



Saint Paul Public Schools

Regular Meeting

Tuesday, October 15, 2013 5:30 PM

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

BOARD OF EDUCATION



Jean O'Connell
Chair



Mary Doran
Vice Chair



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Clerk



Keith Hardy
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John Brodrick
Director



Anne Carroll
Director



Elona Street-Stewart
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Elona Street-Stewart, Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

October 15, 2013
5:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. PUBLIC COMMENT** (Time Certain 5:30 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 September 17, 2013 6
 - B. Minutes of the Special Meeting of the Board of Education of September 24, 2013 18
- VI. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of October 1, 2013 22
- VII. RECOGNITIONS** (Time Certain 6:30 p.m.)
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees 35
 - B. Acknowledgement of Accomplishments of SPPS Students 36
- VIII. SUPERINTENDENT'S REPORT**
 - A. Strong Schools Strong Communities (SSSC) Update
 - B. Human Resource Transactions 37
- IX. CONSENT AGENDA**

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

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 - B. Grants

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INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
September 17, 2013

I. CALL TO ORDER

The meeting was called to order at 5:32 p.m.

II. ROLL CALL

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

III. PUBLIC COMMENT

- Rick Heller – ADA 508 Compliance & Full Accessibility
- Petra Brokken – Technology in the Schools and Safety Concerns (Invisible pollution)
- Greg Copeland – Pay 14 levy increase and \$4.3 million Dell contract
- Tom Polachek – Make up of the board and a high school for industrial arts with apprenticeship programs
- Bob Zick – Who is accountable, incorrect documentation of employee time

IV. APPROVAL OF THE ORDER OF THE AGENDA

- A. Order of the Consent Agenda and Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda and the Order of the Main Agenda. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 20, 2013

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education of August 20, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of September 10, 2013

The Board received a summary of the final revisions to the 2012-13 budget. The changes were in revenue and expenditure for both General and Community Service Fully Financed Funds only. The total final revenue budget figure was \$667.8 million and expenditures were \$696.3 million.

RECOMMENDED MOTION: That the Board of Education approve the final revised budget for Fiscal Year 2012-2013 as presented.

The motion was approved with the following roll call vote:

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

The budget revisions were followed by a presentation on administration's recommendation on the maximum levy ceiling for the Pay 14 Property Tax Levy.

The Vice Chair read the RECOMMENDED MOTION: That the Board approve the maximum levy ceiling at 1% over Pay 13. That the date for the Public Hearing on the Pay 14 Levy be set as December 3, 2013 at 6:00 p.m. at 360 Colborne and that a Special Board of Education meeting be tentatively scheduled for September 24 (time to be determined) should it become necessary?

QUESTIONS/DISCUSSION:

- It was suggested the Board hold on the recommendation for the levy ceiling until the September 24 meeting.
- Administration was asked to clarify why the Board would not act on the motion to approve the maximum levy ceiling at this time. Response: The Controller indicated the figures SPPS is receiving from the Minnesota Department of Education (MDE) are not final and until final figures are available, she recommended that no action be taken on the maximum levy amount. She noted the Board must take action on the maximum amount no later than September 30 after which the amount cannot be changed upward, only downward.
- A Board member noted SPPS was tentatively seeing a small decline in the actual property tax costs to taxpayers even with the proposed 1% increase. The numbers being worked from are provided by Ramsey County.
- How will the 1% result in property tax reductions for some taxpayers? Response: The goal is to incorporate an all facilities levy to reduce debt service. The shift would ultimately save taxpayers dollars through reduction in debt service costs. It was restated this would be taking deferred maintenance away from bond sales and paying them out of cash flow.

MOTION: Ms. Street-Stewart moved the Board table the entire motion until the September 24 Special Board meeting. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

Mr. Brodrick

Yes

The Translation Services Department presented an overview of the services they provide to the District. This was followed by a brief on the progress being made on policy and procedure review and updating.

Administration then provided an overview on the schedule for the school year 13-14 Strong Schools, Strong Communities (SSSC) Monitoring & Reporting Cycle for the VisionCards.

The meeting ended in a Board work session dealing with scheduling additional PEG Sessions for 13-14; establishing dates for a social gathering with the Minneapolis School Board and a brief communication check-in among Board members.

MOTION: Ms. Carroll moved the Board accept the report on the Committee of the Board meeting of September 10, 2013 and approve the minutes of that meeting as published. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

VII. RECOGNITIONS

BF 29474 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Michelle Strecker, 1st grade teacher at Highland Park Elementary, was chosen as the 2012-13 Junior Achievement Teacher of the Year for the Upper Midwest. Michelle is being recognized for her work at Hazel Park and Highland Park. This award is highly competitive and Ms. Strecker was chosen from among hundreds of teachers.

MOTION: Mr. Brodrick moved, seconded by Ms. Carroll, the Board of Education recognize Ms. Strecker and thank her for her contributions and outstanding work.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. SSSC Year-End Review

The Superintendent thanked everyone in the district for making this year's school start so successful. The Strategic Initiatives Administrator then began her report on the year-end review stating the purpose was to update the board on the progress of the third year of implementation of the SSSC Strategic Plan.

The SSSC School Choice changes have been implemented for all schools. High schools and Grade 6-12 schools transitioned to area-based community enrollment last year. Area-based community schools were also implemented for elementary and middle schools this year. As

part of this change, the magnet designation was removed from five schools. Additionally, the number of students transported outside their home area decreased by 9%.

Middle grades transitions have secondary schools that now include 6th grade. There are two secondary schools with grades 6-12 and five middle schools with grades 6-8. This allows for stronger relationships during middle school years. All middle school programs now include an advisory period. Camp 67 was implemented as an orientation program for incoming 6th and 7th graders and was very well received.

A new electronic School Choice System has been successfully launched. 49% of school choice applications were submitted on line and almost 10,000 applications were processed in 90 seconds using the new system. The system also allowed the District to provide results to families a full month earlier than in previous years.

Reflecting St. Paul (RSP), the 20% set-aside rule at the district's lowest poverty schools, was enacted this year. 549 RSP choices were submitted, 69% of those students received their first choice and 23% of seats were filled through RSP.

This year also saw the reopening of all previously temporarily decommissioned buildings: the Roosevelt building has become an expanded Riverview School; the Ames building is now LNFI upper campus while the Prosperity Heights building is now LNFI lower campus; the Sheridan building now holds the Nokomis Montessori South campus.

Specialized programming has been realigned with the establishment of an area-based system for designating students to language academies with sites located in every area. A new system was established for Special Education programming with programs now offered in schools in each area. Stand-alone Learning Centers have been discontinued to provide greater inclusion of special needs students with peers.

Progress has been seen with the SSSC plan and its areas of focus:

- Community Focus – many schools transitioned to area-based community schools, community outreach has increased through programs such as Back to School, enrollment canvassing and SSSC community meetings.
- School Allocations – the FY 13 budget allocated \$18.9 million more directly to schools compared to FY 12. There were no major budget cuts to schools for SY 2013-14.
- Aligned Learning – the District met all of the aligned learning indicators in content areas, at all grades (i.e., aligned curriculum to standards and aligned sequencing guides).
- Performance Management – there have been more classroom observations, principal evaluations and administrative performance reviews conducted than in past years (8,000 classroom observations, 943 performance reviews).
- Monitoring and Reporting – District Action Teams (DAT) provided input on SSSC and SSSC progress has been tracked through eight VisionCards.

Student performance is improving: graduation rates are up 10 percentage points since 2008 (American Indian students up 15 percentage points and Latino students up 17 percentage points). The drop out rate is down 10% since 2011. MCA Reading test scores increased 9 percentage points since 2007-2012. Post-secondary enrollment is up 7% since 2007 and suspensions are down 30% since last year.

SPPS still faces continuing challenges in:

- The Achievement Gap – incremental gains have been seen in proficiency but racial disparities in achievement persist.
- Supporting families through the changes – SPPS is working to support families transitioning schools due to school choice changes as well as supporting families at transition grades (Pre-K/K, middle school and high school)
- Achieving Racial Equity – the District has invested in system-wide professional development in this area.

Officially, the SSSC Strategic Plan ends in March 2014. SPPS will build on the momentum of the SSSC in the continuation of the strategic plan. More information on the new strategic plans will be provided at COB meetings discussing areas that require additional focus and plans for community engagement.

QUESTIONS/DISCUSSION:

- A Board member commented that Camp 67 was a great success and a very good idea and she hoped the District is considering doing it again. Also, the official shadowing that middle schoolers did through the year set kids up very well. This would be good for students entering middle and those coming out of middle into high school.
- On the Challenges slide – The Achievement Gap shows a 9 percentage points for reading over five years. What are SPPS goals for increasing reading comprehension? Response: With the new test aligning to the Common Core, results were surprisingly low compared to previous year. The new test provided different measurements so many districts' scores were reduced. SPPS now has a defined time for reading instruction along with writing. There is 90 minutes everyday for elementary students allocated to this. Middle schools have specific classes to allow students an added hour to take another course and many students are taking a class for support in reading. Similar efforts are going on in the high schools. Offerings are being reduced and the core is being strengthened for the students. As much support is being provided to high schools as possible. Intervention specialists are in elementary and middle school to provide support for students who are behind.
- A while back under different administration SPPS had a district goal of a 10% increase in reading. Can there be such a goal set for this year? Response: SPPS needs to be realistic; some schools are making excellent progress now and we need to carry that across all schools. This year SPPS is searching out the reasons progress is being made in some schools and analyzing what is happening and looking to find a way to carry it across all schools.
- Students have made gains, they may not have hit the proficiency mark, but they have made gains. For some the gain was two years growth in one year's time.
- A Board member stated she was happy with results and the reporting out of both successes and challenges.

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

The Assistant Director of REA reported on the Achievement and Equity VisionCard in areas where data was currently available. He began by providing a quick review of the VisionCard model stating they were a summary of district-wide indicators of progress on the Strong Schools, Strong Communities Strategic Plan, grouped by theme with the results scaled on five levels: Intervene, Concern, Baseline, Progress, and Vision.

He indicated the Achievement & Equity VisionCard (Part I) reported out on MAP, MCA, MTAS proficiency and the Grad with equity percentage gaps reported in most of those areas as well.

1. **Percent Proficient on MCA in the Milestone Grades**

Vision is 75% Proficient. In MCA Reading the "All" result is at 37% proficient; the gap is at 46%. With new standards and a new test, overall Reading results reset to Concern level with the gaps at Intervene.

- **MCA Reading Achievement** – Overall Results Concern at 37% proficient. The **Equity** gap, with the focus on the largest gap (in this case Caucasian and African American), in reading overall was 46% or intervene with Caucasian at 71%, American Indian at 31%, Latino at 29%, Asian American at 26% and African American at 25%. Proficiency in Reading at Grade 3 was 37%, Grade 5 was 43% and Grade 8 was 33% proficient, all are at Concern level.
- **MCA Math Achievement** -- Overall proficiency on Math MCA increased by three percentage points but remains at the Concern level (44%). Despite increases overall, the MCA Math gap remains unchanged at Intervene level (45%). SY 12-13 **Equity** gap figures shows Caucasians at 71%, Asian Americans at 44%, American Indian at 33%, Latino at 32% and African American at 26%.

- **MCA Science Equity** – The equity gap decreased slightly but remains at the Intervene level (47%). The equity gaps figures show Caucasian at 61%, American Indian 22%, Asian Americans 20%, Latino 19% and African Americans 14%.

2. Percent Proficient on GRAD

- **GRAD Math Achievement** – nearly half (49%) of all 11th graders passed the Math GRAD on the first try, up from 36% in SY 10-11. This is now at Baseline, up from Intervene. Percent Proficient on the GRAD has Vision being 75% pass on first attempt. **GRAD Math Equity** shows the largest gap decreased by nine percentage points since SY 10-11; the vision level remains at Intervene. Figures show Caucasian 74%, American Indian 53%, Asian American 48%, Latino 41% and African American 30%).
- **GRAD Writing – Equity.** The first-time pass rate for 9th graders on the Writing Grad went down to Baseline, gaps increased and are also now at Baseline. The gap figures show Caucasian 88%, Latino 72%, Asian American 65%, American Indian 63% and African American 60%. Overall results are at 70% a slight decrease from SY 10-11 at 72%.

3. Actions to Improve Student Outcomes

The focus for 2013-14 will provide for:

- Continued additional time for math and science at the elementary level
- Literacy and math implementation tightly aligned to standards with ongoing progress monitoring.
- Aligned supports to provide high quality programming for more students
- Expanded high quality pre-Kindergarten and All-Day Kindergarten to build a strong foundation.

He then outlined the reporting schedule for the rest of the third series VisionCards:

- November 12 – Student Data and Work
- December 9 – Achievement and Equity (Part 2)
- February 18 – Leadership
- March 18 – Partnership
- May 20 – Resources & Operational Excellence
- July 15 – Professional Development

QUESTIONS/DISCUSSION:

- Is there data broken down by income (free and reduced lunch) available? Response: Yes, this is reported out to some extent on the Equity VisionCard. If the Board desires, the data can be shared with them.
- The comment was made it looks like SPPS is making progress and growth in the areas highlighted. With more kids coming into Pre-K and K they will be that much more prepared and SPPS should have more growth with kids coming up from pre-K.
- It was noted regarding the information by free and reduced lunches that administration does have the data available but has made a strategic decision on what to bring forward in a considered manner. At one point, there was a deeper dive and staff looked at key measures in which income would drive results. There were not huge distinctions in these measures. Staff could do a deeper dive on some of measures.
- A Board member suggested the discussion of exactly what the Board would like more information on be referred to a COB so specific areas could be determined before staff does the work on the data.
- It was stated this is a “Red” card and even though SPPS is isolating race, working to make a difference, confronting reality and using strategies that have traction, many kids are still being left behind that don’t deserve to be left behind, good intentions are not enough
- It was noted the District needs to be very optimistic about what combined efforts will be – they are only in the third year of a new strategic plan. The District needs to figure out how to get a better handle on not only the data sets presented, but does it know how families are equipped to assist and provide added support and interpretation for their

student(s)? In the Strategic Plan, is there help for the families, efforts to make sure parents can understand what expectations are in what SPPS is trying to do, for example what needs to happen at home to assist student in testing, etc. Is there a plan for a closer connection in what is happening within families? Response: There is no one thing that can address this issue. The Parent Academy expansion has provided parents with tools and a place to go for help. The District is talking about and working to provide extended learning time for kids in a learning environment where they can receive tutoring, do homework with support available. Also providing additional learning opportunities for the students to enhance their desire to learn. SPPS is providing food for the students at end of day at these extended learning opportunities and busing the kid's home. SPPS is working with its community partners to align efforts to meet students' needs. It is expanding mentoring programs for students. It is working toward having information for families in digital format and to provide practice for students. SPPS is looking at textbooks to provide more digital access for the students to practice and work on math and reading. It is also a reality that many families cannot provide support to student due to work commitments and/or other reasons. That is why it is so important to provide access to longer learning times for students with supports.

- A member noted many elementary schools do math nights for parents and kids as well as provide resource sheets sent home with students. This needs to be done consistently across all schools.
- Shared accountability is brought up often sometimes as a threat and/or as shame and blame. As conversations evolve between staff and families perhaps, "shared expectations" might be a better route to students becoming more successful. Along with, of course, better communication.
- What is missing is to answer these questions: Why are there still reports talking about such significant gaps? What is the rationale for why some students are still not performing well, in standardized tests at least? Is there test bias, does time of day have an impact, is there testing fatigue, what about student accountability? What about English language learners' struggle with comprehension? What about summer loss? Is the new test being used for individualized learning plans. Response: To some extent it comes down to the engagement of individual students – the tests do not mean much to some, as they are not attached to passing or grades; some take them more seriously than others. The gap is not about income, it is happening across the board. Various ways have been tried in administering the tests – pencil paper, digital. There is the "expectations" aspect, as some adults expect some kids to do one thing and some something else; they have higher expectations of some over others. Today SPPS is measuring and making everyone accountable. Overall, it is the fault of society as there is institutionalized racism across every sector in the country. SPPS is now working to break that mold and helping student to learn how to navigate the system. There is an "opportunity gap". The answer is in solving a systemic challenge and SPPS is seeing progress in the work. There is test bias, yes; also test fatigue. There is student accountability, particularly in high school and SPPS is working to make curriculum more relevant. The pieces have to move together, SPPS has to right size a system that for decades was not designed to educate the student population that exists today. What is being tackled is systemic and SPPS is on the road to get there. Fundamentally, the adoption of the Racial Equity Policy should further accelerate the work and SPPS needs to build a foundation for sustainability for the work. It is about actions that are taken.
- Regarding income data, the District does not have income data for families but does have data on free and reduced lunch. The Consultant who assisted in developing the Strategic Plan had the data to look at home income by census blocks and to make assessment of income levels of neighborhoods as well as do a racial analysis of neighborhoods. That work was all based on census block data for the SPPS student population..
- It was stated the public needs to know SPPS has 70% kids of color and 72% in free and reduced lunch programs. This is another hurdle the district faces in educating children disadvantaged in a number of ways. SPPS is doing everything it can to close the gap.
- Are MCA scores sent to parents? Response: There is a standard report and it is sent to parents, it should be available soon if it is not already in the mail..

- SPPS has made the realization that in the SPPS district race and income do not correlate the way it does in other communities. The Board needs to talk about the underpinning data and that would be a good opportunity to bring everyone up to date.
- It was suggested in future VisionCard presentations that background data slides be prepared to support the presentation.

C. Human Resource Transactions

MOTION: Ms. Carroll moved that the Board approve the Human Resource Transactions for the period August 1, 2013 through August 28, 2013 as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Street-Stewart moved that the Board approve all Consent Agenda Items as published. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

A. Gifts - None

B. Grants - None

C. Contracts

BF29475. Consulting Services Contract between Neighborhood House and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Neighborhood House to provide family service support at John A. Johnson Achievement Plus Elementary, Dayton's Bluff Elementary, and Saint Paul Music Academy.

BF 29476 Supplemental PEG Contract for 2013-14 Special Education

That the Board of Education authorize the Superintendent (designee) to proceed with the Supplemental Contract with Pacific Education Group for additional services to Special Education.

BF 29477 Consulting Services Contract Between Wilder Foundation and Saint Paul Public Schools (J.A. Johnson)

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Wilder Foundation to provide John A. Johnson Achievement Plus Elementary with trauma-informed practice consulting services to improve the health and well-being of students.

D. Agreements

BF 29478 Request for Permission of Board of Education to Enter into a Renewal Service Agreement with EDmin for the DataZone Assessment Management System

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with EDmin to provide Data Zone. The total cost for services will be paid from the Instructional Services budget #01-005-610-000-6305-0000.

BF 29479 Permission for Institution of Higher Education to Participate in Speech-Language Pathology Co-Teaching Experiences at SPPS

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

E. Administrative Items

BF 29480 Annual Report on Curriculum, Instruction and Student Achievement
That the Board of Education approve the *Annual Report on Curriculum, Instruction and Student Achievement* and authorize its posting in accordance with state law and Minnesota Department of Education (MDE) guidelines.

BF 29481 Approval of Behavioral Specialist Services
That the Board of Education authorize the Superintendent (designee) to approve Behavior Specialist Services at Washington Technology Magnet.

BF 29482 Approval of an Employment Agreement with Operative Plasterers Local Union No. 265 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 Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2013 through May 31, 2016.

BF 29483 Establishment of the Unclassified Position of Senior Manager, Operations Logistics for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Senior Manager, Operations Logistics job classification effective September 17, 2013; that the Board of Education declare the position of Senior Manager, Operations Logistics as unclassified; and that the pay rate be Grade 25 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29484 Employee Dental Insurance Annual Renewal
That the Board of Education approve the contract for employee dental insurance coverage with Delta Dental Plan of Minnesota effective January 1, 2014, at the proposed renewal rates.

BF 29485 Active Employee and Early Retiree Health Insurance
That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners for plan year 2014, effective January 1, 2014, at the proposed premium renewal rate.

BF 29486 Employee Life Insurance Renewal
That the Board of Education approve the contract for employee life insurance with Minnesota Life with no change in premium renewal rates.

BF 29487 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education approve the contract for employee long-term disability coverage with Harford for the 2014 calendar year with no change in premium renewal rates.

BF 29488 Employee Short-Term Disability Insurance Annual Renewal
That the Board of Education approve the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

BF 29489 Monthly Operating Authority
That the Board of Education approve and ratify the following checks and wire transfers for the period July 1, 2013 – July 31, 2013.

(a) General Account	#600639-601880	\$38,098,612.28
	#0000178-0000256	
	#7000217-7000269	
	#0000020-0000038	
(b) Debt Service	-0-	\$2,000.00
(c) Construction	-0-	<u>\$5,633,131.99</u>
		<u>\$43,733,744.27</u>

Included in the above disbursements are payrolls in the amount of \$17,700,186.56 and overtime of \$17,476.10 or 0.10% of payroll.

(d) Collateral Changes
Released: NONE
Additions: NONE

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending December 27, 2013.

F. Bids

BF 29490 Bid No. A200096-E Dairy Products
That the Board of Education authorize award of bid No. A200096-E for furnishing and delivery of Dairy during the period of September 1, 2013 through August 31, 2014 to Hastings Co-op.

X. OLD BUSINESS – None

XI. NEW BUSINESS – None

XII. BOARD OF EDUCATION

A. Information Requests & Responses -- None

B. Items for Future Agendas

1. Director Seeba requested an update on the success of including special education students in regular classrooms and what support has been provided for teachers. She also asked that co-teaching in high schools be included along with what is being done at middle and elementary schools in this regard. From staff, student (special ed and non-special ed) perspectives.
2. Director Hardy asked for an update on the ways SPPS is working to combat diabetes within its population.

C. Board of Education Reports/Communications

1. Director Brodrick indicated he would be providing reports to the Board on the upcoming meetings of the St. Paul Teachers Retirement Association and EMID.

XIII. FUTURE MEETING SCHEDULE

A. Actions to Schedule a Special Board of Education Meetings.

MOTION: Ms. O'Connell moved the Board schedule a Special Board of Education Meeting for Tuesday, September 24, 2013 for the purpose of acting upon the maximum ceiling for the Pay 14 Levy figure. Start time 7:00 p.m. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Doran moved the Board schedule a Special Board of Education Meeting for a Public Hearing on the Pay 14 Levy for December 3, 2013 at 6:00 p.m. at 360 Colborne. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

B. Board of Education Meetings (5:30 unless otherwise noted; Closed meetings 4:00 p.m.)

- October 1 Closed Meeting
- October 15 Closed Meeting.
- October 15
- October 22 Closed Meeting
- November 12 Closed Meeting
- November 12 .
- December 3 Closed Meeting
- December 17 Closed Meeting
- December 17
- 1/7 ANNUAL MEETING (Board Members take office) Time
- TBD
- 1/21 .
- 2/18
- 3/18
- April 15
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

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

- October 1
- October 22
- December 3
- January 14
- February 11

- March 4
- April 8
- May 6
- June 10
- July 15
- August 9
- September 7
- October 28
- December 2

XIV. **ADJOURNMENT**

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:11 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
September 24, 2013

I. CALL TO ORDER

The meeting was called to order at 7:07 p.m.

II. ROLL CALL

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

ABSENT: Ms. Carroll

III. APPROVAL OF THE ORDER OF THE AGENDA

MOTION: Ms. Doran moved approval of the Order of the Agenda for the September 24, 2013 Special Board of Education meeting. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

IV. NEW BUSINESS

A. Report on Pay 14 Levy Status

The controller began the meeting by highlighting the recommendation that the Board adopt a ceiling for the Pay 14 levy maximum allowed by the State not to exceed 1% over the Pay 13 levy.

The Chief Budget Analyst stated the planning assumptions (staff estimates) are that all figures in the report are based on Administration's best estimates, using the statutory authorized amounts and latest Minnesota Department of Education (MDE) runs. MDE continues to adjust the SPPS numbers.

The levy process began with MDE providing its first calculation of the district levy on September 9 and MDE continues to updates its calculations. The Board must set its maximum levy ceiling by September 30 at which point the final levy may not go up, only down. The City, County and SPPS will meet at the JPTAC meeting on September 30 to adopt the joint levy. A public hearing has been scheduled for SPPS on December 3 at 6:00 p.m. The final Pay 14 levy will be approved at the December 17 Board meeting.

Factors that have helped to reduce the levy are:

- The K-12 and Tax Bills included more equalization for the first tier referendum and the portion of the Location Equity Index (LEI). This shifted more aid to the State away from the levy.
- Fiscal disparities distributions increased

- Federal credits on qualified bonds helped reduce debt service costs.

Factors that increase the levy are:

- Introduction of “Pay Go” financing for alternative facilities (deferred maintenance) which would move the District from financing (bond sales) to paying cash (general fund).
- Re-establishment of a new General Education Levy (student achievement levy)
- Other Post Employment Benefits (OPEB)
- Pension contributions (required by law)
- The Safe Schools levy

Deferred Maintenance Funding (alternative facilities) allows the District to (1) continue to sell bonds to finance these costs or (2) move to “pay as you go” under the Alternative Facilities Program. Should SPPS move to the “pay go” option taxpayers will see some savings through reductions to legal and issuance costs and arbitrage costs related to selling bonds (an estimated savings over 10 years of \$0.5 million). Savings would also come from interest payments over the life of the bonds (the 10-year estimate is \$18.0 million). Pay Go would reduce the District's debt amount in future years, which would result in the reducing debt service levy for alternative facilities in future years.

Impacts from the 2013 Legislative Referendum action included:

- The 2013 State Legislature made changes to 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 the total referendum amount but the changes will provide some tax relief.
- The referendum and Local Equity Index (LEI) remain based on market value (all properties are taxed at the same rate utilizing market value).

The new referendum calculation shows the following changes:

- The old law included charter and open enrollment pupils \$835/pupil
- The new law excludes charters and open enrollment and reflects changes in weights \$967/pupil
- Location Equity Revenue (LER) is then subtracted from the amount. \$424/pupil
- Estimated new referendum \$543/pupil
- (Referendum + LEI) x pupil unit = \$43.5 million for SPPS

Staff noted the calculations do not include the transition of \$300 from voter approved to Board approved levy. This does not affect equalization and has no impact on taxpayers.

The proposed Pay 14 Levy Ceiling shows:

	Certified <u>Pay 13</u>	Proposed Ceiling <u>Pay 14 Levy</u>	<u>Difference</u>
General Fund Levy	\$86,417,736	\$91,283,192	\$4,865,456
Community Ed Levy	3,449,244	3,446,145	(3,099)
Debt Service Levy	<u>43,852,360</u>	<u>40,327,196</u>	<u>(3,525,164)</u>
Total All Levies	\$133,719,340	\$135,056,533	\$1,337,193
Percent Change over certified Pay 13 Levy			1.0%

Staff then presented a chart of estimated property tax impact assuming the 1% ceiling. Calculations assume no increase in market value. The median home with an estimated market value of \$130,500 would receive a \$28.95 decrease in property tax bill. The estimated figures were calculated by Ramsey County and do not include commercial or rental properties. The net levy impact for schools (including all calculations) will appear on the TNT notice.

QUESTIONS/DISCUSSION:

- What date is the new referendum calculation based on for student count? Response: It is based on projected enrollment for FY 13 as of October 1.
- Are there savings for commercial property? Response: That will depend on the value of certain properties and the type of the property. These numbers will be available for the September 30 JPTAC meeting and will be provided to Board members.
- Does that include multiunit rental properties? Response: Large units appear to have held their value, small units are somewhat behind, so it depends what happens when property values are applied.
- Staff was asked to include a slide on rental properties for the December public hearing.
- When looking at property tax impacts, is fiscal disparity already calculated into this? Response: Yes
- What would it look like if this went to zero? Do you have those numbers now? Response: Staff will provide those to the Board.
- Is there usually a firmer maximum number from MDE when we take this action? Response: Yes, though last year had the referendum so figures changed when that was passed. This year has been very challenging with all the legislative changes, etc.
- In the past the Board has set this figure expecting to lower it in December, is that correct? Response: The Board can reduce the number if it so chooses.
- At this point in time you have arrived at 1%, why not 5% or why not zero? Response: This figure provides the opportunity for SPPS to change the way it address alternative facility funding and provides the chance to move away from issuing bonds and the various costs associated with those. That is the direction district wants to take. The timing is right now to move to alternative financing as the 1% increase will have the least impact on tax payers and it is best for the district with the additional benefit of having a positive impact on district financial ratings
- Staff was asked to provide talking points for Board members particularly on the reason for the 1% increase.
- What amount of the \$11 million deferred maintenance would be put into administration's recommendation? Response: \$9.2 million.
- So if \$1.3 million is added to the levy there will be no \$9.2 million bond issue down the line? Response: Yes.
- With the new referendum calculation how much of the increase is from the State? Response: It would be a \$7.1 to \$7.5 million increase in state aid.
- So of the \$43.5 million levied about \$7.5 million will be paid by the state? Response: Yes.
- The City and County are bringing a zero levy increase proposal to JPTAC. Please provide talking points on why they come in at zero and why SPPS is coming in at 1%. Response: The reason is the tax bill provided big increases in city and county aid.
- Request – For the December public hearing, please present a slide showing how the levy benefits students (facilities and/or academics).

B. Action to Approve Maximum Ceiling for Pay 14 Levy

MOTION: **Mr. Hardy moved the Board of Education adopt a ceiling for the Pay 14 levy maximum allowed by the State not to exceed 1% over the Pay 13 levy. Ms. Seeba seconded the motion.**

The motion was approved with the following roll call vote:

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

One additional request was made that OPEB be put on a COB agenda for discussion on its financial position and how investment is planned.

V. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 7:37 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 1, 2013**

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

Absent: Ms. Street-Stewart

Staff: Superintendent Silva, Michelle Walker, Mary Gilbert, Marie Schrul, Andrew Collins, Julie Schultz-Brown, Sharon Freeman, Ryan Vernosh, Matt Mohs, Jackie Statum-Allen, Julie Coffey, Theresa Battle, Christine Osorio, Marsha Baisch, Michelle Bierman, Jean Ronnie, Darlene Fry, Efe Agbamu, Elizabeth Keenan

Other: Helio de la Torre, Claudia Perez Nunez, Myrna Abrego, Patricia de la Torre, Martha Rodriguez, Priscila Qlvera, Ana Castellon, Esther Alarcon, Maria Zamudio, Patricia Perez-Jenkins, Maria Concepcion Marquez, Betina Marquez, Nora Martinez

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m.

II. AGENDA

A. 2013 Legislative Update and 2014 Agenda

The Legislative Liaison provided a brief preview noting the 2014 legislative session will convene in February. The biennial budget was adopted in the past session; however, a change in the November and/or February forecast may trigger the provision that will require that any forecast surplus be used to pay back the schools. If there is a deficit, the Governor must present a supplemental budget to ensure the budget is balanced at the close of the FY 2015 year. The other major work will involve passing a bonding bill, as well as other policy issues that were left on the table this past session. She noted that with the release of the most recent forecast there would be a balance coming to state schools of about \$636 million to pay back what was borrowed from the schools.

There are also several task forces, work groups and studies that will be making recommendations to the legislature, including: pension consolidation, teacher licensing, school facilities, special education case loads, and adult diploma.

The Governor, statewide offices and all House members are all up for election this coming year. The Senate does not run until 2016. Senator Franken and all eight House seats are also up for grabs.

The agenda for this session will be more focused and SPPS may have more traction on issues that do not have a fiscal note. Recommendations for the SPPS Legislative Agenda are as follows:

1. STATE

GOAL 1: Achievement

The State *should continue to phase in portions of the new redesigned funding formula that were adopted this year to provide districts with stable funding*, including state and federal mandates, recognition of the diverse needs of students and provision of adequate

resources to ensure college and career readiness for all students. The State should recommit to its constitutional obligation to funding education. In addition:

- Increase reimbursement for ELL students from five to seven years (a restoration of prior funding terms). Research supports that seven years of support is needed for most students to acquire the required English language proficiency.
- Provide additional revenue to implement the new special education formula to eliminate the special education cross subsidy.
- Reduce special education paper work and better align state and federal mandates to allow staff more time with students.
- Maximize Medical Assistant (MA) reimbursement for all eligible health-related costs that are currently being reimbursed in other states. She noted this is under consideration by the Health & Human Services division.
- Care and Treatment language should be clarified so the district that is providing the services for both regular education and special education students eligible to bill under tuition billing for both regular education, ALC revenue and special education revenue.
- Allow flexibility within the extended time program so districts have the option to provide differentiated instruction using a number of strategies.

Allow local boards to “opt out” of any new state mandate that is not adequately funded or not tied to student achievement or student safety.

The legislature often proposes new or expanded mandates without providing the necessary funding. The legislature should reexamine the existing state mandates and provide adequate revenue prior to imposing any new mandates for districts or students.

Recruit, Train and Enhance Effective Teachers and Leaders

Support a teacher licensing system that provides better information to districts regarding teacher training and competency, provides options other than a single high stakes test as a condition of licensure or creates barriers for districts to recruit, especially teachers of color, from other states. A task force exploring this area of teacher licensure.

GOAL 2: Alignment

- Reinstate the Adult Basic Education (ABE) growth factor to 3% to allow older refugee students who cannot complete a degree by the time they turn 21.

GOAL 3: Sustainability

- Provide a significant increase in the school safety levy.
- Modify alternative facilities program to expand the “like for like” provision to “like-for-like based on current construction standards or optimization of energy efficiency savings,” rather than requiring replacement of outmoded technology or equipment with similar outmoded items.
- Provide state bonding authority for a grant program for districts to install air conditioning in buildings used for summer school programs.

2. FEDERAL LEGISLATIVE PRIORITIES: ESEA/NCLB REAUTHORIZATION

The Legislative Liaison noted that if Congress moves ahead and this is unlikely considering the government shut down) with a reauthorization of the Elementary and Secondary Education Act (ESEA), SPPS will advocate for a new law embodying the following core principles:

Establish authorization and appropriations levels for key formula programs (IDEA, Title I, Part A, Title II, and Title III) to sufficiently meet the goals of the law and to serve all eligible students.

- Embrace college and career readiness as the core purpose of Title I is an important shift, but the program’s emphasis on academic support services for children of color and economically disadvantaged students must remain paramount.
- Ensure funding is not diverted for new competitive grant opportunities at the expense of formula programs.

- Revisit the impact of sequestration on federal education programs and the implications for services to our students.
- Maintain a commitment to differentiated resource allocation based upon need and concentration

Reduce, eliminate and avoid new set-aside requirements to give more flexibility to meet the needs of diverse learners in the context of state and local requirements and expectations.

- Eliminate requirements to divert significant federal resources from students to ineffective and unproven mandates such as the supplemental educational services and transportation for school choice as allowed under the Secretary's waivers should continue.
- Allow flexibility in use of parental involvement funds to engage parents and develop their capacity through district-wide efforts rather than spreading resources thinly across schools.

Reconfigure ESEA accountability mechanisms to focus on student growth; focus improvement efforts on the most underperforming schools in a state or district; and recognize improvement.

- Minimize federal mandates regarding state assessment systems. Mandated annual testing in Grades 3-8 and once in high school for reading and mathematics, along with the English Language proficiency tests, science assessments, and alternative assessments have taken significant instructional time away from schools. The law must strike a better balance between assessment primarily for accountability and other assessments used to influence instruction and programming.
- Allow states sufficient flexibility to develop new state accountability systems for schools making substantial progress in closing the racial achievement gap such as those approved under the Secretary's waiver authority. Require states to revisit the systems every three years to ensure the systems are meeting the goals intended.
- Ensure sufficient flexibility in state assessment requirements to allow the most appropriate inclusion of all special education students. Include continued authorization for modified assessments (capped at 2%) that is currently allowed under federal regulation.
- The commitment to equitable distribution of the effective teachers is laudable, but must be flexible enough to recognize multiple approaches to defining effectiveness. In addition, districts must have options for addressing staffing requirements as part of the accountability provisions of the statute.

Retain current provisions regarding homeless children and youth with minor adjustments to better serve children and families

- Make provisions for districts to work with families and advocates to meet the best educational needs of the individual children and preventing families from having to send children to schools in multiple districts
- Recognize district of origin for instances where families have an enrollment history with a district and an intention to remain in the district but became homeless during a period of transition across schools in the district.
- Allow for placement of students in a school other than school of origin if the family and homeless liaison agree placement in another school is better for a child
- Reject proposals to use Title I, Part A funds for transportation. This will divert much needed resources from schools and harm the support services currently provided through the homeless set-aside.

QUESTIONS/DISCUSSION

- A Board member commented she was please with the strong agenda that is well aligned with the SSSC plan.
- Following a discussion on placing some summer school classes on college campuses a Board member alerted staff that the U of MN St. Paul Campus is in Falcon Heights so

they will need to check if this would affect SPPS usage of space outside the city boundaries.

- What about the State funding being returned to school districts – what is being done with the monies? Response: SPPS repaid its last loan on September 10. The State money would be additional cash flow though it has already been accounted for in the district's financial statements. It would be approximately \$14 million.
- If the Federal shut down continues will SPPS need to borrow? Response: Federal expenditures for SPPS are about \$3.7 million/month. This can be covered for the next couple of month but in the long term, should the shut down continue, SPPS would have to look at borrowing.
- People assume that the State repayment money would be added to the reserve. Board members asked that some sort of communication be prepared indicate that SPPS is happy to see the money, but that it has been reflected in the SPPS financial statements all along. The community needs to understand that the State money returned is not a windfall to the district but has been recognize as money due to the district in its financial statements over time. It could also not the Reserve is adequate for two payrolls. It was suggested perhaps a press release could be done to clarify this to the public.
- Care and treatment – how much has the District paid in the past? Response: The Legislative Liaison indicated she would find out.
- Recruiting and training effective teachers, is there race bias within the MTLE test? Response: There is a dispute on this.
- Has SPPS expressed concern it is missing potential candidates of color due to this? Response: The Board of Teaching is looking at racial bias and discrepancy in test results. There is not general agreement as to what the best approach is in evaluating teacher candidates. The Board requested staff provide a general overview of this. Response: Staff will check with the Board of Teaching to see what can be released at this time.

MOTION: Ms. Carroll moved Committee of the Board recommend the Board of Education approve the 2014 Legislative Agenda as presented. Ms Seeba seconded the motion.

The motion passed.

B. SSSC Plan 2.0 – Continuing the Momentum

The Strategic Issues Administrator stated she was presenting an update on the high-level timing, focus areas and internal and external outreach plan for developing the continuing strategic plan. SSSC 2.0 was chosen as a title for several reasons:

- There is significant community awareness and goodwill tied to it
- It conveys a continuation of the work that was started with the current plan
- Adding 2.0 gives it a technology feel that works since personalized learning will be a major component.

The plan is now in 'phase 2.' Phase 3 begins with the new year with community outreach and internal communication planned for January-February 2014 followed by Board approval in March 2014.

Phase 1: A Design Team met several times in May to establish the high-level tasks and timing for the strategy development process including: identification of Strategy Development Team members; developing an engagement plan for stakeholders; analysis of the plan, areas of focus, timing milestones and a communication plan.

Phase 2: The Strategy Development Team consists to both full-time members (10) and individuals that will be consulted on specific topics. Tasks of the team include determining specifics of the plan such as:

- Conducting and reviewing analysis of current state of the district
- Recommending focus areas to address through the plan
- Developing strategy and identifying tactics to address key areas and meet goals
- Setting goals for measuring success

- Determining internal and external community outreach plans
- Determining the final product to communicate to the Board and other stakeholders.

Phases 2 and 3: Community Outreach and internal communications will be built into the plan. Outreach will be on going. Details are currently under development. Phase 2 is to talk about accomplishments of last two years and in January move into Phase 3 to gain feedback from stakeholders on 2.0.

Areas of focus for the SSSC 2.0 plan are:

1. Priority Focus Areas

- Racial Equity – this influences all three of the SSSC goals. Tactics that will be explored will include: training plans, plans for culturally responsive teaching, monitoring effectiveness and developing procedures to support the policy
- Personalized Learning – this covers achievement and alignment. Tactics include ensuring equitable deployment, ensuring tools and teaching are culturally responsive, ensuring all resources are being used according to centralized process and providing sound professional development to implement and sustain.
- Infrastructure and Systems – impacts the SSSC goals of alignment and sustainability. Sub-areas that will be explored include facilities management, financial planning, HR management, performance management, enrollment/demographics, customer service and data security.

2. Supporting focus areas are:

- Post-secondary preparation – affects goals of achievement and alignment. Tactics include exploration of continued monitoring of middle grades; ensuring students are ready for next steps after graduation, universal access and alignment of college prep courses and alignment of grading practices.
- Program articulations and alignment – fall under the goals of achievement and alignment. Areas to be explored include development of programs to respond to gaps in community demand and student needs, movement or restructuring of programs, identifying secondary articulations for current elementary programs and redesign of ALC.

QUESTIONS/DISCUSSION:

- Is SPPS meeting its commitments from the first strategic plan, particularly in staffing ratios, librarians, counselors, etc.? Response: SPPS did make commitments but was careful not to commit to actual ratios but to having various staff common to all schools across the district. SPPS is close to its goals in all of those areas. Administration has not only looked at whether it met SPPS goals (which were to be achieved by 2014) but also looked at where other districts were. The basic pieces every school should have include such things as libraries, nursing support, mental health support, etc. Then through the budget, process staff is allocated according to student population and the needs of that population. SPPS is on track to meet all commitments made in the first plan.
- The Board had the opportunity to learn and understand a great deal of data in the first round. The Board would be interested to see how that played out. The Board appreciated its inclusion in the development of the original plan and would like more specifics and opportunities to continue this as the process moves forward. Perhaps a Board retreat around strategic planning, etc.
- When will high school start times be discussed? Response: Administration stated it would discuss this again. They noted DPAC did preliminary research in this area and recommended SPPS not move forward in the first step of the Strategic Plan. This is an area that may need broader community input. In addition, there are implications related to sports. SPPS needs to take time to study all implications associated with the potential change. The Board indicated it would like a timeframe around this issue.
- The Board stated it was interested in seeing input on this and suggested a retreat. An idea session. Response: Administration indicated they were planning to schedule small group sessions with board members about how the Board wants to be involved.

- The Board asked staff about taking SPPS accomplishment out to the community noting staff needs to find a way to tie current reporting out (equity work, VisionCards) more explicitly to the strategic plan. Response: Administration acknowledged that many staff have not been able to understand the magnitude of the changes that have occurred and staff needs to be able to articulate that in order to make the community understand what changes have been made. The Board stated there is a need for a PR piece on what have been done in context of the change, the move all those accomplishments forward to describe the “in order to”.
- A Board member indicated she was glad to see the attention on the ALCs
- The Board noted surprise at not seeing language around community engagement in 2.0.
- The Board noted in regard to Community Engagement it would like to see specific outreach to the segments of constituents who were concerned about the initial plan (NAACP, etc).
- What is the difference between Phase 2 and 3? Response: SPPS is currently talking about what has been accomplished in the current strategic plan and how it is working for students and families. Phase 3 will outline to the community what the next strategy is, how things are changing or accelerating.
- A Board member noted he would like to see a modified version of the plan for District action teams to provide input earlier in the process. Response: Staff indicated they wanted to go to the community to explain that now that data is available, as experts, they now think this is what would be best for the district and then get response to the one package as developed. SPPS wants a close partnership with community to see what they want to fine tune. Staff indicated they had planned to take the plan and gain input from key persons within the community. To that end, SPPS will hear from key constituents during Phase 2. Staff indicated they have had success in pulling a smaller group from DAT team for their input as well. SPPS plans to use the network that is in place and are aware of the process over time.
- The value of Parent Academy was noted. However is there a way, in a publication perhaps, to explain to the average parent what SPPS is talking about with all its acronyms and edu-speak? Response: Administration indicated in the past a glossary had been built to cover this.
- The Board Chair indicated she was comfortable, if administration needs to get the right community input/approval, sliding the Board approval beyond March. Response: Administration stated March was important as budgeting begins about that time and so the plan needs to be in place to accommodate that planning process.
- In Phase 3, is staff considering the Parent Fair as a reference point with parents? Response: Yes if there are changes around programs. Clarification was made that it might be a good venue for asking for input because of the number of people attending.
- The Board was instructed to send other comments and questions to administration.

C. Administrative Response to the Latino Consent Decree

The Superintendent stated the administrative response indicates decisions made and actions taken, by departments and programs (The Office of Multilingual Learning, the Office of College and Career Readiness, the Special Education Program, the Multicultural Resource Center, the Early Childhood Education, and the Office of Family Engagement & Community Partnerships), in response to the implementation of such recommendations. She thanked the Latino Consent Decree Parent Advisory Council for its work and commitment to the ongoing support of our Latino students in Saint Paul Public Schools. Staff then moved on to present the administrative response.

1. **Latino Consent Decree/English Language Learner Notification Letter**

Recommendation:

- ELL department present at LCD District-Wide meeting on the services.

Response: The Office of Multilingual Learning (previously ELL) will present on October 23, 2013, at the Bilingual Parent District Meeting. There will be an explanation of the services offered for ELL students under the Office of Multilingual Learning.

2. **Exit Rate, Criteria, and Procedures for Latino Consent Decree Students**

Recommendations:

- LCD, SPPS and ELL Department review ELL exit criteria
- Conduct exit-rate evaluation of language specific students vs. LCD students
- ELL Department present findings to parents at LCD District-wide meeting on how program works and when exit occurs.

Response: The Office of Multilingual Learning will present on February 26, 2014, at the Bilingual Parent District Meeting. There will be an explanation of the Exit Criteria and how it pertains to the Latino students compared to other subgroups as determined by the No Child Left Behind Act using data from the last 3 years MCA (Minnesota Comprehensive Assessments) and Language Assessments.

3. **Meeting with LCD Educational Assistants**

Recommendation:

- ELL fund three meetings for 2013-14 school year
- Host one meeting during school hours

Response: The Office of Multilingual Learning, in collaboration with the Office of Family Engagement & Community Partnerships, has scheduled three meetings set for October 16, January 15 and March 12. The Office of Multilingual Learning will continue to pay the Latino Consent Decree Educational Assistants at the evening meetings for up to two hours.

4. **Middle and High School Communication on Student Programs**

Recommendation:

- Communicate with the Office of College and Career Readiness (OCCR) regularly to ensure OCCR activities have appropriate staff to work with Latino families
- OCCR present at LCD District-Wide meeting

Response: All materials from the Office of College and Career Readiness (OCCR) have been translated into Spanish by the Translations Department. All materials have been shared with Latino Consent Decree staff at sites. It was recommended that phone calls be made by Spanish speakers as much as possible, with the help of Latino Consent Decree (LCD) and site staff. December 4 is the date being looked at for College and Career Readiness (OCCR) staff to meet with the Latino Consent Decree.

5. **Increase Latino Consent Decree Student Enrollment in Programs and Advanced Courses**

Recommendation:

- OCCR assess the percentage of LCD students that enrolled in their programs

Response: The College and Career Readiness (OCCR) will ask the Department of Research, Evaluation, and Assessment (REA) to provide them with data related to advanced course taking and specialized program enrollment by Latino students. This data will be used as a baseline to set targets for increasing Latino Consent Decree student participation in such activities. It was noted there has been an increase in participation and in academic performance.

6. **Expanding the Humboldt Pilot Project: “Latino College Bound Group” OCCR and Humboldt created pilot program to raise college and career awareness of Latino students**

Recommendation:

- Maintain program at Humboldt Secondary and expand to Washington Technology Magnet and other middle/high schools
- Office of Family Engagement host Latino Senior Recognition event

Response: The Middle School pilot was meant to meet the Latino Consent Decree families' request to have a more long-term plan about courses their students should take. This program was developed with two sessions for families as well as those for the students. The family sessions had very low attendance. The Middle School pilot was funded through a state grant, which has ended. There are currently no funds to continue the pilot or to expand it.

The College and Career Readiness (OCCR) staff has continued to work with other offices to make sure SPPS is meeting the needs for communication and information sharing with Latino Consent Decree staff, groups and others.

In addition, the Office of Family Engagement & Community Partnerships will host the first Latino Senior Recognition in the district. The event is scheduled for May 9, 2014 at Hazel Park Preparatory Academy.

7. **Special Education Program: Latino Students Special Education system, procedures and evaluations are unclear to families**

Recommendation:

- Special Education Department present at District-Wide meeting
- LCD representative on Special Education Advisory Council (SEAC)

Response: The Assistant Superintendent of Specialized Services and the parent liaison from the Office of Family Engagement will present to the Latino Consent Decree Council on Wednesday, January 29, 2014.

Special Education Program: Latino Students Ms. Carmen Sisson will be the Latino Consent Decree Parent Advisory Council representative on the Special Education Advisory Council (SEAC). Another position will be opened if another LCD parent of a special education student comes forward.

When a Latino student is eligible for special education services: Special Education services are directed by state and federal guidelines to be given and qualify in English instruction. The students, if they qualify for ELL services will be provided ELL services according to the ELL needs.

Special Education and bilingual staff at the District-wide and coordinated assessment: There is a district-wide assessment team who evaluates all ELL students. ELL/LCD teachers and staff are invited to attend the Evaluation Summary Report.

8. **Latino Culture: Multicultural Resource Center**

Recommendation:

- MRC host two Social Studies meetings (Fall and Winter) for students in grades K-6 and their families
- MRC conduct similar initiative and/or program for students in middle and high schools
- Partner with SPPS Equity Team and Office of Family and Community Engagement to provide in-depth Latino cultural training to district personnel

Response: The Multicultural Resource Center will be continuing with the family Social Studies nights this year. They have scheduled two meetings set for November 20, 2013, and March 19, 2014. They will also collaborate on District cultural events such as the National Hispanic Heritage Month. This event will take place at Washington Technology Magnet School on October 11, 2013. They are also are planning to offer a social studies training session, modeled after the day-long training last year, for their teachers to spend a full day learning from district Latino educators and local scholars about embedding Latino history and culture in social studies courses.

In addition, this summer the MRC partnered with the Minnesota Humanities Center to create eight new "digital suitcases" filled with curriculum and resources that directly address one social studies standard. The eighth grade suitcase is focused on Latin American cities. It aligns with a required standard in Global Studies. These digital suitcases will be presented to all eighth grade teachers at one of the district wide professional development days this year. They will be available on the MRC website starting in early October.

9. **Early Childhood Education (ECFE)**

Recommendation: Create new communication vehicles for all Spanish-speaking parents

Response:

- a. Early Childhood Education (ECFE) prioritizes direct services to families, with 96% of the budget going to staff salaries and benefits, which directly corresponds to the number of classes that can be offered. The second highest budget item is transportation to provide families access.
- b. ECFE currently offers eight classes in Spanish. These classes have been relocated and expanded to reflect the changing distribution of Spanish speaking families geographically in Saint Paul. Currently there is one ECFE Spanish class in each District Area, with two in both areas B and D.
- c. ECFE offers nine Family Literacy programs at six locations throughout Saint Paul. These programs meet three times weekly, with ELL instruction twice per week and parent education on the third day. Many Spanish-speaking families attend these classes.
- d. ECFE offers five Parenting Across Cultures classes citywide for families who might not be comfortable an English-only class, but would like to discuss best parenting practices across cultures.
- e. Spanish speaking families who are comfortable with English are encouraged to attend any of the ECFE classes across the city at 11 program locations.
- f. 19% of all families served by ECFE last year were Latino (compared to 10% in all Saint Paul Public Schools and 6% in the city of Saint Paul). We will continue to increase this percentage.
- g. ECFE has operated for the past decade with no increase in the state budget funding formula or increases through referendum funding. After experiencing a major cut in 2005, they came back to the existing rate in 2008. They have not been able to increase programming.
- h. Due to retirements, 2013 is the first year in many that they were able to hire new staff. Three teachers of color were hired, one of whom speaks Spanish. Two part-time Spanish-speaking Assistants have also been hired.
- i. Bi-lingual staff with appropriate licenses and qualifications have been challenging to find. ECFE teachers must be licensed in either Parent Education or Early Childhood Education. ECFE Administration actively recruits prospective candidates through higher education institutions, professional associations and individual community members.
- j. ECFE has increased support for families with newborns (birth-six months old), offering a new open drop-in Baby FUNdamentals class at six locations this year. Two of these new classes are facilitated by Spanish speaking staff.
- k. ECFE has and continues to conduct outreach at local medical clinics, especially those in the Latino community, La Clinica and Eastside Clinic.
- l. ECFE also connects with pre-natal groups that meet in larger hospital systems, Health Partners, HealthEast and Allina, to get the word out about classes.
- m. ECFE is part of the Community Education Department, under the Office of Engagement. It aligns with district marketing initiatives and collaborates on marketing strategy. The primary ECFE brochure has a two translated pages in the four major District languages - one describing the program and another that describes each of our language-specific classes and Family Literacy programs. In addition, a tri-fold brochure is published in each of the four languages as a supplementary tool. These tri-folds have been direct-mailed to all Spanish-speaking families in the system and are circulated at every event attended by ECFE, Community Ed or Engagement staff - both culturally-specific and large scale regional events. Fliers are also created for specific ECFE Spanish classes and events that are both citywide and location-specific.
- n. ECFE is eager to welcome a Latino Consent Decree (LCD) representative to their ECFE All City Advisory Council. The group is meeting this year at the Rondo Education Center, 560 Concordia Avenue. The first meeting is Monday, October 7 at 9:30 a.m. Translator or transportation is provided as needed.

10. Amherst H. Wilder Foundation: Latino Leadership Program

Recommendation:

- Continue supporting Wilder Foundation and its Latino Leadership Program (LLP)

Response: Wilder's Neighborhood Leadership Program (NLP) in partnership with the Saint Paul Public School's Latino Consent Decree (LCD) provides a unique training experience that prepares community members to become more involved in their communities, more active in their child's school and often leads them to seek out further leadership opportunities. Over the past two years alone, 110 Latino parents have graduated from the Latino Leadership Program.

The purpose of the Latino Leadership Program is to help participants:

- Build leadership skills to be more actively engaged in community life.
- Develop a greater awareness of their potential as leaders in their community, and
- Make connections with other Latinos, institutions and organizations.

This year, Wilder's Neighborhood Leadership Program (NLP) has scheduled the program to be held Wednesday evenings April 16 thru May 24, 2014.

In addition, the Office of Family Engagement and Community Partnerships will continue to make the Latino Leadership training available annually to the Latino Consent Decree. The Office of Family Engagement and Community Partnerships will provide coordinated assistance, which includes recruitment of Latino parents, arrangement for bilingual childcare staff, room reservations at SPPS district, Saint Paul Public Schools' transportation assistance, translation services, and/or other appropriate services to make this program effective for our parents.

11. **Parent Academy Program**

Recommendation -- Support continuation of Parent Academy

Response: The Office of Family Engagement & Community Partnerships offered 26 sessions in Spanish language last year. The program continues to be a significant development in the engagement of Latino parents regarding their children's education.

50 Latino parents graduated in Fall 2012, 92 Latino parents graduated in Winter 2013 and 50 Latino parents graduated in Spring 2013 with a total of 192 Latino parents graduated.

In order to continue support and commitment to our parents and community the Office of Family Engagement & Community Partnerships will offer a total of three six-week sessions during the 2013-2014 academic year.

The sessions are as follows:

- Fall Session 2013: October 21 – December 12, 2013 (Middle & High School)
- Winter Session 2014: January 14 – March 6, 2014 (PreK and Elementary)
- Spring Session 2014: April 14 – May 23, 2014 (PreK and Elementary)

In addition, the Parent Academy Program will extend its program to serve parents with children in Pre-Kindergarten. The sessions will include seven sites in winter and 11 sites in spring 2014. The sessions are free for parents and include six lessons, college tour and graduation.

LCD QUESTIONS/DISCUSSION:

- Recommendation 1 – This is based on thinking of all parents as able to read. What about visual or audio learners? The LCD wants this written in language that is more understandable for parents or put into a visual format that can be used at all meeting locations.
- Would SPPS staff be willing to come to a meeting and be there to answer questions and would information be available during those meetings? Response: The information is on the SPPS website and materials are available upon request. Communication is one of the greatest challenges for SPPS along with ensuring that information gets to parents.
- Many parents do not know how to read or have access to computers. Response: Yes, that is an issue, what other way can information be provided? Response: Doing

something visual to present the information. Something that the LCD could have at all meetings at the schools and at conferences as well.

- Recommendation 2 – Would like more explanation of how reports are used and methodology behind statistics. Response: Staff noted there is a problem throughout the country in distinguishing who is ELL. Each state/area measures differently and this impedes knowing what level students are at. The most consistent way to measure learning is through testing. It is known that some students do not take tests well; they can be very advanced but do not test well. Flexibility is needed in ELL designation as everything depends on scores and testing and how long they have been in the program. SPPS's hope is within seven years students will be completely bi-lingual. It was noted that students learning a second language take more tests than other students speaking only English.
- Recommendation 4 – Why has the meeting date been changed to December 4. The LCD requested a date prior to November 31. Response: This is due to the school calendar; December 4 was the earliest time, closest to November 31. Staff would be able to be present with the PAC Council. It was also noted there needs to be representation from parents at the meetings to make them worthwhile. These need to be publicized more so parents participate.
- Recommendation 5 – How can we increase participation in advance classes? Response: The data is not currently available but will become so later this month. There are a lot of advanced courses in the schools and very little Latino student participation in these classes. In Como and some other schools, the same IB programs are offered, as at the IB designated schools, Latino students are not taking these classes. If students are not taking, classes then course offering need to be assessed. It was noted advanced classes count in college entrance.
- Many families are involved in their students' education and concerned about it. Frequently, when they find out advanced courses are offered, it is too late to get in. They need to be informed before hand.

BOARD QUESTIONS/DISCUSSION

- Recommendations 4-5-6 How can SPPS insure the communications in and after K-12 are getting to the families, what is SPPS doing now to insure that they know about advanced classes and how are students helped to be successful. Response: OCCR staff aligned with Engagement, the PACs and Advisory Councils to be the liaison to answer questions and explain how to get into advanced classes. Everything printed or developed has been translated into five languages. OCCR is working with LCD staff members in schools, aligning with counselors, principals and school events to be sure phone calls happen, that they are at community events and work with college partnerships to translate their materials or have them translated by SPPS. All staff members are aligned to family organizations and go out to meetings across the city.
- The Latino college bound group – how much was the grant for and is there a way to keep it in future budgets? Response: It was the advance placement grant that mapped out with 7th graders what they would need to do through high school into the first year of college. The Board recommended staff look at future budgets to see that this is not lost.
- Recommendation 6, the senior recognition event. 1) How do you want that recognition to happen, who do you want recognized? Top academic scholars or other things? The African-American group recognizes students for an increase GPA. Response: The LCD will establish a committee to work on the criteria together. There are many students who deserve the push that recognition provides. 2) You have the location at Washington – have other venues been considered? Response: That can be looked at (Neighborhood House, etc.). Availability and cost would be factors.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the Latino Consent Decree Report and the Administrative Response, with thanks. Mr. Hardy seconded the motion.

The motion passed.

C. Standing Item: Policy Update

1. **Policy & Procedure Overview**

The Policy and Planning Administrator stated he was providing a high-level overview of the procedure revision process and providing a context for the finalized procedure revisions to be given at the October 22 COB meeting. All procedures are being looked at under a racial equity lens.

- 100's – District
The big focus is 101.00 Racial Equity and how to operationalize racial equity by developing a departmental decision-making framework before the procedures are rolled out to sites. Challenges are that procedures have been technical in nature so the focus will be on moving from technical to adaptive processes (systems tools).
- 200's – Board
Revisit Public Comment Procedure based on Board feedback. The Board would determine if any self-governing policies would need revision particularly in light of racial equity.
- 300's – Superintendent
The goal is to streamline procedures. For example, elementary supervision would broaden into administrative supervision. In Data management student records, procedures need to be looked at.
- 400's – Staff
HR is in the process of reviewing personnel records procedures and hiring procedures ensuring all procedures meet statute and aligning operating procedures (i.e., handbooks, manuals, guidelines, etc.) across the board.
- 500's – Students
Review language of how students are described and use of common language in discipline procedures. There is an opportunity to change the language used to describe students and interrupt the "school to prison pipeline." Language represents beliefs and beliefs are manifested in actions. The Rights and Responsibilities Handbook is a good start with its intentionality in language. Alternatives to suspension will be explored. Information Technology Usage and Safety has been revised to reduce the opportunity gap for access to technology tools, Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). Wellness Procedures staff is working with the nurse's PLC in development of a Chronic Health Condition Management Procedure that is linked to medications.
- 600's – Education Programs
Reviewing procedures to ensure the inclusion of Personalized Learning; addressing unintended consequences on classroom practices (high school credits) and fostering racially equitable programs.
- 700's – Non-Instructional Operations
Grants and gifts – revisit the threshold for grants that come before the Board, what limits can be requested by donors, i.e., who can use gifts of technology tools.
- 800's – Buildings and Sites – No revision needed
- 900's – Community Relations
Review with SSSC lens and clarify procedures for community use of school facilities (permits).

QUESTIONS/DISCUSSION:

- The 100's and the focus on administration, is there a way to limit the loss/timing gap between presentation and training? Response: There is nothing yet, it is being worked on
- Under discipline, it was suggest staff look to mental health people for language.
- Technology, are you looking at more than just access? Response: Yes
- Grants and gifts, keep in mind the existing inequities in capacities and gaps that are very evident at school level.
- Introduction of procedures to teachers – will SPPS have vehicles to get teachers and building administrators vetting some of what is being written? Response: Teachers need to be involved, staff if currently utilizing the PAR consultants on what they are seeing as they have a unique perspective.

- In alternatives to suspension, is staff looking at partnerships with others to work collaboratively to create joint solutions? Response: Yes
- Building use – be sure there is a sliding scale.
- Community use of buildings be sure to look at intersections that affect relations to the Board and simplify the process to make it easier to understand for the community. Look at it from a user perspective.

E. Work Session

1. Update on JPTAC meeting
2. Discussion on the Region 4AA proposal regarding funding
3. Discussion on the review of public comment process at the 10/22 COB.
4. Begin process on Board offices and external appointments
5. Proposed subject for Equity Sessions with Michelle Bierman (Racial Equity Policy Process)
6. Update on OWL/Humboldt
7. Request for information on SEED move

III. ADJOURNMENT

MOTION: Mr. Hardy moved the meeting adjourn; seconded by Ms. O'Connell.

The meeting adjourned at 9:12 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

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

DATE: October 15, 2013

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. The Minnesota Association of Secretaries to the Principal (MASP) recently named **Mary Mackbee, Central High School Principal, Administrator of the Year**, at their annual workshop this summer. She won the award based on recommendations from her staff and students. Mary is known for her hard work, leadership, welcoming nature and genuine interest in serving the greater community.
2. **Diana van Deusen, audiologist**, has been chosen to be one of the four Minnesota Hands & Voices High Five Award recipients for 2013. According to her nomination, Diana provides outstanding audiological services for children with hearing loss in SPPS. Diana is known as a patient educator for families of children with hearing loss, helping them understand their children's hearing and communication needs. Diana also seeks out opportunities to educate and advocate for culturally and linguistically diverse parents.

Diana serves Como Park Elementary, Como Park High School, Four Seasons Elementary, Highland Park Elementary, Highland Park Middle School, Highland Park High School, Humboldt Secondary and Transitions Plus.

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

B. RECOMMENDATION:

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

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

DATE: October 15, 2013

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. **Heron Lopez, a Senior at Washington Technology Magnet School and Naval JROTC Cadet**, for receiving the Legion of Valor Bronze Cross for Achievement.

The Legion of Valor is sanctioned by the U.S. Congress and its members include only those who have been awarded the Medal of Honor or the Distinguished Service Cross (Army), the Navy Cross (Navy and USMC), or the Air Force Cross (AF). These are the two highest decorations for heroism in combat awarded by our military. The membership in this organization is very limited and exclusive.

Heron is one of only 22 recipients of this award nationwide. There were about 87,000 NJROTC cadets eligible for this award.

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

B. RECOMMENDATION:

That the Board of Education recognize Mr. Lopez for his outstanding work.

HUMAN RESOURCE TRANSACTIONS
(August 29, 2013 through September 29, 2013)
October 15, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Berry, N.	Classroom Teacher	09/25/2013	\$24.27	Central Senior High
Bosneag, M.	Classroom Teacher	08/26/2013	\$24.27	Como Park Senior High
Casserly, K. L.	Classroom Teacher	08/30/2013	\$27.18	Washington Tech Secondary
Fail, D. S.	Classroom Teacher	08/26/2013	\$29.45	Highland Park Senior
Guettler, J. L.	Classroom Teacher	09/03/2013	\$27.18	Battle Creek Middle
Heuer, M. C.	Classroom Teacher	09/09/2013	\$24.27	Johnson Achievement Plus
James, J. M.	Classroom Teacher	09/30/2013	\$25.81	Highland Park Senior
March, B. J.	Classroom Teacher	08/26/2013	\$26.44	Washington Tech Secondary
Menigo, M. A.	Classroom Teacher	08/26/2013	\$30.62	Como Service Center
Moreno Gamez, A.	Classroom Teacher	08/26/2013	\$31.33	Highland Park Senior
Olson, B. K.	Classroom Teacher	08/27/2013	\$48.25	Central Senior High
Pommer, E. K.	Classroom Teacher	08/29/2013	\$26.00	Como Park Elementary
Rosenthal, J. A.	Classroom Teacher	09/17/2013	\$24.27	Battle Creek Middle
Sannie-Ariyibi, A. L.	Classroom Teacher	08/26/2013	\$28.13	Humboldt Secondary
Slaten, J. M.	Classroom Teacher	09/10/2013	\$40.95	Humboldt Secondary
Stock, B. D.	Classroom Teacher	08/30/2013	\$24.27	ALC Creative Arts
Vukson, M. R.	Classroom Teacher	08/26/2013	\$27.54	Humboldt Secondary
Whitcraft, E. L.	Classroom Teacher	08/26/2013	\$33.97	Central Senior High
Young, K. M.	Classroom Teacher	09/03/2013	\$40.95	Highland Park Senior
Gerdeen, A. M.	ELL Teacher	08/26/2013	\$31.33	Harding Senior High
Gustafson, A. J.	ELL Teacher	09/30/2013	\$42.01	Riverview School
Hermanson, H. R.	ELL Teacher	08/26/2013	\$28.84	Humboldt Secondary
Harris, M. M.	Early Education Teacher	08/26/2013	\$34.71	Eastern Heights
Taylor-Cooper, S. A.	Early Education Teacher	08/26/2013	\$27.18	Obama Service Learning
Belland, R.	Social Worker	08/26/2013	\$45.59	Four Seasons A+

HUMAN RESOURCE TRANSACTIONS
October 15, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Biolo, M. A.	Social Worker	09/23/2013	\$30.07	Bruce F Vento Elementary
Peterson, J. R.	Social Worker	08/26/2013	\$40.29	Farnsworth Aerospace Upper
Bade, B. C.	Special Education Teacher	09/03/2013	\$44.89	Highwood Hills
Collinson, R. M.	Special Education Teacher	08/26/2013	\$46.33	Humboldt Secondary
Hartman, S. M.	Special Education Teacher	09/12/2013	\$46.51	Boys Totem Town
Tantow, B.	Special Education Teacher	09/12/2013	\$38.39	Obama Service Learning
Teeter, A. C.	Special Education Teacher	08/29/2013	\$28.41	Battle Creek Elementary
Ryan, P. K.	Teacher on Special Assignment	09/16/2013	\$48.70	Plato Admin Offices
Frantum, B. W.	School/Community Professional	09/05/2013	\$23.39	Harding Senior High
Moore, C. J.	School/Community Professional	08/26/2013	\$31.94	Washington Tech Secondary
Parham, S. J.	School/Community Professional	09/10/2013	\$22.10	Linwood Monroe Arts Upper
Richards, J. A.	School/Community Professional	09/04/2013	\$25.47	ALC Elementary Program
Schumacher, J. J.	School/Community Professional	09/23/2013	\$30.86	Homecroft Building
Smith, D. J.	School/Community Professional	09/13/2013	\$22.10	Plato Admin Offices
Thornhill, A. M.	School/Community Professional	09/17/2013	\$22.48	American Indian Magnet
Bengtson, T. B.	Education Assistant	08/26/2013	\$13.99	Horace Mann School
Berg, E. S.	Education Assistant	09/05/2013	\$14.69	Nokomis Montessori North
Brodsho, K. M.	Education Assistant	09/30/2013	\$17.37	St Anthony Park
Bye, B. L.	Education Assistant	08/26/2013	\$13.52	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
October 15, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dingfelder, K. L.	Education Assistant	09/16/2013	\$21.95	Riverview School
Finman-Palmer, A.	Education Assistant	08/26/2013	\$14.69	St Anthony Park
Frey, S. A.	Education Assistant	09/23/2013	\$17.37	St Anthony Park
Galaviz, D.	Education Assistant	08/26/2013	\$22.96	Homecroft Building
Grostephan, M. D.	Education Assistant	09/16/2013	\$15.31	St Anthony Park
Hinrichsen, B.	Education Assistant	08/26/2013	\$15.88	Expo for Excellence
Knutson, L. J.	Education Assistant	08/26/2013	\$14.88	Early Ed Ben Mays-Rondo
Loye, J. N.	Education Assistant	09/09/2013	\$14.69	JJ Hill Montessori
Matos Rodriguez, B.	Education Assistant	08/26/2013	\$16.66	Homecroft Building
OLeary, J. O.	Education Assistant	09/06/2013	\$15.88	Adams Spanish Immersion
Rice, C. J.	Education Assistant	09/16/2013	\$14.17	Mississippi Creative Arts
Rivera, J. A.	Education Assistant	09/16/2013	\$14.17	Adams Spanish Immersion
Santiago, G. A.	Education Assistant	09/25/2013	\$17.37	Adams Spanish Immersion
Schoenberg, N.	Education Assistant	08/26/2013	\$21.95	Expo for Excellence
Thao, J. X.	Education Assistant	09/05/2013	\$16.66	Mississippi Creative Arts
Tschida, R. E.	Education Assistant	08/26/2013	\$13.75	Expo for Excellence
Wendorf, J. R.	Education Assistant	09/16/2013	\$17.37	St Anthony Park
Yost, K. B.	Education Assistant	09/19/2013	\$17.37	JJ Hill Montessori
Ali, A. H.	Teaching Assistant	09/24/2013	\$11.38	Bruce F Vento Elementary
Bautista, C. R.	Teaching Assistant	09/24/2013	\$13.11	Early Ed - Phalen Lake
Blakey, G. S.	Teaching Assistant	09/26/2013	\$12.53	Battle Creek Middle
Brooks, J. C.	Teaching Assistant	09/03/2013	\$14.05	Farnsworth Aerospace Upper
Brooks-Babcock, C. M.	Teaching Assistant	09/09/2013	\$13.11	Bruce F Vento Elementary
Burrell, N. C.	Teaching Assistant	09/23/2013	\$13.75	Mississippi Creative Arts
Davis, J. A.	Teaching Assistant	09/03/2013	\$13.05	Journey's Secondary
Davis, J. A.	Teaching Assistant	09/25/2013	\$13.53	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
October 15, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Davis, K. K.	Teaching Assistant	09/30/2013	\$13.23	Hamline Elementary
Dexheimer, A. J.	Teaching Assistant	09/03/2013	\$13.05	RiverEast Elem/Secondary
Duschner, N. J.	Teaching Assistant	08/29/2013	\$13.75	Parkway Montessori & Community Middle
Flandrick-Sandin, K.	Teaching Assistant	09/05/2013	\$13.75	Battle Creek Middle
Fredell, M. S.	Teaching Assistant	09/03/2013	\$12.53	Battle Creek Elementary
Garrigan, M. H.	Teaching Assistant	09/24/2013	\$13.75	American Indian Magnet
Gibson, D. A.	Teaching Assistant	09/23/2013	\$12.95	Battle Creek Middle
Gilman, W. G.	Teaching Assistant	08/26/2013	\$13.23	Ramsey Middle
Grosz, A. C.	Teaching Assistant	09/16/2013	\$14.23	Como Park Senior
Guscetti, A. E.	Teaching Assistant	09/17/2013	\$13.75	Bruce F Vento Elementary
Heinrichs, J. R.	Teaching Assistant	09/03/2013	\$13.11	JJ Hill Montessori
Henderson, F. D.	Teaching Assistant	09/03/2013	\$11.38	Maxfield Elementary
Holmes, W. K.	Teaching Assistant	09/12/2013	\$13.05	RiverEast Elem/Secondary
Koonkaew, J. C.	Teaching Assistant	09/04/2013	\$14.05	Bruce F Vento Elementary
Kosse, S. J.	Teaching Assistant	09/03/2013	\$12.41	Battle Creek Elementary
Lee, C. K.	Teaching Assistant	09/09/2013	\$14.05	American Indian Magnet
Leon, M. T.	Teaching Assistant	09/03/2013	\$12.60	JJ Hill Montessori
Logan, T.	Teaching Assistant	09/23/2013	\$12.53	Como Park Senior High
Mansfield, D. J.	Teaching Assistant	09/03/2013	\$13.05	Central Senior High
Mason, T.	Teaching Assistant	09/03/2013	\$13.53	Highland Park Middle
Massie-Cottrell, J. M.	Teaching Assistant	09/30/2013	\$13.75	Farnsworth Aerospace Upper
Moen, A. M.	Teaching Assistant	09/06/2013	\$12.41	American Indian Magnet
Moody, J. B.	Teaching Assistant	09/03/2013	\$11.38	Obama Service Learning
Moua, H.	Teaching Assistant	09/03/2013	\$12.60	Nokomis Montessori North
Murff, M. J.	Teaching Assistant	09/03/2013	\$12.53	Farnsworth Aerospace Upper

HUMAN RESOURCE TRANSACTIONS
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Peterfeso, J. M.	Teaching Assistant	09/16/2013	\$14.75	Bridge View
Pinex, N. C.	Teaching Assistant	09/23/2013	\$13.11	Frost Lake Elementary
Poechmann, A. C.	Teaching Assistant	09/30/2013	\$13.05	Como Park Senior High
Polucha, T. S.	Teaching Assistant	09/03/2013	\$13.05	Johnson Senior High
Reasoner, K. J.	Teaching Assistant	09/09/2013	\$12.41	Bruce F Vento Elementary
Reese, A. R.	Teaching Assistant	09/25/2013	\$11.99	Johnson Achievement Plus
Rogers, J. K.	Teaching Assistant	09/18/2013	\$11.95	Battle Creek Middle
Ross, L. S.	Teaching Assistant	09/09/2013	\$11.99	Galtier Elementary
Ross, S. A.	Teaching Assistant	09/18/2013	\$11.95	Como Park Senior High
Ruble-Dessalet, L. M.	Teaching Assistant	09/23/2013	\$11.38	Bruce F Vento Elementary
Sampson, A. L.	Teaching Assistant	09/03/2013	\$13.75	Farnsworth Aerospace Upper
Seeger, J. M.	Teaching Assistant	09/18/2013	\$14.05	Como Park Senior High
Shahid, H. H.	Teaching Assistant	09/27/2013	\$11.38	Bruce F Vento Elementary
Sherman, A. R.	Teaching Assistant	09/09/2013	\$12.41	Wellstone Elementary
Souder, R. S.	Teaching Assistant	09/23/2013	\$13.75	Eastern Heights
Sujak Bakir, G.	Teaching Assistant	09/09/2013	\$12.41	Highland Park Elementary
Thanghe, A. L.	Teaching Assistant	09/26/2013	\$12.95	American Indian Magnet
Thoreson, T. M.	Teaching Assistant	09/16/2013	\$13.05	Hamline Elementary
Tufte, J. N.	Teaching Assistant	09/09/2013	\$14.75	American Indian Magnet
Vang, J.	Teaching Assistant	09/09/2013	\$12.60	Highwood Hills
Vang, S. N.	Teaching Assistant	09/17/2013	\$12.41	Phalen Lake Hmong Studies
Velazquez, A. F.	Teaching Assistant	09/09/2013	\$12.60	Riverview School
Weninger, L. J.	Teaching Assistant	09/03/2013	\$13.05	The Heights Community School
Winecke, M. S.	Teaching Assistant	09/09/2013	\$13.05	Bruce F Vento Elementary
Xiong, S.	Teaching Assistant	09/23/2013	\$12.60	St. Paul Music Academy
Yang, K. T.	Teaching Assistant	09/23/2013	\$12.41	Phalen Lake Hmong Studies
Yang, L.	Teaching Assistant	09/09/2013	\$12.53	Early Ed - Phalen Lake

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October 15, 2013

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kutz, A. C.	Clerical	11/04/2013	\$22.49	St. Paul Music Academy
Moore, C. A.	Clerical	09/24/2013	\$22.83	Ronald M Hubbs Center
Thomas, R. D.	Clerical	09/10/2013	\$22.49	Galtier Elementary
Vang, P.	Clerical	09/03/2013	\$19.92	Jackson Preparatory
Hanson, B. A.	Custodian	08/15/2013	\$14.94	Battle Creek Middle
Juelich, C. M.	Custodian	09/03/2013	\$14.94	Battle Creek Middle
Plattner, N. M.	Custodian	09/23/2013	\$23.21	Como Service Center
Hartman, A. G.	Technical	09/30/2013	\$23.26	Como Park Elementary

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Allen, J. S.	Central Administrator Career Progression	09/18/2013	\$53.13	Colborne Admin Offices
Czaplewski, L. J.	Classroom Teacher From: School/Community Professional	08/30/2013	\$31.09	American Indian Magnet
Tollefson, A. F.	Classroom Teacher From: Teaching Assistant	08/30/2013	\$24.27	Bridge View
Boyle, Z. L.	School/Community Professional From: Teaching Assistant	08/26/2013	\$19.95	RiverEast Elem/Secondary
Hooper, L. L.	School/Community Professional From: Teaching Assistant	08/29/2013	\$19.95	RiverEast Elem/Secondary
Webb, M.	School/Community Professional From: Teaching Assistant	09/09/2013	\$19.27	Bruce F Vento Elementary
Xiong, T.	School/Community Professional From: Teaching Assistant	09/18/2013	\$22.10	Plato Admin Offices
Brockton, L. S.	Education Assistant From: Teaching Assistant	08/22/2013	\$14.06	Capitol Hill Magnet
Paul, S.	Education Assistant Career Progression	08/26/2013	\$21.79	Journey's Secondary
Saenz, M.	Education Assistant From: Teaching Assistant	09/04/2013	\$13.54	Wellstone Elementary

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barth, K. A.	Clerical From: Teaching Assistant	08/27/2013	\$14.62	The Heights Community School
Babou, M. J.	Custodian Career Progression	08/26/2013	\$26.20	Highland Park Senior
Martinson, K.	Custodian Career Progression	08/26/2013	\$25.39	Harding Senior
Mollner, J. G.	Custodian Career Progression	09/10/2013	\$24.01	Central Senior
Williams, M. T.	Custodian Career Progression	09/16/2013	\$23.21	Como Service Center
Carey, L.	Professional Employee Career Progression	07/08/2013	\$26.03	1780 West 7 th – Comm Ed
Spellerberg, M. K.	Professional Employee From: Clerical	08/27/2013	\$24.11	Colborne Admin Offices
Martinez, J.	Technical Career Progression	08/15/2013	\$32.70	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bruno, A. M.	Classroom Teacher	08/26/2013	\$27.18	Mississippi Creative Arts
Grassbaugh, H. A.	Classroom Teacher	08/24/2013	\$26.00	ALC Creative Arts
Kantor, B. J.	Classroom Teacher	09/03/2013	\$24.27	Riverview School
Lang, J. L.	Classroom Teacher	09/05/2013	\$24.27	Humboldt Secondary
Larsen, G. M.	Classroom Teacher	08/26/2013	\$33.97	Johnson Senior
Lijewski, M.	Classroom Teacher	08/26/2013	\$26.00	Central Senior
Mathern, A. C.	Classroom Teacher	09/03/2013	\$24.27	Colborne Admin Offices
Peterson, M. B.	Classroom Teacher	09/03/2013	\$24.27	Colborne Admin Offices
Spiegelberg, A. J.	Classroom Teacher	09/03/2013	\$27.18	Colborne Admin Offices
Hancock, K. J.	Special Education Teacher	08/26/2013	\$27.18	Humboldt Secondary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bosch, S. V.	Classroom Teacher	09/24/2013	Galtier Elementary
Camarena, S. C.	Classroom Teacher	08/26/2013	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Farrell, J. L.	Classroom Teacher	09/07/2013	Humboldt Secondary
Hedwall, M. M.	Classroom Teacher	09/26/2013	Highland Park Senior
Jones, L.	Classroom Teacher	09/28/2013	Highland Park Middle
Little, N. M.	Classroom Teacher	09/12/2013	Farnsworth Aerospace Lower
Malone, D.	Classroom Teacher	08/26/2013	Obama Service Learning
Schubert, S. E.	Classroom Teacher	09/07/2013	Focus Beyond (Gr 7-Adult)
Solakhava, G.	Classroom Teacher	09/07/2013	L'Etoile du Nord Upper
Steinbring, C.	Classroom Teacher	09/11/2013	Como Service Center
Thao, P. T.	Classroom Teacher	09/25/2013	Eastern Heights
Vinck, J. W.	Classroom Teacher	10/12/2013	Como Service Center
Williams, J. S.	Classroom Teacher	09/23/2013	Wellstone Elementary
Yang, K.	Classroom Teacher	10/07/2013	Mississippi Creative Arts
Yang, M. L.	Classroom Teacher	09/11/2013	Jackson Preparatory
Christoferson, K. A.	Special Education Teacher	09/07/2013	Humboldt Jr High - Admin Bldg
Clayton, M. L.	Special Education Teacher	09/09/2013	Hamline Elementary
Candlin, A. P.	Speech Pathologist	09/23/2013	Humboldt Secondary
Peterson, J. H.	Teacher on Special Assignment	10/03/2013	Plato Admin Offices
Graham III, J.	Education Assistant	08/30/2013	Homecroft Building
Vu, G.	Education Assistant	09/19/2013	Homecroft Building
Deneen, K. M.	Teaching Assistant	09/19/2013	Como Park Special/Hartzell
Hochstein, J. S.	Teaching Assistant	09/03/2013	Bridge View
Ikar, M.	Teaching Assistant	09/04/2013	Humboldt Jr High - Admin Bldg

HUMAN RESOURCE TRANSACTIONS
October 15, 2013

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, K. J.	Teaching Assistant	09/03/2013	Early Ed Ben Mays-Rondo
Paul, A. A.	Teaching Assistant	09/03/2013	Benjamin Mays/Museum
Sheehan, K.	Teaching Assistant	09/04/2013	St. Paul Music Academy
Hanson, S. B.	Custodian	08/13/2013	Nokomis Montessori North
Hurley, P. L.	Nutrition Services Personnel	06/03/2013	Hamline Elementary

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., S. J.	Classroom Teacher	09/03/2013
S., M.	Classroom Teacher	09/10/2013
R., T.	Special Education Teacher	08/27/2013
M., S. L.	School/Community Professional	08/30/2013
C., T.	Teaching Assistant	09/17/2013

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Comodore, T. L.	Teaching Assistant	09/16/2013	Bridge View

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Farinacci, P.	Education Assistant	08/26/2013	\$23.93	Ramsey Middle School
Geisbauer, C.	Education Assistant	08/26/2013	\$22.43	Ramsey Middle School
McMahon, M. J.	Education Assistant	08/26/2013	\$21.95	Four Seasons A+
Pearson, J.	Education Assistant	03/24/2012	\$21.98	Highland Park Middle
Lee, X. N.	Teaching Assistant	09/12/2013	\$11.99	Homecroft Building

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
White Shield, R.	Central Administrator	10/08/2013	\$50.60	Indian Education Program
Brown, P.	Classroom Teacher	08/26/2013	\$27.89	Highland Park Senior
Footrakoon, O.	Classroom Teacher	08/26/2013	\$45.69	Homecroft Building
Guzman Perez, F. A.	Classroom Teacher	08/26/2013	\$25.17	Open World Learning Community

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Keenan, M. M.	Classroom Teacher	08/30/2013	\$39.24	Harding Senior
Leba, M.	Classroom Teacher	08/26/2013	\$44.25	Open World Learning Community
Mulso, R. D.	Classroom Teacher	08/26/2013	\$25.17	Highland Park Senior
Spading, L. M.	Classroom Teacher	09/09/2013	\$32.48	ALC Creative Arts
Whittaker, A. L.	Classroom Teacher	08/17/2013	\$28.80	Murray Middle School
Zimmerman, K. M.	Classroom Teacher	08/17/2013	\$28.80	Plato Admin Offices
Quiggle, M. E.	Early Education Teacher	08/26/2013	\$47.70	Galtier Elementary
Grenz, S. E.	Social Worker	08/26/2013	\$43.34	Washington Tech Secondary
Ongstad, A. J.	Social Worker	08/26/2013	\$31.94	Expo for Excellence
Wiest, S. J.	Social Worker	08/26/2013	\$30.62	Journey's Secondary
Bartlett, D. K.	Special Education Teacher	08/26/2013	\$25.17	Cherokee Heights
Hall-Dayle, J.	Special Education Teacher	09/30/2013	\$35.59	Hamline Elementary
Sexton, S.	Special Education Teacher	08/26/2013	\$28.13	Johnson Achievement Plus
Wahi, J.	Special Education Teacher	09/26/2013	\$26.95	Central Senior
Lysongtseng, K.	School/Community Professional	09/30/2013	\$29.06	Journey's Secondary
Thao, L.	School/Community Professional	08/26/2013	\$29.99	Plato Admin Offices
Allen, C. L.	Education Assistant	09/26/2013	\$15.88	Randolph Heights
Lor, E. P.	Education Assistant	09/12/2013	\$13.52	JJ Hill Montessori
Rodriguez, M.	Education Assistant	09/16/2013	\$16.66	St Anthony Park
Bell, R. D.	Teaching Assistant	09/09/2013	\$12.95	Bruce F Vento
Davenport, S. D.	Teaching Assistant	09/06/2013	\$13.11	Cherokee Heights
Davis, J.	Teaching Assistant	09/20/2013	\$14.05	Bridge View

HUMAN RESOURCE TRANSACTIONS
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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Domenichetti, N. J.	Teaching Assistant	09/03/2013	\$12.41	Homecroft Building
Moos, K. L.	Teaching Assistant	09/09/2013	\$20.06	Nokomis Montessori South
Stern, M.	Teaching Assistant	09/03/2013	\$13.05	Ramsey Middle School

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bachhuber, D. F.	Classroom Teacher	08/26/2013	JJ Hill Montessori
Benson, N. G.	Classroom Teacher	08/26/2013	Indian Education Program
Douah, A.	Classroom Teacher	08/26/2013	Harding Senior High
Fredrickson, S. E.	Classroom Teacher	08/26/2013	St Anthony Park
Gaetke, G. M.	Classroom Teacher	08/26/2013	Expo for Excellence
Gertz, S.	Classroom Teacher	08/26/2013	Farnsworth Aerospace Upper
Hansen, H. M.	Classroom Teacher	08/26/2013	Highland Park Elementary
Hansing, R. D.	Classroom Teacher	08/26/2013	Phalen Lake Hmong Studies
Jasiczek, X. X.	Classroom Teacher	08/26/2013	Groveland Park
Johnson, A. R.	Classroom Teacher	08/26/2013	Capitol Hill Magnet
Johnson, M.	Classroom Teacher	08/26/2013	Highland Park Middle
Kour, R.	Classroom Teacher	08/26/2013	Como Park Elementary
Musil, K. I.	Classroom Teacher	08/26/2013	Humboldt Secondary
Nguyen, D.	Classroom Teacher	08/26/2013	Johnson Achievement Plus
Norenberg, M. J.	Classroom Teacher	08/26/2013	Daytons Bluff
Sauer, K.	Classroom Teacher	08/26/2013	St. Paul Music Academy
Stuart, K. L.	Classroom Teacher	08/26/2013	Washington Tech Secondary
Vaiphei, M. R.	Classroom Teacher	08/26/2013	Ronald M Hubbs Center
Vogel, L. A.	Classroom Teacher	08/26/2013	Ramsey Middle School
Decker, A. M.	Early Education Teacher	08/26/2013	Benjamin Mays/Museum
Lyman-Buttler, W. C.	Psychologist	08/26/2013	Journey's Secondary

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Clennon, K.	Special Education Teacher	08/26/2013	Bridge View
Erwin, L. M.	Special Education Teacher	08/26/2013	Ramsey Middle
Geno, S.	Special Education Teacher	08/26/2013	Bruce F Vento
Kieffer, A.	Special Education Teacher	08/26/2013	Battle Creek Middle
Rice, S. E.	Special Education Teacher	08/26/2013	Bruce F Vento
Thompson, M. E.	Special Education Teacher	08/29/2013	Humboldt Jr High - Admin Bldg
Bray, L. M.	Speech Pathologist	08/26/2013	Johnson Achievement Plus
Swenson-Goetz, C.	Speech Pathologist	08/26/2013	Eastern Heights
Bertelsen, J. C.	School/Community Professional	08/26/2013	RiverEast Elem/Secondary
Booth, K.	Education Assistant	08/26/2013	Central Senior High
Mondry, L.	Education Assistant	08/26/2013	Johnson Senior High
Neira, S. K.	Education Assistant	08/26/2013	Humboldt Jr High - Admin Bldg
Jaworski, T.	Teaching Assistant	09/03/2013	Bridge View
O'Shaughnessy, M.	Teaching Assistant	08/26/2013	Linwood Monroe Arts Upper
Wendt, V.	Teaching Assistant	09/03/2013	Como Park Special/Hartzell
Yang, K.	Teaching Assistant	09/03/2013	Jackson Preparatory
Messenger, T. S.	School Bus Driver	09/03/2013	Colborne Admin Offices
Hartman, L. J.	Custodian	09/09/2013	Harding Senior High
Joswiak, J. J.	Electrician	09/03/2013	Como Service Center
Hurley, P. L.	Nutrition Services Personnel	09/03/2013	Hamline Elementary
Kounhavong, T. M.	Nutrition Services Personnel	08/27/2013	Como Service Center

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VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Crosby, M. M.	Education Assistant	10/07/2013	\$17.37	Daytons Bluff
Carver, R.	Custodian	09/09/2013	\$23.21	Central Senior High
Kenneally, P.	Professional Employee	11/01/2013	\$35.70	Colborne Admin Offices

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McBride, M. J.	Classroom Teacher From: Teacher on Special Assignment	08/24/2013	\$41.17	Linwood Monroe Arts Lower
Hanson, E. E.	Specialist From: Classroom Teacher	08/24/2013	\$43.74	Plato Admin Offices
Wallenberg, M. R.	Specialist From: Classroom Teacher	08/10/2013	\$42.86	Plato Admin Offices
Handberg, C.	Education Assistant From: Teaching Assistant	08/26/2013	\$14.17	Expo for Excellence
Stafford, K. B.	Education Assistant From: Teaching Assistant	08/26/2013	\$14.17	Randolph Heights

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Holm, S.	Classroom Teacher	06/11/2013	Como Park Senior High
Jorgensen, N. J.	Classroom Teacher	06/14/2014	Chelsea Heights
Nolan, M.	Classroom Teacher	08/27/2013	St. Paul Music Academy
Simon, A. L.	Classroom Teacher	06/02/2013	Highwood Hills
Marquez, J. S.	Social Worker	06/10/2014	Bridge View
Davis Silver, M.	Special Education Teacher	06/07/2014	Focus Beyond (Gr 7-Adult)
Krueger, J. C.	Special Education Teacher	08/30/2013	Benjamin Mays/Museum
Zimmer, R.	School/Community Professional	01/01/2014	Colborne Admin Offices
Sanchez, T.	Education Assistant	01/01/2014	The Heights Community School
Lyman, D.	Teaching Assistant	01/02/2014	Crossroads Montessori
Beach, T. A.	Custodian	01/01/2014	Groveland Park
Damsgard, J. J.	Custodian	01/01/2014	Como Service Center

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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
George, D. M.	Nutrition Services Personnel	01/01/2014	Como Service Center
Novak, D.	Supervisory	04/01/2014	Colborne Admin Offices

CHANGE IN RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Orme, P.	Special Education Teacher	09/01/2013	Humboldt Secondary

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, J.	Classroom Teacher	08/11/2013	Battle Creek Middle
Donley, J. M.	Classroom Teacher	09/01/2013	Highland Park Senior
Kraus, O.	Classroom Teacher	09/01/2013	Harding Senior High
Kuensting, A. M.	Classroom Teacher	08/24/2013	Highland Park Senior
Larson, A. L.	Early Education Teacher	07/27/2013	Johnson Achievement Plus
Myers, P. J.	ELL Teacher	09/15/2015	St. Paul Music Academy
Krueger, J. C.	Special Education Teacher	08/30/2013	Benjamin Mays/Museum
Manzo, M.	Special Education Teacher	09/13/2013	Hamline Elementary
Rand, S.	Special Education Teacher	09/05/2013	Hamline Elementary
Nielsen, J.	Speech Pathologist	07/09/2013	ESCE Inclusion
Weiss, S.	Speech Pathologist	09/19/2013	Ramsey Middle School
Baumann, M. A.	Superintendency	09/07/2013	Colborne Admin Offices
Bossany, K. J.	Teacher on Special Assignment	08/10/2013	Washington Tech Sec
Robb, E. C.	Teacher on Special Assignment	09/26/2013	Plato Admin Offices
Wells, L. L.	School/Community Professional	08/10/2013	Harding Senior High

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kraft, B.	Education Assistant	09/28/2013	JJ Hill Montessori
Aguirre, N. M.	Teaching Assistant	09/05/2013	Johnson Achievement Plus
Bifulk, L.	Teaching Assistant	09/15/2013	Benjamin Mays/Museum
Frazier, C.	Teaching Assistant	09/21/2013	Murray Middle School
Gottfried, A. T.	Teaching Assistant	09/07/2013	American Indian Magnet
Green, W.	Teaching Assistant	08/29/2013	Journey's Secondary
Guscetti, A. E.	Teaching Assistant	09/26/2013	Bruce F Vento Elementary
Her, M.	Teaching Assistant	10/05/2013	Wheelock Early Education
Jacobs, J. A.	Teaching Assistant	09/28/2013	Central Senior High
Kulenkamp, T.	Teaching Assistant	11/09/2013	Phalen Lake Hmong Studies
Mathern, A. C.	Teaching Assistant	08/24/2013	Hamline Elementary
McCoy, C. L.	Teaching Assistant	08/13/2013	Harding Senior High
Moore, H. B.	Teaching Assistant	09/04/2013	Johnson Senior High
Morales, R.	Teaching Assistant	09/03/2013	Bruce F Vento Elementary
Moua, T.	Teaching Assistant	09/04/2013	Linwood Monroe Arts Lower
Turner, D. K.	Teaching Assistant	10/05/2013	American Indian Magnet
Webb, C. L.	Teaching Assistant	08/19/2013	Bruce F Vento Elementary
Jimenez, O.	Clerical	09/16/2013	Adams Spanish Immersion
Kounhavong, T. M.	Nutrition Services Personnel	09/28/2013	Como Service Center
Monette, R.	Nutrition Services Personnel	09/10/2013	Hazel Park Preparatory
Nelson, C. R.	Nutrition Services Personnel	09/04/2013	Obama Service Learning
Palmer, T.	Nutrition Services Personnel	08/31/2013	Early Ed Ben Mays-Rondo
Schultz, P.	Nutrition Services Personnel	09/05/2013	Early Ed Ben Mays-Rondo

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
LeBeau, B. C.	Professional Employee	09/07/2013	Colborne Admin Offices
Byrne, J. J.	Supervisory	10/26/2013	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Byer-Rajput, A. L.	Classroom Teacher	09/21/2013	Humboldt Secondary
Fail, D. S.	Classroom Teacher	09/07/2013	Highland Park Senior
Green, L. C.	Teaching Assistant	09/05/2013	Eastern Heights
Madison, C. A.	Teaching Assistant	09/17/2013	Farnsworth Aerospace Upper
McClinton, A. C.	Teaching Assistant	09/04/2013	Como Park Senior High
Poechmann, A. C.	Teaching Assistant	10/02/2013	Como Park Senior High
Wilson, D. J.	Teaching Assistant	09/04/2013	Obama Service Learning
Sears, G. L.	Custodian	09/06/2013	Battle Creek Middle

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., A.	Education Assistant	08/23/2013
W., J.	Teaching Assistant	09/04/2013
B., S. C.	Nutrition Services Personnel	09/20/2013
S., A.	Nutrition Services Personnel	09/07/2013

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

DATE: October 15, 2013

TOPIC: Acknowledgement of Grant Received by District Employee

A. PERTINENT FACTS:

1. Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, has been awarded an Educational Facility Grant to attend the EdSpaces Show, December 4-6, 2013 in San Antonio, Texas. The Educational Facility Grant Program awarded by the National School Supply & Equipment Association (NSSEA) is a competitive application process and provides reimbursement for registration costs, travel and accommodations. The School Equipment Show provides participants the opportunity to participate in educational sessions led by nationally recognized speakers; exposure to innovative products that support the creation of effective learning environments; and information on incorporating green products that increase the sustainability of school buildings into projects.
2. This item is presented by Sara Guyette, Director of Facilities, and Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education recognize and acknowledge receipt by Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, of a School Facility Improvement Grant to attend the School Equipment Show, December 4-6, 2013 in San Antonio, Texas.

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

DATE: October 15, 2013

TOPIC: Request for Permission to Participate with Augsburg College to Implement the Minnesota Indian Teacher Training Program Grant

A. PERTINENT FACTS:

1. The Minnesota Indian Teacher Training Program provides grants and loans to American Indian students who have the potential to complete a teacher-training program and have demonstrated a financial need.
2. In 1992, the Minnesota Legislature designated Augsburg College the fourth Minnesota Indian Teacher Training Program in the state. Augsburg educates and trains students to be teachers, the students do their student teaching in either Minneapolis or Saint Paul Public Schools and one of the districts hires the students on completion of their licensure program.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to participate with Augsburg College to Implement the Minnesota Indian Teacher Training Program Grant; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request for Permission to Accept a Grant from the City of St. Paul

A. PERTINENT FACTS:

1. The City of St. Paul City Council provides Community Organization Partnership Program (COPP) grants to assist in creating opportunities for residents and neighborhoods.
2. Jackson Elementary School has been awarded a grant to support its family carnival. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,000.
3. This project will meet the District strategic plan goal of Sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the City of St. Paul to support the Jackson Elementary School Family Carnival; to accept funds; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request to Accept Ecolab Visions for Learning Grants, Awarded to Primary and Secondary Schools as Listed in Number 2 Below.

A. PERTINENT FACTS:

1. Ecolab Visions for Learning Grant program annually provides SPPS schools with the opportunity to request up to \$3,000 for non-technology classroom materials. Applications are submitted directly by SPPS teachers to the Ecolab Visions for Learning program.
2. Teachers at the following primary and secondary schools have received funding totaling \$201,600. If a school received more than one Visions for Learning award, the number in parentheses indicates how many:

Primary: \$104,140	Secondary: \$97,460
Battle Creek Elementary	AGAPE
Belwin Outdoor Science	Battle Creek Middle School
Benjamin E. Mays IB World School (3)	Capitol Hill Magnet School
Bridge View School (3)	Central High School (3)
Capitol Hill Magnet School (2)	Como Park Senior High School (5)
Chelsea Heights (2)	Gordon Parks High School
Cherokee Heights (3)	Harding Senior High School (9)
Como Park Elementary School (2)	Highland Middle School
Crossroads (1)	Highland Senior High School (5)
Eastern Heights	Humboldt High School (4)
EXPO Elementary School	Johnson Aeronautics and Engineering High School (4)
Farnsworth Pre-K	LEAP High School (4)
Frost Lake Elementary School (8)	Murray Middle School
Galtier Elementary	Parkway Montessori Middle School (4)
Hamline Elementary	The Lab
Highwood Hills Elementary	Washington Technology Magnet (5)
Horace Mann Elementary School	Multicultural Resource Center
John A. Johnson Achievement Plus Elementary	
Linwood Monroe Arts Plus	
Mississippi Creative Arts Magnet (3)	
Nokomis Montessori Magnet School: South	
Nokomis Montessori Magnet School (10)	
Obama Elementary (4)	
Phalen Lake Hmong Studies Magnet (3)	
Saint Anthony Park Elementary (2)	
Saint Paul Music Academy (4)	
The Heights Community School (6)	

DATE: October 15, 2013
TOPIC: Request to Accept Ecolab Visions for Learning Grants, Awarded to Primary and Secondary Schools as Listed in Number 2 Below
Page 2

The materials for which funding was awarded include math manipulatives, a digital microscope, books on a variety of topics, chemistry supplies, graphing calculators, art supplies, simulation software, community culture kitchen supplies, transportation for scientific and cultural outings.

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, Battle and Unowsky; Matt Mohs, Acting Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept these awards to teachers from Ecolab's Visions for Learning program; and to implement projects as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request for Permission to Submit a Grant Application for \$175,114 from Saint Paul Public Schools to East Metro Integration District (EMID)

A. PERTINENT FACTS:

1. EMID is currently accepting grant applications for projects that advance gap-closing student learning projects/programs through collaboration among EMID member districts addressing one or more of its Integration Plan Goals including:
 - All students served by an EMID school district will graduate from high school prepared to attend college.
 - All students served in EMID schools districts will have equitable access and participation in culturally proficient, rigorous academic programs.
 - Increase meaningful sustained interracial contact between EMID's isolated school districts and other school districts.
2. Saint Paul Public Schools (SPPS) has prepared an application for funds to strengthen the collaboration between SPPS, EMID, and Advancement Via Individual Determination (AVID) program for African American Male students through the offering of a dual credit post secondary course and an out-of-state service learning experience. This grant is for approximately \$175,114.
3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing and Development; Darlen Fry, Director, Office of College and Career Readiness; Matt Mohs, Chief Academic Officer ; and Michelle Walker, Chief of Staff

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to EMID for funds to implement projects that advance gap-closing student learning programs through collaboration among EMID member districts; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request to Submit a Proposal to the W. K. Kellogg Foundation,
Supporting a Project Designed to Accelerate English Language Skill
Acquisition for English Learners in Four Saint Paul Public Schools

A. PERTINENT FACTS:

1. W. K. Kellogg Foundation has invited Saint Paul Public Schools (SPPS) to submit a proposal to fund a project to accelerate skills acquisition for English Learners (ELs). The Foundation invests in early child development leading to reading proficiency by third grade, high school graduation, and pathways to meaningful employment, as well as racial equity.
2. The SPPS Office of Multilingual Learning has prepared an application for funds to support a three-year project in four elementary schools. The project will use personalized learning software as a tool that, in combination with professional development and family engagement activities, may help EL students and their families build their English reading and speaking skills more rapidly. Funding will support software licenses, professional development to facilitate use of software-generated data, family engagement work around use of the software, and project evaluation. The request is for approximately \$500,000.
3. This project will meet the District target area goal(s) of achievement and alignment.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Efe Agbamu, Assistant Superintendent, Multilingual Learning; Kate Wilcox-Harris, Assistant Superintendent, Personalized Learning; Stacey Gray-Akyea, Director, Research, Evaluation and Assessment; Matt Mohs, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit this request to the W. K. Kellogg 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: October 15, 2013

TOPIC: Request for Permission to Accept a Grant from the Minnesota Department of Education for Early Learning Scholarships

A. PERTINENT FACTS:

1. The 2013 Minnesota Legislature appropriated \$23 million for the new Early Learning Scholarships Program. The purpose of the Early Learning Scholarships Program is to increase access to high-quality early childhood programs for children prior to kindergarten with the highest need in order to improve school readiness of all young children. Priority for scholarships will be given based on family income, geographic region and whether the child is enrolled in or on a waiting list for a publicly-funded program providing early childhood education or child care. Up to \$5,000 per scholarship will be awarded for a 12-month period.
2. Saint Paul Public Schools has been awarded a grant to enroll students (from established waiting lists) in Pre-Kindergarten. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$789,110.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept an Early Learning Scholarships Program grant from the Minnesota Department of Education for funds to enroll students (from established waiting lists) in Pre-Kindergarten; to accept funds; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request for Permission to Accept a Grant from the Minnesota Humanities Center

A. PERTINENT FACTS:

1. The Minnesota Humanities Center in partnership with the Chicano Latino Advisory Council provides grants provide opportunities to partner with organizations offering robust humanities programming in communities across Minnesota. This work is funded in part with money from Arts and Cultural Heritage Fund that was created with the vote of the people of Minnesota on November 4, 2008.
2. Humboldt Secondary School has been awarded a grant to further the intent and purposes of the work undertaken in the planning phase with CLAC, specifically, to further the five elements of success prioritized by Humboldt High School including:
 - Building strong relationships between staff and students and providing individual attention to each Latino/a student
 - Fostering motivation in Latino/a students by helping them identify and achieve their own goals, and offering encouragement
 - Recognizing and placing value on Latino/a students' cultural identities and needs
 - Encouraging family involvement by building mutually respectful relationships and addressing the needs of Latino/a parents and families
 - Utilizing partnerships, collaboration, and community involvement to engage Latino/a students.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$26,000.
4. This project will meet the District strategic plan goal of Achievement.
5. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Humanities Center in partnership with the Chicano Latino Advisory Council to improve supports to Latino/a students and families; to accept funds; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

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

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

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

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

DATE: October 15, 2013

TOPIC: Request for Permission to Accept a Grant from the NEA Foundation

A. PERTINENT FACTS:

1. The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection.
2. Saint Paul Public Schools Special Education Department has been awarded a grant to incorporate tablet technology into special education classrooms to introduce research-based audio content to improve reading comprehension with students with severe print disabilities. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000. All schools were informed of this grant opportunity.
3. This project will meet the District strategic plan goal/goals of Achievement
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the NEA Foundation for funds to incorporate tablet technology into special education classrooms to introduce research-based audio content to improve reading comprehension with students with severe print disabilities; to accept funds; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request for Permission to Accept a Grant from the Saint Paul Foundation

A. PERTINENT FACTS:

1. The Saint Paul Foundation provides grants to preserve the Saint Paul area's outstanding quality of life for today's citizens and for generations to come.
2. Saint Paul Public Schools has been awarded a grant to build on the grassroots approach of the "One Thing I Love" campaign to educate and engage both SPPS staff and parents about what's working for them and students in SPPS. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$43,000.
3. This project will meet the District strategic plan goal/goals of Sustainability
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Foundation for to build on the grassroots approach of the "One Thing I Love" campaign to educate and engage both SPPS staff and parents about what's working for them and students in SPPS; to accept funds; and to implement the project as specified in the award documents.

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

DATE: October 15, 2013

TOPIC: Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with City of Saint Paul Department of Human Resource and Equal Economic Opportunity (HREEO).

A. PERTINENT FACTS:

1. City Of Saint Paul HREEO has been awarded a grant from the Minnesota Department of Employment and Economic Development (DEED). The grant project collaborates with various organizations to provide access to Emergency Medical Service (EMS) career classes at a post secondary level for underprepared and low income adults. Collaborating organizations include the Saint Paul Public Schools Adult Basic Education (SPPS ABE) program, Inver Hills Community College, Saint Paul Fire Department, and Community Action Program.
2. The Saint Paul Public School ABE program, located at the Ronald M. Hubbs Center for Lifelong Learning will enter into contract with City of Saint Paul HREEO to provide instruction and student support to adult learners enrolled in the EMS Program.
3. The duration of this grant is from January 1, 2014 through June 30, 2014
4. A fully financed budget will be established to account for these funds.
5. This project will meet the District target goals of achievement, alignment and sustainability..
6. This item is submitted by Scott Hall, Supervisor, Adult Basic Education; Lynn Gallandat, Director, Community Education; and Jackie Turner, Chief Engagement Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with the City of Saint Paul HREEO department Medical Service Career Pathway Program.

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

DATE: October 15, 2013

TOPIC: Request for Permission to Enter into Contract with Haberman Company for \$110,000 – a Funding Obligation Being Met by Two Grants Already Received by Saint Paul Public Schools.

A. PERTINENT FACTS:

1. Saint Paul Public Schools secured two grants of \$75,000 each from The Saint Paul Foundation and The Bigelow Foundation. The total amount of these grants (\$150,000) is designated to fund the District's Enrollment Campaign.
2. The District has contracted with Haberman to design and create advertising for the Enrollment Campaign. The cost of advertising is estimated at \$110,000
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing and Development; Jackie Turner, Chief Engagement Officer; Assistant Superintendent; and Michelle Walker, Chief of Staff

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to requisition appropriate funds from two existing grants to the District; and implement the project as specified in the award document.

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

DATE: October 15, 2013

TOPIC: Contract for Services with Kelly Educational Staffing

A. PERTINENT FACTS:

1. The Human Resource Department of Saint Paul Public Schools is requesting permission to contract with Kelly Educational Staffing, part of Kelly Services, to provide substitute teachers on an as needed basis.
2. The Human Resource Department provides substitute teachers to school sites through the District's AESOP system. The District has a need for additional substitute teachers beyond the number of substitutes provided by AESOP.
3. The contract amount will be charged to budget code 01-005-271-000-6305-0000.
4. This recommendation meets the District's strategic plan goal of achievement.
5. This item is submitted by Kenyatta Carter, Staffing/Workforce Manager; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Kelly Services effective October 16, 2013 to provide substitute teachers on an as needed basis. The contract amount will be charged to budget code #01-005-271-000-6305-0000.

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

DATE: October 15, 2013

TOPIC: Commitment by Saint Paul Public Schools Regarding Placement of an AmeriCorp Vista Member at Jackson Preparatory Magnet for the 13-14 School Year

A. PERTINENT FACTS:

1. The SPPS Board of Education has expressed its support for the partnership with Saint Paul VISTA Program and placements within the organization.
2. Jackson Preparatory Magnet is committed to providing comprehensive support for the VISTA project and requests the SPPS Board of Education sign the attached Letter of Commitment allowing support for the VISTA project at Jackson.
4. This project will meet the District strategic plan goals of achievement and alignment.
5. This item is submitted by – Yeu Vang, Principal Jackson Preparatory Magnet; and Sharon Freeman, Elementary Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to allow placement of an AmeriCorp member at Jackson Preparatory Magnet.

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

DATE: October 15, 2013

TOPIC: Professional Services from The Adkins Association Inc.

A. PERTINENT FACTS:

1. On March 13, 1980 the Board of Education authorized the administration to obtain professional consultant architectural services from The Adkins Association Inc. based upon a not to exceed maximum hourly fee rate. The current maximum hourly fee rate of \$120.00 has not been increased since February 19, 2008.
2. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
3. The Adkins Association Inc has requested an increase in the maximum hourly fee schedule from \$120.00 per hour to \$150.00 per hour.
4. Funding will be provided from alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities, and Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural/engineering services from The Adkins Association Inc as needed, based on a schedule of rates not to exceed \$150.00 per hour, depending on the level of expertise provided.

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

DATE: October 15, 2013

TOPIC: Professional Services from TDKA

A. PERTINENT FACTS:

1. On May 17, 1988 the Board of Education authorized the administration to obtain professional consultant architectural services from TDKA based upon a not to exceed maximum hourly fee rate. The current maximum hourly fee rate of \$140.00 has not been increased since February 21, 2006.
2. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
3. TDKA has requested an increase in the maximum hourly fee schedule from \$140.00 per hour to \$150.00 per hour.
4. Funding will be provided from alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities, and Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural/engineering services from TDKA as needed, based on a schedule of rates not to exceed \$150.00 per hour, depending on the level of expertise provided.

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

DATE: October 15, 2013

TOPIC: Professional Services from The Westlund Group, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
2. The Westlund Group, Inc. has submitted a proposal to provide the described professional services based on a schedule of rates not to exceed \$135.00 per hour depending on the level of expertise provided.
3. This proposal has been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities, and Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural/engineering services from The Westlund Group, Inc. as needed, based on a schedule of rates not to exceed \$135.00 per hour, depending on the level of expertise provided.

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

DATE: October 15, 2013

TOPIC: Professional Services from Wold Architects Engineers

A. PERTINENT FACTS:

1. On July 13, 1993 the Board of Education authorized the administration to obtain professional consultant architectural services from Wold Architects Engineers based upon a not to exceed maximum hourly fee rate. The current maximum hourly fee rate of \$125.00 has not been increased since March 17, 2009.
2. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: Planning, architecture, landscape architecture, interior design, field inspection of contractors' work, and other professional services as required by the District.
3. Wold Architects Engineers has requested an increase in the maximum hourly fee schedule from \$125.00 per hour to \$130.00 per hour.
4. Funding will be provided from alternative bonds, capital bonds, and health and safety levy budgets on a project-by-project basis.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara Guyette, Director of Facilities, and Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to procure professional architectural/engineering services from Wold Architects Engineers as needed, based on a schedule of rates not to exceed \$130.00 per hour, depending on the level of expertise provided.

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

DATE: October 15, 2013

TOPIC: Approval of an Employment Agreement with Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota 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.

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 three 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):	\$669
• in the 2013-14 budget year (July 1, 2013-June 30, 2014):	\$4,430
• in the 2014-15 budget year (July 1, 2014-June 30, 2015):	\$6,678
• in the 2015-16 budget year (July 1, 2015-April 30, 2016):	\$6,208

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

7. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief of Staff.

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 Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota, 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: October 15, 2013

TOPIC: Approval of an Employment Agreement With International Union of Painters & Allied Trades District Council 82 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.

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. The District will contribute \$.01 and the members will contribute \$.01 for a total of \$.02. The Fair Contracting Foundation Fund provision will sunset on April 30, 2016.

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

4. The District has eight regular FTE 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):	\$2,287
• in the 2013-14 budget year (July 1, 2013-June 30, 2014):	\$14,597
• in the 2014-15 budget year (July 1, 2014-June 30, 2015):	\$18,976
• in the 2015-16 budget year (July 1, 2015-April 30, 2016):	\$15,795

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

7. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle Walker, Chief of Staff.

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 International Union of Painters & Allied Trades District Council 82, 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: October 15, 2013

TOPIC: Establishment of the Unclassified Position of Nutrition Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Nutrition Services Department has a need for a position to coordinate the development of a department image and marketing strategies, menus that are within nutritional guidelines, and employee training. This position will also supervise food quality control staff and nutrition interns.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Nutrition Coordinator. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisors. The appropriate pay rate for this position would be equivalent to Grade 12 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2012-2013 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. It is anticipated that one employee will be promoted to this title.
4. The funds for this position are available in the Nutrition Services Department budget.
5. This request supports the District's target area goal of sustainability.
6. This item is submitted by Jean Ronnei, Interim Chief Operations Officer; and Michelle J. Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Nutrition Coordinator job classification effective October 15, 2013; that the Board of Education declare the position of Nutrition Coordinator as unclassified; and that the pay rate be Grade 12 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

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

DATE: October 15, 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 October 24, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: October 15, 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 August 1, 2013 – August 31, 2013.

(a) General Account	#601881-603263 #0000257-0000312 #7000270-7000322 #0000039-0000044	\$36,086,335.44
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$2,946,897.13</u>
		<u>\$39,033,232.57</u>

Included in the above disbursements are payrolls in the amount of \$16,014,145.01 and overtime of \$29,891.48 or 0.19% 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 January 31, 2014.

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

DATE: September 15, 2013

TOPIC: Request to Approve the 2013-14 Saint Paul Public Schools Parent Academy Pay Rate with the Office of Family Engagement and Community Partnerships

A. PERTINENT FACTS:

1. Saint Paul Public Schools Parent Academy offers a free six- week program designed especially for parents and guardians of children that currently attend pre- kindergarten, elementary, middle and high school at SPPS. The goal is to bring schools, parents/guardians and the community together as equal partners in the education of their children. Parent Academy is designed to connect parents to the school and university communities, and connect parents directly to individuals at the school who make decisions and/or impact their child's educational experience. Parent Academy will empower parents to increase their skills and abilities to become active participants in their child's learning. Parent Academy provides a framework for creating a community in which parents and teachers collaborate with one another to transform each child's educational experience at home and at school, so all children can achieve and be prepared to attend college.

Saint Paul Public Schools' Parent Academy is one several similar programs in the metropolitan area. Neighboring districts' hourly facilitator compensation is considerably higher than that of SPPS. Attracting and retaining highly skilled and competent facilitators is critical to maintaining the success and integrity of program. It is desire of the Office of Family Engagement and Community Partnerships to offer competitive pay to ensure the goals of the program are met.

2. This contract is from July 1, 2013-June 30, 2014 for the amount of \$197,421.00 to provide salaries for the following:
 - Increase Facilitator rates from \$16.67 per hour to \$25.00 per hour
 - Increase Co-Facilitators rates from \$13.35 - \$20.00 per hour
3. The source of funding is the Office of Family Engagement and Community Partnerships and Title I Funded Programs.
4. This project will meet the District's Strong Schools, Strong Communities Goal of Achievement by ensuring high academic achievement for all students and strengthening relationships with community and families.
5. This item is submitted by Tyrize Cox, Director, Family Engagement and Community Partnerships; Sherry Carlstrom, Director; and Jackie Turner, Chief Engagement Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent or her designee to approve the 2013-2014 Parent Academy pay rates to provide the above mentioned services for the period of July 1, 2013 - June 30, 2012 at the cost of \$197,421.00.

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

DATE: October 15, 2013

TOPIC: Post Age-65 Retiree Health Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides health insurance coverage for post-age 65 retirees through HealthPartners for approximately 2,100 retirees. The District's cost for calendar year 2013 is approximately \$10,815,000.
2. The District covers Medicare-eligible retirees who reside in Minnesota with the HealthPartners Freedom Plan. Retirees who are non-Medicare eligible or who reside outside of Minnesota are covered by the HealthPartners National One Plan or the HealthPartners Retiree Medical Plan. Current monthly premiums are:

	<u>Single</u>	<u>Family</u>
HealthPartners Freedom Plan	\$241.30	\$ 482.60
HealthPartners National One Plan	\$631.24	\$1,513.90
HealthPartners Retiree Medical Plan	\$241.30	\$ 482.60

3. HealthPartners has proposed an approximate 2% increase for the Freedom Plan for 2014 and the National One Plan for 2014. The following are the proposed rates for calendar year 2014:

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

4. The District's annual cost for calendar year 2014 will increase approximately \$216,300 for an estimated annual cost of \$11,031,300.
5. This agreement supports the District's target area goal of alignment.
6. This item is submitted by Sarah Meyer, Human Resources Consultant; Julie Coffey, Assistant Director; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2014, at the proposed premium renewal rates.

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

DATE: October 15, 2013

TOPIC: Repeal of Policy 508.00 Pupils with Individualized Education Programs

A. PERTINENT FACTS:

1. The purpose of this policy is for the use of conditional procedures with students who have Individualized Education Programs (IEP).
2. the use of conditional procedures required a district policy based upon Minnesota Rule § 3525.1100 requiring a policy addressing conditional procedures.
3. In August 2011, the specific language requiring a policy describing school districts' procedures for implementing the use of conditional procedures for students with IEPs was repealed.
4. This language was replaced by restrictive procedures which do not require a policy.
5. The repeal of this procedure will meet the District strategic plan goal of sustainability.
4. This item is submitted by Ryan Vernosh, Policy and Planning Administrator and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education repeal policy 508.00 Pupils with Individualized Education Programs as recommended by administration.

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

DATE: October 15, 2013

TOPIC: Amendment of Bid No. A9465-E -- Non-Fat Yogurt Items

A. PERTINENT FACTS:

1. Saint Paul Schools' Nutrition Services Department has established a contract for furnishing and delivery of Non Fat Yogurt items with Upstate Niagara Cooperative, Inc. The original contract was approved for a one-year period, beginning August 1, 2011 in the estimated amount of \$197,880.00
2. An amendment to Bid No. A9465-E was approved by the Board on May 15, 2012 to increase the estimated amount to \$247,880.00 to accommodate additional usage due to the expansion of the "Breakfast to Go" program.
3. The Nutrition Services Department requests authorization to extend the term of the contract for one year for the period July 1, 2013 through June 30, 2014 for an estimated amount of \$247,880.00.
4. Bids have been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize a one-year extension of bid No. A9465-E for furnishing and delivery of Yogurt Items for the period of July 1, 2013 through June 30, 2014 to Upstate Farms Yogurt based on holding price from previous year, for an estimated total amount of \$247,880.00.

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

DATE: October 4, 2013

TOPIC: Bid #A200780-E -- Nutrition Services Juice Bid Recommendation

A. PERTINENT FACTS:

1. Bids were received for 5 different brands of juice from Apple & Eve, Citrus Sun, Citrus Systems, Juice 4 U and Ardmore Farms. There were a total of 7 bids due to 2 distributors bidding multiple brands and the MSFBG bid.
 - Citrus Sun bids were submitted for Hastings Co-op Creamery and Indianhead Foodservice Distribution.
 - Juice 4 U bids were received from Indianhead Foodservice Distribution and Hastings Co-Op Creamery.
2. 1 bid from Juicy Juice (Nestle) was rejected by Purchasing as they did not submit Addendum #1.
3. Nutrition Services determined that a once/week delivery would not work for the school sites due to not being able to store high amounts of cases of juice, whether frozen, refrigerated or shelf stable.
4. The only distributor that could deliver more than once/week is Hastings Co-Op Creamery, Nutrition Services current milk vendor.
5. Using total annual volume, the highest price brand of juice is Juice 4 U at \$706,376. This was bid through Hastings Co-Op Creamery. These would be delivered as shelf stable.
6. Using total annual volume, the lowest price brand of juice is Ardmore Farms at \$534,213 and was bid through Hastings Co-Op Creamery. This would be delivered frozen that can then be held refrigerated or frozen.
7. Bids have been reviewed by Bradley Miller, Purchasing Manager. Funds for this project will be provided from the Nutrition Services budget, 02-005-680-701- 6490-0000.
8. This project will provide students with nutritious meals to help the District meet its goal of ensuring high academic achievement for all students.
9. This item is submitted by Jean Ronnei, Interim Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Bid No. A200780-E for furnishing and delivery of Juice items during the period October 21, 2013 through August 15, 2014 to the lowest conforming bidder, Hastings Co-Op Creamery for Ardmore Farms juice, in the amount of \$534,213.

Board of Education Meetings

(Regular meetings at 5:30 unless otherwise noted

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

- November 12 Closed Meeting
- November 12 .
- December 3 Closed Meeting
- December 17 Closed Meeting
- December 17
- 1/7 ANNUAL MEETING (*Board Members take office*)
Time TBD
- 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)

- October 22
- December 3
- January 14
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- September 9
- October 7
- October 28
- December 2