


INDEPENDENT SCHOOL DISTRICT #832
SPECIAL MEETING – BOARD OF EDUCATION
Thursday, June 24, 2010 - 7:00 PM
Mahtomedi District Education Center - Community Room

The Mission of the Mahtomedi School District No. 832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships with students, families, staff and communities all committed to excellence.

- AGENDA -

1. CALL TO ORDER
2. ROLL CALL OF ATTENDANCE
3. DISCUSSION/INFORMATION ITEMS
 - A. Update on May 12 Data Practices Request
Presenter: Mark Wolak/Mark Larson
 - B. Q-Comp Presentation 2
Presenter: Beth Sneden
 - C. P-Card Resolution 10
Presenter: Denise Sundstrom
4. ACTION ITEMS
 - A. Approval of Resolution to Place on Unrequested Leave of Absence
 1. Hultgren, David (.2 FTE)
 2. Irsfeld, Lisa (.5 FTE)
 3. LeFeber, Mark (.9 FTE)
 4. Winkleman, Kathryn
5. CLOSE MEETING
Time: 8:00 PM
 - A. Discussion of Labor Negotiations Pursuant to Minnesota Statute 13D.03
Presenter: Denise Sundstrom
6. OPEN MEETING
7. ADJOURNMENT

	School Improvement Division Quality Compensation Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Annual Report Form	DUE: June 30, 2010	ED # 02438-01
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General Information: This form must be used by all implementing districts as a means of completing the annual reporting requirements outlined in Minn. Stat. 122A.414, Subd. 3(a). Please complete all sections of this form and send via e-mail to mde.q-comp@state.mn.us or via the address printed above. The report outlined on this form must be presented to the local school board no later than June 15 of each year of implementation, and this form must be sent to MDE according to the previous instructions no later than June 30 each year of implementation. (This form is **not** for updating schoolwide goals.)

DISTRICT IDENTIFICATION INFORMATION

District Name and Number: Mahtomedi Public Schools #832	
Superintendent: Mark Larson	Phone: (651) 407-2013
E-mail: Mark.larson@mahtomedi.k12.mn.us	Fax: (651) 407-2025

CHARTER SCHOOL IDENTIFICATION INFORMATION

Charter School Name and Number:	
School Board Chair:	Phone:
E-mail:	Fax:

SCHOOL IDENTIFICATION INFORMATION

School Name:	
Principal:	Phone:
E-mail:	Fax:

ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION

Contact Person's Name: Bethany Sneden	Phone: (651) 407-2164	
E-mail: bethany.sneden@mahtomedi.k12.mn.us	Fax: (651) 407-2125	
District Street Address: 1520 Mahtomedi Ave. Mahtomedi, MN 55115		
City: Mahtomedi	State: MN	Zip Code: 55115

This report was created by Bethany R. Sneden (name of person completing the report) and was presented to the school board on July 24, 2010 (date presented) by Bethany R. Sneden (name of person presenting the report to the school board). Everything contained in this report is true and accurate, and evidence of this can be made available upon request.

Superintendent/Charter School Director signature


Date

School Board Chair signature

Date

President of the Exclusive Representative of the Teachers/Charter School Authorizer signature

Date

	School Improvement Division Quality Compensation Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Annual Report Form	DUE: June 30, 2010	ED # 02438-01
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Please provide an update on the district Q Comp program that includes the summary of findings and recommendations from the annual board report as required under Minn. Stat. 122A.414 Subd. 3(a). Your summary should address the progress and impact of your district's implementation of each of the following areas:

1) Career Ladder


- a) **Please describe what was implemented:** *One full time Q Comp Coordinator, five full time release peer coaches, twenty-seven Professional Learning Community Facilitators.*

- b) **What successes in the district may be attributed to the role played by career ladder teachers this year?**
 - *Staff reported that Professional Learning Community meetings were more efficient, effective, and focused with a common goal.*
 - *Staff discussed and shared instructional strategies at PLC meetings.*
 - *Staff reported increased openness to assistance from peers and the peer coaches.*
 - *Staff began to review test data and understand its importance in determining instructional strategies.*
 - *Peer Coaches provided support to staff for the implementation of new curriculum and teaching strategies.*
 - *Peer Coaches were able to lead staff development, model lessons, and find resources to support staff.*

- c) **What challenges related to the career ladder component needs to be addressed for the future?**
We will be reducing our career ladder positions from five full time released peer coaches to four full time release coaches and from a full time Q Comp coordinator to a .5 Q Comp Coordinator. The challenge will be to continue to support teachers with new and existing initiatives while also allowing sufficient time to complete the Peer Observations. We are reviewing a variety of ways and strategies to differentiate the peer observation process so that it meets the Q Comp requirement while also supports staff members' professional growth.

2) Job-embedded Professional Development

- a) **How often and for how long did collaborative teams meet for job-embedded professional development related to improving teacher instruction to increase student achievement?**
Elementary staff met 45-50 minutes weekly.
Secondary staff met 45-50 minutes twice a month.

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b) What successes did the district see as a result of professional development? (e.g., what goals were met, what actions plans were accomplished, what new strengths did teachers build)

- *Staff were able to share and model instructional strategies during PLCs and the April 9th staff development day*
- *High School Social Studies created and implemented common assessments'*
- *K-12 music created and implemented curriculum to meet the composition standard*
- *High School math created and implemented additional materials and classes to support students at risk for not passing the math MCA*
- *High School English developed a common assessment rubric*
- *High School Special Education created and implemented materials to support students transitioning from school to higher education and/or the job force.*
- *3-5 staff created and implemented math materials to address standards and to integrate CGI instructional strategies.*
- *ECSE staff shared and implemented instructional strategies between the ECSE and ECFE students*
- *K-2 staff shared and implemented math and reading strategies to meet PLC and building goals.*
- *6th grade staff identified and implemented reading strategies for across curriculum areas.*
- *High School Science analyzed, created, and implemented strategies and assessments that focused on graphing.*
- *7th & 8th grade staff focused on increasing the amount of independent reading time.*

c) What challenges related to job-embedded professional development need to be addressed for the future?

PLC meetings often focus on mechanics and not learning. Our goal is to increase the amount of time focused on student work and professional learning. This will be addressed with additional training for PLC facilitators and group members.

3) Teacher Observation/Evaluation

a) What percentage of teachers achieved the performance standard on the teacher evaluation rubric used in your district? 100%

b) What positive impact did this have on teaching and learning in the district?

With our observation model, staff members address eight to nine of the Charlotte Danielson Framework for teaching components per school year. This allows staff to identify areas that they need to work on and allows staff members to seek out additional support from peer coaches and their colleagues. This has increased staff understanding of the components of good teaching and has raised the level of implementation.

- c) **What challenges related to teacher observation/evaluation need to be addressed in the future?**

During the 2010-2011 school year, we will reach year three of our observation cycle. Staff will need to be proficient on all components of the Charlotte Danielson Framework for Teaching. We will need to identify any staff members that are at risk of not being proficient on all components and create an informal improvement plan to ensure that all staff members are proficient.

4) Performance Pay

What percentage of teachers earned each of the following portions of the district Q Comp performance pay plan this year?

- a) **Schoolwide student achievement gains based on a standardized assessment.**
79%

- b) **Measures of student achievement such as grade level, team or classroom goals.**
100%

- c) **Teacher evaluation/observation results.**
100%

5) Alternate Salary Schedule


Has the salary schedule been approved in your district? If so, what percentage of teachers have made vertical movement in the schedule OR earned base salary increases?

Vertical movement was frozen per Contract negotiations.

If not, what progress has been made in reforming the schedule? Please submit an updated timeline for reforming the salary schedule.

6) What impact does the district believe Q Comp implementation has had on recruitment and retention of high-quality teachers?

Q Comp helps to provide support for new staff. We are able to retain almost 100% of new staff that are not released due to budget cuts.

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7) What impact does the district believe Q Comp has had on improving classroom instruction and increasing student achievement in your district?

- *There has been an increased focus on the use of data to inform instruction.*
- *School sites are required to have SMART goals and staff development plans that support their site goals.*
- *Staff reported an increased level of professional conversation and collaboration focusing on students' work and academic instructional needs.*
- *The number of 1st and second graders that met or exceeded their growth target in reading on the NWEA went from 82.8% in May of 2009 to 83.2% in May of 2010.*
- *The percent of all OH Anderson students, grades 3-5, who met or exceeded their targeted growth index in mathematics as measured by NWEA-MAP tests went from 66.6% in May of 2009 to 73% in May of 2010.*
- *The percentage of all student in grades 6, 7, 8 at Mahtomedi Middle School who met or exceeded their annual RIT score growth target in reading, as measured by NWEA MAP tests went from 59.4% in May of 2009 to 63.3% in May of 2010.*
- *The percent of all Mahtomedi High School students in Grade 11 who earned an achievement level of met or exceeded the standards on the Math MCA-II increased from 73.8% in 2009 to 85%* in 2010.
(Estimated % based on information available at this time.)

8) What changes, if any, is the district planning to implement in its Q Comp plan for next year?

- *The number of career ladder positions will be reduced from 5 full time released Peer Coaches to 4 full time released Peer Coaches. The Q Comp Coordinator's position will be reduced from 1.0 FTE to .5 FTE. This reduction is in alignment with the reduction of staff due to schedule changes at both the high school and middle school and the Mahtomedi Learning Center.*
- *In recognition of the already high academic achievement of Mahtomedi Public School students, the site goals based purely on standardized testing become harder to attain since the students baseline scores are so close to the testing limits. Therefore, progress toward goals will be prorated in the site goal category. If the stated goal is not attained fully, the site goals payment will be prorated in the following manner: 50-99% of the goal will result in 50% of the designated payment.*

****If the district makes any changes, a Plan Change Form must be submitted to MDE.****
****A Site Goal Update Form must be submitted to MDE for changes to the schoolwide goals.****

	School Improvement Division Quality Compensation Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Plan Change Form	ED # 02439
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General Information: This form is to be used by any implementing district as a means of providing information to MDE regarding changes to its Q Comp program as outlined in Minn. Stat. 122A.414, Subd. 3(a). Please complete all sections of this form and send it via e-mail to mde.q-comp@state.mn.us or via the address printed above. Districts can change a plan at any time by notifying MDE of the intended changes and by receiving approval for these changes.

DISTRICT IDENTIFICATION INFORMATION

District Name and Number: Mahtomedi Public Schools #832	
Superintendent: Mark Larson	Phone: (651) 407-2001
E-mail: mark.larson@mahtomedi.k12.mn.us	Fax: (651) 407-2025

CHARTER SCHOOL IDENTIFICATION INFORMATION

Charter School Name and Number:	
School Board Chair:	Phone:
E-mail:	Fax:

SCHOOL IDENTIFICATION INFORMATION

School Name:	
Principal:	Phone:
E-mail:	Fax:

ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION

Contact Person's Name: Beth Sneden	Phone: (651) 407-2164
E-mail: Bethany.snedon@mahtomedi.k12.mn.us	Fax: (651) 407-2025

District Address: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> 1520 Mahtomedi Avenue Mahtomedi (city) </div> <div style="text-align: center;"> MN (state) </div> <div style="text-align: center;"> 55082 (zip code) </div> </div>		
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This report was created by Beth Sneden (name of person completing the report). These changes were approved by the exclusive representative of the teachers on April 16, 2010 (date) and were approved by the school board on June 24, 2010 (date) in accordance with the exclusive representative's local bylaws and the school boards local policy. Everything contained in this report is true and accurate, and evidence of this can be made available upon request.

_____ Superintendent's signature	_____ Date
_____ School Board Chair's signature	_____ Date
_____ President of the Exclusive Representative of the Teachers	_____ Date

Please detail each of the changes the district intends to make to the approved Q Comp plan. When making changes, please keep in mind that a change in one component often requires a change in another component. Describe how each component will be affected and be as detailed as possible. (THIS FORM IS NOT FOR CHANGES IN Q COMP GOALS.)

1) Career Ladder

- a) **What change is being proposed? The number of career ladder positions will be reduced from 5 full time released Peer Coaches to 4 full time released Peer Coaches. The Q Comp Coordinator's position will be reduced from 1.0 FTE to .5 FTE. This reduction is in alignment with the reduction of staff due to schedule changes at both the high school and middle school and the Mahtomedi Learning Center.**
- b) **Describe how this change is different from the current approved plan. (If the district is changing or adding new career ladder positions, you must include all of the following information: Title, Qualifications, Responsibilities, Hiring Process, Evaluation Method, Compensation and Ratio of the Leadership position to teachers.) This would reduce the number of full time release positions from 6.0 to 4.5. The current ratio of coaches to teachers is 1 to 43 This will increase the ratio to approximately 1:50**

2) Job-embedded Professional Development

- a) **What change is being proposed? None**
- b) **Describe how this change is different from the current approved plan.**

3) Teacher Observation/Evaluation

- a) **What change is being proposed? None**
- b) **Describe how this change is different from the current approved plan.**

4) Performance Pay

What change is being proposed?

- a) **In recognition of the already high academic achievement of Mahtomedi Public School students, the site goals based purely on standardized testing become harder to attain since the students baseline scores are so close to the testing limits. Therefore, progress toward goals will be prorated in the site goal category. If the stated goal is not attained fully, the site goals payment will be prorated in the following manner: 50-99% of the goal will result in 50% of the designated payment.**
- b) **Describe how this change is different from the current approved plan. The current plan pays a stipend of \$200 for mastery of the site goal. The proposed plan would prorate payment according to the following incremental attainment of the goal: 50-95% of the goal will result in 50% of the designated payment.**

5) Alternative Salary Schedule

a) What change is being proposed? None

b) Describe how this change is different from the current approved plan.

**RESOLUTION AUTHORIZING ISSUANCE OF
INDIVIDUAL PROCUREMENT CARDS**

WHEREAS, the Board of Education of ISD #832-Mahtomedi Public Schools has authority to purchase goods and services in an amount not to exceed \$100,000 without competitive bids;¹ and

WHEREAS, the costs to individually issue purchase orders and administrate the procurement of individualized purchases for each staff member constitute a significant obligation on the resources of the school district; and

WHEREAS, it is the desire of the Board of Education to enable each authorized individual staff member to efficiently procure authorized supplies for school purposes; and

WHEREAS, it is the desire of the Board of Education to reduce the economic burden on the resources of the school district by increasing efficiency and reducing the administrative costs of the district and to respond to the needs of the day to day operations in accordance with the procurement process as established by Minnesota State Statutes; and

WHEREAS, the Board of Education recognizes that the Procurement Card is neither a substitute for public bidding nor the district's existing procurement program, and that the Procurement Card program is not being implemented for the purpose of bid splitting and avoidance of the statutorily mandated public bidding process; and

WHEREAS, the Illinois Association of School Business Officials who has negotiated with the Bank of Montreal, a Canadian-chartered bank with a branch at 115 South LaSalle Street, Chicago, IL 60603, to administer, on behalf of participating school districts in the State of Illinois and Minnesota, a Procurement Card system issued to individual authorized employees of the district with established limits and purposes; and

WHEREAS, ISD #832-Mahtomedi Public Schools recognizes the economic and financial savings and benefits to be gained by establishing an electronic Procurement Card system and endorse the Corporate MasterCard Program for its members; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of ISD #832 – Mahtomedi Public Schools as follows:

ONE: The Board of Education hereby authorizes the Director of Business Services to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for each authorized employee of the school district.

TWO: The Board of Education hereby authorizes the Director of Business Services or Designee to execute the Procurement Card Use Agreement on its behalf.

¹Minnesota Statute 471.345 Uniform Municipal Contracting Law

THREE: As a condition precedent to receiving the Procurement Card, each authorized employee shall execute a Procurement Card Use Agreement.

FOUR: As a condition precedent to receiving the Procurement Card, the Director of Business Services shall establish a monetary limit of authority for each employee's use of the Procurement Card.

FIVE: As a condition precedent to issuance of a Procurement Card, the Director of Business Services or Designee may/shall establish in writing purchasing parameters in accordance with law including but not limited to: (a) a listing of goods and services which may be procured using the Card; (b) authorized vendors; (c) daily/weekly/monthly/annual monetary procurement card limits for each individual recipient of the Procurement Card.

SIX: Upon receipt and use of a Procurement Card, the cardholder shall submit receipts and such information as requested by the Director of Business Services or Designee.

Approved this ___ day of _____, 20_____.

Ayes:

Nays:

Chairperson