



Saint Paul Public Schools

Regular Meeting

Tuesday, December 18, 2012 5:45 PM

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

BOARD OF EDUCATION



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ADMINISTRATION
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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

December 18, 2012
5:45 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE AGENDA**
 - A. Order of the Consent Agenda
 - B. Order of the Main Agenda
- IV. APPROVAL OF THE MINUTES**
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 - B. Minutes of the Special Board of Education Meeting for a Public Hearing on the Pay 2013 Tax Levy 26
 - C. Minutes of the Special Closed Board of Education Meeting on Superintendent Evaluation - December 11, 2012 28
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 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 46
 - B. Acknowledgement of Accomplishments of SPPS Students 47
- VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)**
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INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

November 13, 2012

I. CALL TO ORDER

The meeting was called to order at 5:48 p.m., November 13, 2012.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

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

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

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of October 16, 2012

MOTION: Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education of October 16, 2012 as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

- A. Committee of the Board Meeting of October 30, 2012
The meeting began with the **2012 Legislative Update & Agenda**

The SPPS Legislative Liaison indicated the 2013 session would convene on January 6, 2013 with the largest turnover of legislators since 2002. While there was some good news on the revenue side, the State may still face a \$1.1 billion shortfall (based on the February forecast). By law, any surplus in the November forecast must be used to pay back the schools which are owed \$2.4 billion.

She then went on to review the 2013 SPPS Legislative Agenda, which is available at the end of the minutes of this meeting on the Board website and in the Board Book for this meeting, also on the Board website.

RECOMMENDED MOTION: That the Board of Education accept the 2013 Legislative Update and approve the 2013 Legislative Agenda with the adjustments as discussed.

The motion was approved with the following roll call vote:

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

The next area addressed were the **Budget Guidelines for FY 13** that were reviewed in detail and approved with the following motion:

RECOMMENDED MOTION: That the Board of Education approve the Budget Guidelines for the 2013-14 budget as presented.

The motion was approved with the following roll call vote:

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

Recommendations for the **Proposed School Calendars** were reviewed. Three proposed calendars were brought to the Board for approval: the 2013-14, 2014-15 and 2015-16. All were based on semesters and quarters. Three year-round calendars were also brought forward for the same years.

Additional information on the calendars will be provided in the Superintendent's Report.

RECOMMENDED MOTION: That the Board of Education approved the report and all three calendars presented (2013-14, 2014-15 and 2015-16) along with the year-round calendars for the same period with the proviso that the later two may change if future circumstances warrant it. The Board will continue to review the calendars on an annual basis.

The motion was approved with the following roll call vote:

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

The final major topic was an **SSSC Monitoring item -- Staff Use of Student Data & Work to Improve Instruction**. Additional information will also be presented on this subject in the Superintendent's report.

RECOMMENDED MOTION: That the Board of Education accept the SSSC Monitoring Report on Staff Use of Student Data & Work to Improve Instruction.

The motion was approved with the following roll call vote:

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

A **work session** reviewed the District Communication Plan on the Referendum and provided time for a Board Check-In.

MOTION: Ms. Street-Stewart moved acceptance of the Report on the Committee of the Board Meeting of October 30, 2012. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS

BF 29199 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

The Superintendent recognized the Athletic Director, Jerry Keenan for his work with student athletics. Participation in athletics has gone up every year for the last six years in both middle and high school.

1. Capitol Hill Magnet School - Flag Football Team
2. Highland Park Junior High School - Girls' Soccer Team
3. Murray Junior High School - Boys' Soccer Team
4. Murray Junior High School - Volleyball Team
5. Central Senior High School - Boys' Cross-Country Team
6. Central Senior High School - Football Team
7. Central Senior High School - Girls' Soccer Team
8. Central Senior High School - Girls' Swim Team
9. Central Senior High School - Girls' Tennis Team
10. Como Park Senior High School - Boys' Soccer Team
11. Harding Senior High School - Girls' Soccer Team
12. Highland Park Senior High School - Girls' Cross-Country Team
13. Highland Park Senior High School - Volleyball Team

MOTION: Mr. Hardy moved the Board of Education recognize and congratulation all of the coaches, teams and individuals for their accomplishments. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VII. PUBLIC COMMENT

- Kris Farmer-Lies – Support of tobacco policy
- Tim Finnegan – Concerns on SPPS compliance with MN Data Practices Act

VIII. SUPERINTENDENT'S REPORT

The Superintendent extended her thanks for the work done by the community, staff, families and parents for the referendum that passed with an approval of 61%. She thanked everyone for their commitment to the city and the schools.

A. SSSC Monitoring: Staff Use of Student Data & Work to Improve the Instructional Process VisionCard

This VisionCard provides information on how adults are utilizing the student data to improve instruction. Staff indicated the VisionCards are a measure or summary of district-wide indicators of progress on SSSC Strategic Plan.

Staff indicated all figures were for SY 2011-12. In the area of Common Assessments Vision Level is >90%. Common assessments are in place across all subject areas and grades. Data shows SPPS is at Progress or Vision Level in Literacy and at Baseline Level in Math.

- District Common Assessments created and aligned to standards (% of units of study) for
 - Math 7-12 is at Baseline (68%) in its first year of measurement
 - Literacy 7-12 is at Progress (77%) in its first year of measurement
 - Math K-6 is at Baseline (56%) in its first year of measurement
- Mondo Bookshop Assessments administered (% of classrooms) – Literacy is at 100% (Vision); up from 91% in the previous year.

Use of data or PLC with the Data Teams Process functioning close to or at proficiency (% of PLCs at target schools) is at Progress (77%); up from 52% the previous year. More of the PLC-DTs at target schools are operating close to or at proficiency. This is now at Progress level.

In the area of Utilization and Delivery of Curriculum, two areas are measured:

- Differentiated Small Group Instruction aligned to student stage of reading development (% of classrooms) – Literacy K-6 is at 62% (Baseline); up from 50% in 10-11.
- Math Key Ideas, Concepts and Vocabulary articulated and used by teachers and students (% of classrooms) – Math 7-12 is at Progress (72%); up from 49% in 10-11.

Student Engagement shows information from 1,909 Senior Surveys (% who agree or strongly agree that “my teachers stimulated my thinking and my interest in learning” is at Progress (88%) up from 82% in 2004-05.

Feedback is measured in two areas:

- Math Feedback provided to students (% of classrooms implementing error analysis) – Math 7-12 is at Progress (83%), up from 55% in 10-11.
- Senior Survey (1,921 surveys) - % who agree or strongly agree that “I received adequate personal attention from my teacher” is at Progress (83%) up from 78% in 2004-05.

Information on the Professional Learning Communities (PLCs) at Hancock-Hamline University Collaborative Magnet School was provided by its principal.

Results from school staff feedback indicators was also reported in five areas:

- Use of Data -- Teachers in this school share and discuss student work with other teachers (4,317 responses): 29% strongly agree, 59% agree and 12% disagree or strongly disagree.
- Common Assessments -- How frequently do you review assessment data with teachers in your grade level (4,129 responses): 24% said weekly, 36% every 3-4 weeks, 11% every 6-8 weeks, 17% a few times a year and 11% never?
- Utilization & Delivery of Curriculum -- There is consistency in curriculum instruction and learning materials among teachers in the same grade level at this school (3,925 responses): 19% strongly agree, 67% agree and 15% disagree or strongly disagree.
- Curriculum, instruction and learning materials are well coordinated across the different grade levels at this school (3,925 respondents): 9% strong agree, 63% agree and 28% disagree or strongly disagree.
- How frequently do you review assessment data with teachers across grades? (4,179 responses) 11% weekly, 16% every 3-4 weeks, 12% every 6-8 weeks, 34% a few times a year and 29% never.

QUESTIONS/DISCUSSION:

- Slide 29 – could the 29% who never reviewed assessment data across grades be due to the 6th to 7th grade breaks or were the surveys taken at each school. Response: This was the first year this survey was conducted. The Five Essentials Survey was across all employees working in classrooms so it included EAs, TAs, social workers, nurses and classroom teachers. Because of this, a significant number of respondents would not review the data in that way. As this survey is improved for the next year, it will be more aligned to the various positions as appropriate.
- What is the population total? Response: There were 4,179 surveys completed which is approximately 75% of all surveys sent out.
- What strategies are being implemented to close this gap? Response: SPPS implemented the survey in April 2010. The survey was developed by the University of Chicago and it did not have district specific questions in it. Next year's questions will be more specific to SPPS in order to capture changes from one year to the next. SPPS does not do the survey itself, it is done by an outside agency. Survey data can be compared with other districts with similar populations. This project is possible because of a grant to SPPS from the McKnight Foundation. Job embedded professional development has been rolled out this year and every school is utilizing the six-step data team process. The percentage should go up next year.
- Part of this effort includes working across grade levels. Response: Yes and additionally within common assessments progress monitoring data bases for students have been implemented so data can be shared between teachers and across grade levels.
- How does feedback work with students? Do students have the expectation of receiving more feedback from teachers and can students base additional questions on that feedback? How can that be measured? Response: One piece is students have been owning their own learning to a much greater degree. They are challenging themselves in their own personal competition. Teachers assist them by showing them the areas in which they need to improve. The district is pushing to get one-to-one feedback, to provide students immediate return on their status. Teachers are taking the time to show students what is wrong and other ways to address the issues. There are also programs such as AVID for tutoring, mentoring opportunities, etc. Five Easy Steps in math has been implemented at the secondary level. Secondary teachers are moving beyond how to implement this and moving toward a focus on student learning level. Assessment on achievement will be in measured in math results at the secondary level.
- Students understand the learning process; they get feedback on where they did well and on what areas are in need of improvement.
- The senior survey – 1,921 responded, what percent of seniors does this represent? Response: This is an 85% response rate.
- It was noted that one change seen is teachers are looking at not only how they teach but also if the students are learning. What students learn has become the focus.
- Is data shared with parents and how regularly? Response: Yes, data is shared, primarily at conference time.

- What is the window for the fall MAP exam and what is the turnaround time for results?
Response: MAP results are turned around rapidly, many times within a day. The test is taken at the end of September and information on results is provided to students right away. Work is being done on getting the results onto the parent portal so parents have access to it sooner.

B. School Calendars

The Superintendent noted the calendars were ready earlier than ever this year and an additional two years have been developed as well. She indicated it is a very difficult task to get the calendar developed while meeting as many expectations as possible. Staff went on to say that in order to build the calendars, information was gathered on or from:

- Contract obligations
- Religious holidays
- Calendar examples from all 50 states
- Calendars from school districts that are closing the achievement gap
- Comparisons of instructional days with other districts'
- State and national testing calendars
- The family survey
- The staff survey and
- Input from stakeholder groups (SPFT, OCCR, SPI, REA, Office of Early Learning, Division of Schools, Office of Family Engagement, ALC, HR, Payroll, Special Ed, ELL, and the Middle School Transition Team)

Over 700 family surveys were collected. The majority of respondents preferred conferences in November, rather than September and the "traditional calendar" rather than the year-round.

Staff survey results came in from 200 staff members. The majority of the respondents preferred conferences in November rather than September and the traditional calendar rather than an extended calendar into the summer. Staff indicated they appreciated the Professional Development Days and Grading Days but did request these be attached to natural breaks and end of terms.

Considerations used in developing the calendar included: the State Fair/starting after Labor Day, testing schedules including AP/IB, the printing window for elementary progress reports, contractual language, summer school start time and holiday breaks.

Of five districts surveyed, only Minneapolis had more instructional days (176) than St. Paul (175). Staff then presented a chart showing various dates for Pre-K, Kindergarten, Elementary and Secondary in the areas of no school for students, parent/teacher conferences, conference prep/grading days, professional development days, total instructional days for students and workdays for teachers.

Three proposed calendars were brought to the Board for approval: the 2013-14, 2014-15 and 2015-16. All were based on semesters and quarters. Three year-round calendars were also brought forward for the same years.

Other recommendations brought forward from the process were:

- A request for a commitment to avoid evening meetings on significant religious/cultural holidays
- Future consideration of increasing the number of instructional days for students
- Embedding conversations about future Grading and Professional Development Days into regular PIC meetings
- Consideration of a permanent window for Spring Break to eliminate big shifts from one year to the next (i.e., after 3rd Quarter).

QUESTIONS/DISCUSSION:

- Thanks were extended for the work done to get so much feedback from so many areas.

- Where and when will the calendars be available? Response: The calendars will be available on the website and in the schools.

C. Post Referendum Update

The Chief of Family, Community and Partnership Engagement stated the referendum had passed with a 61% approval. She thanked everyone who worked hard on the ballot issue:

- Principals, teachers, students and families at the schools
- Saint Paul Mayor Chris Coleman
- Union partners and colleagues
- The St. Paul Area Chamber of Commerce and the Midway Chamber of Commerce
- And the many individuals, foundations, organizations and companies who contributed funds to the campaign
- Also the voters for giving their continued support for St. Paul students.

She went on to remind everyone that the primary purpose of the referendum funding is for continuing existing programs (75% or \$30 million). These include:

- Early education – all day Kindergarten at schools, Pre-K and Early Childhood Family Education
- Elementary math and reading specialists in the schools
- Reduced class sizes for math and science at the secondary level along with additional guidance counselors for post-secondary preparation.
- Specialized Learning – funding for mandated Special Education and English Language Learner programs and services that are not fully funding by the State.

With the increase portion of the referendum funding (25% or \$9 million), SPPS will invest in a personalized learning platform to be called Learning Transformed by Technology which will include a digital library of teaching and learning tools.

The District is already working on the next steps required for a successful launching, including an assessment of current district technology, an RFP process to select the platform provider and a detailed implementation plan for platform rollout (grades, content areas, etc.) and input from stakeholders on infrastructure, curriculum and materials, professional development and outreach and engagement.

D. Strong Schools Strong Communities Plan Implementation Update

The Chief of Family, Community and Partnership Engagement reminded everyone the SSSC Plan is intended to improve education for all students without exception or excuse. It has three goals: achievement (ensuring each child achieves to their potential), alignment (assuring all students have quality school choices in their own communities) and sustainability (equitable distribution of resources and investment in what works).

The District has been realigned to support the City's efforts around SPROCKETS. It has been aligned into six geographic areas (A – F1 & 2). Families will continue to receive choice.

Next fall, all elementary schools become K-5 sites. 6th grade moves to middle schools. New Community School Zones (CSZ) ensure families have the best chance of getting into their community schools. Busing will be provided to schools within the areas as well as to regional and district-wide magnets. Sibling preference will continue and the Reflecting St. Paul Program will work toward continuing to preserve integration.

Community school pathways have been established which guarantee a child a pathway from Pre-K through high school within their area. Articulations within programs (i.e., IB, French Immersion, etc.) have been established across specified schools which also guarantees students a place within that program from beginning to finish.

The enrollment process has been reviewed and upgraded and will offer an online enrollment system. Only students changing schools need to reapply. Letters and calls to students who are likely to lose transportation will be done. Specifics around enrollment processes should

be available to principals before Thanksgiving. Information will be provided to families more quickly and in an easy to understand manner. All families affected by changes and who will not receive transportation will receive information in order to assist them in their choices.

Six preference criteria have been established for the enrollment process:

- 1st priority is for students living in the Community School Zone (CSZ)
- 2nd priority is for students falling within the Reflecting St. Paul Program parameters
- 3rd priority goes to children of SPPS employees (only SPFT associates at this time)
- 4th priority goes to students in the areas but not in the CSZ
- 5th priority is for students who live in St. Paul but not the area and
- 6th priority goes to students who live outside St. Paul.

SPPS will continue to get information out on implementation of the SSSC Plan through parent teacher conferences, recruitment activities, the School Selection Guide, the School Choice Fair, school open houses and various communication efforts

The Chief of Family, Community and Partnership Engagement then reviewed four administrative recommendations for Board actions to support effective implementation of SSSC and to align with prior decisions.

- Establishment of Full Service School Zones – all sites serving grades Pre-K thru 5 will become Full Service School Zones. The change will reduce the walk zone from one mile to one-half mile.
- School name changes recommend the removal of the word “magnet” from five schools and changing the names of Murray and Ramsey to middle schools instead of junior high.
- It was recommended the temporarily closed sites at Ames, Prosperity Heights and Sheridan be reopened and
- That the Roosevelt site also be reopened with the Riverview programs (Pre-K-5) relocated into the building, which would then be called Riverview. Additionally that the Riverview site be utilized for various educational programs including early childhood, community education and ALC.

She stated this would provide much needed space on the West Side allowing both dual language and English-only sections in each grade and provide more classrooms for Pre-K and ECFE programs.

QUESTIONS/DISCUSSION:

- When can families expect to know where their student is going next year? Response: Enrollment opens with the School Choice Fair on January 12 and February 15 is the deadline that gives families the best chance to get their choice. Families will be notified before spring break of their school(s). The enrollment process is pretty much fully automated working off the student number. Paper applications will be accepted and staff will enter the data into the system. Not all students have to apply, a majority of families will be able to remain in their current schools and receive transportation. There are about 2800 families who do not fall within this parameter and will receive information on how to enroll and their options. 5th and 6th graders will receive a welcome letter from their middle school and do not need to apply if they are going to their area school. Ninth graders will need to apply if they are going outside of a particular pathway or articulation.
- Slide 18 – employees, who does that refer to? Response: It is only employees within the SPFT bargaining unit. This was part of negotiations with teachers and was a request from employees of the bargaining unit wanting to bring their children into the district. Can this be expanded beyond that group? Administration stated they do see the point of equity. Board members expressed concern about this limitation and asked that expansion be explored and brought back to the Board.
- A formal request was made of the Superintendent to get back to the Board about the implications of extending that to all employees who wish to take advantage of it. The Superintendent said she would provide more inform to Board
- Please explain what Reflecting St. Paul is. Response: The purpose of Reflecting St. Paul is to have all schools reflect the demographics of the city (socio-economic, demographically, language, aptitude, etc.). Administration, worked with the District

Action Team to come up with a formula so schools that are low poverty (20% or below the district poverty average [about 73%] – schools at 53% or below the district poverty average) will reserve 20% of their seats for families qualifying under Reflecting St. Paul criteria. It is the household that qualifies. Every household in St. Paul is aligned to a block census code that incorporates data including MCA math and reading scores, speaking language other than English and qualifying for free or reduced lunch. They still need to be within the geographic area. Schools in this situation are primarily in Area F.

- Moving Riverview into Roosevelt, that will grow dual language at all class levels – will it be 1 to 1 and how will it be staffed? Response: Riverview is a two-section school all the way through. One section is Spanish and one is English. What is happening is we are not getting enough students to fill the Spanish making it difficult to have a quality program. The rationale for moving everything in the program as is and see, through applications next year, how many families choose to attend the school. This will determine how many sections of what according to who is applying to the school. Riverview is a 14-section building. When you talk about enrollment, you are talking about how to build sections. Specific questions to answer right now are establishing a transition team and a plan for outreach and marketing of the building to the community. Possibilities in the new building are exciting and is limited only by the number of students choosing the building. Strategic outreach and marketing are important and when you talk about programs, you want a level of equity from a resource perspective. This is a niche for dual immersion teachers that the district needs to bring in as they find them so they are there to fill the slots as needed to expand sections.
- Principal Rivera is tasked with the planning? Response: SPPS has the experience having done this before but also want the site, the principal and parents to shape the plan for the community. This is not the only school that will need additional help in making the community aware of new choices (i.e., Chinese immersion, Montessori program).
- So with enrollment the goal is to satisfy families in their choice of schools and to create a school population for individual schools that is the optimal population in terms of demographics of entire district/community? This is obviously using a computerized system to get these enrollments sorted. Response: Yes, it is computerized. This process applies only to schools that have more applications than space available. Families will provide their data and choice and the computer will assign the priority and provide options for families. The system can process up to 6,000 applications in 60 seconds. It will be on a point system, it will be transparent, and it will be accurate and efficient. There have been preference criteria for years; this makes it more accurate and efficient. The system has been tailor made for the SSSC system. It can run error reports to assess questionable areas providing a regular crosschecking process.
- Will there be a perception that any one of the priorities because of the value attached to it will be a trump card for a family? Response: That is where transparency comes in; the system will give families an assessment of their chances to get into a particular school and provides options for them. It allows equity to be utilized to the greatest degree.
- In the language immersion pathway to middle school and high school, is that guaranteed even if they leave the pathway say in middle school? Response: No, if a student chooses to go outside of the district pathway for middle school they can get back on the pathway for high school but it will be on a space available and “testing in” basis. They will have lost their guaranteed space. Again, they can test into the program but they will not have the guarantee they had through the guaranteed pathway or articulation they would have had if they stayed within the district pathway/articulation.
- Is this being made clear to families? Response: Yes, it is made very clear in the materials. This was a specific request of the DAT team that the system not be gamed.
- The second priority only affects certain schools, correct? Response: Yes, it only affects schools at 20% below the district poverty level. So schools at or below 53% of the of students qualifying for free or reduced lunch would qualify.
- It was noted this would be important to provide to parents, it currently reads as if it applies to all schools. Response: In the Guide Book, schools that meet the criteria are actually listed so it is very clear. It was also noted the identified schools and/or blocks could change year to year.

- Allowing employee children in to district schools could be offered to all bargaining units if there are no legal restrictions and the Board should instruct administration to do it. There are advantages to doing this as it shows the community district employees have a invested in its product. The DAT team was not necessarily in favor of all employees receiving this option. Staff requested time to explore the issues involved in expanding the pool.
- Why dual immersion, Spanish and English only in the new building? Response: The two-section dual immersion program at Riverview provides two options for Area D.
- Does the district transport Pre-K? Response: The one-half mile walk applies only to all K through 5. Pre-K get door-to-door transportation.
- All current 5th and 6th graders need not apply, as they will get their first choice. Response: A seat will be reserved for them at the pathway middle school in their area. If they want to go elsewhere, they will need to apply for those choices.
- For the current Riverview building, you are moving Pre-K, ECFE, ALC and Community Ed. Will this proposal increase available spaces thus addressing the waiting list? Response: The goal is to increase the number of 4-year-old programs if the district has the right revenue. It will also address the fact there are not enough seats on the West Side for other types of classes. There is also the possibility of having after school classes in a centralized location.
- How would that partner with what is offered at Neighborhood House? Response: SPPS is trying to align with SPROCKETS and work cooperatively with these other programs.
- Board members expressed interest in seeing how the enrollment process works with examples for specific addresses. Administration was asked to set up a demonstration for interested board members.
- The Riverview move to Roosevelt – is the principal getting added support in transitioning her program to a new building? Response: Yes, she is getting assistance from Assistant Superintendent Collins along with expertise in specific areas (i.e. Communications, etc.).
- Concern was expressed about the need for immediate action on these items with no earlier conversation. Delaying the decision pending further discussion would be preferred. Response: All decisions were held within SSSC plan that was approved earlier, these are just details within it and those details were communicated last Friday.

1. Reopening of Temporarily Closed Buildings / Repurposing of Riverview Site

The Superintendent stated in order to support the full implementation of the Board approved dual campuses at L'Etoile du Nord French Immersion and Nokomis Montessori, the following temporarily closed sites be formally re-opened: Ames, Prosperity Heights and Sheridan. In addition, she requested the Roosevelt site be re-opened to support the relocation of the current Riverview program. Parkway will re-open as a middle school for its area.

She reported that all building projects for the school year 2013-14, including the upgrade of the Parkway building (former LNFI site) are on schedule for successful openings on September 3, 2013. Each of the schools have an administrative champion coordinating the information flow with staff and working with the Facilities project manager for their site.

The Superintendent stated she was seeking approval to relocate Riverview in its entirety to the old Roosevelt School site at 160 Isabel Street East, about one mile north of the current Riverview. All programs and staff currently at Riverview would move to the new site, which would be known as Riverview. Following the move, the site at 271 East Belvedere would be repurposed for early childhood and other learning activities.

The relocation of Riverview to the Isabel site would allow for the expansion of the school's dual language immersion program as well as provide additional capacity for English-only instruction. Major renovations at the Isabel site will provide Riverview with more classrooms, dedicated instructional space for subjects like science and updated infrastructure that meets the district's 21st century technology goals. Re-opening a larger

school will give SPPS room to grow – from 300+ at the current building to 500+ at the new site. This will ensure a seat in the classroom for all West Side students who want to learn close to home. The old Roosevelt School site is more centralized, easier to find and close to services that many families use. Administration expects it will be used for community meetings and events and serve as “the heart” of the West Side community, as envisioned in Strong Schools, Strong Communities.

2. School Name Changes

The Superintendent indicated that under the SSSC plan several schools would no longer have magnet programs. To that end, she recommended that term “magnet” be removed from their names and hereafter the schools be named:

- Battle Creek Elementary
- Expo Elementary School
- Frost Lake Elementary School
- Galtier Elementary School
- Maxfield Elementary School

In addition, to support the transition to middle schools she recommended that all sites serving stand-alone grades 6-8 (not K-8) be called “middle schools” and recommended the following name changes:

- Murray Junior High School to Murray Middle School
- Ramsey Junior High School to Ramsey Middle School

3. Full-Service School Zones (One-Half Mile Transportation)

Over the last two years, SPPS has witnessed an increase in enrollment at current sites schools with half-mile transportation. Given the success of these efforts and the potential to stabilize enrollment and reduce mobility at more sites, the Superintendent recommended that all elementary schools be designated as full service school zones with half-mile transportation. Administration does not anticipate increased costs associated with this recommendation and preliminary estimates for FY 14 include an overall savings in transportation.

E. Human Resource Transactions

MOTION: Ms. Carroll moved the Board of Education accept the Superintendent’s Report and approve the Human Resource Transactions for the period September 28 through October 25, 2012. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board approve all Consent Agenda Items as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

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

A. Gifts

BF 29200 Gift Acceptance from the Target Corporation Take Charge of Education Program - Central High School

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Target Corporation Take Charge of Education Program to be used as designated. The total gift of \$7,377.62 will be deposited into the Central High School intra-school account, 19-210-000-000-5096-0000.

BF 29201 Request for Permission to Accept a Gift from The Clock and Globe Club of Travelers Insurance Company to Saint Paul Public Schools AVID Program in the Amount of \$8,361.65

That the Board of Education authorize the Superintendent (designee) to accept the Clock and Globe Club of Travelers Insurance Company gift for the Saint Paul Public Schools AVID program to advance and support educational programming for students and staff in preparing for the transition to post secondary enrollment and completion.

B. Grants

BF 29202 Request for Permission to Submit a Grant Application to 3M for Strategic Science and Engineering Initiative

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M to support, maintain and expand the district's Strategic Science and Engineering Initiative; to accept funds, if necessary; and to implement the project as specified in the award documents.

BF 29203 Request for Permission to Submit a Grant Application to 3M for the STEP Program

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

BF 29204 Request for Permission to Submit a Grant Application to the Robert Wood Johnson Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Robert Wood Johnson Foundation to expand on the pilot successes SPPS has experienced with AVID/AAMI and Technology Scholars and develop an AVID all-male section for students of color at additional SPPS sites; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29205 Request for Permission to Accept a Grant from the Toshiba America Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Toshiba America Foundation for funds to implement a science inquiry and research project on renewable energy sources at Highland Senior High School; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

D. Agreements

BF 29206 Authorization for Agreement with State of Minnesota for Monitoring Equipment Site Lease at Harding Senior High School

That the Board of Education authorize execution by the Chair and Clerk of a "Monitoring Equipment Site Lease" with the State of Minnesota, Department of Administration, for purposes of maintaining and operating a pollution control monitoring site for the Minnesota Pollution Control Agency at Harding Senior High School for the term January 1, 2013, through December 31, 2017.

E. Administrative Items

BF29207 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

BF 29208 Approval of Employment Agreement With Twin Cities Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2012-2015

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2012 through May 31, 2015.

BF 29209 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and District Lodge No 77 International Association of Machinists and Aerospace Workers ALF-CIO Exclusive Representative for Machinists

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 machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2011, through June 30, 2013.

BF 29210 Approval of Employment Agreement Between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Professional Employees Association in this school district; duration of said Agreement is for the period of January 1, 2012, through December 31, 2013.

BF 29211 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Saint Paul Supervisors' Organization Representing Supervisors

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2012, through December 31, 2013.

BF 29212 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Teaching Assistants

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law

Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

BF 29213 Establishment of the Unclassified Position of Custodial Coordinator 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 Custodial Coordinator job classification effective November 13, 2012; that the Board of Education declare the position of Custodial Coordinator as unclassified; and that the pay rate be Grade 37 of the 2011-2012 Manual and Maintenance Supervisors' Association standard ranges

BF 29214 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective November 26, 2012, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29215. Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period

	September	1	-	September	30,	2012.
(a) General Account		#510338-511491				\$116,476,054.05
		#3017033-3017087				
(b) Debt Service		-0-				-0-
(c) Construction		-0-				<u>\$2,341,895.92</u>
						\$118,817,949.97

Included in the above disbursements are payrolls in the amount of \$32,149,135.84 and overtime of \$95,162.83 or 0.30% of payroll.

(d) Collateral Changes None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 15, 2013.

BF 29216 Proposed Name Change for Hancock-Hamline University Collaborative Magnet School

That the Board of Education authorize the Superintendent (designee) to approve Hancock-Hamline University Collaborative Magnet School name change to Hamline Elementary, beginning in the Fall of 2013.

BF 29217 Professional Consultant Construction Manager Services

That the Board of Education authorize the administration to procure professional consultant construction manager services on an as needed basis from Bossardt Corporation based upon an hourly rate fee schedule not to exceed a maximum of \$125.00 per hour; and also, authorize the administration to procure professional consultant construction manager services on an as needed basis from Kraus Anderson based on an hourly rate fee schedule not to exceed a maximum of \$130.00 per hour.

F. Bids

BF 29218 Bid No. A154672-K: Renovation of East Side Community Center at Harding Senior High School

That the Board of Education authorize award of Bid No. A154672-K for construction of renovation at the East Side Community Center at Harding Senior High School to the lowest responsible bidder, Schreiber Mullaney Construction Co. Inc. for the lump sum base bid plus alternates #1 and #3 of \$1,304,000.

X. OLD BUSINESS

BF 29219

Third Reading: Policy 414.00 Tobacco-Free Environment

MOTION: Ms. Carroll moved the Board of Education approve the revised Policy 414.00 Tobacco-Free Environment as presented. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

BF 29198

Canvass of November 6, 2012 Referendum Results

MOTION: Ms. Carroll moved the Board of Education adopt the Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election. Ms. Doran seconded the motion.

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

- 1. It is hereby found, determined and declared that the general election of the voters of this District held on November 6, 2012, was in all respects duly and legally called and held.**
- 2. As specified in the attached Abstract of Votes Cast, a total of 128,009 voters of the District voted at said election on the question of increasing its general education revenue by \$821.55 per resident marginal cost pupil unit for taxes payable in 2013, the first year it is to be levied, said levy to be authorized for eight years, of which 78,703 voted in favor, 49,306 voted against the same.**
- 3. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.**
- 4. The School District Clerk is hereby directed to certify the results of the election to the Ramsey County Auditor and notify the Commissioner of the Department of Education of the results of said general election.**

The motion was approved with the following roll call vote:

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

BF 29220

Action on Reopening of Temporarily Closed Buildings

By action of the Board of Education on April 20, 2010, the following school buildings were temporarily closed:

1. Ames, 1760 Ames Place
2. Prosperity Heights, 1305 Prosperity Ave
3. Sheridan, 525 White Bear Ave N

Under the *Strong Schools, Strong Communities* plan these three school buildings will be reopened for the 2013-14 school year with these general education program focus:

1. Ames – to serve as the site of L'Etoile du Nord French Immersion upper campus (2-5)
2. Prosperity Heights - to serve as the site of L'Etoile du Nord French Immersion lower campus (K-1)

3. Sheridan – to serve as the site of Nokomis Montessori South, PreK-5

MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to proceed with the re-opening of these sites for the programs as listed: a) Ames – to serve as the site of L’Etoile du Nord French Immersion upper campus (2-5), b) Prosperity Heights, - to serve as the site of L’Etoile du Nord French Immersion lower campus (K-1) and c) Sheridan – to serve as the site of Nokomis Montessori South, PreK-5. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

BF 29221 Re-Open Roosevelt and Repurposing of Riverview

By action of the Board of Education on July 21, 2009 Roosevelt Elementary school (located at 160 Isabel Street E) was temporarily closed. To support the full implementation of *Strong Schools, Strong Communities* strategic plan in school year 2013-14, Administration is recommending that the Roosevelt site be re-opened and that the educational program at Riverview West Side School of Excellence be relocated from the current building at 271 E Belvedere Street to the building at 160 Isabel Street E (current site of Roosevelt). The newly renovated Roosevelt building (160 Isabel Street E) will accommodate all of the Riverview students and staff and will allow for future expansion of the student population.

The current Riverview site (271 E Belvedere Street) will be re-purposed for early childhood and other educational activities.

MOTION: Ms. Carroll moved the Board of Education authorizes the Superintendent (designee) to execute the actions: (1) Re-open Roosevelt building, 160 Isabel Street E as an elementary school site beginning the school year 2013-14. (2) Relocate the elementary program located at the Riverview building, 271 E. Belvedere Street effective the 2013-14 school year. (3) Repurpose the current Riverview building, located at 271 E. Belvedere Street for other educational uses. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

BF 29222 Action on School Name Changes

By action of the Board of Education on March 15, 2011 the *Strong Schools, Strong Communities* strategic plan was approved. The plan included the following components:

1. Starting with the 2013-14 school year, several elementary schools with magnet school designations would transition to community schools.
2. Starting with the 2013-14 school year, junior high schools serving grades 7 and 8 would transition to middle schools serving grades 6-8.

The following elementary schools currently include the designation of magnet school in their names. Those school names will change as listed below:

1. *Battle Creek Elementary School*

2. *Expo for Excellence Elementary School*
3. *Frost Lake Elementary School*
4. *Galtier Elementary School*
5. *Maxfield Elementary School*

The following secondary schools currently include the designation of junior high school in their names. The school names will change as listed below:

1. *Murray Junior High School* will change to *Murray Middle School*
2. *Ramsey Junior High School* will change to *Ramsey Middle School*

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, the Board of Education authorize the renaming of these schools to align with the Strong Schools, Strong Communities strategic plan.

- **Battle Creek Elementary**
- **Expo Elementary School**
- **Frost Lake Elementary School**
- **Galtier Elementary School**
- **Maxfield Elementary School**
- **From Murray Junior High School to Murray Middle School**
- **From Ramsey Junior High School to Ramsey Middle School**

The motion was approved with the following roll call vote:

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

BF 29223 Full-Service School Zones (One-Half Mile Transportation)

The State of Minnesota amended Minnesota Statute Section 123B.88 to allow transportation to be provided, without regard to distance, to and from schools designated by a Board of Education to be full-service school zones. For the 2013-14 school year all elementary schools (includes sites serving grades Pre-K through 5) are seeking designation as full-service school zones. Adding the provision of transportation for students who live between six blocks and one mile from school will stabilize enrollment and reduce mobility at the schools, as part of the *Strong Schools, Strong Communities* strategic plan.

MOTION: Ms. Carroll moved that, pursuant to Minnesota Statutes Section 123B.88, subdivision 1a, the Board of Education finds that providing half-mile transportation will stabilize enrollment and reduce mobility and thereby designates full-service school zones in the 2013-14 school year for all elementary schools (includes sites serving grades Pre-K through 5). Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

BF 29224 Project Labor Agreements

Project Labor Agreement for Interior Renovation at Roosevelt Elementary School Building, 160 East Isabel Street, St. Paul

MOTION: Ms. Carroll moved the Board of Education accept Administration's recommendation to utilize a Project Labor Agreement for the Interior Renovation at Roosevelt

Elementary School Building, 160 East Isabel Street, St. Paul. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

The request for a demonstration of the new computerized enrollment system was reiterated.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

Director Hardy reported on his attendance at the CUBE Conference held in October. The focus was on Black male students and was full of visceral conversations. Presentations were excellent. He reported specifically on two: 1) Sonya Gunnings-Moton, Ph.D., Michigan State on the "Realities & Responsibilities: The Role of School Boards in Addressing Issues Relating to African American Male Students' Success." and 2) a panel discussion on various factors that lead to black males students not performing academically with common sense recommendations about what needs to happen and the responsibilities of various entities. He also indicated Washoe County Public Schools was selected as the CUBE "premier" school district for the year. He noted particularly their efforts at community outreach for the Board making them more visible to community in an effort to improve the perception of community. He suggested SPPS consider viewing "Beyond the Bricks/"

XIII. FUTURE MEETING SCHEDULE

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

- December 4 Truth-in-Taxation Hearing – 6:00 p.m.
- December 11 – CLOSED Meeting (Superintendent Evaluation)
- December 18
- January 15, 2013 – Annual Meeting 4:30 p.m.
- January 22
- February 19
- March 19
- April 16
- May 21
- June 4 -- Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15
- November 12 Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

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

- December 4
- January 15 (5:00 p.m.)
- February 5
- March 5
- April 2

- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

Board members asked that any changes or additions be flagged.

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:48 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 FOR A PUBLIC HEARING
ON THE Pay 2013 PROPERTY TAX LEVY
December 4, 2012

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m.

II. ROLL CALL

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

III. ORDER OF THE AGENDA

MOTION: Ms. Street-Stewart moved approval of the Order of the Agenda. Mr. Hardy
seconded the motion:

The motion passed with the following roll call vote:

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

A. Public Hearing on Saint Paul Public Schools Pay 2013 Property Tax Levy

The Deputy for Schools and Business Operations stated he was providing an update on the status of the Pay 13 levy for the benefit of the public hearing.

Key developments since the initial levy presentation in September include:

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

A chart was provided showing the changes in the following areas: Certified Pay 12, BOE proposed Pay 13 (without the referendum), the MDE calculated Pay 13 with the referendum and the recommendation for the final certified Pay 13 levy amount of \$133,719,340 or a 6.1% increase.

Another chart provided projections on the Pay 13 tax increase (with the referendum included) on various estimated market values for homes. Ramsey County calculates property taxes, bills, collects these taxes, and distributes the payments.

The presentation concluded and time was provided for comments from the public.

B. Public Hearing Participants:

- Greg Copeland

IV. ADJOURNMENT

MOTION: **Ms. Seeba moved the Special Board Meeting adjourn, seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 6:15 p.m.

Respectfully submitted by
Marilyn Polsfuss
Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MEETING MINUTES SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION
December 11, 2012

I. CALL TO ORDER

The meeting was called to order at 4:23 p.m.

II. ROLL CALL

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

Mr. Hardy arrived at 4:47 p.m., departed at 6:25 p.m.

III. APPROVAL OF THE ORDER OF THE AGENDA

- A. Board Consideration
- B. Superintendent's Evaluation

MOTION: Ms. Street-Stewart moved approval of the order of the agenda. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

IV. ACTION TO CLOSE THE MEETING

MOTION: Ms. Seeba moved, seconded by Ms. Street-Stewart, that the remainder of the meeting be conducted as a closed meeting for the purpose of evaluating the performance of the Superintendent, Valeria Silva, as is permitted by Minnesota Statutes Section 13D.05, Subdivision 3(a).

The motion passed with the following roll call vote:

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

The Chair requested all persons leave the room except for members of the Board and Ms. Silva. The remainder of the meeting was conducted as a closed Board meeting.

V. ADJOURNMENT

MOTION: Ms. Carroll moved the meeting adjourn. Ms. Street-Stewart seconded the motion.

The motion passed with the following roll call vote:

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

The meeting adjourned at 7:20 p.m.

Respectfully submitted,
Mary Doran, Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
December 4, 2012**

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

Director Hardy joined the meeting at 5:05 p.m.

Staff: Superintendent Silva, Mary Gilbert, Jaber Alsiddiqui, Liz Keenan, Efe Agbamu, Steve Hoffman, Christine Osorio, Marsha Baisch, Andrew Collins, Sharon Freeman, Kathy Denman-Wilke, Darlene Fry, Michelle Bierman, Michelle Walker, Willie Jett, Jacqueline Statum Allen, Steve Unowsky, Joe Munnich, Kate Wilcox-Harris, Julie Schultz-Brown, Jackie Turner, Harold Turnquist, Kathy Brown, Tim Hoffman, Sara Guyette, Tom Parent, Julie Coffey

Other: Mary Cathryn Ricker, Tony Lonetree, Mila Koumpalova, Nicole Rogers, Alicia Zetah, Felicia Widi, Angie Thornhill

I. CALL TO ORDER

The meeting was called to order at 3:10 p.m.

II. AGENDA

A. Middle School Transitions Update

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

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

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

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

The daily period schedule will be a seven period day plus advisory time. Most sixth grade programming is expected to occur in isolation though sixth graders will transition between classes. A study has been done on the financial feasibility of seven period day and it should not have a fiscal impact on the district.

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

The middle school curriculum will be consistent across schools and will include a life skills curriculum. Teachers will work through interdisciplinary teaming. Professional development will focus on relationships and adolescent development. Standards-based grading will be utilized with a common report card for all schools. CAMPUS will provide technological support and implementation with a report card template under development. Professional Development needs to be done to bring staff up-to-date on the new format/process.

Student Placement is working on the application process for 2013-14. February 15, 2013 is the on-time application deadline. Current seventh grade students will be grandfathered to their current schools.

The 2013-14 registration process will involve a common registration handbook with individualized sections and 2013-14 core course recommendations. A trimester, two report card process will aid communication. It is proposed that student registration be completed by April 19, 2013.

Staffing for the middle schools is in process recruiting teachers licensed in subject specific areas. Training needs are being assessed and PLC and PD time will be embedded in the teachers' schedule.

A camp, entitled "Camp 67" is proposed as a transition workshop for all incoming sixth and seventh graders.

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

A list of key dates was provided for the Board's review.

QUESTIONS/DISCUSSION:

- The seven period day will allow time for students to get extra help in core subjects as well as electives. Some students will have fewer electives; will there be students with no electives? Response: Yes
- Early registration – how can the District intervene in families setting lower expectations in their placement selection? Response: The focus in the registration process is not on using one data point for decisions but on using multiple data points (teacher recommendation, test scores, etc) to establish the best option for the student. Using CAMPUS and counselors there should be more effective communication.
- Does that mean SPPS has a better ratio of counselors for middle school students? Response: No, it will mean using technology to assist in better responses and class assignments, along with testing results. There are not more counselors unless funding is found.
- Doing the 6th grade in isolation, will this be going forward? Response: Yes, to the extent possible within 6th grade core classes.
- Then why move 6th grade Montessori? Response: The 6th grade recommendation comes from groups very experienced in Montessori.
- Will this result in the loss of leadership opportunities for 6th graders? Response: No, they will have opportunities to be leaders for non-Montessori students. 6th and 7th will be self-contained during the first year. Next year 6 and 7-8 will be mixed. Noncore classes will be mixed in all schools. Grade level standards have been established and must be

met. Some students may be at higher levels if they meet the core standards. Generally, 6th graders will be in 6th grade math classes, some will be in additional classes for help.

- Standards based grading please clarify what this is. Response: It is based on a scale of 1 to 4, which corresponds to exceeds standards, meets standards, partially meets standards and does not meet standards. This will take some retraining for teachers, as it is a new way of looking at grading. Who else is doing standards grading? All metro districts except Stillwater and they are moving toward it. Students must now turn in work in order to meet the standards.
- Will that happen in the high schools? Response: Not currently, there is a larger conversation the State needs to have with higher education on how that transition would happen.
- When will this type of information be provided for parents? Will there be an additional layer between the Parent Fair and registration time? With new terminology and new descriptions, parents need to be brought on board. Response: Outreach is currently at school level. There is a Transitions Website under development that will address some of these issues.
- What will be done for 6th & 7th graders at the beginning of the year? Response: There will be specific activities for parents and students on site at their middle schools. They will be given the opportunity to visit the school before the end of the year and will be provided opportunities to be involved in school activities before it starts.
- For the Parent Information Fair will there be a Middle School Transitions location in addition to a Parkway Middle School location? Response: Yes
- Licensure, what about current 6th grade teachers who do not have middle school licensure, what is the State's stand in terms of allowing a transition year or must they be licensed by September 1. Response: There is a Memo of Understanding between SPFT and the District guiding how this will occur. Teachers will be granted variances based on various criteria. HR has addressed this in hiring practices.
- Regarding Montessori, has SPPS redesigned the process as to who is on the team, specifically with Montessori background and what is parent involvement? Response: There has been no parent involvement thus far. It has been Facilities Planning and the Principal on Special Assignment. The PSA is obtaining feedback from the community and teachers and bringing it back to the design group. There are only three buildings affected by this.
- Since parents cannot walk through Parkway, SPPS needs to find a way to make the decision easier for parents. How will SPPS convince parents to enroll students in Parkway? What about staffing, etc.? Response: Administration has been collecting information on what has been done nationally in order to be sure that a very successful program is developed. Administration will have better picture on staffing before spring break.
- Comment -- Parents are committed to the philosophy of Montessori and want to be sure a leader is assigned who is also committed to the philosophy.
- How will communications reach middle school families? Response: There will be handouts at the Parent Fair and information will be sent to parents. Administration is working through the Assistant Superintendents to encourage 5th grade teachers to call all students/families who are making transitions.
- Hasn't SPPS been grading based on standards for a long time? Response: Yes but it is school-based. Standards based grading is a very significant shift in the way work is gathered and grades are determined. Some schools are used to this (i.e., Battle Creek, Highland) but training will need to be provided to the majority.

B. Update on Transportation

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

The bottom line is school start times have been projected for 2013-14 and there are few changes, there will be 26 fewer buses and costs will be reduced by approximately \$291,000. Key differences from previous years that have lead to these results are:

- The District will be six months ahead on schedules

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

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

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

A chart was provided showing new schools and schools with a schedule adjustment.

Letters were sent to families outlining changes for those students or schools that will be impacted by changes. Extended time is being kept for Washington in order to continue to collect data on extended time.

QUESTIONS/DISCUSSION:

- What about high school start time changes? Is SPPS moving toward starting high school later? How will SPPS engage the community on this? Response: First SPPS needs to get parent input on later starting times. DPAC is looking at the pros and cons of switching high schools to a later tier. They recommended SPPS wait one additional year (14—15) in order to allow further consideration. Engagement will begin in the spring on this matter. High schools cannot be isolated without changes to the entire system so this is another reason to wait.
- Have letters gone to all parents in all schools? Yes
- When can we expect transportation cost projections to flat line? Response: We are pretty close right now
- Does SPPS anticipate more schools going to 7.5 vs. fewer? Would there be economies of scale system-wide if the district moves toward that? Response: Yes, there would be savings if the entire district went this way. What is the tipping point? Response: The whole system interlocks so it is difficult to build two separate route systems economically. It would be very expensive to run two separate route systems.

C. 2013 Pay Levy

The Deputy for Schools and Business Operations stated he was providing an update on the status of the Pay 13 levy prior to the evening's hearing and in preparation for the final recommendations to the Board on December 18, 2012.

Key developments since the initial levy presentation in September include:

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

A chart was provided showing the changes in the following areas: Certified Pay 12, BOE proposed Pay 13 (without the referendum), the MDE calculated Pay 13 with the referendum and the recommendation for the final certified Pay 13 levy amount. SPPS has chosen to "hold the line" and will not go for the full MDE calculated Pay 13 amount of \$138,681,252.

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

Another chart provided projections on the Pay 13 tax increase due to the referendum on various estimated market values for homes. Ramsey County calculates property taxes, bills, collects these taxes, and distributes the payments. It provides an interactive site for estimating taxes.

QUESTIONS/DISCUSSION:

- It was noted Tax Notices went out without the referendum included in proposed taxes. The new estimated 2013 tax after referendum and levy reduction includes the entire \$39 million referendum.
- There was discussion on how to clarify the property value chart for public understanding.

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

Staff provided background on the VisionCards and then presented the Achievement VisionCard results for school year 2011-12. Only areas not covered in the earlier presentation of results were discussed though data was presented for all.

- 1) Proficiency and Growth in **MCA** results was broken out for Reading and Math by race/ethnicity and grade. Reading Vision is >75% of students proficient and >90% of students making medium or high growth. Overall Reading is at baseline (57%) for proficiency and at baseline (73%) for Growth. Caucasian students are at Vision level in proficiency and Progress in growth. No other race/ethnic group is above Progress for proficiency or Baseline for growth.

MCA Reading by grade has Vision at >75% of students proficient and >90% of students making medium or high growth. 3rd, 5th and 6th graders are at Progress in proficiency; others are at Baseline. 4th through 7th graders are at Baseline and 8th and 10th graders are at Concern level in growth.

Math by Race has Vision >75% of students proficient and >90% of students making medium or high growth. Caucasian students are at Progress in proficiency and Baseline in growth. No other race/ethnic group is above Concern. African American and American Indian are at Intervene in math. Math by Race overall, is at 41% (Concern) for proficiency and 67% (Concern) for Growth. The charts also showed placement for race/ethnicity and grades individually.

MCA Math by grade has Vision at >75% of students proficient and >90% of students making medium or high growth. 4th grade leads the way in math proficiency, at Baseline level, while 11th grade is at Intervene. All others are in between at Concern level in proficiency. All grades are at Concern level in math growth, except 8th, which is at Intervene level. 11th grade has the lowest percent proficient and the highest percent making growth.

MCA Science has a Vision of >75% of students proficient and >90% of students making medium or high growth. Overall science results did not change from 2010-11 to 2011-12. 5th grade is at Concern (31%); 8th grade and high school are at Intervene (22% and 29% respectively).

- 2) Early Reading indicators remain virtually unchanged, mostly at Baseline. Kindergarten, Oral Language is at Progress; 1st grade Oral Language is at Concern. Both are at Vision level in letter-sound correspondence.

The **Mondo-Bookshop Assessment** for 2011-12 shows the following:

- Kindergarten: Oral language is at Progress (79%), Text level/comprehension is at Baseline (59%) and Letter-sound correspondence is at Vision (97%).

- 1st Grade: Oral language is at Concern (48%), Text level/comprehension is at Baseline (59%) and Letter-sound correspondence is at Vision (92%).
 - 2nd Grade: Oral language is at Baseline (61%), Text level/comprehension is at Baseline (63%).
- 3) **ACT** participation is at Intervene (60%, up 3 points from 09-10) and ACT composite score of 21 or higher is also at Intervene (36%, down 1 point from 10-11). ACT participation decreased slightly, as did the percentage of ACT-taking students achieving a composite score of 21+.
- 4) **For AP/IB Exams** show achieving a score of 3 or higher on an AP exam is at Baseline (55%, up 9 points from 10-11) and achieving a score of 4 or higher on an IB exam is at Baseline (55%, up 5 points from 10-11). Overall pass rates have increased in both AP and IB, now both are at Baseline with identical percentages passing.

Graduation rates are now calculated differently utilizing the “NGA (National Governors Association)” rather than the NCLB rate for national accountability. The NCLB rate produced much higher numbers (90% for SPPS in 2011). The NGA Rate is similar to the SPPS four-year cohort rate that has been calculated for years but is not the same, so the trend line was “reset.” This is also known as the “Regulatory Adjusted Cohort Graduation Rate.”

The NGA rates is calculate by taking the number of graduates who receive a regular or advanced diploma in four years plus the number of students awarded alternative degrees divided by the number of students in the original 9th grade cohort for the graduating class plus transfers in or out. This permits students who graduate with a modified diploma, such as a GED, to be counted as a regular graduate.

NGA Graduation Rate (Vision is >80% graduating in four years) – **4-year adjusted cohort completion rate** was at 57% in 06-07 and is at 64% for SY 10-11 (23% are continuing high school, 6% have dropped out and 7% are unknown). The four-year graduation rate is steadily increasing.

The 2012 Equity VisionCard Results were then discussed. (Vision is <10%, Progress is 10-20%, Baseline 20-30%, Concern 30-40% and Intervene >40%).

- For **MCA Science** gaps grew slightly as more Caucasian students were proficient in Science in 2011-12. Overall, the gaps is 49% (Intervene).
- For **Advanced Coursework** (% completing advanced coursework) the gaps is 39% (Concern) with racial disparity slightly larger from 10-11 to 11-12.
- For **AP Test Scores of 3 or Higher** (% of students passing AP exams) the gap is at 48% (Intervene); all groups increased slightly in percent passing.
- For % of students passing **IB exams with Test Score of 4 or Higher**, increases in all groups left the gap virtually unchanged (slightly higher) but sill at Baseline level (29%).
- **NGA Graduation Rates** show a gap of 27%. As four-year graduation rates have increased, gaps have decreased and are now at Baseline compared to Intervene in 9I-10 and Concern in 10-11.

In the area of **Disproportionality Ratios** (how many times more likely is this student group to experience this outcome than the group with the lowest percentage) results show:

- Gifted and Talented – G/T (how many MORE times likely are other groups to be identified as gifted and talented than the group with the fewest identified (Grades 1-6): Caucasian 46%, American Indian 22%, African American 19%, Hispanic 16% and African American 9.1%. Caucasian students in grades 1-6 ere over four times more likely to have been identified G/T than African American students (46% compared to 9%) This is at Baseline.
- Special Education (how many MORE times likely are other groups to be referred for special education than to the group with the fewest referrals© American Indian 4.51%, African American 3.1%, Caucasian 2.41%, Hispanic 2.4% and Asian American 1.6%. All race/ethnic groups are at Vision levels in Special Education referrals, except American Indian, which is at Progress.

- Absences (how many MORE times likely are other groups to be absent 11+ days than the group with the fewest absences of 11+ days)
 - Elementary – American Indian 44%, African American 30%, Hispanic 28%, Caucasian 20% and Asian Americans 11%.
 - Middle School – American Indian 49%, African American 38%, Hispanic 27%, Caucasian 23% and Asian American 10%.
 - High School - American Indian 55%, African American 40%, Hispanic 39%, Caucasian 27% and Asian American 22%.

The largest disproportionality in this area is at Baseline level in Middle School, with American Indian students nearly five times as likely to be absent 11+ days as Asian American students. All other gaps remain at Progress or Vision level.

- Suspensions (how many MORE times likely are other groups to be suspended at least one time than the groups with the fewest suspensions of 1+ times)
 - Elementary – African American 9.1%, American Indian 6.1%, Hispanic 3.0%, Caucasian 1.4% and Asian American .05%.
 - Middle School -- African American 25%, American Indian 22%, Hispanic 11%, Caucasian 4.6% and Asian American 2.5%.
 - High School -- African American 18%, American Indian 15%, Hispanic 8.4%, Caucasian 4.1% and Asian American 2.0%.

Disproportionality increased from 10-11 to 11-12 with the same or lower suspension rates among Asian American, Caucasian and Hispanic students. This is at Intervene level for African American and American Indian students when compared to Asian American students.

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

The current status of the racial equity work show:

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

This work requires a system shift and utilization of adaptive solutions and change (i.e., focusing less on suspensions and more on suspendable behaviors). In this area first quarter suspension have decreased this fall for the second consecutive year, reflecting decreases in suspendable behavior. The largest decreases have been among African American and American Indian student groups though inequities remain. Suspensions have decreased for behaviors where suspension is not recommended; last year they made up almost one-quarter (23%) of suspensions, this year they represent 14%.

QUESTIONS/DISCUSSION:

- What is the difference in numbers in students taking AP vs. IB classes? Response: The numbers will be provided to Board members.
- A request was made to see data on the Inter-relationship between AP and IB; how have numbers changed over time. What are interventions doing? Numbers not only of students taking AP and IB but what it looks like in terms of equity in breakout in pass rates and how these change over time.
- What is underneath this, at the operational level of performance management, is a set of key performance indicators across all district components. Dashboards are being built underneath all of the VisionCards across multiple domains. This is part of multi-tiered principal evaluation where advance coursework is only one part. Over time, the data will be reviewed for all staff along with the check-in process for all principals.

- The Mondo assessments data does that include ELL students. Response: The data is all students for the full year 2011-12.
- What is the ELL students progression from begin of year to the end? Response: You first see development in the letter sound correspondence then later growth in the oral language then text level comprehension. Each grade has its own benchmarks. The data exists so it can provided.
- Has data been reviewed that cuts across racial lines showing attendance might be one of the most important aspects in proficiency? Response: That has not been done. Students experience multiple challenges beyond attendance, suspension plus other factors impact achievement. There are usually multiple factors in play. It is very difficult to recover from absences of eleven or more days from school. Achievement or lack of it is affected by compound factors and it is very difficult to isolate one factor.
- How is SPPS looking at absence information? Is it being utilized? Response: This is information that is being reviewed by DPAC. Administration will let you know their response when they have had a chance to review and discuss it. This data has been shared, it is public information and has led to discussions among various communities. It helps manage the conversations and what specific challenges are.
- A request was made to see what actions steps come from these discussions.

The meeting recessed at 5:55 p.m. for the Levy Hearing.

- Graduation rates are at 64% the “continuing high school,” is that LEAP and Gordon Parks? Are their numbers in there? Response: Yes, that is any students who did not graduate within four years.
- The suspension rate numbers, the adaptive solutions what are some of those and how have similar adaptive solutions addressed the challenge of students who continue disruptive behaviors within classrooms? Response: We cannot stop behavior but we can be proactive about behavior and work with principals so when a student is suspended and they come back there is a plan in place to deal with them. It is establishing conditions, agreements and peer remediation. This changes how SPPS works with students and makes students part of the process by making sure consequences are understood and what adaptations in behavior are expected. Teachers are included in the solution. Another piece is looking at adult behavior and adult teaching pieces to see how that affects behaviors. Defiance is being examined closely. When incidents were looked at, there has been a huge decrease in the defiance category, in bullying and harassment and in attendance.
- Elementary suspensions – how do we coach students to behave differently and how do we look at how adults respond to student behavior in a more constructive manner? When will numbers go in right direction? Response: They are moving in the right direction now; culturally responsive teaching will help. The numbers are going down through all groups so the gap has not changed that much.
- Suspendable behaviors – give examples of what was and is not now. Verbal disrespect, not listening to teacher instructions are a couple examples. The Rights and Responsibility Handbook has defined actual categories for suspensions in great detail. Positive behavior interventions, model rituals and routines are used up front to correct behavior before it becomes suspendable.
- Equity teams look at situations and assess solutions Staff is looking at trend data over time particularly where they are not seeing problems – looking for best practices to move throughout the system. If there is a pattern to a behavior the use of protocols to get to the root of the problem.

MOTION: Ms. Carroll moved, seconded by Ms. O’Connell, the Committee of the Board recommend the Board of Education accept the report.

Motion Passed.

E. Standing Item: Policy Update

No report was made at this meeting.

F. Work Session

1. **Discussion on Student Recognitions**

Discussion was around concerns that some groups were being missed in the recognitions at the Board meetings. Various points were expressed during the discussion.

- Would like to see equal recognition for academic accomplishments
- How will district get information so they do not miss out on others who may have received a similar award.
- What is worthy of coming to the Board? Need criteria.
- Concern was expressed that someone may be missed if SPPS does only what is in the paper. Need to do it right, need set rules.
- Need equal weight to academic accomplishments
- It is an equity issue
- Like going to schools to present awards
- Like distributing kids throughout the year, need criteria – need to evaluate amount of work involved in spreading it out
- Opportunity gap – need to increase opportunity for other kids than just athletics
- Criteria and location need to be established
- Making part of school level better for families
- Need to devise a system so more families and kids get to participate in meaningful way, center around what is best for students/families. Consider how to change so does not center around Board.
- DPAC and various advisory groups might be good options for input on this
- Letters of congratulations may be option
- Need to address athletic awards as well, not all get to come in for recognition
- One unique aspect in recognitions at board meetings is they are televised

Administration was asked to provide the criteria for awards to Board members before any more is done in this area.

2. **Discussion on Primary for 2013 (Election Contract)**

The Chair noted that no primary can be held in the future unless and until the Board votes to hold a primary. This action must take place at the latest by April 15 in the year of the election. The consensus was to continue with no primary in 2013.

Board members were provided the Ramsey County Election contract for review. The consensus was it would be moved into the Consent Agenda for the December 18 Board meeting.

3. **2013 Board Officer Discussion**

Board members were reminded to express their interest in positions to be acted on at the annual meeting.

The meeting reconvened at 6:37 p.m. with the Parent Committee Resolution discussion and then moved back to pick up additional questions on the VisionCard and the remaining agenda items. The minutes reflect agenda order for ease of research.

G. American Indian Parent Committee Resolution of Concurrence (Immediately following Levy Hearing)

The American Indian Parent Committee chairpersons presented the Indian Education Action Resolution of Concurrence report. The report is required as part of the Minnesota American Indian Education Act of 1988 and is an important tool for parents of American Indian students. The report is made to inform the Board of the recommendations made by the Indian Education Parent Committee Advisory Council. The recommendations are made to

improve the learning outcomes of the students and to strengthen relationships with families. They indicated the Resolution was being submitted without signatures and that they would wait until they received the administrative response before signing off. They then brought forward the following issues to be addressed. (Note: Highlighted issues were the key issues discussed during the meeting.)

1. Communication

SPPS and Indian Education did not effectively communicate with the Parent Committee about several issues including the principal hiring process at AIMs and possible relocation of the Indian Education program.

Action Steps:

- Work with the Parent Committee to develop and implement a clear chain of communication.
- Revisit, and communicate, the Parent Committee's purpose and authority.

Goals:

- The Parent Committee feels that its input is more effectively sought and responded to in future situations.
- Current SPPS staff, leadership, Parent Committee members and community members understand the legal role and authority of the Parent Committee.
- The Parent Committee functions as a group of informed decision-makers.

2. Student Racial Identification:

a. **Inaccuracies in racial identification of American Indian students.**

Action Steps:

- Keep track of all of the races of multi-racial students.
- Develop a transparent and consistently applied process to officially classify students when parents list more than one race for district reporting purposes.
- Work more closely with Indian Education to ensure that all students who are eligible have a completed 506 form.

Goals:

- The number of American Indian students aligns between SPPS official records and Indian Education's records to ensure all other outcomes are also reported accurately.
- SPPS racial information more accurately reflects the student population.

b. **Parents have struggled to get the district to correct their child's race in the system.**

Action Steps:

- Make it easier for parents to change their child's official race when it has initially been recorded incorrectly.

Goal:

- Parents feel that their child's race is correctly described by SPPS.

QUESTIONS/DISCUSSION:

- Please be more specific about student identification. Response: It is particularly relevant when a parent marks the student as multi-racial (i.e., American Indian, African American and Caucasian). This does happen. When the clerk receives the form they have to choose one and they seldom choose American Indian so that student is lost to the American Indian population count and, since the population is so small, each student makes a difference for the American Indian count. This has been this way for decades. The challenge is consistency in choosing race and then in being able to correct it if it is recorded incorrectly. There are several issues here, who makes the decision to decide on which race to choose. Federal guidelines have changed allowing for multiple race recording. That will be checked into and explored. There needs to be better training for the clerks in recording this.

- Indian Ed serves all kids who self identify as Native American. Although the program is operating under grant funding provided for identified students, the program is helping many other students who are not being identified. So it is a funding issue as well.

3. Indian Education Programming

- Many parents are confused about the various programs and services available to them through Indian Education and American Indian Studies.**

Action Step

- Indian Education is currently working with SPPS administrators to develop clear and effective communication materials for students and families

Goal

- American Indian parents and students understand which services and programs they are eligible for and feel that there is transparency in Indian Education and American Indian Studies programming options and eligibility requirements.

QUESTIONS/DISCUSSION:

- Assistance from the Communications Department on marketing the program and what is offered would be a real help.
- The program serves all youth who self-identify. The issue is how reach parents of those kids to be sure parents are informed of what is available. Response: The Title VII Form must be filled out by parents so services can be provided. This means they are enrolled, their parents are enrolled or their grandparents are enrolled.. Staff does follow-up to get this form on file. If they are enrolled, there are added services they can receive. Staff follows up. Once the form is completed, they get all information supplied. If no form is on file, the program does not receive funding for that student. Students have been allowed to participate while the form process goes on. The program is grant funded so services have various focuses. Everyone gets communications including special ed.
- Is this an honor system with the form? No, it is sent to the tribe for verification. Staff have assisted families to become enrolled in tribes as well.
- American Indian kids are in most schools within district so it is difficult to be sure all are included. If the process/services are streamlined and made more transparent it becomes more user friendly for families and takes away the negativity sometimes associated with the current process.
- 506 forms are at the Placement Center and the program has asked that it be distributed if families identify as Native American. It was suggested this be automated in the new enrollment system so the form comes up if Native American is checked.
- First Nations people from Canada are not eligible.

- It is difficult for American Indian families and the Parent Committee to assess the effectiveness of Indian Education programs.**

Action Steps

- Indian Education staff and programs must develop clear and measurable outcomes and complete and report on rigorous and appropriate evaluations of these programs in collaboration with and supported by SPPS REA.

Goal

- American Indian families and Parent Committee members understand the impact of Indian Education programs and services (outcomes of students who are served by the program).

QUESTIONS/DISCUSSION:

- The Wilder Research Advisor on the parent committee stated she is looking at measuring outcomes and results of services being provided. Also, there is a

need to focus on how results are communicated back to parents, the community and the district.

c. **Indian Education professional staff are not always welcomed into the SPPS schools to work with American Indian students.**

Action Steps

- Provide additional training for all school staff and administrators about the rights and responsibilities of Indian Education's supplemental services, possibly through Equity Teams.
- Help Indian Education to demonstrate the positive impact of their services so that core instructional staff and school administrators will have reason to be more supportive of these supplementary services.

Goal

- AI students are able to receive the supplemental services for which they are eligible from Indian Education.
- Indian Education staff feel welcomed in all SPPS schools where they serve AI students.

QUESTIONS/DISCUSSION:

- It was noted that there is a lot of pressure on schools academically so American Indian service staff are not always able to do pull out services as regularly as they would like. It is Federally mandated that the services be provided so there is a need to establish ways to accomplish this with principals.
- Interest was expressed in hearing how, through the administrative response, the extent to which SPPS is weaving mandated programs into how the schedule is created and how staff is instructed to respond.
- Is this equally challenging through grade levels? Response: No, high school is the most challenging.
- Kids consider their academics important so American Indian services need to be creative in providing solutions so can have classes and services both.
- Do you work in Alternative Schools? Response: No, work is pretty much only high schools. There is one guidance counselor to service seven high schools and that is grant funded.
- What happens during this service time? Response: Both cultural and academic services are provided. It is a curriculum that includes how to get through classes to graduation and into college, with specific information on Indian colleges and scholarships. Life skills are also presented..

4. Attendance

a. **American Indian students have the poorest attendance rate of all racial/ethnic groups in SPPS**

Action Steps:

- Early indication is that the new "late bus" at AIMS may be helping some students get to school who otherwise would be absent. Provide ongoing updates from SPPS on the impact of this late bus (and any other initiatives) on student attendance.
- Continue to work with the attendance specialist at Indian Education and with the schools where all AI students attend (not just at AIMS and Harding) to identify, implement, and evaluate practices to improve attendance.

Goal

- Reduce the percent of AI students who are absent 11 or more days by 1-2 percentage points every year for the next 10 years.

QUESTIONS/DISCUSSION:

- Has SPPS done any Native American events such as a summit for parents? Response: No, nothing district-wide. Feast, opening and closing events are

gatherings for families. There have been changes for individual families but more come up behind them who need help as well.

- It is not just about changing the numbers, it is about changing whatever it is that is making the numbers what they are. There has to be an adaptive change in the whole approach of students to attendance. Need to look at changes at systemic level engaging current and new families, how families think about the importance of kids in school.
- A request was made that administration re-compile the administrative response to attendance back through several years – what were the responses and if there was anything innovative. Also, look at the history of attendance in Indian County -- Minneapolis, a couple schools in the Northwest and a couple Indian charters close to reservations and get a look at the issue of attendance in Indian country. Create a profile – what are causal factors and what are incentives to be in school and also where successes are and what broke the cycle. The parent committee could be instrumental in shifting through this information.
- One thing done out of the Attendance Committee is something called the Educational Warrior Campaign to help families and community members see education as important. We know, due to the historical trauma, education is not always deemed important. Due to this campaign, parents made commitments and staff will follow up on them. There needs to be a change of view within the community. We will also be starting a student component where will have educational warrior cards around seven values and teachings.

- b. American Indian parents are confused about SPPS attendance policies and how to ensure their child is being appropriately excused and not penalized for participation in cultural/traditional activities.

Action Steps

- Work with the Parent Committee to ensure its attendance policies (policy 503) are implemented systematically.
- Parents need to be informed of this policy and to understand that all absences (excused and unexcused) count toward the total of all their students' absences.
- All school attendance liaisons and clerks need to be trained on this policy.

Goals:

- SPPS has a clear policy regarding attendance for AI students that is responsive to our participation in funerals and other ceremonies vs. powwows.
- Parents understand this policy and feel it is fairly and uniformly applied.

5. Academics

- a. **A high proportion of American Indian students are not meeting grade-level expectations at all grades.**

Action Steps

- Provide updates regarding MTSS/RTI and other evidence-based approaches to early identification and intervention for AI students, and the effectiveness of these approaches in SPPS. Triangle data should be included with these updates.
- Consider funding opportunities to allow SPPS Indian Education to explore the role of cultural teaching and cultural identity in improving academic outcomes. Note a successful partnership between Anishinabe Academy (in Minneapolis) and the University of Minnesota for this purpose.

Goal:

- Within 10 years, MCA scores of American Indian students will be comparable to White students.

- b. **American Indian parents and students are often not aware of their poor academic status until it is too late to pass the class, pass the grade or graduate.**

Action Step

- We ask SPPS to encourage its teachers to be more proactive in telling parents their student's progress (or lack thereof) toward successful course completion, and to encourage academic counselors to be more proactive in contacting parents if their student is missing credits, failing courses, or otherwise getting off track.

Goal

- Parents and students are informed about their current academic status and proficiency on standard measures.

QUESTIONS/DISCUSSION:

- A suggestion was made that SPPS start at middle school level to make the importance of credits, college planning, etc. to help students plan. Graduation standards and where students are on credits so students can take ownership.
- Does district look at multi-year plan to pay attention from 6th grade up? Response: Yes SPPS is creating structures so students are aware of where they are.

6. Behavior

- a. Bullying is a significant concern for American Indian students and in some cases bullying is racially/culturally motivated (i.e., where American Indian boys have been bullied about their long hair).

Action Steps

- Ensure that the AI community has a voice as SPPS conducts planning and implements strategies in response to the Governor's Task Force on Bullying's August 2012 report, and more generally we would like to open the conversation with SPPS about how bullying can be prevented.
- Consider programs that promote older peers (high school and college students) to mentor younger AI students for a specific anti-bullying effort.

Goal

- Students and parents report that bullying has decreased and are less likely to claim bullying as the cause of poor attendance.
- The American Indian community is effectively included in the development of anti-bullying initiatives within SPPS.

7. Out-of-School Time Activities

- a. American Indian students do not have adequate access to OST activities that support and enhance their academic success.

Action Steps

- Consider offering programs district-wide that are currently only offered at AIMS and Harding (provide transportation).
- Offer more OST activities that include academic enrichment with fun activities that are relevant to the students' lives and to the curriculum they are learning in school (but NOT more classroom-style learning) to support academic success.

Goal

- A higher proportion of AI students participate in high quality OST activities that support academic success, and parents of American Indian students are more satisfied with the OST programming options available for their students.

- b. American Indian students do not get enough physical activity and have generally poorer nutrition when compared to other groups of students and are therefore at greater risk of obesity, diabetes and other health problems.

Action Steps

- Consider ways of providing more programming for all AI students in the district that includes physical activity and/or other healthy lifestyle integrated with traditional Native practices.
- Explore ways of using district-wide wellness funds to support and enhance the 0.5 FTE that Indian Education currently supports through its diabetes education grant.

Goal

- Students and parents report better nutrition and more physical activity, and are more satisfied with the opportunities available to them through SPPS to improve their own health.

8. Graduation

American Indian students have the lowest graduation rate of all racial/ethnic groups in SPPS.

Action Steps

- American Indian students and parents need more guidance earlier to ensure the students are on track for graduation, and we would like SPPS to be more proactive with parents and their students who are not on track to graduate.
- We would like to discuss more options with SPPS to ensure that when possible in middle school our students are tracked into AP programs and other college prep tracks.
- We have had preliminary conversations with SPPS about how the AVID program is working for AI students who are participating, and we would like to continue to pursue the possibility of creating an American Indian AVID program with SPPS (Darlene Fry).
- Consider the possibility of having one counselor at each school who is assigned to all AI students (similar to the role MaryAnn Sullivan is playing at Harding).
- Evaluate the effectiveness of using academic monitoring to support students in checking their own academic status regularly.

Goal

- 2-3 percentage point improvement in the American Indian graduation rate every year for at least the next 10 years.

QUESTIONS/DISCUSSION:

- Help was asked from the district in getting Native American students more focused on graduation and moving on to college.
- Programs in middle school such as AVID are very important. These need to be adapted for multi-cultures.
- What about Native American participation rates in AVID is it successful and is there access and benefit from College Possible? Response: AVID is in its first year at the Magnet. There is about 1-2% participation overall in the district. AVID needs to be adapted to an American Indian specific AVID. College Possible? Do not have data on this, it will be provided. Want to be sure have access to it. How can more students become involved in AVID?

Next steps is a collaborative effort on the administrative response. The Resolution is due for submission in January. The response is scheduled for the January COB.

III. ADJOURNMENT

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

Motion Passed.

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: December 18, 2012

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Superintendent Valeria Silva**, for receiving the Summit Leadership Award, at the Summit for Courageous Conversation 2012 conference in San Antonio, Texas in October. The Summit Leadership Award is presented to an administrator who skillfully and courageously establishes an equity/anti-racist culture and climate in schools, and who enables all staff and students, especially those of color, to feel their power and achieve at higher levels. The Leadership Award recipient is distinguished in the following ways:
 - Passionate about transformational leadership at the personal, professional, and organizational level.
 - Practices are strategic, equity-focused, mission-driven, and results-oriented
 - Persistent in the pursuit of racial justice in schools
2. **Jean Ronnei, Director of Nutrition and Custodial Services**, has recently been elected as Vice President of the School Nutrition Association (SNA.) SNA is a national, non-profit professional organization representing more than 55,000 members, who provide high-quality, low-cost meals to students across the country. SNA is recognized as the authority on school nutrition and has been advancing the availability, quality and acceptance of school nutrition programs as an integral part of education since 1946. Jean is the current Education Chair. She will begin her term as VP starting July 2013, President-elect 2014 and President 2015.
3. **Janet Lowe**, a school nurse and the District's third-party billing coordinator, who received a Nurse of the Year Award from the March of Dimes. The March of Dimes celebrates Nurse of the Year winners in 15 categories and Janet was selected in the category of Public Health/School Nurse. Nurse of the Year winners all display great leadership skills and have made significant contributions to their community and to the profession of nursing.
4. **Stephen Abenth**, fourth grade teacher at Highland Park Elementary, for being recognized by the national Milken Foundation as a highly innovative teacher who integrates technology and hands-on learning into each lesson. The \$25,000 award was presented as a "surprise" on November 9th during an all-school assembly to celebrate student achievement. Dignitaries attending the event included U.S. Rep. Betty McCollum, Mayor Chris Coleman and state Education Commissioner Brenda Cassellius.
5. 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: December 18, 2012

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

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

About 16,000 students across the U.S. have been named semifinalists in the 2013 National Merit Scholarship program and will compete for some 8,000 scholarships to be awarded in the spring. The students, who were chosen from among 1.5 million juniors who took the preliminary SAT test in 2011, represent less than 1 percent of U.S. high school seniors.

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

B. RECOMMENDATION:

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



Middle School Transition Update

Steven Unowsky

Interim Assistant Superintendent Middle Schools

December 18, 2012



Purpose

Middle School Transitions update to
the Board of Education



Agenda

- Middle Schools Transition Rationale and Goals
- Decisions in place for 2013-2014 School Year
- Daily Period Schedule for Middle Schools
- Proposed Communication Efforts
- Marketing Efforts
- Middle School Curriculum
- Middle School Registration and Application Process for 2013-2014
- Middle School Staffing
- Additional supports will be in place at every Middle School for incoming sixth graders
- Camp 67 Proposal
- Parkway Montessori and Community Middle School Update

50



Middle Schools Transition Rationale and Goals



- All SPPS middle schools are community's first choice
- Create strong relationships
- Establish transitional programming
- Provide an academically rigorous experience
- Establish a comprehensive parent engagement plan

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Decisions in place for 2013-2014 School Year

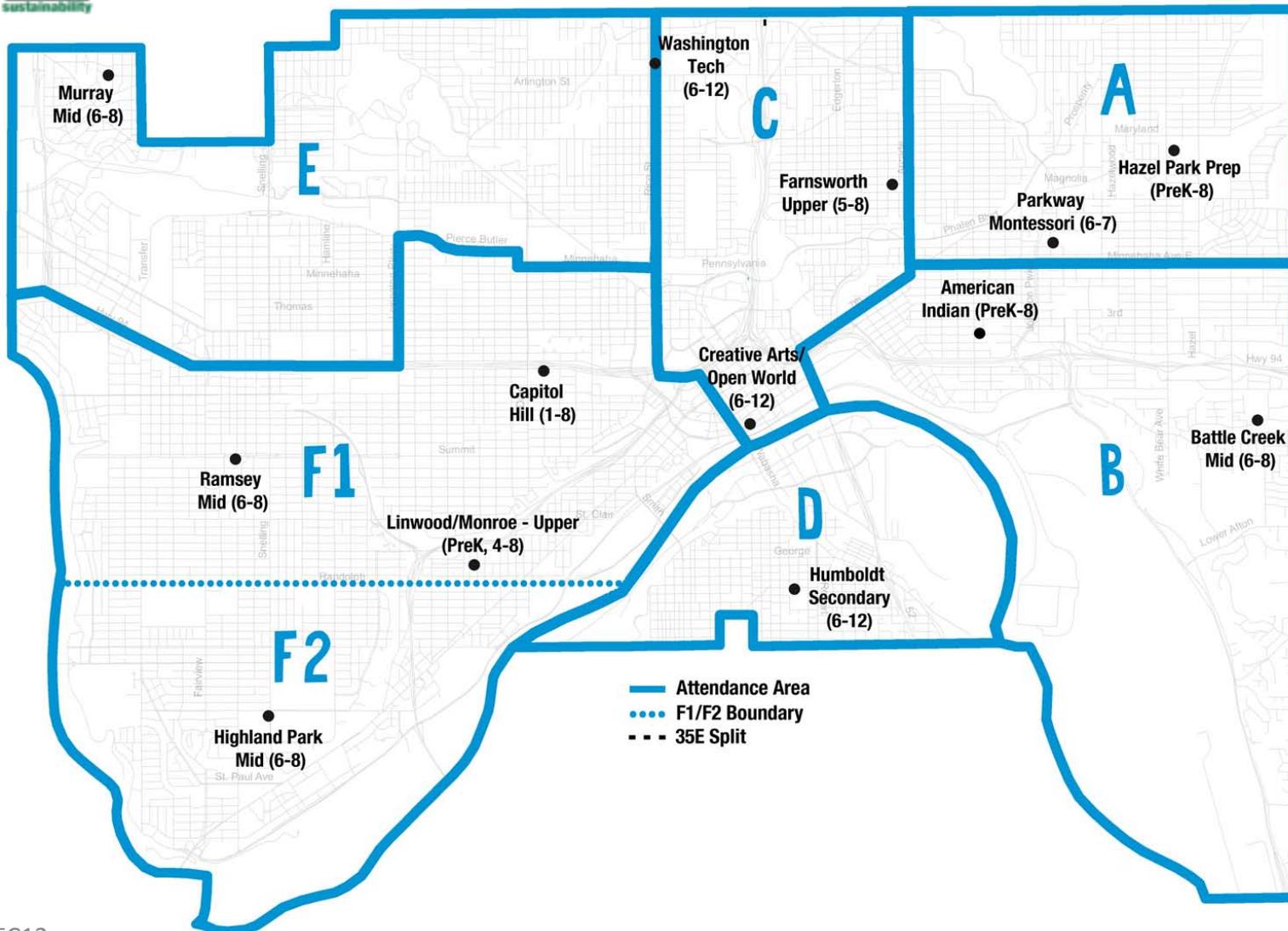


- All Elementary Schools will become K-5 or PreK-5
- All 7-8 Middle Schools will become 6-8
- Sites that are currently 7-12 will become 6-12
- All current fifth and sixth grade students will be transitioning to middle school next year (exception K-8 sites)

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Middle School Area Map



CS



Middle School Structures



- 7 period day plus advisory
- Sixth graders transition between classes
- Sixth grade students taught by sixth grade team
- Consistent curriculum with life skills in advisory
- Teacher teams support student learning
 - Middle school staff licensed and trained by content
- Standards Based Grading begins 2014-15
- Transition supports for all students

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Communication Efforts



- Variety of communication efforts will be made
 - Letters to families
 - January parent information fair
 - School open houses
- Improved marketing and website
- Community and public events to support transition

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Middle School Application Process for 2013-2014



- Student Placement process
 - February 15, 2013 – On-time application deadline
 - Current 7th grade students grandfathered
- Streamlined course registration process
 - Includes input from current 5th and 6th grade teachers
 - All students registered for courses before summer

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Highland Park Middle School



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Parkway Montessori and Community Middle School Update



- Building redesign progressing
- Montessori training and accreditation
- Leadership team is being assembled
- Community connections being established
- Principal Hofmann hired, in planning process
- Presentations to elementary parents, teachers and students
- Materials and website available by parent information fair

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Questions



2012 Achievement and Equity VisionCards

Part 2 of 2

Michelle Walker, Chief of Staff

Board of Education
December 18, 2012

1



Objectives

- Review VisionCard Background
- Summarize SY 2011-12 Achievement and Equity Measures and Vision Levels
- Focus on Key Achievement and Equity Results
- Spotlight on Racial Equity Work to Improve Student Results

2



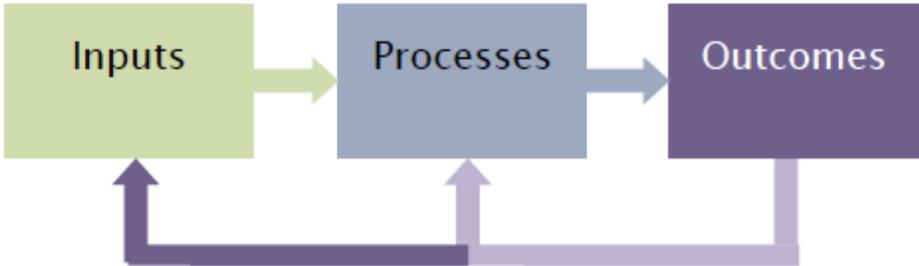
**VISIONCARD
BACKGROUND REVIEW**

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

3



**Continuous Improvement
(TeamWorks model)**



```
graph LR; Inputs[Inputs] --> Processes[Processes]; Processes --> Outcomes[Outcomes]; Outcomes --> Feedback[Feedback]; Feedback --> Processes; Feedback --> Inputs;
```

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

4



What's a VisionCard?

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

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







VisionCard Levels



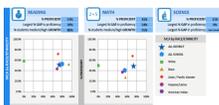
Intervene Concern Baseline Progress Vision

5



Planning, Monitoring, Reporting Tools

DRAFT Revised: August 20, 2012

Level	Planning	Monitoring	Reporting
STRATEGIC	<p><i>Strong Schools, Strong Communities</i></p> 	<p>District VisionCards (8)</p> <ul style="list-style-type: none">  Achievement Equity Student Data + Work  Leadership Partnerships Professional Development  Resources Operational Excellence 	<p><u>VisionCard updates and presentations</u></p> <p>August: Achievement & Equity, part 1</p> <p>November: Student Data + Work</p> <p style="border: 1px solid orange; border-radius: 50%; padding: 2px;">December: Achievement & Equity, part 2</p> <p>January: Leadership</p> <p>February: Partnership</p> <p>March: Resources</p> <p>May: Operational Excellence</p> <p>June: Professional Development</p>
OPERATIONAL	<p>Department Plans</p> <p>School/Program Plans (SCIP)</p>	<p>Key Performance Indicators (KPIs)</p> <p>Data Walls</p> <p>Data Digs </p>	<p>Quarterly Business Reviews</p> <p>School Business Reviews</p> <p>School Profiles </p>
TACTICAL	<p>Job description and/or performance plan as appropriate</p>	<p>Formative Reviews</p>	<p>Summative Annual Performance Evaluation</p>

6



2012 ACHIEVEMENT AND EQUITY VISIONCARDS AND RESULTS

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

7



Achievement: Growth and Proficiency



Measure	Level 5 Vision	2011 Status	2012 Status
MAP Growth: % of students making at least average growth	> 70%		
MCA Growth: % of students making medium or high growth	> 90%		
Mondo Assessment Proficiency: K-2 (Milestone 1)	> 75%		
MCA 3rd Grade (Milestone 2)	> 75%		
MCA 5th Grade (Milestone 3)	> 75%		
MCA 7th Grade Math (Milestone 4)	> 75%		
MCA 8th Grade: Ready for High School (Milestone 5)	> 75%		
MCA-M 2% Alt. Assessment [Baseline Spring 2011]	No Vision level		
MTAS Proficiency	> 75%		

8



Achievement: Capstone



Measure	Level 5 Vision	2011 Status	2012 Status
GRAD Math – pass first time (Milestone 6)	> 75%		
GRAD Reading – pass first time (Milestone 6)	> 75%		
GRAD Writing – pass first time (Milestone 6)	> 90%		
ACT Participation	> 90%		
ACT Composite Score of 21 or higher (Milestone 7)	> 75%		
AP Score 3 / IB Score 4 or higher (Milestone 7)	> 75%		
NGA 4-Year Cohort Graduation Rate (Milestone 7)	> 80%		

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Equity: Percentage Gaps



Measure	Level 5 Vision	2011 Status	2012 Status
MCA & GRAD Math: Largest % Gap between race/ethnic groups	< 10%		
MCA & GRAD Reading: Largest % Gap between race/ethnic groups	< 10%		
MCA Science: Largest % Gap between race/ethnic groups	< 10%		
GRAD Writing: Largest % Gap between race/ethnic groups	< 10%		
Advanced Courses: Largest % Gap between race/ethnic groups	< 10%		
AP Tests: Largest Gap in % of Students with Score > 3	< 10%		
IB Tests: Largest Gap in % of Students with Score > 4	< 10%		
Graduation - NGA 4-year Cohort Rate: Largest % Gap	< 10%		

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Disproportionality Ratios

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

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

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

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Disproportionality: Example

$$\begin{aligned} \text{Suspension Ratio} &= \frac{\% \text{Suspended}_C}{\% \text{Suspended}_{As}} \\ \text{(Caucasian)} & \\ &= \frac{3\%}{1.5\%} = \mathbf{2.0} \end{aligned}$$

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

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Equity: Disproportionality Ratios



Measure	Level 5 Vision	2011 Status	2012 Status
Gifted/Talented Identification: Highest Disproportionality Ratio	< 2.0	Yellow	Yellow
Special Education Referrals: Highest Disproportionality Ratio	< 2.0	Light Green	Light Green
Absences (Students with 11+): Highest Disproportionality Ratio	< 2.0	Yellow-Green	Yellow-Green
Suspensions: Highest Disproportionality Ratio	< 2.0	Red	Red

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FOCUS ON KEY ACHIEVEMENT AND EQUITY RESULTS:

GRADUATION RATE

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

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What is the “NGA” Graduation Rate?

- NGA = National Governors Association, the group that prompted this rate to be applied consistently across the country
- Replaces “NCLB rate” for state and national accountability – NCLB rate produced much higher numbers (90% for SPPS in 2011)
- Similar to the SPPS four-year cohort rate that we have calculated for years – but it is not the same, so we “reset” the trend line
- Also known as the “Regulatory Adjusted Cohort Graduation Rate” or “Exclusion-adjusted Cohort Graduation Rate”

15



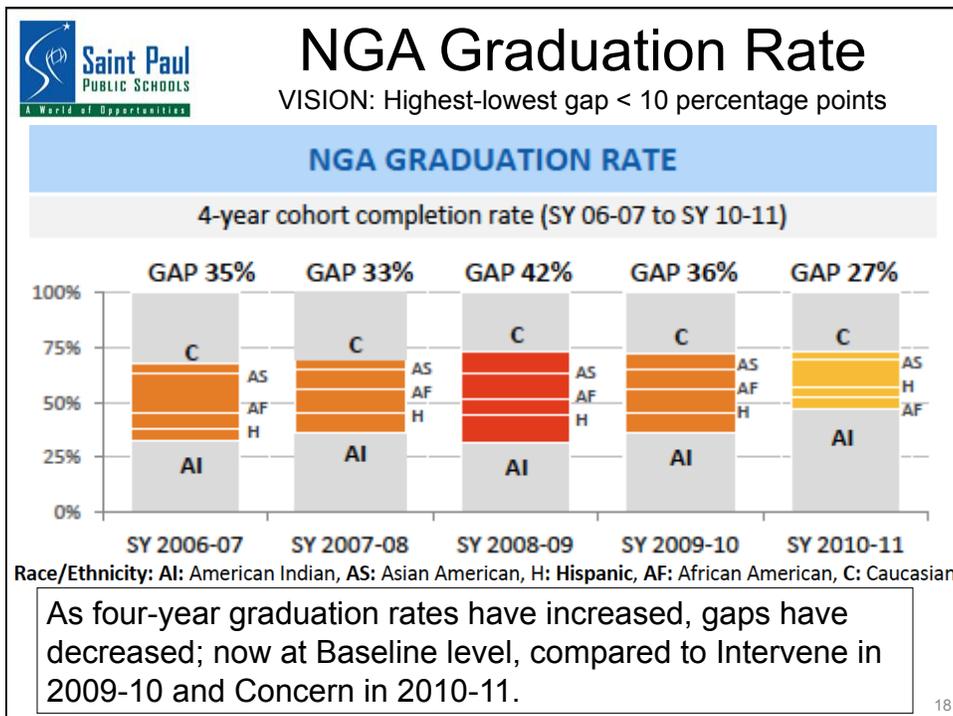
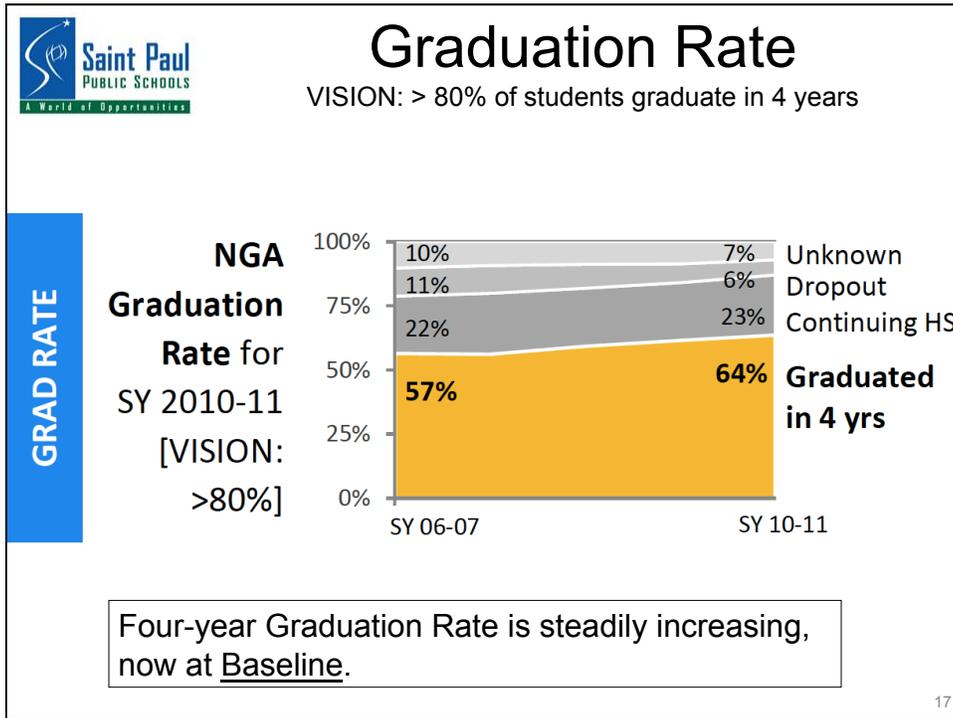
How is it calculated?

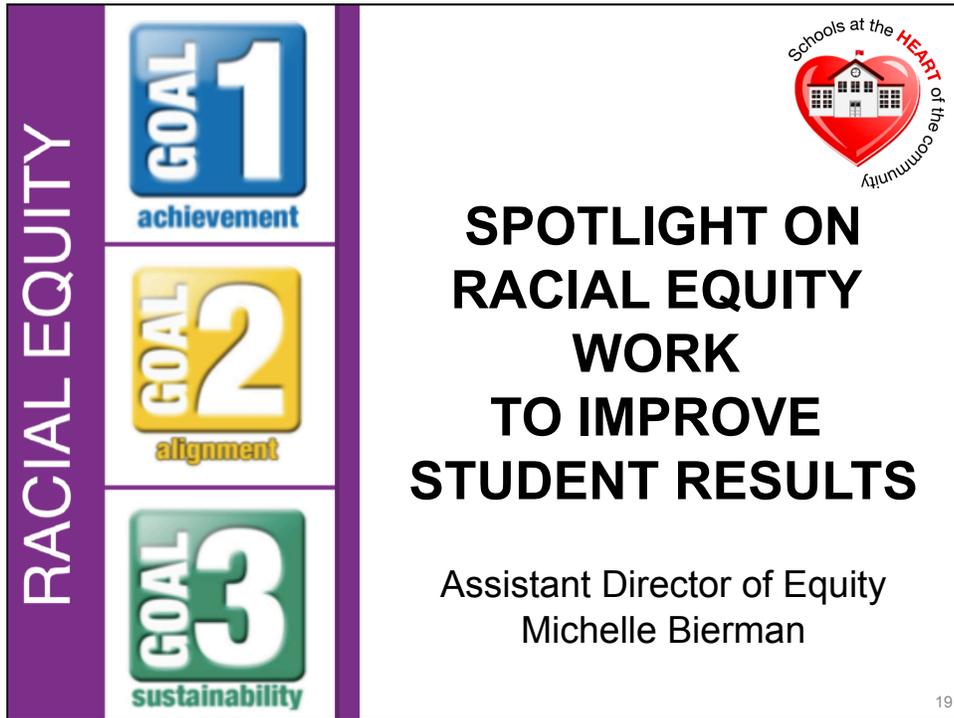
of students in an adjusted cohort who received
a regular diploma

students in the adjusted cohort

Adjusted cohort = Original ninth grade cohort
+ transfers in - transfers out

16





RACIAL EQUITY

GOAL 1
achievement

GOAL 2
alignment

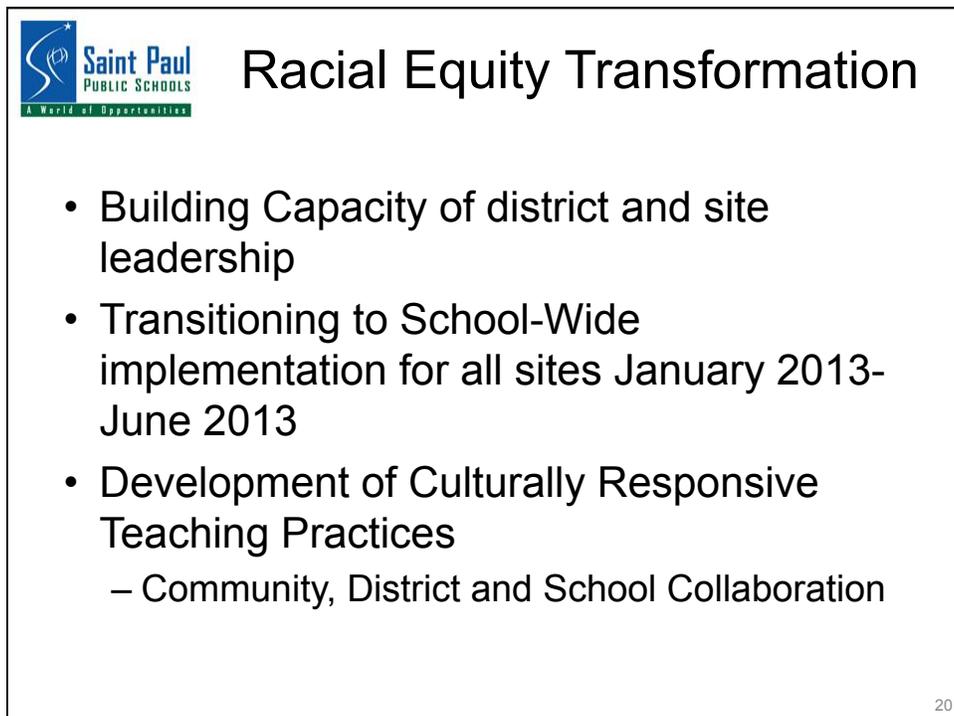
GOAL 3
sustainability

**SPOTLIGHT ON
RACIAL EQUITY
WORK
TO IMPROVE
STUDENT RESULTS**

Schools at the **HEART** of the community

Assistant Director of Equity
Michelle Bierman

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 **Saint Paul**
PUBLIC SCHOOLS
A World of Opportunities

Racial Equity Transformation

- Building Capacity of district and site leadership
- Transitioning to School-Wide implementation for all sites January 2013-June 2013
- Development of Culturally Responsive Teaching Practices
 - Community, District and School Collaboration

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Racial Equity Current Status

- District Leadership
 - School Board
 - Cabinet/DELT-District-wide Equity Transformational plan in progress – Draft January 2013
 - Department Equity plans – Spotlight Human Resources
- School Sites
 - 9 Beacon Schools
 - 26 School Sites Phase I – E-Teams are working with larger staff
 - 24 School Sites Phase II – Established E-Teams Fall 2012

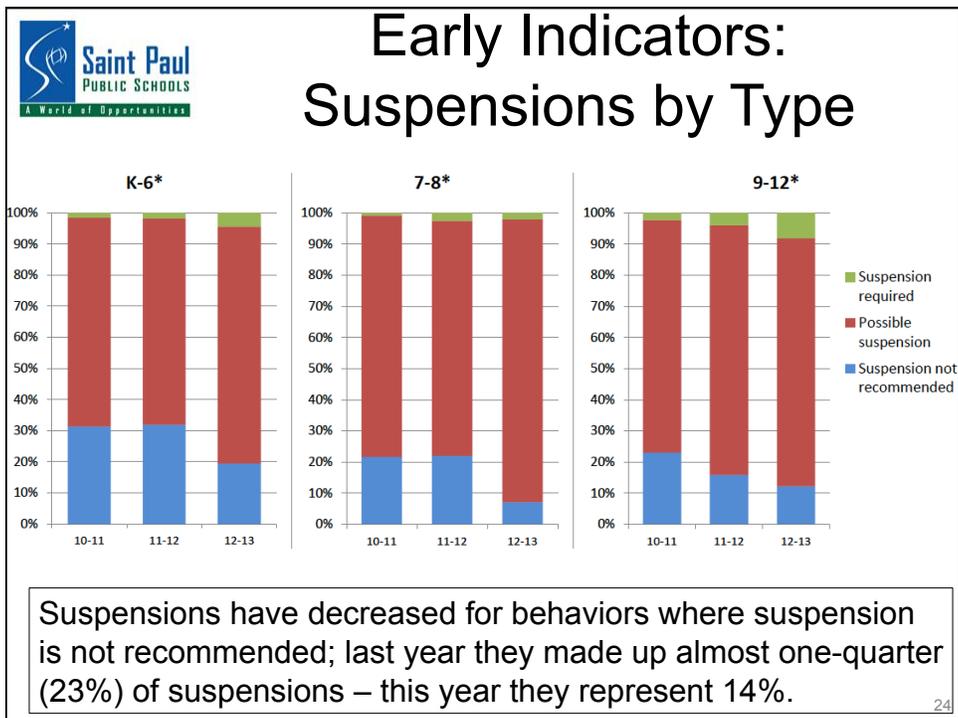
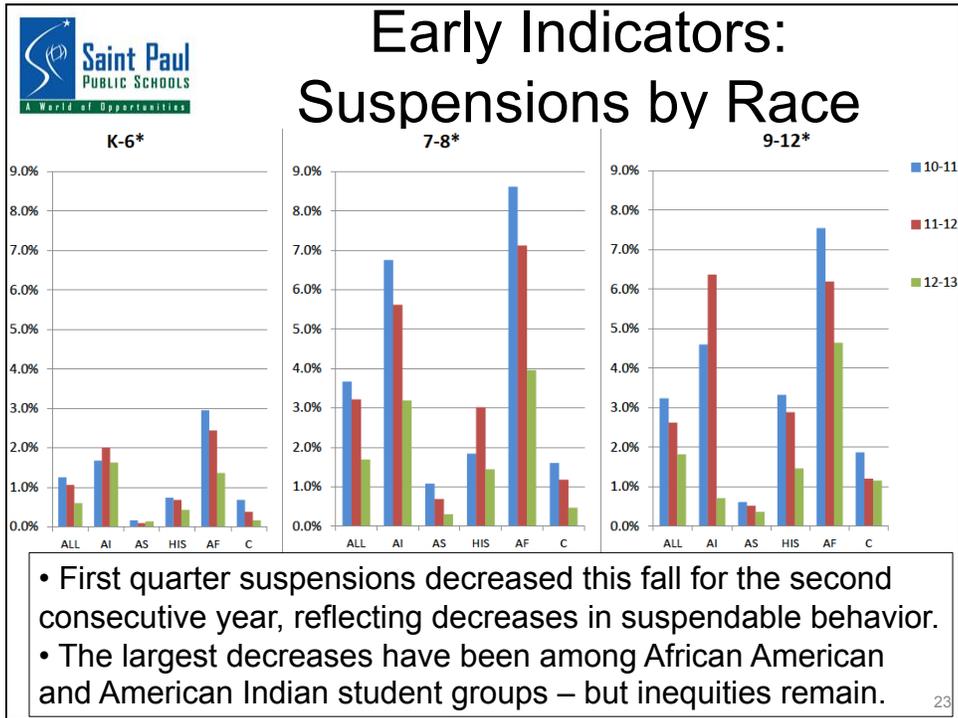
21



Adaptive Solutions

- Systems Shift
- Technical tools for adaptive change
- *Example:* Suspension goal – Focusing less on suspensions and more on suspendable behaviors

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Racial Equity Perspectives

Video

[“Voices from the Field”](#)

Also available at http://thebridge.spps.org/news_and_updates_111

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2012 Achievement and Equity VisionCards

Part 2 of 2

Michelle Walker, Chief of Staff

Board of Education
December 18, 2012

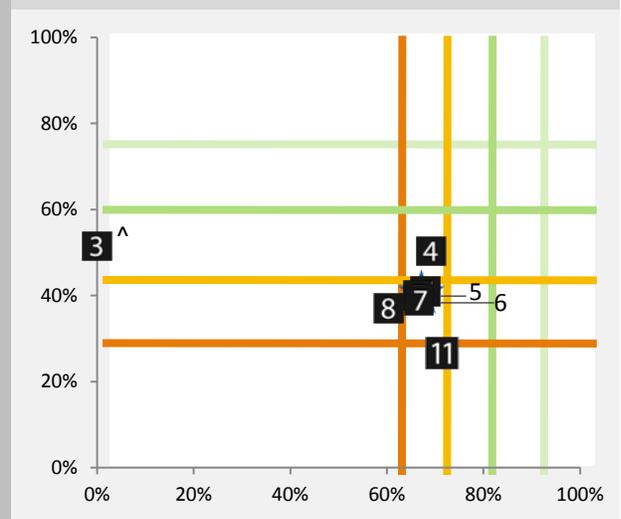
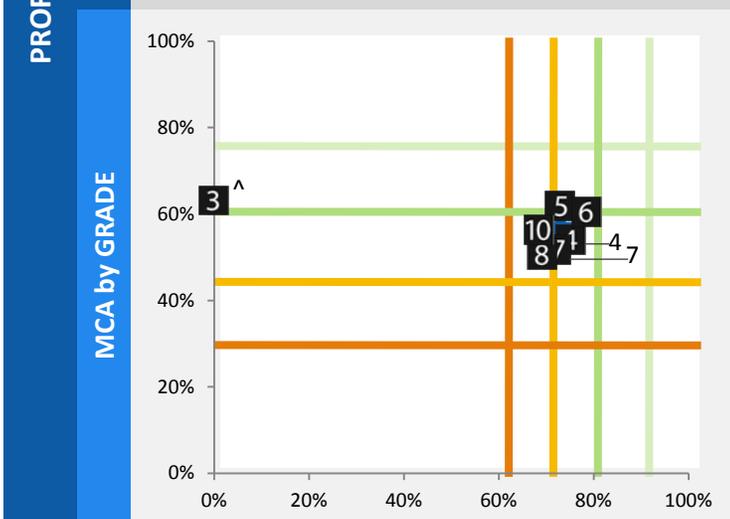
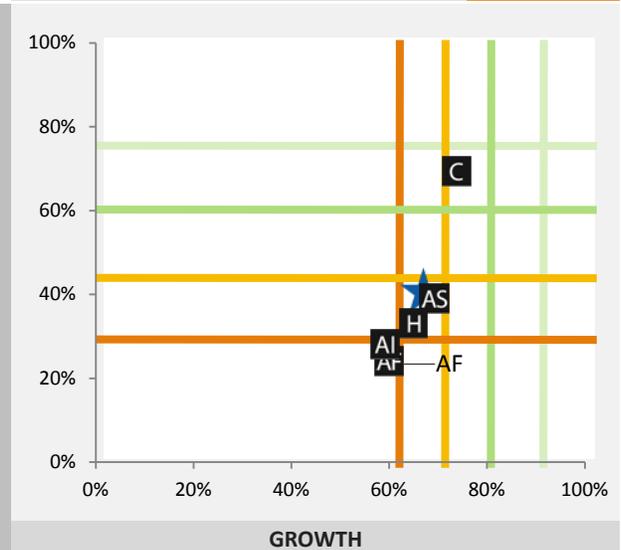
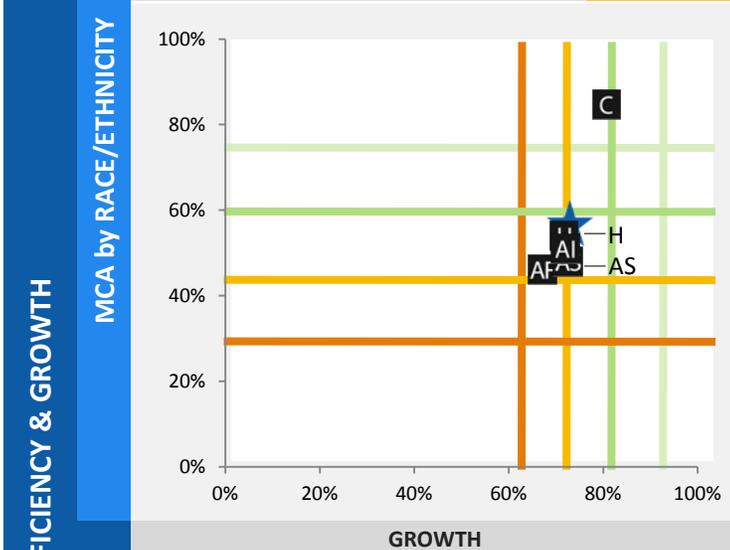
26

VisionCard Levels



READING (2011-12)	% PROFICIENT	57%
	% students medium/high GROWTH	73%

MATH (2011-12)	% PROFICIENT	41%
	% students medium/high GROWTH	67%



KEY

ALL DISTRICT	3 GRADE 3 [^]	8 GRADE 8
AI American Indian	4 GRADE 4	10 GRADE 10 (Reading Only)
AS Asian American	5 GRADE 5	11 GRADE 11 (Math only)
H Hispanic	6 GRADE 6	7 GRADE 7
AF African American		
C Caucasian		

SCIENCE[^] (2011-12)	% PROFICIENT 5TH GRADE	31%
	% PROFICIENT 8TH GRADE	22%
	% PROFICIENT HS	29%

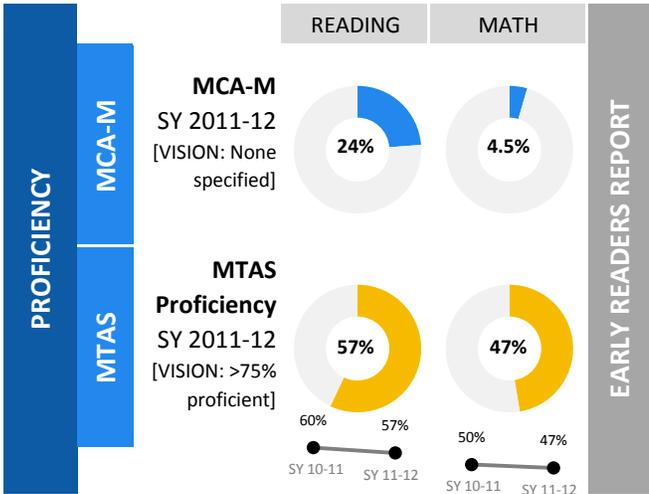
[^] Growth data unavailable for 3rd grade and science.

GOAL 1: Achievement Vision Card

DISTRICTWIDE DATA (SY 2011-12)



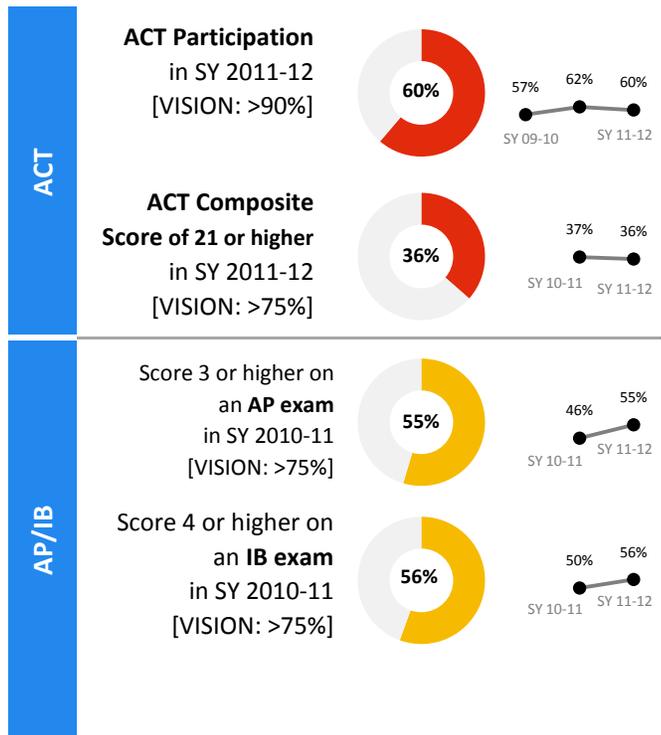
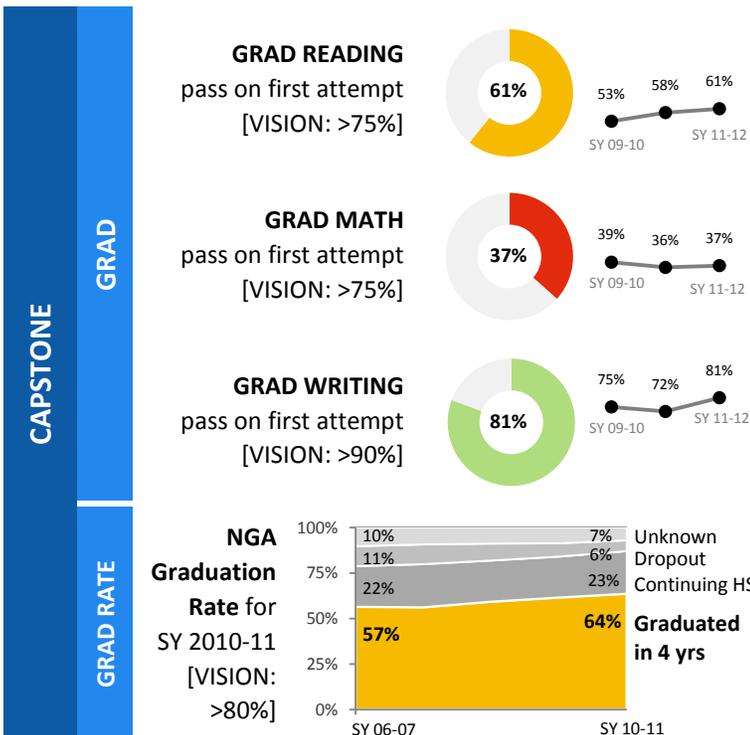
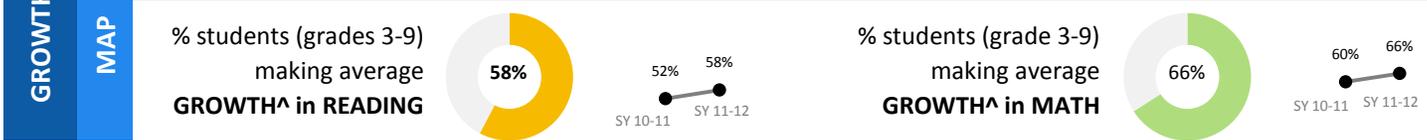
VisionCard Levels



Mondo Bookshop Assessment SY 2011-12

	% at Benchmark	Benchmark Target
K	Oral Language	79%
	Text Level/Comprehension	59%
	Letter-sound correspondence	97%
1st	Oral Language	48%
	Text Level/Comprehension	59%
	Letter-sound correspondence	92%
2nd	Oral Language	61%
	Text Level/Comprehension	63%

GROWTH MAP VISION: > 70% of students make growth



Note: All data reflect SY 2011-12 school year unless otherwise noted. ^Typical growth based on NWEA 2008 National Norms Study

GOAL 1: Achievement Vision Card

DISTRICTWIDE DATA (SY 2009-10 to SY 2011-12)



VisionCard Levels



PROFICIENCY & GROWTH	READING		MATH		SCIENCE [^]
	PROFICIENCY	GROWTH	PROFICIENCY**	GROWTH	PROFICIENCY
	> 75%	> 90%	> 75%	> 90%	> 75%
VISION	> 75%	> 90%	> 75%	> 90%	> 75%
ALL	52% (SY 09-10), 56% (SY 11-12), 57%	74% (SY 09-10), 75%, 73% (SY 11-12)	41% (SY 10-11), 41% (SY 11-12)	74% (SY 09-10), 71%, 67% (SY 11-12)	27% (SY 09-10), 28%, 28% (SY 11-12)
3RD	58%, 58%, 63%	growth data unavailable	49%, 51%	growth data unavailable	
4TH	51%, 56%, 54%	73%, 78%, 75%	51%, 50%	73%, 69%, 69%	
5TH	59%, 65%, 62%	78%, 81%, 73%	41%, 41%	76%, 72%, 68%	27%, 28%, 31%
6TH	56%, 60%, 60%	89%, 83%, 78%	38%, 40%	85%, 74%, 66%	
7TH	44%, 51%, 52%	66%, 70%, 72%	39%, 39%	71%, 70%, 67%	
8TH	45%, 47%, 51%	72%, 69%, 69%	37%, 37%	67%, 70%, 60%	25%, 22%, 22%
HIGH SCHOOL	49%, 53%, 56%	65%, 64%, 69%	28%, 27%	68%, 73%, 71%	29%, 31%, 29%

[^] Growth data unavailable for 3rd grade and science. ^{**}Comparable MCA Math Proficiency data unavailable for SY 2009-2010.

GOAL 1: Achievement Vision Card

DISTRICTWIDE DATA FOR SY 2009-10 TO SY 2011-12



VisionCard Levels



PROFICIENCY & GROWTH	READING		MATH		SCIENCE
	PROFICIENCY	GROWTH	PROFICIENCY**	GROWTH	PROFICIENCY
	GOAL > 75%	GOAL > 90%	GOAL > 75%	GOAL > 90%	GOAL > 75%
AMERICAN INDIAN	45% SY 09-10, 48% SY 11-	69% SY 09-10, 71%, 72% SY 11-	31% SY 10-11, 28% SY 11-12	72% SY 09-10, 61%, 59% SY 11-12	21% SY 09-10, 16%, 19% SY 11-12
ASIAN AMERICAN	42%, 47%, 48%	74%, 75%, 72%	40%, 39%	78%, 75%, 69%	19%, 21%, 18%
HISPANIC	48%, 53%, 54%	71%, 74%, 72%	32%, 33%	70%, 68%, 65%	19%, 21%, 19%
AFRICAN AMERICAN	41%, 45%, 46%	72%, 71%, 67%	24%, 24%	67%, 65%, 60%	14%, 13%, 13%
CAUCASIAN	81%, 83%, 85%	79%, 80%, 81%	68%, 69%	77%, 77%, 74%	58%, 60%, 62%
F&R LUNCH	41%, 46%, 47%	73%, 73%, 70%	31%, 31%	71%, 69%, 65%	16%, 16%, 16%
SPECIAL ED	23%, 25%, 26%	74%, 67%, 65%	18%, 19%	68%, 62%, 60%	10%, 11%, 10%
EL	34%, 39%, 39%	75%, 75%, 72%	30%, 30%	74%, 73%, 67%	11%, 10%, 10%

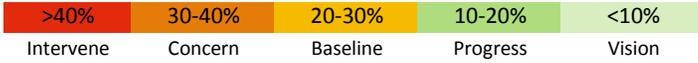
^ Growth data unavailable for 3rd grade and science. **Comparable MCA Math Proficiency data unavailable for SY 2009-2010.

GOAL 1: Equity Vision Card

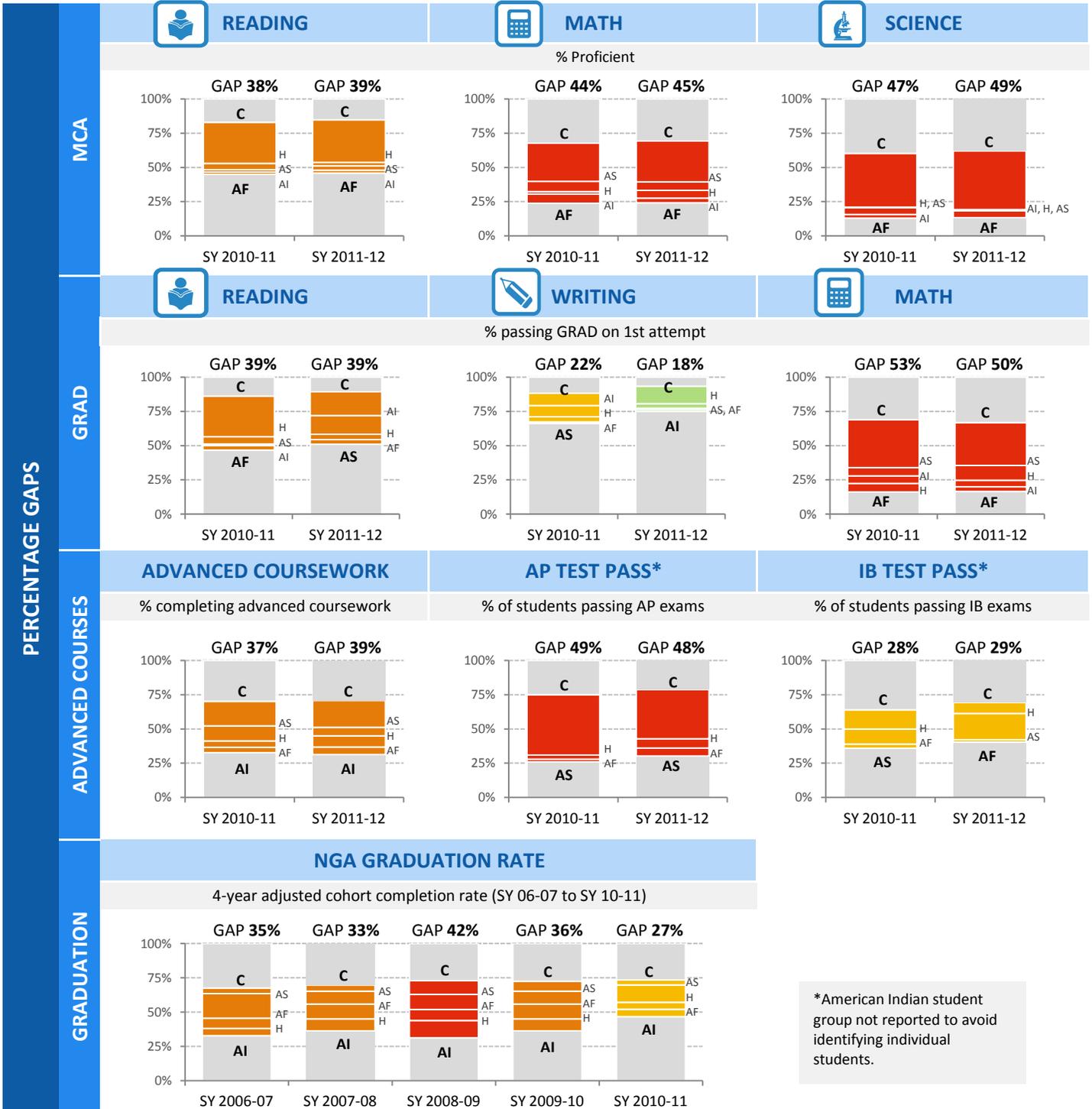
DISTRICTWIDE DATA



VisionCard Levels



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



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

GOAL 1: Equity Vision Card

DISTRICTWIDE DATA (SY 2011-2012)

VisionCard Levels

>8	6 to 8	4 to 6	2 to 4	<2
Intervene	Concern	Baseline	Progress	Vision

DISPROPORTIONALITY RATIOS	GIFTED & TALENTED		SPECIAL EDUCATION		<p>Race/Ethnicity: AI: American Indian AS: Asian American H: Hispanic AF: African American C: Caucasian</p> <p>NOTE: The percentage below each student group label shows the actual rate for that group. The number and color of icons are based on the ratio between a given group's percentage and that of the comparison group (the group with the lowest percentage).</p>
	How many MORE times likely are other groups to be identified as gifted and talented than the group with the fewest identified. (Grades 1-6)		How many MORE times likely are other groups to be referred for special ed than to the group with the fewest referrals.		
	COMPARISON GROUP	ALL OTHER GROUPS	COMPARISON GROUP	ALL OTHER GROUPS	
	AF	C 46%	AI 4.5%	AI 4.5%	
	9.1%	AI 22%	AF 3.1%	AF 3.1%	
		AS 19%	C 2.4%	C 2.4%	
		H 16%	H 2.4%	H 2.4%	
			AS	AS 1.6%	
ABSENCES (ELEMENTARY)		ABSENCES (MIDDLE SCHOOL)		ABSENCES (HIGH SCHOOL)	
How many MORE times likely are other groups to be absent 11+ days than the group with the fewest absences of 11+ days.					
COMPARISON GROUP	ALL OTHER GROUPS	COMPARISON GROUP	ALL OTHER GROUPS	COMPARISON GROUP	ALL OTHER GROUPS
AS	AI 44%	AS	AI 49%	AS	AI 55%
11%	AF 30%	10%	AF 38%	22%	AF 40%
	H 28%		H 27%		H 39%
	C 20%		C 23%		C 27%
SUSPENSIONS (ELEMENTARY)		SUSPENSIONS (MIDDLE SCHOOL)		SUSPENSIONS (HIGH SCHOOL)	
How many MORE times likely are other groups to be suspended at least 1 time than the group with the fewest suspensions of 1+ times.					
COMPARISON GROUP	ALL OTHER GROUPS	COMPARISON GROUP	ALL OTHER GROUPS	COMPARISON GROUP	ALL OTHER GROUPS
AS	AF 9.1%	AS	AF 25%	AS	AF 18%
0.5%	AI 6.1%	2.5%	AI 22%	2.0%	AI 15%
	H 3.0%		H 11%		H 8.4%
	C 1.4%		C 4.6%		C 4.1%



The SPPS Personalized Learning through Technology Project

Michael Baumann

December 18, 2012



Learning & Engagement Plan*

- Engage every learner in our district
- Individualize learning plans and practices
- Learning landscapes without restrictions
- An active triad of support for students – teachers, families, community
- Authentic learning extended “beyond the classroom”

*presented to BOE at November 29, 2011 COB Meeting



Platform Mock-up



Saint Paul Schoolbook PUBLIC SCHOOLS A World of Opportunities

Mr Woodward

Period 1
Mathematics

Period 2
Geography

Period 3
Social Studies

Calendar

Science Club

Period 4
English

Friends

Frequently Used Resources

- Web 2.0
- Collaboration Tools
- District Purchased
- Upcoming Resources from curriculum

Summary

- # Total Students: 49
- Responsiveness: ●
- Performance: ●
- Pace: ●

Critical

- Carey, Jim
- deere, John
- Foley, Amy



Class-wide

Select Class ▼ Select Group ▼

Don't forget - your project is due tomorrow!!

You have 500 chars left. Submit

Share

Lesson
Video
Picture
Other

School (2)
 Course (8)
 Collaborate (11)

Patrick Kennedy
Check out my lesson on triangles - Mr Kennedy Triangles
[View](#) less than a minute ago

Amy Foley on Soil Deposition & Flow
Mr Phillips, I just turned in my project, see you tomorrow, Amy.
[View](#) about 2 hours ago

Amy Foley on Deposition -- How do Sediments settle can you help me
[View](#) 3 days ago

[More](#)

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Referendum Successful

Next Steps



- Four Implementation Action Teams
 - Curriculum Engagement/Outreach
 - Infrastructure Professional Development
 - Deadline to apply: January 18, 2013
- Steering Committee – appointed by Supt
- Selection of vendor from RFP
- Visioning Day 2013 (annual event)



Questions



Transportation Projection 2013-2014

Michael A. Baumann
December 18, 2012



BLUF

(Bottom line up front)



- Projected school start times for 2013-14
- Fewer buses
- Reduced costs
- Few changes to start times

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Key Differences



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- 6 months ahead of schedule
- All schools 6.5 hour/day except Washington which remains 7.5 hours/day
- All elementary students (preK-5) have ½ mile transportation
- First time planning with Areas and Regions as part of the equation



Tier Times



Tier	Tier 1	Tier 2	Tier 3
1st Pickup	6:30 am	7:30 am	8:30 am
Drop-off at School	7:15 am	8:15 am	9:15 am
School start time	7:30 am	8:30 am	9:30 am
Dismissal	2:00 pm	3:00 pm	4:00 pm
Bus leaves School	2:07 pm	3:07 pm	4:07 pm
Last drop-off	2:52 pm	3:52 pm	4:52 pm

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School Start Time Tiers

(Route Trips SY13-14)



School Start Time	AM Route Trips	PM Route Trips
7:30 am	327	292
8:30 am	286	322
9:30 am	300	300

- Does not include route trips for out of District special education placements, students experiencing homelessness, care and treatment, or afternoon Extended Day Learning.
- Route trips will normally not be longer than 45 minutes in length am and pm.



Schedule Changes



(New Schools and Schools With Schedule Adjustments)

School/Program	SY12-13 Start Time	Tentative SY13-14	Change (minutes)
Journeys Secondary School	7:30	8:30	+60
Parkway Middle School	N/A	7:30	N/A
River East Treatment 1-12	9:30	8:30	-60
L'Etoile du Nord French Immersion dual campus school	8:30	9:30 & 9:40	+60
Benjamin E. Mays	9:30	8:30	-60
Nokomis A	9:30	9:40	+10
Nokomis B	N/A	9:40	N/A



Summary



Contracted Buses and Costs for 2009-2010 through 2013-2014 (Projected)

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School Year	Contracted Route Buses	Contracted Cost
2009-2010	343	18,049,325
2010-2011	333 **	17,001,574
2011-2012	323 ***	16,054,548
2012-2013	338 **	\$16,001,092
Projected 2013-2014	309	\$15,709,544 *

* Based on average cost per AM/PM bus for 2012-2013 plus historical 5% inflation factor
 ** Additional buses were necessary due to the extended school day at Humboldt and Washington
 *** Additional buses were necessary due to the extended school day and expansion of Special Education service



Questions?



Independent School District 625
360 Colborne Street
Saint Paul, MN 55102-3299

Office of the Superintendent
Valeria S. Silva
Superintendent of Schools

Telephone: (651) 767-8149 Fax: (651) 290-8331

December 18, 2012

MEMORANDUM

TO: Board of Education Directors

FROM: Valeria Silva
Superintendent of Schools

RE: Motion to Adopt Personnel/Position Recommendation

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

1. Appoint the following individuals to the following Superintendency positions with an effective date of December 18, 2012:
 - Director of Leadership Development Marsha Baisch
 - Assistant Superintendent Middle Schools Steven Unowsky
 - Assistant Superintendent Academics and Technology Kate Wilcox-Harris
 - Interim Chief Academic Officer Matthew Mohs
 - Interim Director of Funded Programs Cheryl Carlstrom

HUMAN RESOURCE TRANSACTIONS
 (October 26, 2012 through November 29, 2012)
December 18, 2012

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Miyashiro Matsumoto, R. I.	Classroom Teacher	11/01/2012	\$27.18	Plato Admin Offices
Sanocki, C. L.	Classroom Teacher	11/19/2012	\$24.27	Highwood Hills
Shah, J. R.	Classroom Teacher	11/05/2012	\$33.58	Galtier Magnet
Steinman, S. A.	Classroom Teacher	10/29/2012	\$27.18	Wellstone Elementary
Willms, J. K.	Classroom Teacher	11/01/2012	\$28.77	Humboldt High School
Goodwin, R. E.	School/Community Professional	11/02/2012	\$31.94	Homecroft Building
Katkar, R. G.	School/Community Professional	11/12/2012	\$22.74	Washington Tech Secondary
Nick, K. E.	School/Community Professional	11/08/2012	\$20.28	RiverEast Elem/Secondary
Chon, A. A.	Education Assistant	11/05/2012	\$24.38	Homecroft Building
Favila, M. M.	Education Assistant	10/25/2012	\$28.14	Highland Park Elementary
Goodrich, R. A.	Education Assistant	11/26/2012	\$21.36	Crossroads Montessori
Lee, C.	Education Assistant	11/05/2012	\$18.07	Homecroft Building
Neibaur, C. M.	Education Assistant	11/26/2012	\$15.31	Crossroads Montessori
Ashmun, R. M.	Teaching Assistant	11/19/2012	\$12.20	L'Etoile du Nord French Immersion
Evans, A. M.	Teaching Assistant	12/03/2012	\$12.83	Eastern Heights
Goodrich, C. C.	Teaching Assistant	10/29/2012	\$14.51	Johnson Senior High
Greenwood, S. D.	Teaching Assistant	10/29/2012	\$12.20	Farnsworth Aerospace 5-8
Hatcher, N. K.	Teaching Assistant	09/10/2012	\$13.51	Humboldt Jr High - Admin Bldg
Heng, N. S.	Teaching Assistant	10/22/2012	\$12.20	Linwood Monroe Arts Plus (4-8)
Hungiapuko, M. M.	Teaching Assistant	11/05/2012	\$12.88	Highland Park Elementary
Ireland, M. A.	Teaching Assistant	12/10/2012	\$12.20	Obama Service Learning
Jessen, B. T.	Teaching Assistant	11/12/2012	\$12.88	Galtier Magnet

HUMAN RESOURCE TRANSACTIONS
December 18, 2012

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kasper, K. C.	Teaching Assistant	10/30/2012	\$13.51	Johnson Achievement Plus
Kleinfehn, D. C.	Teaching Assistant	11/19/2012	\$12.88	Nokomis Montessori
Linstad, J. J.	Teaching Assistant	11/14/2012	\$12.20	Maxfield Magnet
Martins, S.	Teaching Assistant	10/29/2012	\$14.51	Como Park Senior High
McCawley, M. J.	Teaching Assistant	11/15/2012	\$12.88	Obama Service Learning
Meryhew, K. L.	Teaching Assistant	11/26/2012	\$12.83	Eastern Heights
Patridge, L. A.	Teaching Assistant	11/14/2012	\$12.83	Highwood Hills
Pierce, T. M.	Teaching Assistant	10/24/2012	\$12.32	Colborne Admin Offices
Portnoy, D. F.	Teaching Assistant	11/05/2012	\$14.51	Highwood Hills
Raney, J. W.	Teaching Assistant	11/28/2012	\$12.20	Maxfield Magnet
Rishel, J. E.	Teaching Assistant	11/07/2012	\$13.83	Bridge View
Stedje, R. A.	Teaching Assistant	11/07/2012	\$13.83	Bridge View
Vang, K.	Teaching Assistant	11/07/2012	\$12.88	Johnson Achievement Plus
Wannarka, S. M.	Teaching Assistant	11/05/2012	\$14.51	Highwood Hills
Watson, S. A.	Teaching Assistant	11/06/2012	\$13.51	Johnson Achievement Plus
Webb, C. L.	Teaching Assistant	11/19/2012	\$13.83	Bruce F Vento Elementary
Yang, D. N.	Teaching Assistant	11/26/2012	\$12.88	Mississippi Creative Arts
Yang, Z.	Teaching Assistant	10/31/2012	\$12.88	Groveland Park
Nop, S.	School Bus Driver	11/26/2012	\$21.30	Colborne Admin Offices
Domek, A. M.	Clerical	10/22/2012	\$14.42	Washington Tech Secondary
Clarke, B. L.	Machinists	11/05/2012	\$25.10	Como Service Center
Arrigoni, N. L.	Nutrition Services Personnel	11/14/2012	\$10.50	Open World Learning Community
Beberg, Y. A.	Nutrition Services Personnel	11/14/2012	\$10.50	Phalen Lake Hmong Studies Magnet
Kounhavong, T. M.	Nutrition Services Personnel	11/14/2012	\$10.50	Como Service Center

**HUMAN RESOURCE TRANSACTIONS
December 18, 2012**

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Seibert, L. M.	Nutrition Services Personnel	11/14/2012	\$10.50	St. Paul Music Academy
White, D. M.	Nutrition Services Personnel	11/14/2012	\$10.50	Bruce F Vento Elementary
Williams, D. T.	Nutrition Services Personnel	11/14/2012	\$10.50	Mississippi Creative Arts
Herman, E. N.	Professional Employee	11/12/2012	\$26.43	Colborne Admin Offices
Yang, K. H.	Professional Employee	12/10/2012	\$26.68	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pham, L.	Central Administrator Career Progression	11/05/2012	\$49.23	Plato Admin Offices
Smith, A. M.	Classroom Teacher From: Teaching Assistant	11/08/2012	\$24.27	Bridge View
Walter, C. M.	Classroom Teacher From: Teaching Assistant	11/12/2012	\$24.27	Dayton's Bluff
Williams, J. G.	Superintendency From: Central Administrator	08/27/2012	\$45.55	Student Placement Center
Chan, H.	Teacher on Special Assignment From: Professional Employee	11/19/2012	\$38.39	Colborne Admin Offices
Ashton, P. C.	Manual Maintenance Career Progression	11/14/2012	\$33.23	Como Service Center
Payton, A.	Manual Maintenance Career Progression	11/14/2012	\$33.23	Como Service Center
Roeser, D. W.	Manual Maintenance Career Progression	11/14/2012	\$33.23	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Swanberg, B.	Classroom Teacher	10/22/2012	\$42.65	Highland Park Senior
Engelun, M.	ELL Teacher	11/12/2012	\$27.68	Humboldt High School
Parker, V. M.	Special Education Teacher	10/29/2012	\$24.27	Dayton's Bluff
Barrett, J. D.	Speech Pathologist	11/12/2012	\$34.71	Como Park Special/Hartzell

HUMAN RESOURCE TRANSACTIONS
December 18, 2012

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alsleben-Wanless, J.	Classroom Teacher	10/22/2012	Highland Park Senior
Bednar, M. C.	Classroom Teacher	10/09/2012	Gordon Parks High - ALC
Dittler, R. J.	Classroom Teacher	11/02/2012	The Heights Community School
Engelhardt, A. M.	Classroom Teacher	10/03/2012	Humboldt High School
Klocke-Salminen, K.	Classroom Teacher	11/08/2012	Johnson Senior High
Manthe, J. A.	Classroom Teacher	10/30/2012	Linwood Monroe Arts Plus (K-3)
Nguyen, T. Q.	Classroom Teacher	10/26/2012	Hazel Park Preparatory Academy
Raimann, A. M.	Classroom Teacher	10/16/2012	Wellstone Elementary
Ronning, C. L.	Classroom Teacher	11/03/2012	Highwood Hills
Young, J. T.	Classroom Teacher	11/12/2012	Murray Junior High
Watson, J. A.	ELL Teacher	11/05/2012	Humboldt High School
Ludtke, A. M.	Occupational Therapist	11/12/2012	Eastern Heights
Boehm - Peterson, C.	Social Worker	10/30/2012	RiverEast Elem/Secondary
Davis, P.	Special Education Teacher	10/27/2012	Frost Lake - Special
Degneau, G. M.	Special Education Teacher	10/10/2012	Wheelock Early Education Center
Vaubel, J.	Special Education Teacher	11/26/2012	Battle Creek Environmental
Lissimore, A. M.	Education Assistant	09/25/2012	Hazel Park Preparatory Academy
Yang, Z.	Education Assistant	10/26/2012	Phalen Lake Hmong Studies Magnet
Gutierrez, M. E.	Teaching Assistant	09/28/2012	Wellstone Elementary
Ramos, L.	Teaching Assistant	10/22/2012	Bridge View

**HUMAN RESOURCE TRANSACTIONS
December 18, 2012**

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Gunderson, B.	Clerical	11/12/2012	Rondo Education Center
Kubiszewski, J. P.	Custodian	10/29/2012	Como Park Senior High
Wallraff, P.	Custodian	10/23/2012	Crossroads Arts & Science
Laroque, A. J.	Nutrition Services Personnel	10/22/2012	Washington Tech Secondary
Vilks, K.	Nutrition Services Personnel	10/11/2012	Wellstone Elementary
Zentic, K. N.	Nutrition Services Personnel	11/12/2012	Highland Park Senior
Sethi, N.	Professional Employee	10/25/2012	Colborne Admin Offices

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A.	Classroom Teacher	11/17/2012
B., S. A.	Classroom Teacher	11/19/2012
D., C.	Classroom Teacher	11/16/2012
L., B. D.	Special Education Teacher	11/19/2012

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ayers, C. V.	Classroom Teacher	10/25/2012	\$42.65	Hazel Park Preparatory Academy
Bieter, C. J.	Classroom Teacher	11/01/2012	\$42.65	Humboldt High
Funkhouser, J.	Classroom Teacher	11/05/2012	\$42.65	Harding Senior High
Helgason, J. K.	Classroom Teacher	11/26/2012	\$40.12	Johnson Senior High
Jackson, K. M.	Classroom Teacher	11/13/2012	\$37.38	Cherokee Heights School
Murphy, J. L.	Classroom Teacher	11/19/2012	\$46.51	American Indian Magnet
Nolan, M.	Classroom Teacher	11/01/2012	\$34.71	St. Paul Music Academy
Reynertson, K. L.	Classroom Teacher	11/01/2012	\$40.79	St. Paul Music Academy
Runquist, H. M.	Classroom Teacher	11/19/2012	\$24.27	Galtier Magnet

HUMAN RESOURCE TRANSACTIONS
December 18, 2012

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Walker, B. H.	Classroom Teacher	11/05/2012	\$33.24	Obama Service Learning
Kiatoukaysy, B.	School/Community Professional	11/19/2012	\$32.89	Phalen Lake Hmong Studies Magnet
Little, M.	School/Community Professional	11/21/2012	\$31.94	Murray Junior High
Mendenhall, K. E.	School/Community Professional	11/12/2012	\$22.10	Highland Park Middle School
Greibrok, A. J.	Education Assistant	11/26/2012	\$20.81	Expo for Excellence
Levy, R. S.	Education Assistant	10/22/2012	\$18.39	Four Seasons A+
Mahin, C. M.	Education Assistant	11/26/2012	\$16.66	L'Etoile du Nord French Immersion
Alexander, Q. T.	Teaching Assistant	10/29/2012	\$14.51	Rondo Education Center
Barth, K. A.	Teaching Assistant	10/29/2012	\$11.18	Obama Service Learning
Gordon, T. A.	Teaching Assistant	11/06/2012	\$17.45	Maxfield Magnet
Martinez, V.	Teaching Assistant	10/29/2012	\$12.39	Adams Spanish Immersion
Murphy, L. A.	Teaching Assistant	12/05/2012	\$12.20	Obama Service Learning
Osborne, S. J.	Teaching Assistant	11/05/2012	\$12.88	Nokomis Montessori
Perez, E. D.	Teaching Assistant	10/10/2012	\$14.51	Ramsey Junior High
Saari, A. R.	Teaching Assistant	09/04/2012	\$13.51	Highland Park Middle
Sundermeyer, H. T.	Teaching Assistant	10/29/2012	\$12.20	Wellstone Elementary
Thao, K.	Teaching Assistant	11/15/2012	\$12.88	Eastern Heights
Yang, P.	Teaching Assistant	12/10/2012	\$12.88	Cherokee Heights School

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bednar, M. C.	Classroom Teacher	10/16/2012	Gordon Parks High - ALC
Bowlus, M.	Classroom Teacher	11/26/2012	Humboldt High School
Engelhardt, A. M.	Classroom Teacher	10/22/2012	Humboldt High School

HUMAN RESOURCE TRANSACTIONS
December 18, 2012

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Estrellado, A. M.	Classroom Teacher	10/24/2012	Bruce F Vento Elementary
Hansen, E. J.	Classroom Teacher	11/26/2012	Harding Senior High
Hydukovich, D. M.	Classroom Teacher	10/29/2012	Ramsey Junior High
Papillon, M. G.	Classroom Teacher	11/26/2012	L'Etoile du Nord French Immersion
Pettipiece, S. M.	Classroom Teacher	11/05/2012	Harding Senior High
Thao, S.	Classroom Teacher	11/19/2012	Randolph Heights
Freeberg, J. A.	Early Education Teacher	11/20/2012	Maxfield Magnet
Boehm - Peterson, C.	Social Worker	11/20/2012	RiverEast Elem/Secondary
Keleny, M. V.	Social Worker	10/24/2012	Cherokee Heights School
Ball, C.	Speech Pathologist	10/22/2012	Obama Service Learning
Lissimore, A. M.	Education Assistant	11/26/2012	Hazel Park Preparatory Academy
Mohamud, A.	Education Assistant	11/15/2012	Harding Senior High
Cyprian, B.	Teaching Assistant	10/23/2012	Benjamin Mays/Museum
Gutierrez, M. E.	Teaching Assistant	11/26/2012	Wellstone Elementary
Wambach, M.	Teaching Assistant	10/12/2012	Bridge View
Remer, D.	Custodian	10/24/2012	Colborne Admin Offices
Wallraff, P.	Custodian	11/19/2012	Crossroads Arts & Science

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bourgoyne, L. M.	Teacher on Special Assignment From: Classroom Teacher	11/19/2012	\$35.95	Plato Admin Offices
Hafiz, A.	Teacher on Special Assignment From: Classroom Teacher	11/19/2012	\$40.12	Plato Admin Offices
Pope, M. S.	Teacher on Special Assignment From: Classroom Teacher	11/19/2012	\$40.08	Plato Admin Offices

**HUMAN RESOURCE TRANSACTIONS
December 18, 2012**

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Thompson, T. C.	Teacher on Special Assignment From: Classroom Teacher	11/19/2012	\$40.12	Plato Admin Offices
Turnbull, C.	Teacher on Special Assignment From: Classroom Teacher	11/19/2012	\$46.51	Plato Admin Offices

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
J., T. J.	Classroom Teacher	11/26/2012
A., G.	Teaching Assistant	10/17/2012 10/22-23/2012

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kilbane, C. M.	Special Education Teacher	11/29/2012	Focus Beyond (Gr 7-Adult)
Robertson, D.	Technical	01/01/2013	Como Service Center

CHANGE IN RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Shrauner, J.	Special Education Teacher	11/21/2012	Journey's Secondary

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Beckman, A. M.	Classroom Teacher	12/22/2012	Galtier Magnet
Evenson, A. W.	Classroom Teacher	11/10/2012	Dayton's Bluff
Kern, A. M.	Classroom Teacher	12/01/2012	Expo for Excellence
Riodique, A. B.	Classroom Teacher	11/17/2012	Colborne Admin Offices
Sarne, M. M.	Special Education Teacher	11/10/2012	Hazel Park Preparatory Academy
Saunders, K. J.	Counselor	11/03/2012	Ronald M Hubbs Center
Colestock, K.	Education Assistant	09/08/2012	Humboldt Jr High - Admin Bldg
Dah, D.	Education Assistant	11/07/2012	Linwood Monroe Arts Plus (4-8)
Dahlberg, M.	Education Assistant	11/27/2012	Randolph Heights
Neibaur, C. M.	Education Assistant	11/27/2012	Crossroads Montessori

HUMAN RESOURCE TRANSACTIONS
December 18, 2012

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Seifert, K. C.	Education Assistant	10/06/2012	Student Placement Center
Vue, M.	Education Assistant	10/18/2012	Student Placement Center
Berdahl, M. M.	Teaching Assistant	06/15/2012	St. Paul Music Academy
Butler, J. K.	Teaching Assistant	10/26/2012	The Heights Community School
Crump, R. M.	Teaching Assistant	11/14/2012	Obama Service Learning
Gale, S. C.	Teaching Assistant	11/21/2012	Eastern Heights
Gilless, E. W.	Teaching Assistant	09/01/2012	Four Seasons A+
Hatcher, N. K.	Teaching Assistant	09/11/2012	Humboldt Jr High - Admin Bldg
Jackson, R.	Teaching Assistant	11/02/2012	St. Paul Music Academy
Landwehr, D. A.	Teaching Assistant	12/01/2012	Obama Service Learning
Olson, J.	Teaching Assistant	09/01/2012	Expo for Excellence
Parham, S. J.	Teaching Assistant	09/26/2012	RiverEast Elem/Secondary
Struss, L. N.	Teaching Assistant	11/08/2012	Obama Service Learning
Synhavsky, J. A.	Teaching Assistant	11/27/2012	Eastern Heights
Thompson, D. S.	Teaching Assistant	11/02/2012	Capitol Hill Magnet
Vang, P.	Teaching Assistant	11/27/2012	Nokomis Montessori
Yang, P.	Teaching Assistant	11/27/2012	Eastern Heights
Rowe, M. K.	Clerical	11/17/2012	Battle Creek Environmental
Kistler, M.	Professional Employee	11/15/2012	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lindberg, B. D.	Special Education Teacher	01/18/2013	RiverEast Elem/Secondary
Brown, D. S.	Teaching Assistant	11/27/2012	Bruce F Vento
Gordon, T. A.	Teaching Assistant	11/16/2012	Maxfield Magnet

HUMAN RESOURCE TRANSACTIONS
December 18, 2012

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mahin, C. M.	Classroom Teacher	11/21/2012	L'Etoile du Nord French Immersion
Vasseur, S.	Classroom Teacher	12/14/2012	Ramsey Junior High

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Fischer, G. J.	Tri-Council	11/17/2012	Como Service Center
Hanson, A. E.	Tri-Council	11/17/2012	Como Service Center
Kubiszewski, J. J.	Tri-Council	11/17/2012	Como Service Center
Simonet, E. S.	Tri-Council	11/17/2012	Como Service Center
Yanz, D. T.	Tri-Council	11/17/2012	Como Service Center

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

DATE: December 18, 2012

TOPIC: Gift Acceptance from Bonnie Marsh

A. PERTINENT FACTS:

1. Central High School would like to accept a monetary gift of \$7,000 from Bonnie Marsh.
2. The gift will be used to support the 9th Grade Retreat, a week long daily field trip to welcome 9th grade students to the Central family. Central staff and upper classmen (student leaders) lead the 9th graders through stations dealing with success, respect, "Central Jeopardy," "Will you be there in 2015?" and a challenge course
3. This project will meet the District strategic plan goal by ensuring high academic achievement for all students.
4. This item is submitted by Mary Mackbee, Principal, Central High School and Willie Jett, Assistant Superintendent, High Schools

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit Letters of Support to the Kennedy Center Alliance for Arts Education Network for the nomination of the SPPS Board of Education for the Alliance for Arts Education Network Award

A. PERTINENT FACTS:

1. The Kennedy Center Alliance is currently accepting letters of support to confirm nominations and recognition of school districts that enthusiastically promote, grow and sustain arts education for K-12 students.
2. SPPS Superintendent, Valeria Silva; St. Paul Mayor, Chris Coleman; Board Chairman, Jean O'Connell; and Bob Meeks, Executive Director of Minnesota School Boards Association have prepared letters of support to nominate the SPPS Board of Education for the Kennedy Center Alliance for Arts Education Network Award. This award includes a \$10,000 gift. Greg Anderson in the Division of Academics researched, developed and submitted the letters of support.
3. This project will meet the District strategic plan goal of "achievement, alignment and sustainability" of the arts at SPPS.
4. This item is submitted by Greg Anderson, Office of Academics; Julie Schultz Brown, Communications, Marketing & Development; Traci Gauer, Director of Alternative Learning Programs and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Gift Acceptance from Saint Paul Federal Credit Union

A. PERTINENT FACTS

1. Como Park Senior High School would like to accept a monetary gift of \$38,759.12 from the Saint Paul Federal Credit Union.
2. This gift is to be used for expenses to construct the Saint Paul Federal Credit Union branch located in Como Park Senior High School as follows: Furniture and installation: \$14,933.96; Construction: \$13,081.25; Cameras and DVR equipment: \$4,930.83; Additional costs to run data cables for the security system: \$816.88 for a total of \$38,759.12.
3. This project will meet the District area goals achievement, alignment and sustainability.
4. This item is submitted by Daniel Mesick, Principal, Como Park Senior High School; Willie Jett, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

1. That the Saint Paul Public Schools Board of Education authorize the Superintendent (designee) to allow Como Park Senior High School to accept this gift from the Saint Paul Federal Credit Union.
2. The total of the gift of \$38,759.12 will be deposited into the Intraschool fund, 19-212-291-000-5096-0000.

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

DATE: December 18, 2012

TOPIC: Request for Permission to Accept a Gift from Target for all District Kindergarten Students in Amount of \$47,925.

A. PERTINENT FACTS:

1. Target has graciously donated two books for every kindergarten student to take home prior to winter break in December 2012.
2. The books will be distributed in book bags and will include a handout for parents on ways they can support the development of reading skills. The handout will be translated into Spanish, Hmong and Somali.
3. This donation will meet the District target area goal of achievement.
4. This item is submitted by Lisa Gruenewald, Office of Early Learning Supervisor; Julie Schultz Brown, Director of Marketing, Communications, and Development and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Accept a Grant from the 3M Foundation

A. PERTINENT FACTS:

1. The 3M Foundation has awarded a grant to Saint Paul Public Schools to prepare young men and women for academic success in middle school, high school and beyond.
2. Battle Creek Middle school will use these grant funds to support a mentoring program at the school. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$15,000. Staff at the school/program researched 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; Tim Caskey, Executive Director of Human Resources; and, Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Air Force Association Foundation Educator Grant

A. PERTINENT FACTS:

1. The Air Force Association is currently accepting grant applications for projects that promote aerospace education activities in classrooms from kindergarten through twelfth grades. The program encourages development of innovative aerospace activities within prescribed curriculum.
2. Saint Paul Public Schools' Farnsworth Aerospace Magnet has prepared an application for funds to promote aerospace education activities in the classroom by implementing STEM and Math exercises using Rubik's Cubes. This grant is for approximately \$250. Principal, Hamilton Bell and math teacher Sandra Harrilal researched and applied for this grant.
3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Hamilton Bell, Principal; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Steve Unowsky, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. The Air Force Association Foundation is currently accepting grant applications from educators that are developing aerospace and engineering curriculum and programs in the classroom.
2. Saint Paul Public Schools' Johnson Senior High School ROTC has prepared a request for funds to support a project that will help students explore space. The grant will be used to buy materials to construct a model rockets. This will include rocket kits, rocket motors and additional associated items needed to assemble and launch the rockets. This grant is for \$250. Principal, Astein Osei and ROTC advisor, Kyle Bolton, researched and applied for this grant opportunity.
3. This project will meet the District strategic plan goal of "achievement, alignment and sustainability.
4. This item is submitted by Astein Osei, Principal; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Willie Jett, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Air Force Association

A. PERTINENT FACTS:

1. The Air Force Association is currently accepting grant applications for its AFA Educator Grant, which promotes aerospace education activities in classrooms from kindergarten through twelfth grade. The program encourages development of innovative aerospace activities within the prescribed curriculum.
2. Saint Paul Public Schools' Johnson Senior High School has prepared an application for funds to purchase high interest, low readability picture book sets for special education students that include STEM and Aerospace topics. The goal of this project is to increase student knowledge in areas of aerospace and engineering and increase student independent reading time in STEM related topics. The grant is for \$250. Principal Astein Osei and special education teacher Denise Joyce researched and applied for this grant.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Astein Osei, Principal; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Willie Jett, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Bremer Foundation

A. PERTINENT FACTS:

1. The Bremer Foundation is currently accepting grant applications for projects that strengthen the community.
2. Saint Paul Public Schools Middle Grades Department has prepared an application for funds to meet the demands of our high-needs and homeless transitioning elementary students as they enter into middle school, preparing them for a successful educational journey toward their personal goals of being exceptional members of the greater community. This grant is for approximately \$150,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Timothy Hofmann, Principal on Special Assignment for Middle School Transition, Principal at Parkway Montessori/Community Middle School; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Steven Unowsky, Interim Assistant Superintendent, Middle Grades; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the CVS/Caremark Foundation

A. PERTINENT FACTS:

1. CVS/Caremark Foundation is currently accepting requests for its Literacy For Life Community Grant which provides funds for literacy building activities and programs for youth.
2. Bridge View School has prepared an application for funds to help special education teachers to improve literacy, gross motor, fine motor and sensory skills development for their students. Funding will be used to purchase additional state mandated special education literacy materials targeted to students in the severe/profound cognitive and physical disability range. Local High School students will collaborate with special education assistants and mentor elementary students while increasing their own literacy and transitional living skills. This grant is for \$5,000. Special education teachers Kristen Larson and Syndy Walfoort from Bridge View School researched and applied for this grant opportunity.
3. This project will meet the District strategic plan goal of achievement, alignment and sustainability.
4. This item is submitted by Principal, Nancy Flynn; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Elizabeth Keenan, Special Education; Kate Wilcox-Harris, Chief Academic Officer and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Ecolab Foundation

A. PERTINENT FACTS:

1. The Ecolab Foundation is currently accepting grant applications for projects that AVID programming and FIRST Robotics Competition support for Humboldt High School students.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to support activities related to AVID program support, FIRST Robotics competition and student enrichment and community building needs at the school. This grant is for approximately \$70,000.

Staff at the school researched this grant opportunity and applied for this renewal of grant funds.

3. This project will meet the District strategic plan goals of Achievement and Sustainability.
4. This item is submitted by Principal, Mike Sodomka; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Willie Jett, Assistant Superintendent; and Michelle Walker, Chief of Staff .

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Education Minnesota Foundation for Excellence In Teaching and Learning

A. PERTINENT FACTS:

1. The Education Minnesota Foundation is currently accepting grant applications for projects that support excellence in teaching and learning.
2. Saint Paul Public Schools Central High School has prepared an application for funds so Spanish language students at Central can use technology to communicate with students in Colegio Mi Mundo in Leon, Nicaragua to improve their Spanish skills and learn about teenage life in another country. This grant is for approximately \$3,000.

Both Principal Mackbee at Central High School, Assistant Superintendent Willie Jett and Assistant Director of Technology Integration Steve Hoffman were informed about this grant opportunity.

3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Principal, Mary Mackbee; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Willie Jett, Assistant Superintendent; and Michelle Walker, Chief of Staff .

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Education Minnesota Foundation Classroom Grant Submission

A. PERTINENT FACTS:

1. The Education Minnesota Foundation is currently accepting grant applications for its EMF Classroom Grants, which promote unique classroom curriculum and programming among its Teacher's Federation members.
2. Saint Paul Public Schools' Journeys Secondary School has prepared an application for funds to form a partnership between the SPPS Empowerment program, The Lab program at Journeys and professional urban photographer, Steve Floyd. The grant will allow Mr. Floyd and the staff at Journeys to help at-risk youth discover self-regulation and self-reflection through the use of personal and urban photography. The grant is for \$3,000. Principal Theresa Neal and social worker Mary Tinucci researched and applied for this grant.
3. This project will meet the District strategic plan goal of "achievement, alignment and sustainability".
4. This item is submitted by Theresa Neal, Principal; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Elizabeth Keenan, Executive Director Special Education; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Future Farmers of America Foundation Legacy Club Grant

A. PERTINENT FACTS:

1. The Future Farmers of America (FFA) Foundation is currently accepting grant applications for its FFA Legacy Club Grant, which promotes the study of agricultural sciences, curriculum development and programming among students from elementary school to college.
2. Saint Paul Public Schools' Humboldt High School has prepared an application for funds to grow FFA student chapters and interest among students at Humboldt. Funds will be used to financially support student dues, conference registrations, camps, field trips, etc. Chapter activities will include MN State FFA Conventions, 360 Conferences, Ag Policy Seminars, FFA Boot Camp and Greenhand Camp. The grant is for \$1,000. Principal Mike Sodomka and agricultural specialist Julie Ketterling researched and applied for this grant.
3. This project will meet the District strategic plan goal of "achievement".
4. This item is submitted by Mike Sodomka, Principal; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Willie Jett, Assistant Superintendent; Kate Wilcox-Haris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the Great Lakes Higher Education Guaranty Corporation

A. PERTINENT FACTS:

1. The Great Lakes Higher Education Guaranty Corporation is currently accepting grant applications for projects that provide direct services that increase the academic preparedness of students from traditionally underserved backgrounds.
2. Saint Paul Public Schools, Saint Paul College, Hmong College Prep Academy and Community of Peace Academy have prepared an application for funds to plan and carry-out a 32-week program combining weekly skills-enhancement work in math and reading, complemented by four, day-long Saturday Sessions on career and college readiness and four Family Engagement Evenings intended to enhance “college knowledge”. This will improve struggling students’ proficiency in math and reading while offering them a vision of the future that includes not only high school graduation but successful completion of a post-secondary credential. This grant is for approximately \$300,000. Staff at Humboldt High School was contacted by Saint Paul College to partner on this grant opportunity.
3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Michael Sodomka, Principal, Humboldt High School; Darlene Fry, Director Office of College and Career Readiness; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Willie Jett, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; Michelle Walker, Chief of Staff and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. The Meadowlark Foundation has awarded a grant to Saint Paul Public Schools to develop leadership skills in young African-American women.
2. Johnson Senior High school will use these grant funds to support an "Art of Hosting" program at the school to engage youth for reflection and action. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,450. Staff at the school/program researched 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; Tim Caskey, Executive Director of Human Resources; and, Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Meadowlark Foundation for funds to implement a leadership program at Johnson Senior High School; to accept funds; and to implement the project as specified in the award documents.

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. The Peace Maker Foundation has awarded a grant to Saint Paul Public Schools to provide schools with tools to stop violence.
2. Linwood-Monroe School has received funds to implement research-based strategies in third and fourth grade classrooms based on local context and needs identified by classroom teachers. This program complements existing Positive Behavior Systems at the school. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$15,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Peace Maker Foundation for funds to implement research-based strategies in third and fourth grade classrooms based on needs identified by classroom teachers at Linwod-Monroe. School; 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: December 18, 2012

TOPIC: Request for Permission to Accept a UnitedHealth HEROES Grant

A. PERTINENT FACTS:

1. UnitedHealth has awarded a grant to Saint Paul Public Schools to provide funds for service-learning programs that have walking, running, or hiking at their core. As students implement their chosen service projects to address a meaningful community need, young HEROES will learn about the value of activity in their everyday lives, and gain experience in one or more college, career, and workforce readiness skills.
2. Humboldt Secondary School has received funds to implement Steps Toward Change, a student led, obesity awareness service-learning project. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$910.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tim Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission to Submit a Grant Application to the U.S. Environmental Protection Agency (EPA) – Office of Environmental Education

A. PERTINENT FACTS:

1. The U.S. Environmental Protection Agency (EPA) – Office of Environmental Education is currently accepting grant applications for projects that support environmental education projects that enhance the public's awareness, knowledge, and skills to make informed environmental decisions and take responsible actions towards the environment.
2. In collaboration with the University of Minnesota's STEM Education Center and Cedar Creek Ecosystem Reserve Institute on the Environment, Saint Paul Public Schools Science and Curriculum, Instruction, and Professional Developments departments have prepared an application for funds to that provide professional development for science teachers while addressing the environmental priorities of air and water quality. This grant is for approximately \$215,816. Staff at the programs researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Marty Davis, Program Manager, Science K-12; Julie Schultz Brown, Director, Communications, Marketing and Development; Evelyn Belton Kocher, Director, Research, Evaluation and Assessment; Christine Osorio, Executive Director, Curriculum, Instruction, and Professional Development; Kate Wilcox-Harris, 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 the U.S. Environmental Protection Agency (EPA) – Office of Environmental Education for funds to provide professional development for science teachers; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. Weesner Foundation is currently accepting requests for its Wolf Ridge ELC Yellow Bus Fund School Scholarship Program, which provides funds for transportation expenses related to student visits to Wolf Ridge Environmental Learning Center.
2. Ramsey Junior High School has prepared an application for funds to support transportation expenses related to a three day extended field trip to Wolf Ridge Environmental Learning Center for 100 7th grade students. Students participating in the field trip will take classes on ecology, outdoor skills and team building. Ecology classes meet the Minnesota State Science Standards for 7th grade life science. This grant is for \$3,190.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Principal, Nancy Flynn; Julie Schultz Brown, Communications, Marketing & Development; Evelyn Belton-Kocher, Research, Evaluation & Assessment, Steve Unowsky, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

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

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 that 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 of Engagement; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Permission of the Board of Education to Enter into a Contract With NFL Play 60 FitnessGram

A. PERTINENT FACTS:

1. Twenty five Saint Paul School sites have been identified for participation in the NFL Play 60 FitnessGram. The sites are Battle Creek Elementary, Battle Creek Middle, Bruce Vento, Capitol Hill, Central High School, Como High School, Dayton's Bluff, Farnsworth Aerospace 5-8, Gordon Parks, Harding High School, Hazel Park Prep, Highland Park Junior, Highland Park Senior, Highwood Hills, Humboldt Secondary, Jackson Preparatory, Johnson High School, LEAP, Monroe/Linwood, Murray Junior High, Nokomis Elementary, Ramsey Junior High, Washington Technology and Wellstone Elementary.
2. Sites agree to collect data using The Cooper Institute FitnessGram (FG) two times per year. The data will then be shared with the district. Fitness data is also available for parents. The physical fitness assessment utilizing FG will provide the district and sites with critical information to further develop programming for students.
3. FG is widely recognized as the premier health-related physical fitness assessment and computerized reporting system for youth.
4. The FitnessGram test items include aerobic capability, muscular strength/endurance, flexibility, and body composition.
5. FG does not compare students to other students; instead it compares students to a carefully set of health fitness standards, established for each age and gender.
6. Funding for the FitnessGram software has been made available through support by The National Football League.
7. All information collected will be de-identified to protect the privacy and confidentiality of the participants.
8. Students/families can choose not to participate in the assessment.
9. The FitnessGram has been vetted both by the Department of Research and Evaluation and Informational Technology.
10. This project will meet District target area goals by aligning resource allocations to District priorities and strengthening relationships with community and families.
11. This item is submitted by Matthew Mohs, Acting Chief Academic Officer and Executive Director, Title I, Funded Programs; Christine Osorio, Executive Director of Curriculum, Instruction, and Professional Development; and Denise Quinlan, Principal on Special Assignment, Center for Curriculum, Instruction, and Professional Development.

Page 2

DATE:

December 18, 2012

TOPIC:

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

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Ramsey County Elections Contract

A. PERTINENT FACTS:

1. The Ramsey County Elections Manager has provided SPPS with the proposed contract for election services between Ramsey County, the City of Saint Paul and Saint Paul Public Schools (SPPS). The term of the contract is four years January 1, 2013 through December 31, 2016. The contract may be renewed for one additional four-year period by written agreement of the parties.
2. Some pertinent facts related to the proposed contract are:
 - The City and the School District are the two governmental units that hold elections on odd numbered years. Therefore, the City and the School District bear the full cost of the elections held in the odd numbered years.
 - The cost of the election services for the Regular Elections for the 2013-2014 calendar years will be \$1,550,000.
 - The City share of the cost is 73% of the total amount or \$1,131,500 The School District share of the cost is 27% of the total amount or \$418,500.
 - Payments to cover the cost of the first biennium of the contract will be made in eight quarterly payments of \$52,312.50.
 - The cost for the second biennium will be provided to the District no later than April 1, 2014 and will be calculated based on a formula detailed in the contract.
3. The County will provide all services, equipment and supplies as required to perform on behalf of the City and the School District and all election-related duties of the City and School District under the Minnesota Election Law and other relevant state and federal laws.
4. This project will meet the District strategic plan goal of alignment and sustainability.
5. This item is submitted by Marilyn Polsfuss, Assistant Clerk.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Request for Approval to Enter into Partnership Agreements with Post Secondary Preparation Agencies

A. PERTINENT FACTS:

1. This request is for approval to enter into agreements of partnership with the local, state, and federal post-secondary preparation partnership agencies for the 2012-2013 school year.
2. SPPS staff has begun to align the current opportunities that post-secondary partners have maintained through local, state, or national level grants to support the preparation efforts of SPPS students in conjunction with SPPS staff.
3. This work aligns with the District goals of achievement (meaningful connections, high achievement and college or career readiness for all students) and alignment.
4. Students will be recruited at their secondary sites to participate in post-secondary preparation programs. These programs will take place at the secondary sites during the academic year; some partnership programming will continue into out-of-school time on the college campuses during extended break periods.
5. The table below lists the program names, the specific educational institutions that deliver the program (where applicable), and the district schools participating in each program during the 2012-2013 school year:

Program Name	School(s) Served
College Possible	Central, Como, Harding, Highland, Humboldt, Johnson, Washington
Educational Talent Search	
Century College	Battle Creek, Farnsworth, Harding, Highland Jr. & Sr., Johnson
St. Olaf College	Humboldt Secondary
Upward Bound	
Century College	Como Park, Harding, Johnson
Metropolitan State University	Washington Secondary
St. Olaf College	Central, Humboldt Secondary
University of Wisconsin–River Falls	Washington Secondary
Project Success	Battle Creek, Humboldt, Highland Jr.

Page 2

DATE:

December 18, 2012

TOPIC:

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

6. This item is submitted by Darlene Fry, Director, Office of College and Career Readiness; Willie Jett, Assistant Superintendent of High Schools; Steve Unowsky, Assistant Superintendent of Middle Grades; Kate Wilcox-Harris, Chief Academic Officer; Michael Baumann, Deputy of Finance and Schools; and Michelle Walker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

TOPIC: Discharge of S.B.

A. PERTINENT FACTS:

1. S.B. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that S.B. be discharged from her employment for the statutory causes of inefficiency in teaching, insubordination, and conduct unbecoming a teacher.
3. This item is submitted by Andrew Collins, Elementary Assistant Superintendent, and by Valeria Silva, Superintendent.

B. RECOMMENDATION:

That the Board of Education finds, concludes and directs:

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

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2012, through June 30, 2014.
2. Contract changes are as follows:

Wages: Effective July 1, 2012, the salary schedule increase is 1.75%. Effective July 1, 2013, the salary schedule increase is 1.75%. Maintain step increases in each year of the contract.

Benefits: Effective January 1, 2013, the district monthly contribution of \$600 for single coverage is increased to \$613; the district monthly contribution of \$1,175 for family coverage is increased to \$1,200. Effective January 2014, the district contribution for single coverage is increased to \$638; family coverage remains at \$1,200.

Severance: Effective July 1, 2012, increase daily amount from \$85 to \$95 for notification of less than three months and unused sick leave amount from 205.88 to 212 days. For notification of more than three months, increase the daily amount from \$100 to \$125 per day and the maximum contribution from \$18,000 to \$22,500.

Professional Growth: Effective July 1, 2012, increase yearly amount from \$500 to \$600 per fiscal year. The maximum individual allowance available in any fiscal year, including carryover, cannot exceed \$1,000.

3. The District has 10 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2012-13 budget year: \$20,668
 - in the 2013-14 budget year \$20,215
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2012 through June 30, 2014.

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2012, through June 30, 2014.

2. Contract changes are as follows:

Wages: Effective July 1, 2012, the salary schedule increase is 2.10%. Effective July 1, 2013, salary schedule increase is 2.25%.

Benefits: Effective January 1, 2013, the district monthly contribution of \$600 for single coverage is increased to \$625; the district monthly contribution of \$1,175 for family coverage is increased to \$1,200. Effective January 2014, the district contribution for single coverage is increased to \$650; family coverage remains at \$1,225.

Severance: Effective July 1, 2012, increase daily amount from \$100 to \$125 for retirement notification three months in advance for maximum of 160 days of accrued, unused sick leave. The maximum contribution amount increased from \$18,000 to \$20,000.

3. The District has 233 FTE's in this bargaining unit.

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

- in the 2012-13 budget year: \$328,372
- in the 2013-14 budget year: \$321,436

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

5. This request is submitted by Julie Coffey, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools & Business Operations.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective January 3, 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: December 18, 2012

TOPIC: Approval of the New Rate of Pay for Substitute Teachers

A. PERTINENT FACTS:

1. The Human Resource Department has reviewed the substitute teacher fill rate for the first three months of the 2012-2013 school year. The overall average fill rate is below the same period as last year. The number of active substitute teachers is 600 with approximately 250 substitute teachers identified as also working for other districts. The current rate of pay for a short term substitute teacher is \$110 per day. This rate has not changed since July 1, 2006.
2. Human Resources also researched the pay rate of various school districts within our market area. Other districts have used an incentive built into the pay scale in order to retain the substitute teacher. Changing to a tiered pay scale would allow the district to offer an incentive to substitute teachers to fill the districts daily teacher absences.
3. The following tiered rates are consistent with area school district rates and are recommended to ensure filling daily absences:

Up to 160 hours	\$110.00 per day
After 160 hours	\$115.00 per day
After 300 hours	\$120.00 per day

4. This item will meet the District target area goal of alignment.
5. This item is submitted by Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Deputy, Schools and Business Operations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 establish recommended tiered rates of pay for substitute teachers ranging from \$110 to \$120 per day effective as of December 18, 2012.

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

1. This bid provides all labor, materials, equipment and services necessary for and incidental to construction of interior renovation at the Sheridan Elementary School building to support the Nokomis Montessori program.
2. The following bids were received for the lump sum base bid plus alternates no. 1, 2, 3, 6 and 8:

	<u>Lump Sum Base Bid plus Alternates No. 1, 2, 3, 6 and 8</u>
Construction Results Corporation	\$566,200.00
Derau Construction, LLC	585,200.00
CM Construction Company Inc.	590,650.00
Maertens-Brenny Construction Co.	599,450.00
Schreiber Mullaney Construction Co. Inc.	615,715.00
Rochon Corporation	637,800.00
Black & Dew, LLC	645,550.00
McFarland Construction Company	650,000.00
JPMI Construction Co.	654,100.00
Merrimac Construction, Inc.	673,734.00

Alternate No. 1 is for gymnasium lights. Alternate No. 2 is for classroom lights. Alternate No. 3 provides lights for Children's House. Alternate No. 6 provides accent paint. Alternate No. 8 is for classroom lighting controls.

Unit Prices are as follows: no. 1 electrical outlets; no. 2 data outlets; no. 3 lockset; no. 4 metal locker; no. 5 sidewalk pad; no. 6 room signage; no. 7 directional signage; and no. 8 acoustical ceiling tile.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from alternative bonds and capital bonds, budget codes 06-005-850-386-6520-6982 and 06-005-870-000-6520-6020.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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

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

DATE: December 18, 2012

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

A. PERTINENT FACTS:

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

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

	<u>Lump Sum Base Bid</u>
CM Construction Company, Inc.	\$1,064,400.00
Construction Results Corporation	1,116,400.00
JPMI Construction Co.	1,134,000.00
Sheehy Construction Co., Inc.	1,141,300.00
Schreiber Mullaney Construction Co., Inc.	1,160,890.00
Parkos Construction Co., Inc.	1,181,000.00
Morcon Construction	1,184,000.00
RAK Construction, Inc.	1,215,261.00
A&L Construction, Inc.	1,233,500.00
McFarland Construction Company	1,253,200.00
J.S. Cates Construction, Inc.	1,341,000.00
Merrimac Construction, Inc.	1,459,477.00

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

4. Funding will be provided from capital bonds, budget code 06-005-870-000-6520-6020.

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

6. This item is presented by Sara E. Guyette, Director of Facilities; and Michael Baumann, Deputy of Schools and Business Operations.

B. RECOMMENDATION:

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



Final Levy Recommendation



Funds	Recommended Final Certified Pay13
General Fund	86,417,735.70
Community Service Fund	3,449,244.36
Debt Service Fund	43,852,359.57
Total All Funds	133,719,339.63
Amount Change	\$7,646,763.75
Percent Change	6.1%



Board of Education
360 Colborne Street
Saint Paul, MN 55102-3299

Independent School District 625
Telephone: (651) 767-8149 Fax: (651) 290-8331

RESOLUTION ON PAY 13 PROPERTY TAX LEVY

That the Board of Education certify the Pay 13 Property Tax Levy at \$133,719,339.63, a 6.1 percent change from the Pay 12 Levy.



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MEMORANDUM

DATE: December 3, 2012

TO: Michael Baumann
Deputy of Schools and Business
Operations

FROM:  Sara E. Guyette, A.I.A., LEED AP
Director of Facilities

SUBJECT: Project Labor Agreements
Harding Senior High School, 1540 E. Sixth Street, Window Replacement
Parkway School, 1363 Bush Avenue, Interior Renovation

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

Please ensure that this is on the December 18, 2012 Board of Education agenda for action.

School Name	Description	Associated Builders & Contractors	Associated GC of MN	National Assoc of MNCont.	Saint Paul Build.+Trades Council	Admin.
Harding Senior High School	Window Replacement	NO	NO	NR	YES	NO
Parkway School	Interior Renovation	NO	NO	NR	YES	YES

NR = no response

Please advise if you have any questions.

Cc: Jeff Lalla, Tom Parent, Marilyn Polsfuss

Board of Education Meetings

(5:45 unless otherwise noted)

- January 15, 2013 – Annual Meeting 6:00 p.m.
- January 22
- February 19
- March 19
- April 16
- May 21
- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15
- November 12 Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

Committee of the Board Meetings

(4:30 unless otherwise noted)

- January 15 (6:30 p.m.)
- February 5
- March 5
- April 2
- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3