



Saint Paul Public Schools

Regular Meeting

Tuesday, December 13, 2011 5:45 PM

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

BOARD OF EDUCATION



Elona Street-Stewart
Chair



Jean O'Connell
Vice Chair



Keith Hardy
Clerk



Anne Carroll
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John Brodrick
Director



Kazoua Kong-Thao
Director



Jeff Risberg
Director



ADMINISTRATION
Valeria S. Silva
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – John Brodrick, 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 13, 2011
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 Meeting of the Board of Education of November 29, 2011 21
- V. COMMITTEE REPORTS**
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 - A. Deb Rosenthal - Boundary change St. Clair to Randolph
 - B. Emily Leabch - Boundary change St. Clair to Randolph
 - C. Ellie Leabch - Boundary change St. Clair to Randolph
 - D. David Sepeda - Boundary change St. Clair to Randolph
 - E. Carol Ann Wall - Boundary change St. Clair to Randolph
 - F. Sarah Wall - Boundary change St. Clair to Randolph

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INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
November 15, 2011

I. CALL TO ORDER

The meeting was called to order at 5:52 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Kong-Thao moved approval of the Order of the Consent Agenda as published with the exception of Item B1 - Request for Permission to Submit a Grant Application to 3M – SSEI STEM and Item E1 - the Como Woodland Outdoor Classroom which were pulled for separate consideration. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

B. Order of the Main Agenda

MOTION: Ms. Kong-Thao moved approval of the Order of the Main Agenda as published. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of October 18, 2011

MOTION: Ms. Kong-Thao moved approval, seconded by Ms. Carroll, of the Minutes of the Regular Meeting of the Board of Education of October 18, 2011.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of November 1, 2011

1. **Promise Neighborhood Update**

The representative from the Mayor's office to Promise Neighborhoods and the new Director for the program provided an overview of the Promise Neighborhood program. They reviewed the status of the grant application for the implementation phase, reviewed the support, which has been provided by 72 groups or organizations to support the implementation phase of the Promise Neighborhood program, and outlined next steps.

2. **SSSC Equity VisionCard Monitoring**

This was a very rich and extended discussion covering a wide range of data points relative to the 2011-12 Equity VisionCard. Data review showed the following results:

- Reading indicators have gaps at the Concern level.
- Math and Science indicators are at Intervene level.
- GRAD Writing is at Baseline, the highest level for standardized achievement in terms of gaps.
- Gaps in advanced coursework completion and tests range from Baseline (IB testing) to Intervene (AP testing)
- Gifted/Talents identification and Special Education referrals show disproportionality at the Baseline and Progress levels, respectively
- Disproportionality in Absences (students absent 11+ days) is highest at Middle/Junior High, where it is at Baseline level. At Elementary and Senior High, absences are at Progress level or higher.
- The greatest disproportionality is in Suspension, where Elementary, Middle/Junior and Senior High are all at the Intervene level; African American students were most likely to be suspended, twice as much as American Indian students and five times as much as Caucasian students.

A review was also provided on the PBIS (Positive Behavioral Interventions and Supports) programs being implemented at seventeen sites.

3. **2011 Legislative Recommendations**

The SPPS legislative liaison's presentation included a preview of the upcoming legislative session; a State of the State on School Funding and she then moved to a review of the legislative recommendations which are outlined in full in the minutes in the Board Book for this meeting. Her final area of review was the reauthorization of the Elementary and Secondary Education Act (ESEA), most recently reauthorized as the No Child Left Behind Act of 2001 and the core principles Saint Paul Public Schools will advocate for.

RECOMMENDED MOTION: That the Board of Education approve the 2011 Legislative Recommendations as presented.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes

Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

4. Initial 2011-12 Budget Revisions

Administration indicated the first revision to the FY 2011-12 budget was in the General Fund and in the Fully-Financed Funds for Community Service and the General Fund. With the revisions the total revised revenues are \$641,714,124 (an increase of \$24,914,796) and total revised expenditures are \$667,737,980 (an increase of \$31,455,297).

QUESTIONS/DISCUSSION:

- The question was raised why the increase in revenues and expenditures?
Response: The largest piece was created through the initial budget expectations on what legislative results would be and what actually came out of State legislation. This was an increase favorable to SPPS. There was also an increase in enrollments along with grants received.

RECOMMENDED MOTION: That the Board of Education approve the initial 2011-2012 Budget Revisions as presented.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

5. Standing Item: Policy Update

The Policy Work Group will meet between now and the November 29 COB to develop draft language which can be reviewed at that meeting on the advertising policy. The review was subsequently rescheduled to the December 6 COB meeting.

6. The **Work Session** was a brief review of the process and timeline for the Superintendent's evaluation.

MOTION: Mr. Brodrick moved acceptance of the minutes of the November 1 Committee of the Board Meeting as published. The motion was seconded by Ms. Carroll,

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

VI. RECOGNITIONS)

BF 28807 Recognition of the District Parent Advisory Committee Members

The SPPS District Parent Representative Advisory Council is a PreK-12 parent leadership group who provides input, their perspectives and advisement to the Superintendent on district-wide level issues and challenges affecting students and families. The members of the Council are demographically representative of the students and families SPPS serves. The DPAC's purpose

is to build strong relationships between parents, administration and schools to accelerate student achievement. To provide input, make recommendations, and advocate on key policy issues which administration will bring before the Saint Paul Public Schools Board of Directors; provide input on concerns facing students and families and increase the accessibility of opportunities for parent engagement and parent leadership.

The Executive Director of Family and Community Engagement introduced the members of the DPAC.

MOTION: **Ms. Carroll moved the Board of Education recognize and acknowledge the contributions and out-standing work of the District Parent Advisory Council's dedication and commitment to the students, families and communities in the St. Paul Public Schools. Ms. Kong-Thao seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

BF 28808 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

- Highland Park Junior High School – The girls' soccer team - city champion.
- Murray Junior High School – The flag football team - city champion.
- Murray Junior High School – The boys' soccer team - city champion.
- Murray Junior High School – The girls' volleyball team - State champion.
- Harding High School – The girls' tennis team - city champion.
- Highland Park Senior High School – The boys' cross-country team - city champion.
- Highland Park Senior High School – The girls' soccer team was city champion.
- Central Senior High School – The girls' cross-country team - city champion.
- Central Senior High School – The boys' soccer team - city champion.
- Central Senior High School – The girls' swim team - city champion.
- Central Senior High School – The girls' volleyball team - city champion.
- Central Senior High School – The football team - city champion.

MOTION: **Ms. Kong-Thao moved the Board of Education acknowledge and congratulate the success of all of the athletic teams recognized. The motion was seconded by Mr. Risberg.**

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

VII. PUBLIC COMMENT

- David Sepeda – Boundary-line between Highland Park and Central high schools.
- Jim Rosenthal – Boundary-line between Highland Park and Central high schools.
- Paige Norman – Introduced the "Fill the Dome Project" which is being coordinated by students across schools and districts in order to collect food for the needy in the Twin Cities.

VIII. SUPERINTENDENT'S REPORT

A. District Legislative Platform

The Legislative Liaison reviewed the SPPS Legislative Platform highlighting specific items in a brief overview of the more complete report provided during the November 1 Committee of the Board meeting. She noted that all but one of the referendums that were up for renewal passed in the recent election process and noted also that those referendums asking for additional fundings had mixed results. She also reviewed the actions of the State Legislature which has resulted in more and more of the cost for education being shifted onto districts and subsequently covered by property taxes. She stated that the results of the November State forecast would affect the legislative agenda depending upon what the actual financial shortfall for the state is. She noted that any of the platform items that had a fiscal note would be more difficult to get into legislation but should be left on the platform in order to keep the issues in front of legislators.

QUESTIONS/DISCUSSION:

- Has the legislative platform been shared with the State's Integration Task Force?
Response: The Legislative Liaison indicated Representative Mariani was a member of the task force and she had spoken with him on the issues and asked to be given the opportunity provide a history of integration for the task force as many were not aware of the evolution of the integration funding. The District will continue to work with members of task force.

The Board extended it thanks for the report adding these were common issues being heard across the country. The legislative agenda provides a chance to talk about both the state and federal dimensions of legislative issues and those facing education.

B. District Monitoring: Equity Vision Card

The Chief Accountability Officer presented a background review of the VisionCards and the SPPS Strategic Plan. She noted that in order to improve focus needs to be on outcomes (achievement and equity) and inputs/processes (the rest of the VisionCards). A VisionCard is a summary of district-wide indicators of progress on the SSSC strategic plan, grouped by theme. Results are scaled on five levels: intervene, concern, baseline, progress and vision.

She noted changes which had been made since VisionCards were initially introduced to the Board. She also outlined the scale for gap levels which are: intervene >40%; concern 30-40%; baseline is 20-30%; progress is 10-20% and vision is <10%.

The VisionCard results showed:

- MCA Reading is at the concern level in the gap between percent proficient by race/ethnicity.
- The largest gap (44%) in MCA Math is between Caucasian and African American students; that is the intervene level. Gaps with other race/ethnic groups are smaller, but still large.
- The largest gap is MCA Science is 47%, intervene level. Similar to math, but different from reading, the gaps are nearly identical for all groups.
- The largest gap (39%) in GRAD Reading (pass on first attempt) is at concern level, the same as MCA Reading.
- GRAD Writing has higher percentages of students passing on their first attempt. The largest gap (22%) is at the baseline level.
- Gaps in GRAD Math (pass on first attempt) are similar to MCA Math, varying up to 20% between race/ethnic groups. The largest gap (53%) is at the intervene level.
- Racial gaps in percentage of students completing advanced coursework vary by almost 20%. The largest gap (37%) is at concern level.

- 49% more Caucasian students than Asian American students scored at 3 or higher on at least one AP exam; this is at intervene level.
- At the three SPPS International Baccalaureate high schools, the gap (28%) is at baseline level for percent of students with a score of 4 or more on at least one IB exam.
- In SY 2009-10, the largest gap in NCLB graduation rate was 34%, concern level. The American Indian student group is small, so results vary greatly from year to year.
- With the SPPS four-year cohort graduation rate, the largest gap (25%) is at baseline level. These numbers are not yet final for SY 2010-11.

Disproportionality ratio scales are intervene >8, concern 6-8; baseline 4-6; progress 2-4 and vision <2. Disproportionality is how many times more likely is a student group to experience an outcome than the group with the lowest percentage.

- In 2010-11, Caucasian students were twice (2.0 times) as likely as Asian American students to be suspended at least once.
- Gifted and Talented (GT) identification showed, in 2010-11, Caucasian students in grades 1-6 were over four times more likely to have been identified as GT than African American students (46% compared to 10%). That disproportionality is at baseline level.
- Special education referrals showed all race/ethnic groups are at the progress level or above.
- The largest disproportionality in Absences (11+ days absent) is baseline level in Junior High. All other gaps in absences are at progress or vision level.
- Disproportionality is at the intervene level between African American (the highest percent of students suspended) and Asian American (the lowest percent suspended).

She indicated certain areas of disproportionality would be explored further in breakdowns in areas such as ELL, suspensions, GT, etc.

The Chief of Academics then moved on to report on actions put in place to address some of the disparities made obvious in this area of equity. She noted the following were showing positive results:

- AVID (Advancement Via Individual Determination) has a demographic participation that closely mirrors the district's. Secondary enrollment has grown from 403 students in 2005 to 1,083 students in 2010. Elementary enrollment has grown from 784 students in five schools to 3,547 students in 245 schools. For both Reading and Math MAP, a higher percentage of AVID students made typical growth by at least 3 percentage points in grades 8 and 9 than district-wide. Of 1,083 AVID students in 2010-11, 898 (83%) took at least one advanced course. 873 (97%) passed at least one of the advanced courses. 96% of AVID seniors graduated in 2010-11. AVID is infiltrating schools across the district particularly in the areas of math, reading and Stem.
- PBIS (Positive Behavioral Intervention Systems) utilizes three levels of interventions. Tier 1 (Universal Interventions) is school-wide prevention (all students) and includes a School PBIS Team, utilization of discipline data, establishment of behavioral expectations, taught routines (re-taught as necessary) and a recognition system. Tier 2 (Focused Interventions involving some students) includes screening and identification; a problem-solving team; functional behavioral analysis; intervention options and progress monitoring. Tier 3 interventions focus on individual students and include assessment-based interventions that are intense and durable. The changes must occur within the system, the emphasis is on prevention.
- In the area of Curricular Equity, several efforts are in place: secondary reading interventions, the common core initiative, increased focus on elementary mathematics and science and the inclusion of ArtsLiteracy in several areas. ArtsLiteracy is a method using theater models to get students engaged at a physical and emotional level.
- Gifted Services has developed communication tools for family and students events to encourage and support more African American, American Indian and Latino males in taking advanced courses. A student mentor program has been launched for African American, American Indian and Latino males taking advanced courses for the first time. Volunteers are being recruited for the Gifted Services Advisory Committee from sites with

racially diverse populations and multiple assessments/measures for identifying and serving gifted and talented students are being investigated.

- In the area of counseling and guidance, PBIS work is going on at sites under the Elementary School Counseling Grant to reduce discipline referrals of African American and American Indian students. At the secondary level, work is underway to connect with racially diverse communities to ensure access to post-secondary information and resources. The Naviance System is being implemented with benchmarks for every 7th through 12th grader to be college and career-ready (PBIS Tier 2 and 3 supports).
- Additional time is being provided for students through extended hours at specific sites; an extended day for Learning Instrumental Music Program; GRAD support classes and expansion of the Freedom school.
- Efforts are underway to increase access and support through Project Kofi (Wilder Foundation); Adult Basic Education's Strategies for Success class; increased collaboration with external partnerships including American Indian Family Center, Ain Dah Yun, Department of Indian Work and others. Other efforts are increased school visits from 3M scientist and engineers from diverse backgrounds; increased participation of diverse students at Science day at the Science Museum of Minnesota; increased participation in Somali SALT(Somali Academic Language and Teaching) Program in Summer African American Boys Academy and the Multi-Year Transitions Project, documenting the stages of Central Corridor Light Rail Transit Project on University Avenue.
- Other Culture and Gender-Specific programming includes: the American Indian Studies Program aligned at the American Indian Magnet PreK-8 and Harding 9-12; Indian Education Program Staff (11 FTE) serving 915 students and their families including facilitating grants through local tribes; the African American Male Initiative (AAMI) at Ramsey and Central and the Girls in Real Life (GIRL) Initiative at Murray, Farnsworth and Ramsey with plans to expand this program to all middle schools.
- Support is being provided for staff and families through: the Parent Academy, Families of Traditions Workshops; engaging multiple perspectives through district-wide aligned Parent Advisory Committees (Indian Education Parent Advisory Committee, the Latino Consent Decree, Hmong, Karen, African American and Somali communities); the MRC-hosted Black Parent Group's "How do you reach African American males?"; instructional reform and pre-service teaching and professional development. A model effort is the "Achieving within The Gap" initiative.

The district is working toward a racial equity transformation. Phase I (2010-11) involved leadership development at the district and building levels. Phase II (2011-12) DELT and School Board equity development is on-going. Phase II also includes 7 Beacon school along with 27 school site equity teams. Phase III (2012-13) continues DELT and Board equity development, completion of seminar training for 27 School Site Equity Teams and development of the remaining School Site Equity Teams. This is all aimed at eliminating racial disparities within the district.

A video was presented entitled "Achieving Within the Gap" a program being utilized within the schools. The program is laying the groundwork for further systemic change addressing the achievement gap.

QUESTIONS/DISCUSSION:

- With the data, will the District be differentiating within the racial ethnic groups for ELL, gender, etc.? Response: Yes, administration is looking at breaking out a separate analysis for ELL vs. non-ELL and certain other areas.
- Thanks were extended for the great work being done and the fact this is all being talked about and looked at is a strong move forward for the district. It was noted there will be hard work ahead but it is important that the data is being owned by the district.
- REQUEST: A board member requested a demonstration of the Naviance System.
- Do the students talk about the issue of students who will not achieve academically due to peer pressure? is that being addressed? Response: The GIRLs initiative unites the the

girls as a group and embraces their ability to perform academically and be academically successful without losing status. This is a national issue in the sense that using one's intelligence needs to be recognized and rewarded rather than viewed as a negative within peer groups. The district is working to empower kids to value education and to value themselves and their abilities.

- It was noted the perception the students have about themselves and their teachers has a strong impact on their academic performance and achievement.
- Kudos were provided for the role of athletics and its relationship to academic achievement teaching that participation, performance and persistence over time leads to achievement and success.
- The GT over identification of whites and under identification of blacks, what is being done? Response: The testing is a neutral evaluation of the students. Administration is looking at what other evaluations should be implemented in assessing GT students. There are shortcomings in the test and Naglieri has indicated it should be used as a compliment to other assessments. The District assesses test results and then offers portfolio assessment for the next lower level to attempt to avoid missing students. SPPS tests at kindergarten and at 2nd grade if students have not already been tested in order to assess students as broadly as possible. SPPS probably tests at a younger age than other districts. Other models have been explored and the Gifted and Talented Advisory Committee are providing input on this as well.
- Does the NNAT II factor in the impacts of poverty that are more significant at younger ages? Response: The District knows the power of the Naglieri it is used specifically in urban settings, the question is around the age at which it is used. It is more commonly done at the 3rd grade level. The District is looking at what pieces should go with the Naglieri to strengthen the results. It was noted there are white students within the testing who are poor, so it is not just white middle-class students who are testing well. It is known that the Naglieri tests academic giftedness and concentrates on spatial relationships; it does not measure other areas of giftedness. This is being looked at by SPPS along with other assessments that might be out there.
- The summary piece on the VisionCards, It is not just one item, it is everything – absences, suspensions, taking advanced course work, etc. – everything is in between intervene and progress for the most part. How can the Board take this information and make it provide the most utility for the coming year? What interventions are most helpful in the various levels, what messaging, sharing of information and engagement of parents will there be? How can this provide the greatest function? Response: Part of the benefit of the cards is the ability to look at different indicators and have a conversation about what priorities should be. It is all-important but is there a process that tells where to prioritize? The District knows it has challenges in standardized testing, suspensions and GT. Administration is looking for guidance from the Superintendent and the Board and what they are expecting in additional reporting, etc? The information is being used in establishing priorities. The process and the ability to look across the measures provide areas to look at and what needs specific attention and where to place specific attention.
- The Superintendent indicated the Waiver submitted by the State has four areas one of which is the achievement gap that is 25% of the points in evaluation of schools. The District is on the right path and perhaps ahead of the game relative to other districts in Minnesota. The data is the District's reality and defines where the District needs to move.
- REQUEST: When will the Board look at putting some definition on how to address some of these various levels. The request was made to have this conversation ASAP; even prior to the new Board members coming on board so current members can provide input and then continue it with the new members. This needs to be an intentional action on the part of the Board.
- In reaching out to students of color, are there plans for a parent advisory group for the African American parent group. When will it happen? Response: Parents of African American Children (PAAC) has been reestablished and is looking at its charge of being a support for African American families within the district. When will they report to the

Superintendent? Once they are organized and have started their work, probably in the spring.

- There has been discussion about looking at students and families as contributors/assets in addressing the gap – how is that being applied? Response: The African American Parent Advisory Group is working as a team to look at how to help other parents understand the importance of how to be involved in their child's education. They are working to improve outcomes for African American students in SPPS. Additionally there is work being done by DPAC and in the Parent Academies as well. African American parents make up a large percentage of the English-speaking participants in the Parent Academies and these issues are being addressed in that venue.
- Suspensions are a result of a combination of student behavior and how it is perceived. How will SPPS tackle the disproportionality and equity issue so graphically shown in the data? Response: The first part is looking at suspensions in this way. The District does quarterly attendance and disciplinary data reports for schools that use it as a monitoring system to look more deeply into issues and outcomes. The notion of disproportionality allows for a different conversation because the data shows it is not just African American students but an issue of disproportionality for students of color. The discussion has already begun within the schools and has been a source of conversation among the offices of Academics, Accountability and Schools around actions that need to be taken in each area to address it. This view has already changed the conversation in that it is a new way to look at the information. Schools also have school profiles that are being use to spur conversation within buildings. It forces the conversation with a different lens on how to look at it. This does not change how consequences are applied for the behaviors among the various groups but it does raise the question of whether consequences are applied consistently across student groups.
- The visual aspect of the VisionCards allows for a different conversation and sharing of data with various parent groups and provides them knowledge about behaviors and consequences and what that means. It provides an opportunity to engage the community in addressing the issue.
- How does “shared accountability” fits into conversations in this area? Response: There is a District Action Team looking at shared accountability. There was groundwork laid with the Shared Accountability Framework which was developed a while back and which provided expectations of the entire SPPS community. There have been conversations within the work group on how to bring people to the table to be part of the solution and to encourage them to be part of the solution willingly. There needs to be ownership of the problem across the community and how to establish expectations both in the schools and in the community; what it means to be a member of a community. Sharing data is one part of it but the conversations it engenders should provide greater buy-in throughout the community.
- In the area of awareness for adults – are there plans to have other students make similar videos? Yes.

C. Human Resource Transactions

MOTION: **Ms. O’Connell moved the Board of Education approve the Human Resource Transactions, as published, for the period September 29, 2011 through October 25, 2011. Motion seconded by Ms. Carroll.**

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Absent
Ms. Kong-Thao	Yes
Ms. O’Connell	Yes
Mr. Brodrick	Yes

IX. CONSENT AGENDA

MOTION: Ms. O'Connell moved approval of all of the items on the Consent Agenda with the exception of Item B1: Request for Permission to Submit a Grant Application to 3M – SSEI STEM and Item E1: the Como Woodland Outdoor Classroom which were pulled for separate consideration. The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Absent
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

A. Gifts

BF 28809 Approval of Non-Monetary Gift from 3M

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 \$7,152.52 will be deposited into the Central High School Intra-School Account, 19-210-000-000-5096-0000.

BF 28810 Acceptance of a Gift of Shoot and Share Pocket Projectors from 3M

That the Board of Education authorize the Superintendent (designee) to accept this gift of 400 Shoot and Share Pocket Projectors from 3M.

BF 28811 Gift Acceptance - \$15,000 Check from the St. Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept the \$15,000 check from the St. Paul Foundation.

BF 28812 Gift Acceptance from the Target Corporation

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 \$7,152.52 will be deposited into the Central High School Intra-School Account, 19-210-000-000-5096-0000.

B. Grants

BF 28813 Request for Permission to Submit a Grant Application to CVS/Caremark to Fund Computer Hardware for Deaf/Hard of Hearing Programs

That the Board of Education authorize the Superintendent (designee) to submit an application to the CVS/Caremark funding program to provide technology tools (portable computers and collateral hardware) specifically for use by teachers who work with Deaf and Hard of Hearing students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28114 Request for Permission to Submit and Accept, if Approved, a Grant Application to the Department of Employment and Economic Development (DEED) for Workforce Investment Act (WIA) Incentive Grant Funds.

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Department of Employment and Economic Development to provide ABE Services to adults including transition to post-secondary institutions; to provide employment readiness skills to be able to enter and be successful in occupational skill training programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28815 Permission to Accept a Grant from Macalester College, Center for School Change

That the Board of Education authorize the Superintendent (designee) to accept grant funds from Macalester College, Center for School Change to fund four high schools for Increasing High School Students' Academic Preparation for Higher Education.

BF 28816 Ratification of Agreement to Accept \$25,000 Award from the MN Alliance with Youth (MAWY) for 13 AmeriCorps Promise Fellows in Middle Schools

That the Board of Education ratify the \$25,000 award from MN Alliance with YOUTH (MAWY) for the placement of 13 AmeriCorps Promise Fellows in Middle Schools and direct the Superintendent (designee) to acknowledge with thanks this award.

BF 28817 Permission to Accept a Grant from the National Youth Leadership Council

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Youth Leadership Council for Farnsworth Aerospace Magnet Schools to support STEM-focused service learning projects in the district; to accept funds, and to implement the project as specified in the award documents.

BF 28818 Request for Permission to Accept Grants from the Saint Paul Public Schools Foundation

That the Board of Education authorize the Superintendent (designee) to accept grants from the Saint Paul Public Schools Foundation for funds to support and recognize excellence in teaching and learning in the district; to accept funds; and to implement the project as specified in the award documents.

BF 28819 Request for Permission to Submit Online Grant Applications to Target for Field Trips for Multiple SPPS Schools

That the Board of Education authorize the Superintendent (designee) to submit applications to the Target Field Trip program for the purpose of enabling field trips by SPPS students in multiple schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28820 Request for Permission to Submit Online Grant Application to Toshiba America Foundation for Horace Mann Elementary

That the Board of Education authorize the Superintendent (designee) to submit the application to the Toshiba America Foundation for the purpose of increasing fifth graders' proficiency in science as measured by the MCA Science test; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – None

D. Agreements

BF 28821 Approval to Enter into an Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus

That the Board of Education authorize the Superintendent (designee) to enter into an Agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period July 1, 2011, through June 30, 2012, at a cost not to exceed \$100,000.

BF 28822 Approval of Memorandum of Agreement with International Union of Painters and Allied Trades, Local No. 61, to Establish Terms and Conditions of Employment for 2011-2012

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters and Allied Trades,

Local No. 61 is the exclusive representative; duration of said agreement is for the period of May 1, 2010 through April 30, 2013.

BF 28823 Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2011-2014

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local Union No. 34 is the exclusive representative; duration of said Agreement is for the period of May 1, 2011 through April 30, 2014.

BF 28824 Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2011-2014

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2011 through April 30, 2014.

BF 28825 Approval of an Employment Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2011-2014

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said Agreement is for the period of May 1, 2011 through April 30, 2014.

BF 28826 Approval of the Terms and Conditions of Professional Employment for the Superintendency

That the Board of Education of Independent School District No. 625 approve and adopt the Terms and Conditions of Professional Employment for the Superintendency, effective July 1, 2011.

E. Administrative Items

BF 28827 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 28, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before that date.

BF 28828 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period October 1 – 31, 2011.

(a) General Account	#494549-496196	\$54,195,030.18
	#3016021-3016093	
(b) Debt Service-	0-	777.50
(c) Construction	-0-	<u>7,777,755.28</u>
		<u>\$61,973,568.96</u>

Included in the above disbursements are payrolls in the amount of \$33,119,877.46 and overtime of \$129,641.32.

(d) Collateral Changes	None
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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 21, 2011.

F. Bids - None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 28829 Request for Permission to Submit a Grant Application to 3M – SSEI STEM
BF 28830 Como Woodland Outdoor Classroom

Director Hardy stated he had pulled these two items for recognition of the partners who provided such excellent support to the schools. He extended the District's thanks to 3M and to the City of St. Paul for their support and cooperation with the District and the opportunities, these items provide for science-based learning.

MOTION: Mr. Hardy moved 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. And,
That the Board of Education authorizes the Superintendent (designee) to enter into a Joint Powers Agreement with the City of Saint Paul Department of Parks and Recreation, designating 17 $\frac{3}{4}$ acres located in Como Regional Park, known as the Como Woodland Outdoor Classroom, as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program, for educational purposes. Should the Saint Paul School Board authorize the negotiation of a Joint Powers Agreement and once an agreement is entered into the final step will be to request that the School Board pass a resolution that officially designates the Como Woodland Outdoor Classroom as a School Forest. The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

X. OLD BUSINESS – None

XI. NEW BUSINESS

BF 28806 Resolution Canvassing Returns of Votes of Independent School District No. 625
General Election

A total of 30,682 people voted in the November 8 general election out of 155,247 registered voters. Results of the school board election were as follows:

• Anne Carroll	15,093
• Louise Seeba	14,323
• Mary Doran	14,194
• Keith Hardy	13,858
• Pat Igo	8,013
• Al Oertwig	6,997
• Lizz Paulson	5,410
• Kevin Huepenbecker	5,365
• Devin Miller	4,900

- Tiffany Fearing 3,208
- Write-In 458

MOTION: Ms. Kong-Thao moved the Board of Education adopt the resolution canvassing returns of votes of the IDS 625 General Election of 2011. The motion was seconded by Mr. Risberg.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

XII. BOARD OF EDUCATION

A. Information Requests & Responses

Director Hardy again requested a demonstration of the Naviance System

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

Director O'Connell reported the Board Chair, Ms. Street-Stewart, had received the Summit Community Empowerment Award for effectively brokering collaboration, focused on racial equity, between and among community members and their schools. The award was made by Pacific Education Group at its third annual "Summit for Courageous Conversations."

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Kong-Thao moved the January 10, 2010 Committee of the Board meeting be rescheduled to Thursday, January 5 at 4:30 p.m. The motion was seconded by Mr. Risberg.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

Concern was expressed at the tight schedule and it was suggested the PEG training be delayed by one-half hour. This was agreed to by consensus.

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

- November 29 – Special (Levy Hearing) (6:00 p.m.)
- December 7 – Special Closed Meeting – Superintendent Evaluation (3:00 p.m.)
- December 7 – Special Closed Meeting – Labor Negotiations (5:30 p.m.)
- December 13
- January 10, 2012 -- SPPS Annual Meeting (4:30 p.m.)
- January 17
- February 21
- March 20
- April 17

- May 15
- June 5 – Special (Non-Renewals) 4:00 p.m.
- June 19
- July 17
- August 21

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

- November 29
- December 6
- January 5 (Thursday)
- January 31
- March 6
- April 3
- May 1
- June 12
- July 17
- July 31

XIX. ADJOURNMENT

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

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

The meeting adjourned at 9:26 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 PROPERTY TAX LEVY
November 29, 2011

I. CALL TO ORDER

The meeting was called to order at 6:09 p.m.

II. ROLL CALL

PRESENT: Ms. Carroll, Mr. Risberg, Mr. Hardy, Ms. Kong-Thao, Ms. O'Connell, Ms. Street-Stewart, Superintendent Silva and Ms. Polsfuss, Assistant Clerk

ABSENT: Director Brodrick

III. ORDER OF THE AGENDA

MOTION: Ms. O'Connell moved approval of the order of the agenda. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Absent
Ms. Street-Stewart	Yes

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

1. Presentation on the Levy

The purpose of the hearing was to receive public comment on the proposed SPPS portion of the property tax levy for Pay 12 taxes prior to Board of Education certification of the final approved levy on December 13, 2011.

SPPS levies for several reasons:

- State funding does not provide all necessary General Education expense requirements (Equity, Transition, Integration, Operating Capital, etc.)
- Mandates from the State and Federal governments require additional funding (i.e., deferred maintenance)
- Support for the cost of leased space
- Support for health care
- Support for pension obligations, and
- Support for necessary operating costs

Some of the levies contain penalties that if not levied fully at the level recommended by the State result in loss of state aid which in turn results in cuts to classrooms.

The property tax levy laws are established by the Legislature of the State of Minnesota. Boards of Education set the overall levy for school districts up to the

maximum set by the State. The 2012 levy will be paid by taxpayers in May and October of 2012. The proceeds of the 2012 levy provide funds for the 2012-13 school year. Calculations for individual property taxes are administered by Ramsey County.

There are three categories of levies that comprise the total SPPS levy: General Fund, Community Education and Debt Service. Minnesota law has changed so each taxing jurisdiction (Ramsey County, City of St Paul and SPPS) holds its own truth-in-taxation hearing. SPPS continues to work with the City and County to reduce the overall impact to citizens of St. Paul. The City, County and District percents cannot be added together to determine property tax increase/decrease as each is a separate set of calculations and budget calendars differ significantly between City/County and SPPS.

SPPS receives data from the State in August and begins to do initial calculations. The initial levy proposal is presented to a Committee of the Board in September and the Board certifies a ceiling (maximum) levy amount at the September Board meeting. In November Ramsey County mails proposed tax statements. Public hearings are held by all three entities in order to hear from taxpayers on the proposed levies. In December, the SPPS Board of Education certifies the final Pay 12 levy amount which is then certified to the State by December 28.

The total Pay 12 increase is 3.6%. The proposed ceiling for the tax levy is \$126.1 million. This represents the smallest levy increase in a number of years. The previous year's increase was 9.0%.

There are three reasons for the levy change:

- OPEB (Other Post Employment Benefits) – a levy to help cover the costs of retiree health insurance. The District continues to take steps to control these costs.
- Health and Safety Levy – a levy to cover costs of State approved projects involving health and safety issues and
- Debt Levy – that are the costs and adjustments made to maintain SPPS building infrastructure.

2. **Public Hearing**

- Greg Copeland – requested a major reduction in the 2012 levy
- Anne Holzman – spoke in support of the levy and the benefit it brings to SPPS efforts for the children.

The Chair called for any additional comments from the public; hearing none, she called for a motion to adjourn the meeting.

IV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Street-Stewart	Yes

The meeting adjourned at 6:33 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 29, 2011**

PRESENT:

Board: Directors O'Connell, Street-Stewart, Carroll, Kong-Thao, Hardy, Risberg

Absent: Mr. Brodrick

Staff: Superintendent Silva, Iver Nelson, Kate Wilcox-Harris, Julie Schultz-Brown, Christine Osorio, Kathy Brown, Steve Hoffman, Michael Baumann, Michelle Walker, Mike Kremer, Willie Jett, Denise Quinlan, Sharon Freeman, Andrew Collins, Tim Caskey, Liz Keenan, Matt Mohs

Other: Mary Doran, Mila Koumpilova, Daarel Burnette, Angie Thornhill, Alicia Whitey, Kathy Denman-Wilke.

I. CALL TO ORDER

The meeting was called to order at 4:39 p.m.

II. AGENDA

A. Information Technology Update

The Director of the Department of Informational Technology and the Assistant Director, Academic Excellence made the presentation jointly. They indicated the purpose of the presentation was to present the *Student Learning and Engagement Through Technology Integration Plan* in order to advance the logistics work toward implementation. They indicated the plan is tied to the SSSC Strategic Plan to provide better achievement through individualized instruction, aligned learning as the curriculum organizational tool, to build equitable access for all and to provide sustainability with flexibility.

The vision for this plan is to engage every learner in the district, to provide individualized learning plans and practices and to provide learning landscapes without restrictions. It aims at providing active support for students through their teachers, parents and the community and to provide learning that extends beyond the classroom.

The plan is aligned to Minnesota standards, common core standards for English/Language Arts and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). NETS standards focus on:

- Technology operations and concepts
- Digital citizenship
- Critical thinking, problem solving and decision-making
- Research and information fluency
- Communication and collaboration
- Creativity and innovation

The plan will address curriculum and development through high standards, aligned instruction and common assessments. It will provide a continuous cycle for curriculum adoption. It will collect, convert and store various curricular assets that can be shared throughout the district and it will unlock access and information for greater utilization across a broad spectrum.

SPPS already has many aspects of the plan in place; such functions as interaction with the Minnesota Department of Education, Build Your Own Curriculum, Response to Intervention (RTI), the Universal Design for Learning, ORACLE Business Intelligence systems, School Performance Analytics (SPA), Moodle, various SPPS specific applications, Infinite Campus, Parent and Student Portals and Naviance. These disparate systems need to be brought together under an integrated technology platform providing an interactive curriculum repository, user group neighborhoods, parent and partner portals and continuous information feeds. It should provide an engaging interactive environment fostering collaboration, engagement and a global focus that can be both highly standardized and highly individualized.

This platform exists and is under development now to provide a coordinated system for teachers, students and parents that will allow access to technology and that will employ systems open to any device while providing broadband services in an equitable fashion. It will require an updated Acceptable Use Policy for students, staff and community. It will also require a "continuity" plan and network infrastructure improvements.

Necessary improvements include increased bandwidth at all sites, caching appliances at large sites to pre-fetch content; TelePresence and pervasive video, an Identity Management solution and support for students, staff and families in a 24/7 environment. This will all required cooperation and coordination between SPPS and its partners.

Factors that will be critical to the success of the plan include:

- Fully involved support by leadership.
- A highly integrated application that supports the educational standards and practices and individualizes student learning
- A technology infrastructure able to deliver optimal and innovative learning
- Delivery of rich, varied and creative curriculum (from standards to instruction to assessment)
- Professional involvement from all teachers and administrators to focus on constructing blended learning environments and
- A plan driven by aligned learning (the SSSC Strategic Plan).

QUESTIONS/DISCUSSION:

- In the distribution of adult capacity and hardware district-wide, where are things in the district currently and how will it move to where it needs to be? Response: There is a wide diversity of readiness within the district; implementation plans for moving forward are being worked on. With a unified platform and curriculum depository, the District will move forward quickly. Common Core and secondary science are both positioned to take advantage of a centralized curriculum now. The District is looking at the spectrum of ability, buy-in and technology. The question is not if but when. This will be done in a series of rollouts that fit within the dynamics currently existing in the district.
- The Board will need to make decisions not only on what it is expecting for actual performance but also about opportunities for students to move beyond grade levels, building to working across buildings and programs. If SPPS moves in that direction will expectations and standards from the Dept of Education and policies keep up with that and allow movement in that direction? Response: There are three levels of components that will be dealt with as SPPS moves through this; the District will take an incremental approach, What you asked is the strategic end of condition setting that needs to happen. SPPS may find it is in front of the rest of the state. If that is the case SPPS will need to go to MDE and help to shape the conversation. It is better to lead rather than follow and that is the position administration is working toward. The second is the implementation plan that is currently in process. Then, all of this needs to be synthesized with the SSSC Plan to be sure everything aligns with that plan.
- Will the Board see details on the "needs" bullet points with costs, people needed, etc.? Response: Yes, they will.

- This focuses on student learning; there are adult learning needs as well. What is the training piece for employees? How will buy-in be achieved? Response: SPPS is focused on an incremental process so teachers are fully trained, capable of fulfilling their roll in this process and excited about its possibilities. It will take teacher leadership to make this happen. There is a training component that will reach a tipping point where everyone can move forward quickly. SPPS wants ensure it is building capability, capacity, and excitement about being involved in the process.
- Sustainability, what is the plan, how will SPPS keep momentum, where will funding come from? What about SPPS partners how can they be involved? Response: The Superintendent stated she had met with several partners and foundation on the I3 Grant. During the conversation, it was realized that to maximize the use of monies being invested by the various entities there needs to be cooperation and coordination among the partners. The approach being taken is to take existing capacity and capability and organizing and reorienting it toward instruction and student learning. The District already sustains the various pieces already in place, other components that are needed will be found through assessment of needs and ways will be found to make it sustainable financially. It is a transformation of curriculum and infrastructure. It was noted sustainability needs to be a part of all conversations on this as it moves forward.
- The training piece, as it develops what is the timeline for the implementation part? Training for teachers and students is obviously part of the plan. It would be interesting to get parents on board and to build community support for this effort. Response: The Schoolbook is directed toward the student, their teachers and parents to help students attain learning. It is putting tools in place so resources are there to provide a means for families and students to help themselves.

A request was made that additional questions be submitted and addressed through e-mail. This was agreed to.

Thanks were extended for the presentation.

B. Administrative Response to American Indian Resolution of Concurrence

The Executive Director of PreK-12 CIPD stated the presentation would look first at the data on American Indian student demographics, achievement and other performance indicators. The records indicated American Indian students have maintained a consistent proportion of the SPPS student population over the past decade. With a few exceptions, American Indian students have a larger achievement gap than other student groups, have higher mobility, lower stability, higher absences and suspensions, lower graduation rates, are more likely to be given services through special education and are less likely to enroll in post secondary education than other racial/ethnic groups.

- American Indian students remain constant at about 2% of the overall SPPS population
- American Indian students who are eligible for free and reduced lunch are the lowest among the racial/ethnic groups with the exception of Caucasian students.
- American Indian students are identified for special education services at a higher frequency than any other student group
- The American Indian student group has the second largest Math proficiency gap (37.1% between American Indian and Caucasian students)
- The American Indian student group has the second smallest Reading proficiency gap (34.6% between American Indian and Caucasian students)
- The American Indian student group has the second largest Science proficiency gap (44.6% between American Indian and Caucasian students)
- The American Indian student group has the second highest pass rate on first attempt in Writing but falls behind two other groups in Math and three other groups in Reading.
- American Indian students take fewer advanced courses than any other student group
- American Indian students have the second highest mobility (the rate of students leaving and enrolling in the school during the school year)

- The Stability Index shows the stability of classrooms as a function of students' continuous enrollment through the school year. American Indian students show the second lowest stability.
- American Indian students consistently have higher absence rates than other student groups.
- American Indian students are the second highest student group for percent of students who have been suspended.
- The graduation rate among American Indian students is the lowest of the student groups.
- American Indian students have the highest four-year dropout rate across all student groups
- American Indian students are among the lowest in pursuing post-secondary education.

Administration stated it was very important to pay attention to this data on an ongoing basis.

The following response is outlined for the record. However, the Parent Committee requested it address specific questions/concerns it had relative to the report rather than go through the report line by line.

1. **American Indian Studies**

- Name: For 2011-12, the American Indian Magnet School and World Cultures Magnet remain two separate programs co-located in the Mounds Park site. In 2012-13, the World Cultures Magnet will be discontinued as a school program. The American Indian Magnet will grow to a K-8 program and will be the sole occupant of the Mounds Park site. The American Indian Magnet School will retain its school name and articulate to Harding High School, which will house a 9-12 American Indian Studies programs.
- Staffing: SPPS Human Resource (HR) representatives have met with representatives of the parent committee to review the licensure and alternative licensure qualifications for teaching positions at the American Indian Magnet. The issue of protecting these positions is part of the negotiation process with the Saint Paul Federation of Teachers and cannot be arbitrarily implemented without Federation agreement.
- Principal: SPPS HR representatives have met with the parent committee to understand what the community sees as the essential criteria for the vacant principal position. The District has incorporated those essentials into its recruiting process for the position along with using other resources. Additional advertisement has been done in *The Circle*, *Indian Country* and the *White Earth Paper* and on American Indian list servers. Three candidates have applied. Once a candidate(s) has been identified, the District will include parent committee representatives in an informative review.
- Budget Implications for American Indian Studies: The SSSC Strategic Plan was adopted by the Board in March 2011. Under this plan the District is committed to implementing and financially supporting the plan to the fullest extent possible with each budget cycle. Both the American Indian Magnet School and the American Indian Studies program at Harding are identified in the SSSC plan as citywide magnet programs, eligible for citywide busing.

2. **Follow-up on Previous Items**

- Attendance
 - *Continuation and monitoring of the Attendance/GPA Letter:* Administration will continue to send out the Attendance/GPA letter and template to identified schools during the next school year.
 - *Update on the District's work surrounding attendance and TIP/FTIP goals:* The Office of Family Engagement and Community Partnerships (OFCEP) will regularly attend the American Indian Parent meeting to provide updates as to work specific to American Indian families. They will also support AIM in the areas of attendance/truancy.

- *How the SSSC and state budget affects this issue:* This was addressed in Item 1.
- Academic Achievement
 - *Status update on implementation of Response to Intervention:* RTI is a framework for providing high quality curriculum and instruction to all students and intervention support for those students who need it. Comprehensive RTI implementation will improve instructional quality, provide ALL students the best opportunities to succeed in school and be the means by which SPPS can address its most pressing concern, closing of the achievement gap. RTI integrates assessment, enrichment and intervention within a multi-level instructional system to maximize student achievement and to reduce instructional time lost due to behavior. With RTI, the schools use databased decision making to focus quality instruction, identify student instructional needs, continually monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

All elementary schools currently have a 30-minute block of time in the schedule to provide intervention for students who need extra academic support. A variety of instructional techniques for Reading, Math, and Writing are used during this time. Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers and accommodations to ensure that all students have access to the instructional program. Teachers differentiate products, processes, content and the environment to meet the needs of all learners.

Saint Paul Principals are accountable to the Assistant Superintendents to use student data to inform systems of support and intervention. Principals are required to document this practice and meet twice yearly with Assistant Superintendents to review disaggregated student data and tiered systems of interventions.

- *Details of the District's efforts on professional learning around cultural proficiency, as it relates to instruction:* SPPS is committed to racial equity development through the establishment of site-based equity teams. These site-based teams are participating in racial equity training in partnership with Pacific Educational Group (PEG). PEG, through Courageous Conversations, addresses racial achievement disparities.

District leadership, school board members, principals, and assistant principals are participating in this training during both the 2010/2011 and the 2011/2012 school years.

- *Culturally Responsive Teaching Cohort* - This yearlong cohort is designed for teachers and specialists who want to expand their understanding and use of culturally responsive teaching practices in their classrooms.
- *Details of how SSSC and the state budget crisis impact this issue:* This was addressed in Item 1.
- Student Suspensions
 - *A status update on the Positive School-wide Behavior Model (PSBM)* -- SPPS is in the third year of the Positive School-wide Behavior (PSB) model. The first three years has focused on attainment of a minimum 80% implementation at school buildings. Educational research indicates that this level of implementation

is the minimum required to see reliably changes in student outcomes, including student suspensions, after at least one year at that implementation level. At the conclusion of the 2010-2011 school year, 16 school buildings had attained the 80% implementation level.

SPPS continues to provide PBIS Specialists to guide and support PBIS implementation at school sites across the district. In addition, PBIS Student Intervention Specialists will be staffed to 17 school sites to provide and model behavioral intervention and support services to students with behavioral challenges to school success. The PSB model continues to be incorporated into the Rights and Responsibilities handbook and provides opportunities for reference and utilization by staff, students and families.

Implementation of the PSB model and PBIS continues to be monitored at the district and school-building levels, using a checklist assessment entitled the "Team Implementation Checklist" or "TIC". The TIC can be completed by the PBIS team in a building on a quarterly or monthly basis. It lists benchmarks of PBIS implementation and prompts the team to determine which benchmarks have been achieved, which are in progress, and which ones are yet to be addressed.

In 2010-2011, SPPS completed work with the Minnesota Department of Education, the Metropolitan Educational Service Cooperative Unit (Metro ECSU), and the National Technical Assistance Center on PBIS, to: (1) Make an online version of the TIC available to all SPPS school sites, including ready access to compiled TIC data for building PBIS teams and SPPS central administration; (2) Implement PBIS training and the TIC as the core of the SPPS leadership development program for Assistant Principals, Administrative Interns and Behavior Specialists; and (3) Continue training of building PBIS teams to utilize the TIC as both a summary of achieved PBIS implementation and as a monthly plan for advanced PBIS Implementation.

Full implementation of PSB/PBIS requires 3 to 5 years. Positive changes in student outcomes are not expected until a school site is able to achieve a score of 80% or greater on the PBIS School-wide Evaluation Tool (SET). However, implementation data are available at this time.

- *Details of the District's efforts on professional learning around cultural proficiency, as it relates to the reduction of student suspensions --* During the 2010-2011 school year, SPPS continued development and provision of professional learning on cultural proficiency focused especially on racial equity in education and schools. This focused professional development was designed, initiated and expanded in 2011 in collaboration with the facilitators of Pacific Educational Group. This work isolates the importance of race in educational equity. Participants in professional development training acquire an understanding of educational equity as raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; as well as eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. Participants in this training have included school district senior management, principals, and other school district administrative staff.

The professional development on racial equity provided to school administrators, including the critical race theory component of this professional development, is applied in school PSB/PBIS teams through the process of disaggregating and analyzing discipline data focusing on racial subgroups of students, including office disciplinary referral and suspension data. The professional development on

cultural proficiency enables administrators to prioritize and reinforce their prioritization of the analysis of school discipline data, as well as apply a framework for performing data analysis with data disaggregated by student demographic subgroup, especially race and ethnicity. The purpose of disaggregation and analysis of school-level disciplinary data by the school administrator and school PBIS team is to: identify demographic patterns of student suspension; analyze data which indicates involved factors in the suspension of students within demographic subgroups, including problem behaviors and administrative response; and develop focused positive behavioral interventions and supports for students in demographic subgroups that will have the effect of preventing further occurrence of problem behavior while providing students with the supports necessary for success in school. SPPS has established data systems that support the combined strategies of cultural proficiency and school discipline data analysis. These data systems are Campus (available to all schools) and SWIS (a supplementary data analysis program in use at 32 school sites). The analysis of data by school PBIS teams is monitored at the school and district level with the Team Implementation Checklist (TIC) described earlier.

- *Details of how SSSC and the state budget crisis impact this issue* – This was addressed in Item 1.
- Inclusion of American Indian History, Language, people, and culture into District Curriculum.
 - *A status update on the development of the social studies common end-of-course assessments.* SPPS does not currently have end of course assessments.
 - *A status update on the work of the Multicultural Center Outreach Coordinator (MRC)* -- The MRC outreach coordinator has led several American Indian field experiences for St. Paul students last spring and this fall. In addition, the MRC, Indian Education, SPPS, and Ramsey County Historical Society are co-sponsoring the "Why Treaties Matter" national exhibit fall 2012. This includes curriculum support, field trips to the exhibit and education on the self-government in the Dakota and Ojibwe Nations. The MRC and the outreach coordinator continue to host community events, lead professional development and model lessons both at the MRC and in classrooms.
 - *Access to one of the learning kits that goes out to the classrooms* -- American Indian Magnet has a plant and animal Native American Learning Trunk located on-site. In addition, Indian Land tenure trunks, American Indian artifacts, learning kits and resource materials are available for checkout at the MRC. Through a grant by the Minnesota Humanities Center, Dakota and Ojibwas Language Assessment tools were created for novice (beginner) language learners. These resources can be shared with the parent committee if they would like.
 - *Details of the District's efforts on professional learning around cultural proficiency, as it relates specifically to the inclusion of American Indian curriculum* -- SPPS's racial equity work with PEG is increasing its American Indian involvement through the development of racial equity curriculum and professional development. At their National Summit, Glenn Singleton, president of PEG, committed to a deeper and intentional focus on American Indian students. It is SPPS' goal to have the Director of Learning and Teaching at PEG meet with the American Indian Parent Group to discuss how to increase the visibility and involvement of American Indians.

The Center for Curriculum, Instruction, and Professional Development (CIPD) continues to provide professional development training and curriculum support for teachers. In addition, they have added a research-based instructional strategy database for teachers to access. These include culturally responsive strategies

to meet the needs of each learner. District coaches through a job embedded model work with teachers and their PLCs to model and implement instructional strategies.

Social studies anchor lessons include pacing guides as well as curriculum suggestions for teachers to effectively embed American Indian history and culture in social studies required courses throughout the tenure of these courses. The Common Core State Standards are the English Language Arts Standards for the State of Minnesota. In addition to the National benchmarks articulated in the Common Core, the State of Minnesota added benchmarks mandating the inclusion of works by and about Minnesota American Indians in grades 2, 4, 6 and 7-12 in English Language Arts and within the literacy strands that are to be addressed in content areas outside of English.

- *Details of how SSSC and the state budget crisis impact this issue* – This was address in Item 1.
- Special Education
 - *A status update on the efforts of the Department of Special Education to address parent committee concerns since last year's administrative response* -- SPPS has continued to inform Social Workers and Special Education team on the work of the Indian Education Social Worker cultural liaison positions. The Executive Director of Special Education has spoken and will meet with the Indian Education Supervisor and Indian Education Parent Committee to provide necessary information and data relating to the committees concerns around American Indian Special Education Students. In addition, the new directors of Special Education and Professional Development will work with the parent committee on possible trainings to address American Indian Special Education Students.
 - *Details of the District's efforts on professional learning around cultural proficiency, as it relates to the identification of American Indian students for special education* -- An RTI team has been established at the district level improve its tiered system of supports for all students. With the RTI plan, any referrals for Special Education undergo a much more rigorous screening process. Schools must demonstrate clear evidence of targeted interventions and support for a child before they can be screened for Special Education. With the expansion of racial equity training, each building will soon have its own equity team. A representative from the school equity team will be a part of the team screening students for Special Education referrals. This person will help the team look at each referral through a racial equity lens. They will help to review the pre-referral intervention process and review whether students were met with culturally equitable teaching practices.
 - *Details of how SSSC and the state budget crisis impact this issue* – This was addressed in Item 1.
- Building Deeper Relationships through Inclusion
 - *Continued inclusion of the American Indian community on the DPAC* -- The following statement is written into DPAC bylaws: "The African American, American Indian, Hmong, Karen, Latino and Somali, Parent Advisory Councils will recommend two members from their Executive Board and/or parent and/or community member designee to represent their perspective councils."
 - *Expansion of the Parent Academy to AIMS during the 2011-2012 school year* -- The OFECP will conduct a Parent Academy session during the spring of 2011-12. The session will begin the week of April 9, 2012.
 - *Consideration to move Indian Education from the Division of Academic Services to the Department of Family Engagement & Community Partnerships, given that the majority of the services provided by Indian Education are supplementary* -- The Executive Directors of Curriculum, Instruction and Professional Development

(CIPD) and the Office of Family Engagement and Community Partners (OFCEP) will work closely together to assure that all areas of the Indian Education Office are given equitable the time and attention. OFCEP will work more directly with the issues that involve: Attendance, Family & Community Engagement and CIPD will work directly with curriculum, instruction, and professional development and maintain the supervision of the Indian Education Supervisor.

- *Details of how SSSC and the state budget crisis impact this issue --* This was again answered as in Item 1.

Specific concerns presented by the parent committee were as follows:

- The principal vacancy was a concern. Response: Administration indicated Human Resources had met with the parent committee and was now recruiting through several avenues. It was indicated there are viable candidates who have applied and interviews would be scheduled soon. The parent committee would be involved.
- The parent group asked for clarification on citywide busing and a stronger commitment to it by the District. Response: The Superintendent stated the American Indian school is designated as a citywide magnet school in the SSSC Strategic Plan. As such, alignment and transportation will continue for students enrolled in the American Indian Program.
- It was noted there was an error in Slide 3 – The American Indian School is actually a Pre-K through 8 program. Response: Administration noted that if the upcoming referendum is not renewed the entire pre-K program will be in jeopardy.
- Clarification was requested on the research-based instructional strategy for teachers. Response: The Pacific Education Group (PEG) began its work with SPPS in 2010. This started with district leadership, principals, assistant principals and Board members. Currently site equity teams are being trained for the eight “Beacon” schools. PEG has committed to work on development within the area of American Indian integration within SPPS. SPPS will have influence on how this develops. PEG realized the absence of the reality of American Indian/indigenous students within education and the impact of this lack on their education within their diversity efforts.
- When does administration anticipate seeing this training in classrooms with people who are in direct contact with students? Response: There are currently eight beacon schools working on developing equity teams. This will roll out to other schools next year. The American Indian School was not included because of the leadership transition as it is important to work with the school principal in this process.
- Concern was expressed on the transition at the American Indian Magnet from a co-location with World Cultures. The status of “specialty” staff within the American Indian program and their protection was of specific concern. Response: The Superintendent stated the District is in negotiations with the teachers group and is raising this as an issue that needs to be addressed. SPPS is grouping bilingual immersion, American Indian and Montessori teachers within this group. This is a priority for SPPS, not only for the parent group. Again, negotiations are in process.
- Again, on the transition, what is in place as far as planning for next year is concerned? The Parent Fair is coming up quickly and the school needs to be able to tell parents what it will have to offer to their students at that time. There is no current plan the parent group is aware of. Additionally, the program is not addressing the gifted talented students. It is not meeting their needs for accelerated learning so the school may be losing them. This is specific to the 7th and 8th grades. Response: The District has been waiting for feedback from the District Action Teams specific to specialized programs and also reviewing the idea of creating a team within the building to create a plan for the school. The Superintendent committed to having a plan in place for the school prior to the parent fair which will have been brought to the parent committee prior to implementation. On the gifted and talented student issue, as the program grows there will be more opportunities for advanced programs for 6, 7 and 8. There would also be advanced curriculum opportunities at Harding for these

students. The Parent Committee noted work on the plan needs to begin immediately or sooner.

- The parent committee expressed delight in having the Parent Academy being offered to them.
- The Superintendent indicated the American Indian office will be located at the American Indian School and will be available for use in SY 2012-13.

MOTION: **Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education approve the Administrative Response to the Indian Education Act Resolution of Concurrence for 2010-11 and the Resolution as submitted by the Parent Committee of the SPPS Indian Education Program. The motion was seconded by Ms. Carroll.**

The motion passed.

C. Work Session

1. Levy Discussion – This subject was moved to the December 6 COB meeting.

III. **ADJOURNMENT**

MOTION: **Ms. Carroll moved the meeting adjourn; seconded by Ms. Kong-Thao.**

Motion passed.

The meeting adjourned at 5:59 p.m.

Respectfully submitted by
Marilyn Polsfuss
Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
December 6, 2011**

PRESENT:

Board of Education: Jean O'Connell, Elona Street-Stewart, Kazoua Kong-Thao (departed at 8:39 p.m.), Anne Carroll, Jeff Risberg, Keith Hardy, John Brodrick (arrived 5:03 p.m.)

Board Members Elect: Mary Doran, Louise Seeba

Staff: Suzanne Kelly, Michael Baumann, Sharon Freeman, Denise Quinlan, Darlene Fry, Efe Abgamu, Julie Schultz-Brown, Elizabeth Keenan, Jaber Alsiddiqui, Kathy Brown, Mary Gilbert, Tim Caskey, Marie Schrul, Michelle Walker, Joe Munnich, Matt Mohs, Kate Wilcox-Harris, Christine Osorio, Andrew Collins, Michael Thompson, Lisa Gruenewold, Mike Kremer, Doug Revsbeck, Traci Gauer, Stacey Gray-Akyea

Other: John Schutz, Merle Waters, Chris Omdahl, Raydenne Hagen, Christi Schmitt, Mila Koumpilova, Daarel Burnette, Mary Catheryn Ricker, Sarah Gering, Steve Adams

I. CALL TO ORDER

The meeting was called to order at 4:53 p.m.

II. AGENDA

A. Update on OPEB (Other Post Employment Benefits) Trust

The Chief Business Officer introduced the Controller who indicated this would be an overview of where SPPS sits with its revocable trust along with a review of the current market strategy and a brief look at other districts' practices.

Representatives from Wells Fargo provided an overview of MN Statute 471.6175 – Trust for Post Employment Benefits established in 2008. They provided a client summary of the SPPS Consolidated Portfolio. This is balanced between equities, other investments (venture capital, commodities and futures), fixed income and cash equivalents. They indicated the allocations are a function of what annual distributions might be projections of future needs and the risk tolerance of the Board.

The Trust was established April 8, 2011 with an initial investment of \$1 million which was invested in a money market account. In May, Wells Fargo began managing the fixed income portion of the trust. In June, initial equity and alternative fund investments were made early in the month along with an initial commodity investment. In August final equity and alternative investment, funds were made along with the final commodity investments. In September, the emerging market equity portion of the portfolio was rebalanced and portions of the fund were reinvested to diversify the portfolio further. In November, an additional \$1 million contribution was received; half was immediately invested in fixed income, commodity and alternative investment funds with the other half (allotted for equity purchases) invested with one-half to equities immediately and the remaining half to be invested within 30-60 days.

The Wells Fargo representatives provided their investment policy statement and a look into the U.S. economy, the international outlook, a review of the bond market with probable strategies along with a real asset review and strategy.

QUESTIONS/DISCUSSION:

- The reason for the 2% cash target, is that because it is being put away for use 15 to 20 years from now? Yes
- Does the State Statute provide boundaries or limits on equities? Response: It does in a roundabout way; equity is capped at 85% as a collective group. The Statute has been revised/clarified over the past year but has yet to be approved by the legislature. The SPPS allocations would be considered a moderate risk allocation.
- If this were adjusted from moderate to high risk, would that require Board action? Response: The Chief Business Officer is listed as the investment officer and has the primary responsibility for the trust; Administration would determine any changes after consultation with the Board. It was noted Wells Fargo has margins within its investment areas to allow a degree of flexibility in making investments in the short-term.
- It appears most clients funded their trusts through bonding. For SPPS what would be a reasonable yearly allocation into its trust? Response: Yes, most of the listed districts are between 80 to 100% funded through bonding. For SPPS, contributions should be as much as can be done or as much as the District is comfortable with. In actuality probably significantly more than what is being done currently.
- How many years did it take other districts to get to the 80% level? Response: This happened in the last three years following change to the law and when they did the bonding, it was instantly funded. The bonding option has closed and is no longer an option for SPPS. The District could do a referendum to bond for this in future. You need to look at how maximize the levy option to put dollars into the trust.
- When will next update occur? Response: Nothing has been scheduled at this time. Administration can share updates with the Board on a regular basis as updates are received.
- How does administration plan to close the gap over the next decades? Response: With the Pay-Go Levy Option the district has, SPPS has a very large liability reported on its books (\$409 million). The District covers its annual costs in each normal budget planning cycle and is working toward mitigating its remaining liability over time. In order to do what everyone would like to do the District would need to put more into the trust over time as economic conditions improve. As this is a revocable trust, as opposed to an irrevocable trust, it is calculated differently as it is reported out. The District is mitigating the liability but it needs to continue looking at the status of the investment and how much more the budget can tolerate with regard to the liability over time. The primary necessity is meeting the annual obligation with mitigation over time. The challenge is to monitor economic conditions and make a commitment to add to the trust as economic conditions allow.
- Can a district have both a revocable and irrevocable trust? Response: Administration will need to check law on that.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the report on the OPEB Trust. Mr. Risberg seconded the motion.

The motion passed.

B. Auditor's Report

The Controller stated the report of the FY 11 Financial Audit and the OMBA A-133 Audit has been prepared by the firm of KPMG who was retained by Saint Paul Public Schools (SPPS) to perform both audits.

The representatives from KPMG presented highlights from the financial statements and their opinion for the audit conducted for the year ending June 30, 2011. They stated, in their opinion, the financial statements present fairly, in all material respects, the respective

financial position of the governmental activities, each major fund, the aggregate remaining fund information and the respective changes in financial position and, where applicable, cash flows thereof for the year ended June 30, 2011 in conformity with U.S. generally accepted accounting principles.

It was noted the District had adopted Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definition* as of July 1, 2010.

They stated they had also issued a report on the District's internal control over financial reporting and tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. Additionally they audited the District's compliance with the U.S. Office of Management and Budget (OMB) Circular A-133, which are applicable to major federal programs for the year ended June 30, 2011. Finally, they reviewed the financial transactions of SPPS as a political subdivision of the State of Minnesota.

He then moved on to a review of the actual financial statements for the District mentioning the Management Discussion and Analysis as an area to review.

He noted on the Governmental Funds Balance Sheet the fund balance presentation has been redefined into five categories of hierarchy under GASB 54: Non-spendable or Restricted Funds (legal restrictions on the use), Committed Funds (committed by application of district policy), Assigned (resources earmarked for a particular purpose by the Chief Business Officer) and Unassigned (what is left over in general fund). This unreserved, unassigned fund balance is \$29.4 million which exceeds the Board's policy requirement of 5%.

They reviewed two items that will be reported out in the audit. The first falls under the financial reporting process itself. There were certain elements in that process that were incomplete from the District perspective. Principally the GASB 54 analysis and an accounting disclosure on a refunding. There were no errors in the accounting records but elements were there that management was not able to perform. There is limited knowledge and expertise within the department and a high demand on the time of the individuals with that knowledge; this needs to be addressed. The other matter was that some accounting entries into funds (manual journal entries) that can be done in total by one individual. This process should have a secondary review if the three steps in this process are done by one individual.

Regarding the OMB Circular A-133 report, the last element related to compliance with Federal rules and regulations related to awards made to the District. Five major clusters were selected for review: Nutrition Services, Title I, Title III, Special Education and the Educational Jobs Program. This focuses more specifically on the District's administration of the Federal award programs themselves and compliance with established rules and regulations and terms of the grant documents. There were no instances of non-compliance. Two observations on the operation of internal controls were noted in the area of the management review control, specifically budget to actual, reconciliation and financial reporting requirements. In each instance, the activity was performed but there was no evidence a review was performed. There needs to be an "evidence trail" to document the activity was actually performed.

QUESTIONS/DISCUSSION:

- An Internal Auditor position has been established within SPPS, how is that working? Response: The function strengthens the control environment, it provides an unbiased look at day-to-day activities. Structurally the Auditor should report back to the Board or Superintendent not through the Finance function. The position is another tool to ensure compliance. Structurally this should be addressed to report directly to the Board or Superintendent with dotted line reporting to the other.
- What has the Internal Auditor been doing? Response: Administration can provide a schedule of audit functions that have been audited to date and the forward schedule as

well. In general, there have been nine different areas audited throughout the district. Administration will provide this schedule.

- Where do internal control measures fall under? Response: Internal control measures fall under the function of the Controller. The Internal Auditor could look at action plans to address the control measures noted and verify completion of those and look at other areas in the district. If problems are identified, the auditor will have a conversation with management for a response with proposed corrective action plans and/or changes to procedures to improve operations.
- Internal Auditors look at systems issues and resolving issues before a problem arises.
- Will the Internal Auditor report out on management responses? Response: The management response report comes from the Controller. In SPPS, the Internal Auditor advises on and follows up on corrective action plans.

MOTION: Ms. Kong-Thao moved, seconded by Mr. Brodrick, the Committee of the Board recommend the Board of Education accept the Audit Report as presented.

Motion Passed.

C. Report from the Special Education Advisory Committee

The Executive Director of Special Education presented the SEAC report. Both co-chairs were in attendance. It was noted SEAC was advisory to the Superintendent rather than the Board as in the past. For this reason, staff makes the report.

The Executive Director of Special Education stated the purpose of SEAC (Special Education Advisory Council) is to provide information, advice and assistance to the Board, the Superintendent and herself on issues related to special education. The Council has been in existence for 38 years. It also serves as a forum for parents and others to express their concerns and ideas regarding special education issues. The Council is mandated under Minnesota Statute 125A.24: Parent Advisory Councils.

In 2010-11, SEAC took steps to strengthen its advisory role as well as increase parent membership. During the year, it became a subgroup of the Minnesota Continuous Improvement Process: Self Review (MNCIMP:SR).

Highlights of the SEAC year include:

- An increase in parent membership and diversity of disabilities represented by 600%, 12 new parents attended meetings regularly.
- A review and re-commitment of SEAC's purpose
 - To advocate and advise
 - To assist in school district being more effective
 - To help all our learners reach their full potential
 - To help create welcoming environments
 - To influence policy and the local and broader level
 - To Inform and educate parents about special education
 - To create opportunities for parents of special needs children to connect
- Provision of food and childcare during meetings, as well as transportation (not been done in the past for SEAC meetings) has been well received and was the reason some parents were able to attend.
- A section of the CIMP was addressed at each meeting, giving parents an opportunity to give feedback.
- The Strong Schools, Strong Communities Strategic Plan, referral rates, business plan, budget overview and the State monitoring for 2011-12 school year were reviewed
- The Assistive Technology (AT) Department presented an overview of what AT is and why it is necessary as well, as how SPPS provides it.
- A presentation on the extended school year and summer school qualifications was made.

- The PACER (Parent Advocacy Coalition for Educational Rights) resource contact for 2011-12 will make presentations including two of the following (they will be presented in English, Spanish, Hmong, Somali and Karen).
 - Why it is important that parents be involved
 - How can I work effectively with the school?
 - How do we make the Individualized Education Program (IEP) fit my child?
 - How do Special Education and Regular Education work together?
- School Choice was discussed
- Information on resources such as Pacer's newsletter and available workshops, ARC, Working Family Resources and free webinars, Highland Friendship Club, Young Dance, U of M Music Therapy Clinic, Jewish Community Center and teen programs, Upstream Arts, Epilepsy Foundation, Pacer's Roberta Mann Symposium, available summer activities for children with disabilities, Camp Oz, Camp Butwin and East Metro Integration District Summer camps were provided.

SEAC goals for 2011-12 include:

- Improved communication with Special Education parent groups
- Marketing SEAC to SPED parents
- Advising the Executive Director on the CIMP (Continuous Improvement Monitoring Plan)
- Making SEAC meaningful to the members so they can make informed recommendations

Topics that were taken under consideration for 2011-12 by the SEAC include:

- Strengthening the relationship of parents and case managers
- The twice exceptional programs
- Updates on the CIMP
- PACER – why it is important for parents to be involved, collaboration between regular education and special education staff

QUESTIONS/DISCUSSION:

- What about parents of EBD kids? Response: SEAC has done outreach and recruitment through EBD lead staff. This has resulted in two parents of EBD kids joining SEAC. SEAC is racially and disability-diverse as well as having an age spread.
- The District needs to be sure, as it develops leadership in advisory councils or at school sites, that as many people as possible benefit from that experience. Has SEAC thought about how leadership becomes an asset to the district? RESPONSE: SEAC shares with schools through a newsletter. It is seeking Asian representation by being in touch with that community providing information and invitations to participate.
- As SEAC continues to identify families, is it focusing on early ed families? Is it looking for ways to take leadership and broaden its reach to benefit the most people? Response: SEAC has had Asian parents who have attended meetings as guests. To be a member, individuals need to commit to come to most of the meetings. Individuals are always welcome to attend as guests. As far as sharing knowledge and developing ways to broaden membership, SEAC is establishing its first Special Ed Parent Resource Group. This is a place for parents to come (parent driven) to discuss a specifically provided topic so they learn something relevant to them. This will build community in special education and share information and resources. These will be held in four languages. On leadership, SEAC is reaching out to groups, this is a constant topic of discussion. Much of the work on SEAC is taken by the co-chairs so they need to assess what is most important and how to reach out to communities but this is difficult due to lack of time. They want to be a resource to parents to direct them where to go for information or help. They want to strengthen SEAC's role through providing feedback, input and through raising questions on the work.
- The Chief of Staff added the Superintendent thinks about parent engagement from multiple perspectives. She has added the Executive Director of Special Ed to the cabinet. She is also working with Family and Community Engagement to find ways to strengthen supports for families.

- What is the gender breakdown of SEAC members? Response: one male, 11 females.
- For Goal 4 making SEAC meaningful, what does meaningful mean and how does that help with recruitment. Response: That is the advisory piece, it offers parents access to the process and provides them a place to give input on improving the process. This should help the broader community.
- In bringing the CIMP Plan to the table and getting parents to understand the process, it can give parents more of a stake in the process.
- Comment was made that the Board liked SEAC working with Family and Community Engagement. This calls out Special Ed to highlight it, it makes it more inclusive in the general community of the schools.
- Slide 16, is SEAC involved with the CGCS assessment on special education. Will SEAC include what is being offered through the equity training? Response: SEAC may have participated in the audit and will be informed of the completed report. Special Ed students are reported in all of the equity results. Accountability is looking at ways to disaggregate data to look at specific populations such as special education.
- Once that information is provided to a SEAC committee would that data add to meaningful conversations among the parents? The observation was made that Special Education students are “set aside” in the district. How do parents feel about that and in the measurement data. What is SEAC’s role in changing perceptions?
- When do recommendations go to the Superintendent and the Board? Response: This is the report for last year to both the Superintendent (a couple weeks ago) and the Board (tonight). As SEAC meets if issues or concerns are raised they can be brought by the Executive Director to the cabinet and addressed.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the SEAC report with thanks. The motions was seconded by Ms. Kong-Thao.

Motion passed.

D. SSSC Monitoring: Student Data & Work

The Chief of Staff stated this is the third Vision Card presented to the Board and the first on processes that lead to improved student outcomes. She noted SPPS is one of the few districts nationally that looks at process indicators in this way.

Administration reviewed the background on the VisionCards stating there is value in having conversations about the indicators as a district because improving the processes will lead to better outcomes for students. Process data is not often compiled at the district level because:

- It is difficult to collect and explain
- It is context and grade-level specific
- It is time intensive to aggregate and generalize district-wide indicators and
- The process is not about a single point in time.

Research suggests it can take from two to four years to fully and successfully operationalize an evidence-based program, practice or effective educational innovation. Implementation occurs in stages; SPPS district-wide implementation expectations are:

- Year 1 – 15%
- Year 2 – 30%
- Year 3 – 50%
- Year 4 – 75%
- Year 5 – 90%

The Vision Level goal for all measures in this area is >90%. Measures are use of common assessments (percent of PLCs); use of data to inform instruction (percent of teachers);

delivery of district curriculum (percent of teachers); providing daily feedback to students using rubric (percent of classrooms) and student engagement (percent of classrooms).

A few changes have been made since this was originally introduced to the Board.

- The language for measures has been refined (utilization and delivery of district curriculum and provide regular feedback to students).
- Added indicators have been added for each measure (adjusted unit of analysis and determined vision levels).

The format for reporting includes the measure (as stated on the VisionCard); an indicator (the data point that reflects a piece of the measure) and source (the tool(s) used to measure the indicator). VisionCard levels are: Intervene (<30%); Concern (30-50%); Baseline (51-70%); Progress (71-90%) and Vision > 90%.

1. Use of Common Assessments

Indicators are:

- K-5 Literacy programming implementation (Source/sample: k-5 literacy programming observation by Literacy Coaches at 39 schools reporting back)
 - K-5 Mondo Bookshop assessments administered: 91% after Year 2.
- High School implementation of Engaging Classroom Assessments (ECA) (ECA reports from LLC Coaches at 7 schools)
 - 9-12 ECA is at 52% in Year 2 (percent of high school instructional staff implementing three or more ECAs in 2010-11).
- Databased decision making using continuous assessment elements (Learning Community Culture Indicator (LCCI) survey of 419 teachers at 12 schools).
 - Teachers using data from common assessments developed by their team to make instructional decisions (at Progress)
 - Teachers' instructional teams creating common assessments (at Progress)
 - Teacher instructional teams continuously assessing student learning to guide instruction (at progress).

2. Use of Data to Inform Instruction

- K-5 Literacy programming implementation (Source/sample: k-5 literacy programming observation by Literacy Coaches at 39 schools)
 - K-5 multiple data points used to plan for instruction (Mondo Bookshop Materials) is at 50% in Year 2 at Baseline
- 7-12 Professional Learning Communities with teams meeting at least twice a month is at 100% or Vision level.

Administration reviewed the six-step data team process that digs deeper into the data. High schools use the process primarily. Step 1 is to collect and chart data. Step 2 is to analyze data and prioritize needs. Step 3 is set, review and revise incremental SMART goals. Step 4 is to select common instructional strategies. Step 5 is to determine results indicators that move back to step one in a continuous, on-going process. Step 6 is to monitor and evaluate the results.

- K-12 professional learning community with the data team process functioning close to and at proficiency is at 52% in year 2 or Baseline. This is teams who have been implementing for one or more years.
- Collaborative teaming elements
 - Team collaboration on finding instructional solutions that help all students improve their learning: mean is at baseline with some implementing in Progress
 - Teams finding the most effective instructional approaches to help students master selected learning targets varies from concern to baseline with the mean being Progress.

Harding High School progress was reviewed as a case study in the process. The Principal stated it is an amalgam of collaboration -- learning and results. The process must have common formative assessments to drive PLCs. During the evolution of the process, the school shifted from what to how. He noted how important it was to build leadership capacity within the school community in order to carry the work forward..

3. Utilization and Delivery of District Curriculum

- K-5 implementation of mini-lesson component in Reader's Workshop is at 72% in year 3 or Progress
- Pre-Kindergarten CLASS assessment (used in 21 pre-K classrooms) with program averages reported on a 1-7 scale. Instructional is between 3-4; organizational between 6-7 and emotional slightly into seven range with the average of the three being 5.1.
- K-5 literacy student profiles and progress monitoring is at 86% in year 2 or Progress level. Elementary teachers have created individual student profiles for all of the students using Data Zone. These profiles include student stage of reading and skill development.
- Data-based decision making using continuous assessment
 - Teams that have identified common core learning standards on which they assess student learning is in the baseline to vision range with the median at Progress
 - Use of evidence of student learning to adjust instructional practice is also in the baseline to vision range with the median at Progress.

4. Provide Regular Feedback

- 9-12 feedback in mathematics (percent of 9-12 classrooms that are implementing error analysis component close to and at proficient levels) is at 55% in year 3 or Baseline.
- Systems of prevention and intervention that assure academic success for all students (students experiencing academic difficulty receive extra time and support) is at Baseline.

5. Student Engagement

- Checklist for school-wide supports (schools doing 80% or more of the items on the checklist). The checklist examines implementation of PBIS school-wide supports in the building and was completed from 27 school buildings as of 11/28.11. This measure is at 33% in year 2 or Concern.
- Senior Survey for class of 2011 (the percent agreeing or strongly agreeing that their teachers stimulated their thinking and interest in learning showed as 88% or Vision Level.

Alternative Learning was spotlighted as a demonstration of implementation in this area of student engagement. The Principal outlined various methods, means and programs used at the school in getting students engaged.

Challenges encountered in this process area included:

- Identifying indicators to measure and monitor student engagement and delivery of regular feedback
- Capturing important data with limited, inconsistent data collection tools
- Applying a racial equity lens to the measures and learning strategies
- Fine-tuning what was measured and
- The small sample sizes on some indicators.

Areas for celebration include:

- SPPS is one of the first districts in the nation to monitor and report on district-wide process data to improve student outcomes.

- Mondo Bookshop assessments being administered at 91%.
- 100% of 7-12 Professional Learning Community teams at 11 schools meeting at least twice a month to authentically answer the four questions of PLCs.
- 72% of classrooms implementing the mini-lesson component in Reader's Workshop at least 80% of the time.
- 86% of K-5 elementary teachers having created student profiles in DataZone
- 88% of students agreeing or strongly agreeing that their teachers stimulated their thinking and interest in learning
- Pre-K overall average score of 5.1 across three domains and being above average on all domains.

QUESTIONS/DISCUSSION:

- On the neighborhood partnerships at Gordon Parks, what about Leonardo's Basement?
Response: The school is using the community as curriculum. Leonardo's Basement is a group of engineers, builders, do-it-yourselfers working with kids (8-13 year olds). This partnership is essential to what Gordon Parks wants to be.
- Why sample schools vs. all schools? Response: Administration looked for indicators that they ultimately wanted to measure district-wide, they then looked for schools as pilots. This is a starting point in identifying what data is currently available that will eventually be seen across the district. Types of indicators may vary depending on the data needed and what schools provide a base for receiving it. Some data will measure all schools but some data may be drawn from samples, that needs to be determined over time.
- The sample schools shown are these those that responded or had the measures accessible? Response: Those populations that were included in the measure were chosen for a variety of reasons as the initial samples.
- Is there any sense of how representative this is and what concerns there might be about who is not there. Response: Not all of them are representative. The LCCI population was targeted because they were participating in a grant. Mondo K-5 is probably the most representative as a majority of elementary schools are included. In some instances, intentional mixes and/or groups were selected.
- It was asked that administration provide background on how representative the data is on the samples selected in future, as it would make it more meaningful.
- Is it possible to make the Senior Survey an exit interview to aid in development of some of the measures? Response: Administration would need to discuss this as a team in order assess this. Such things as relationships, classroom techniques, teaching strategies, etc. could be evaluated. It could provide the underpinning of achievement and equity.
- Capturing best practices – how can the District capture the Harding successes and how can they be communicated to others and how can all this be tweaked to make it work? Response: Administration is working on finding a systematic way to share with others, capturing the data is a first step. Assessment of the data is a way to capture what is happening. The District needs to align capacity with the needs of the individual buildings. This all needs to be scaled-up in an intentional way with differentiation according to needs.
- Leadership changes over time, how is the leadership piece being captured and are there on-going efforts to continue and maintain succession planning, grooming of leaders who are invested in the processes? Response: The new performance management systems call for succession planning which needs to be detailed and benchmarked within individual development plans. This is being insured and systematized throughout the various levels.
- Feedback, there needs to be feedback not only among peers but feedback with students around instruction and learning processes and checking in as goals are set. There are particular times when students need to know they have to make goals especially in preparation for their next year of learning and/or being matched with colleges that meet their needs and learning styles. Is this being addressed? Response: Administration will provide information from Office of College and Career readiness for the Board.

Assessments are given to students in a cycle. In the spring MAP, indicators are used along with MCA results to set up RTI for kids testing non-proficient or partially proficient. In elementary it seems students know how far they are from grade level, this ensures every student knows what needs to be accomplished to attain proficiency. Part of the Parent Academy training provides what and how to ask students and teachers about their scores and proficiency.

- Kudos was given to staff for the work on these metrics and the process moving forward. As the District moves forward with Beyond Diversity are there process metrics that PEG has that should/could be used to measure various areas or can they be developed before they are needed? Response: PEG has them and they can be shared. There will be targets to ensure the District moves beyond isolating race and the development of instructional strategies.
- Is consideration being given to a more robust opportunity for seniors to be given a chance on how to make the educational experience even better, how to improve their experience and how to prepare them better of the next step out into world. Response: Administrators K-12 hold monthly PLCs and they will be looking at student engagement using various measures to determine how engaged students are in their learning. They will be able to provide actual data measurements on student engagement.
- In the area of challenges, concern was expressed that based on the measures used there is not 100% of implementation – are there action steps to increase fidelity? Response: The action will be to take the data available today, look at the measures to take beyond where schools are today and provide that information to accelerate work. Administration needs to analyze what is available and what is not and how to measure that. The Superintendent is reviewing this data, she has directed staff that they will be held accountable for as close to 100% fidelity of implementation as possible. That is built into staff accountability measures.
- Student feedback, one critical question to ask is if students need extra help that they get it, what is the answer from a student perspective? That needs to be asked whenever there is another side to a question. Student feedback needs to be directly tied to assessment items.
- Another important component is to get good feedback from teachers with actual data on particular items.
- How engage is the District engaging parents and the community in supporting this work? How do we get their buy-in? Response: The process of getting information to parents is at infancy level at this time than the work done on engaging parents in the outcomes and understanding the data. The process measures is the next step in getting information to the parents.
- Why isn't reading being taught in high school? Students need to be literate. Also, too few kids are reading ethnic authors does the District understand that as it changes the environment to improve learning it will need to make specific capital investment in culturally-specific materials to a much greater extent? Response: The Common Core State Standards are pulling districts toward really diverse meaningful curriculum; really looking at what is being taught and saying that no longer can teaching be done without the use of culturally relevant materials. It is something saying "this shall be done." The District has gone from intervene to progress in this area through the AMP classes in 7th grade and EDGE classes in 9th grade. Finding teachers licensed in reading is critical to secondary level, instructional practices are key to progress not programs.
- In the area of K-5 literacy does that mean 86% of the kids have a profile or 86% of the teachers have input data into the system? Response: The profile is generated when data is put into DataZone. It is reported by the coaches that 100% of teachers have input all students.
- What is being done at Gordon Parks with hands on math? Response: A number of things are being done, much more "hands-on" math using the community as a classroom. The use of Five Easy Steps to Math and using math in context to a project. It is using math in an applied context to make it real.

- PBIS how far along is Gordon Park in this area? Response: Gordon Parks is using the concepts not the program. It is all about getting the kids doing the right things and reinforcing that.
- As best practices and common core move toward greater use of non-fiction, how will this affect the work Gordon Parks has done with literature? Response: This will just add more reading, the kids need to read more.

Thanks were extended for the report.

E. Standing Item: Policy Update -- No Report

F. Work Session

1. Levy Discussion

The Chair stated the Board would officially certify the levy at the December 13 Board meeting. The discussion centered around areas that need to be highlighted in the levy presentation at the December 13 meeting and strategies on ways to present this most appropriately.

2. Appointment to the Civil Service Commission

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the appointment of Steven Marchese to the Civil Service Commission to complete the term of service of Fred Owusu which expires on December 31, 2016. The motion was seconded by Ms. Street-Stewart.

Motion passed.

III. ADJOURNMENT

MOTION: Mr. Risberg moved the meeting adjourn, seconded by Ms. Street-Stewart.

The motion passed.

The meeting adjourned at 9:16 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

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

DATE: December 13, 2011

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees and Departments.

A. PERTINENT FACTS:

1. **Ingrid Martinez**, 5th grade teacher at **Adams Spanish Immersion Magnet**, for being named “Elementary Teacher of the Year” by Junior Achievement. Junior Achievement is the world’s largest organization dedicated to educating students about college and career readiness, entrepreneurship and financial literacy through experiential, hands-on programs.
2. **Lois Vosika-Weir**, Assistant Principal for **AGAPE and Creative Arts High Schools**, for being selected as the 2011 TRiO Achiever for MAEOPP (Mid-America Association of Educational Opportunity Program Personnel). The MAEOPP is a consortium of professionals with the specific purpose of leveling the playing field for the educational opportunity for first generation, low income and disabled students.
3. This item is submitted by Suzanne P. Kelly, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: December 13, 2011

TOPIC: Acknowledgement of Good Work by Students.

A. PERTINENT FACTS:

1. **Katia Tezarczyk**, 5th grade student at L'Etoile du Nord French Immersion, for placing first in the Elementary division of the 2011 May West String State Competition. Katia plays the violin.
2. This item is submitted by Suzanne P. Kelly, Chief of Staff

B. RECOMMENDATION:

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



2011-12 Student Data + Work VisionCard

Dr. Mike Kremer
Chief of Schools

Board of Education Meeting
December 13, 2011

1

Agenda







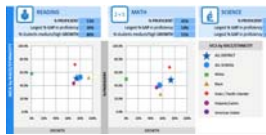


1. Review VisionCard Background
2. 2011 Student Data + Work Vision Card
 - Use of Common Assessments
 - Use of Data to Inform Instruction
 - Utilization & Delivery of District Curriculum
 - Provide Regular Feedback
 - Student Engagement
3. Challenges, celebrations & questions

2

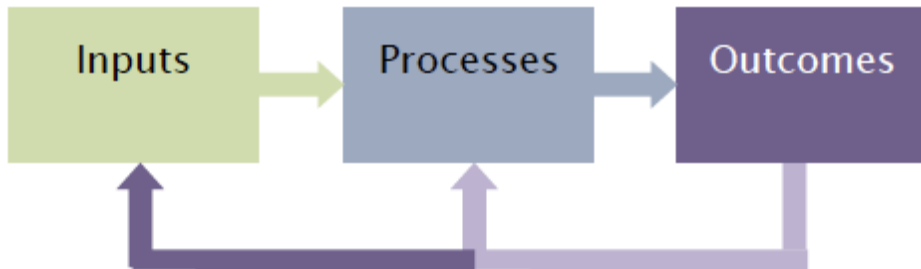
VISIONCARD BACKGROUND REVIEW

3

Planning, Monitoring, Reporting Tools <small>DRAFT Revised: August 26, 2011</small>			
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Level	Planning	Monitoring	Reporting
STRATEGIC	Strong Schools, Strong Communities 	District Vision Cards (8)  Achievement Equity Student Data + Work  Leadership Partnership Professional Devt.  Resources Operational Excellence	VisionCards: One per month* October: Achievement November: Equity December: Student Data + Work January: Leadership February: Partnership March: Professional Development April: Resources May: Operational Excellence June: Resources
OPERATIONAL	Department Plans School/Program Plans (SCIP)	Key Performance Indicators (KPIs) Data Walls, Data Digs 	Quarterly Business Reviews 
TACTICAL	Job description and/or performance plan as appropriate	Formative Reviews	Summative Annual Performance Evaluation

4

Continuous Improvement (TeamWorks model)



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

5

Process Data Background



- We see value in having conversations about these indicators as a district because improving our processes will lead to better outcomes for students
- Process data is not often compiled at the district level
 - Difficult to collect and explain
 - Context and grade-level specific
 - Time intensive to aggregate and generalize to district-wide indicators
 - Process is not about one single point in time

6

Implementation Expectations and Benchmarks



- “Research suggests it can take from 2-4 years to fully and successfully operationalize an evidence-based program, practice or effective educational innovation” (Fixsen, et. Al, 2005)
- Implementation occurs in stages
- Knowing the literature regarding time for implementation, we set up implementation benchmarks:



District-wide Implementation Expectations ▼ = Expectation

YR1 15% | YR2 30% | YR3 50% | YR4 75% | YR5 90%

7

2011 STUDENT DATA + WORK VISIONCARD

8

Student Data and Work



Measure	Level 5 Vision
Use of common assessments: % of PLCs	> 90%
Use of data to inform instruction: % of teachers	> 90%
Delivery of district curriculum: % of teachers	> 90%
Provide daily feedback to students using rubric: % of classrooms	> 90%
Student Engagement: % of classrooms	> 90%

9

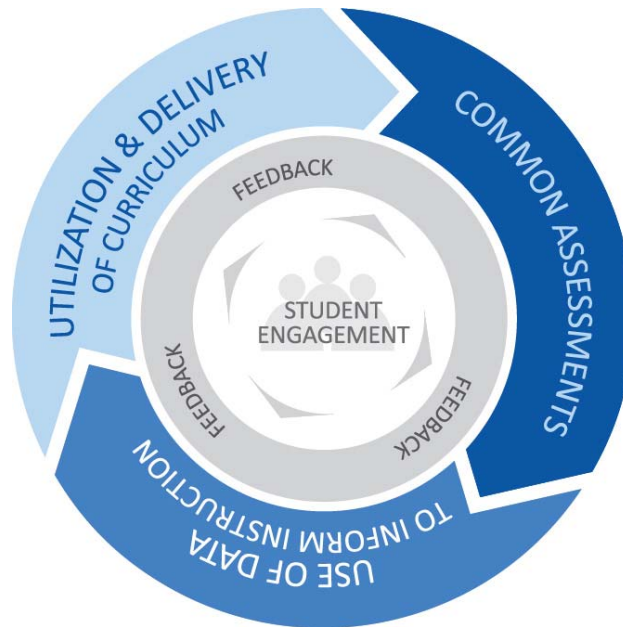
What's Changed



- Refined language for measures
 - Utilization & delivery of district curriculum
 - Provide regular feedback to students
- Added indicators for each measure
 - Adjusted unit of analysis
 - Determined vision levels

10

Student Data and Work Process



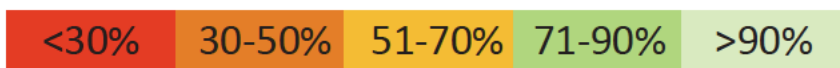
11

Format of Reporting



- MEASURE– the measure as stated on the Vision Card
 - INDICATOR– the data point that reflects a piece of the measure
 - SOURCE – the tool(s) used to measure the indicator

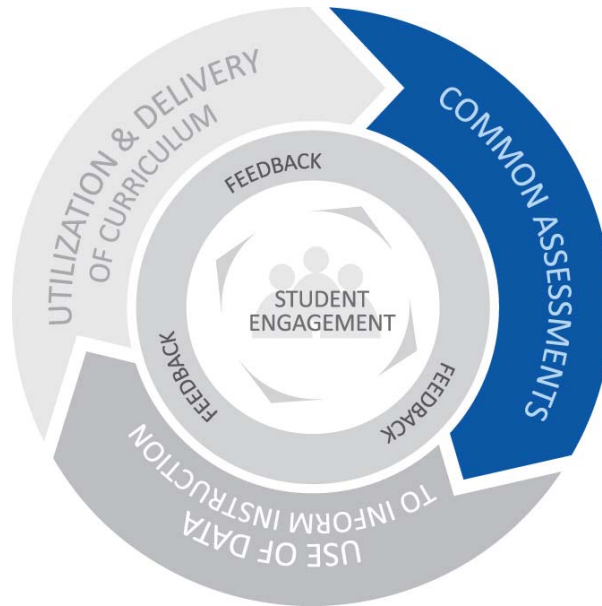
Vision Card Levels



Intervene Concern Baseline Progress Vision

12

Student Data and Work Process



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Use of Common Assessments



Indicator	Source	Sample
K-5 literacy programming implementation	K-5 literacy programming observation by Literacy Coaches	39 schools
High School implementation of Engaging Classroom Assessments (ECA)	Engaging Classroom Assessments (ECA) reports from Leadership & Learning Center (LLC) Coaches	7 schools
Data based decision making using continuous assessment elements	Learning Community Culture Indicator (LCCI) survey of 419 teachers	12 schools

14

Use of Common Assessments: K-5 literacy programming implementation



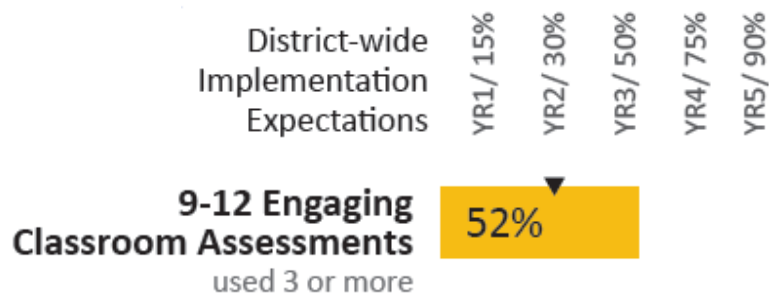
At the end of 2010-11 we were at year 2 of implementation of Mondo Bookshop Materials.

We are at vision level.

Source: K-5 elementary Literacy Programming Implementation Evaluation Report conducted by Reading Instruction Specialists.

15

Use of Common Assessments: High School Engaging Classroom Assessments (ECA)



At the end of 2010-11 we were at year 2 of implementation.

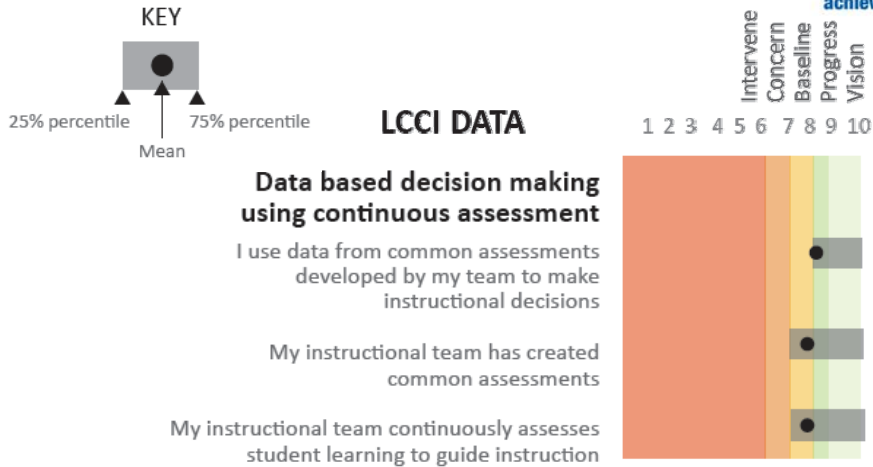
We are at baseline level.

Source: Percent of high school instructional staff implementing 3 or more Engaging Classroom Assessments (ECAs) in 2010-11, as reported by SPPS Leadership & Learning Center Coaches.

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Use of Common Assessments:

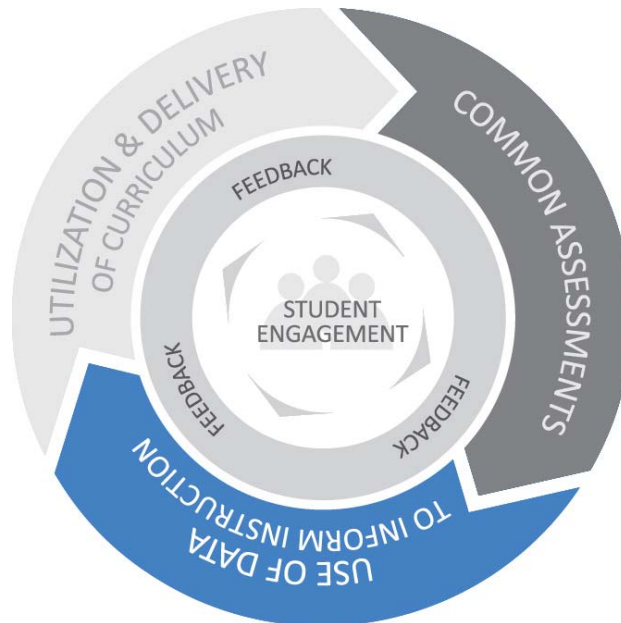
LCCI: Data based decision making using continuous assessment



Source: Learning Community Culture Indicator (LCCI) survey of 419 teachers at 12 schools

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Student Data and Work Process



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Use of Data to Inform Instruction



Indicator	Source	Sample
K-5 literacy programming implementation	K-5 literacy programming observation by Literacy Coaches	39 schools
7-12 Authentic Professional Learning Communities	Common School-Level Practices Database reported by principals	11 schools
K-12 Professional Learning Community (PLC) with Data Teams (DT) implementation	Professional Learning Community with Data Teams Approach Implementation Rubric	13 schools (108 teams)
Collaborative teaming elements	Learning Community Culture Indicator (LCCI) survey of 419 teachers	12 schools

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Use of Data to Inform Instruction: K-5 literacy programming implementation



District-wide
Implementation
Expectations

YR1/ 15% YR2/ 30% YR3/ 50% YR4/ 75% YR5/ 90%

**K-5 Multiple data points used to
plan for instruction**

50%

Mondo Bookshop Materials

At the end of 2010-11 we were at year 2 of implementation.
We are at concern level.

Source: K-5 elementary Literacy Programming Implementation Evaluation Report.

20

Use of Data to Inform Instruction:

7-12 Authentic Professional Learning Communities

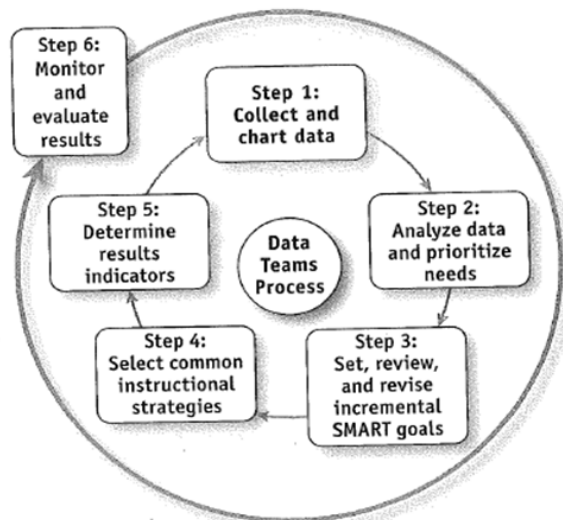


At the end of 2010-11 we were at year 5 of implementation.
We are at vision level.

Source: Common School-Level Practices Database reported by principals

Use of Data to Inform Instruction:

Six Step Data Team Process



Use of Data to Inform Instruction:

K-12 Professional Learning Community with Data
Team Process implementation



District-wide
Implementation
Expectations

YR1/ 15% YR2/ 30% YR3/ 50% YR4/ 75% YR5/ 90%

**K-12 Professional Learning
Community w/ Data Team Process**
functioning close to and at proficiency

52%

Currently we are in year 2 of implementation.

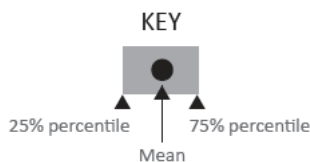
We are at baseline level.

Source: PLC with Data Teams Implementation Rubric reported by data coaches

- 13 schools 108 teams
- Teams who have been implementing for 1 year or more

Use of Data to Inform Instruction:

LCCI: Collaborative Teaming Elements

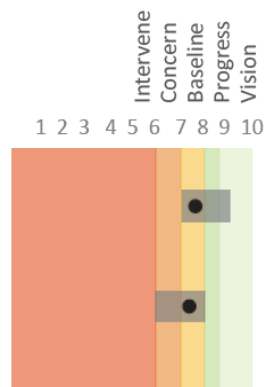


LCCI DATA

Collaborative Teaming Elements

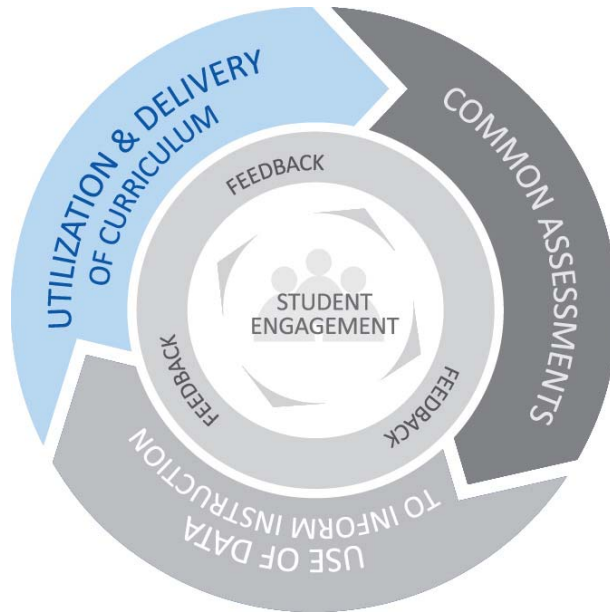
My instructional team collaborates on finding instructional solutions that help all students improve their learning

My instructional team finds the most effective instructional approaches to help students master selected learning targets



Source: Learning Community Culture Indicator (LCCI) survey of 419 teachers at 12 schools

Student Data and Work Process



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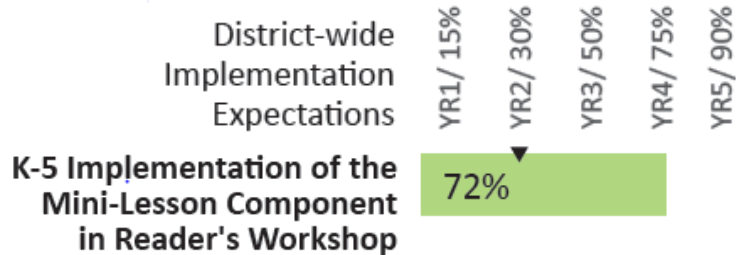
Utilization & Delivery of District Curriculum



Indicator	Source	Sample
K-5 Implementation of the Mini-Lesson Component in Reader's Workshop	K-5 Elementary Literacy Implementation	39 schools
Pre-K emotional, organization and instructional supports	Classroom Assessment Scoring System (CLASS)	21 classrooms
K-5 literacy student profiles and progress monitoring	Data Zone (Mondo Bookshop Tool)	39 schools
Data based decision making using continuous assessment	Learning Community Culture Indicator (LCCI) survey of 419 teachers	12 schools

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Utilization & Delivery of District Curriculum: K-5 Implementation of the Mini-Lesson Component in Reader's Workshop



At the end of 2010-11 we were at year 2 of implementation of Mondo Bookshop Materials.

We are at progress level.

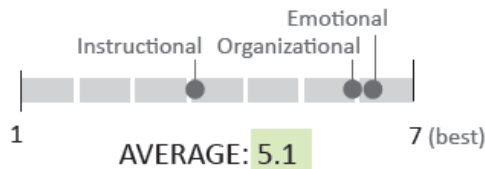
Source: Implementation of key components in K-5 literacy, as reported by Reading Instruction Specialists.

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Utilization & Delivery of District Curriculum: Pre-Kindergarten emotional, organization and instructional supports



Pre-Kindergarten CLASS Assessment



Source: Classroom Assessment Scoring System (CLASS)

- Tool used in 21 Pre-Kindergarten classrooms.
- Program averages were reported on a 1-7 scale (highest possible score = 7).

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Utilization & Delivery of District Curriculum:

K-5 literacy student profiles and progress monitoring



District-wide
Implementation
Expectations

Year	Percentage
YR1	15%
YR2	30%
YR3	50%
YR4	75%
YR5	90%

K-5 literacy student profiles and progress monitoring

elementary teachers have created
individual student profiles for all of their
students using Data Zone

86%

At the end of 2010-11 we were at year 2 of implementation of Mondo Bookshop Materials.

We are at progress level.

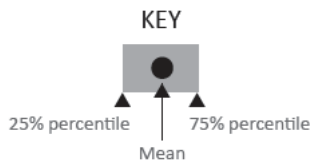
Source: Data Zone

- Individual student profiles created which include student stage of reading and skill development.

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Utilization & Delivery of District Curriculum:

LCCI: Data Based Decision Making Using Continuous
Assessment



LCCI DATA

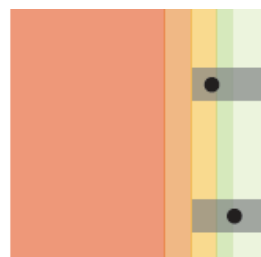
Data Based Decision Making Using Continuous Assessment

My instructional team has identified
common core learning standards on
which we assess student learning

I use evidence of student learning to
adjust my instructional practice

Intervene
Concern
Baseline
Progress
Vision

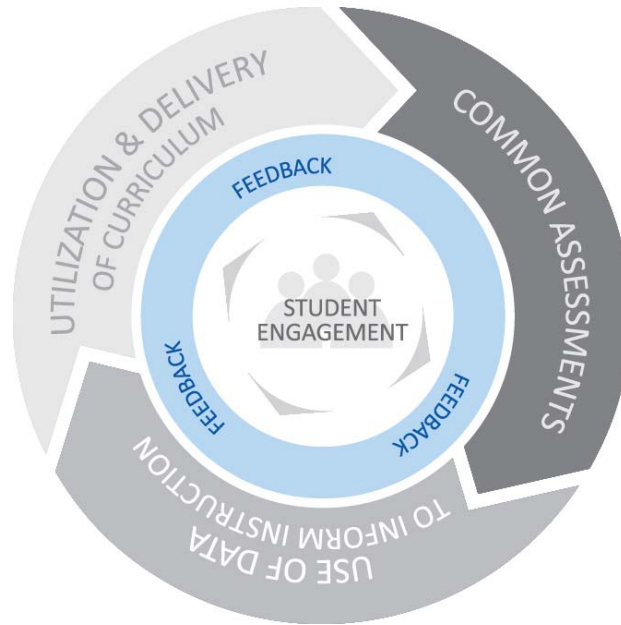
1 2 3 4 5 6 7 8 9 10



Source: Learning Community Culture Indicator (LCCI) survey of 419 teachers
at 12 schools

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Student Data and Work Process



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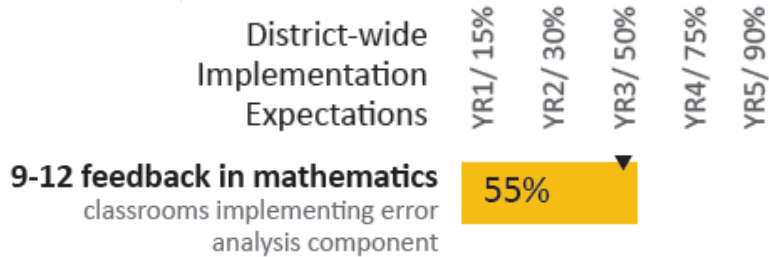
Provide Regular Feedback



Indicator	Source	Sample
9-12 feedback in mathematics	Observation of Implementation	71 classrooms
Systems of prevention & intervention that assures academic success for all students	Learning Community Culture Indicator (LCCI) survey of 419 teachers	12 schools

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Provide Regular Feedback: 9-12 feedback in mathematics



Currently we are in year 3 of implementation.

We are at baseline level.

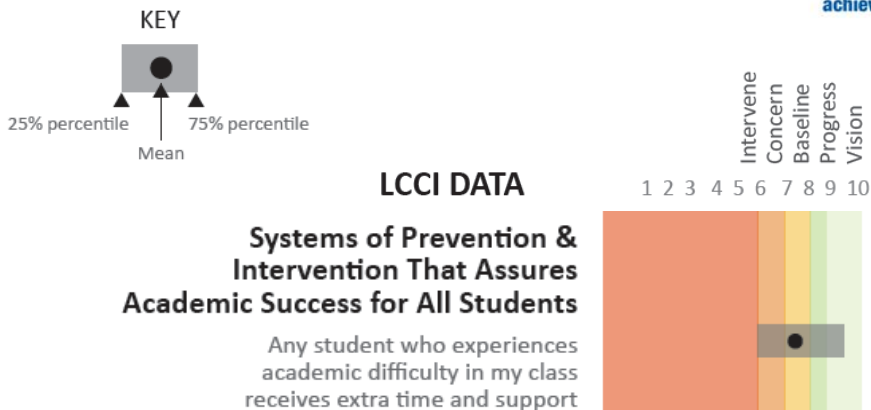
Source: Math Review observation of implementation

- % of 9-12 classrooms that are implementing error analysis component close to and at proficient levels

33

Provide Regular Feedback:

LCCI: Systems of Prevention & Intervention That Assures Academic Success for All Students



Source: Learning Community Culture Indicator (LCCI) survey of 419 teachers at 12 schools

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Student Data and Work Process



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Student Engagement



Indicator	Source	Sample
K-12 building checklist of PBIS supports in place	Building checklist of supports in place	27 schools
Senior perception of teaching	Grade 12 SPPS Senior Survey	1,945 students

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Student Engagement: PBIS Checklist for School-Wide Supports



District-wide
Implementation
Expectations

YR1/ 15%

YR2/ 30%

YR3/ 50%

YR4/ 75%

YR5/ 90%

Checklist for School-Wide Supports

schools doing 80% or more
of the items on the checklist

33%

Currently we are in year 2 of implementation.

We are at concern level.

Source: 22-item checklist for school-wide supports.

- Checklist examines implementation of PBIS school-wide supports in the building
- Completed from 27 school buildings as of Nov. 28

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Student Engagement: Senior Survey



Senior Survey

(class of 2011) agree or strongly agree
that “my teachers stimulated my
thinking and my interest in learning”

88%

Source: Senior survey administered to class of 2011

- % agree or strongly agree that “my teachers stimulated my thinking and my interest in learning”

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Challenges



- Identifying indicators to measure and monitor student engagement and delivery of regular feedback
- Capturing important data with limited, inconsistent data collection tools
- Applying a racial equity lens to the measures and learning strategies
- Fine-tuning what we measure
- Small sample sizes on some indicators

39

Celebrations



- One of the first districts in the nation to monitor and report on district-wide process data to improve student outcomes
- 91% administering Mondo Bookshop assessments
- 100% of 7-12 Professional Learning Community teams at 11 schools meeting at least twice a month to authentically answer the 4 questions of PLCs
- 72% of classrooms implementing the mini-lesson component in Reader's Workshop
- 86% of K-5 elementary teachers have created student profiles in DataZone
- 88% of seniors agree or strongly agree that "my teachers stimulated my thinking and my interest in learning"
- Pre-K overall average score of 5.1 on CLASS. Above national average on all domains

40

Questions?



GOAL 1: Student Data & Work

Vision Card Levels



Intervene Concern Baseline Progress Vision

District-wide
Implementation
Expectations

YR1/ 15%
YR2/ 30%
YR3/ 50%
YR4/ 75%
YR5/ 90%

Learning Community
Culture Indicator (LCCI)

Intervene
Concern
Baseline
Progress
Vision

1 2 3 4 5 6 7 8 9 10

**K-5 Mondo Bookshop
assessments administered**
according to SPPS calendar

91%

**9-12 Engaging
Classroom Assessments**
used 3 or more

52%

**K-5 Multiple data points used to
plan for instruction**
Mondo Bookshop Materials

50%

**7-12 Professional Learning
Communities**
teams meet at least twice a month

100%

**K-12 Professional Learning
Community w/ Data Team Process**
functioning close to and at proficiency

52%

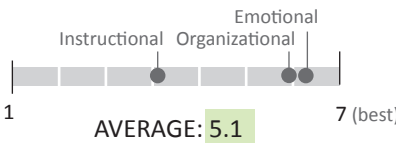
**K-5 Implementation of the
Mini-Lesson Component
in Reader's Workshop**

72%

**K-5 literacy student profiles
and progress monitoring**
elementary teachers have created
individual student profiles for all of their
students using Data Zone

86%

Pre-Kindergarten CLASS Assessment



**Data based decision making
using continuous assessment**

I use data from common assessments
developed by my team to make
instructional decisions

My instructional team has created
common assessments

My instructional team continuously assesses
student learning to guide instruction

Collaborative Teaming Elements

My instructional team collaborates on
finding instructional solutions that help all
students improve their learning

My instructional team finds the most
effective instructional approaches to help
students master selected learning targets

**Data Based Decision Making
Using Continuous Assessment**

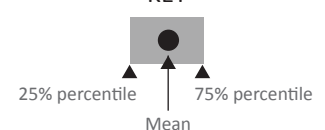
My instructional team has identified
common core learning standards on
which we assess student learning

I use evidence of student learning to
adjust my instructional practice

**Systems of Prevention &
Intervention That Assures
Academic Success for All Students**

Any student who experiences
academic difficulty in my class
receives extra time and support

KEY



HUMAN RESOURCE TRANSACTIONS
(October 26, 2011 through November 27, 2011)
December 13, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Adler, G. J.	Classroom Teacher	10/17/2011	\$43.26	Farnsworth Aerospace 5-8
DeCock, A. M.	Classroom Teacher	10/27/2011	\$31.54	Johnson Achievement Plus
Diaz Rieth, W.	Classroom Teacher	10/28/2011	\$28.08	St. Paul Music Academy
Frigge, T. A.	Classroom Teacher	11/22/2011	\$27.57	Highland Park Elementary
Greengard, C. K.	Classroom Teacher	11/08/2011	\$26.81	St. Paul Music Academy
Hartzell, A.	Classroom Teacher	11/23/2011	\$31.06	Como Park Senior High
Huffman, A. D.	Classroom Teacher	11/14/2011	\$35.29	Johnson Senior High
Mills, E. A.	Classroom Teacher	11/09/2011	\$24.61	Expo for Excellence
Moen, J. L.	Classroom Teacher	10/17/2011	\$43.26	Daytons Bluff
Mowery, C. N.	Classroom Teacher	11/09/2011	\$27.93	Museum Magnet
Novak, N. W.	Classroom Teacher	11/02/2011	\$25.53	Galtier Magnet
Peterson, E. B.	Classroom Teacher	11/07/2011	\$42.60	Central Senior High
Saldana-Reyes, R.	Classroom Teacher	11/14/2011	\$31.43	Riverview School
Siddiqui, M.	Classroom Teacher	11/07/2011	\$46.99	Central Senior High
Sullivan, D. P.	Classroom Teacher	11/21/2011	\$24.61	Highland Park Senior
Wardell, A. L.	Classroom Teacher	12/05/2011	\$24.61	Hazel Park Preparatory
Will, M. L.	Classroom Teacher	10/27/2011	\$24.61	Johnson Achievement Plus
Matykiewicz, L. A.	ELL Teacher	10/24/2011	\$33.40	Daytons Bluff
Matascastillo, H. R.	Social Worker	10/31/2011	\$27.57	Adams Spanish Immersion
See, A. J.	Social Worker	10/31/2011	\$28.08	Battle Creek Middle
Kho, G. M.	Education Assistant	10/24/2011	\$13.25	St. Paul Music Academy
Martinez, A. L.	Education Assistant	11/01/2011	\$18.73	Jackson Preparatory
Thees, B. R.	Education Assistant	10/24/2011	\$17.68	Wellstone Elementary
Balasis, C. M.	Teaching Assistant	11/21/2011	\$14.51	Washington Tech Sec
Biagi, A. I.	Teaching Assistant	10/10/2011	\$11.78	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Boyd, E. A.	Teaching Assistant	11/15/2011	\$12.88	JJ Hill Montessori
Doyle, B. A.	Teaching Assistant	10/31/2011	\$12.20	L'Etoile du Nord French Immersion
Dungey, J.	Teaching Assistant	11/01/2011	\$12.88	Maxfield Magnet
Eaton, J. H.	Teaching Assistant	10/14/2011	\$12.39	JJ Hill Montessori
Gammel, N. L.	Teaching Assistant	11/17/2011	\$18.55	Como Park Special/Hartzell
Gay, M.	Teaching Assistant	11/09/2011	\$11.18	St. Paul Music Academy
Gibbs, N. P.	Teaching Assistant	11/16/2011	\$12.20	Capitol Hill Magnet
Huschle, L. P.	Teaching Assistant	10/17/2011	\$12.20	St. Paul Music Academy
Irvine, J. P.	Teaching Assistant	11/09/2011	\$16.67	Chelsea Heights
Jaeger, J. A.	Teaching Assistant	11/02/2011	\$12.20	Cherokee Heights
Locke, B.	Teaching Assistant	11/07/2011	\$12.39	L'Etoile du Nord French Immersion
Martinez Torres, L.	Teaching Assistant	10/26/2011	\$11.74	Four Seasons A+
Pabon, C. A.	Teaching Assistant	11/07/2011	\$12.88	Riverview School
Pierce, B. J.	Teaching Assistant	11/01/2011	\$18.74	Como Park Special/Hartzell
Rotegard, T. B.	Teaching Assistant	10/24/2011	\$13.83	Benjamin Mays/Museum
Thole, S.	Teaching Assistant	11/02/2011	\$12.88	Cherokee Heights
Vang, K.	Teaching Assistant	10/03/2011	\$12.39	Highwood Hills
Weaver II, C.	Teaching Assistant	10/10/2011	\$12.74	Battle Creek Environmental
Arcand, T. A.	Custodian	11/07/2011	\$22.23	Como Service Center
Fredericks, M. H.	Custodian	11/15/2011	\$14.31	Daytons Bluff
House, D. J.	Custodian	11/10/2011	\$14.31	Como Service Center
Mollner, J. G.	Custodian	11/15/2011	\$22.23	Como Service Center
Norton, C. R.	Technical	10/31/2011	\$23.02	Como Service Center
Weisbecker, L.	Technical	10/31/2011	\$23.02	Como Service Center

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Nodler, S.	Classroom Teacher From: Teaching Assistant	11/21/2011	\$27.57	Battle Creek Middle
Kwakenat, J. D.	Special Education Teacher From: Teaching Assistant	11/07/2011	\$25.45	Central Senior High
Gordon, N. I.	School/Community Professional From: Clerical	10/10/2011	\$20.38	Adams Spanish Immersion
Demarre, M. M.	Clerical Career Progression	08/22/2011	\$21.02	Title I Funded Programs
Miller Jr., A.	Custodian Career Progression	10/24/2011	\$22.23	Highland Park Senior
Noren, D. W.	Operations From: Custodian	11/16/2011	\$22.27	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McGraw, B. M.	Classroom Teacher	11/14/2011	\$25.53	Central Senior High

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Archie, L. D.	Classroom Teacher	10/27/2011	Johnson Senior High
Assink, D. A.	Classroom Teacher	11/01/2011	Daytons Bluff
Bosch, S. V.	Classroom Teacher	10/19/2011	Galtier Magnet
Decourt, E. C.	Classroom Teacher	11/09/2011	Harding Senior High
Hodgson, D. R.	Classroom Teacher	11/09/2011	Linwood Monroe Arts (4-8)
Johnson, R.	Classroom Teacher	10/14/2011	Gordon Parks High - ALC
Quinlan, T. K.	Classroom Teacher	11/17/2011	Eastern Heights
Boehlke, L.	ELL Teacher	10/27/2011	International Academy - LEAP
Evans, R.	ELL Teacher	11/09/2011	St. Paul Music Academy
Her, N.	Early Education Teacher	11/14/2011	Jackson Preparatory
Martinson, M.	Special Education Teacher	10/26/2011	Humboldt High School
Day, T. L.	Custodian	10/04/2011	Como Service Center

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Beltran Gracia, D.	Nutrition Services Personnel	11/16/2011	Battle Creek Environmental
Dupey, L. L.	Nutrition Services Personnel	10/14/2011	Highland Park Senior
Sadek, A. L.	Nutrition Services Personnel	10/11/2011	Como Service Center
Tesfaye, A.	Nutrition Services Personnel	10/20/2011	Central Senior High

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., C.	Classroom Teacher	10/28/2011
E., H.	Classroom Teacher	12/05/2011
J., J.	Classroom Teacher	11/22/2011
S., J. M.	Classroom Teacher	11/04/2011
G., T. J.	Special Education Teacher	10/28/2011
C., P.	Education Assistant	11/14/2011
W., R. D.	Teaching Assistant	11/03/2011
C., K.	Custodian	11/10/2011

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Beshah, E. R.	Education Assistant	11/21/2011	\$16.62	Linwood Monroe Arts (4-8)
Lovering, M.	Education Assistant	10/31/2011	\$17.82	Wellstone Elementary

REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Case, N. L.	Classroom Teacher	11/28/2011	\$24.61	Highland Park Senior
Gattman, A. M.	Classroom Teacher	10/24/2011	\$34.22	Crossroads Arts & Science
Panitzke, R. E.	Classroom Teacher	10/25/2011	\$32.03	Jackson Preparatory
Pleasants, C. J.	Classroom Teacher	11/21/2011	\$24.61	Central Senior High
Roberts-Simmons, M.	Classroom Teacher	11/21/2011	\$49.32	Washington Tech Sec
Vang-Kong, Z.	Classroom Teacher	10/17/2011	\$32.95	Eastern Heights
Walsh, K. J.	Classroom Teacher	11/03/2011	\$32.78	Capitol Hill Magnet

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

REHIRE AFTER RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Xiong, M. Y.	Classroom Teacher	10/17/2011	\$26.18	Eastern Heights
Foster, E. L.	ELL Teacher	11/14/2011	\$29.98	Cherokee Heights
Ailport, J.	Teaching Assistant	10/28/2011	\$12.88	Johnson Achievement Plus
Zobenica, H. S.	Teaching Assistant	10/31/2011	\$12.88	St. Paul Music Academy

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hodgson, D. R.	Classroom Teacher	11/14/2011	Linwood Monroe Arts (4-8)
Johnson, R.	Classroom Teacher	11/02/2011	Gordon Parks High - ALC
King, S.	Classroom Teacher	11/22/2011	Wellstone Elementary
Koury, H. M.	Classroom Teacher	11/07/2011	Maxfield Magnet
Mahrt, A. H.	Classroom Teacher	10/26/2011	Ramsey Junior High
Schmitz, R. L.	Classroom Teacher	11/14/2011	Obama Service Learning
Vinck, J. W.	Classroom Teacher	11/21/2011	Como Service Center
Yang, M. L.	Classroom Teacher	11/11/2011	Jackson Preparatory
Heidelberg, J.	Early Education Teacher	10/10/2011	Humboldt Secondary
Boehlke, L.	ELL Teacher	11/21/2011	International Academy - LEAP
Ellis, K. R.	Education Assistant	11/21/2011	Crossroads Montessori
Furman, T.	Education Assistant	11/01/2011	Central Senior
Hune, C. R.	Teaching Assistant	10/31/2011	Maxfield Magnet
Sparkman, M. L.	Teaching Assistant	11/10/2011	Battle Creek Environmental
Taylor, S. J.	Teaching Assistant	10/31/2011	Highland Park Senior
Yang, K.	Teaching Assistant	11/07/2011	Jackson Preparatory
Wahlin, J. M.	Clerical	10/31/2011	Adams Spanish Immersion
Day, T. L.	Custodian	11/17/2011	Farnsworth Aerospace 5-8
Sadek, A. L.	Nutrition Services Personnel	11/02/2011	Como Service Center
Tesfaye, A.	Nutrition Services Personnel	10/31/2011	Central Senior High

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., N. J.	Special Education Teacher	11/30/2011
G., B. R.	Education Assistant	Ten Days

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Burke, S. L.	Classroom Teacher	11/22/2011	American Indian Magnet
Freeman, M. L.	Classroom Teacher	01/01/2012	Farnsworth Aerospace K-4
Nienhuis, D. C.	Classroom Teacher	02/01/2012	Randolph Heights
Martin, A. B.	ELL Teacher	01/31/2012	Humboldt High School
Allyn, S.	Special Education Teacher	06/12/2012	Focus Beyond (Gr 7-Adult)
Kufus, M. D.	Special Education Teacher	01/05/2012	Humboldt Jr High
Kealy, G. P.	Education Assistant	09/01/2011	Central Senior High
Christenson, S. M.	Teaching Assistant	11/12/2011	Hancock Hamline Univ
Sims, L. M.	Teaching Assistant	11/23/2011	Eastern Heights
Staples, G.	Teaching Assistant	01/01/2012	Central Senior High
Hoeschen, J. A.	Nutrition Services Personnel	02/04/2012	Hancock Hamline Univ

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Emmel, E. G.	Classroom Teacher	06/15/2011	Adams Spanish Immersion
Evans, H.	Classroom Teacher	01/17/2012	Obama Service Learning
Jorgensen, J.	Classroom Teacher	02/03/2012	Highland Park Middle
Knaeble, A.	Classroom Teacher	11/24/2011	Title I Funded Programs
Lanier Jr, V.	Classroom Teacher	11/15/2012	Central Senior High
Lendway, T. L.	Classroom Teacher	06/16/2011	Battle Creek Environmental
Mendez, A.	Classroom Teacher	08/16/2014	Highland Park Senior
Schoenborn, J. M.	Classroom Teacher	12/31/2011	Highwood Hills
Schultz-Albert, I. E.	Classroom Teacher	10/29/2011	Humboldt High School
Zgutowicz, R. E.	Classroom Teacher	11/17/2011	Riverview School

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Matascastillo, H. R.	Social Worker	11/10/2011	Adams Spanish Immersion
Robb, D. L.	School/Community Professional	11/20/2011	Wellstone Elementary
Cha, P.	Education Assistant	12/03/2011	Como Park Senior High
Armijo, C. M.	Teaching Assistant	06/15/2011	Rondo Education Center
Barlow, K. J.	Teaching Assistant	06/15/2011	Battle Creek Environmental
Bosire, G. M.	Teaching Assistant	06/15/2011	Rondo Education Center
Carter, B.	Teaching Assistant	11/19/2011	Battle Creek Environmental
Deneen, K. M.	Teaching Assistant	06/15/2011	Crossroads Montessori
Dovenmuehler, E. S.	Teaching Assistant	11/03/2011	Washington Tech Sec
Haindfield, R.	Teaching Assistant	10/22/2011	Johnson Achievement Plus
Larson, L.	Teaching Assistant	06/15/2011	Johnson Achievement Plus
Lindner, M. J.	Teaching Assistant	10/22/2011	Rondo Education Center
Obermeyer, K. L.	Teaching Assistant	09/01/2011	Highwood Hills
Sabo, J. S.	Teaching Assistant	06/15/2011	Eastern Heights
Sawyer, C. E.	Teaching Assistant	06/15/2011	Adams Spanish Immersion
Stehr, J.	Teaching Assistant	06/15/2011	International Academy - LEAP
Timm, A. J.	Teaching Assistant	11/11/2011	Linwood Monroe Arts (4-8)
Veldhouse, K. D.	Teaching Assistant	11/05/2011	Como Park Elementary
Wolsted, L. O.	Teaching Assistant	06/15/2011	L'Etoile du Nord French Immersion
Yang, L.	Teaching Assistant	06/15/2011	Bruce F Vento Elementary
Burrington, J. A.	Custodian	10/28/2011	Rondo Education Center
Baker, R. C.	Nutrition Services Personnel	11/04/2011	Farnsworth Aerospace 5-8
Knowles, D.	Nutrition Services Personnel	11/26/2011	Humboldt High School
Ladoucer, C. J.	Nutrition Services Personnel	11/01/2011	Hazel Park Preparatory

HUMAN RESOURCE TRANSACTIONS
December 13, 2011

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Vang, D. Z.	Education Assistant	06/15/2011	Expo for Excellence
Jackson, G. A.	Painter	11/09/2011	Como Service Center
Vang, Yer	Professional Employee	11/04/2011	Colborne Admin Offices

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Novak, N. W.	Classroom Teacher	04/24/2012	Galtier Magnet

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hanson, A. E.	Tri-Council	11/19/2011	Como Service Center
Kubiszewski, J. J.	Tri-Council	11/18/2011	Expo for Excellence
Purinton, K.	Tri-Council	11/19/2011	Como Service Center

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

DATE: December 13, 2011

TOPIC: Acceptance of a Gift of 354 Post-It Easel Pad 25"x30" from 3M

A. PERTINENT FACTS:

1. 3M would like to donate 354 Post-It Easel Pad 25"x30" to Saint Paul Public Schools, valued at \$5,605.
2. The gift will be donated to SPPS secondary math teachers.
3. This will meet the District target areas of Ensure high academic achievement for all students.
4. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academics Officer; Christine Osorio, Executive Director, Curriculum, Instruction and Professional Development; and Kathleen Wilson, PK-12 Math Program Manager.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this gift from 3M.

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

DATE: December 13, 2011

TOPIC: Request for Permission to Submit a Grant Application to the Barbara Bush Foundation for Family Literacy

A. PERTINENT FACTS:

1. The Barbara Bush Foundation for Family Literacy is currently accepting grant applications to develop or expand projects designed to support the development of literacy skills for adult primary care givers and their children.
2. SPPS has prepared an application to promote family literacy by providing a literacy rich environment that extends into the home based on the Early Childhood Family Education model.
3. SPPS is requesting approximately \$65,000 over twelve months to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.
4. This project will meet the District target area goals of achievement and alignment.
5. This item is submitted by Donald Sysyn, Supervisor, Early Childhood Family Education; Julie Schultz Brown, Director of Marketing, Communications, and Development; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Barbara Bush Foundation for Family Literacy to promote family literacy by providing a literacy rich environment that extends into the home based on the Early Childhood Family Education model, 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 13, 2011

TOPIC: Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Battle Creek MS

A. PERTINENT FACTS:

1. Fuel Up to Play 60, a program of the National Dairy Council, National Football League and USDA, is currently accepting grant applications for a program that funds healthful eating and physical activities in schools. The program encourages youth to consume nutrient-rich foods (low-fat and fat-free dairy foods, fruits, vegetables and whole grains) and achieve at least 60 minutes of physical activity every day. Fuel Up to Play 60 is designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools and inspiring their friends to do the same.
2. Battle Creek Middle School has prepared a grant requesting \$4,000 to enable it to undertake Healthy Eating, Physical Activity, and Promotions activities beginning in early January 2012. The requested funds will pay for food samples to encourage students to taste things they may not have tried before, a cart for after-school nutrition, bike safety supplies and staff stipends.
3. This project will meet the District target area goal of achievement and alignment.
4. This item is submitted by Jocelyn Sims, Principal; Julie Schultz Brown, Communications, Marketing & Development; Kate Wilcox-Harris, Chief Academic Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; 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 13, 2011

TOPIC: Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Chelsea Heights

A. PERTINENT FACTS:

1. Fuel Up to Play 60, a program of the National Dairy Council, National Football League and USDA, is currently accepting grant applications for a program that funds healthful eating and physical activities in schools. The program encourages youth to consume nutrient-rich foods (low-fat and fat-free dairy foods, fruits, vegetables and whole grains) and achieve at least 60 minutes of physical activity every day. Fuel Up to Play 60 is designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools and inspiring their friends to do the same.
2. Chelsea Heights Elementary has prepared a grant requesting \$4,000 to enable it to undertake Healthy Eating, Physical Activity, and Promotions activities beginning in January 2012. The requested funds will pay for healthy snacks for after school activities, stipends for Running Club coordinator, and educational and promotional materials.
3. This project will meet the District target area goal of achievement and alignment.
4. This item is submitted by Jill Gebeke, Principal; Julie Schultz Brown, Communications, Marketing & Development; Kate Wilcox-Harris, Chief Academic Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; 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 13, 2011

TOPIC: Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Frost Lake Elementary

A. PERTINENT FACTS:

1. Fuel Up to Play 60, a program of the National Dairy Council, National Football League and USDA, is currently accepting grant applications for a program that funds healthful eating and physical activities in schools. The program encourages youth to consume nutrient-rich foods (low-fat and fat-free dairy foods, fruits, vegetables and whole grains) and achieve at least 60 minutes of physical activity every day. Fuel Up to Play 60 is designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools and inspiring their friends to do the same.
2. Frost Lake Elementary has prepared a grant requesting \$4,000 to enable it to undertake Healthy Eating, Physical Activity, and Promotions activities beginning in January 2012. The requested funds will pay for healthy snacks for taste-testing, student rewards for participation, and educational materials.
3. This project will meet the District target area goal of achievement and alignment.
4. This item is submitted by Stacey Kadrmas, Principal; Julie Schultz Brown, Communications, Marketing & Development; Kate Wilcox-Harris, Chief Academic Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; 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 13, 2011

TOPIC: Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Jackson Preparatory Magnet

A. PERTINENT FACTS:

1. Fuel Up to Play 60, a program of the National Dairy Council, National Football League and USDA, is currently accepting grant applications for a program that funds healthful eating and physical activities in schools. The program encourages youth to consume nutrient-rich foods (low-fat and fat-free dairy foods, fruits, vegetables and whole grains) and achieve at least 60 minutes of physical activity every day. Fuel Up to Play 60 is designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools and inspiring their friends to do the same.
2. Jackson Preparatory Magnet has prepared a grant requesting \$3,150 to enable it to undertake Healthy Eating and Physical Activity activities beginning in January 2012. The requested funds will pay for healthy snacks for taste-testing and for consumption during MCA testing, exercise equipment and supporting materials.
3. This project will meet the District target area goal of achievement and alignment.
4. This item is submitted by Yeu Vang, Principal; Julie Schultz Brown, Communications, Marketing & Development; Kate Wilcox-Harris, Chief Academic Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; 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 13, 2011

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education for the Advanced Placement Incentive Program (APIP) Professional Development Program.

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications through the Advanced Placement Incentive Program (APIP) Professional Development program to provide College Board facilitated Advanced Placement and Pre-Advanced Placement professional development for teachers leading to increased Advanced Placement enrollment, test taking and test passing by underrepresented and low income students.
2. SPPS has prepared an application to provide professional development for teachers in targeted schools in the district, resulting in increased access and success in rigorous courses by underrepresented and low income students.

SPPS is requesting approximately \$24,000 over eighteen months to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.

3. This project will meet the District target area goal of achievement.
4. This item is submitted by Darlene Fry, Assistant Director, Office of College and Career Readiness; Julie Schultz Brown, Director of Marketing, Communications, and Development; Kate Wilcox-Harris, Chief Academic Officer and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to provide professional development for teachers in targeted schools in the district, resulting in increased access and success in rigorous courses by underrepresented and low income students; 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 13, 2011

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education for a Fresh Fruit and Vegetable Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting a second round of applications for projects to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day.

The objectives for this grant are: 1) to create healthier school environments by providing healthier food choices, 2) expand the variety of fruits and vegetables children experience, 3) increase students' consumption of healthy food choices, and 4) make a difference in children's diets to impact their present and future health.

2. SPPS, in collaboration with Saint Paul-Ramsey County Department of Health, Institute for Agriculture and Trade Policy, Bergin Fruit and Nut Company, Cre 8 It Inc., and Community Design Center of Minnesota, has prepared an application to offer healthy snack options to students to introduce them to a variety of fruits and vegetables and help students make healthier choices as adults. The project will directly serve all students at Bruce F. Vento Elementary, Battle Creek Elementary, and John A. Johnson Elementary. The invitation to participate in the program was offered to all elementary principals.
3. The project will provide students with a classroom kit of a fruit or vegetable to eat in their classroom. Students will then serve themselves while the teacher conducts a presentation or reads a book about fruits and vegetables. Teachers will also be provided materials for promoting and education about fruits and vegetables.
4. SPPS is requesting approximately \$66,250 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.
5. This project will meet the District target area goals by ensuring high academic achievement for all students.
6. This item is submitted by Jean Ronnei, Director of Nutrition & Custodial Services; Julie Schultz Brown, Director Communications, Marketing & Development; Michael Baumann, Chief Business Officer; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education and Fresh Fruit and Vegetable Program to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day. The project will use fruit and vegetable classroom kits for students to consume, while teachers provide a presentation on or read a book to students about fruits and vegetables. SPPS will partner with Saint Paul-Ramsey County Department of Health, Institute for Agriculture and Trade Policy, Bergin Fruit and Nut Company, Cre 8 It Inc., and Community Design Center of Minnesota for the project; 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 13, 2011

TOPIC: Request for Permission to Accept a Grant from Target

A. PERTINENT FACTS:

1. Target has awarded Wellstone Elementary a Community Engagement grant to improved literacy outcomes and provide firsthand learning experiences, affirming that learning opportunities extend far beyond the classroom.
2. Wellstone Elementary will use the grant funds to provide books for classroom libraries as well as cover field trip admissions costs. Staff in the program researched this opportunity. This grant is for approximately \$5,000.
3. This project will meet the District strategic plan goal/goals of Achievement.
4. This item is submitted by Angelica Van Iperen, Principal, Wellstone Elementary; Andrew Collins, Assistant Superintendent; Tim Caskey, Executive Director Human Resources; Michael Baumann, Chief Business Officer; Michael Kremer, Chief of Schools and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a Target Community Engagement grant for classroom libraries and field trip admissions fees; 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 13, 2011

TOPIC: Twin Cities Teacher Collaborative (TC2) & Teacher Education Redesign Initiative (TERI) Memorandums of Understanding

A. PERTINENT FACTS:

1. The Twin Cities Teacher Collaborative (TC2) is a partnership of six private institutions of higher education including Augsburg College, Bethel University, Concordia University Saint Paul, Hamline University, St. Catherine University, and the University of St. Thomas. The College of Education and Human Development at the University of Minnesota is sponsoring the Teacher Education Redesign Initiative (TERI).
2. Features of the two partnerships include the formation of institution specific clinical cluster sites where practicum and student teacher candidates complete their experiences, a co-teaching model for student teaching, and year-long placements for some licensures.
3. TC2 will contribute \$70,000 and TERI will contribute \$20,000 respectively for the project. TC2 will also pay the district-based clinical faculty teacher a stipend of \$1250 per resident for each year-long placement.
4. This project will meet the District target area goals of achievement and sustainability.
5. This item is submitted by Marsha Baisch, Principal on Special Assignment, Steve Unowsky, Director of Academic Support, Mike Kremer, Chief of Schools, and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to sign the Memorandums of Understanding for TC2 and TERI.

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

DATE: December 13, 2011

TOPIC: Agreement between St. Paul Public Schools and Amherst H. Wilder Foundation in Support of Sprockets: Saint Paul's Out-of-School Time Network

A. PERTINENT FACTS:

1. SPPS and Wilder are entering into this agreement for the purpose of supporting Sprockets, Saint Paul's Out-of-School-Time Network, officially launched in March, 2011.
2. As part of this initiative Wilder has been retained to administer an on-line database and conduct research and evaluation into outcomes associated with Sprockets. This agreement serves to establish Wilder as an agent of SPPS for those limited purposes.
3. All data on individual students which is created, collected, received, stored, used, maintained or disseminated by Wilder under this agreement is subject to the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) and the Minnesota Government Data Practices Act (MN Stat. 13).
3. This project will meet the District strategic plan goal/goals of achievement, alignment and sustainability.
4. This item is submitted by Jane Eastwood, Office of the Mayor, Craig Helmstetter, Wilder Research; Michelle Walker, Chief Accountability Officer and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into this agreement for the purpose of supporting Sprockets, Saint Paul's Out-of-School-Time Network

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

DATE: December 13. 2011

TOPIC: Designation of Six Additional Full-Service School Zones

A. PERTINENT FACTS:

1. 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.
2. For the 2011-12 and 2012-13 school years Jackson, Maxfield, St. Paul Music Academy, Dayton's Bluff, Obama, and John A. Johnson have been designated as full-service school zones, with review and consideration of renewal thereafter.
3. For the 2012-13 school year the following elementary schools are seeking designation as full-service school zones: Cherokee Heights, Galtier, Hazel Park, Highwood Hills, Riverview, and Vento. Each of these schools is located in areas with social and economic challenges and collaborate with nonprofit service agencies to address these complex economic issues and improve student learning.
4. Adding the provision of transportation for students who live between six blocks and one mile from school for each of these schools will stabilize enrollment and reduce mobility at the schools, as part of the *Strong Schools, Strong Communities* strategic plan.
5. This project will meet the District strategic plan of achievement.
6. Funding for this initiative is available in the Transportation budget.
7. This item is submitted by Michelle Walker, Chief Officer of Accountability, Planning and Policy; Michael Baumann, Chief Business Officer; Andrew Collins, Assistant Superintendent, Elementary Education; Sharon Freeman, Assistant Superintendent, Elementary Education; Denise Quinlan, Assistant Superintendent, Middle Schools; and Mike Kremer, Chief of Schools.

B. RECOMMENDATION:

That, pursuant to Minnesota Statutes Section 123B.88, subdivision 1a, the Board of Education designate full-service school zones in the 2012-13 school year, with a review and consideration of renewal thereafter, for Cherokee Heights, Galtier, Hazel Park, Highwood Hills, Riverview, and Vento elementary schools

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

DATE: December 13, 2011

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 Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective December 22, 2011, 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 13, 2011

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area goal of aligning resource allocation to District priorities.
4. This item is submitted by Michael A. Baumann, Chief Business Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1 – November 30, 2011.

(a) General Account	#496197-497615 #3016094-3016168	\$49,235,514.98
(b) Debt Service	-0-	0
(c) Construction	-0-	<u>3,064,368.96</u>
		<u>\$52,299,883.94</u>

Included in the above disbursements are payrolls in the amount of \$33,699,704.42 and overtime of \$117,366.36.

(d) Collateral Changes

none

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 21, 2011.

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

DATE: December 13, 2011

TOPIC: Request to approve the 2011-12 Saint Paul Public Schools Parent Academy Pay Rate with the Office of Family Engagement and Community Partnerships

A. PERTINENT FACTS:

1. 2011-2012 Saint Paul Public Schools Parent Academy offers a free eight-week program designed especially for parents and guardians of children that currently attend pre- kindergarten, elementary, middle and high school at SPPS. The goal is to bring schools, parents/guardians and the community together as equal partners in the education of their children. Parent Academy is designed to connect parents to the school and university communities, and connect parents directly to individuals at the school who make decisions and/or impact their child's educational experience. Parent Academy will empower parents to increase their skills and abilities to become active participants in their child's learning. Parent Academy provides a framework for creating a community in which parents and teachers collaborate with one another to transform each child's educational experience at home and at school, so all children can achieve and be prepared to attend college. Parent Academy also provides relevant information to parents to better support their child's road to college. The program is taught in five languages: English, Hmong, Karen, Spanish and Somali. The facilitators of the program are language and/or ethnic specific. Classes will be offered one evening a week for approximately 3.0 hours. Parent Academy is offered throughout year at multiple sites with food, childcare and limited transportation as needed. Parent Academy is sponsored and supported by the Saint Paul Public Schools Office of Family Engagement and Community Partnerships.
2. This contract is from July 1, 2011-June 30, 2012 for the amount of \$100,000.00 to provide salaries for the following:
 - Facilitators range from \$700.00 - \$3,200.00 per session at \$16.67 per hour
 - Co-Facilitators range from \$500.00 - \$2,500.00 per session at \$13.35 per hour
 - Site Coordinators range from \$600.00 - \$1,000.00 per session at \$13.35 per hour
 - Monitors ranging from \$400.00 - \$1,000.00 per session \$13.35 per hour
 - Recruiters ranging from \$50.00 - \$300.00 per session at \$11.50 per hour
 - Childcare ranging from \$40.00 - \$1,000.00 per session \$11.50 per hour
3. The source of funding is the Office of Family Engagement and Community Partnerships and Title I Funded Programs budget numbers:
 - 01-005-134-000-6185-0000
 - 01-005-134-000-6490-0000
 - 01-005-134-000-6305-0000
 - 01-005-134-733-6360-0000
 - 29-005-216-401-6185-2638
4. This project will meet the District's Strong Schools, Strong Communities Goal of Achievement by ensuring high academic achievement for all students and strengthening relationships with community and families.
5. This item is submitted by Jackie Turner, Executive Director, Family Engagement and Community

Partnerships; Matthew Mohs, Director; and Suzanne Kelly, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent or her designee to approve the 2011 - 2012 Parent Academy pay rates to provide the above mentioned services for the period of July 1, 2011 - June 30, 2012 at the cost of \$100,000.00.

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

DATE: December 12, 2011

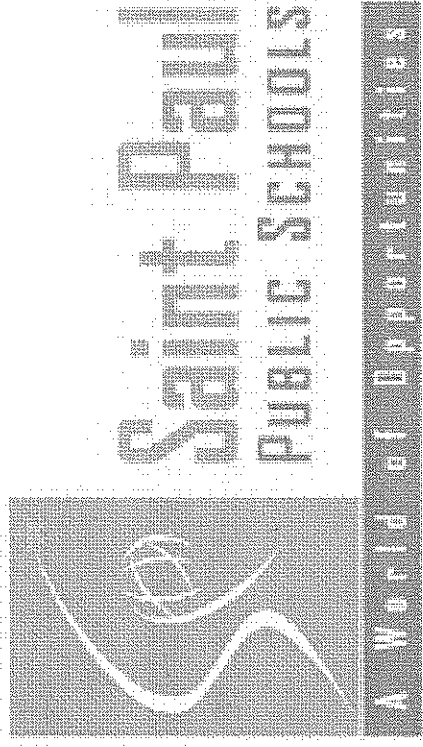
TOPIC: Revisions to the Strong Schools, Strong Communities Timeline

A. PERTINENT FACTS

1. At the regular Saint Paul Public Schools Board of Education meeting on March 11, 2011 the Board of Education unanimously approved the following motion: *That the Board of Education adopt a resolution approving the comprehensive Strong Schools, Strong Communities Strategic Plan (SSSC) and implementation timeline, as proposed and amended on March 1, 2011.*
2. Administration has moved forward with the implementation phase of the SSSC plan; including ongoing feasibility studies. As a result of that work, administration recommends the following modifications to the implementation timeline ratified by the Board on March 11, 2011.
 - Retain the current attendance boundaries for Battle Creek Elementary, Frost Lake, Galtier, Hancock-Hamline, Mississippi and Riverview for the 2012-2013 school year. Boundary changes for those schools will occur with all other elementary boundary changes for SY13-14.
 - Delay 7th grade expansion for Barak & Michelle Obama Service Learning Academy until SY2013, with 8th grade being added in SY2014.
 - Delay launch of iPrep High School to SY13-14.
3. This action supports the District's goals of achievement, alignment and sustainability and provides additional time to create smoother programmatic transitions that support student learning.
4. Requested by Dr. Mike Kremer, Chief of Schools; and Suzanne P. Kelly, Chief of Staff.

B. RECOMMENDATION

That the Board of Education authorizes the Superintendent (designee) to make the necessary modifications to the Strong Schools, Strong Communities Strategic Plan timeline to ensure the overall fidelity of the plan and to best benefit student learning.



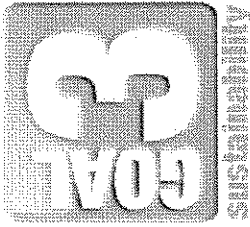
2012 Recommended Property Tax Levy

Board of Education Meeting

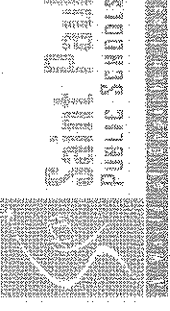
Mary Gilbert

Legislative Liaison

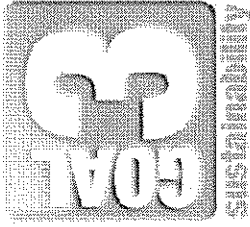
December 13, 2011



Purpose



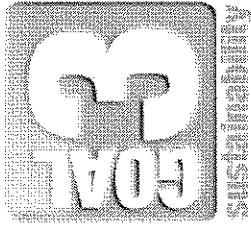
- To review information on the proposed SPPS portion of the property tax levy for Pay12 taxes in order to seek Board of Education approval of the certified levy this evening.



Agenda



- Why does SPPS levy?
- General Information on property tax levy
- Steps in the certification of the levy
- Comparison of Pay11 to Pay12 levy
- Reasons for changes
- Recommendation

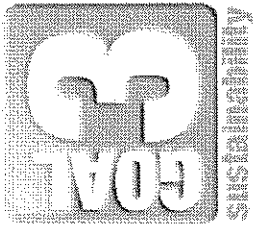


Why Does SPPS Levy?

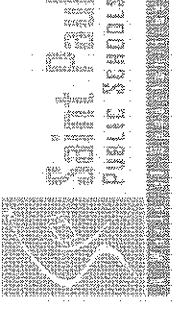


- State funding does not provide all of General Education expense requirements (Equity, Transition, Integration, Operating Capital, etc.)
- Mandates from the State and Federal governments require additional funding (deferred maintenance)
- Leased space support
- Health Care support
- Pension support
- Operating costs

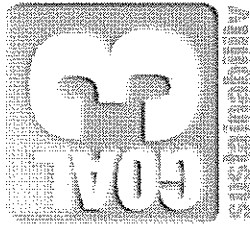
Some levies contain penalties if not levied fully



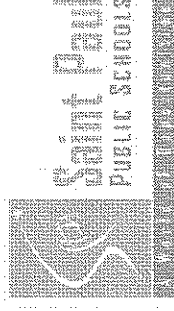
Property Tax Levy (General Information)



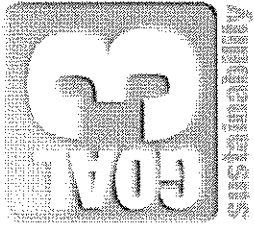
- Property Tax Levy laws are established by the Legislature of the State of Minnesota.
- Boards of Education set the overall Levy for School Districts up to the maximum set by the State.
- The 2012 Levy will be paid by taxpayers in May and October of 2012.
- The proceeds of the 2012 Levy provide funds for the 2012-13 school year.
- Calculations for individual property taxes are administered by Ramsey County.



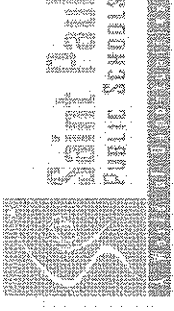
Steps in the Levy Process



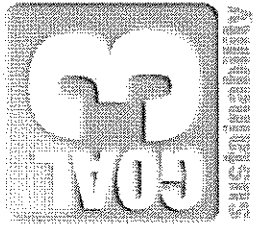
	Date	Action
✓	August 2011	Receive data from State and do initial calculations
✓	September 13, 2011	Present initial proposal to Committee of the Board. COB certifies ceiling (maximum) levy.
✓	September 30, 2011	SPPS certifies ceiling (maximum) levy to the State.
✓	November 2011	Ramsey County mails proposed tax statements
✓	November 29, 2011	SPPS holds public hearing to hear from tax payers on proposed levy
	December 13, 2011	Board of Education certifies Pay12 levy amount
	December 28 2011	SPPS certifies Pay12 levy to the State



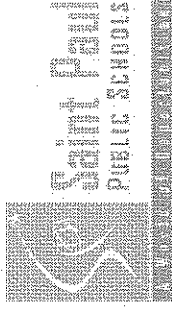
SPPS Tax Impact



- The Board has already reduced the levy from the maximum authorized state amount by \$1.8 million.
- According to the information provided by Ramsey County, the impact of the SPPS portion of the Pay12 Property Taxes on the median value house (\$149,300) in St. Paul is \$17.00/annually.

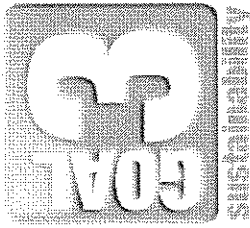


Property Tax Levy Proposal (Comparison Pay11 to Pay12)



Fund	Final Pay 11	Proposed Pay 12	Percent Change
General	\$76,202,541	\$83,127,050	9.1%
Community Service	3,571,570	3,447,465	(3.5%)
Debt	41,970,427	39,498,060	(5.9%)
Total	121,744,538	126,072,575	3.6%*

*With application of fiscal disparity, increase is 2.8%

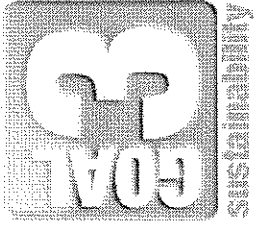


Pay12 Levy

City, County, and School District



Jurisdiction	% change
City of St. Paul	5.5%
Ramsey County	1.7%
SPPS	3.6%
Total combined	3.3%

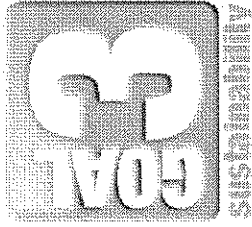


Pay 11 Proposed Levy

(Points of Interest)



- Main reasons for levy changes:
 - OPEB (Other Post Employment Benefits) – a levy to help cover the costs of retiree health insurance. District continues to take steps to control these costs
 - Health & Safety levy – a levy to cover costs of state approved projects involving health & safety issues
 - Debt levy – costs and adjustments to maintain our building infrastructure
 - Obligations created by the 2010 pension bill: Teacher Retirement Association (TRA) NOTE: NOT a benefit increase
 - Re-employment insurance – covering unemployment costs and federal extension of benefits



Recommendation:



That the Board of Education
approve the Pay12 levy of
\$126,072,575.88

2011 Performance Appraisal for Superintendent Valeria Silva

The Board of Education of St. Paul Public Schools has determined that Superintendent Valeria Silva has met or exceeded our expectations in the following leadership competencies:

- Strategic
- Instructional
- Cultural
- Human resource
- Managerial
- Communications

We appreciate her collaborative and inclusive leadership in creating and launching the Strong Schools, Strong Communities strategic plan. The tightly focused goals around achievement, alignment, and sustainability convey the combination of urgency and commitment that characterize her leadership style and value to the community.

We look forward in 2012 to supporting Superintendent Silva as she continues to use her identified leadership strengths and to make improvements in identified leadership areas for further development to build talented teams that help all students achieve at the highest levels, and strengthen relationships and communications with our students, families, employees and community.

Board of Education Meetings

(5:45 unless otherwise noted)

- January 10, 2012 -- SPPS Annual Meeting (4:30 p.m.)
- January 17
- February 21
- March 20
- April 17
- May 15
- June 5 – Special (Non-Renewals) 4:00 p.m.
- June 19
- July 17
- August 21

Committee of the Board Meetings

(4:30 unless otherwise noted)

- January 5, 2012
- January 31
- March 6
- April 3
- May 1
- June 12
- July 17
- July 31