term January 1, 2014 through June 30, 2014, for monthly rent of Four Hundred Eighty Seven and 96/100 Dollars (\$487.96) and subject to all other terms and conditions of said agreement.

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

**DATE:** December 17, 2013

**TOPIC:** Lease Agreement with Community Action Partnership of Ramsey and Washington County – Headstart at the Baker Center.

**A. PERTINENT FACTS:**

1. Effective January 1, 2014, the District becomes the owner of the Baker Center located at the Cherokee Heights School site.
2. The Community Action Partnership of Ramsey and Washington County – Headstart has a lease for use of space at the Baker Center which will expire December 31, 2013. The Community Action Partnership of Ramsey and Washington County - Headstart desires to continue leasing this space effective January 1, 2014, when the District assumes ownership of the property.
3. The administration was agreeable to continuing to lease space at the Baker Center to the Community Action Partnership of Ramsey and Washington County - Headstart for an additional six months (corresponding to the end of the school year).
4. Terms and conditions of the Lease Agreement include the following:
  - a. The lease term will be six (6) months commencing January 1, 2014 and terminating June 30, 2014.
  - b. The district will lease approximately five classrooms in the Baker Center to the Community Action Partnership of Ramsey and Washington County - Headstart for purposes of providing a Head Start program for the West Side.
  - c. Rent for this term will be Three Thousand One Hundred Ninety Seven and 99/100 Dollars (\$3,197.99) per month. Revenue will be applied to debt service.
5. This item meets SPPS SSSC goals of alignment and sustainability.,
6. This item is submitted by Sara Guyette, Director of Facilities, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATIONS:**

That the Board of Education ratify execution by the administration of a Lease Agreement between the District and the Community Action Partnership of Ramsey and Washington County - Headstart for lease of space at the Baker Center for the term January 1, 2014 through June 30, 2014, for monthly rent of Three Thousand One Hundred Ninety Seven and 99/100 Dollars (\$3,197.99) and subject to all other terms and conditions of said agreement.

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

**DATE:** December 17, 2013

**TOPIC:** Approval of an Employment Agreement with the North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2013-2016

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period May 1, 2013 through April 30, 2016.

2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$.86 wage increase. The second and third year will be a reopener for wages only.

Uniforms: Effective May 1, 2013, employees working in this bargaining unit will be provided uniforms from the District.

Tools: Effective May 1, 2013, employer will provide employees in this bargaining unit with the necessary tools to accomplish daily work. Tools are the property of the District and must be returned upon employment separation.

Fringes: Effective May 1, 2013, employer will contribute to the Fair Contracting Foundation Fund which is included as a part of the prevailing wage.

3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates.

4. The District has eight regular F.T.E. in this bargaining unit.

5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:

- in the 2012-13 budget year (May 1, 2013-June 30, 2013): \$1,809
- in the 2013-14 budget year (July 1, 2013-June 30, 2014): \$4,618

6. This item will meet the District's target area goal of alignment.

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

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom the North Central States Regional Council of Carpenters, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

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

**DATE:** December 17, 2013

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

**A. PERTINENT FACTS:**

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

**B. RECOMMENDATION:**

That the Board of Education excludes the named students from school effective January 2, 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:** December 17, 2013

**TOPIC:** Monthly Operating Authority

**A. PERTINENT FACTS:**

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

**B. RECOMMENDATIONS:**

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

(a) General Account	#604591-606605 #0000349-0000401 #7000356-7000394 #0000057-0000071	\$44,110,469.63
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$4,324,433.19</u>
		<u>\$48,434,902.82</u>

Included in the above disbursements are payrolls in the amount of \$35,547,604.80 and overtime of \$166,404.61 or 0.47% of payroll.

- (d) Collateral Changes
  - Released – None
  - Additions -- None

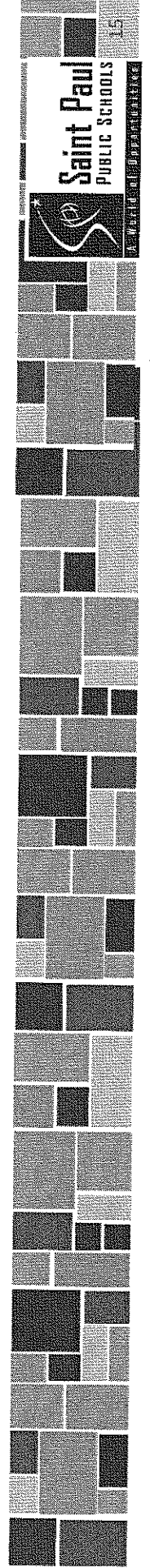
2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 31, 2014.

# Recommendation

Pay14 levy of \$135,056,533 million, a 1% increase

Supports:

- Continuation of Strong Schools, Strong Communities Plan—Achievement, Alignment, Sustainability
- Continued referendum commitments
- Reduction of long term debt
- Maintain high bond ratings
- Compliance with federal and state obligations



The Board of Education of St. Paul Public Schools has evaluated Superintendent Valeria Silva on her goals and on the following leadership competencies: Strategic, Instructional, Cultural and Relational, Human Resources, Managerial and Communications.

We have given the Superintendent an overall satisfactory rating for calendar year 2013. Her leadership during the third year of Strong Schools, Strong Communities strategic plan implementation is moving the district in the right direction. The tightly focused goals around achievement, alignment, and sustainability continue to convey the combination of urgency and commitment that characterize her leadership style and her value to our community.

Working together in 2014, we look forward to supporting Superintendent Silva as she continues to use her identified strengths to lead our district in raising all students' achievement. We further support her work on racial equity in our schools and community, focusing especially on the academic performance of students of color.

We will develop goals with her to strengthen relationships and communications with the our students, families, community, employees and the board. We will support her as she makes improvements in identified leadership areas to help all students achieve at the highest levels.

We thank Superintendent Silva for her strategic and visionary leadership.

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

RESOLUTION - GENERAL FORM

Board File No. 29536

Date December 17, 2013

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WHEREAS, Pursuant to an agreement dated August 21, 1979, (hereinafter "Joint Use and Lease Agreement"), INDEPENDENT SCHOOL DISTRICT NO. 625 (hereinafter "DISTRICT") leased to the CITY OF SAINT PAUL (hereinafter "CITY") for a term of ninety-nine (99) years certain DISTRICT owned real property located at the site of DISTRICT's Cherokee Heights Elementary School and certain spaces within Cherokee Heights Elementary School for the purpose of the CITY's use and construction of improvements for its Baker Recreation Center (formerly known as the Upper West Side Multi-Service Center) which at that time and presently adjoins Cherokee Heights Elementary School; and

WHEREAS, Pursuant to the Joint Use and Lease Agreement CITY and DISTRICT agreed to the joint use of the aforesaid leasehold property in addition to the joint use of real property owned by CITY lying adjacent to DISTRICT's aforesaid real property; and

WHEREAS, CITY and DISTRICT desire to terminate the Joint Use and Lease Agreement; and

WHEREAS, Upon termination of the Joint Use and Lease Agreement the Baker Recreation Center and the real property underlying the Baker Recreation Center building will



automatically by operation of law revert to the unfettered ownership of DISTRICT except for a portion thereof legally described as:

The east half of vacated Waseca Street, adjoining Lot 8, Block 17,  
Nelson Stevens & Kings Addition to West St. Paul, Ramsey  
County, Minnesota.

(hereinafter "Baker property"); and

WHEREAS, the aforesaid Baker property consists of 4,500 square feet and has an appraised value of \$23,000; and

WHEREAS, CITY and DISTRICT formerly had a joint use agreement pertaining to CITY's Highwood Hills Recreation Center and DISTRICT's Highwood Hills Elementary School, which joint use agreement was terminated by letter agreement dated February 6, 2008 and resulted in reversion by operation of law of unfettered ownership of DISTRICT to the Highwood Hills Recreation Center building and the real property underlying said building with the exception of:

That part of the West Quarter of the East Half of the Northeast Quarter of Section 11, Township 28, Range 22, Ramsey County, Minnesota, described as beginning at a point on the east line of said West Quarter of the East Half of the Northeast Quarter, 333 feet south of the south line of Lower Afton Road, now known as Londin Lane; thence at a right angle west a distance of 60.00 feet; thence at a right angle south 60.00 feet; thence at a right angle east 60.00 feet to said east line of the West Quarter of the East Half of the Northeast Quarter; thence north along said east line of the West Quarter of the East Half of the Northeast Quarter 60.00 feet to the point of beginning.

(hereinafter "Highwood Hills property"); and

WHEREAS, the aforesaid Highwood Hills property consists of 3,368 square feet and has an appraised value of \$15,000; and

WHEREAS, DISTRICT desires to acquire the Baker property and the Highwood Hills property and CITY is willing to convey said properties to DISTRICT; and

WHEREAS, Section 13.01.1 of the CITY's Charter requires that the City replace any park lands it disposes of; and

WHEREAS, DISTRICT is the fee owner of a vacant parcel of real property which is a part of DISTRICT's Paul and Sheila Wellstone Elementary School and is legally described as:

Lot Three (3) and the North Ten (10) feet of Lot Two (2), Block Three (3), Dawson and Rice's Addition to St. Paul, Minnesota, according to the plat on file and of record in the office of the Register of Deeds, Ramsey County, Minnesota

(Per Warranty Deed Doc. No. 1117936)

Together with that portion of vacated Woodbridge Avenue and the vacated alley in said Block 3 which accrue to the property by reason of the vacation thereof.

(hereinafter "Wellstone property"), and

WHEREAS, the Wellstone property consists of 8,241 square feet and has an appraised value of \$35,000; and

WHEREAS, in order to comply with Section 13.01.1 of CITY's Charter CITY desires to acquire the Wellstone property and DISTRICT is willing to convey said property to CITY;

NOW, THEREFORE, be it resolved by DISTRICT's Board of Education:

1. That the Joint Use and Lease Agreement between DISTRICT and CITY dated August 21, 1979 is hereby terminated effective January 1, 2014;
2. That DISTRICT does hereby accept the CITY's quit claim deeds conveying to DISTRICT the Baker and Highwood Hills properties as hereinbefore described,

subject however, to any leasehold interests held by Community Action Partnership of Ramsey County – Head Start; Teatro del Pueblo; and/or Center for Democracy and Citizenship, Augsburg College; and further subject to all special assessments levied and pending;

3. That DISTRICT be responsible to pay the deed tax and conservation fee with respect to the deeds to the Baker and Highwood Hills properties;
4. That DISTRICT does hereby accept reversion of the Baker Recreation Center building to DISTRICT in “as is” condition, and further accepts the conveyance of the Baker and Highwood Hills properties in “as is” condition, without any obligation on the part of CITY to indemnify DISTRICT for any claims resulting from the presence of hazardous waste, pollutants or contaminants of any kind in said building or properties;
5. That pursuant to Saint Paul Public Schools Procedure 802.00.1 it is hereby declared that the Wellstone property as hereinbefore described is no longer needed for School District purposes; and
6. That the Chair and Clerk of the Board of Education are hereby directed to convey to the CITY by quit claim deed the Wellstone property as hereinbefore described with a possession date of January 1, 2014.

Adopted December 17, 2013

<b>AYE</b>		<b>NAY</b>
_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____

\_\_\_\_\_  
CHAIR Board of Education

\_\_\_\_\_  
CLERK Board of Education



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**MEMORANDUM**

**DATE:** December 13, 2013

**TO:** Jean Ronnei  
Chief Operations Officer

**FROM:** Sara Guyette, AIA, EFP, LEED AP *SG/NM*  
Director of Facilities

*12-13-12*

**SUBJECT:** Project Labor Agreements

As per the Board of Education direction, please find attached responses received from the Solicitation of Comments on the potential use of a Project Labor Agreement (PLA) for construction projects over \$250,000 in estimated costs. Responses received are summarized below.

Please ensure that this is on the December 17, 2013 Board of Education agenda for action.

School Name	Description	Associated Builders & Contractors	Associated GC of MN	National Assoc of MNCont.	Saint Paul Build.+Trades Council	Admin.
360 Colborne	Replacement paving and sidewalk	No	NR	NR	No	No
Creative Arts High School – 65 Kellogg	Interior Renovation	No	NR	NR	Yes	Yes
Expo	Ventilation Replacement	No	NR	NR	Yes	Yes
Focus Beyond	Roof Replacement	No	NR	NR	Yes	No
Homecroft	Interior Renovation	No	NR	NR	Yes	Yes
Journeys Secondary	Interior Renovation	No	NR	NR	Yes	Yes
Rondo	Carpet and Toilet Partition Replacement	No	NR	NR	No	No

NR = no response

Please advise if you have any questions.

cc: Jeff Lalla, Tom Parent, Marilyn Polsfuss

**Board of Education Meetings**

(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)

- 1/7/2014                      ANNUAL MEETING (*Board Members take office*)  
Time 5:00 p.m.
- 1/21
- 2/18
- 3/18
- April 15
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

**Committee of the Board Meetings**

(4:30 unless otherwise noted)

- January 14
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- September 9
- October 7
- October 28
- December 2