

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

January 19, 2016

I. CALL TO ORDER

The Chair called the meeting to order at 6:16 p.m.

II. ROLL CALL

Present: Directors Vanderwert, Schumacher, O'Connell, Marchese, Ellis, Brodrick, Vue, Superintendent Silva, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. O'Connell moved the Board of Education approve the Order of the Main Agenda. Mr. Marchese seconded the motion.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

IV. RECOGNITIONS

BF 30313 Acknowledgement of Accomplishments of SPPS Students

Two Saint Paul Public Schools students took top honors in the Donaldson Science Awards in the middle school division.

Christian Agaba, an eighth-grader at Farnsworth Aerospace Upper was recognized for his award during the African Americans in Science event. **Kira Vega**, an eighth-grader at Highland Park Middle School will receive her award at the Amantes de la Ciencia! event. Both events are at the Science Museum of Minnesota.

The Donaldson Science Award recognizes Minnesota middle- and high-school students who have demonstrated exceptional achievement in, or passion for, a STEM discipline either in the classroom or outside of school.

The Board congratulated both students on their outstanding accomplishments.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. O'Connell moved the Board approve the Order of the Consent Agenda. The motion was seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 15, 2015
- B. Minutes of the Annual Meeting of the Board of Education of January 5, 2015

MOTION: Ms. O'Connell moved the Board approve the Minutes of the Regular Meeting of the Board of Education of December 15, 2015 and the Minutes of the Annual Meeting of the Board of Education of January 5, 2015 as published. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

VII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of January 5, 2015

The Committee of the Board meeting began with a report of the **Audit** for the year ending June 30, 2015. The auditors indicated they had audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the District. They issued an unmodified opinion on the District's basic financial statements. Three deficiencies were noted and corrective action has been taken by Financial Services.

RECOMMENDED MOTION: The Board of Education accept the MMKR Audit Report for FY 2015 as presented.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

An **Update on School Climate & Support** was presented by the Superintendent who outlined three goals relative to school climate and support:

- Improve school climate and increase supports to students and staff in the schools
- Increase relational health amongst students and staff and improve learning environments
- Align support systems for students, families and staff.

The goals, in turn, will apply to teaching and learning, relationship building, safety and security and systems.

The NEW Board members presented their list of **priorities** for the next year in six areas: School Climate, Achievement, Enrollment, Special Services Strategic Plans, Site-Based Management and Board Governance. It was agreed this document will be addressed so it reflects the priorities of the entire Board.

During the work session the Board check-in process was explained and outside committee assignments were made.

MOTION: Ms. Ellis moved the Board accept this report on the Committee of the Board meeting of January 5, 2015 and approve the minutes of that meeting as revised . Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

VIII. SUPERINTENDENT'S REPORT

A. Update on School Climate

The Superintendent introduced the subject asking the community to join with SPPS to find solutions to the issues of unacceptable behaviors in both the community and the schools. She stated violence is unacceptable and will not be tolerated in any form within SPPS.

The Director of the Office of College and Career Readiness opened the presentation on the "Safe Schools, Safe You" Plan. The purpose of the presentation was to provide a comprehensive plan for addressing school climate, review where SPPS is currently and share a vision of where it wants to be.

He provided a definition of school climate as defined by the National School Climate Center with slight modification by MDE. *School climate refers to the quality and character of school life. School climate is based on patterns of students, parents and school personnel's experience of school life and reflects:*

- *Norms, goals and values*
- *Interpersonal relationships*
- *Teacher and learning practices*
- *Organizational structures.*

SPPS' philosophy on school climate is an environment built on a foundation of positive relationships between students, teachers and adults within the school building. The creation of a restorative culture in the schools holds significant promise as a means of achieving safe, culturally respectful, racially equitable and just learning environments. The most influential people in the creation of positive school climate are the adults in the education system.

Goals of school climate and support are to:

- Improve school climate and increase supports to strengthen relational health amongst students and staff
- Reinforce consistent implementation of support systems for students, families and staff
- Improve the safety and security procedures for all students and staff in SPPS buildings.

Safe Schools, Safe You involves four areas: student support, staff support, safety and security and procedures and systems.

1. Student Support

- Promoting good behavior - increased supervision of students, increase the consistent implementation of PBIS throughout the district, increase restorative practices through PBIS to give students a chance to repair relationships harmed through inappropriate behavior and clarifying expectations of hallway supervision for all staff. 27% of SPPS schools are at full implementation for PBIS. Administration is working on a comprehensive implementation of PBIS for building staff.
- Provide a continuum of support through Alternative Programs. Increase alternative programs and provide students with access to community services that focus on social/emotional support, student engagement and academics. Examples of alternative programs are: Gordon Parks' new middle level program, Alternatives to Expulsion (A2E) and the Interrupting Violence Programs. SPPS is looking into other contract alternative schools beyond the one it is now working with.
- For community based programs working with SPPS, create evaluation tools to determine effectiveness of the programs and increase the number of quality services for SPPS students. SPPS has over 300 partnerships in the community. SPPS is looking to increase efforts around mental health supports in schools with some of these partners.

2. Staff Support

- School support - deploy additional administrative staff and/or coaches to schools. . Increase the effectiveness of the crisis support team. Provide crisis de-escalation training that is imbedded into the PLCs. Expand SKIP and PBIS teams in the schools
- Create "restorative schools" that build community and repair harm. Adults' tasks in creating a restorative school include teaching the vocabulary of empathy, building relationships between students and students and students and adults (through consistent use of circles to build community and teach social/emotional skills), repair harm by working with people if there is harm (student to student, student to adult, adult to student, adult to adult). The process involves all parties working together. Repair of harm is a voluntary process, people choose to participate and school-wide relationship practices are essential for repairing harm.

Schools with some level of restorative practice systems in place are Johnson Senior, Highwood Hills, American Indian Magnet (AIM), Farnsworth Upper, Murray and Four Seasons.

- Professional development will be promoted and provided for staff. Procedures will be standardized to quickly inform teachers of students who have a history of violence against others.

3. Procedures and Systems

- Policies and procedures will be clarified and communication improved with families regarding procedures in the *Rights and Responsibilities Handbook*.
- Student Placement will work closely with other districts to quickly secure student records for appropriate placement. For student transfers within SPPS, transition meetings or discussions will take place to determine what did or did not work at the student's previous school.

4. Safety and Security

- The FMP will guide enhancements to school entryways and upgrades and expansion of security cameras for building safety.

- Relationship building will be provided with training for School Resource Officers (SROs), partnering with the new Juvenile Commander, consultation with the Student Engagement and Advisement Board; and adjusting/modifying training for SROs

QUESTIONS/DISCUSSION:

- Concern was expressed by a Board member that SPPS is moving students through the system without understanding fully what kids are showing through their behaviors. Are parents consulted, is health evaluated, etc.? A missing piece seems to be work with families and issues within the family unit. Response: SPPS is working to create a full service community school infrastructure by engaging with community partners where possible. This brings them into the school to make direct connections with the community. SPPS is working on an "on-boarding" of mental health service expansion within some buildings. It is working to further understand student needs, to educate teachers on what to look for and inform school administrators about partners existing in their areas. SPPS is exploring services that are out there so it has buildings that understand what is available within the local school community.
- What about coordination of care at sites, are there staff fulfilling those responsibilities? Response: This currently varies building by building. Some buildings have community partners within the school facility, counselors are in some. SPPS needs to understand the scale, the needs and what is wanted to accomplish the end goal. This ultimately falls to principals as champions to organize these efforts. The last teacher contract added 32 more professionals – counselors, social workers, etc. in schools with the highest needs. Title I monies are frequently used to add these services within schools. Some schools have Student Assistance Teams. All schools have some sort of a structure to address students needs/issues. Some schools have staff people to coordinate external resources. A comprehensive structure needs to be built up so this can be done within all schools.
- A Board member offered praise for the SPPS Crisis Intervention Team noting the support given to staff and students within buildings is extraordinary. She particular recognized the support efforts provided most recently to Central.
- About "full service schools," the legislature has provided strategic grant money to establish new full service schools to many areas other than St Paul. Can SPPS take advantage of this effort? Response: During the last legislative session a small amount of funds was provided to pilot full service schools. The State picked schools for the pilot efforts. SPPS will continue to advocate for access to those resources.
- The philosophy on school climate (slide 4) – bullet 1 – recognition of school culture, this implies creating an environment for teachers to teach and students to learn. This calls for SPPS to implement through input and agreements/acceptance by students, teachers and the school community and the communities in St. Paul. What will be the strategies and techniques used as educators and administrators working in the schools and the community to get buy in from students, teachers, adults and community organizations? How will SPPS get to those expectations? Adults need to reinforce expectations of what proper behaviors and expectations are within the schools. This will need the will, commitment and clear direction from the Board and administration to reinforce expectations. Response: People affected by a problem should be part of the solution. An engagement process needs to be developed to allow dialogue with teachers, students and families giving them the opportunity to articulate the problem from their perspective. This should occur before solutions are developed and implemented. A solution focused protocol provides people with the opportunity to articulate a problem and what would be different if the problem was not there. SPPS has processes to engage the community and ways to do it (i.e., the FMP process). Clarity precedes competency. It is important to the community that the solution be culturally responsive and racially equitable with all students and staff. SPPS needs to engage in ways that provide space, time and freedom to express how its community sees the problem and the solution.

- A Director indicated he understood the processes that could be used, what he wanted was a commitment on timing -- when things will happen. A timeline for discussion and commitment of roll out of public engagement and input. Is that something to be seen soon? Response: Staff stated climate, discipline and enrollment go together and adults govern school climate with clear expectations. SPPS is working with the Ramsey County Attorney's office to coordinate a community conversation on some of these issues. This problem involves all districts within the county along with the City. MnEEP has provided funds to initiate a capacity building effort to address disparities in SPPS and Minneapolis. The Superintendent committed to continue her listening sessions, noting, however, that the listening session have generally brought forth concerns with few solutions provided. SPPS will continue to work with the schools needing immediate assistance to improve the climate within those buildings. As to restorative practice, schools and their staff need to agree to be a restorative practice school, it does not work without full "buy in". The District will continue to be vigilant to assess what the various basis for violence are and to find a consistent definition of what constitutes violence. In the next few months SPPS will have results from discussions underway. There will then be a need to "own the plan" throughout the entire system. SPPS will continue to explore what services are out there that it can bring into schools to provide additional supports and continue to use current vehicles such as the parent advisory groups, community based boards, task forces, etc. as sources of input on the issues facing the district.
- A Director stated it would be helpful to have a clear understanding of what vehicles, methods will be used and the timing for the plan to implement public discussion. Response: The Superintendent indicated the need to work over the short-term to explore results from efforts currently being brought forward. She stressed the need for buy in from the community and all staff. She stated SPPS does have restorative practices in six or seven schools and administration is looking at results obtained though the process to date.
- The Director reiterated the need for a sense of timing for specific initiatives. Response: The Director of College and Career readiness stated timing isn't everything, it is the only thing. He noted instances -- the timing of the negotiations process coming to closure, the upcoming legislative agenda, the budget process and the strategic plan all need to synchronize and come together in the new fiscal year. This involves timing of multiple streams to ensure the intersection happens in a way most supportive to students and families. SPPS has been careful about what has been put into this particular presentation for clarity but there are many other things that have been discussed and may be in the strategic plan model. SPPS also needs to keep ongoing public conversations on this issue. Administration indicated a timeframe for implementation of next steps could be provided.
- Staff encouraged Board members, when they talk to community members, to ask for recommendations for further community engagement. SPPS needs to have a variety of options to receive community input.
- Alternative programs/learning centers, are these for all students? For the one contract alternative school, what are the age and demographics of its students? Response: GAP offers 9-12 programs for students with discipline issues, the majority are African American males. Administration noted SPPS has 3 times more out of school suspension than the state average. As to the alternative programs/learning centers these involve State approved alternative programs and are governed by Minnesota statute under the Graduate Incentives Act. There are 12 criteria that qualify a student to participate in a learning center or an alternative learning program. Participation is strictly the choice of the student. The programs are open to any student but they do need to meet the 12 criteria.
- A Director noted safety in the schools is important and SPPS does what it can to resolve problems when they arise. SPPS needs to continue to address suspensions and disparities. However, if it is deploying administrative staff into schools what is not being done by their absence from their area? SPPS needs to continue to keep achievement in focus as well by providing a foundation that is equitable. Response: Deployment of

administrators is planned through spring break, they will then go back to their normal assignments.

- Another Director stressed the continued need to address achievement.

B. School Choice Season

The School Choice application window opened the week of the School Choice Fair, the deadline for application is February 16. There were 1500 families in attendance at the Fair this year. SPPS has continued supporting middle and high schools with open houses. The school lottery will happen in the third week in March. Notification of schools will go to families before spring break. Enrollment to fill schools with open seats will continue to and through school start in the fall.

Moving the School Choice Fair (SCF) to Washington resulted from booking conflicts with St. Paul RiverCentre for the time period required. Other issues were parking congestion with the multiple events in process and it was expensive, parents were frustrated by the crowds and the RiverCentre was unable to assure that the same conflicts would not exist over the next three years.

The decision was based on a review of post-SCF parent survey data, an electronic survey of all current SPPS parents, focus groups of elementary and secondary principals and a presentation at the Principals' Professional Committee. The focus of the Fair was on PreK and Kindergarten and other schools were supported through open houses and other directed efforts.

The location (Washington Technology) was new this year. Mock classrooms were set up. Early Childhood Screenings were offered, books were given away. Concessions were provided by Nutrition Services and the JROTC Booster. There was also a family activity area for youngsters. Overall there were cost savings with the new format that were used to enhance the Fair itself and for additional mailing/advertising of school choice season.

School Selection Guides were mailed out to families:

- 8,971 to SPPS transition grades
- 8,450 to St. Paul families
- 16,630 distributed in the community
- 16,585 schools, ECFE, Head Start, Student Placement Center and Family Engagement.

The School Choice Fair was advertised with 52,736 School Selection Guides mailed/distributed, 130,000 Community Education Catalogs and through community newspapers (including multilingual). It was advertised digitally through Google Ads, Facebook and Twitter. Additionally a postcard was sent to all SPPS transition grades and to St. Paul families with 3-4 year olds. Email or text messages were sent to all SPPS families on December 28 and to transition grades on January 6.

Secondary support offers school leaders open house recommendations, promotes all open houses through digital and print ads, all open house dates were shared through SPPS.org, Facebook and Twitter, a new icon was created for My SPPS app and all schools were provided with one-pagers they could complete with their individual information.

More than 80% of applications have been made on-line this year, email notifications are provided to families with real time information. Applications are user friendly with help in determining attendance area, Reflecting St. Paul qualification and transportation information.

QUESTIONS/DISCUSSION:

- A Director noted the focus on PreK and K was good, however in discussion with some staff, they felt regional fairs might be useful -- something to consider for the future. Kudos were offered to everyone for their work in making it so very successful.

- Is there follow up with schools on how the enrollment process worked? Response: 88% of staff polled indicated their satisfaction rating was good to excellent.
- Information on how middle and high schools adapted to this change would be valuable to know in the next presentation. Response: High schools have indicated they feel better when families can come into the physical school and see the facilities available..

C. Human Resource Transactions

MOTION: Ms. O'Connell moved approval of the HR Transactions for the period December 1, 2015 through December 31, 2015. Mr. Marchese seconded the motion.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

IX. CONSENT AGENDA

MOTION: Ms. O'Connell moved approval of all items listed in the Consent Agenda. Ms. Vanderwert seconded the motion.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

A. Gifts

BF 30314 Ecolab Foundation Gift to Riverview West Side School of Excellence
That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Ecolab Foundation.

BF 30315 Helen Podruska Donation
That the Board of Education authorize the Superintendent (or Designee) to allow Capitol Hill Gifted and Talented Magnet School to accept this gift from the Helen Podruska Trust.

B. Grants

BF 30316 Request for Permission to Submit a Grant Application to AASA and the National Joint Powers Association Helping Kids Program Mini-Grant
That the Board of Education authorize the Superintendent (designee) to submit a grant to AASA and the National Joint Powers Association for funds to purchase blankets and linens for families in need in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30317 Request for Permission to Submit a Grant Application to Center for Responsive Schools, Inc.
That the Board of Education authorize the Superintendent (designee) to submit a grant to the Center for Responsive Schools, Inc. for funds to support social and emotional health at

Linwood Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30318 Request for Permission to Submit a Grant Application to the CenturyLink Clarke M. Williams Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the CenturyLink Clarke M. Williams Foundation for funds to introduce music production techniques at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30319 Acceptance of Ecolab Grant to Humboldt High School

That the Board of Education authorize the Superintendent (or Designee) to authorize acceptance of the Ecolab Grant to Humboldt High School.

BF 30320 Request for Permission to Accept a Grant from Fuel Up to Play 60

That the Board of Education authorize the Superintendent (designee) to accept a grant from Fuel Up to Play 60 to create a healthy school store in SPPS; and to implement the project as specified in the award documents.

BF 30321 Request for Permission to Submit a Grant Application to the Laura Bush Foundation for America's Libraries

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Laura Bush Foundation for America's Libraries for funds to purchase library books at Mississippi Creative Arts School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30322 Request for Permission to Partner on a Grant Application to the 2015 LISC Social Innovation Fund (SIF) Grant to Implement Bridges to Career Opportunities Program

That the Board of Education authorize the Superintendent (designee) to partner on a grant application to the LISC Social Innovation Fund to provide job training in Medical Careers, Commercial Drivers License and College Readiness education to Adult learners from Adult Basic Education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30323 Request for Permission to Submit a Grant Application to the Minnesota Agriculture In The Classroom Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agriculture in the Classroom Foundation for funds to instruct teachers and students on the process of farming at Linwood Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30324 AMENDED - Request for Permission to Accept a Grant from Minnesota State Colleges and Universities' (MNSCU) Minnesota Energy Center

That the Board of Education authorize the Superintendent (designee) to accept a grant from MNSCU for funds to participate in the Legacy 13 Diversity symposium; and to implement the project as specified in the award documents

BF 30325 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

That the Board of Education authorize the Superintendent (or 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 30326 Request for Permission to Accept a Grant from the National Center for Teacher Residencies

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Center for Teacher Residencies to develop a teacher residency program in SPPS; and to implement the project as specified in the award documents.

BF 30327 Request for Permission to Submit a Grant Application to the National Football League Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Football League Foundation for funds to purchase new football helmets at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30328 Request for Permission to Accept a Grant from the Saint Paul Children's Collaborative

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Children's Collaborative in SPPS to fund Project Return; and to implement the project as specified in the award documents.

BF 30329 Request for Permission to Accept a Grant from Scholastic Reading Club

That the Board of Education authorize the Superintendent (designee) to accept a grant from Scholastic Reading Club; to accept funds, and to implement the projects as specified in the award documents.

BF 30330 Request for Permission to Submit a Grant Application to the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to submit a grant to the University of Minnesota Monarch Lab for funds to plant and maintain a garden at Highland Park Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30331 Request for Permission to Submit a Grant Application to the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to submit a grant to the University of Minnesota Monarch Lab for funds to plant and maintain a garden at Linwood Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30332 Request for Permission to Submit a Grant Application to the University of Minnesota Monarch Lab

That the Board of Education authorize the Superintendent (designee) to submit a grant to the University of Minnesota Monarch Lab for funds to plant and maintain a garden at Murray Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents

C. Contracts - None

D. Agreements

BF 30333 Lease Agreement with Community Action Partnership of Ramsey and Washington County - Headstart at Highwood Hills

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Community Action Partnership of Ramsey and Washington County - Headstart to lease space at the Highwood Hills Elementary, 2188 Londin Lane, St. Paul, MN 55119 for the term January 1, 2016 through December 31, 2017, with monthly rent of Four

Thousand Four Hundred Ten and 43/100 Dollars (\$4,410.43) subject to all other terms and conditions of said agreement.

BF 30334 Amendment to MOA with Saint Paul Federal Credit Union for Banking and Professional Services

That the Board of Education authorize the District to approve the Amendment to MOA with Saint Paul Federal Credit Union for Banking and Professional Services

E. Administrative Items

BF 30335 Title III - Annual Measurable Achievement Objectives (AMAO) Plan Update
That the Board of Education authorize the Superintendent (designee) to approve submission of the AMAO Plan Update and Assurances to the Minnesota Department of Education.

BF 30336 Discharge of K.A.
That the Board of Education finds, concludes and directs: 1. That K.A. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of K.A.; 2. That such conduct by K.A. constitutes inefficiency in teaching as set forth in the Superintendent's recommendation to the Board of Education for the discharge of K.A.; 3. That the Superintendent's recommendation for the discharge of K.A. is adopted by the Board of Education; 4. That K.A. be discharged from School District employment as a teacher; 5. That the Clerk of the Board of Education provide K.A. with a written statement of the cause of such discharge; 6. That K.A.'s discharge will take effect thirty (30) days after the Clerk of the Board of Education provides K.A. with a written statement of the cause of such discharge; and 7. That K.A. remain on administrative leave with pay until the effective date of her discharge.

BF 30337 Establishment of the Classified Position of Limited Energy Journeyman Technician for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Limited Energy Journeyman Technician job classification effective January 19, 2016; that the Board of Education declare the position of Limited Energy Journeyman Technician as classified; and that the pay rate be \$36.00 hourly in the International Brotherhood of Electrical Workers, Local 110, labor agreement.

BF 30338 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 January 29, 2015, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30339 Flexible Learning Year Re-Application for Crossroads Montessori and Crossroads Science Elementary

That the Board of Education authorize the Superintendent (or Designee) to approve the completion and submission of the re-application for the Flexible Learning Year (FLY) Program.

BF 30340 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2015 – November 30, 2015.

General Account	#650338-651745	\$51,060,572.46
	#0001671-0001723	
	#7001502-7001544	
	#0000823-0000863	

(a) Debt Service	-0-	\$3,000.00
(b) Construction	-0-	<u>\$2,748,726.41</u>
		<u>\$53,812,298.87</u>

Included in the above disbursements are 2 payrolls in the amount of \$35,940,808.91 and overtime of \$144,372.84 or 0.40% of payroll.

- (d) Collateral Changes
Released: None
Additions: None

And 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 April 30, 2016.

F. Bids

BF 30341 Purchase of Servers and Equipment (RATIFICATION)

That the Board of Education ratify the Administration's action for the purchase to Dell Inc. for the amount totaling \$523,205.61.

X. **OLD BUSINESS** - None

XI. **NEW BUSINESS**

A. Project Labor Agreements

BF 30342 PLA for Stadium Improvements at Central High School Stadium

The Board extended its thanks for the work done to maintain and improve the Central Stadium.

MOTION: Mr. Brodrick moved the Board of Education accept Administration's recommendation that a Project Labor Agreement be used for Stadium Improvements at Central High School Stadium. Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses

- A request was made for a schedule on engagement efforts and what role(s) the Board can play in those efforts.
- Make school climate a standing item for February Board meeting as an update.
- A request was made for a report on parent engagement activities carried on by SPPS.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- Director O'Connell noted the four new Board members had just completed their Phase I and Phase II New Director Training Sessions sponsored by MSBA and that she, along

with the new members, had also attended the Annual MSBA Conference on the following day.

XIII. FUTURE MEETING SCHEDULE

A. Action to Schedule Closed Board Meeting

MOTION: Ms. O'Connell moved the Board of Education of Independent School District No. 625, Saint Paul Public Schools, schedule three special closed Board of Education meetings in Room 5A at 360 Colborne Street as follows: January 27, 2015 - 3:00 p.m. a closed meeting to consider expulsions, January 27, 2015 - 5:00 p.m. and February 23, 2016 - 4:00 p.m. to consider labor negotiation developments with the Saint Paul Federation of Teachers.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

B. Board of Education Meetings

(6:05 unless otherwise noted)

- January 27 (Closed - Expulsions) - 3:00 p.m.
- January 27 (Closed - Negotiations) - 5:00 p.m.
- February 23 (Closed - Negotiations) - 4:00 p.m.
- February 23
- March 22
- April 19
- May 17
- June 14 - Special - Non-Renewals - 4:00 p.m.
- June 21
- July 12 - 6:30 p.m.
- August 23

C. Committee of the Board Meetings

(4:30 unless otherwise noted)

- February 9
- March 8
- April 12
- May 3
- June 14 - 4:45 p.m.
- July 12

XIV. ADJOURNMENT

The Chair extended his thanks for having been elected Chair. He stated the Board understands the importance of the efforts SPPS is making in the education of St. Paul's children. He indicated the Board looks forward to the implementation of best practices to unlock the potential of all students and that it looks forward to working with the entire SPPS community to accomplish that task.

MOTION: Director Brodrick moved the meeting adjourn, seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Ms. O'Connell	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes

The meeting adjourned at 8:43 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