



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, November 15, 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**  
*Treasurer*



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

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**Long-Range Goals Adopted by the Board:**

**HIGH ACHIEVEMENT**

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

**MEANINGFUL CONNECTIONS**

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

**RESPECTFUL ENVIRONMENT**

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

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

**November 15, 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**
  - A. Minutes of the Regular Meeting of the Board of Education of October 18, 2011 6
- V. COMMITTEE REPORTS**
  - A. Committee of the Board Meeting of November 1, 2011 22
- VI. RECOGNITIONS** (Time Certain 6:00 p.m.)
  - A. Recognition of The District Parent Advisory Committee Members 38
  - B. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships 39
- VII. PUBLIC COMMENT** (Time Certain 7:00 p.m.)
  - A. David Sepeda – boundary-line between Highland Park and Central high schools.
  - B. Jim Rosenthal – boundary-line between Highland Park and Central high schools.
- VIII. SUPERINTENDENT'S REPORT**
  - A. District Monitoring: Equity Vision Card 51
    - 1. Vision Card 95
  - B. District Legislative Platform
  - C. Human Resource Transactions 97

## IX. **CONSENT AGENDA**

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

### A. Gifts

- |  |     |
|--|-----|
| 1. Approval of Non-Monetary Gift from 3M                             | 104 |
| 2. Acceptance of a Gift of Shoot and Share Pocket Projectors from 3M | 105 |
| 3. Gift Acceptance - \$15,000 Check from the St. Paul Foundation     | 106 |
| 4. Gift Acceptance from the Target Corporation                       | 107 |

### B. Grants

- |  |     |
|--|-----|
| 1. Request for Permission to Submit a Grant Application to 3M – SSEI STEM  | 108 |
| 2. Request for Permission to Submit a Grant Application to CVS/Caremark to Fund Computer Hardware for Deaf/Hard of Hearing Programs  | 110 |
| 3. 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. | 111 |
| 4. Permission to Accept a Grant from Macalaster College, Center for School Change  | 112 |
| 5. Ratification of Agreement to Accept \$25,000 Award from the MN Alliance with youth (MAWY) for 13 AmeriCorps Promise Fellows in Middle Schools   | 113 |
| 6. Permission to Accept a Grant from the National Youth Leadership Council   | 114 |
| 7. Request for Permission to Accept Grants from the Saint Paul Public Schools Foundation   | 115 |
| 8. Request for Permission to Submit Online Grant Applications to Target for Field Trips for Multiple SPPS Schools  | 116 |
| 9. Request for Permission to Submit Online Grant Application to Toshiba America Foundation for Horace Mann Elementary  | 117 |

### C. Contracts

### D. Agreements

- |  |     |
|--|-----|
| 1. Approval to Enter into an Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus  | 118 |
| 2. 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 | 119 |
| 3. Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2011-2014              | 120 |
| 4. Approval of an Employment Agreement with Sheet Metal Workers  | 121 |

International Association, Local 10, to Establish Terms and Conditions of Employment for 2011-2014	
5. 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	122
6. Approval of the Terms and Conditions of Professional Employment for the Superintendency	123
E. Administrative Items	
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2. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	126
3. Monthly Operating Authority	127
F. Bids - None	
<b>X. OLD BUSINESS</b>	
<b>XI. NEW BUSINESS</b>	
A. Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election	128
<b>XII. BOARD OF EDUCATION</b>	
A. Information Requests & Responses	
B. Items for Future Agendas	
C. Board of Education Reports/Communications	
<b>XIII. FUTURE MEETING SCHEDULE</b>	
A. Action to Move January 10 Committee of Board Meeting to Thursday, January 5 at 4:30 p.m.	
B. Board of Education Meetings (5:45 unless otherwise noted)	131
C. Committee of the Board Meetings (4:30 unless otherwise noted)	132
<b>XIV. ADJOURNMENT</b>	

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**October 18, 2011**

**I. CALL TO ORDER**

The meeting was called to order at 5:54 p.m.

**II. ROLL CALL**

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

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

A. Order of the Consent Agenda

**MOTION:** Ms. Carroll moved, seconded by Ms. Kong-Thao, the Board of Education approve the Order of the Consent Agenda with the exception of Item C2: Request for Approval of Initial Contracts with State-Approved Providers of Supplemental Education Services (SES) as Required by the No Child Left Behind Act of 2001 (NCLB) which was pulled for separate consideration.

The motion was approved by the following roll call vote:

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

B. Order of the Main Agenda

**MOTION:** Mr. Hardy moved, seconded by Ms. Kong-Thao, the Board of Education approve the Order of the Main Agenda as published.

The motion was approved by the following roll call vote:

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

**IV. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of September 20, 2011

**MOTION:** Mr. Brodrick moved, seconded by Ms. Carroll, the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of September 20, 2011 as published.

The motion was approved by the following roll call vote:

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

## V. SPECIAL RECOGNITION

### A. "Outstanding Legislators for 2011" by the Minnesota School Boards Association (MSBA)

The Minnesota School Boards Association expressed its appreciation to Representative Carlos Mariani and Senator John Harrington for their dedicated and thoughtful consideration of school issues and their support for MSBA's legislative interests, policies and priorities during the 2011 legislative sessions. Both gentlemen were named MSBA Outstanding Legislators for 2011.

## VI. COMMITTEE REPORTS

### A. Committee of the Board Meeting of October 4, 2011

The first agenda item was a review of the Final 2010-2011 Budget Revisions. The revisions were in the fully financed funds (grant adjustments) for Community Service and the General Fund. With those revisions, the total revenue for FY 11 was \$656,752,734 and the total expenditures were \$656,106,142.

**RECOMMENDED MOTION: That the Board of Education approve the final 2010-11 budget revisions as presented.**

The motion was approved by the following roll call vote:

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

The next items was a review of the proposed Budget Guidelines for FY 2013. The guidelines included:

1. The philosophy it was supporting (SSSC Plan)
2. How the budget calculations would be prepared in the areas of revenue projection, inflation, enrollment, average salary and benefits calculation data and fund balances.
3. Creating the budget for schools and non-school programs
4. Compilation and presentation of the FY 13 budget

**RECOMMENDED MOTION: That the Board of Education approve the FY 2013 Budget Guidelines as presented.**

The motion was approved by the following roll call vote:

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

An Update on District Action Teams was provided along with a timeline for reporting out to the Board.

Dr. Robicheau, Superintendent for EMID, provided an update to the Board on the issues facing the East Metro Integration District.

The American Indian Parent Committee presented their Resolution of Concurrence. The Resolution covered several areas:

1. American Indian Studies with requests presented in the areas of the school name, staffing positions within the American Indian Studies program, the American Indian Magnet School principal vacancy and concerns regarding keeping the American Indian Studies Program intact with city-wide busing for its students.
2. Follow Up On Previous Administrative Agreements was discussed in depth.

**RECOMMENDED MOTION: That the Board of Education accept the Indian Education Act Resolution of Concurrence 2010-2011 as submitted by the Parent Committee of the SPPS Indian Education Program pending the Administrative Response.**

The motion was approved by the following roll call vote:

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

The Capital Expenditure Advisory Committee (CEAC) then presented their recommendations for Capital Bonding Projects along with a review of the process and criteria used in making their recommendations.

The allocations recommended by the committee totaled \$15,000,000 and were allocated across the following areas:

- Site requested single proposals & ranked improvement projects
- Infrastructure upgrades to support the Technology Integration Plan
- Strategic plan implementation projects
- Security infrastructure upgrades
- Energy efficiency improvements
- Miscellaneous projects
- Project management salaries and a
- Contingency of 10%

**RECOMMENDED MOTION: That the Board of Education approve the Recommendations from the Capital Expenditure Advisory Committee on Capital Bonding Projects as presented.**

The motion was approved by the following roll call vote:

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

Appreciation was expressed for the work of CEAC, for the process used and thanks were extended to the members of the CEAC Committee for their participation in the work.

A brief report from the Policy Work Group was made regarding the advertising policy.

The Board then moved into a Work Session which resulted in two actions:

**1. CEAC Appointments**

**RECOMMENDED MOTION:** That the Board of Education minutes reflect the final list of appointments to the Capital Expenditure Advisory Committee.

The motion was approved by the following roll call vote:

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

The appointments to the 2011-12 Capital Expenditure Advisory Committee are:

- Jennifer Ampulski
- Jemal Bedaso,
- John Decker
- Edward Driscoll
- Amy Filice
- Phillip Peterson
- Michael Roehr
- Richard Streeper
- Zachary Wilson

**2. Board Listening Sessions**

**RECOMMENDED MOTION:** That the Board Chair initiate a meeting with the District Parent Advisory Committee and use that meeting to get input on how to make the listening sessions better attended, along with suggestions for dates and locations.

The motion was approved by the following roll call vote:

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

**MOTION:** Director Hardy moved the Board accept the report out of the October 4 Committee of the Board meeting. The motion was seconded by Ms. Carroll.

The motion was approved by the following roll call vote:

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

**VII. RECOGNITIONS**

**BF 28787**      Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Renee Combs**, Health Teacher at Farnsworth Aerospace 5-8, for being named American Association of Health, Physical Education, Recreation and Dance (AAPERD) Health Teacher of the Year for Minnesota.
2. **Dr. Fatima Lawson**, principal at L'Etoile du Nord French Immersion, on being awarded the American Council for International Education (ACIE) Exchange Scholar Award to Brazil 2011-12. As a result of the award, the school was visited by Brazilian school administrators Jacqueline de Oliveira Guimaraes, Marlene Terezinha Malschitzky Zimmer and Viviane Miranda Rocha who were introduced at the Board meeting.

**MOTION: Ms. Kong-Thao moved the Board of Education recognize and congratulate the individuals above for their outstanding work. Motion seconded by Ms. Carroll**

The motion was approved by the following roll call vote:

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

#### VIII. PUBLIC COMMENT

- Eric Wahberg - F1 Area Boundaries and affect on community
- Molly Noble - F1 Area Boundaries works counter of SSSC Plan
- Deb Rosenthal - F1 Area Boundaries and how affects families/neighborhood
- Lisa Arnet - F1 Area Boundaries family identifies with Highland community
- Jim Rosenthal - F1 Area Boundaries and communication of plan and transition timing
- Brent Bauer - F1 Area Boundaries and impact on families
- Rose Wahlberg -F1 Area Boundaries and loss of school community
- Bob Zick – need for Board to take active role in managing school system, outsourcing of district functions (security and fire alarm)

#### IX. SUPERINTENDENT'S REPORT

##### A. One Thing I Love Campaign

The Superintendent reported on highlights of the kick-off of the "One Thing I Love About St. Paul Public Schools Enrollment Campaign. Two videos were presented covering the kick-off of the campaign. She noted the focus of the campaign was to encourage families to send their children to SPPS by showcasing the opportunities available through SPPS to students and families.

The Director of Communications, Marketing and Development reported out on various aspects of the campaign including the "One Thing I Love" bus and expressed thanks to everyone who participated in the launch. She noted "One Thing I Love" is a more targeted approach to communicate with families about opportunities offered by St. Paul Public Schools; it is personal, local and grass roots, a non-traditional way to get the word out to the community. It will raise awareness of the good things happening in the schools and provide tools for sharing those things with the rest of the district and community. She expressed the District's appreciation for the support of the St. Paul Foundation, the Bigelow Foundation and 3M for funding the campaign.

##### QUESTIONS/DISCUSSION:

- It was noted the bus participated in the first Como High School homecoming parade.
- Thanks were expressed that the District is finally marketing itself by highlighting its strengths. The question was asked whether alumni were being contacted for their "One

Thing” about their success since graduating. Staff said they would add this to their list of things to add to the campaign.

**B. SSSC Monitoring – Achievement Vision Card**

The Superintendent stated this was the first report on the vision card monitoring and reporting system for the SSSC Strategic Plan. She went on to say there would be a report on VisionCards included in each monthly COB meeting with a further report at the Board meeting. The VisionCards were implemented as a way to monitor the ongoing efforts in moving the plan forward. The cards will provide a way to recognize what is working and what needs to be scaled up to replicate best practices or revised to better address issues that emerge.

She went on to say most of the information provided in this report has been reported out separately in the past. This is the first time the information has been combined as a whole set of data on the ways students are being monitored. The information will be made available for community review.

The Chief of Accountability stated the objectives were to review the VisionCard background, to walk through the 2011 Achievement Results and Analysis in the areas of proficiency and growth (MCA, MAP, Mondo Bookshop Assessments, etc.) and Capstone areas (GRAD, ACT, Graduation) and to review actions being taken on the results of Goal 1 review.

To review the background context she reviewed the strategic level of monitoring and reporting on results within the first VisionCard – Achievement. The cards are based on a continuous improvement model involving inputs, processes and outcomes with the focus on primary outcomes in achievement and equity. The processes (the remaining vision cards) function to help influence outcomes.

VisionCards represent a summary of district-wide indicators of progress on the SSSC Strategic Plan and are grouped by themes. They are aligned to goals (achievement, alignment and sustainability), are clear and concise (and if possible presented in a visual format). The results are scaled to five levels (intervene, concern, baseline, progress and vision [Level 5]).

Achievement focuses on district-wide achievement results. She then reviewed the Level 5 Vision levels for the nine areas under growth and proficiency and the seven items under the capstone area.

The Chief of Accountability then moved on to make note of the changes that had been made in the reporting since the Board had made its initial approval of the process. In this report:

- The 2011 growth data has not yet been released for MCA results from the State, the data shown for growth and proficiency is for 2010 unless otherwise noted.
- Under the MTAS assessment the measure has been changed from participation to proficiency
- The Vision level was revised for Mondo from 75% proficiency to 90% to correspond with work being done around interventions and supports
- For the Graduation Rate the use of a four-year cohort completion rate was added as a second measure in the graduation area and the Vision Level was revised accordingly to 80%. The NCLB graduation rate is also used, but this offers a higher rate than is perhaps actually being achieved, the Vision Level for this is 98%.
- In the area of AP/IB the 2011 data is not yet available. The District receives centralized data for AP; however for IB the District needs to collect the data from each individual school and do an analysis of it which is in process but not completed.

She then reviewed the various keys and levels used in reporting out on the Proficiency and Growth VisionCard noting MCA Growth was available for the first time in 2010; no growth is available for 3<sup>rd</sup> grade or for Science; individual growth is measured in three categories (low, medium and high) and that the grids utilize 2010 data as 2011 is not yet available.

Proficiency and Growth were reported out in the following areas:

- Race/Ethnicity with the following conclusions: Caucasian students are higher in percent proficient (at or above Vision) and are more likely to be making medium or high growth and that the District needs to make more growth with more students of color to close the gaps.
- Grade Level – proficiency and growth increase to peaks in Grade 6 (the only grade at Progress level) and then decreases in the higher grades.
- 2010-11 MCA Proficiency Results with Trend for Grade Levels. Math trends were not reported because the MCA-III was a new test for Grades 3-8.
- 2010-11 MCA Proficiency Results with Trend for Race/Ethnic Groups which showed all race/ethnic groups increased in percent proficient on 2011 MCA Reading.
- Science showed 28% proficient at 5<sup>th</sup> grade, 22% proficient at 8<sup>th</sup> grade (Intervene Level) and 31% proficient for High School (Concern Level). Science MCA results are at the Intervene level for grades 5 and 8, at the Concern Level for high school. No growth data has been calculated for Science.
- Modified and Alternative Assessments
  - MCA-Modified (MCA-M) is a new assessment for students whose disability precludes them from achieving grade-level proficiency. As a new test, no proficiency has been set.
  - MTAS is the State alternative assessment for students with the most significant cognitive disabilities. MTAS is at Progress in Reading and Concern in Math.
- Mondo Bookshop Assessment – Early Readers Report. This is the first time SPPS has set targets for Mondo Bookshop Assessment; this will continue to be monitored and adjusted as needed.
- MAP Growth – students are making either typical growth or not, unlike MCA. Typical growth is defined by NWEA, the creators of MAP. MAP Growth is at Baseline Level.

#### QUESTIONS/DISCUSSION:

- Why does growth peak at Grade 6? Response: That is being looked at to try to find why that pattern exists.
- What does implementation of Mondo look like? Response: Mondo materials are used in Grades K-5 for reading. The Readers and Writers Workshop model is incorporated into this. The materials are now aligned across the schools and it is required that they be used. A menu of activities (a pacing guide) is provided so implementation and alignment of instruction is similar across all schools.
- How are Mondo results interpreted for immersion and bi-lingual? Response: For immersion students there is a portion done in grades 2-5 which is the English section. For Spanish there are no Mondo materials but there is another text to teach language proficiency. It is the same thing in the bi-lingual program there are English Mondo materials and another text in the second language which is used. The language which is being taught is assessed.
- It was noted that about 50% of K level students are ELL students who are learning the language and this will affect results.
- Typical growth, is it comparable on a curve or absolute and within what context? Response: Typical growth is growth within a year and is based on a national norm (defined by NWEA) and is different from the norms set within the District.
- What is the summer school impact on student performance? MAP results are initial but show summer school is interrupting but not reversing the cycle of loss in term of reading. Four of the six grades within the analysis show stronger results for summer school than national results, particularly grade 7-8. It also showed stronger results for students attending SPPS summer school than other SPPS students. The only grade with an overall decline was Grade 6, which needs to be looked at. Math results were not as clear as those in reading but did show improvement.
- It was recommended that when the VisionCard material is sent out initially for Board members that it be in color so it is easier to interpret.
- Over the course of a year it is important that the Board track its own growth on how data is used and how it is being used to know where the District is going.
- It is going to be important that specific information on how the District will improve the numbers in science are available over the next year.

- As the District looks at what is working and what has contributed to the success and what the best practices are there need to be specific ways to track success for various groups, levels and areas. There also need to be strategies for families to help support their children's achievement. What are the contributing factors that are helping to move achievement?
- If unexpected changes occur it is important these be flagged as an anomaly for Board members. The Board needs to understand if it is a trend, pattern, divergence or anomaly. If it is determined there needs to be a greater inspection of a particular area the Board as a whole will need to be ready to take an action asking that more information be provided on a particular element/area. The Board needs to be prepared to provide direction if necessary.
- When do building staff (principals, teachers) get this information? The VisionCards is a compilation of all data elements. The data was shared with schools earlier in the process prior to presentation to the Board. School data is available to the schools as soon as it becomes available. MCA and MAP get to the schools as soon as available.
- Presentation of this subject tonight is an anomaly in being presented at a BOE meeting rather than a COB meeting. All remaining vision cards will be presented at a COB meeting.
- The VisionCards communicate and guide where the District goes. They prioritize the information and assist in showing where the focus needs to be.
- When do the action steps reach schools? Response: All staff needs to have this information. The VisionCards need to be in the hands of the whole staff as everyone contributes toward success. When the information is sent to schools, they must write a SCIP plan to target issues or results provided by data. The SCIP provides a vision and defines the actions needing to be taken to improve test results within groups/schools. The plans are available at all schools and are shared with staff in order to address issues. Principal evaluations use the data to set goals and evaluations are related directly to the data.
- The District has great performance with some groups of student and very poor performance in other groups. As a system SPPS educates all children but when you look at the data some subgroups are not achieving as needed. As a system SPPS is working to provide the data to the community, families and agencies. The reality is SPPS cannot do it alone; it needs the support of the community. As a system SPPS is looking for other alternatives, resources and other ways to address the issues in order to increase the achievement of all students. Administration recognizes the need to do things differently in order to incrementally improve achievement within all groups.
- It was asked how growth is calculated on proficiency (low, medium or high) -- growth within one year? Also if they are not proficient was progress low, medium or high. Response: The data is calculated looking at the percent of students who made medium or high growth regardless of proficiency level.
- The District is aiming for at least medium growth. If they are not at proficiency they must make high growth to change. The VisionCards are not the only set of data being looked at within the district. At an operational level schools are looking at data walls, PLCs and school profiles to see how their data plays out at school level. Schools are being taught to look at school level and who needs to make what levels of growth to change achievement.
- How do you get down to the school level and have it show up in a classroom to address single students. How do teachers use data to know what students need individually to make growth/proficiency? It was suggested it might be valuable to provide case studies/stories of how things are changing through the use of data. How teachers use data to change instruction to meet the needs of students and address areas of weakness while continuing to improve those who are proficient. The "stories" would personalize how this is working.

The presentation then moved on the review the Capstone Data (college and career readiness indicators). Capstone are those measures that show ultimate outcomes of student trajectory within the system and those college level indicators that show if students are prepared for the next step of college access. This included reports in the following areas:

- GRAD pass on First Attempt – Math is at the Intervene Level. Writing has a higher threshold for Vision level (90%) because results are already near 75%. Reading is at Baseline Level.
- ACT participation and composite scores – participation has increased to Progress Level. Composite scores have held steady even with increased participation and are at Intervene Level.
- Four-Year Cohort Completion Rate – this is following a cohort of students who started 9<sup>th</sup> grade in an SPPS school and four years later the cohort is divided into three groups: Graduated in four years; Continued in SPPS and Dropped out and did not re-enroll in SPPS by the following fall. Students who transferred into or out of the district are not included in this calculation. The Vision Level for this is 80%. The four-year completion rate is a more complete picture of student outcomes. This is at Progress Level.
- The NCLB Cumulative Graduation Rate (Vision Level 98%) is defined and used by the State for NCLB purposes. It counts the total number of students graduating divided by the total number of graduates and dropouts (students who were not found as re-enrolled in any other school in the State by the following fall) multiplied by 100. Students who transferred into the district are included in this calculation. The NCLB graduation rate has increased steadily and is now at Progress Level. This calculation will be changing after this year.

#### QUESTIONS/DISCUSSION:

- What is available over time on actual graduation rates, how is it tracked and are kids coming into the District tracked? Response: None of the calculations are exactly right and administration is discussing how to better represent its student population. This is an on-going discussion. Students who enter the district are included in the NCLB graduation rate. These students are tracked internally but are not captured in the four-year cohort calculation.
- Do other districts have tools which might be used to gauge mobility and capture students who graduate? Response: The states are getting better and there are opportunities to explore other options.
- It was noted the NCLB cumulative grad rate grew from 82 to 90 in three years.
- What about students taking only the SAT? Response: The majority of SPPS students take the ACT. It would be interesting to watch participation rate and where students are scoring. This means the District is measuring against the standards set by SPPS and challenging to measure against national and international standards.
- Concern was expressed about the lack of AP and IB data from last year. It was suggested a process metric might be looked at to change behavior sooner. Response: SPPS does get data on AP performance from the College Board. IB information is not centralized and goes to individual schools. Structures are in place so the District can report in a more timely fashion in the future.
- It was noted there is an increase in students taking AP classes and the number of students of color taking those classes.
- **REQUEST** – Can board members see the factors of poverty and low socio-economic data and how that plays out in the various areas.
- For Board Members – When the Board sees a factor at Intervene level how will the Board address those areas, how will it handle intervention? Response: The Board will need to determine how it will respond. A process needs to be determined as this process progresses. The Board has a monitoring responsibility which is more than receiving information, it needs to set direction but a process to do that needs to be determined.

The Chief of Academics then provided information in the area of Action on Goal 1 Results. She reviewed the 2010 status and the expectations of 2014. In those areas actions included:

- Guaranteed Delivery of Curriculum (Aligned Learning)
  - Staying the course on adopted curriculum
  - Ensuring vertical alignment throughout the organization
  - Prioritizing standards/skills expectations to maximize student learning
  - Deepening implementation of instructional practices (Using data to determine areas of focus through Professional Learning Community/Data Teams and doubling Peer Assistance and Review (PAR) coaches to mentor new teachers)

- Better Achievement Throughout the Organization (Racial equity focus, access and engagement)
  - Engage in racial equity work at all levels
  - Increasing classroom management and student engagement to decrease removal from instruction for behavior
  - Expanding out-of-school time opportunities
- Principal as Instructional Leader
  - Emphasizing instructional leadership with feedback to teachers
  - Monitoring principal and assistant principal leadership through new evaluation system
  - Administration modeling instructional leadership
  - Maximizing principals' time in classrooms by reducing operational duties and minimizing time away from school
- Shared Leadership and Accountability (build support for school system instead of a system of schools)
  - Engaging multiple perspectives through District wide Action Teams and aligned Parent Advisory Committee (DPAC and PACs) structure
  - Convening PLC/DTs of Principals and Assistant Principals
  - Collaborating across departmental teams
- Data Used Throughout the Year to Inform and Improve Instruction (Implementing new monitoring and reporting system for SSSC)
  - Analyzing quarterly data (e.g. MAP, DataZone, GRAD, Credits) and taking action

Thanks were extended to Administration for the very complete presentation on the first VisionCard.

#### C. Human Resource Transactions

**MOTION:** Ms. Carroll moved the Board of Education approve the Human Resource Transactions, as published, for the period August 31 through September 28, 2011. Motion seconded by Ms. O'Connell.

The motion was approved by the following roll call vote:

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

#### X. **CONSENT AGENDA**

**MOTION:** Ms. O'Connell moved, seconded by Ms. Carroll, the Board of Education approve all individual Consent Agenda items with the exception of Item C2: Request for Approval of Initial Contracts with State-Approved Providers of Supplemental Education Services (SES) as Required by the No Child Left Behind Act of 2001 (NCLB) which was pulled for separate consideration.

The motion was approved by the following roll call vote:

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

#### A. Gifts

**BF 28788** Request to Accept \$24,000 Gift From Shakopee Mdewakanton Sioux Community

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$24,000 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.

B. Grants

**BF 28789** Request to Accept Visions for Learning Grants from Ecolab to Individual Teachers

That the Board of Education authorize the Superintendent (designee) to accept Ecolab funds as awarded, for the materials and projects as described by the individual teacher applicants and to implement the project as specified in the award documents.

**BF 28790** Request for Approval to Apply to the Minnesota State High School League's Foundation

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

**BF 28791** Request for Permission to Submit a Grant Application to the Office of Higher Education for the Intervention for College Attendance Program (ICAP)

That the Board of Education authorize the Superintendent (designee) to submit an application to the Office of Higher Education to increase the number of students to increase college motivation, readiness and academic preparedness for American Indian students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28792** Request for Permission to Accept a Grant from the Ramsey County Children's Mental Health Collaborative

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Ramsey County Children's Mental Health Collaborative for funds to implement a Parent Empowerment Program at Journeys School, to accept funds and to implement the project as specified in the award documents.

**BF 28793** Acknowledgement of Receipt of School Facility Improvement Grant

That the Board of Education recognize and acknowledge receipt by Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, of a School Facility Improvement Grant to attend the School Equipment Show, November 30 – December 2, 2011 in San Antonio, Texas.

**BF 28794** Request for Permission to Submit a Grant Application to 3M for the STEP Program.

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

**BF 28795** Request for Permission to Submit a Grant Application to the U.S. Department of Education for the Investing in Innovation (I3) Program

That the Board of Education authorize the Superintendent (designee) to submit an application to the US Department of Education to help children ages 3-9 in high-poverty neighborhoods develop skills in reading, math, and communication; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 28796** Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Promise Neighborhoods Grant

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education, to offer a robust continuum of seamless cradle-to-career solutions to SPPS students in the Promise Neighborhoods area. SPPS will partner with the Amherst H. Wilder Foundation, the City of Saint Paul, Ramsey County, the Saint Paul Public Schools Foundation, the YWCA, and the Summit University and Frogtown Neighborhood District Councils for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 28797** Request to Approve the 2011-12 Project Early Kindergarten Contract with Resources for Child Caring

That the Board of Education authorize the Superintendent or her designee to approve the Project Early Kindergarten contract with Resources for Child Caring to provide the above mentioned services for the period of July 1, 2011 - June 30, 2012 at the cost of \$270,175.00.

D. Agreements – None

E. Administrative Items

**BF 28798** Annual Report on Curriculum, Instruction and Student Achievement

That the Board of Education approve the deadline extension for the 2011 Annual Report on Curriculum, Instruction and Student Achievement through January 31, 2012 and submit notice to the Minnesota Department of Education of the Board's action.

**BF 28799** 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 October, 27, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before that date.

**BF 28800** Monthly Operating Authority

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

(a) General Account	#492617-494548	\$142,584,844.05
	#3015923-3016020	
(b) Debt Service	-0-	7,074,565.85
(c) Construction	-0-	<u>10,392,612.09</u>
		<u>\$160,052,021.99</u>

Included in the above disbursements are payrolls in the amount of \$45,139,410.32 and overtime of \$124,522.89. This report covers 2 months and 4 payrolls. Overtime is .275% of payroll.

(d) Collateral Changes                      None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 17, 2012.

F. Bids

**BF 28801** Bid No. A9479-K Retiree 65+ Health Insurance

That the Board of Education approve the contract for retiree health insurance coverage with HealthPartners effective January 1, 2012, at the proposed premium renewal rates.

**BF 28802** Bid # A150706 -- Refrigerated Buffet Style Serving Bars

That the Board of Education authorize award of bid No. A150706 for furnishing and delivery of Atlas Brand Refrigerated Buffet Style Serving Bars to various school locations to the lowest responsible bidder, Strategic Equipment, Inc., in the amount of \$277,900.00.

## **CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION**

**BF 28803** Request for Approval of Initial Contracts with State-Approved Providers of Supplemental Education Services (SES) as Required by the No Child Left Behind Act of 2001 (NCLB)

Director Hardy asked how the most recent tutoring services have helped in student proficiency and learning. He also asked with the range of contract amounts if that was based on students served or number of people serving the students? How does inclusion of the newer service groups fit into the Strategic Plan.

The Superintendent stated that as the service is now set up and has been for years, she could not see how it could provide better service than could be provided by SPPS. These groups are contracted to provide an opportunity for families to go to an outside agency to obtain tutorial services. These are independent contractors and SPPS has no oversight of their teaching. It simply oversees numbers seen and served. Additionally, there has been no correlation made between the service received and an improvement in achievement. SPPS has been looking for ways to measure the value of the tutorial services and ways to improve the value to families.

The Director of Funded Services stated there are a number of pieces which must be factored in for these contracts each year. These include, the per pupil amount available for each tutoring voucher to low income families, changes based on the Title I allocation, the census poverty count for a district and the number of providers available. The amount is capped at \$4.5 million or 20% of the Title I allocation. SPPS needs to bring the full list of initial providers to the Board since it does not know which providers families will choose until the time they are chosen. SPPS then amends the contracts to reflect those providers who are actually working with its families. SPPS has looked at historical enrollment patterns for existing providers. For new providers consideration is given to the model they are providing, their track record in other locations, and the kind of capacity they say they will have and make a judgment call in order to meet student needs. Providers are certified by the State and the State provides a list to SPPS to work with.

### **QUESTIONS/DISCUSSION:**

- Does the District track the use of services and is there improvement for the students? Do the students return and use the same providers the following year? Response: SPPS has no formal reports on how students are doing if they are involved in SES services. It is the State's responsibility to evaluate providers. Numerous studies have been done nationally on this issue and few studies show the program has provided measurable benefits for the students. There is a wide variety on services provided as well as charges made for students and time devoted to tutoring them.
- Are any of the providers making a real difference for students? Response: Families provide feedback and there have been some positive interactions and services. Some community providers are trying to leverage this in different ways so the District has on-going relationships with some of them. It is a challenging issue for some of the small providers to compete with national and multi-national organizations.
- This is about student achievement; do any of these providers show positive success with SPPS kids? Response: There are a handful that show some progress with students. There are a couple of providers who do on-line learning and are providing some benefits. Those that provide one-on-one tutoring seem to make the biggest difference for students.
- It was noted SPPS is getting very little return for spending 20% of its Title I allocations and it does cost in staff time for monitoring the providers. Additionally, some practices could be called into question. All in all there is no way to gauge student achievement from this service.
- The tutoring takes place during the school year? Yes
- Doesn't the SPPS Foundation provide tutoring? How does that fit together? Response: There is no relationship between the SPPS Foundation and these providers. There is no mentoring with the SPPS Foundation, only tutoring. Some of the partners have also applied

to the State to be SES providers so they provide tutoring for both but one is not dependent upon the other.

**MOTION:**                    **Ms. Carroll moved, seconded by Mr. Hardy, the Board of Education authorizes Superintendent Valeria Silva to enter into agreements with the above-authorized SES providers for the school year 2011-2012.**

The motion was approved by the following roll call vote:

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

#### **XI. OLD BUSINESS**

##### **BF 28804**            Third Reading: Revision to Policy 903.00 Dangerous Weapons

Ms. Carroll indicated she would be voting no on this item, as she did not consider it an appropriate exception.

**MOTION:**                    **Ms. O'Connell moved approval of the revisions to Policy 903.00 Dangerous Weapons as published. Motion seconded by Ms. Kong-Thao.**

The motion was approved by the following roll call vote:

Brodrick	Yes
Street-Stewart	Yes
Carroll	No
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes
O'Connell	Yes

#### **XII. NEW BUSINESS**

##### **BF 28805**            Minnesota Tax Aid Anticipation Bond Borrowing (MN TAAB)

The Chair stated this was a Resolution authorizing and awarding sale of General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011C and fixing form and terms thereof in connection with the Minnesota Tax and Aid Anticipation Borrowing Program sponsored by the Minnesota School Board Association and Greater Minnesota Service Cooperatives.

##### **QUESTIONS/DISCUSSION:**

- Because of the nature of this item administration was asked why this needs to be done, why it is the best method and the implications to the District? Response: MN TAAB is the lowest rate for borrowing that SPPS can get. SPPS has worked in collaboration with other school districts to get a favorable rate. This is required because of the aid shift occurring over the last three years starting at a 90/10 split which is now down to 60/40. This is the legislature's delaying of payments to the school districts. What the legislation does is tells districts what the State will give them based on demographic enrollment and all of the other formulas associated with it. There is also the District's cash flow which must be met in order to keep the District solvent. The final factor is to keep the cost of borrowing to the District as low as possible.
- In making this borrowing, does that max out any future possible borrowings from MN TAAB? Will there be a need for additional borrowing beyond this? Response: Administration is anticipating another potential to borrow in the Spring, possibly in April or May. The District is exploring various possibilities such as a line of credit option as a safety measure. SPPS is still evaluating that through different banks in Minnesota. Because of the 60/40 split,

opportunities will arise where a borrow is necessary. There is also the single borrow option on the District's own accord. First and foremost is finding the lowest rate.

**MOTION:**                **Ms. Carroll moved the Board of Education approve the Resolution authorizing and awarding sale of General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011C and fixing form and terms thereof in connection with the Minnesota Tax and Aid Anticipation Borrowing Program sponsored by the Minnesota School Board Association and Greater Minnesota Service Cooperatives. The motion was seconded by Ms. O'Connell.**

The motion was approved by the following roll call vote:

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

### **XIII. BOARD OF EDUCATION**

- A. Information Requests & Responses - None
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications - None

### **XIV. FUTURE MEETING SCHEDULE**

- A. Board of Education Meetings (5:45 unless otherwise noted)
  - November 15 – Special Closed Meeting – Labor Negotiations (4:30 p.m.)
  - November 15
  - 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 1
  - November 29
  - December 6
  - January 10, 2012 -- 5:00 p.m.
  - January 31
  - March 6
  - April 3
  - May 1
  - June 12
  - July 17

- July 31

The Chair noted the 2011 Election will be held on November 8, 2011.

#### XV. **ADJOURNMENT**

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

The motion was approved by the following roll call vote:

Brodrick	Yes
Street-Stewart	Yes
Carroll	No
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes
O'Connell	Yes

The meeting adjourned at 9:51 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 1, 2011**

**PRESENT:**

**Board of Education:** Jean O'Connell, Elona Street-Stewart (departed meeting at 6:55 p.m.), Anne Carroll, Kazoua Kong-Thao, John Brodrick, Keith Hardy

**Staff:** Superintendent Silva, Kathy Denman-Wilke, Mary Gilbert, Joe Munnich, Andrew Collins, Julie Schultz-Brown, Michelle Walker, Suzanne Kelly, Denise Quinlan, Kate Wilcox-Harris, Michael Baumann, Efe Agbamu Mike Kremer, Darlene Fry, Tom Delaney, Sharon Freeman, Willie Jett

**Other:** Angelique Kedem, Erica Schumacher, Karen Hallaen, Kelly Rogosheski, Mila Koumpilova, Sam Trya, Carlos S., Daarel Burnette

**I. CALL TO ORDER**

The meeting was called to order at 4:34 p.m.

**II. AGENDA**

**A. Promise Neighborhood Update**

The representative from the Mayor's office to Promise Neighborhoods extended her thanks for SPPS support during the Promise Neighborhood planning year and the community process involved with it. She stated she and the Director for Promise Neighborhood would provide an overview on the status of the program at this point. She stated the Promise Neighborhood is creating a new model for the St. Paul. The project is starting with the 250-block area of Frogtown/Summit University neighborhoods. The model will bring the community together to support children learning. This is a design build process to achieve system change and as things are developed that work they will be scaled out across the city. The work is aligned with the SSSC plan to make schools the heart of community and streamlining things for kids and parents. In terms of making schools the heart of the community, the plan is to build Jackson and Maxfield into hubs as full service community schools.

The Director for Promise Neighborhoods stated they were currently focusing on the grant submission for the next leg of Federal funding. There are a few core pieces Promise Neighborhoods is focusing on in the coming year and commitments made by the local foundation community that will allow various pieces to be implemented whether the grant is received or not. The first focus of the implementation work will be the 0-5 age range early childhood education. One of the key pieces for the early childhood phase is parent awareness of what is available to them and the importance of early childhood education. One piece of this is called Communities of Practice which will ensure quality programming and, in the delivery of services, that they are aligned with the work and interface with children so they are ready when they come to school for Kindergarten.

The "hub and spoke" concept is built on the gains made with the Achievement Plus model, what are called full service schools. The hub would be where families access a variety of services connected to their family's stability and needs as well as looking at the needs of children (dental, medical care [particularly asthma]).

SPROCKETS is also a piece of the effort connecting organizations providing services of some kind. It will include organizations already a part of the Promise Neighborhood initiative along with new ones who come on board in the Hub and Spoke effort. The vision for the data base phase is to evaluate, over the next five years, the work of the Promise Neighborhood. It will also include thinking through how, as a community, all systems are connected to get a good understanding of the children the program will work with. This would include large public organizations such as the City and School District, nonprofit organizations, community organizations, etc.

Over the next two months, a new advisory board drawn from the community will be established for the implementation phase. There was intentionality in having a good representation from the community as the organization is being structured to have community voices at every level of the visioning and organization of the program. It is hoped this will get buy-in from the Hmong and African American communities in the neighborhoods to ensure the efforts are working for the community and to ensure an open flow of ideas. There will be a Partners Convening on December 6 for the 72 partners who have committed contractually to providing support or services to the implementation phase of Promise Neighborhood. The convening will present a profile of what is happening in St Paul and in the implementation process. During the convening there will be a presentations on SSSC, from business-based partners working on community development, health care, social service providers and information on the hub and spoke model.

The core work group or signatory partners (the City, County and SPPS along with the Wilder Foundation) will facilitate the work, provide staff support, etc. and will ensure the work on the ground continues to move forward.

St. Paul is one of 21 districts given the initial planning grant for Promise Neighborhood. The grant, which has just been submitted, is for the implementation phase. The application was for \$5.2 million per year over several years. If St. Paul is selected, there will be a three-year commitment with the potential for an additional two-year renewal. 35 applications have been made from across the country. Application required a 100% match of \$670,000 for the first year. This has been raised in St. Paul through the generosity of fourteen different partners. The U.S. Department of Education will make four to six grants across the county of \$4 to 6 million each. The St. Paul application was aligned with Minnesota's race to the top grant. If St. Paul Promise Neighborhoods receives one of the grants it can do more sooner. However it has 72 partners committed to provide a level of services to the community and participate in the database to further the work whether the grant is received or not. The grant would also fund staff in different capacities both with the initiative navigators out in the community and in cultural organizations already in place. It would provide access to Courageous Conversations training at various levels.

#### QUESTIONS/DISCUSSION:

- How will you provide updates and information to everyone in the networks outside SPPS in an on-going fashion? Response: There is a Promise Neighborhood newsletter that goes out monthly. This could be forwarded to various networks. Efforts to keep the involved community abreast of what happening is done through community meetings.
- The most immediate area SPPS is addressing is making a difference for all students and the schools. Nevertheless, how soon would residents begin to see some economic shift and benefit that is obvious to them? What might be expected immediately? Response: There are two parts, on one hand what is being done with the two schools and then the neighborhood which is about community development. The Communities of Practice vision and the convening on December 6 will give people an overview of what is happening in the neighborhoods including economic development. In the afternoon groups will begin conversations to get people to network to build deeper partnerships and identify gaps that might exist. Jobs and safety were within the top two or three issue areas identified by the community so the appropriate people need to be brought together to look at what an aligned and collaborative development would look like. The U.S. Department of Justice has indicated they will provide additional support directly related to

public safety for those applying for the grants. This would allow for the development of a new strategy for the community.

- Is the convening open to the public or by invitation? Response: It is by invitation to the 72 partners and will provide an opportunity to connect people to existing networks and to establish new ones.
- Within the 72 partners, are there representatives from all of the “education institutions” within the Promise Neighborhood? Response: There is a broad base of partners at different levels. A list was provided.
- Is there a marketing plan to move the work into the community organizations to take the lead? Response: It is part of structure provided through the hub and spoke model. Some work and staff will be embedded within organizations already serving the community to provide work from within
- The Wilder Survey of the neighborhoods, as you move to the implementation phase how will people in the neighborhood understand or have a sense they are in a Promise Neighborhood. What will the work do for the neighborhood? Response: The work will be felt by the schools, community and neighborhood development. The place to start is to connect the people/groups that already are there and participating to find out what they want to see happen in the community. These are a cross section of groups (university, nonprofits, faith based, business, etc.). The people on the ground will need to find a way to make visible to people in the community that the neighborhood is being lifted up. There has been one pass at canvassing the neighborhood to make Promise Neighborhood more visible. The neighborhood development and economic piece are on the table to consider who needs to be involved in the process and what needs to be done.
- Are there restrictions within the grant that the community should know about, i.e., youth employment? Literacy efforts, etc? Response: The overarching restriction is funding should not be used for service provision. It can be used for infrastructure, to align services, evaluate them, and build capacity in certain areas.
- A request was made to add Promise Neighborhood as a standing item as an update on Promise Neighborhood particularly as it directly touches Jackson, Maxfield, and the SSSC work. Response: The Vice Chair indicated they would look at a possible update from the Chief of Staff on the December 6 convening at the December or January COB.

#### B. SSSC Equity VisionCard Monitoring

The Chief Accountability Officer indicated the objective of the review of the 2011-12 Equity VisionCard was to review the VisionCard background, walk through the 2011 equity results and analysis. She indicated the report focused on AVID, PBIS and Bullying Prevention. The final objective was to take action on results.

A **VisionCard is a summary** of district-wide indicators of progress on the SSSC Strategic Plan, grouped by theme. They are clear, concise and visual where possible. The results are scaled on five levels: Intervene, Concern, Baseline, Progress and Vision. The levels are color coded from red (Intervene) to pale green (Vision).

She then noted **what had changed** in the reporting from when the Equity VisionCard was first reviewed. Additions included: GRAD (Pass on first attempt) and graduation rates. Modifications included the gifted/talented identification was adjusted to include all students in grades 1-6, discipline referrals were removed because data is only kept at some schools so it would not be representative of the entire system. PBIS information was added. AP/IB were separated (IB is kept at schools and some self-reported by students) and disproportionality ratios are provided with a new calculation model other than that used by the State.

She reviewed the desired results (percentages) for the Equity Vision Level and then proceeded to **review the data**.

- MCA reading is at the Concern level in the gap (38%) between percent proficient by race/ethnicity. Highest Caucasian, lowest African American.

- The largest gap (44%) in MCA Math is between Caucasian (high) and African American students (low); that is at the Intervene level. Gaps with other race/ethnic groups are smaller, but still large.
- The largest gap in MCA Science is 47% (Intervene level). Similar to Math but different from reading, the gaps are nearly identical for all groups. Again, Caucasian was high and African American lowest.

In the area of **GRAD** – Pass on first attempt the results showed:

- The largest gap (39%) in GRAD Reading is at Concern level, the same as MCA Reading with African American at lowest and Caucasian high.
- GRAD Writing has higher percentages of students passing on their first attempt. The largest gap (22%) is at the Baseline level between Asian American (low) and Caucasian students (high).
- Gaps in GRAD Math are similar to MCA Math, varying up to 20% between race/ethnic groups. The largest gaps (53%) is at Intervene level between Caucasian (high) and African American (low).

**Advanced Courses** show racial gaps in percentage of students completing advanced coursework that vary by over 20%. The largest gap (37%) is at Concern level between American Indian and Caucasian.

- Advanced Placement (AP) Tests scoring 3 or higher shows 49% more Caucasian students than Asian American students scored at 3 or higher on at least one AP exam; this is at Intervene level.
- International Baccalaureate (IB) tests show more Caucasian students than Asian American students scored 4 or higher at the three SPPS IB high schools. The gap (28%) is at Baseline level for percent of students with a score of four or more on at least one IB exam.

**Graduation** (NCLB Rate) 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. Graduation – 4 Year Cohort Completion (preliminary 2011) SPPS 4-year graduation rate shows the largest gap (25%) at the Baseline level between African American and Caucasian. These numbers are not yet final for SY 2010-11.

#### QUESTIONS/DISCUSSION:

- Gifted/Talented (GT) Identification – are things being done differently beyond the traditional manner of identification? Response: There have been changes over time so yes. Currently there is an examination offered for students to take along with portfolio assessment in some cases.
- Is the focus on academic giftedness or “other” gifted areas? Response: The focus is on academic giftedness and is assessed through the Non-verbal Naglieri Test that focuses on visual spatial representation.
- Is administration working on getting consistent data on the discipline referrals? Response: It is being worked on.
- For IB is there a process in place to resolve the current inability to get complete data? Response: Yes.
- How is it determined when something is baseline or concern levels, or other level? Response: Baseline is the middle of the scale, perhaps median or mid-point might be used equally well as a definer. There is a separate scale for each measure and while the scale may be different for each level levels have specific definitions overall. On the Equity Card when gaps are discussed, there should be no gap greater than 10%. The actual percentages are Progress between 10-20%, Baseline 20-30%, Concern 30-40% and Intervene anything greater than 40%. It was noted this should be embedded in the scale for clarity.
- Where would more details behind each measure be found? Response: Currently the data is not on-line; however, the data is available if requested by the Board.
- Would it be useful if the goal were identified for each item? Response: Administration has noted the suggestion.

- Does African American include African and African American? Response: Yes. So there are English learners in the groups? Yes.
- AP/IB – there are some English learners in the mix, how many are there as that would be useful in looking at the data (percentage of population). It would help in assessing how many students of other colors are participating in the classes (real numbers or percentages).
- When you talk about proficiency on any of the items it should be clear what proficiency means and what the target is. Show what years are under discussion. Response: All data is from 2010-11 SY unless otherwise noted.
- Under Grad Writing what is the intersection with ELs? Could that be pulled out in multiple areas in future? As you look at equity and the focus is on racism the EL piece is another dimension that must be looked at under equity but it is a different issue.
- What percentage of groups are taking the classes and what percent are completing and what percentage are passing? This would help us to see the drop off. This should be a breakout in ELs and ethnic groups.
- The AP/IB courses lump together all tests regardless of subject? Yes. If it were broken out more, would it be parallel with reading and math, if it were broken out by individual subject area would the gaps be more similar to MCA, GRAD, etc.? What does the gap look like in French vs. Physics? Response: Numbers of students taking some subjects might skew the results if it was low. The gap is in course taking rate as well so that needs to be looked at. It would show who is not getting access to the courses.
- Interest is more in who is taking the course work rather than who passes because taking the courses will put them in a better position to get into college whether they pass or not or even take the test.
- Is that type of information available school by school and is it used in assessment? Yes.
- Grading across the district – is it being looked at? Response: It will be looked at in 13-14. At this time, more is being done in middle schools than in other areas.
- The GRAD tests first attempt – what happens at other takings, does the breakdown change? What is the cut off? It would be good to see a breakdown of what this looks like at other attempts. How many attempts do they get? Response: The first attempt for reading is in 10<sup>th</sup> grade. The second time is in 11<sup>th</sup> and 12<sup>th</sup> grade when students can take it about every other month during the first week of the month. They can take it as often as they want and must attend remediation in between the test attempts. This is, and has been, tracked and there are some similar patterns and there are still gaps. It is tracked because the data is used by counselors, teachers and parents as it is so important to graduation.
- Could you do first attempt and passing? Response: The data would lend itself to a separate report toward year-end. We need to know some of ethnic issues so we can assure students are getting necessary help to be successful in taking the test.
- Students start taking the reading at 10<sup>th</sup> grade and some don't succeed. This is a 3<sup>rd</sup> and 4<sup>th</sup> grade issue as that is where kids get off track and that needs to be addressed. Over the course of the year, it was asked that the Board get updates on back mapping of kids who are currently in trouble to see what needs to be changed in lower grades so they don't end up in trouble in upper grades. Response: The MAP testing has been added from 3<sup>rd</sup> to 9<sup>th</sup> grade so teachers know where kids start and where they are moving to, it assesses whether kids are making the necessary gains. There is a need for deeper interventions and more time in school for the kids to make up the losses they are experiencing. Summer school is offered as an option and is effective, however the kids need to attend and don't always do so. Some districts are requiring summer school.

**AVID (Advancement Via Individual Determination)** is a 4<sup>th</sup>-12<sup>th</sup> grade post-secondary readiness system. An AVID student can be a student who is in the academic middle, is from a historically under-served college population, is from a family living on a low income, is an English learner, receives Special Education services, receives Transitional Supports (housing, foster care) or will be the first college graduate in their family.

- In 2008 five schools offered AVID, in 2010 24 schools offered the program for the elementary group (grades 4-6). At the elementary level (4<sup>th</sup> – 6<sup>th</sup> grade), district-wide

support services are provided to students in time management, organizational abilities and methods to use for academic success.

- Junior and Senior High student enrollment was 403 in 2005 and is now (2010) at 1,083 across grades 7-12. Individual students are invited to participate. Students are provided with informational meetings and they must sign a contract for participation. At the secondary level, it is an elective class. There are three sites still to come on board (Johnson, Linwood Monroe and Open).
- Demographics of AVID students show 56% are female and 44% male. 78% are eligible for free or reduced lunch, 30% are English Learners. 14% are Caucasian, 1% American Indian, 29% Asian American, 16% Latino and 40% African American. African American students are over-represented as the District wants to make sure they make efforts toward graduation and college participation.
- 2010-11 Math MAP Fall to Spring Growth showed a higher percentage of AVID students made typical growth by at least three percentage points in grades 8 and 9 than district-wide.
- 2010-11 Reading MAP fall to spring growth showed AVID students made typical growth by at least three percentage points more in grades 8 and 9 than district-wide.
- Advanced course completion in 2010-11 (grade 7-12) showed that of 1,083 AVID students, 898 (83%) took at least one advanced course. 873 (97%) passed at least one of the advanced courses. Courses included Language arts 97%, mathematics (96%), social studies (96%) and science (96%).
- 96% of AVID seniors graduated in 2010-11.

2011-12 AVID challenges include reaching the goal of 10% AVID enrollment at the secondary level; this goal was set in 2005. The 10% goal will require recruitment of an additional 546 students and 19 teachers. Retaining AVID trained teaching staff is also an issue.

Solutions include District AVID staff and some content coaches trained by AVID National to provide local professional development. Working with CIPD Center Coaches to blend some AVID strategies into content areas and, in partnership with EMID and MDE, to share local AVID professional development opportunities.

#### QUESTIONS/DISCUSSION

- What is being done to address the challenge of getting the three high schools into AVID? Response: Johnson's schedule will change in SY 12-13, it will move to seven class periods which allows kids to have more options during the day. For Linwood Monroe, as the District does AVID roll out, it has been found that it is a poor time to start a new program when a school has a leadership change. This school should come on board next year.
- On the Graduation slide 4% are not graduating on time due to GRAD testing, does this involve AVID students? Response: This is mostly in reading and involves a population of EL students who are being provided with the supports they need.
- Students who are not signing up but who are eligible, what is being done about that? Can students sign up if parents don't agree? Response: Students can self-select for AVID or be nominated. There are three populations (all male African American, Latino, and Asian) who are not participating. They are being pursued through a program called "Engaging the Missing." There are approaches in the works to get them into the program. A pamphlet has been developed aimed at that population, there is a mentoring program for those students and some technology-based pieces that are under development will be added. The Parent Academy is adding a piece on AVID so parents understand what it is.
- What is the essence of why AVID is so successful for kids who participate – what limits SPPS from expanding to any kid below proficiency? Response: AVID practices are aimed at students in the academic middle who can go either way. It meets them where they are at and moves them in a better direction. Students need to be motivated to do the work required by the program. Students need to accept responsibility and be ready for it. Students need to desire it. That is why it is being started in the 4-6 grades for elementary programs and 7-12 for secondary program.

- What is the communication with students and families and what are the expectations or commitment from the students? A letter is sent outlining their rights and responsibilities that includes an organizational method that must be maintained as part of their grade. It instills policies and procedures they would experience in post-secondary. They must maintain a C or better in core courses. They must learn etiquette and respect and how to be a representative of SPPS when in public.
- AVID as a program, what about challenging students to meet those AVID behavior principles/requirements? What about rolling out the principles if not the program to the rest of the district? Response: One of the challenges is teacher retention and getting staff trained in AVID principles. A lot of the staff is being trained in AVID strategies, the District wants to keep them in AVID but at the same time, those teachers take their experience into their other classrooms. It would be interesting to know how some of the trained teachers are integrating their experiences into their other classes. Some time ago the Board talked about getting all the program supports who provide supports for students (Indian Ed, Mission Possible, etc.) together with AVID so they understand how each provides support to students and work with them to align for a common mission and understanding, aligning the culture. This would raise expectations of students over a broad area and through a variety of means to encourage students in this effort. This would address the issue of not participating because this would get them participating in ways not yet known through exposure to expectations and incentives.
- The Office of College and Career Readiness is doing several things around the alignment piece using a software platform called Naviance to try to achieve what is being discussed. This is being offered to various other groups to align with SPPS expectations so many groups know SPPS goals and aims and can align with SPPS benchmarks.
- What are the incentives for participation in the program? Response: Currently the incentives are the career exposure trips and activities they get to do (i.e., canoeing down the Mississippi River with exposure to careers in the outdoor industry and ice fishing). There are also college and university visits (6-8 trips per year). Additionally, AVID becomes a family environment and students want those relationships. The final incentive is they are planning to go to college.
- When will AVID be in all elementary and secondary schools? Response: By the end of 2013-14.
- AVID student demographics district-wide, on this we need percentages on those eligible and who is missing.
- The Growth columns—what about achievement? Is the gap closing? Is it working? Response: Because the AVID group is in the academic middle, they will not be on the lower end of proficiency. MAP growth helps define how to move these students forward.
- Advance course completion – do the students pursue more than one course? Are they doing it more than once? Are students moving up cumulatively? Cumulative data is more valuable in this area.
- AVID course work – looking at the challenges and solutions, when an AVID course is started in 4<sup>th</sup> grade vs what happens if they start later (7<sup>th</sup> Grade)? Does course design accommodate that? Yes

**Disproportionality Ratios** are 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 Identification shows that in 2010-11 Caucasian students in grades 1-6 were over four times more likely to have been identified as G/T than African American students (46% compared to 10%). That disproportionality is at the Baseline level.

Special Education Referrals showed all race/ethnic groups are at the Progress level or above in Special Education referrals.

Absences show the largest disproportionality in Absences (11+ days absent). This is at Baseline level in Junior High. All other gaps in Absences are at Progress or Vision level. For Suspensions disproportionality is at the Intervene level between African American (the

highest percent of student suspensions) and Asian American (the lowest percent suspended).

The Chief of Accountability summarized as follows:

- Reading indicators have gaps at the Concern level.
- Math and Science indicators are at Intervene.
- 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.

#### QUESTIONS/DISCUSSION:

- On suspension rates what are the next steps? Response: The District has been monitoring suspension for some time. The data allows administration to look at not only relationship of African American students but other students of color as well. It helps to define intervention success in that an intervention method for one group may serve for other groups as well. The data is reported district-wide, at school level and at classroom level to allow for the adjustment of strategies. The focus is on student engagement and finding ways to keep students engaged at school level. Racial equity training is helping with how to address issues at school level in order to adjust responses to student behavior. Administration is asking middle and high schools to look at data for suspensions and find issue areas (transitions, timing in day, etc) and how to address them. All in all, there is a need to find a different way to address the issues and how the issues are being approached.
- The cultural proficiency training is to help in looking at policies and practices to update and make more responsible and current.
- The beginning disproportionality issues and the 2.0 which is the Board approved vision level. Response: There are concerns with the 2.0 but it does help to define and allow everyone to see the disproportion that is there.
- Most of these issues are adult behavior which should be turned around quickly. Because of the interventions that have been discussed and are moving forward or are in place it should make movement possible to bring about solutions. Response: It takes time to absorb change in practices for both adults and students.
- This behavior needs to stop before even Courageous Conversations takes place, it is urgent! There need to be ramifications for the behavior.
- There is a need to analyze student and adult behavior to define what behavior is and why staff react inappropriately to behaviors.
- It would be helpful to pull out ELs, as there may be the possibility of missing nuances that may be important.
- Does data include the ALC programs? Yes it does.
- Special Ed referrals, is there any variation by type of referral? Therefore, some unpacking may be useful or helpful.
- Suspensions how are they categorized? Response: These are suspensions for all categories in Rights & Responsibility Handbook. It might be helpful to look at suspensions by type of suspension and duration. How do the nuances intersect with this? Response: When the quarterly suspension reports are done, the data is provided by categories, grade levels and incident rates.
- On all of the dashboard items there are there deeper metrics administration uses on school/ department level to address changing higher-level metrics? Response: Yes,

that is being done. There is a need to start a conversation that compels people to look deeper into what is going on and where does the focus need to be to begin with.

- The goal discussion needs to happen but the discussion can be at a later time.
- Absences – High schools are at 2.0 – 4.0 and at Progress.
- The ultimate goal is to change behavior in the relationships between adults and students.
- Don't let the numbers affect integrity of what is happening on the ground in schools. Don't let the numbers be incentive to reduce suspensions because of quotas. Behavior needs to change at a lot of levels; goals need to be set and training put in place to address the issues.
- Everyone was reminded the data presented is for disproportionality not numbers.

### **PBIS (Positive Behavioral Interventions and Supports)**

Kids have a wide range of needs, academic and behavioral; some need additional supports to varying degrees. What the District does on the academic and behavioral side is to put systems put in place to help all kids regardless of where they fall. The PBIS initiative began in 2009 and will require a three to five year implementation for it to become effective district-wide. The system has three tiers of support:

- Universal Interventions (school-wide prevention including all students) made up of School PBIS Teams, utilization of discipline data, establishment of behavioral expectations and routines and a recognition that the system is in place by all (staff and students).
- Targeted Group Interventions (focused interventions for some students) utilizing screening and identification, a problem-solving team, a functional behavioral analysis, intervention options and progress monitoring.
- Intensive Individual Interventions (for individual students) which are assessment-based with intensive and durable procedures.

The PBIS teams look at discipline data regularly and use it to solve problems and implement the resolutions using evidence-based practices. Positive behavior expectations are identified for all, taught throughout the year, and re-taught as necessary. The goal for Tier 1 Implementation is 80% or higher.

Tiers 2 & 3 have 10-trained PBIS student intervention specialists for the 17 demo sites who look at adopting behavioral and academic screening and progress monitoring data systems in order to identify students needing additional behavioral assistance before serious interventions are necessary, a preventative approach. They reinforce instructional leadership in functional school-problem-solving teams and assist in developing school behavioral RTI processes. They are integral to developing an array of behavioral intervention options matched to student need.

Challenges facing PBIS include a 65% reduction in PBIS implementation support staffing to schools after ARRA funding ended and the critical need for building-level focused behavioral intervention systems to support the school success of students most often removed from instruction for discipline. Solutions were procurement of MDE approval to access State special education funds for staffing of PBIS Student Intervention Specialists (10 FTE) to 17 school sites and implementation of systematic and innovative focused behavioral intervention systems. Procurement of a Federal grant with MDE to staff select demonstration sites with PBIS Specialists and develop innovative and replicable school systems for decreasing the suspension and dismissal of students with disabilities, especially African-American students with disabilities.

Community partners involved in Tier 2 and 3 work include the University of Minnesota, the Minnesota Association for Children's Mental Health, the Minnesota Department of Education and PACER.

### **QUESTIONS/DISCUSSION**

- The second solution, are there some concrete examples? Response: The District has been tracking the suspension and dismissal rates for African-American students and has

- identified a very high level of disproportionality in that group and the problem is pervasive. This is the second month of the project and efforts are directed in three areas:
- Data systems to track events when they occur and collect data around actions,
  - Communications among regular staff and special education staff to be sure everyone knows when an incident has occurred and an administrative response is about to happen; and
  - To make sure there is a functional analysis of behavior done – what happened, why it happened and what is it that will prevent the event from happening again.
- How will the work be deepened in schools, how will it be expanded to all schools and how will these approaches be embedded so they are not dependent on coaches? What about the work with St. Paul Youth Services? Response: The work began this summer and involves Youth Services work within the community. They are looking at behavior as it comes from the community into the schools and back out into the community. It looks at behavior and what purpose it serves for the kid and how environment or the daily experiences of kids can be changed so they can be more successful through modifying their behavior. This involves working, in some cases, with “survival” mentality.
  - In middle schools for an event which might involve a suspension the EIP Program is used and the student goes to Humboldt where they receive a full day of education plus some social, emotional intervention with the social work staff and resources available there. This prevents students from losing time in their educational experience. Numbers can be provided for students who took advantage of this program.
  - What is being done to get parents involved in reinforcing these behaviors? Response: Schools have PBIS teams and for Tier 1 in regular school communications the program information should be being provided to parents on how to reinforce the behaviors or when parents are in the school the program can be highlighted. For Tiers 2 & 3, home and school collaboration is critical and information is provided on how the parents/guardians can help to provide positive support.
  - Are results being gathered on behavior changes in schools using PBIS comparable to other schools? Response: Data is being collected both for PBIS and for suspensions in the schools in the program so they can utilize it to assess their progress. Comparison to other schools is more problematic because schools differ so widely in demographics, staffing, etc. Behavioral data can be compared however. This will be necessary as the program moves out into the system.
  - Suspensions for kids with disabilities – what percent is special education related? Response: 12.3% are special education related vs 5.3% that were not.

At this point, the “Taking Action on Goal 1” portion of the presentation was postponed and the discussion moved to focus on **bullying prevention and intervention**. The purpose of this portion was to inform the Board of current offerings and future needs related to bullying prevention and intervention in SPPS. Information was provided on State and School District policy along with information on the newly established Bullying Prevention and Intervention Work Group. The group is made up of representatives from PBIS, the Office of College and Career Readiness, Special Education, Out for Equity, School Social Work, Student Health and Wellness and Elementary and Secondary Counseling and Guidance. It will be expanding beyond the core group.

Prevention efforts at school level include:

- Delivery of the Steps to Respect and 2<sup>nd</sup> Steps curriculum in schools by elementary counseling and social work staff.
- Establishment of school-level positive behavioral expectations as well as setting-specific expectations and
- Active supervision in classrooms and common areas.

At the district level:

- The current middle school Health curriculum has a bullying prevention unit
- Each high school currently has a Gay/Straight Alliance (GSA) or support group

- The collaborative cross-departmental Bullying workgroup will continue to identify or develop systematic methods of prevention.

Current intervention steps at the school level include applying the system of disciplinary responses to bullying and harassment (Levels 1-5) as outlined in the *Rights and Responsibilities Handbook*; referral of patterns of bullying, harassment and/or aggressive behavior to the school's problem-solving team to review and assess the behavior and evaluation of the effectiveness of school-level responses using the district's Campus system and/or School-wide Information System (SWIS).

Plans for 2011-12 include the possibility of:

- Consistently identifying and training a designee at each building site to provide needed assistance for students, families and staff when bullying has occurred.
- In conjunction with various departments, developing and providing the needed district level training for district staff.
- Where possible working with students to develop educational and restorative emotional practices at sites that have experienced bullying/harassment, and
- Recommending a district-wide bullying reporting, monitoring and evaluation process to determine intervention refinements as needed.

#### QUESTIONS/DISCUSSION:

- Is there urgency in addressing this issue? Yes
- Where are the steps for consequences with the two levels of bullying and where are safeguards for employees? Response: The District will keep students supports in place to address student needs with support groups, etc. Work is being done with HR to redevelop a gay straight staff network and to establish safeguards. Individual experiences were provided by staff on activities relative to bullying.
- It was stressed that the District needs to provide an avenue for students so they know there is an adult they can go to for support and there needs to be the same for the adults. From an employee perspective, employees need a safe haven they can go to if they are being bullied. Response: HR will be available to talk with employee and establish the facts. Employee to employee bullying/harassment is a disciplinary issue with a variety of consequences. HR consultants are in the schools on regular basis and supports would be provided.
- The effects of bullying is as strong on friends and bystanders, is there support for them as well? Yes.
- It was noted that having students actively involved is beneficial as well; some of them have very good ideas on how to address the issue.
- Regarding Out for Equity, the District needs a larger focus such as what Out for Equity has done for students needs to be broadened for employees as well. Response: Efforts are underway to restart the employee network to provide LGBT support.
- How does the District look at normative behavior and what respect means and manifestations of that respect. How can awareness be created of what expectations are and what normal correct behavior is? Response: This goes to work being done in the district, the racial equity work, disproportionalities and PBIS. It is all those various pieces that are being worked on. Leadership has provided tools to principals and assistant principals on how to deal with the issues. Supports are being developed for families as well.
- A reference was made to policy, is that a part of the work for the team to review policy to see if changes should be made the strengthen policies? Response: It has not been discussed. Policy was discussed as a beginning for early discussions. The Board gave the group permission to review the policy and provide input to the Board if they feel changes needed to be made to it.
- It was mentioned that support was needed from Out for Equity for students whose parents "come out."
- On peer support, what is in place there? Response: Restorative justice addresses how to help students and the whole community. There is the question of what is the community responsibility and the need to restore justice. There has been a lot of work

done in other areas with Maori circles in addressing these issues. There is also the issue of what are the consequences of an action both to perpetrator and to observers. There needs to be recognition that this is scary stuff for students even if not directly involved. They need to know what their avenues are, what their responsibility is to protect their peers and friends but they need a confidential means to do this for their own protection.

Board members were asked to review the Action section of the presentation and send their questions/suggestions to administration. The presentation needs to be revised for the Board meeting and should focus on what will happen as the District moves forward. Thanks were extended to the group for a very valuable presentation and discussion.

### C. 2011 Legislative Recommendations

The SPSS legislative liaison's presentation included:

#### 1. **A Session Preview**

The 2012 legislative session will convene on January 24th. The biennial budget was adopted during the special session in July, 2011; however, a change in the November and/or February forecast will trigger the need for a supplemental budget. The forecast is due out the first week in December and has been rumored to be anywhere between \$200 million to \$1 billion short. As the state has already substantially borrowed from schools and used revenue bonds—the state cannot rely on further accounting and payment shifts to balance the budget in the event of a bad forecast.

Due to redistricting, every house and senate member is up for election and will be running in their “new” district. The redistricting bill passed by the Legislature was vetoed by the Governor and will be decided by a panel of judges.

To date, there is one constitutional amendment that will be on the ballot in the fall of 2012, the marriage amendment. It is possible that a number of other questions will be voted on this coming session, including requiring a photo I.D. to vote, 2/3 majorities to increase any taxes, or other TABOR (Taxpayer Bill of Rights) type amendments that limit the growth of government spending.

The legislature adopted many of the provisions included in last year's agenda regarding flexibility and enhancing federal medical assistance revenue. In addition, there is a \$50 increase in the formula to offset the increased borrowing expenses due to the substantial amount the state borrowed from schools.

#### 2. **State of the State on School Funding**

Prior to the special session, MDE reported:

- E-12 general fund state aid/ADM relative to FY2003 has declined by 15% adjusted for the Implicit Price Deflator (IPD) or (-5% using CPI).
- Districts statewide have relied on increasing referendum levies to make up for a portion of their funding loss. Metro referendum levies averaged \$1,307 to \$1,427 per pupil. Saint Paul's referendum is currently at \$646.
- The special education cross subsidy has grown from \$397 million to \$724 million during the same period.
- Equalized formulas have not been adjusted, this coupled with reliance on referendum to make up for flat or inadequate state funding has increased school property taxes.

#### 3. **Legislative Recommendations:**

- Ends: High Achievement: Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.

The State should phase in a new redesigned funding formula, that provides districts with stable funding, including state and federal mandates, recognizes the diverse needs of students and provides adequate resources to ensure college and career readiness for all students.

*Recommit the State to its constitutional obligation to funding education.* In addition:

- Allow school boards to renew an existing referendum by a majority vote of the school board at the current level and term.
- Fund or equalize local option levies for pre-kindergarten and all day kindergarten. State funded early childhood programs should ensure that parents have access to quality school-based programs as an option.
- Allow immigrant students that are new to the State as secondary students and enroll by tenth grade to continue school until age 23 in an Area Learning Center or Alternative Learning Program.
- Expand the extended time program so district can extend the school day, week and/or year to increase learning time for students.
- Eliminate the special education cross subsidy or establish an equalized levy to cover the un-reimbursed special education costs.
- Increase weighting for new literacy formula aid to compensate more for growth.
- Reduce special education paper work and better align state and federal mandates to allow staff more time with students.
- Increase accountability for special education and regular education tuition billing. Require a non-resident district or charter school to pay a portion of the special education costs from general fund, establish a maximum that a district can bill and create an appeal process.
- Require MDE to provide districts with on-line curriculum based on state standards at no cost to schools.
- Redraft the care and treatment language to make it clear that the district that is providing the services for both regular education and special education students is eligible to bill under tuition billing for both regular education, ALC revenue and special education revenue.
- Support continued categorical and discrete bonding and installment purchase contract authorities.
- Allow schools to use their professional development revenue to implement the new principal and teacher evaluation program.

*Allow local boards to “opt out” of any new state mandate that is not adequately funded or not tied to student achievement or student safety.* The legislature often proposes new or expanded mandates without providing the necessary funding. The legislature should reexamine the existing state mandates and provide adequate revenue prior to imposing any new mandates for districts or students.

*Integration Revenue --* The current integration revenue statute is repealed after the 2012-13 school year. Base funding for the new program is \$41 million for 2014; \$68.5 million for 2015. Districts may certify the same levy as 2012 for 2013. A task force is charged with making recommendations on replacement revenue more focused on closing the achievement gap. The rule was not repealed and the special session law further stated that segregation is prohibited.

- Ensure that the state keeps its commitment as outlined in the special session law to ensure funding stability for districts between the current integration program and the new program.
- Traditional public school students must have continued access, including transportation, to high quality school choice/magnet programs and language academies under the new program.
- Promote collaboration with MDE for approval and implementation of both inter- and intra-district integration activities that also acknowledge the changing context of schools within communities.

*Recruit, Train and Enhance Effective Teachers and Leaders --* Direct MDE to develop and implement a comprehensive longitudinal data system to help personalize student instruction, enhance professional training and evaluate the effectiveness of teacher and administrator training programs.

*Early Childhood* -- Adopt a common assessment for all children at the entrance of kindergarten and foster collaboration between childhood care providers and their local school district.

*Assessments* -- The following principles should guide any proposal to modify or add new state assessments.

- Developed using research-based assessment principles and designed to measure student growth and be of direct assistance in making instructional change.
  - Aligned to a specific set of nationally adopted “power standards,”
  - Administered after students have had the opportunity and resources to master the material.
  - Tied to “shared stakes” in which the system (state and districts) is accountable for results.
  - Must not lead to unintended consequences, such as increasing high school dropouts.
  - Districts must be appropriately resourced in *technology* to support the next generation of assessments across all grade levels.
- Ends: 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.
    - Amend the compulsory attendance law to require students to attend school until they obtain a diploma or reach the age of 18.
    - Support stackable career track programs that create "blended instruction" programs that allow ABE students to master basic and job-specific skills leading to post-secondary credentials.
    - Increase the funding, that has been frozen at \$60,000 for ten years, for adults with disabilities
  - Ends: Respectful Environment: The learning environment will be safe, nurturing, and equitable for our diverse learners.
    - Support the option for local governments to provide health insurance for domestic partners.
    - Provide a significant increase in the school safety levy.

#### **4. ESEA/NCLB Reauthorization**

As Congress begins debate on the reauthorization of the Elementary and Secondary Education Act (ESEA), most recently reauthorized as the No Child Left Behind Act of 2001, the Saint Paul Public Schools will advocate for a new law embodying the following core principles:

- Establish authorization and appropriations levels for key formula programs (IDEA, Title I, Part A, Title II, and Title III) to meet sufficiently the goals of the law and to serve all eligible students. This would include embracing college and career readiness; ensuring funding is not diverted for new competitive grant opportunities at the expense of formula programs and fully funding any new initiatives.
- Reduce, eliminate and avoid new set-aside requirements to give more flexibility to meet the needs of diverse learners in the context of state and local requirements and expectations.
- Reconfigure NCLB accountability mechanisms to focus on student growth; focus improvement efforts on the most underperforming schools in a state or district; and recognize improvement.
- Retain current provisions regarding homeless children and youth with minor adjustments to better serve children and families

#### **QUESTIONS/DISCUSSION:**

- Why can't test results be provided on a timely basis? Administration may want to add that if the State mandates tests Districts should have the results of those tests available to them on a timely basis (two weeks) .

- Should the number of items on the list be reduced to concentrate focus? Response: Administration can prioritize items/areas and the District can team with other organizations to strengthen positions on certain items. There has been value in the past in having a full list, it defines the District's position and having them on the agenda and talking about them can get them accomplished over time. It also defines the District position and allows the Legislative Liaison and staff to have a list of guiding principles for communication.
- A Board member commented that they liked the length and richness of the list as it defines the scope of issue important to the district.
- Are there any offensive strategies that can be put in place? Response: MDE might be looking at the literacy formula. The Governor's Finance Task Force may make recommendations; they are supposed to make recommendations on integration. The District needs to be proactive in its work to show SPPS is a good investment with comparisons both on quality and cost.
- What format would that information be in? Response: There will be FAQ sheets, basic information on the Strategic Plan and detailed information when requested or appropriate. Can the Board get copies of that information? Can talking points be created?
- Which items are absolutely key? Please define those. Administration indicated that would be provided.

**MOTION: Mr. Brodrick moved the Committee of the Board recommend the Board of Education approve the 2011 Legislative Recommendations as presented. Motion seconded by Ms. Carroll.**

**Motion passed 6 in favor, 1 abstention (Hardy)**

#### D. 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).

General Fund revenue changes totaled \$9,725,640 and included:

- New revenue from legislation (\$2,813,900) an additional \$50 on the basic formula (presented to COB on 8/23/11)
- Addition of anticipated loss (\$4,834,221) – this was not included in the adopted budget (presented to COB on 8/23/11)
- Reduction of funds transferred to Fully Financed (\$444,814) – PBIS grants
- Enrollment changes (\$2,522,333) – enrollment on 9/23/11 exceeded projection by 407 students.

The allocation of the \$9,725,640 are as follows:

- Direct costs to SPPS for State budget shutdown (borrowing costs) - \$200,000
- Fund Balance Contingency for FY 13 - \$2,000,000
- OPEB Obligation - \$1,000,000
- Schools - \$5,636,016
- District-wide - \$889,624.

Re-appropriation of General Fund fund balances (from previous year) totaling \$6,540,501 included:

- Encumbrances (\$3,503,346) – open PO's from FY 11
- Professional Growth (\$181,636) – contractual carryover
- Site Carryover (\$1,896,156) – amount restricted for ALC.

The total increase in the General Fund totaled \$16,266,141.

Revisions to the Fully Financed Budgets were broken out as \$14,788,556 to the General Fund Fully Financed (\$14.4 is new and revised budget allocation; the remaining \$.8 million is carryover from previous year). \$400,600 was added to the Community Service Fully Financed Fund.

Changes to Expenditures were: General Fund \$16,266,141; General Fund Fully Financed \$14,788,556 and Community Service Fully Financed \$400,600.

In all the adjustments to revenue totaled \$24,914,796; expenditures totaled \$31,455,297.

**QUESTIONS/DISCUSSION:**

- Why are expenditures going up over revenue? Response: This is because of the re-appropriation of fund balances.
- What fund balance is being referred to? Response: This is not the 5% Unreserved Undesignated Fund Balance this is the fund balance earmarked for specific purposes, i.e. ALC, outstanding contracts, etc.

**MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the initial 2011-2012 Budget Revisions as presented. The motion was seconded by Ms. Kong-Thao.**

**Motion passed.**

**E. Standing Item: Policy Update**

The Vice Chair stated the Policy Work Group will meet between now and the November 29 COB to develop draft language which can be reviewed at that meeting.

**F. Work Session**

**1. Superintendent Evaluation Timeline**

Board members were reminded the Superintendent Evaluation is scheduled for December 7 at 3:00 p.m. The Vice Chair indicated the Superintendent would provide Board members with her information by November 23. Board members will then review what she has supplied and fill out their evaluation forms and submit them for consolidation so there is only one document to review on the 7<sup>th</sup>.

It was requested that an outside tabulator be used to consolidate Board evaluations. The Vice Chair indicated this would be taken under advisement. It was also requested that the Board Legal Counsel be consulted on the rules around the evaluation process and that information be provide to all Board members.

**II. ADJOURNMENT**

**MOTION: Mr. Hardy moved the meeting adjourn; Ms. Kong-Thao seconded motion.**

**Motion passed.**

The meeting adjourned at 10:38 p.m.

Respectfully submitted by  
Marilyn Polsfuss  
Assistant Clerk

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

**DATE:** November 15, 2011

**TOPIC:** Acknowledgement of the Dedication and Commitment From an Outstanding Group of SPPS Parents – The District Parent Advisory Council (DPAC)

**A. PERTINENT FACTS:**

1. 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 our students and families. The members of the Council are demographically representative of the students and families SPPS serves. The DPAC will:
  - Build strong relationships between parents, administration and schools to accelerate student achievement.
  - 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.
  - Increase the accessibility of opportunities for parent engagement and parent leadership.
2. Members of the DPAC are:

• Farhiya Abdi	• Jackie Kelly
• Helio De La Torre	• Saw Morrison
• Patricia De La Torre	• Martha Rodriguez
• Paul Duncan	• Scott Stensrud
• Ehtaw Dwe	• Angie Thornhill
• Rekoe Howard	• Pakou Xiong
• Heidi Huelster	• Felicia Widi
• Marge Isom	• Nimo Yousef
3. This item will meet the District target area goals of achievement.
4. This item is submitted by Jackie Turner, Executive Director of Family & Community Engagement and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education recognizes and acknowledges the contributions and outstanding work of the District Parent Advisory Council 's dedication and commitment to the students, families and communities in the St. Paul Public Schools.

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

**DATE:** November 15, 2011

**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Highland Park Junior High School** – The girls' soccer team was city champion. Chris Steenberg is the coach. The team roster consists of:

Samantha Ballis	Mai Zoua Lee
Lily Berg	Isabel Lopez
Mollie Buelow	Amanda Moreno
Leah Chhem	Maureen Nystrom
Anna Maria Chirhart	Jennifer Ponce
Mariella Ciccarelli	Wendy Renteria
Natalie Duncan	Nadia Spencer
Anna Engelhardt	Michaela Stein
Carlita Esteban	Evie Stone
Myranda Frechette	Liza Strom
Hannia Garcia	Anne Sullivan
Emma Greenfield	Mary Takgbajouah
Alisha Hebl	Lily Truong
Julia Jacobs	Mai Nhia Xiong
Sarah Lagos	

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by John Vosejpka, Athletic Secretary and Willie Jett, Assistant Superintendent for High Schools.

**B. RECOMMENDATION:**

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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**DATE:** November 15, 2011

**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Murray Junior High School** – The flag football team was city champion. Brian Pearson is the coach. The team roster consists of:

Tre'Von Brown	Chris Perry
Caswell Burr	Stephon Richardson
Marcus Byington	Izea Shields
Michael Cornelioius	Kevin Smith
Thor Cramer-Bornemann	Ben Taylor
Taariq Hutchinson-Carroll	Kyle Ward
Elliott Kerby	Ben Xiong
Lorenzo Lamb	Fei Xiong
Davaun Lightfeather	William Xiong
Richard Martin	Alvin Yang
Kyle Miller	John Yang
Jerry Moua	Richard Yang
Conrad Nordman	Yo Tha Yang

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Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Murray Junior High School** – The boys' soccer team was city champion. David Hughes is the coach. The team roster consists of:

Edson Alcantara	Avery Larsson
Ismael Alcantara	Ethan Levin
Sam Bergstrom	Noe Lira Barrientos
Slater Bernstein	Erik Lucas
Eliot Berven	Jake Lundquist
Isak Bowron	Quinn Mack
Davis Chang	Max McDonald
Will Evans	Jackson Muehlbauer
Ibrahim FoFanah	Rob Ryan
Archie Gjerdrum	Donyae Shannon
Elijah Grow-Hanson	Adam Swanson
Israel Guzman	Jonathan Swenson
Luke Johnson	Sebastian Tippet
Richard Johnson	Ian Tully
Tyler Johnson	Joe Wriedt
Alex Konkol	Billy Yang

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Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Murray Junior High School** – The volleyball team was city champion. Patrick Farinacci is the coach. The team roster consists of:

Olivia Berven	Will Maruska (manager)
Zoe Bittner-Eddy	Emma Neus
Jessica Boyd	Sinead O'Duffy
Lucia Calatayud	Alex Penn
Joelle Dahlke	Kristina Ruppert
Frida Eiane	Sophie Skilbred
Rebekah Hausman	Elianna Wiersma
Iris Holman	Amelia Wilson-Jackson
Emily LaCroix-Dalluhn	Delilah Wolf
Maddy Langer	Duachee Xiong
Desha Lynch	Melanie Xiong

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**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Harding Senior High School** – The girls' tennis team was city champion. Koua Yang is the coach. The team roster consists of:

Sherry Her  
Jordine Johnson  
Ali Kauss  
Keodara Moua  
Sumya Paung  
Caag Vang  
Kathy Vang  
Mai Vang  
Mai Kia Vang  
PaNa Vue  
Udele Xiong  
Mai Der Yang  
Wennicha Yang

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**DATE:** November 15, 2011

**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Highland Park Senior High School** – The boys' cross-country team was city champion. Brad Moening is the coach. The team roster consists of:

Steve Bender  
Kevin Coryell  
Ahmed Musse  
Sam Nodler  
Joe Peacock  
Riley Quinlan  
Eli Simmer  
Robert Thurston  
Nadhi Woliye

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**A. PERTINENT FACTS:**

1. **Highland Park Senior High School** – The girls' soccer team was city champion. Michael Sampson is the coach. The team roster consists of:

Halie Bauer	Kathleen Nystrom
Claire Cech	Elowyn Pfeiffer
Sofia Cerkvenik	Izzie Pfeiffer
Hailey Colwell	Nikita Salovich
Erica Dombro	Rebekka Schaefer
Lilly Eisenthal	Mariana Steinhart
Elyse Lennington-Chaffee	Anna Street
Kelli McQuiston	Emma Weber
Lydia Newman-Heggie	Anna Wojcicki

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**DATE:** November 15, 2011

**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Central Senior High School** – The girls' cross-country team was city champion. Michael Stoick is the coach. The team roster consists of:

Hannah Brady  
Madeline Driscoll  
Ellie McMaster  
Maleta Moulsoff  
Teaghan Persons  
Brooke Rogers  
Ellie Swenson  
Ellie Waddle  
Tessa Waite

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3. This item is submitted by John Vosejpka, Athletic Secretary and Willie Jett, Assistant Superintendent for High Schools.

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**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
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**A. PERTINENT FACTS:**

1. **Central Senior High School** – The boys' soccer team was city champion. Jorey Erickson is the coach. The team roster consists of:

Abbabiya Abda	Arthur Parens
Jack Alger	Skyler Rosendale
Henry Andrastek	Ian Shank
Samuel Brady	Jacob Stern
Harry Broderick	Kevin Thao
Joseph Elwell	Sayefu Tilmo
Jon Goetz	Peter Toninato
Miguel Gutierrez	Bjorn Trail-Johnson
Abbai Habte	Getenet Tuji
Matthew Hageman	Forrest Turner
Elias Meyer-Grimberg	Mason Tuttle
Saw Napoleon	Jonah Van Why
Gustavo Ortiz	

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Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Central Senior High School** – The girls' swim team was city champion. Todd Marder is the coach. The team roster consists of:

Anri Brod	Sienna Lundeen
Laura Cefalu	Cali Mellin
Morgan Christianson	Madeline Moberg
Giulia Deluca	Karla Neff
Marguerite Devens	Kate Nelson
Anna Fong	Claire Newhouse
Ella Hagen	Olivia Nofzinger
Paige Hagen	Paige Norman
Zofia Haney	Siri Nycklemoe
Erin Holmes	Maddie Robertson
Reilly Ingersoll	Natalie Rucks
Chalice Johnson	Rebecca Rucks
Erin Kennedy	Chaela Sieber
Vilde King	Tsai Thao
Caroline Lucas	Hannah Weissman
Angela Ludvigsen	Lucy West

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**DATE:** November 15, 2011

**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Central Senior High School** – The girls' volleyball team was city champion. Connie Kiedrowski is the coach. The team roster consists of:

Rayla Arnold	Breaunna Lyell
Michaela Bolden	Kayla Lyell
Naajee Dennis	Amanda Moua
Lizzy Dombrock	Laura Pearce
Kara Forde	Ratih Sutrisno
Symone Foster	Vanna Vang
Mariah Fuller	Hannah Wolf
Law Law	

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**DATE:** November 15, 2011

**TOPIC:** Recognition of Schools, Teams, Individuals and Coaches in Our  
Saint Paul Public Schools that have won Athletic Awards and Championships

**A. PERTINENT FACTS:**

1. **Central Senior High School** -- The football team was city champion. Scott Howell is the coach.  
The team roster consists of:

Taqee Abdul-Quddoos	Erick Goodlow	Morris Pineles
Luke Almquist	Wayne Green	Keilon Price
Darche Baker	Arreanno Harris	Julian Reed
Tre'Von Bennett	Theo Haslow	Verdell Richardson
Robert Bergstrom	Greg Hutchinson	Ben Ryan
Malik Brooks	Jakobi Jackson	Michael Smith
Trayton Brooks	D.J. Johnson	Felix Taylor
Daesean Brown	Dominic Jones	Terrence Terry
Ezra Buckner	La'Dra Kilgore-Hodges	Chue Thao
Ryder Byrne	Gary Knick	Anders Ulland
Darius Campbell	Tristan Knick	Gabe Walker
Elijah Campbell	Tyler Liberty	Seamus Walsh
Calvin Carlson	Carlton McDonald	Te'Ron Welch
Antonio Carmichael	Abdi Mohamed	Qwmari West
Tommy Cooper	Pedro Morales	Montrell Williams
Luc Desroches	Kenny Moua	Adrian Wood
Alem Desta	Matthew Ogbeifun	Bee Yang
Denzel English	Dane Ostlie-Olson	Tony Yang
Garrett Gardner	Mike Patton	Christian York
Jerad Gardner	Curtis Pederson	John Young

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DRAFT



# 2011-12 Equity VisionCard

Michelle Walker  
Chief of Accountability,  
Planning and Policy

Kate Wilcox-Harris  
Chief Academic Officer

November 15, 2011






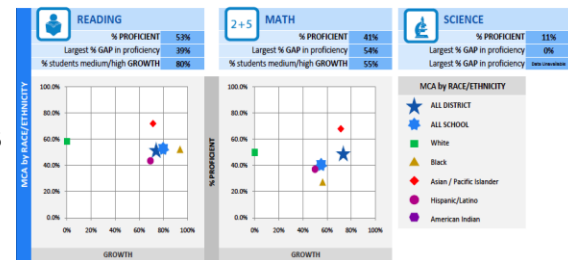
# Objectives

- Review VisionCard Background
- Walk Through 2011 Equity Results and Analysis
- Take Action on Results: Goal 1

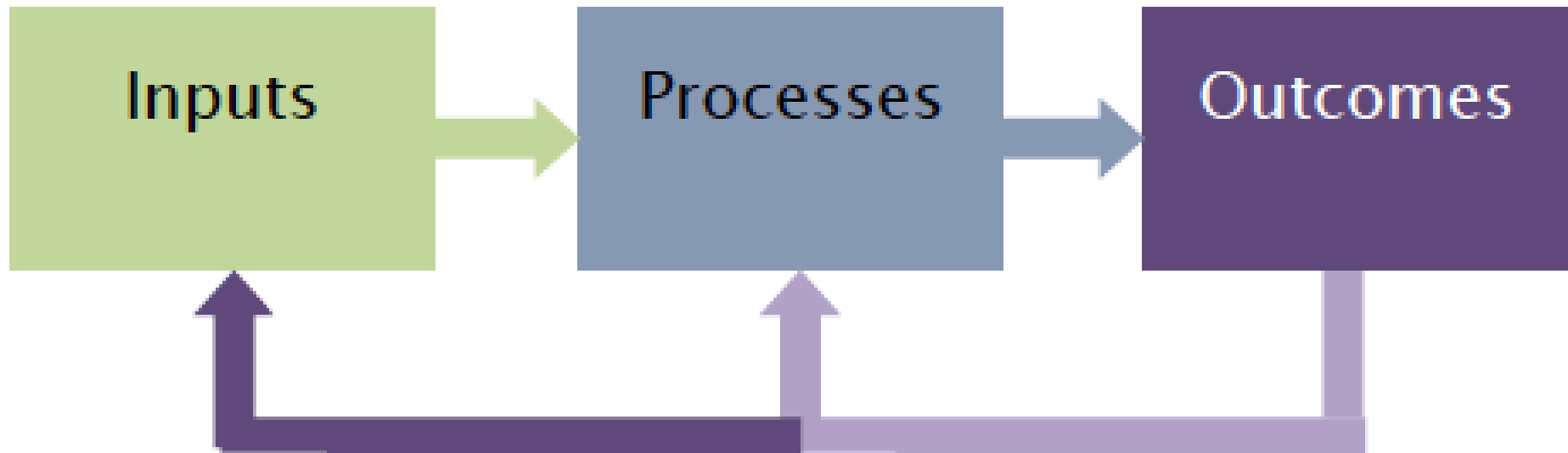
# **VISIONCARD BACKGROUND REVIEW**

# Planning, Monitoring, Reporting Tools

DRAFT Revised: August 26, 2011

Level	Planning	Monitoring	Reporting
STRATEGIC	<p><i>Strong Schools, Strong Communities</i></p> 	<p>District Vision Cards (8)</p>  Achievement Equity Student Data + Work   Partnerships Professional Devt Leadership   Resources Operational Excellence	<p>VisionCards: One per month*</p> <p><del>October: Achievement</del> <del>November: Equity</del> <del>December: Student Data + Work</del></p> <p>January: Partnerships February: Professional Development March: Leadership</p> <p>April: Resources May: Operational Excellence June: Resources</p>
OPERATIONAL	<p>Department Plans</p> <p>School/Program Plans (SCIP)</p>	<p>Key Performance Indicators (KPIs)</p> <p>Data Walls, Data Digs</p> 	<p>Quarterly Business Reviews</p> <p>School Profiles</p> 
TACTICAL	<p>Job description and/or performance plan as appropriate</p>	<p>Formative Reviews</p> <p>54</p>	<p>Summative Annual Performance Evaluation</p>

# Continuous Improvement (TeamWorks model)



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

# What's a VisionCard?

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

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



# **2011 EQUITY VISIONCARD**

# What's Changed

## Additions

- GRAD - Pass on First Attempt
- Graduation Rates

## Modifications

- Gifted/Talented Identification
- Discipline Referrals
- AP / IB
- Disproportionality Ratios

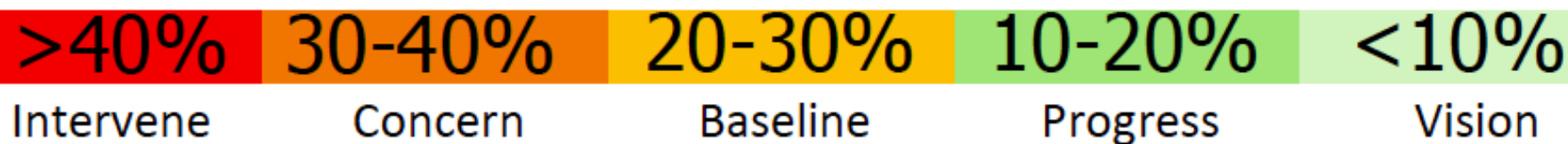
# Equity: Percentage Gaps

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

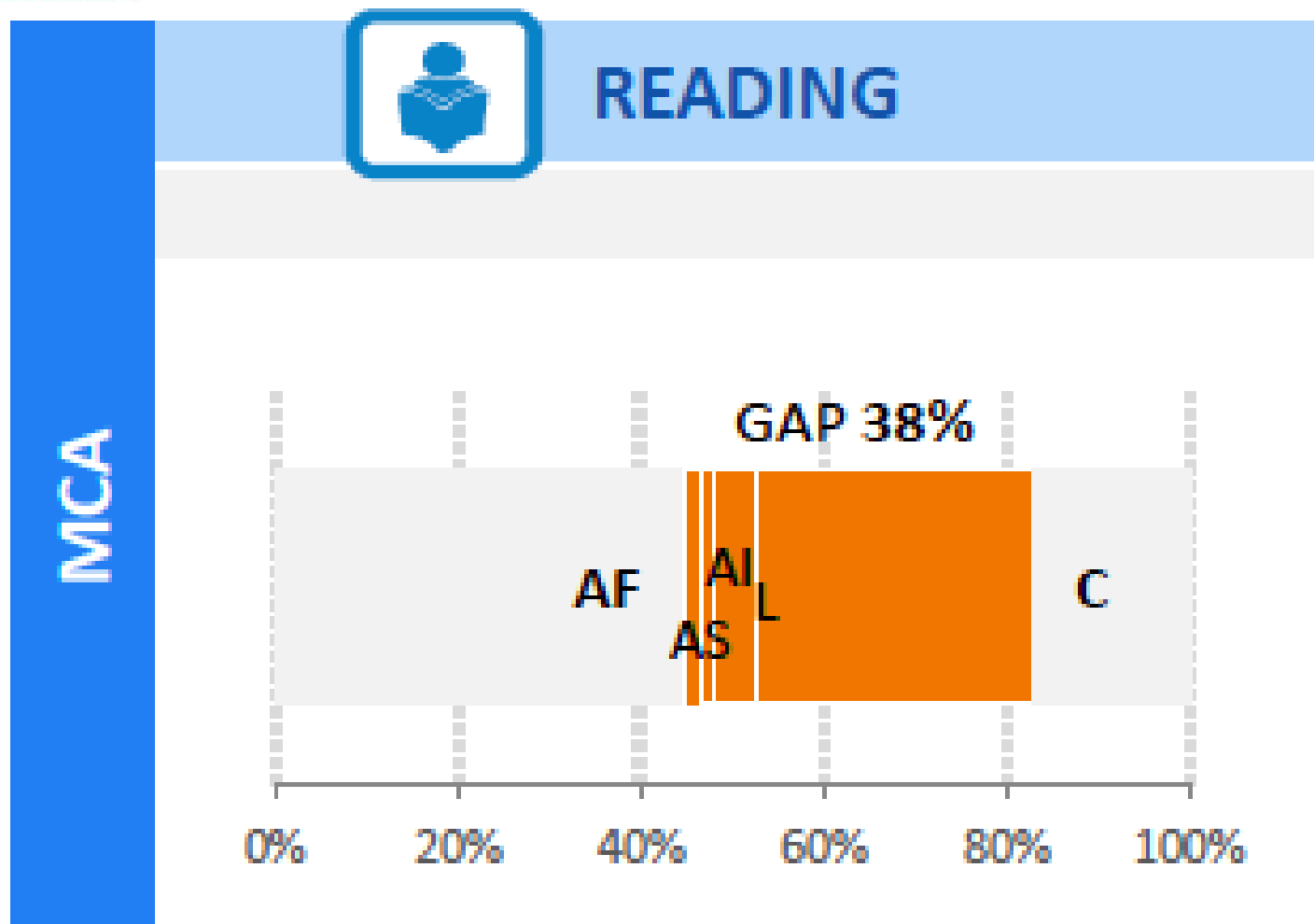
# Equity:

## Percentage Gaps Scale

### VisionCard Levels



# MCA - Reading



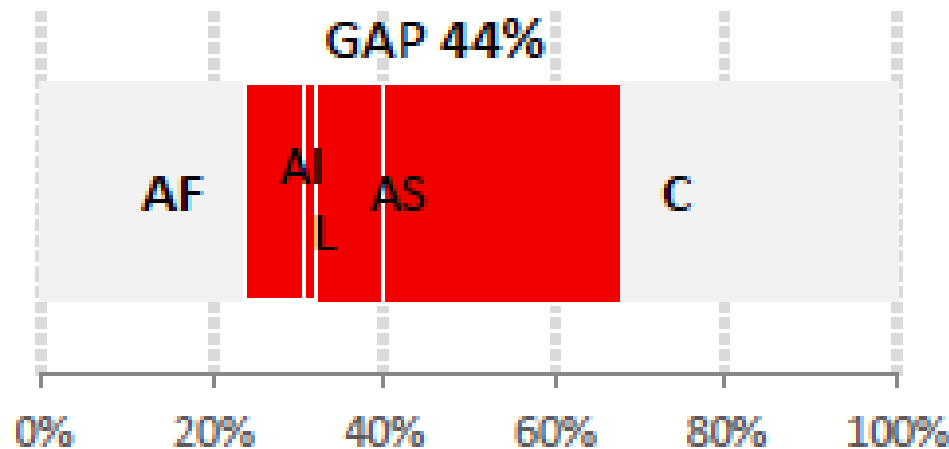
- MCA Reading is at the Concern level in gap between percent proficient by race/ethnicity.

# MCA - Math



## MATH

% Proficient

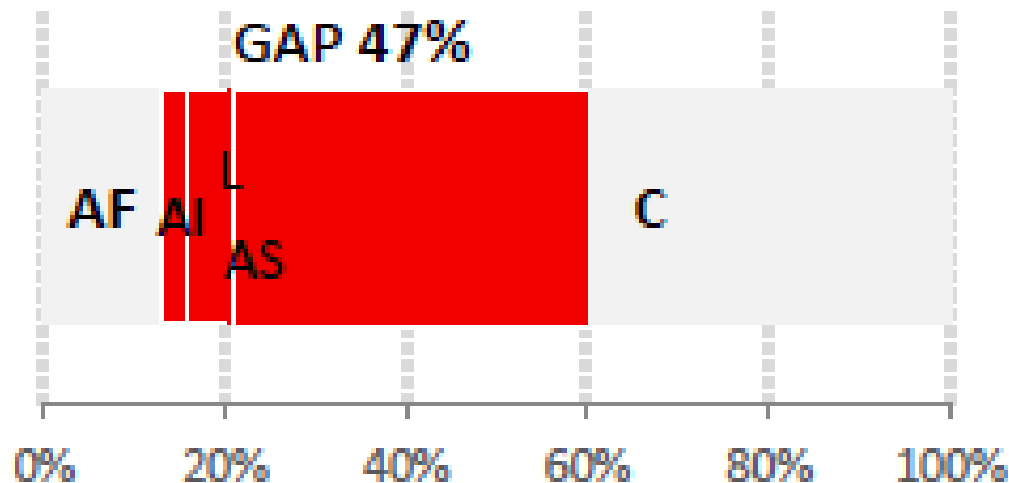


- The largest gap (44%) in MCA Math is between Caucasian and African American students; that is the Intervene level.
- Gaps with other race/ethnic groups are smaller, but still large.

# MCA - Science



## SCIENCE

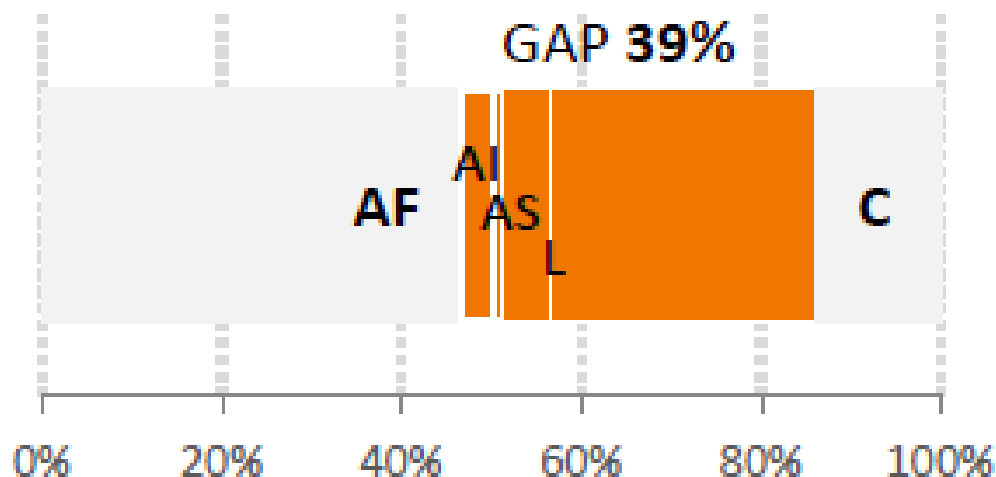


- The largest gap in MCA Science is 47%, Intervene level.
- Similar to math, but different from reading, the gaps are nearly identical for all groups.

# GRAD – Reading Pass on first attempt



## READING



- The largest gap (39%) in GRAD Reading is at Concern level, the same as MCA Reading.

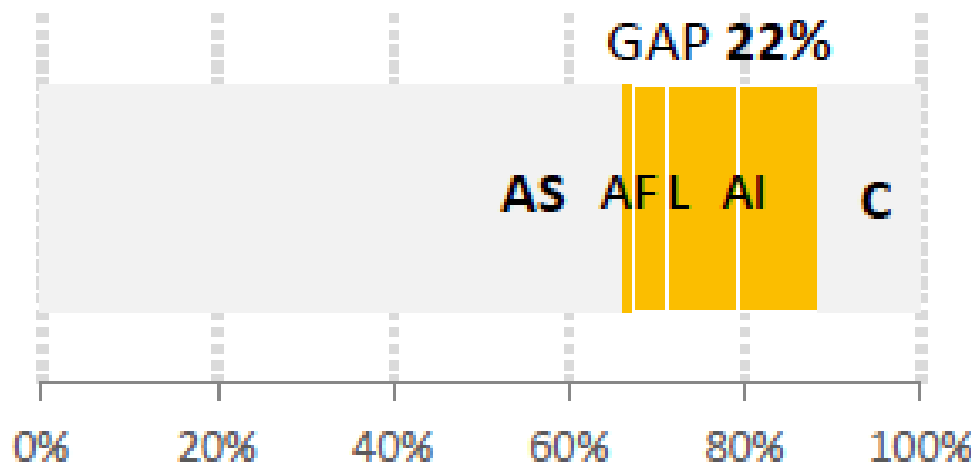
# GRAD – Writing

## Pass on first attempt



### WRITING

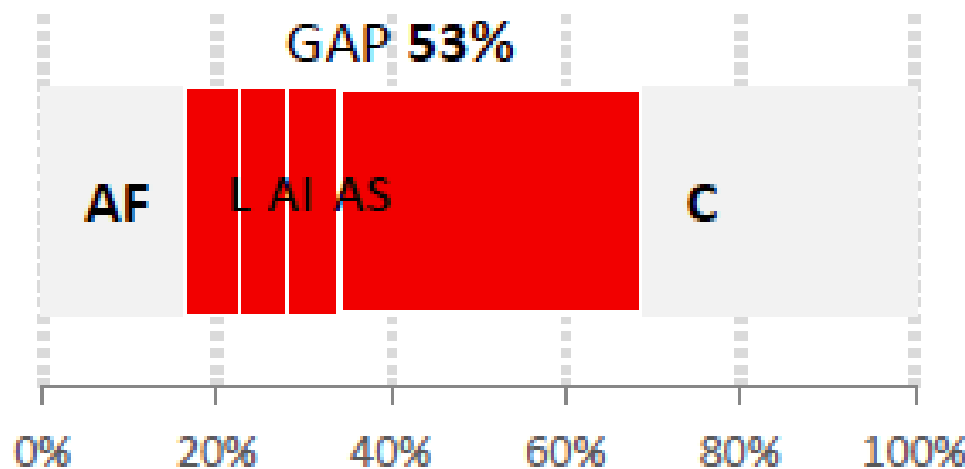
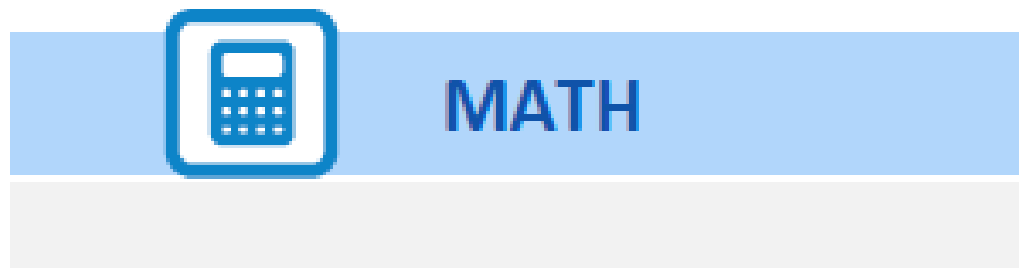
% passing GRAD on 1st attempt



- GRAD Writing has higher percentages of students passing on their first attempt.
- The largest gap (22%) is at the Baseline level.

# GRAD – Math

## Pass on first attempt



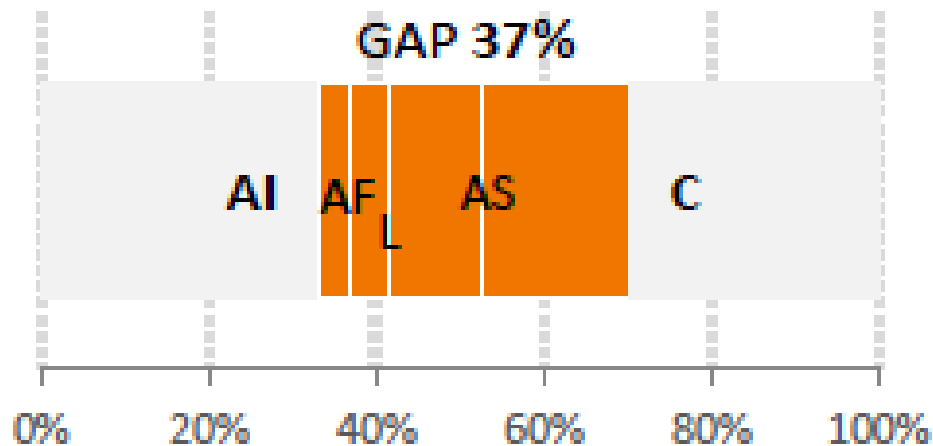
- Gaps in GRAD Math are similar to MCA Math, varying up to 20% between race/ethnic groups.
- The largest gap (53%) is at Intervene level.

# Advanced Courses

## ADVANCED COURSES

### ADVANCED COURSEWORK

% completing advanced coursework

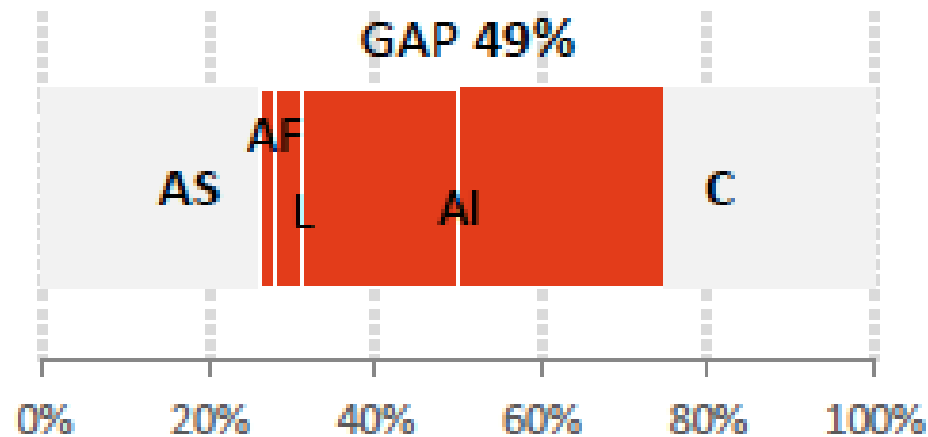


- Racial gaps in percentage of students completing advanced coursework vary by almost 20%.
- The largest gap (37%) is at Concern level.

# Advanced Placement (AP) Tests: Score 3 or higher

## AP TEST PASS

% of students passing AP exams

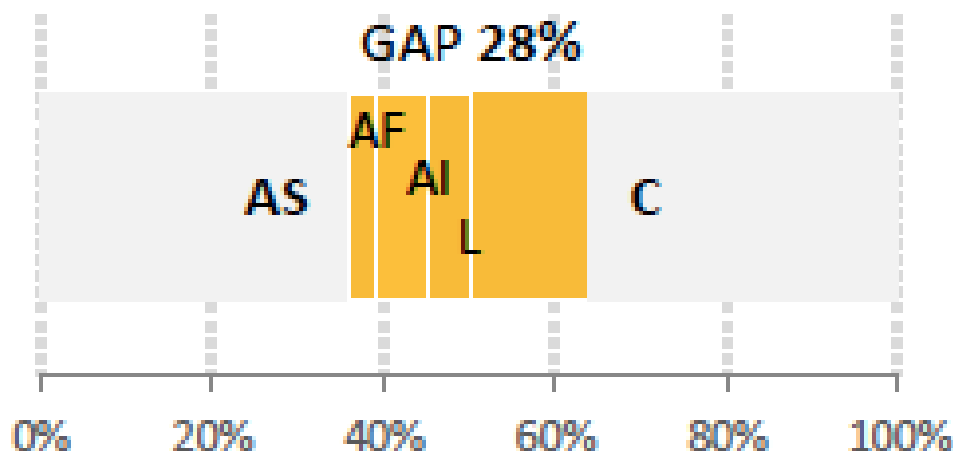


- 49% more Caucasian students than Asian American students scored a 3 or higher on at least one AP exam; this is at Intervene level.

# International Baccalaureate (IB) Tests: Score of 4 or higher

## IB TEST PASS

% of students passing IB exams

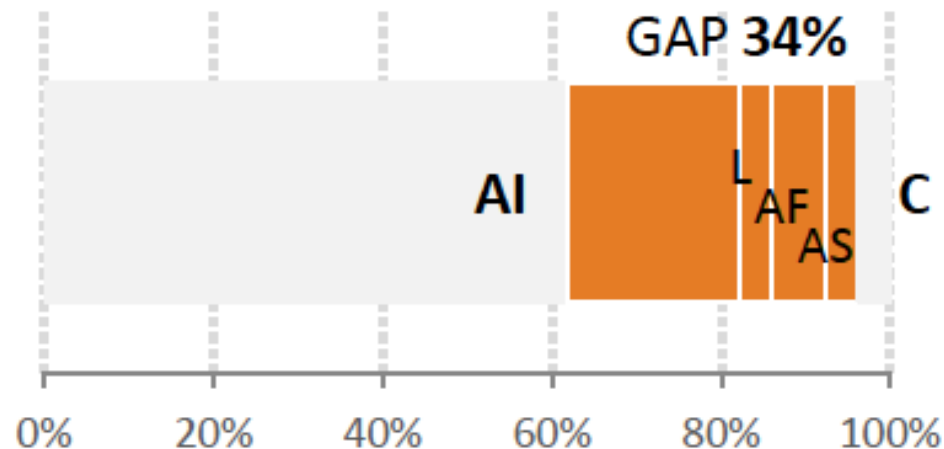


- At the three SPPS IB high schools, the gap (28%) is at Baseline level for % of students with a score of 4 or more on at least one IB exam.

# Graduation: NCLB Rate

## NCLB GRADUATION RATE

AYP Grad Rate from MDE (SY 2010)

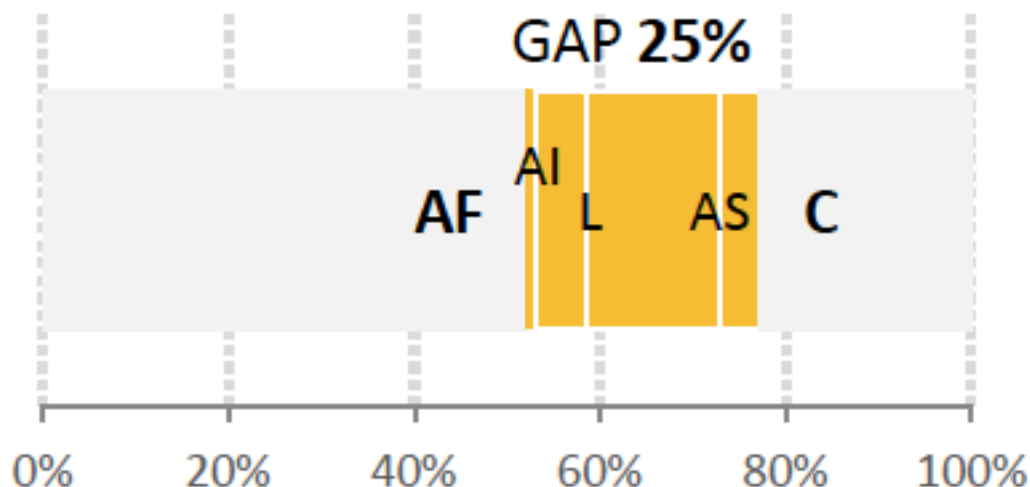


- In SY 2009-10, the largest gap in NCLB graduation rate was 34%, Concern level.
- The American Indian student group is small, so results vary greatly from year to year.

# Graduation: 4-year Cohort Completion (preliminary 2011)

## SPPS 4-YR GRADUATION RATE

**DRAFT:** PRELIMINARY % graduating in 4 years



- The largest gap (25%) is at the Baseline level.
- These numbers are not yet final for SY 2010-11.

# Equity: Disproportionality Ratios

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

# Disproportionality Ratios

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

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

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

# Disproportionality: Example

$$\text{Suspension Ratio (Caucasian)} = \frac{\% \text{Suspended}_C}{\% \text{Suspended}_{As}}$$

$$= \frac{3\%}{1.5\%} = \mathbf{2.0}$$

In 2010-11, Caucasian students were twice (2.0 times) as likely as Asian American students to be suspended at least once.

# Equity: Disproportionality Ratios Scale

## VisionCard Levels



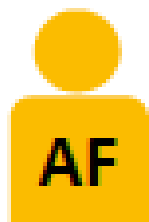
# Gifted and Talented Identification

## GIFTED & TALENTED

How many MORE times likely are other groups to be identified as gifted and talented than the group with the fewest identified. (Grades 1-6)

**FEWEST IDENTIFIED**

**ALL OTHER GROUPS**



**10%**

**C**

46%



**AI**

22%



**AS**

19%



**L**

17%



- In 2010-11, Caucasian students in grades 1–6 were over four times more likely to have been identified as G/T than African American students (46% compared to 10%).
- That disproportionality is at the Baseline level.

# Special Education Referrals

## SPECIAL EDUCATION

How many MORE times likely are other groups to be referred for special ed than to the group with the least referrals.

LEAST REFERRALS

ALL OTHER GROUPS



**1.7%**

**AI**

3.9%



**AF**

3.1%



**C**

2.1%



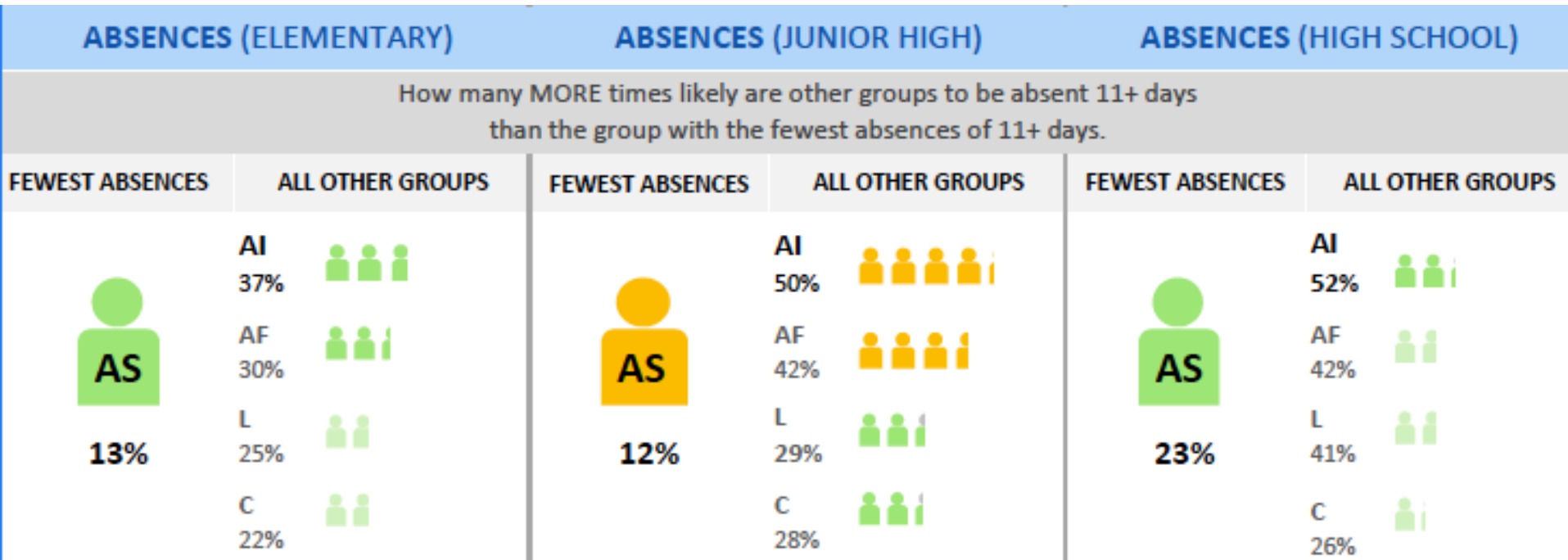
**L**

1.9%



- All race/ethnic groups are at the Progress level or above in Special Education referrals.

# Absences



- 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.

# Suspensions

## SUSPENSIONS (ELEMENTARY)

## SUSPENSIONS (JUNIOR HIGH)

## SUSPENSIONS (HIGH SCHOOL)

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

FEWEST  
SUSPENSIONS

ALL OTHER GROUPS



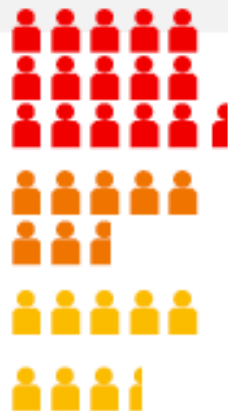
**0.6%**

AF  
9.2%

AI  
4.7%

L  
3.0%

C  
2.0%



FEWEST  
SUSPENSIONS

ALL OTHER GROUPS



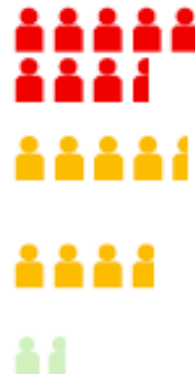
**3.5%**

AF  
31%

AI  
16%

L  
13%

C  
5.9%



FEWEST  
SUSPENSIONS

ALL OTHER GROUPS



**2.0%**

AF  
19%

AI  
13%

L  
9.4%

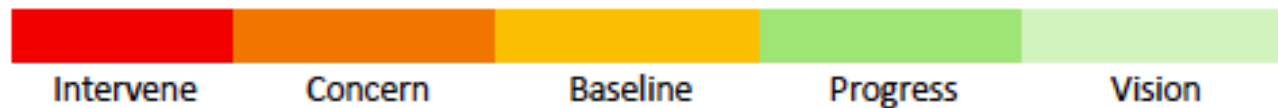
C  
4.2%



- Disproportionality is at the Intervene level between African American (the highest % student suspended) and Asian American (the lowest % suspended).

# Summary

## VisionCard Levels



Intervene

Concern

Baseline

Progress

Vision

- Reading indicators have gaps at the Concern level.
- Math and Science indicators are at Intervene.
- 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/Talented 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 Suspensions, 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.

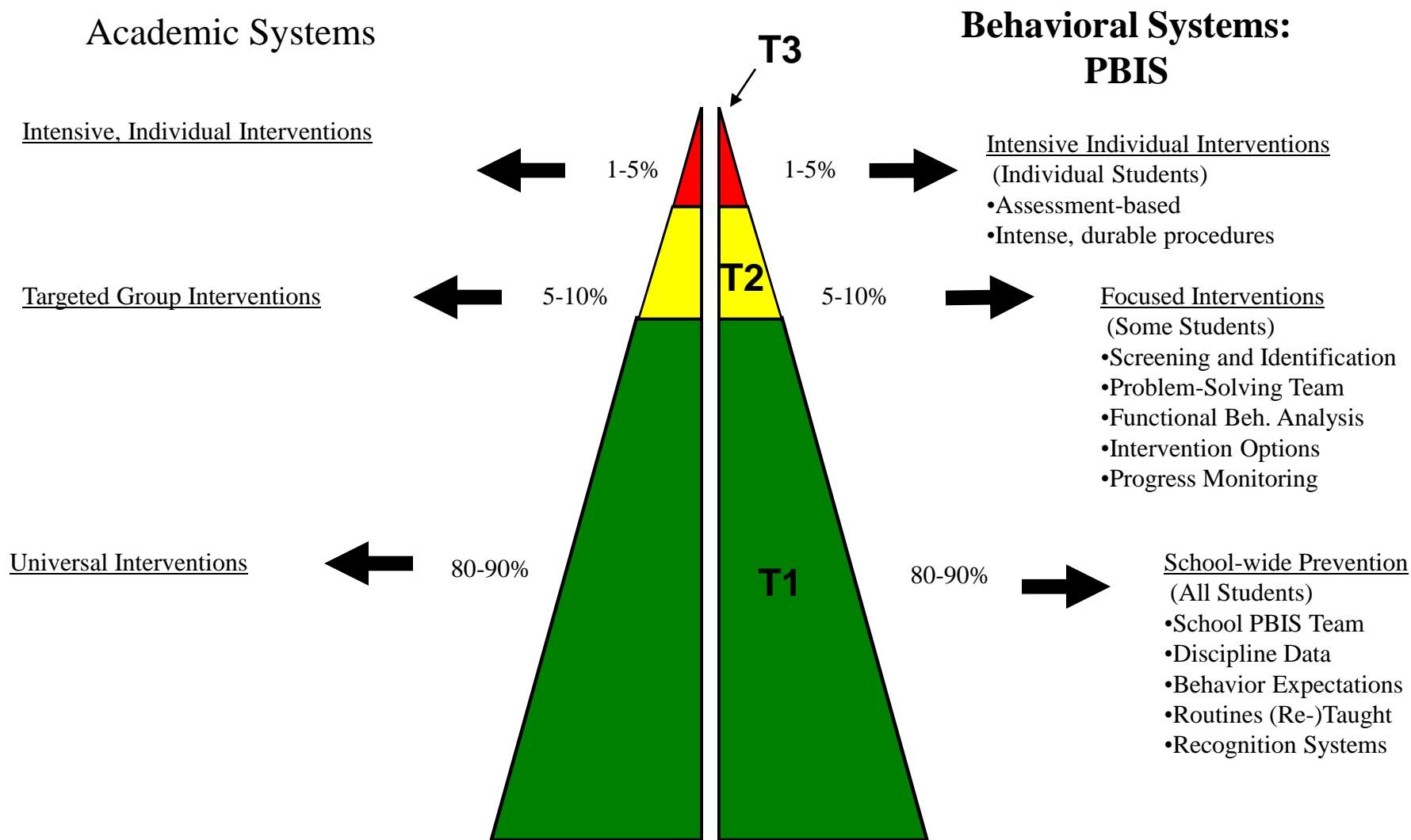
# **TAKING ACTION ON GOAL 1: EQUITY**

# Positive Results to Reduce Disparities

## Advancement Via Individual Determination (AVID)

- AVID demographics closely mirror the districts
- Secondary enrollment in AVID has grown from 403 students in 2005 to 1,083 students in 2010
- Elementary enrollment has grown from 784 students in 5 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 1083 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

# Positive Results to Reduce Disparities (continued)



# Positive Results to Reduce Disparities (continued)

## PBIS Tier 1: School-wide Prevention Systems

- Eight PBIS Specialists and teams at 22 schools reported “established” or “in process” in 1<sup>st</sup> Quarter for the following:
- School PBIS Team = 100%
- Discipline Data Analysis = 91%
- Behavior Expectations Taught = 73%
- Student Recognition System = 64%
- Full Implementation Zone = 50%
- Classroom Management and Student Engagement Self-Assessment = 36%

## PBIS Tiers 2 & 3: Focused Intervention Systems

- Training and staffing 10 PBIS Student Intervention Specialists to 17 demonstration sites
- Adopting behavioral and academic screening and progress monitoring data systems
- Reinforcing instructional leadership in functional school problem-solving teams (SAT, TAT, LST, etc.) and developing school behavioral RTI processes

# Positive Results to Reduce Disparities (continued)

## Curricular Equity Focus

- Secondary Reading Interventions
- Common Core Initiative
- Elementary Mathematics
- Science
- ArtsLiteracy
  - Embedded into English classes at Gordon Parks
  - ArtsLiteracy, AVID, Seeds of Change and Minnesota Office of Higher Education filming “A Time for Reflection – Black Male Students Speak Out on the Achievement Gap” (Central and Ramsey)
  - AAMI (African American Male Initiative) and ArtsLiteracy have partnered to develop and sustain the AAMI African American Male 9th Grade AVID class



# Positive Results to Reduce Disparities (continued)

## Gifted Services

- Communication tools for family and students events to encourage and support more African American, American Indian, and Latino males in taking advanced courses.
- Developing a student mentor program to be launched second semester for African American, American Indian, and Latino males taking advanced courses for the first time.
- Recruiting volunteers for the Gifted Services Advisory Committee from sites with racially diverse populations.
- Investigating multiple assessments for identifying and serving gifted and talented students.

# Positive Results to Reduce Disparities (continued)

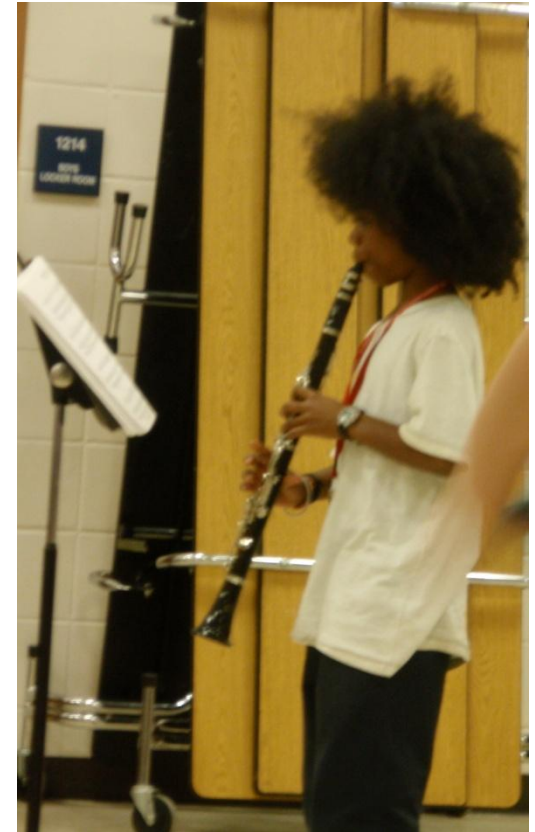
## Counseling and Guidance

- PBIS work at sites in the Elementary School Counseling Grant to reduce discipline referrals of African American and American Indian students.
- At secondary level work is underway to connect with racially diverse communities to ensure access to post-secondary information and resources.
  - All Parent Academy participants will go on college tour.
- Implementing Naviance with fidelity with benchmarks for every 7th through 12th grader to be college and career ready - PBIS Tier 2 and 3 support

# Positive Results to Reduce Disparities (continued)

## Additional Time

- Extended Hour at Specific Sites
- Extended Day for Learning Instrumental Music Program
  - Overall increase in EDL instrumental music enrollment of 32% from 2009-10 to 2010-11
  - 34.7% of students participating in EDL Instrumental Music in 2010-2011 were African American
  - Increase in number of students participating in instrumental music (band and strings) 2011-2012 EDL program in 36 elementary schools
- GRAD Support Classes
- Freedom School Expansion



# Positive Results to Reduce Disparities (continued)

## Efforts to Increase Access and Support

- Project Kofi (Wilder Foundation)
- Adult Basic Education: Strategies for Success class
- Increased collaboration with external partnerships including American Indian Family Center, Ain Dah Yun, Department of Indian Works and others
- Increased school visits from 3M scientists and engineers from diverse backgrounds
- Increased participation of diverse students at Science Day on Jan. 15, 2011 at the Science Museum of Minnesota
- Increased participation in Somali SALT (Somali Academic Language and Teaching) Program in Summer African American Boys Academy
- Multi-year Transitions project, documenting the stages of Central Corridor Light Rail Transit project on University Avenue



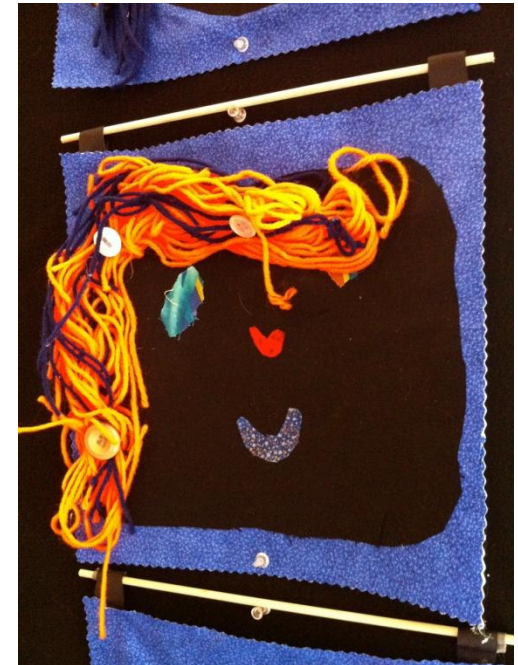
# Positive Results to Reduce Disparities (continued)

## Other Culture- and Gender-Specific Programming

- American Indian Studies Program aligned at 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
- African American Male Initiative (AAMI) at Ramsey and Central
- Girls in Real Life (G.I.R.L.) Initiative at Murray, Farnsworth and Ramsey with plans to expand to all middle schools

# Supports for Staff and Families

- Parent Academy
- Families of Traditions Workshops, parent workshops
- Engaging multiple perspectives through District-wide aligned Parent Advisory Committee (Indian Education Parent Committee, Latino Consent Decree, Hmong, Karen, African American and Somali Communities)
- MRC-hosted Black Parent Group: “How do you reach African American males?”
- Instructional Reform and Pre-Service Teaching
- Professional Development: Achieving within the Gap



# Racial Equity Transformation

- Phase I: 2010-11  
Leadership Development at the district and building levels
  - Establish a Racial Equity District wide Plan
  - Addresses systemic transformation of institutional policies, practices, and systems
  - Eliminates racial disparities and racial predictability
- Phase II: 2011-12
  - DELT and School Board equity development (ongoing)
  - 7 Beacon Schools and 27 School Site Equity Teams
- Phase III: 2012-13
  - DELT and School Board equity development
  - 27 School Site Equity Teams complete seminar training
  - Remaining School Site Equity Teams

*Video Clip:*  
Achieving within the Gap

DRAFT



# 2011-12 Equity VisionCard

Michelle Walker  
Chief of Accountability,  
Planning and Policy

Kate Wilcox-Harris  
Chief Academic Officer

November 15, 2011



# GOAL 1: Equity Vision Card

## DISTRICTWIDE DATA (SY 2010-11)

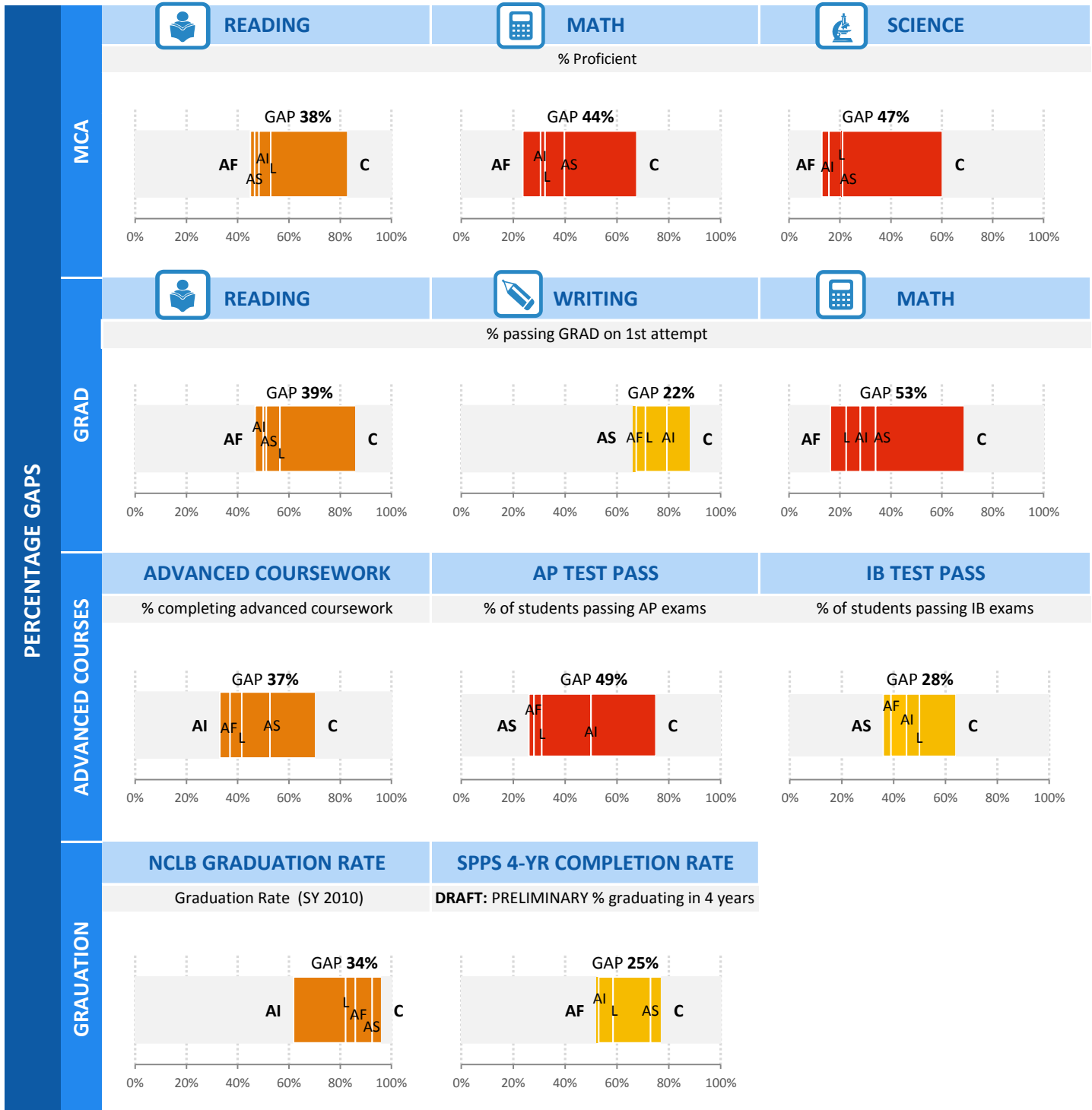


### VisionCard Levels

>40% 30-40% 20-30% 10-20% <10%

Intervene Concern Baseline Progress Vision

Race/Ethnicity: AI: American Indian, AS: Asian American, L: Latino, AF: African American, C: Caucasian





# GOAL 1: Equity Vision Card

## DISTRICTWIDE DATA (SY 2010-11)



### VisionCard Levels



### GIFTED & TALENTED

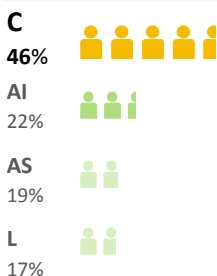
How many times MORE likely are other groups to be identified as gifted and talented than the group with the fewest identified. (Grades 1-6)

#### FEWEST IDENTIFIED



10%

#### ALL OTHER GROUPS



### SPECIAL EDUCATION

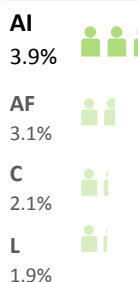
How many times MORE likely are other groups to be referred for Special Education than the group with the fewest referrals.

#### FEWEST REFERRALS



1.7%

#### ALL OTHER GROUPS



### Race/Ethnicity:

AI: American Indian

AS: Asian American

L: Latino

AF: African American

C: Caucasian

### NOTE:

Ratios based on percentages

### DISPROPORTIONALITY RATIOS

### ABSENCES (ELEMENTARY)

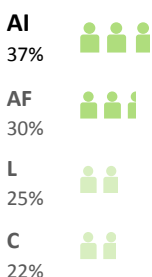
How many times MORE likely are other groups to be absent 11+ days than the group with the lowest percentage of students absent 11+ days.

#### FEWEST ABSENCES



13%

#### ALL OTHER GROUPS



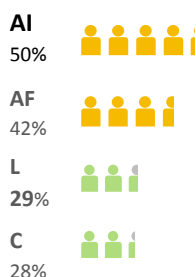
### ABSENCES (JUNIOR HIGH)

#### FEWEST ABSENCES



12%

#### ALL OTHER GROUPS



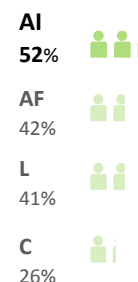
### ABSENCES (HIGH SCHOOL)

#### FEWEST ABSENCES



23%

#### ALL OTHER GROUPS



### SUSPENSIONS (ELEMENTARY)

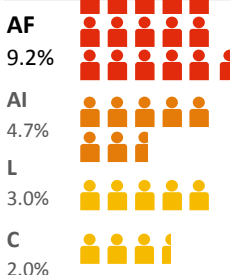
How many times MORE likely are other groups to be suspended at least 1 time than the group with the fewest suspensions.

#### FEWEST SUSPENSIONS



0.6%

#### ALL OTHER GROUPS



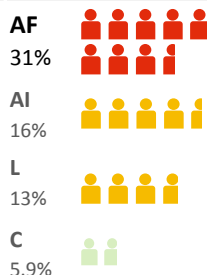
### SUSPENSIONS (JUNIOR HIGH)

#### FEWEST SUSPENSIONS



3.5%

#### ALL OTHER GROUPS



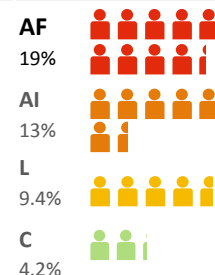
### SUSPENSIONS (HIGH SCHOOL)

#### FEWEST SUSPENSIONS



2.0%

#### ALL OTHER GROUPS



**HUMAN RESOURCE TRANSACTIONS**  
(September 29, 2011 through October 25, 2011)  
**November 15, 2011**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
King, P. K.	Central Administrator	10/04/2011	\$44.42	Plato Admin Offices
Barber, S. S.	Classroom Teacher	09/21/2011	\$28.82	Benjamin Mays/Museum
Block, A. D.	Classroom Teacher	10/03/2011	\$24.61	Linwood Monroe Arts (4-8)
Hill, R. A.	Classroom Teacher	09/26/2011	\$26.81	Obama Service Learning
Jones, L. W.	Classroom Teacher	10/10/2011	\$26.97	Washington Tech Sec Magnet
Paone, E. M.	Classroom Teacher	10/06/2011	\$32.95	1780 W 7th St
Raasch, E. M.	Classroom Teacher	10/11/2011	\$24.61	Humboldt Secondary
Turk, M.	Classroom Teacher	10/13/2011	\$35.21	Eastern Heights
Gaertner, D. A.	Specialist	10/10/2011	\$28.72	Colborne Admin Offices
Larson, C. F.	School/Community Professional	10/10/2011	\$20.18	Daytons Bluff
Shanahan, K. R.	School/Community Professional	09/26/2011	\$19.17	Museum Magnet
Smaller, G. J.	School/Community Professional	10/10/2011	\$34.15	Colborne Admin Offices
Ellman, T. A.	Education Assistant	10/24/2011	\$29.22	Bridge View
Jackson, T. S.	Education Assistant	08/29/2011	\$18.03	Galtier Magnet
Carter, S. M.	Teaching Assistant	09/29/2011	\$12.39	Obama Service Learning
Eltawely, T. A.	Teaching Assistant	09/29/2011	\$12.83	Como Park Senior High
Goerges, K. K.	Teaching Assistant	09/06/2011	\$14.51	Journey's Secondary
Hanson, B. A.	Teaching Assistant	09/19/2011	\$14.51	Bridge View
LaBore, M. T.	Teaching Assistant	10/17/2011	\$14.00	Museum Magnet Elementary
LaValle, C. A.	Teaching Assistant	10/24/2011	\$12.32	Colborne Admin Offices
Linaman, A. H.	Teaching Assistant	10/24/2011	\$12.32	Colborne Admin Offices
Patterson, A. V.	Teaching Assistant	10/17/2011	\$14.51	Rondo Education Center

**HUMAN RESOURCE TRANSACTIONS**  
**November 15, 2011**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Pfankuch, A. L.	Teaching Assistant	10/24/2011	\$13.51	Expo for Excellence
Qin, Q.	Teaching Assistant	09/19/2011	\$12.88	Benjamin Mays/Museum
Ross, E. O.	Teaching Assistant	09/26/2011	\$12.83	Eastern Heights
Serig, B. P.	Teaching Assistant	09/29/2011	\$12.88	Frost Lake Magnet
Verstraete, M. C.	Teaching Assistant	09/16/2011	\$12.39	Nokomis Montessori
O'Dell, A. D.	Clerical	10/10/2011	\$23.62	Colborne Admin Offices
Farrankop, W. A.	Nutrition Services Personnel	10/10/2011	\$10.40	Washington Tech Sec Magnet
Gabrielson, J. A.	Nutrition Services Personnel	10/10/2011	\$10.40	Harding Senior High
Galvan, M. R.	Nutrition Services Personnel	10/10/2011	\$10.40	Harding Senior High
Guenther, D. E.	Nutrition Services Personnel	10/10/2011	\$10.40	Harding Senior High
Kenney, A. M.	Nutrition Services Personnel	10/10/2011	\$10.40	Johnson Senior High
Khottavongsa, K.	Nutrition Services Personnel	10/10/2011	\$10.40	Central Senior High
Mathison, A.	Nutrition Services Personnel	10/10/2011	\$10.40	Jackson Preparatory Magnet
Pierce, L. M.	Nutrition Services Personnel	10/10/2011	\$10.40	JJ Hill Montessori Magnet
Erickson, D. E.	Plumber	10/04/2011	\$37.79	Como Service Center
Otis, J. F.	Plumber	10/04/2011	\$37.79	Como Service Center
Gaszak, A. M.	Professional Employee	10/25/2011	\$22.39	Como Service Center

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Boyer, K. L.	School/Community Professional Career Progression	10/04/2011	\$24.48	Highland Park Middle
Brookins, D.	School/Community Professional Career Progression	10/12/2011	\$30.46	Johnson Senior High

**HUMAN RESOURCE TRANSACTIONS**  
**November 15, 2011**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Soika, T. M.	Clerical Career Progression	10/10/2011	\$25.49	Phalen Lake Hmong Studies Mgnt
Baran, M. W.	Custodian Career Progression	10/05/2011	\$24.32	Humboldt Secondary
Berkebile, F. W.	Custodian Career Progression	10/03/2011	\$22.23	Como Service Center
Demont, J. N.	Custodian Career Progression	10/05/2011	\$23.00	Colborne Admin Offices
Hartman, K. J.	Custodian Career Progression	10/05/2011	\$25.10	Central Senior High
McMahon, J. P.	Custodian Career Progression	10/05/2011	\$23.00	Como Service Center
Mulvaney, P. J.	Custodian Career Progression	10/05/2011	\$23.00	Central Senior High
Payton, M.	Custodian Career Progression	10/05/2011	\$23.00	Harding Senior High
Wingate, D. J.	Tri-Council Career Progression	10/17/2011	\$25.98	Como Service Center

**TEMPORARY APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Funkhouser, J.	Classroom Teacher	09/12/2011	\$43.26	Harding Senior High

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Hill, B.	Classroom Teacher	10/01/2011	Nokomis Montessori
Jasiczek, X. X.	Classroom Teacher	10/08/2011	Groveland Park
Koury, H. M.	Classroom Teacher	10/13/2011	Maxfield Magnet
Perry, N. K.	Classroom Teacher	10/18/2011	Homecroft Building
Schultz-Albert, I.	Classroom Teacher	10/06/2011	Humboldt Secondary
Weinkauf, A.	Classroom Teacher	09/24/2011	Murray Junior High
Yang, M. L.	Classroom Teacher	09/27/2011	Jackson Preparatory
Hewett-Olatunde, A.	ELL Teacher	10/14/2011	International Academy-LEAP
Sims, J. C.	Principal	10/24/2011	Battle Creek Middle

**HUMAN RESOURCE TRANSACTIONS**  
**November 15, 2011**

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Germundson, M. L.	Special Education Teacher	10/05/2011	Battle Creek Environmental
Rand, S.	Special Education Teacher	10/18/2011	Hancock Hamline Univ
TenBensel, C.	Special Education Teacher	10/07/2011	Bruce F Vento Elementary
Foote, G. L.	Speech Pathologist	09/27/2011	Cherokee Heights School
Ellis, K. R.	Education Assistant	10/06/2011	Crossroads Montessori
Jessen, M.	Education Assistant	09/13/2011	Central Senior High
Gibbons, R.	Teaching Assistant	10/06/2011	The Heights Community School
Hune, C. R.	Teaching Assistant	09/30/2011	Maxfield Magnet
Mullaney, H. K.	Teaching Assistant	09/28/2011	Bruce F Vento Elementary
Taylor, S. J.	Teaching Assistant	09/27/2011	Highland Park Senior
Yang, K.	Teaching Assistant	10/19/2011	Jackson Preparatory
Chinn, P. L.	Nutrition Services Personnel	09/23/2011	Battle Creek Middle
Wiggin, D. M.	Nutrition Services Personnel	09/13/2011	Como Service Center

**ADMINISTRATIVE LEAVE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
A., C.	Classroom Teacher	10/28/2011
T., D. H.	Classroom Teacher	10/13/2011
V., M. A.	Classroom Teacher	09/28/2011
B., J. M.	School/Community Professional	10/03/2011
L., J.	Education Assistant	05/21/2011
B., J. E.	Teaching Assistant	10/03/2011
V. M.	Custodian	10/08/2011

**REINSTATEMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
V., M.	Custodian	10/08/2011

**HUMAN RESOURCE TRANSACTIONS**  
**November 15, 2011**

**REINSTATEMENT AFTER LAYOFF**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Moore, J. A.	School/Community Professional	10/17/2011	\$26.00	Humboldt Secondary
Her, Y.	Education Assistant	09/26/2011	\$23.93	Phalen Lake Hmong Studies Magnet
Knighten, D. P.	Education Assistant	10/03/2011	\$16.99	Focus Beyond (Gr 7-Adult)
Thao, T.	Education Assistant	10/03/2011	\$27.23	JJ Hill Montessori
Xiong, W.	Education Assistant	10/10/2011	\$29.22	Title I Funded Programs

**REHIRE AFTER RESIGNATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Duncan, M.	Classroom Teacher	09/26/2011	\$36.91	Eastern Heights
Unowsky, V. J.	Classroom Teacher	10/10/2011	\$36.08	Linwood Monroe Arts (4-8)
Ecklund, M. D.	Special Education Teacher	10/19/2011	\$24.61	Journey's Secondary
Juvland, C. D.	School/Community Professional	09/22/2011	\$21.86	Four Seasons A+
Reeves, F. L.	School/Community Professional	10/20/2011	\$28.80	Journey's Secondary
Gibson, K.	Teaching Assistant	09/30/2011	\$12.83	RiverEast Elem/Secondary
Metzler, J.	Teaching Assistant	10/05/2011	\$12.88	Johnson Achievement Plus
Robinson, N. L.	Teaching Assistant	10/06/2011	\$13.51	Harding Senior High
Ruiz-Rodriguez, J.	Teaching Assistant	09/12/2011	\$12.20	Adams Spanish Immersion
Trudeau, T. M.	Nutrition Services Personnel	10/10/2011	\$10.40	Riverview School

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
DeLong, L.	Classroom Teacher	10/17/2011	Highland Park Senior
Jax, S. M.	Classroom Teacher	10/03/2011	Battle Creek Environmental
Ramirez, W. S.	Classroom Teacher	10/03/2011	Wellstone Elementary
Stuart, K. L.	Classroom Teacher	10/10/2011	Washington Tech Sec Magnet
Vincent, J. L.	Classroom Teacher	10/13/2011	Obama Service Learning

**HUMAN RESOURCE TRANSACTIONS**  
**November 15, 2011**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Other Medicine, N.	Social Worker	09/20/2011	Indian Education Program
Germundson, M. L.	Special Education Teacher	10/14/2011	Battle Creek Environmental
Canadeo, L. A.	Speech Pathologist	10/17/2011	Crossroads Montessori
Jessen, M.	Education Assistant	10/13/2011	Central Senior High
Gibbons, R.	Teaching Assistant	10/10/2011	The Heights Community School
Mullaney, H. K.	Teaching Assistant	10/24/2011	Bruce F Vento Elementary
Yang, L.	Teaching Assistant	10/17/2011	Bridge View
Esboldt, T. G.	Custodian	10/03/2011	Open World Learning
Lockhart, M. C.	Nutrition Services Personnel	10/17/2011	Crossroads Arts & Science
Masanz, W. J.	Painter	10/03/2011	Como Service Center

**SUSPENSION WITHOUT PAY**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
D., K.	Custodian	10/12/2011

**RETIREMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Smith, M. L.	Special Education Teacher	12/23/2011	Washington Tech Sec Magnet
Emerson, K.	School/Community Professional	02/01/2011	Colborne Admin Offices
Johnson, C. L.	Clerical	10/01/2011	Harding Senior High
Horvath, D. J.	Custodian	12/31/2011	Open World Learning Community
Exley, J. W.	Nutrition Services Personnel	02/01/2012	Como Service Center

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Tinsley, D. H.	Classroom Teacher	11/22/2011	Galtier Magnet
TenBensel, C.	Special Education Teacher	10/18/2011	Bruce F Vento Elementary
Hastings, J.	Education Assistant	08/04/2011	Horace Mann School

**HUMAN RESOURCE TRANSACTIONS**  
**November 15, 2011**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
White, K. A.	Education Assistant	08/30/2011	Expo for Excellence
Bates, L. J.	Teaching Assistant	10/01/2011	Riverview School
Irvine, J. P.	Teaching Assistant	09/13/2011	Jackson Preparatory
Moses, E.	Teaching Assistant	10/06/2011	L'Etoile du Nord French Immrsn
Walton, R. R.	Clerical	10/21/2011	No Assigned Bldg - Misc
Larkin, L. K.	Custodian	10/06/2011	Farnsworth Aerospace 5-8
Schaffhausen, D.	Nutrition Services Supervisor	01/01/2012	Como Service Center

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Lee-Her, V.	Professional Employee	10/15/2011	Plato Admin Offices

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

**DATE:** November 15, 2011

**TOPIC:** Approval of Non-Monetary Gift from 3M

**A. PERTINENT FACTS:**

1. 3M donated \$6800 to the Saint Paul Public Schools' enrollment campaign in October 2011. Barbara Kaufman from 3M Community Affairs facilitated this donation.
2. These funds were paid directly to the Vomela Company by 3M to pay for the school bus wrap graphic materials for the "One Thing I Love" bus.
3. This project will meet the District target area goal of achievement, alignment and sustainability as outlined in the Strong Schools, Strong Communities Strategic Plan.
4. This item is submitted by Julie Schultz Brown, Director, Communications, Marketing & Development and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve this non-monetary donation from the 3M Company.

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

**DATE:** November 15, 2011

**TOPIC:** Acceptance of a Gift of Shoot and Share Pocket Projectors from 3M

**A. PERTINENT FACTS:**

1. 3M would like to donate 400 Shoot and Share Pocket Projectors to Saint Paul Public Schools valued at \$132,000.00.
2. The gift will be donated to science teachers, project Lead the Way teachers, Program Evaluators, District science and engineering coaches to assist with evaluations and with Science and Engineering Instruction and Curriculum.
3. This will meet the District target area goal of ensuring 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 Marshall Davis, Program Manager, Science K-12.

**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:** November 15, 2011

**TOPIC:** Gift Acceptance - \$15,000 Check from the St. Paul Foundation

**A. PERTINENT FACTS:**

1. The gift of \$15,000 to be used for the purchase of science lab equipment, classroom assessment technology and library updates as specified by the principal.
2. This project will meet the District strategic plan goal of achievement.
3. This item is submitted by Timothy Williams, Principal, Murray Junior High, Denise Quinlan, Assistant Superintendent Middle Schools and Mike Kremer, Chief of Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** November 15, 2011

**TOPIC:** Gift Acceptance from the Target Corporation

**A. PERTINENT FACTS:**

1. Central High School would like to accept a monetary gift of \$7,152.52 from the Target Corporation Take Charge of Education Program.
2. Take Charge of Education donations are accumulated when supporters of Central High School make purchases using their REDcard. Target Corporation donates up to 1% of the purchases to eligible K-12 school, which has been designated.
3. This project will meet the District target area goal of achievement
4. This item is submitted by Mary Mackbee, Principal, Central High School, Willie Jett, Assistant Superintendent, High School and Mike Kremer, Chief of Schools.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** Request for Permission to Submit a Grant Application to 3M – SSEI STEM

**A. PERTINENT FACTS:**

1. In 2009-2010, Saint Paul Public Schools was awarded funding for the first year of a multi-year initiative to implement a Strategic Science and Engineering Initiative (SSEI) in the district. The Office of Academics developed SSEI, a multi-pronged approach that addresses science and engineering at multiple grade levels. The goals and impact of SSEI are accomplished by pursuing six key strategic objectives: 1) Offer students an articulated K-12 science curriculum aligned with state and national standards; 2) Provide students with afterschool science and engineering experiences; 3) Provide students with opportunities to explore STEM careers and post-secondary options; 4) Provide teacher and administrator professional development in the areas of content, pedagogy, and curriculum in order to improve student success; 5) Offer all science teachers current information and training on the MCA II science tests; and 6) Implement district-wide coordination and support for science and engineering. The goal continues to be expansion and deeper implementation of those programs.

The SSEI STEM pipeline culminates in the post-secondary opportunities offered by Saint Paul College, ranked the top community college in the nation by Washington Monthly magazine.

2. Saint Paul Public Schools has prepared a grant application for funds to enhance the SSEI initiative at multiple sites, and to further assist teachers and staff in preparing students for higher education and careers in the science and engineering fields. The grant is for approximately \$328,828.

To build critical capacity and infrastructure in the SPPS Science, Technology, Engineering and Math (STEM) pipeline, project objectives include:

- Implementation of comprehensive STEM programming, Gateway To Technology (GTT) at the middle school level to build on foundational elementary level programming, Engineering Is Elementary (EIE) initiated in 2009-10 and provide critical bridge to high school programming, Project Lead The Way (PLTW) and post-secondary opportunities at Saint Paul College (SPC).
  - Leverage significant federal funding for programming at the high school level (PLTW) through strategic investment in professional development/licensure in Career Technology Education (CTE).
  - Complete investment in elementary programming with targeting materials (books) and continued program coordination.
  - Offer competitive STEM grants for secondary science departments.
3. Saint Paul Public Schools will serve as fiscal agent for the project.

**DATE:** November 15, 2011

**TOPIC:** Request for Permission to Submit a Grant Application to 3M – SSEI STEM – Page 2

4. This project will meet the District target area goals by increasing achievement, alignment, and sustainability.
5. This item is submitted by Marty Davis, Program Manager, Science K-12; Julie Schultz Brown, Director, Communications, Marketing & Development; Christine Osorio, Executive Director, Curriculum Instruction and Professional 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 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.

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

**DATE:** November 15, 2011

**TOPIC:** Request for Permission to Submit a Grant Application to CVS/Caremark to fund computer hardware for Deaf/Hard of Hearing programs.

**A. PERTINENT FACTS:**

1. CVS/Caremark is currently accepting grant applications to support programs that promote independence among children with disabilities including physical and occupational therapies, speech and hearing therapies, assistive technology and recreational therapies. CVS grants help to ensure that students are not left behind in school, and that the programs it funds are fully inclusive where children with disabilities are full participants in an early childhood, adolescent or teenage program alongside their typically developing peers.
2. SPPS Deaf/Hard of Hearing programs has prepared an application that requests \$5,000 to fund district-supplied Macbook and Netbook computers, mice and keyboards for use in teaching deaf/hard of hearing students throughout the district. The grant will serve an estimated 250 students over a period of five years. All departments were informed of this grant opportunity.
3. This project will meet the District target area goals of *achievement* and *alignment*. It will improve curriculum delivery and ensure that all D/HH students have access to classroom and technology and other supports for learning and achievement.
4. This item is submitted by Lisa Dembouski, Lead Resource Teacher for Deaf/Hard of Hearing Programs; Julie Schultz Brown, Communications, Marketing & Development; Mary Garrison, Special Education Supervisor (Elementary); Elizabeth Keenan (Executive Director, Special Education); and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** 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.

**A. PERTINENT FACTS:**

1. The Department of Employment and Economic Development is currently accepting grant applications for projects that support adult basic education services that incorporate transitioning to post-secondary education. The Ronald M. Hubbs Center for Lifelong Learning is applying for funds to assist in providing adult learners the skills necessary for a career. The grant is for approximately \$35,000.
2. Ronald M. Hubbs Center for Lifelong Learning has prepared an application to the DEED for funds to provide ABE services to adults to improve education (basic skills) and employment readiness skills to be able to enter and be successful in occupational skill training programs.
3. This project will meet the District target area goal of achievement.
4. This item is submitted by Kristine Halling, Supervisor, Adult Learning; Lynn Gallandat, Director, Community Education; and Kate Wilcox-Harris, Chief Academic Officer.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** Permission to Accept a Grant from Macalaster College, Center for School Change

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools wishes to accept two grants from Macalaster College, Center for School Change. \$20,000 to fund two alternative high schools: Gordon Parks High School and AGAPE; and another \$20,000 to fund Open World Learning School and Creative Arts High School. This project is the first year of a potentially four year project for small alternative schools to increase college access and readiness.
2. The two goals of the project are to increase the percentage of students fully prepared for high education in reading, math and writing; and to increase the percentage of students participating in high school classes where they can earn both high school and college credits.
3. The grant will provide the cost of field trips to colleges and universities; meetings with families; stipends for teachers to attend workshops with college faculty to create dual credit classes and to determine college expectations for reading, writing, and math; materials for college and career readiness.
4. This project meets Goal 1: Achievement in the Strong School Strong Communities Strategic Plan for Saint Paul Public Schools.
5. This item is submitted by Traci Gauer, Director, Alternative Learning Programs; Dr. Mike Kremer, Chief of Schools.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

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

**A. PERTINENT FACTS:**

1. The St. Paul Foundation has granted \$25,000 to the MN Alliance with YOUTH (MAWY) to assist Saint Paul Public Schools with the placement of 13 AmeriCorps Promise Fellows in Middle Schools.
2. Saint Paul Public Schools has budgeted \$50,000 from the Achievement Plus budget to augment the dollar support from MAWY for the support of 13 AmeriCorps Promise Fellows placed in SPPS Middle Schools.
3. This project will meet the District target area goal of achievement.
4. This item is submitted by Julie Schultz Brown, Director of Communication, Marketing, and Development and Suzanne Kelly, Chief of Staff

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** Permission to accept a grant from the National Youth Leadership Council

**A. PERTINENT FACTS:**

1. The National Youth Leadership Council has awarded a service learning grant to Farnsworth Aerospace Magnet School.
2. Farnsworth Aerospace Magnet Schools applied for funds to support STEM-focused service learning projects in the district. This grant is for approximately \$2,000. Saint Paul Public Schools will serve as fiscal agent. Staff in the programs researched this opportunity.
3. This project will meet the District strategic goal of achievement and sustainability.
4. This item is submitted by Troy Vincent, Principal, Farnsworth Aerospace Magnet; Tim Caskey, Executive Director, Human Resources; Denise Quinlan, Assistant Superintendent; Michael Baumann, Chief Business Officer; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 201

**TOPIC:** Request for Permission to Accept Grants from the Saint Paul Public Schools Foundation

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools Foundation has awarded ten Inspired Educator grants for projects that support and recognize excellence in teaching and learning. These grants are intended to improve the quality of Saint Paul Public School classrooms by funding projects that engage students in critical thinking and problem-solving, and deepen students' knowledge of standards-based subject matter.
2. School A, B, C, D, E, F, G, H, J, and K prepared winning grant applications. Saint Paul Public Schools will serve as fiscal agent for these projects. These grants total approximately \$23,000. All staff were informed of this opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Traci Gauer, Director, Alternative Learning Programs; Tim Caskey, Executive Director, Human Resources; Elizabeth Keenan, Executive Director, Special Education; Andrew Collins, Sharon Freeman, Denise Quinlan, Assistant Superintendents; Mike Kremer, Chief of Schools; Michael Baumann, Chief Business Officer; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** Request for Permission to Submit Online Grant Applications to Target for Field Trips for Multiple SPPS Schools

**A. PERTINENT FACTS:**

1. Target is currently accepting grant applications for its Field Trip program that helps give children unique, firsthand learning experiences, affirming that learning opportunities extend far beyond the classroom. Each grant is valued up to \$700.
2. Several SPPS schools have prepared applications, each requesting \$700 for a field trip. All departments were informed of this grant opportunity.
3. This project will meet the District target area goal of achievement and will enhance curriculum delivery.
4. This item is submitted by Julie Schultz Brown, Communications, Marketing & Development; Michael Kremer, Chief of Schools; and Suzanne Kelly, Chief of Staff.

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** Request for Permission to Submit Online Grant Application to  
Toshiba America Foundation for Horace Mann Elementary

**A. PERTINENT FACTS:**

1. Toshiba America Foundation is currently accepting grant applications for its Grants Program for K-5 science and math education. The Foundation funds projects, ideas and materials teachers need to innovate in their math and science classrooms, with all projects designed by teachers or small teams of teachers for use in their own schools. Toshiba America Foundation believes science and mathematics are exciting fields in which all students can succeed with the proper tools and instruction.
2. Horace Mann Elementary School has prepared a grant requesting \$1,000 to enable 60 fifth grade students to research the vital role of honeybees and other pollinators native to Minnesota in our food supply system. The requested funds will pay for a field trip to the University of Minnesota's Bell Museum of Natural History and Honeybee Research Lab, materials for nest boxes, and Bell Museum programming and instruction. The project will take place between February and June 2012. Members of the Horace Mann PTO found and followed up on this opportunity.
3. This project will meet the District target area goal of achievement and will enhance curriculum delivery.
4. This item is submitted by Jim Litwin, 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 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.

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

**DATE:** October 18, 2011

**TOPIC:** Approval to Enter into an Agreement with Amherst H. Wilder Foundation  
Regarding Achievement Plus

**A. PERTINENT FACTS:**

1. The District and Wilder have been collaborating since 1997 to implement the Achievement Plus education reform model in the District ("Achievement Plus") under an agreement dated September 2, 1997 ("Achievement Plus Agreement.")
2. The Board-adopted 2011-2012 budget includes \$100,000 to continue the collaborative education reform model implementation, through contracting services with Wilder.
3. This agreement would be in effect July 1, 2011, through June 30, 2012, and provides both on-site coordination for academics and learning supports, and the providing of services directly related to engaging and retaining community partners.
4. These services will be provided to John A. Johnson and Dayton's Bluff Achievement Plus Elementary Schools and Saint Paul Music Academy.
5. The target areas will include: ensuring high academic achievement for all students, aligning resource allocation to District priorities and strengthening relationships with community and families.
6. District funds for the support of this agreement are available through General Fund budget #01-005-640-000-6305-5906.
7. This item is submitted by Andrew Collins, Elementary Assistant Superintendent of Schools, Mike Kremer, Chief of Schools, and Valeria Silva, Superintendent of Schools

**B. RECOMMENDATION:**

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.

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

**DATE:** November 15, 2011

**TOPIC:** 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

**A. PERTINENT FACTS:**

1. The Memorandum of Agreement is for a one-year period, May 1, 2011, through April 30, 2012.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has eight regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage. The Memorandum of Agreement for year two reflects a reduction in wages to increase pension; resulting in a decrease in costs from PERA and FICA adjustments.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
  - in the 2010-2011 budget year (May 1, 2011 – June 30, 2011): (\$395)
  - in the 2011-2012 budget year (July 1, 2011 – April 30, 2012): (\$1,976)
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Office.

**B. RECOMMENDATION:**

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

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

**DATE:** November 15, 2011

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

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period May 1, 2011 through April 30, 2014.
2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. The second and third year will be a reopener for wages only.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has six regular FTE in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:

▪ in the 2010-11 budget year (May 1, 2011 –June 30, 2011):	\$3,077
▪ in the 2011-12 budget year (July 1, 2011 – June 30, 2012):	\$15,383
6. This item will meet the District target area goal of alignment.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom 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.

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

**DATE:** November 15, 2011

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

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period May 1, 2011 through April 30, 2014.
2. Contract changes are as follows:  
  
Wages: Wage and benefit changes reflect prevailing wage for the industry.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has three (3) regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
  - in the 2010-11 budget year (May 1, 2011 – June 30, 2011): \$116
  - in the 2011-12 budget year (July 1, 2011 – June 30, 2012): \$2,783
  - in the 2012-13 budget year (July 1, 2012 – June 30, 2013): \$4,344
  - in the 2013-14 budget year (July 1, 2013 – April 30, 2014): \$9,906
6. This item will meet the District target area goal of alignment.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom 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.

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

**DATE:** November 15, 2011

**TOPIC:** 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

**A. PERTINENT FACTS:**

1. New Agreement is for the three-year period May 1, 2011 through April 30, 2014.
2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. The third year will be a reopener for wages only.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has seven (7) regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:

▪ in the 2010-11 budget year (May 1, 2011 – June 30, 2011):	\$989
▪ in the 2011-12 budget year (July 1, 2011 – June 30, 2012):	\$6,677
▪ in the 2012-13 budget year (July 1, 2012 – June 30, 2013):	\$8,444
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Timothy J. Caskey, Executive Director of Human Resources; and Michael Baumann, Chief Business Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom 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.

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

**DATE:** November 15, 2011

**TOPIC:** Approval of the Terms and Conditions of Professional Employment for the Superintendentcy

**A. PERTINENT FACTS:**

1. The Board of Education approves the terms and conditions of employment for members of the Superintendentcy. The proposed changes are for the two-year period from July 1, 2011 through June 30, 2013.

2. Proposed recommendations are as follows:

Wages: The recommendation is to provide a 0% increase to the salary ranges for this group for both years of this agreement, 2011-13

Health and Dental Insurance: For the duration of this agreement, the employer contribution to health and dental insurance will remain at \$1,075 and \$125 per month respectively, which represents no increase.

Vacation: The recommendation is to allow a member of the Superintendentcy the ability to sell up to five days vacation per year. The maximum annual cost would be \$62,138.

Professional Benefits: The recommendation is to increase the allowance for professional development from \$400 to \$2,750. The new cost for this increase is estimated to be a maximum annual increase of \$54,050.

3. This item will meet the District's target area of alignment.
4. This recommendation is submitted by Valeria Silva, Superintendent of Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** October 31, 2011

**TOPIC:** Como Woodland Outdoor Classroom

**A. PERTINENT FACTS:**

1. The purpose of this document is to provide information about the benefits of the Minnesota Department of Natural Resources School Forest Program and the desire of the City of Saint Paul to allow use of the 17  $\frac{3}{4}$  acre Como Woodland Outdoor Classroom by Crossroads Elementary and other ISD # 625 schools by having the Saint Paul Public School Board designate it as a School Forest in the Minnesota Department of Natural Resources School Forest Program.
2. What: The School Forest program in Minnesota has existed since 1949 and gives schools an opportunity to augment their curriculum and extend learning into the outdoors. A School Forest, as stated by the MN Department of Natural Resources (DNR), is "an outdoor classroom where teachers and students explore the natural world as a means to teach core subjects such as math, science, reading, writing, geography, physical education, the arts, and others". There are no fees associated with becoming a School Forest, however, a Joint Powers agreement between ISD # 625 and the City of Saint Paul and a School Board resolution designating the Como Woodland Outdoor Classroom is needed before the area can become a MN DNR School Forest. Attached is a one page description of the benefits a school forest provides to the schools it serves, students, teachers, and greater community.
3. Where: The City of Saint Paul Parks and Recreation Department has worked with a sub-committee of the District 10 Environment Committee, the Como Woodland Outdoor Classroom Advisory Committee, that includes teachers from the Saint Paul School District, area universities, the U.S. Forest Service, and residents of the Como-area Community to develop 17  $\frac{3}{4}$  acres of Como Park as an outdoor classroom. This outdoor classroom area is accessible to the schools in ISD # 625 by foot and by bus.
4. Why: Crossroads Elementary would like to not only use the outdoor classroom but claim it as their school forest and benefit from the additional support provided by the Minnesota Department of Natural Resources.

The School Forest program is free but a School Forest designation offers the ability for schools to receive support from the MN DNR with grant writing and partner support to offset costs for school activities, curriculum development, educational materials, and teacher development. A School Forest designation will increase Crossroads Elementary School's ability integrate environmental education into their curriculum and offer the same type of opportunity to other schools in ISD # 625.

The City of Saint Paul has secured an LCCMR grant to further develop the Como Woodland Outdoor Classroom and create: eight distinct study areas that reflect the biomes of Minnesota; trails accessible by all users; signs and markers to communicate site features and educational lessons; develop small group study sites; and develop group gathering areas. This will make the Como Woodland Outdoor Classroom a user friendly site for all teachers and students and thus an excellent place for a School Forest designation.

3. This project will meet the District target area goal/goals of Achievement.
4. This item is submitted by Melisa Rivera, Assistant Principal, Crossroads Elementary; and, Celeste Carty, Principal, Crossroads Elementary, Andrew Collins, Assistant Superintendent Elementary and Mike Kremer, Chief of Schools

**B. RECOMMENDATIONS:**

1. 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.
2. 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.

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

**DATE:** November 15, 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 November 28, 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:** November 15, 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 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

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.

Abstract of Votes Cast  
 Independent School District No. 625 (ST PAUL)  
 State of Minnesota  
 at the School District Election  
 Held Tuesday, November 8, 2011  
 Compiled from the Official Returns.

Summary of Totals  
Independent School District No. 625 (ST PAUL)  
Tuesday, November 8, 2011 School District Election

Number of persons registered as of 7 a.m.	155247
Number of persons registered on Election Day	1513
Number of accepted regular, armed forces and temporarily overseas absentee ballots	1235
Number of federal office only absentee ballots	0
Number of presidential absentee ballots	0
Total number of persons voting	30682

Summary of Totals  
Independent School District No. 625 (ST PAUL)  
Tuesday, November 8, 2011 School District Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member at Large (ISD #625)

NP	NP	NP	NP	NP
KEVIN HUEPENBECKER	LOUISE SEEBA	MARY DORAN	DEVIN MILLER	KEITH HARDY
5365	14323	14194	4900	13858
NP	NP	NP	NP	NP
ANNE CARROLL	PAT IGO	LIZZ PAULSON	AL OERTWIG	TIFFANY FEARING
15093	8013	5410	6997	3208
WI				
WRITE-IN**				
458				

**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

**Committee of the Board Meetings**

(4:30 unless otherwise noted)

- November 29
- December 6
- January 10, 2012 -- 5:00 p.m.
- January 31
- March 6
- April 3
- May 1
- June 12
- July 17
- July 31