

October 18, 2011

DES MOINES PUBLIC SCHOOLS
REGULAR SCHOOL BOARD MEETING
CITY BOARDROOM — 400 ROBERT D. RAY DRIVE
MINUTES
OCTOBER 18, 2011

PUBLIC FORUM — 5:45 p.m.

The Board of Directors held a public forum on Tuesday, October 18, 2011, in the city hall boardroom at 400 Robert D. Ray Drive; Teree Caldwell-Johnson presiding.

Present: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney
Absent: None

REGULAR MEETING — 6:00 p.m.

The Board of Directors met in regular session on Tuesday, October 18, 2011, in the city hall boardroom at 400 Robert D. Ray Drive; Teree Caldwell-Johnson presiding.

Present: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney
Absent: None

APPROVAL OF AGENDA — 6:00 p.m.

Ms. Link moved approval of the agenda; second by Boesen.

Aye: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney
Nay: None
The motion carried, 7-0.

APPROVAL OF MINUTES OF OCTOBER 4, 2011.

Ms. Boesen moved approval of the minutes of October 4, 2011; second by Link.

Aye: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney
Nay: None
The motion carried, 7-0

DISTRICT RECOGNITIONS — 6:05 p.m.

Dr. Sebring invited Crista Carlile, Central Academy supervisor, to introduce a sampling of the district's 129 AP Scholars for 2010/11 based on the results of Advanced Placement exams administered last spring. The following students were present:

Joe Hallman – Senior; Roosevelt HS

Kathlina Roat – Senior; Roosevelt HS

*Kayleigh Courard-Hauri – Senior; Roosevelt HS

Madison Pierce – Senior; Roosevelt HS

*Megan Mansfield – Senior; Roosevelt HS

Rachel Jacobs – Senior; Roosevelt HS

Kayla Clark – Senior; Roosevelt HS

John Lewis – Senior; Roosevelt HS

Kyle Petersen – Senior; Lincoln HS

Jack Bequeaith – Senior; Roosevelt HS

* = two of the district's 19 National AP Scholars

CONSENT ITEMS — 6:10 p.m.

7. Architect Payments	1
8. Construction Payments	3
9. Award of Bid No. 6400 — Partial Roofing Replacement, Central Campus	7
10. Award of Bid No. 6399 — Interior Door Hardware, Harding Middle School	9
11. Award of Design — Electrical Modifications, Meredith Middle School	11
12. Final Acceptance of Bid No. 6235 — Window Replacement, Merrill Middle School --	13
13. Adoption and Purchase of Textbooks for Non-Public Schools	15
14. Personnel Recommendations	17
15. List of Bills for Approval	19

Minutes

Ms. Link moved approval of the consent items including payment of bills previously authorized and certified by the secretary and reviewed by her and Pat Sweeney as paid in the amount of \$1,642,096.83 and unpaid bills in the amount of \$4,322,999.27; second by Murphy.

Aye: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Strong

Nay: None

The motion carried, 7-0.

OTHER — 6:15 p.m.

16. Council of Great City Schools	21
17. Establishing Director Districts	23
18. Changes in Rules Regarding Senior Year Plus	27
19. Monitoring Report ML 2.2; Treatment of Faculty and Staff	31
20. Monitoring Report ML 2.1; Part 1, Treatment of Students	33

REQUESTS FOR INFORMATION — 9:00 p.m.

Mr. Murphy requested that copies of school newspapers be sent to Board members.

Ms. Link asked if the Infinite Campus notification system could be checked to prevent households from getting multiple messages about the same event.

CHAIR’S REPORT — 9:05 p.m.

Ms. Caldwell-Johnson reminded the Board about the schedule of events for the UEN convention in Des Moines on November 16/17.

SUPERINTENDENT’S REPORT — 9:20 p.m.

NA

ADJOURN — 9:25 p.m.

Item No. 7
Page 1 of 2**Subject: ARCHITECT PAYMENTS****For: ACTION****Contact: BILL GOOD**

(harold.good@dmps.k12.ia.us; 242-8321)

Attachments: None

Issue: Payment of architect/engineer invoices.**Superintendent's Recommendation:** The superintendent recommends the following architect/engineer payments be authorized:

Architect/Engineer/Project	Percent Paid	Estimated Fee	Previous Payments	Current Payment
<u>BCDM</u>				
Hoover Meredith Complex Architect App. 19 (SWP)	95%	\$299,500.00	\$285,317.60	\$1,082.40
Studebaker Elementary Architect App 01 (SWP)	8%	\$240,000.00	\$0.00	\$18,720.00
<u>Gould Evans Goodman</u>				
Roosevelt High School Architect App 43 (LOSST)	95%	\$2,128,149.00	\$2,019,314.46	\$7,910.05
<u>OPN Architects</u>				
North High School Arch. App. 13 (SWP)	95%	\$1,036,270.00	\$987,754.50	\$8,919.70
McCombs Middle School Architect App. 7 (SWP)	71%	\$364,100.00	\$252,066.00	\$7,439.60
<u>Shive Hattery</u>				
Merrill Middle School Architect App. 11 (SWP)	95%	\$169,812.00	\$158,081.40	\$3,015.60
Brody Middle School Architect App. 11 (SWP)	95%	\$132,209.00	\$123,222.55	\$2,595.45
Wright Elementary School FINAL PAYMENT (SWP)	100%	\$115,000.00	\$109,250.00	\$5,750.00

Item No. 7

Page 2 of 2

Alvine Engineering

Mitchell Learning Center FINAL PAYMENT (SWP)	100%	\$114,000.00	\$108,300.00	\$5,700.00
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Wells & Associates

Roosevelt Athletic Areas Architect App. 9 (Fundraising / LOSST)	94%	\$172,251.00	\$158,245.93	\$4,249.65
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DLR Group

Cowles Montessori Architect App 9 (SWP)	95%	\$126,500.00	\$111,636.25	\$8,538.75
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Baldwin White

Edmunds Elementary Architect App 8 (SWP)	10%	\$563,000.00	\$39,725.28	\$19,051.92
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RDG Planning

Edmunds Elementary Architect App 13 (SWP)	78%	\$764,737.00	\$567,406.67	\$30,378.05
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TOTAL			\$123,351.77
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Presenters: None**Background:** None

Item No. 8
Page 1 of 3**Subject: CONSTRUCTION PAYMENTS****For: ACTION****Contact: BILL GOOD**

(harold.good@dmps.k12.ia.us; 242-8321)

Attachments: None

Issue: Payment of contractor invoices.**Superintendent's Recommendation:** The superintendent recommends the following contractor and supplier payments be authorized:

Contractor	Percent Paid	Estimated Fee	Previous Payments	Current Payment Due
<u>Larson & Larson</u>				
Roosevelt High School (LOSST) GC App. 29 Sealed Bid No. 5226-09	98%	\$18,017,591.00	\$17,409,162.36	\$ 181,591.57
Central Campus Phase II (SWP) GC App 10 Sealed Bid No. B6220	78%	\$8,247,122.00	\$6,465,287.37	\$338,320.98
Roosevelt Athletic Area (LOSST) GC App 5 Sealed Bid No. B6311	92%	\$3,485,404.00	\$2,918,143.50	\$275,706.15
Central Campus Playground GC App 2 Sealed Bid No. B6362	95%	\$232,312.00	\$206,956.49	\$13,739.91
McCombs School Addition / Renovation SWP GC App 1 Sealed Bid No. B6379	4%	\$5,595,000.00	\$0.00	\$241,827.25

Item No. 8**Page 2 of 3**

Dean Snyder

North High School (SWP) - Addition GC App 13 Sealed Bid No. B6151	93%	\$7,575,601.00	\$6,783,576.27	\$255,539.93
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North High School (SWP) - Kitchen GC App 5 Sealed Bid No. B6338	95%	\$311,362.00	\$271,870.05	\$23,075.50
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North High School (SWP) - Elevator GC App 5 Sealed Bid No. B6309	80%	\$154,710.00	\$102,280.80	\$20,160.90
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<u>DeVries Electric Inc.</u> Brody Middle School Fire Alarm (SWP) RETAINAGE RELEASE Sealed Bid No. B6268	95%	\$52,023.00	\$49,421.85	\$2,601.15
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Concrete Technology

North Parking Lot (SWP) GC App. 1 Sealed Bid No. B6387	32%	\$182,825.00	\$0.00	\$58,401.25
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Swanson Glass

Brody Middle School (SWP) GC App 4 Sealed Bid No. B6296	95%	\$358,433.00	\$313,500.00	\$27,011.35
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Waldinger Corp.

Roosevelt Auditorium (LOOST) GC App. 1 Sealed Bid No. B6388	11%	\$134,603.00	\$0.00	\$14,337.87
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REEP, Inc.

Meredith Middle (SWP) GC App 3	44%	\$399,007.00	\$15,040.40	\$160,700.57
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Sealed Bid No. B6312

Item No. 8

Page 3 of 3

Edge Commercial

Hoover/Meredith (SWP) GC App 13 Sealed Bid No. B6169	95%	\$2,862,111.00	\$2,711,856.70	\$1,748.00
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CC Fire Sprinkler

(LOSST) GC App 5 Sealed Bid No. B6310	45%	\$655,500.00	\$174,217.84	\$121,250.68
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Rochon Corp.

Merrill Middle School (SWP) GC App. 6 Sealed Bid No. B6294	93%	\$2,958,487.00	\$2,649,024.65	\$108,120.45
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Cowles Montessori

(SWP) GC App. 6 Sealed Bid No. B6289	92%	\$1,854,316.00	\$1,658,276.31	\$44,468.54
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Harding Middle School

(SWP) GC App. 5 Sealed Bid No. B6321	84%	\$4,548,124.00	\$3,427,278.65	\$403,464.06
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TOTAL**\$2,292,066.11****Presenters:** None**Background:** None

Item No. 9
Page 1 of 1**Subject: AWARD OF BID NO. B6400; CENTRAL CAMPUS PARTIAL ROOFING REPLACEMENT****For: ACTION****Contact: Bill Good**

(harold.good@dmps.k12.ia.us; 242-8321))

Attachments: None

Issue: Award of contract to replace a portion of the existing roof membrane.**Superintendent's Recommendation:** The superintendent recommends the Board award the contract for the base bid to the lowest responsive/responsible bidder, Academy Roofing, Des Moines IA in the amount of \$133,200.**Presenters:** None. Bill Good will be present to answer any questions.**Background:** Plans and specifications were prepared by Angelo Architects and Facility Management. Work will begin on or before November 1, 2011. The project came before the Board on September 20, 2011 for public hearing and action.

- Base bid: Remove deteriorated roof membrane, replace with new Thermo Plastic Olefin (TPO)
- Alternate No.1: Add for Sarnafill roof membrane on base bid.
- Alternate No.2: Add for new flashing.

The district received 3 bids on October 4, 2011. The results are as follows:

Bidder	Base Bid	Alter. No.1	Alter. No.2	Total with Alternates
Academy Roofing Des Moines IA.	\$133,200	\$7,000	\$9,240	\$149,440
Black Hawk Roofing Cedar Falls, IA	\$152,500	No Bid	\$7,150	\$159,650
Central States Roofing Ames IA	\$147,000	\$9,950	\$13,000	\$169,950

Funding: Physical Plant and Equipment Levy (PPEL)

Item No. 10**Page 1 of 1****Subject: AWARD OF BID NO. B6399 — INTERIOR DOOR HARDWARE
HARDING MIDDLE SCHOOL****For: ACTION****Contact: BILL GOOD**

(harold.good@dmps.k12.ia.us : 242-8321)

Attachments: None

Issue: Award of contract for the interior door hardware project for Harding Middle School.

Superintendent's Recommendation: The superintendent recommends a contract for the Base Bid be awarded to the lowest responsive/responsible bidder, Ball Team LLC in the amount of \$209,980.00.

Presenters: None. Bill Good will be present to answer any questions.

Background: This is a project under the statewide penny funding.

Base Bid: This project will provide increased security in student and staff occupied areas. Additionally, repairs and replacements will be made to the existing doors, door frames and door hardware.

The district received bids on October 11, 2011. The results are as follows:

Bidder	Base Bid
Ball Team – WDM, IA	\$209,980
Bryan Crow – Waukee, IA	\$227,712
Bergstrom Constr. – DM, IA	\$251,000
Ruepke Constr. – Derby, IA	\$274,000

Funding Source: Statewide Penny (Students First Program)

Item No. 11

Page 1 of 1

Subject: AWARD OF DESIGN FOR MEREDITH MIDDLE SCHOOL

For: ACTION

Contact: BILL GOOD

(harold.good@dmps.k12.ia.us : 242-8321)

Attachments: None

Issue: Undertaking improvements to Meredith Middle School as part of the Statewide Penny (Students First) program.

Superintendent's Recommendation: The superintendent recommends the Board approve the contract with Alvine Associates Inc. for the design of mechanical and electrical modifications to Meredith Middle School

Presenters: None. Bill Good will be present to answer any questions.

Background: Alvine Associates Inc. has submitted a design cost proposal in the amount of \$308,800. The design will include a new mechanical system, a new electrical service and distribution system, upgraded lighting, fire alarm, fire sprinkler, technology improvements, ADA improvements and related architectural items. The costs are within the design budget established for the design of these improvements.

Funding: Statewide Penny (Students First Program)

Item No. 12**Page 1 of 1****Subject: FINAL ACCEPTANCE OF BID NO. B6235 — WINDOW REPLACEMENT;
MERRILL MIDDLE SCHOOL****For: ACTION****Contact: BILL GOOD**

(harold.good@dmps.k12.ia.us : 242-8321)

Attachments: None

Superintendent's Recommendation: The superintendent recommends the Board give final acceptance to the project listed below and approve final payment to the contractor listed, subject to the conditions and in accordance with the provisions of Chapters 26 and 573 of the Code of Iowa.

SCHOOL: Merrill Middle School

PROJECT: Window Replacement

CONTRACTOR: REEP, Inc.

CONTRACTED AMOUNT: \$ 380,842.00

CONTRACT BALANCE: \$ 19,042.12

Item No. 13**Page 1 of 1****Subject: ADOPTION AND PURCHASE OF TEXTBOOKS FOR NON-PUBLIC SCHOOLS****For: ACTION****Contact: Holly Crandell**

(holly.crandell@dmps.k12.ia.us; 242-7568)

Attachments: None

Issue: Section 301.1 of the Iowa Codes provides that:

“Textbooks adopted and purchased by a school district may, and shall to the extent funds are appropriated by the General Assembly, be made available to pupils attending non-public schools upon request of the pupil or the pupil’s parent under comparable terms as made available to public schools.”

Superintendent’s Recommendation: The superintendent recommends the following textbooks be purchased by the Des Moines Public School District for use by non-public school students.

Background: The Department of Education’s procedures on textbooks for non-public schools state that, “It is permissible for boards of directors to adopt the textbook series used by the non-public schools if they differ from those adopted for the school district. The only exception would be religious books.”

Accordingly:

New materials will be requested this year from the list below. These materials that have been approved by non-public school textbook committees. These textbooks meet all the multicultural nonsexist criteria and are acceptable to our curriculum coordinators for our own school district. The materials are not of a religious nature.

Company	Title	Copyright Date
McGraw Hill (TimeLinks) – Social Studies	The World – Grade 6	2009

Item No. 14

Page 1 of 1

Subject: PERSONNEL RECOMMENDATIONS

For: ACTION

Contact: Scott R. Mikesh

Attachments: None

(scott.mikesh@dmps.k12.ia.us; 242-7972)

Superintendent's Recommendation: The superintendent recommends the Board approve the following personnel recommendations:

Background:**ELECTIONS - GENERAL EDUCATION**

Name	Class	Step	Effective Date	Amount
Uhlman, Jennifer	1	1	10/05/2011	\$38,761 (prorated)

BA Coe College, Cedar Rapids, IA; Address/Indianola, IA; Hillis/.5 K, .5 1st

COACHING DIFFERENTIAL

School	Name	Position	Effective Date	Amount
Brody	Lundgren, Scott	Boy's Basketball	10/15/2011	\$1428
Brody	Stancel, Kenneth	Boy's Basketball	10/15/2011	\$1428
Callanan	Keeling, Frederick	Boy's Basketball	10/15/2011	\$1428
Goodrell	Daugherty, Ryan	Boy's Basketball	10/15/2011	\$1428
Goodrell	Walling, John	Boy's Basketball	10/15/2011	\$1428
Harding	Buyck, Derek	Boy's Basketball	10/15/2011	\$1428
Harding	Snow, Jason	Boy's Basketball	10/15/2011	\$1428
Hiatt	Bailey, Charles	Boy's Basketball	10/15/2011	\$1428
Hiatt	Snyder, Anthony	Boy's Basketball	10/15/2011	\$1428
Hoyt	Luft, Brian	Boy's Basketball	10/15/2011	\$1428
Hoyt	Volquardsen, Michael	Boy's Basketball	10/15/2011	\$1428
McCombs	Dowling, Darin	Boy's Basketball	10/15/2011	\$1428
McCombs	Frost, David	Boy's Basketball	10/15/2011	\$1428
Meredith	Cochran, Jared	Boy's Basketball	10/15/2011	\$1428
Meredith	Watson, Jeffrey	Boy's Basketball	10/15/2011	\$1428
Merrill	Luft, Martin	Boy's Basketball	10/15/2011	\$1428
Merrill	Severson, Adam	Boy's Basketball	10/15/2011	\$1428
Weeks	Smyth, Angelique	Boy's Basketball	10/15/2011	\$1428
Weeks	Vollstedt, Daniel	Boy's Basketball	10/15/2011	\$1428

Item No. 15

Page 1 of 1

Subject: LIST OF BILLS FOR APPROVAL

For: ACTION

Contact: Thomas Harper

(thomas.harper@dmps.k12.ia.us; 242-7745)

Attachments: None

Issue: A list of bills will be furnished to the Board of Directors at the Board meeting for approval. The secretary will be glad to furnish information as requested on any of these items. Prior to the meeting, one member of the Board will have checked this list with the invoices.

Item No. 16**Page 1 of 2****Subject: COUNCIL OF GREAT CITY SCHOOLS****For: INFORMATION/DISCUSSION****Contact: Thomas Harper**

(thomas.harper@dmps.k12.ia.us; 242-8527)

Attachments: None

Issue: The Council of Great City Schools has been invited to present information on Performance Management Systems.

Background: The Council of Great City Schools is a coalition of 66 of the nation's largest urban public school systems. Founded in 1956 and incorporated in 1961, the Council is located in Washington D.C. where it works to promote urban education through legislation, research, media relations, instruction management and technology, designed to improve urban education.

Presenters:

Michael Casserly, Executive Director of the Council of Great City Schools since 1992 with an additional 15 years with the Council as Director of Legislation and Research. Mr. Casserly has a Ph.D from the University of Maryland and a B.A. from Villanova University.

Robert Carlson, Director of Management Services for the Council of Great City Schools. Mr. Carlson has Doctoral and Master's degrees in administration from The Catholic University of America; a B.A. in political science from Ohio Wesleyan University and has completed graduate work in political science at Syracuse University and the State Universities of New York.

Minutes

Ms. Link asked if it is permissible for discrete departments of a school district, human resources for example, to belong to CGCS.

Mr. Casserly said certain departments within a member district may be more active in CGCS than others, but memberships are by entire school district.

Ms. Boesen said she has attended CGCS conferences in the past that she found quite valuable and thinks the Board should consider CGCS as it weighs which professional affiliations are most beneficial for DMPs given its urban district profile.

Mr. Murphy asked if CGCS assists member districts with their respective state legislative agenda.

Item No. 16**Page 2 of 2**

Mr. Casserly said most of the organization's legislative emphasis is at the federal level because it lacks the staffing resources to effectively address the issues unique to each state. However, he said, membership does enable urban districts facing similar state legislative obstacles to share strategies, information and experiences with one another. CGCS facilitates networks of key administrators in member districts for those purposes.

Ms. Boesen asked how CGCS provides support directly to the school boards of member districts.

Mr. Casserly said retreats and forums are held aimed specifically at school board members. He also mentioned that guidance is provided in the event of a superintendent search and summarized an assortment of upcoming CGCS reports that will be of interest to member school boards.

Ms. Caldwell-Johnson said the Board appreciated the presentation as it considers what organizations can best inform and represent its interests going forward and told Mr. Casserly that CGSC may expect to hear from DMPS very soon.

Item No. 17**Page 1 of 3****Subject: ESTABLISHING DIRECTOR DISTRICTS****For: DISCUSSION/ACTION****Contact: Board****Attachments: 11-042**

Issue: On September 13, 2011, voters approved a ballot measure which requires the Des Moines Independent Community School District to be subdivided into four Director Districts. The Director Districts will be phased in beginning in 2013 and fully implemented in 2015 at which time one Board member will be elected from each of the four, and three Board members will be elected at-large.

Presenters: Pat Lantz and Phil Roeder

Background: The Board commissioned the drawing of two draft maps, one of which subdivided the district into four Director Districts strictly on the basis of state mandated criteria and another which complied with those criteria and also ensured the inclusion of at least one high school in each of the proposed Director Districts. Both maps were publicized and community feedback was solicited via the district's website, a district-wide e-mail and a series of three public forums held simultaneously on October 12. A third map based upon the existing city council ward boundaries emerged from that process.

The Board is required to submit its proposal to the Iowa Secretary of State no later than October 24.

Minutes

Speakers:

Suzette Jensen
3127 Thompson
Marlon Mormann
3320 Kinsey
Eric Shank
3417 Wright Street
Max Knauer
4503 Wakonda Pkwy.
CJ Stephens
4900 Woodland
Dwight Miller
2901 Rutland

Marty Mauk
2701 Arthur
Shane Schulte
1063 39th Street
Mitch Henry
1900 MLK Jr. Parkway
Ed Linebach
4137 11th Place
Nancy Stillians
1604 24th Place
Betty C. Andrews(signed up; didn't speak)
1620 Pleasant

Item No. 17**Page 2 of 3**

Mr. Howard moved approval of Map #2 which includes at least one high school in each of the Director Districts; second by Sweeney.

Mr. Murphy said the Board had received community input beyond that offered by the speakers at this meeting, the public forums on October 12 and via the district's website. He said he had listened to proponents and opponents of each of the three map proposals. The Board commissioned two of them to avoid the perception that it was drawing its own map with a political agenda. The one bound strictly by state mandated criteria was unbalanced in terms of the distribution of district high schools amongst the sub-districts. The one bound by the additional criterion of at least one high school per sub-district also features a nearly equal number of elementary and middle schools in each of them. The third map, endorsed by the group that petitioned for the September 13 ballot measure, adheres to existing city council ward boundaries. Mr. Murphy said that is not necessary to ensure collaboration between Board members and the City Council. He said that already happens. He also pointed out that the Board needs to look outward toward the economies of scale achieved in collaboration with contiguous districts rather than inward by subdividing itself into narrower voting interests. He reiterated his opposition to the general concept of the Director Districts but said he would support Map #2 as the least objectionable one put forward.

Ms. Boesen said the two maps commissioned by the Board were drawn impartially and that there are an unlimited number of criteria that could be the basis for a map. She added that the voters who supported the ballot measure were voting for a concept rather than a specific map. She agreed with Mr. Murphy that it's more important for the Board to work cooperatively with counterparts in other school districts than it is to align itself closely with the Des Moines City Council. She supported the concept of at least one high school in each of the sub-districts as a means of balancing representation on the Board and would, accordingly, vote to approve Map #2.

Mr. Howard said he wished the Board would have had more time to implement the ballot measure but was constrained by a state mandated timeline. He stressed his overriding concern that the school district should be independent of any other representative body such as the City Council and therefore he could not support the map aligned with ward boundaries. He indicated his preference for Map #2.

Ms. Link said that based on the overall consensus of the community input she had received she would support Map #2.

Mr. Sweeney said he thought the process by which the maps were drafted and vetted with the community was a good one and that he was supporting Map #2.

Item No. 17

Page 3 of 3

Ms. Elsbernd said she too felt the compressed timeline imposed by the state for drafting and submitting a map was troublesome but she felt the Board developed a good, fair process based on the results of which she would support Map #2.

Ms. Caldwell-Johnson thanked the staff, particularly Ms. Lantz and Mr. Roeder, for guiding the Board through a difficult process and timeline. She said it would not have been possible to develop a map that would have pleased everyone.

Ms. Caldwell-Johnson called the question.

Aye: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney

Nay: None

The motion carried, 7-0.

Item No. 18**Page 1 of 3****Subject: CHANGES IN RULES GOVERNING SENIOR YEAR PLUS****For: ACTION****Contact: Tom Ahart**

(tom.ahart@dmps.k12.ia.us; 242-7725))

Attachments: 10-040

Issue: Iowa Department of Education (DOE) rules governing dual credit course offerings.

Background: The DOE has mandated that districts offering courses where students may earn high school and college credit simultaneously must establish a mechanism for demonstration of proficiency as a condition for enrollment in such courses.

Also, districts must designate a guaranteed world language for their high schools, offering and teaching years one and two and offering years three and four in that language, a requirement that is expected to negatively impact the number of students eligible for college credit (5th year) in the designated language.

Presenter: Tom Ahart

Minutes

Ms. Link moved approval of the proficiency rubric and adoption of French as the district's designated world language; second by Boesen.

Mr. Howard asked if the proficiency rubric would impact students in the Career & Tech Ed Institute.

Mr. Ahart said it absolutely would. Students who do not score at or above the proficiency benchmark on standardized tests in reading, math AND science will not be able to take courses in ANY area for dual [college] credit unless the proposed rubric is adopted.

Mr. Murphy asked if the rubric eliminates what he perceives as inequality in the way the current proficiency standard is applied to students in different grade levels.

Mr. Ahart said he thinks it largely does by relying on student performance in previous classes instead of scores on standardized tests.

Mr. Murphy asked about the possibility of the rubric being applied via Infinite Campus so it doesn't become an undue burden on classroom teachers.

Item No. 18**Page 2 of 3**

Mr. Ahart said that application is being developed but until it is implemented he doesn't see the rubric imposing a significant workload on any individual teacher. He noted that teachers had participated in designing the rubric.

Ms. Boesen wanted to know why these issues have surfaced at this time.

Mr. Ahart said the DOE has recently reinterpreted some longstanding language in the Iowa Code with regard to the proficiency standards but the world language provision is new. He said the district has joined others in lobbying the state for relief from both measures but until or unless those efforts succeed he believes the proposals before the Board will bring the district into compliance.

Mr. Sweeney asked if the Infinite Campus rubric application will be ready by second semester when these proposals would go into effect.

Mr. Ahart said it will not be ready by then and until it is the revised proficiency determination process will be the joint responsibility of counselors and teachers.

Ms. Caldwell-Johnson asked if the rubric would serve only the narrow purpose of compliance with the state's reinterpretation of proficiency or if it might also have broader applicability.

Mr. Ahart said that while it was developed specifically in response to revised state directives it might be otherwise useful to the district internally.

Ms. Caldwell-Johnson wondered if the rubric would still apply if a student enrolled in a course where dual credit was offered but didn't seek it.

Mr. Ahart responded that the state is also considering requiring that students opt for dual credit in any course that offers it as a condition of registering for that class, something that would have potentially far-reaching implications for districts statewide.

Ms. Caldwell-Johnson expressed her hope that a year from now there will be data available to the Board measuring the effect of these changes on the ability of students to take advantage of dual credit opportunities. If the impact is negative the data will be ammunition to use in the fight against onerous state regulation.

Mr. Ahart assured her the district will be closely monitoring the impact and compiling such data.

Ms. Boesen wondered if the Board should unite with others now and carry the fight to the DOE without waiting a year to see what the impact is.

Item No. 18**Page 3 of 3**

Mr. Ahart said the district is already involved with the other UEN districts and the lobbyist for the School Administrators of Iowa in calculating how best to take these issues directly to the legislature instead of battling administratively with the DOE.

Ms. Caldwell-Johnson asked Pat Lantz, the district's General Counsel, what would happen if the district resisted these edicts from the DOE.

Ms. Lantz said the district has the option to seek a waiver from the state but it's unlikely one would be granted.

Mr. Ahart speculated that if the district defied the DOE there would be students taking classes under the assumption they were earning college credits that would not accrue to them.

Mr. Murphy pointed out that under the new world language guideline there could be kids in one district taking a language for dual credit while kids in another district taking the same language at the same level will not be earning dual credit. He characterized this directive as silly and one that is especially so in small, rural districts where only one or two languages may be offered.

Ms. Caldwell-Johnson called the question.

Aye: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney

Nay: None

The motion carried, 7-0.

Item No. 19**Page 1 of 2****Subject: MONITORING REPORT FOR MANAGEMENT LIMITATION 2.2:
TREATMENT OF FACULTY/STAFF****For: ACTION****Contact: Scott R. Mikesch****Attachments: 11-036**

(scott.mikesch@dmps.k12.ia.us; 242-7972)

Issue: Board Governance Policy 3.4 – Monitoring Superintendent Performance, includes a schedule relative to monitoring reports that requires an annual monitoring report on Management Limitation 2.2 – Treatment of Faculty/Staff.

Superintendent's Recommendation: The superintendent recommends the Board discuss and take action on the annual monitoring report for Management Limitation 2.2 — Treatment of Faculty/Staff.

Background: The Board adopted Policy Governance on November 21, 2007, which included a schedule of monitoring reports. The Management Limitation 2.2 — Treatment of Faculty/Staff is included as Attachment 11-036.

Management Limitation 2.2 states: With respect to the treatment of volunteers and employees, the superintendent shall not cause or allow conditions that are unsafe, unfair or unprofessional.

Accordingly, pertaining to staff, the superintendent shall not:

1. Operate without a written personnel manual, approval by legal counsel, which clarifies personnel rules for employees, provides for effective and timely handling of complaints and grievances, and protects against wrongful conditions.
2. Retaliate against an employee for reporting to management or to the Board of Directors acts or omissions by personnel, management, or the Board of Directors that the employee believes, in good faith and based on credible information, constitutes a violation of state or federal law or a governing policy of the Board.
3. Prevent staff from appealing a complaint to the board when (1) all internal complaint procedures have been exhausted and (2) the employee provides a substantive and credible allegation that Board policy has been violated. This policy does not apply to grievances as contemplated under the respective

Item No. 19**Page 2 of 2**

collective bargaining agreements governing the Des Moines Education Association union and the American Federation of State, County, and Municipal Employees union because grievances under those contracts follow contractual provision and state law.

4. Fail to acquaint staff with this policy, and the Superintendent's interpretations of their protections under this policy.

The Board received and discussed this report at its meeting on October 4, 2011.

Minutes

Ms. Boesen moved approval of the report; second by Link.

Ms. Caldwell-Johnson reminded the Board that when they discussed this report at their previous meeting there was a consensus that in the future it should address the status of employee performance reviews in the various departments and be more expansive in terms of grievances filed by district employees.

Ms. Boesen suggested future reports on ML 2.2 also include summaries of collective bargaining settlements the district has reached in the year since the previous report.

Ms. Elsbernd reminded the Board that there had also been previous discussion around learning more about the KEYS Survey, an instrument cited in this report and likely to be a part of future ones, before next year's report on ML 2.2 is submitted.

Aye: Boesen, Caldwell-Johnson, Elsbernd, Howard, Link, Murphy, Sweeney

Nay: None

The motion carried, 7-0.

Item No. 20**Page 1 of 5****Subject: MONITORING REPORT FOR MANAGEMENT LIMITATION 2.1—
TREATMENT OF STUDENTS/PUBLIC/VOLUNTEERS****For: DISCUSSION/ACTION****Contact: Dr. Nancy Sebring/Bryce Amos****Attachments: 11-041**

(superintendent@dmps.k12.ia.us; 242-7766/bryce.amos@dmps.k12.ia.us; 242-7660)

Issue: Board Governance Policy 3.4 – Monitoring Superintendent Performance includes a schedule relative to monitoring reports that requires an annual monitoring report on Management Limitation 2.1 – Treatment of Students/Public/Volunteers

Superintendent's Recommendation: The superintendent recommends the Board receive, discuss and take action on this portion of the monitoring report for Management Limitation 2.1.

Background: The Board adopted Policy Governance on November 21, 2007, which included a schedule of monitoring reports. The Management Limitation 2.1 — Treatment of Students/Public/Volunteers is included as Attachment 11-041.

Presenters: Dr. Nancy Sebring/Bryce Amos

Background: The monitoring report on Management Limitation 2.1—Treatment of Students/Public/Volunteers has been received and considered in its entirety in the past but the Board and the superintendent agreed to separate it into distinct elements this year. The student portion of the report is attached and the public/volunteer portion will be submitted at a future meeting.

Minutes

Mr. Murphy asked for clarification of what is meant by the term “unique student” with regard to the data on student suspensions.

Mr. Amos explained that the numbers reflect how many students were suspended; not how many suspensions there were. In other words, if a particular student was suspended multiple times, that “unique student” would only be counted once for purposes of the data compiled in the report.

Mr. Murphy said he understood there had been an increase in district enrollment in 2010/11 that wasn't reflected in the report.

Mr. Amos said the enrollment numbers cited in the report represent only K-12 students in the district's 68 comprehensive schools. Total enrollment figures also include pre-k students and students at alternative district facilities.

Item No. 20**Page 2 of 5**

Ms. Boesen asked what is being done to isolate the cause[s] of the disproportionate suspension rates among the district's African-American population.

Mr. Amos said the focus is on determining whether policies are being applied consistently and fairly with Level II offenses according to the relatively new discipline code where suspension is a discretionary, not mandatory, consequence of the behavior.

Dr. Sebring said one strategy is to analyze incidents resulting in suspension to discover patterns and adjust staff supervision and training accordingly. She said suspension has historically been an overused consequence in secondary schools because of the lack of a range of consequences. She said meaningful alternatives to suspension likely would require additional staff which is problematic given the school budgeting climate at this time.

Mr. Howard asked what sort of follow-up is done with students expelled for drug-related reasons in the event they return to school.

Mr. Amos said they enter into a behavior contract and must submit proof of assessments as part of the process that makes them eligible to re-enroll. He said no expelled student who re-enrolled has ever committed another expellable offense in DMPS. Typically those students do not return to the same school from which they were expelled.

Ms. Elsbernd asked how bullying prevention curricula are delivered at the secondary level, especially in schools with limited counseling staffs.

Dr. Sebring said it can be integrated into course content in classes like Family and Consumer Science and PE.

Ms. Elsbernd asked if there are any means by which students can unofficially report being bullied without identifying themselves as a victim. She wondered if the district has a sense of the true extent of bullying.

Mr. Amos said the reinstatement of the School Climate Survey will help in that area. It is to be administered in the spring after having been suspended in recent years due to budget cuts.

Dr. Sebring said official bullying investigations are often initiated by a friend or family member of the victim because of the victim's fear of reprisals. She said DMPS is fortunate to have both an investigator and an attorney on staff to deal with bullying allegations; most districts have neither.

Item No. 20**Page 3 of 3**

Ms. Elsbernd wondered if the district would incur more expulsions if it introduced more stringent tactics in schools like drug-sniffing dogs and locker searches.

Dr. Sebring said if such tactics were ever utilized they would be announced in advance with the expectation they would serve more as a deterrent than as a means of catching and prosecuting students.

Mr. Amos said another effect would be making students generally feel safer at school.

Mr. Howard suggested it might make sense to extend bullying prevention training to building staff besides just the instructional faculty since kids sometimes establish rapport with custodians, for instance. He also wondered if bullying and suspension data is broken down by school to identify trouble spots and focus prevention efforts.

Dr. Sebring said yes, the aggregate data is separable by school for exactly those reasons.

Mr. Howard also asked if bullying prevention, especially at the elementary level, includes a strong component of educating kids as to what constitutes bullying and harassment versus playful teasing.

Mr. Amos responded that students are a big part of bullying prevention training but he pointed out that with the widespread use of social media and cell phones there are more contexts now in which bullying can occur than ever before.

Mr. Howard wondered what the district policy is regarding incidents that take place outside of school.

Mr. Amos explained that if things happen on the weekend, for instance, but are brought back to school and affect the learning environment then they become the district's business.

Mr. Murphy added that the district's code of conduct holds students accountable for their behavior away from school.

With regard to the issue of disproportionate suspension rates, Mr. Murphy reiterated his position that the district needs to be directly involved in the training of teachers to work in diverse, urban schools. He also feels more resources should be directed at families in districts where poverty is high. This is a national issue, he noted, and must be addressed by training both school staff and minority families.

Item No. 20**Page 4 of 5**

Ms. Link suggested the district might achieve a higher response rate for signoff on the discipline code if it were separated somehow from the blizzard of forms and paperwork that accompanies school registration.

Dr. Sebring said consideration will be given to treating the code as a stand-alone topic and notifying families of the need to review and acknowledge it via e-mail.

Mr. Sweeney imagined it might be tough to be a teacher in an environment where office referrals for students are frequent because you wouldn't want to be seen as incapable of controlling your classroom.

Dr. Sebring said every principal has teachers who are too quick to refer as well as those who virtually never do. She said time set aside for collaboration allows teachers to learn techniques from one another.

Ms. Caldwell-Johnson said the trend of the district's data in this area is not acceptable. With regard to the data analyst the district has hired to interpret the numbers reflected in the report, she wondered if what's needed aren't new models more than new ways of looking at persistent patterns. She asked if there is a high correlation between the students who make up the numbers in this report and those who are identified by the district's early dropout indicators.

Mr. Amos said there is a correlation between number of behavior referrals and other indicators that trigger staff interventions.

Ms. Caldwell-Johnson asked for some indication of when the Board might expect to hear some results of the new data analyst's research.

Mr. Amos said the person hired for that position has just started to work and will be impacting a variety of future reports to the Board.

Ms. Caldwell-Johnson suggested the Board might want to consider hosting a panel discussion designed to broaden its understanding of the disproportionality issue and bring together some expertise in dealing with it effectively.

Ms. Boesen said the raw numbers on bullying and suspensions need some context to be effective measures of the safety of school environments.

Mr. Murphy said if a panel discussion is to be held he wants it to be focused specifically on how to deal effectively with the problem of disproportionate suspension rates among African-American students rather than having representatives from various social agencies come and explain the missions of their organizations. He said maybe those

Item No. 20

Page 5 of 5

groups could help identify experts to come in and tell the Board things it doesn't already know.

Ms. Link said a group like the Council on Great City Schools, which had made a presentation earlier in the meeting, could be a great resource in identifying districts where success with this issue has been achieved and tapping into them for help.

Mr. Howard said it would be good to consult with national experts on this topic but the Board needs to also keep its focus local since there are coalitions in Des Moines between minorities, community agencies and the police already engaging one another in hopes of dealing with problems that are often reflected in the schools.