

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
December 17, 2013**

I. CALL TO ORDER

The meeting was called to order at 5:33 p.m.

II. ROLL CALL

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

III. PUBLIC COMMENT

- Amirah Coney – Introduced business and offered possibility for youth intern designers
- Abraham Rafowicz – Special needs kids and value of being in school
- Sally Rafowicz – Support for special needs kids particularly children of color
- Bob Zick -- Equality and Equity
- Tim Finnegan – MN Data Practice Statutes
- Kevin M – Need for security at a particular school
- Jeff Martin – St. Paul NAACP and concerned parent on suspensions

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, the Order of the Consent Agenda be approved with the exception that Item B-5 Request for Permission to Submit a Request to Robins, Kaplan, Miller & Ciresi Foundation for Children was pulled for separate consideration and Items D2 CONSIDERATION of a Lease Agreement with the Center for Democracy and Citizenship at the Baker Center and D3 CONSIDERATION of a Lease Agreement with Community Action Partnership of Ramsey and Washington County Headstart at the Baker Center Continue Partnerships were moved to New Business.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

B. Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Main Agenda with the changes noted to New Business. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

Mr. Hardy

Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 12, 2013
- B. Minutes of the Special Board of Education Pay 14 Levy Hearing December 3, 2013

MOTION: **Ms. Street-Stewart moved approval of the Minutes of the Regular Meeting of the Board of Education of November 12, 2013 and the Special Board of Education Pay 14 Levy Hearing December 3, 2013. Ms. Doran seconded the motion.**

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VI. COMMITTEE REPORTS

- A. Committee of the Board Meeting of December 3, 2013

With a very full agenda, the meeting started with a brief update on the status of negotiations with the St. Paul Federation of Teacher.

Administration then provided an update on the progress being made in the development of the new Strong Schools Strong Communities Strategic Plan entitled SSSC 2.0.

This was followed by an update on various policies and procedures moving through the review/revision process.

The Board broke off the COB meeting to do their Levy Hearing on the Pay 14 Levy. As there was no one who wished to make comment, the COB meeting was reconvened.

The Special Education Department provided an in-depth overview of the inclusion of the Level III EBD students into the general education population. Staff, parents and a few students were also present to provide their input on how the program was working and its impact on the students.

The meeting ended with a Board Work Session that covered discussion on outside committee assignments, procedural issues related to the Annual Meeting and reminders about several upcoming events the Board would be involved in.

MOTION: **Ms. Doran moved the Board of Education accept the report on December 3 Committee of the Board meeting and approve the minutes of that meeting as published**

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VII. RECOGNITIONS

BF 29537 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Elona Street-Stewart, Board of Education Director**, for attaining the President's award from the Minnesota School Boards Association (MSBA) for 2013-14. The award is for completing 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities.
2. **Doug Revsbeck, Principal at Harding Senior High School**, has been selected as a representative of the Americas for the International Baccalaureate (IB) Diploma Programme Committee at The Hague in the Netherlands. He will participate in strategic planning and making decisions regarding curriculum, policy and change.
3. **Heidi Bernal, Principal at Adams Spanish Immersion**, for receiving the annual Association Division Leadership Award from the Minnesota Elementary Schools Principals Association. The award honors principals within each division who, through individual leadership and sustained effort, have made noteworthy contributions to the operation of effective school learning programs and to the advancement of the role of the elementary and middle level principals.

The Superintendent noted that three SPPS schools have been named as "Celebration Schools" by the Department of Education for the State of Minnesota. These schools are Harding Senior High, Linwood-Monroe Upper Campus and Washington Secondary. Celebration schools are the highest level of recognition offered by the Commissioner to Education.

MOTION: **Ms. Carroll moved the Board of Education recognize the staff acknowledged above for their contributions and outstanding work. Mr. Hardy seconded the motion.**

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

VIII. SUPERINTENDENT'S REPORT

A. Negotiations Update

The Superintendent stated SPPS is continuing to work with the St. Paul Federation of Teachers through the mediation/negotiation process. She indicated SPPS has reached six tentative agreements and encouraged the public to visit spps.org/working_together for details. Several areas remain in mediation with conversation around initial proposals and counter proposals.

B. School Choice Season

The 2014-15 School Choice Season begins in January with the Parent Fair on January 11 at St. Paul's River Centre, 2014. Schools have been provided with tools to enhance their school choice booths and school showcases. Advertising will begin soon in community newspapers, on bus sides and with ads on Google and Facebook. Marketing tools have been made available to all schools.

The school showcase dates have been pulled back and aligned so parents will be able to visits multiple schools in their area. All websites will be updated by January and video is being produced to target low enrollment schools. A video clip on Jie Ming Mandarin Academy was provided as an example of the videos being produced.

SPPS has initiated meetings with charter and some private schools to build a stronger alignment with them in order to provide a way for students to come back into SPPS at some point in their educational future. The School Selection Guide has gone to the printer, postcards about the School Choice Fair are in the mail and all SPPS websites have been updated with school choice information.

Bus transport is being made available to families from 360 Colborne, Sears's parking lot, the Sun Ray shopping mall, Skyline Towers, McDonough, Mt. Airy and Roosevelt Townhomes.

QUESTIONS/DISCUSSION:

- The Board praised the increase in conversations with charter schools.
- Was attendance at the meetings good? Response: All charters in St. Paul were invited and several chose to attend. The first meeting provided an introduction to the cooperative concept and allowed SPPS to hear from charters about what they wanted to discuss. The second session looked at the school choice season and after school opportunities.
- What was the response? Response: It was very positive and they appreciated SPPS reaching out.
- The Board indicated it would look forward to updates.
- Will the Charter schools participate in the Parent Fair? Response: Yes, as well as private schools.
- The Board stated the Parent Fair is a great public service provided and funded by SPPS for the community.

C. SSSC Monitoring: Achievement & Equity VisionCard (Part 2)

The Assistant Director of Research, Evaluation and Assessment (REA) indicated this report completes reporting on all achievement and equity measures. Page 1 of the VisionCard has already been presented at an earlier meeting. Part 2 will report on SY 12-13 MCA Growth, Early readers report (Mondo assessments - Milestone I), capstone measures (Milestone 7) and equity ratios to measure racial equity in the district.

VisionCards reflect progress on the SSSC continuous improvement model that focuses on outcomes and processes. They provide a summary of district-wide indicators of progress on the strategic plan and are grouped by theme.

Vision Level for the various items being measured in Part 2 is:

- | | |
|--|-------|
| • MCA Growth (% of students making medium or high growth) | > 90% |
| • Mondo Assessment Proficiency K-2 (Milestone 1) | > 75% |
| • ACT Participation | > 75% |
| • ACT Composite Score of 21 or higher (Milestone 7) | > 75% |
| • AP Score 3 / IB Score 4 or higher (Milestone 7) | > 75% |
| • Four-year Cohort Completion Rate (Milestone 7) | > 80% |
| • Advanced Courses (Largest Percentage Gap Between Race/Ethnic Groups) | < 10% |
| • AP Tests (Largest Gap in Percent of Students with Score > 3) | < 10% |
| • IB Tests (Largest Gap in Percent of students with Score > 4) | < 10% |
| • Graduation – 4-Year Cohort Completion (Largest Percent Gap) | < 10% |
| • Gifted/Talented Identification (Highest Ratio) | < 2.0 |
| • Special Education Referrals (Highest Ratio) | < 2.0 |
| • Absences – Students with 11+ (Highest Ratio) | < 2.0 |
| • Suspensions (Highest Ratio) | < 2.0 |

Measure levels are Intervene, Concern, Baseline, Progress and Vision.

MCA Growth shows fewer students made medium or high growth in reading which is down from 73% in 11-12 to 68% (Concern level) in 12-13. More students made growth in math which moved from 67% in 11-12 to 71% (Baseline) in 12-13.

The Early Readers Report (Mondo Bookshop Assessment – Spring 2013 shows no changes in levels from Spring 2012 results. Letter-sound correspondence in K and 1st grade and oral language in K, again reached Vision Level. Text level/comprehension in K and 1st grade and oral language in 1st grade came in at Baseline. 2nd grade results in both areas are at Progress.

Advanced Courses and Exams (AP test and IB test) showed overall results looking better than the gap measures reflecting racial inequity. Gaps remain large (at Concern Level) for Advanced Coursework and at Intervene Level for AP Tests. IB Test results are higher overall (Progress level) and more equitable with all racial groups improving pass rates; however, results are still at Baseline.

ACT participation remains at Intervene Level. The percentage of students scoring 21 or higher remained at Concern.

The 4-Year Graduation Rates went up overall and gaps decreased; both remain at Baseline. SPPS' largest gap (24 percentage points) is smaller than the State gap (38 percentage points).

Equity ratios (Gifted/Talented identification, Special Ed referrals, absences and suspensions) are measured by how many time a student group is more likely to experience this outcome than the group with the lowest percentage.

- G/T Identification has the largest racial inequity at Baseline level.
- Special Ed referrals are now below 2.0 in equity ratios (Vision Level).
- The largest racial inequity measure for Students Absent 11 or more days is at Progress Level.
- Suspensions remain the largest racial inequity based on ratios and it is at Intervene level across all grades.

QUESTIONS/DISCUSSION

- Are suspension days counted as absences or not? Yes, as excused absences.
- Are they double counted in absences numbers? Yes, the importance of this measure is to identify the impact of missing 11 or more days of school regardless of the reason.
- There is a marked difference in performance between AP and IB. Is there any data on how participation and performance in tests breaks down by race, schools, etc.? Related to that, some schools have aggressively recruited and supported students taking AP and IB tests, is that also part of why differences are showing up? Response: Relative to AP participation and meeting the standards, SPPS has a fairly high rate of participation. SPPS has tried to bring AP testing into the school day rather than on Saturday but were not able to do that. The State is looking at AP testing as one of the tests students can take in order to graduate; it could then be offered during the school day. There is lower participation on IB tests due to the cost of the test so more guidance given as to which students might be successful in taking it. There are also some structural pieces in how tests are funded at school level, which need adjustment, and SPPS is considering looking at a means-based approach in moving ahead.
- The ACT test has been offered for free in the district since 2006-07; participation peaked in 2008 and has since stayed flat. ACT does have a tendency to be somewhat inflexible about its protocols however, SPPS was able to implement school day administration rather than weekend.
- Is racial participation tracked in taking these tests? Response: IB does have racial identifiers associated with it and SPPS does get the information eventually. SPPS does not control the data or how it is measured or reported.
- In order to continue with AP and IB, students take the test but it has no correlation with their grades. Students who are now taking these tests are those who believe they can pass it.
- Would it be possible to add to the presentation a couple summary slides that provide general reasons for some of the numbers?

- Relative to students identified as gifted and talented, in light of the racial equity work what is being done to increase the number of students of color identified and put on that track. Response: A majority of current students identified were identified under the old system. Most recently, there has been an increase in number of identifications but no decrease in the gap. This remains a real challenge for the district. How does it move forward in using the test as tool and how does it design programming to start to shift to a talent development approach? SPPS is addressing this in SSSC 2.0 as part of a broader community conversations in order to gain additional perspectives on who needs to be included. The current system identified half of all white children as gifted and talented. SPPS needs to know if that is appropriate. The broader community conversation around this may lead to use of tighter definitions and those numbers would drop significantly. It is important to have that conversation with the community and it is a good way to gain participation from community advocacy groups. It was noted that unlike SPPS, most districts test at a higher grade level than Kindergarten.
- A Board members asked about the achievement of black boys and the area of gifted and talented and how parents could be encouraged to work through a system they find unfriendly to get into TDAS. He also tendered the idea of creating cohorts of children of color so there were more supports for them noting he would like to see it broadened in this way. Response: The cohort model can come into play once they are identified. Local norming as applied to Kindergarten will have an impact as SPPS moves forward. Talent development is a broader strategy to support student in developing their talents, another issue is parents research schools and enroll their kids and then may have to move out of the school they like in order to get services that are more attractive. SPPS needs to look at various ways to support services at many sites.
- Advance courses and exams, concern was expressed that the advance placement gap is 12% larger than the IB gap. Have there been national studies on this, is it nationwide? How large is the data set? Response: Most districts offer either AP or IB, rarely both. Therefore, there are not a lot of comparison data. In addition, there are many variables, some courses provide college credits and are readily transferable, and some do not. These discrepancies are why the district needs to focus on equity.
- In looking at the 4-year graduation rate, the Board was pleased to see numbers moving up and the gap decreasing.
- Suspensions, what grade level is the highest in suspension rate? Response: Typically, middle grades are where most suspensions occur, 9th grade particularly. Staff noted the suspension slides are different from last year; it was decided to condense the data and not show grade levels. The slides do show disproportionality remains the same for African Americans across all grade levels.
- Has Kindergarten suspension decreased? Response: No, it has not nor has 1st grade. K and 1st are high compared to other school districts. SPPS is working on this but it is in the culture and will take time to turn around.
- The Indian Ed Resolution addresses significant issues and absences and graduation rates are always an area of concern. Can you focus on what some of the reasons are? The community follows trends nationally. Is SPPS doing comparisons by each student group (absences, suspensions and graduation rates) to identify profiles of other school districts and where SPPS fits in national comparisons? Minnesota, as a state, has typically had high absences and low graduation rates when compared nationally. Response: Administration acknowledged it needs to dig deeper in the American Indian results. There are relatively small numbers of students taking tests within the district as well. There is a group looking at American Indian data currently both state and nationally. Other districts are facing the same challenges. SPPS is currently taking a personal and direct approach to address individual student's issues, as this seems the most expedient way to deal with this.
- When you have such small data sets, aside from data privacy, it would be valuable to have parenthetical data. When can that be done?
- Special Ed referrals, Asian students are at 1.2. Who was identified as the comparison group with the lowest incidence of that outcome? Response: The Asian students are the comparison group to which all other groups were compared.

- Do numbers in Special Ed reflect a label or a diagnosis? Are some students being missed? Response: The data is tracking kids going to assessment and being provided with interventions so they do not have to go into the referral process. These are both academic and behavioral interventions.
- What is the identification process? Response: When a teacher has concerns about a student they go to the Student Assistance Team (SAT) who provide ideas on how to support the student in reading, math or behavior or provision of early intervention services. In the SAT process the teacher does the intervention over eight weeks; then if the student is not showing improvement the intervention can go into an additional eight weeks. However, if a parent requests it, the process can move into referral. Best practice is tiered interventions without placing a label on the students. If, after 16 weeks, the student does not progress, his file goes to a Child Study Team to determine what assessment will be given. This recommended process for the child is documented on a form parents sign off on. There are strict definitions for various areas of special ed issues and very clear criteria around defining if a student is qualified for learning disability services.
- When you start the referral process, can the parent ask that a child not be assessed but work on interventions? Yes
- What is the right of a parent if a child is identified as qualified for special ed. Do you then let the parent decide how to proceed? Response: The parent has to sign off on putting the child into Special Ed. Parents can refuse to sign or a child can be pulled out of Special Ed if a parent requests it.
- In looking at the Special Ed VisionCard, African American and American Indian students are 1.9 times more likely to be referred. Is this positive or is it negative? Response: MDE will identify a district as disproportionate when they exceed the number of students within a demographic. In SPPS, African Americans represent 30% of the total population. If SPPS goes over that percentage in referrals for that group, they are disproportionately identifying a population. SPPS always looks at these individual pieces. In the district, African American and American Indian are over identified.
- African American boys are being mislabeled and placed in Special Ed programs. In working to reverse this practice are students being deprived of Special Ed services they really need. Response: What you do not want is kids not getting the proper supports; so you look for patterns to see who is progressing on interventions and benefiting from the interventions and create a system of tiers of support for the student so they do not have to go into the Special Ed evaluation process.
- Administration noted that part of the reason they chose the special ed metric was that there were issues in the area of identification and over representations in certain disabilities. Specifically around identifying referrals and what degree referrals were affecting disproportionality issues. This may have become an area that SPPS does not need to focus on any longer but SPPS may still need to focus on over representation in EBD, etc. When you talk about interventions and changes being made in the district over the past couple years an example is that it was determined the way teaching kindergarten did not fit the needs of the students so SPPS took the four-year-old model into Kindergarten as a pilot in one-third of the classrooms with Kindergarten students. Where this model is going well, SPPS is seeing dramatic reductions in referrals. There is not universal acceptance of this model so it is being treated as a three-year phase in to focus on quality implementation.
- Can a family decline Special Ed services? Response: When looking at practices and who speaks to it, this is difficult. There is a fear on the part of parents in that they have the feeling they do not have the right the decline services their child just might need so they allow the process to move forward. Parents do have the right to decline services. What needs to be considered is what is the alternative for the child without the program supports and what the impact on the child might be without supports.
- The four-year graduation rate shows a 24% gap, is there a way to put an anchor on the top number? There is a need to lift all, but should some be quicker? Response: One reason both achievement and equity are shown is to look at the overall rate. The gap is closing and the overall results as well. You need to look at both so you can get the context. Some students need more than four years to graduate in SPPS.

- What other reasons are there, in general, as to why there is not 100% graduation? Response: ELL students may need more time to graduate (5 years) along with some other racial ethnic groups. About 20% of students continue beyond four years. Unknowns (transfers, etc) and dropouts also affect the rate. Vision level was set with these in mind.
- Number of absences; is that a factor influencing graduation? Response: To some extent, there are two challenges -- credit challenges and passing the GRAD test. SPPS is now having the credit conversation at an earlier stage in a student's education so credit deficiencies can be addressed earlier.
- On AP and IB exams – how many exams are given? Response: SPPS does not want to inhibit students from taking these tests; however, there is a substantial cost factor involved in test taking. SPPS wants to get to the point where tests are part of the student's grades. Number of test taken is recorded and SPPS can now get data sets on this from test companies.
- A Board member noted that a number of vision cards have changed metrics and encouraged administration to look at the next best metric for Special Ed beyond referrals.

D. Pay 14 Levy

Staff provided another overview of the recommendation on the Pay 14 Levy reviewing the details provided to the Board at its December Committee of the Board meeting with the addition of information on the tax impact on apartment properties. This increase is based almost entirely on property value increases for the largest complexes.

Administration indicated the recommendation remains the same; that the Pay 14 levy be in the amount of \$135,056,533.00, a 1% increase over Pay 13. This will support continuation of the SSSC Plan, continue referendum commitments, reduce long-term debt, maintain high bond ratings and ensure compliance with Federal and State obligations.

Questions/discussion:

- The Board chair stated it was important that the public understand the only reason the levy is increasing is to make sure, over the long term, that SPPS will save taxpayers a lot of money. The \$1.3 million increase in the levy yields a decrease of \$11 million going into bonds each year for deferred maintenance purposes. Those will now be covered out of the general fund.

E. Human Resource Transactions

MOTION: Ms. Carroll moved that the Board approve the Human Resource Transactions for the period October 24, 2013 through November 25, 2013 as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved approval of all Consent Agenda Items as listed with the exception that Item B-5 Request for Permission to Submit a Request to Robins, Kaplan, Miller & Ciresi Foundation for Children was pulled for separate consideration and Items D2 CONSIDERATION of a Lease Agreement with the Center for Democracy and Citizenship at the Baker Center and D3 CONSIDERATION of a Lease Agreement with Community Action Partnership of Ramsey and Washington County Headstart at the Baker Center Continue Partnerships were moved to New Business. Ms. Street-Stewart seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

A. Gifts

BF 29538 PTO Gift Acceptance for Capitol Hill
That the Board of Education authorizes the Superintendent (designee) to accept this donation of \$10,000.

B. Grants

BF 29539 Request for Permission to Submit Grants to Allina Foundation for School Wellness Activities and Materials
That the Board of Education authorize the Superintendent (designee) to submit these requests for wellness activity support to Allina Foundation; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 29540 Request for Permission to Submit a Request to the Cargill Foundation for Early Childhood Nutrition
That the Board of Education authorize the Superintendent (designee) to submit this request to the Cargill Foundation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29541 Request for Permission to Submit a Request to Ecolab Foundation for AVID and Other Funding at Humboldt Secondary School
That the Board of Education authorize the Superintendent (designee) to submit this request to the Ecolab Foundation on behalf of Humboldt Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29542 Request for Permission to Submit a Request to the McNeely Foundation for Parkway Montessori
That the Board of Education authorize the Superintendent (designee) to submit this request to the McNeely Foundation; to accept funds, if awarded; and to implement the project as specified in the award documents.

Bf 29543 Request to Accept Inspired Educator Grants from the Saint Paul Public Schools Foundation, as Listed in Number 2 Below
That the Board of Education authorize the Superintendent (designee) to accept these awards to teachers from Saint Paul Public Schools Foundation; and to implement projects as specified in the award documents.

Bf 29544 Request for Permission to Submit a Grant Application to The School Superintendent's Association and National Joint Powers Alliance to Provide Necessities to Students in the Title I Homeless Education Program
That the Board of Education authorize the Superintendent (designee) to submit an application to the School Superintendent's Association (AASA) and National Joint Powers Alliance Open (NJPA) to provide necessities to students in the Title I homeless education program, Project Reach; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – None

D. Agreements

BF 29545 Permission for Institution of Higher Education for Student Teaching (Salus University)

That the Board of Education authorize the Superintendent (designee) to enter into Affiliation Agreement with the Institution of Higher Education.

E. Administrative Items

BF 29546 Approval of an Employment Agreement with the North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2013-2016

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom the North Central States Regional Council of Carpenters, is the exclusive representative; duration of said Agreement is for the period of May 1, 2013 through April 30, 2016.

BF 29547 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 2, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29548 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2013 – October 31, 2013.

(a) General Account	#604591-606605	\$44,110,469.63
	#0000349-0000401	
	#7000356-7000394	
	#0000057-0000071	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$4,324,433.19</u>
		\$48,434,902.82

Included in the above disbursements are payrolls in the amount of \$35,547,604.80 and overtime of \$166,404.61 or 0.47% of payroll.

(d) Collateral Changes

Released	None
Additions	None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 31, 2014.

F. Bids - None

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION

BF 29549 Request for Permission to Submit a Request to Robins, Kaplan, Miller & Ciresi Foundation for Children

Director Brodrick asked the Superintendent to expand on this request to fund a project to 1) provide coaching for schools with disproportionate suspension of African Americans 2) establish a community Task Force to study suspensions and 3) recommend new strategies to accelerate SPPS efforts toward academic equity.

The Superintendent indicated a community task force would be formed in conjunction with Representative Mariani and MMEP as well as other organizations in the community to look at promising practices and moving the District toward engagement and restitution. This would also cover working with staff and APs to ensure understanding and compliance with the effort toward academic equity. This represents an extension of a project run this summer on how SPPS can move from punishment to shared responsibility for safe classrooms. Additionally, the intention is to reach out to smaller groups in the African American community for action projects. This is an effort to bring together the community to have dialogue on suspensions.

MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to submit this request to the Robins, Kaplan, Miller & Ciresi Foundation for Children; to accept funds, if awarded; and to implement the project as specified in the award documents. Ms. O’Connell seconded the motion.

The motion was approved with the following roll call vote:

Ms. O’Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

X. OLD BUSINESS

BF 29551 Final Approval of Pay 14 Levy

Administration indicated the recommendation remains the same; that the Pay 14 levy be in the amount of \$135,056,533 million, a 1% increase. This will support continuation of the SSSC Plan, continue referendum commitments, reduce long-term debt, maintain high bond ratings and ensure compliance with Federal and State obligations.

MOTION: Mr. Hardy moved the Board of Education certify the Pay 14 Levy in the amount of \$135,056,533.00, an increase of 1% over the Pay 13 Levy. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

Ms. O’Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

XI. NEW BUSINESS

BF 29552 Report on Superintendent's Evaluation

The Board Chair read the following statement:

“The Board of Education of St. Paul Public Schools has evaluated Superintendent Valeria Silva on her goals and on the following leadership competencies: Strategic, Instructional, Cultural and Relational, Human Resources, Managerial and Communications.

We have given the Superintendent an overall satisfactory rating for calendar year 2013. Her leadership during the third year of Strong Schools, Strong Communities strategic plan implementation is moving the district in the right direction. The tightly focused goals around achievement, alignment, and sustainability continue to convey the combination of urgency and commitment that characterize her leadership style and her value to our community.

Working together in 2014, we look forward to supporting Superintendent Silva as she continues to use her identified strengths to lead our district in raising all students' achievement. We further support her work on racial equity in our schools and community, focusing especially on the academic performance of students of color.

We will develop goals with her to strengthen relationships and communications with the our students, families, community, employees and the board. We will support her as she makes improvements in identified leadership areas to help all students achieve at the highest levels.

We thank Superintendent Silva for her strategic and visionary leadership.”

BF 29536 Approval of Resolution on Transfer of Property

WHEREAS, Pursuant to an agreement dated August 21, 1979, (hereinafter “Joint Use and Lease Agreement”), INDEPENDENT SCHOOL DISTRICT NO. 625 (hereinafter “DISTRICT”) leased to the CITY OF SAINT PAUL (hereinafter “CITY”) for a term of ninety-nine (99) years certain DISTRICT owned real property located at the site of DISTRICT’s Cherokee Heights Elementary School and certain spaces within Cherokee Heights Elementary School for the purpose of the CITY’s use and construction of improvements for its Baker Recreation Center (formerly known as the Upper West Side Multi-Service Center) which at that time and presently adjoins Cherokee Heights Elementary School; and

WHEREAS, Pursuant to the Joint Use and Lease Agreement CITY and DISTRICT agreed to the joint use of the aforesaid leasehold property in addition to the joint use of real property owned by CITY lying adjacent to DISTRICT’s aforesaid real property; and

WHEREAS, CITY and DISTRICT desire to terminate the Joint Use and Lease Agreement; and

WHEREAS, Upon termination of the Joint Use and Lease Agreement the Baker Recreation Center and the real property underlying the Baker Recreation Center building will automatically by operation of law revert to the unfettered ownership of DISTRICT except for a portion thereof legally described as:

The east half of vacated Waseca Street, adjoining Lot 8, Block 17,
Nelson Stevens & Kings Addition to West St. Paul, Ramsey County,
Minnesota.

(hereinafter “Baker property”); and

WHEREAS, the aforesaid Baker property consists of 4,500 square feet and has an appraised value of \$23,000; and

WHEREAS, CITY and DISTRICT formerly had a joint use agreement pertaining to CITY’s Highwood Hills Recreation Center and DISTRICT’s Highwood Hills Elementary School, which joint use agreement was terminated by letter agreement dated February 6, 2008 and resulted in reversion by operation of law of unfettered ownership of DISTRICT to the Highwood Hills Recreation Center building and the real property underlying said building with the exception of:

That part of the West Quarter of the East Half of the Northeast Quarter of Section 11, Township 28, Range 22, Ramsey County, Minnesota, described as beginning at a point on the east line of said West Quarter of the East Half of the Northeast Quarter, 333 feet south of the south line of Lower Afton Road, now known as Londin Lane; thence at a right angle west a distance of 60.00 feet; thence at a right angle south 60.00 feet; thence at a right angle east 60.00 feet to said east line of the West Quarter of the East Half of the Northeast Quarter; thence north along said east line of the West Quarter of the East Half of the Northeast Quarter 60.00 feet to the point of beginning.

(hereinafter “Highwood Hills property”); and

WHEREAS, the aforesaid Highwood Hills property consists of 3,368 square feet and has an appraised value of \$15,000; and

WHEREAS, DISTRICT desires to acquire the Baker property and the Highwood Hills property and CITY is willing to convey said properties to DISTRICT; and

WHEREAS, Section 13.01.1 of the CITY's Charter requires that the City replace any park lands it disposes of; and

WHEREAS, DISTRICT is the fee owner of a vacant parcel of real property which is a part of DISTRICT's Paul and Sheila Wellstone Elementary School and is legally described as:

Lot Three (3) and the North Ten (10) feet of Lot Two (2), Block Three (3), Dawson and Rice's Addition to St. Paul, Minnesota, according to the plat on file and of record in the office of the Register of Deeds, Ramsey County, Minnesota

(Per Warranty Deed Doc. No. 1117936)

Together with that portion of vacated Woodbridge Avenue and the vacated alley in said Block 3 which accrue to the property by reason of the vacation thereof.

(hereinafter "Wellstone property"), and

WHEREAS, the Wellstone property consists of 8,241 square feet and has an appraised value of \$35,000; and

WHEREAS, in order to comply with Section 13.01.1 of CITY's Charter CITY desires to acquire the Wellstone property and DISTRICT is willing to convey said property to CITY;

NOW, THEREFORE, be it resolved by DISTRICT's Board of Education:

1. That the Joint Use and Lease Agreement between DISTRICT and CITY dated August 21, 1979 is hereby terminated effective January 1, 2014;
2. That DISTRICT does hereby accept the CITY's quit claim deeds conveying to DISTRICT the Baker and Highwood Hills properties as hereinbefore described, subject however, to any leasehold interests held by Community Action Partnership of Ramsey County – Head Start; Teatro del Pueblo; and/or Center for Democracy and Citizenship, Augsburg College; and further subject to all special assessments levied and pending;
3. That DISTRICT be responsible to pay the deed tax and conservation fee with respect to the deeds to the Baker and Highwood Hills properties;
4. That DISTRICT does hereby accept reversion of the Baker Recreation Center building to DISTRICT in "as is" condition, and further accepts the conveyance of the Baker and Highwood Hills properties in "as is" condition, without any obligation on the part of CITY to indemnify DISTRICT for any claims resulting from the presence of hazardous waste, pollutants or contaminants of any kind in said building or properties;
5. That pursuant to Saint Paul Public Schools Procedure 802.00.1 it is hereby declared that the Wellstone property as hereinbefore described is no longer needed for School District purposes; and
6. That the Chair and Clerk of the Board of Education are hereby directed to convey to the CITY by quit claim deed the Wellstone property as hereinbefore described with a possession date of January 1, 2014.

QUESTIONS/DISCUSSION:

- A Board members stated he recognized the importance of community centers and was excited the opportunity had come up for SPPS to have the Baker Center under its jurisdiction. He stated he looked forward to updates on what is happening relative to the center. Response: Administration stated that under the SSSC Strategic Plan SPPS has made working with the City and the County a priority; everyone is better when working as a team. The acquisition of Baker Center provides the opportunity to share space in a manner that benefits everyone. This will provide additional learning time for students and community members. Staff have been meeting with members of West Side community to work on potential opportunities for tenants in the building and programming options to make it a community asset. A kick-off is planned for February to introduce the concept and the building

as a return to the community. SPPS has had an initial meeting with the current tenants and offered extensions to their leases along with asking them to consider continuing within the partnership. The Y will anchor the center. Interest in making the swimming pool into a community asset has been expressed and is being explored as well.

- What about the property associated with Highwood Hills and Wellstone? Response: Legal Counsel stated a portion of Baker and Highwood Hills sit on City land. There is a legal requirement that the City replace any divested parkland with other parkland. Therefore property that equals the square footage/value of the Baker and Highwood Hills property has been ceded to the City from Wellstone.

MOTION: Ms. Carroll moved the Board of Education approve the Resolution on the Transfer of Property related to Baker Recreation Center, Highwood Hills Elementary, Highwood Hills Recreation Center and Paul and Shiela Wellstone Elementary. Mr. Brodrick seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

The following two items were removed from the Consent Agenda and moved to New Business in order to be considered following discussion and approval of the above resolution.

BF 29550 CONSIDERATION of a Lease Agreement with the Center for Democracy and Citizenship at the Baker Center

BF29553 CONSIDERATION of a Lease Agreement with Community Action Partnership of Ramsey and Washington County Headstart at the Baker Center

MOTION: Mr. Hardy moved That the Board of Education ratify execution by the administration of a Lease Agreement between the District and the Center for Democracy and Citizenship for lease of space at the Baker Center for the term January 1, 2014 through June 30, 2014, for monthly rent of Four Hundred Eighty Seven and 96/100 Dollars (\$487.96) and subject to all other terms and conditions of said agreement. And, That the Board of Education ratify execution by the administration of a Lease Agreement between the District and the Community Action Partnership of Ramsey and Washington County - Headstart for lease of space at the Baker Center for the term January 1, 2014 through June 30, 2014, for monthly rent of Three Thousand One Hundred Ninety Seven and 99/100 Dollars (\$3,197.99) and subject to all other terms and conditions of said agreement. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

C. Project Labor Agreements for:

1. No PLA Administration Building, 360 Colborne Street -- Replacement of Bituminous Paving and Sidewalk

BF 29554 Creative Arts High School, 65 Kellogg Blvd. East -- Interior Renovation

- BF 29555** EXPO for Excellence Elementary, 540 Warwick Street -- Complete Replacement of the Building Ventilation System
- BF 29556** Focus Beyond, 340 Colborne Street -- Replacement of a Portion of Roof System
- BF 29557** Homecroft Early Learning Center, 1845 Sheridan Avenue -- Interior Renovation to Support Modified Grade Configuration for RiverEast, Create a Community Education/ECFE/Itinerant Staff Office Area Hub, Partial Roof Replacement and Replacement of Whole Building Ventilation & Heating System
- BF 29558** Journeys Secondary, 90 Western Avenue -- Interior Renovation Necessary to Co-Locate Three Programs: Journeys, Community-Based PSD and RiverEast
- 7. No PLA Rondo Educational Center, 560 Concordia Avenue -- Replacement of Carpet Throughout the Building and Replacement of 150 Toilet Partitions

MOTION: Mr. Brodrick moved the Board of Education accept administration's recommendations that PLAs be used on Creative Arts High School, Expo, Homecroft and Journeys and that a PLA also be used on the roof replacement at Focus Beyond. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	No
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

QUESTIONS/DISCUSSION:

- The questions was asked why Focus Beyond was added in the motion. Response: It was added because of cost, length of project and the probability it will involve multi-craft work on the project.
- Where is Focus Beyond? Response: In the 360 complex.
- Why do staff feel it should not require a PLA? Response: Typically, administration recommends no PLA on a project as limited in number of trades as a flat roof. This would involve only a roofing contractor and a sheet metal contractor and work can run while school is in session so there is little disruption to the school year. For the Focus Beyond project staff has scheduled substantial completion for before school start.
- The Board member stated, again, a PLA ensures no disruption since work could go into school start. The size, length, potential for multiple craft involvement and if a work stoppage should occur, SPPS could have kids in a school without a roof.
- Will it cost to the district be more if a PLA is utilized? Response: Generally the answer is no.
- The comment was made there are national studies that say PLAs increase the cost of projects.
- An additional comment was made that as long as SPPS requires prevailing wage there is no reason not to have a PLA.
- Is there any legal reason why PLAs are more or less desirable? Response: General Counsel stated there is no legal answer to that question; it is a business judgment.
- It was stated the Board has had conversations regarding PLAs in the past and it would now be a good opportunity to have a deeper discussion on how projects are bid out by SPPS.
- One of the reasons given from the building trades is "life safety issues" what is that? Response That is a common response from building trades on many recommendations. Staff has done some research in the past on what recommendation is provided for roofing. Administration has not recommended a PLA for any; the Board is 50/50 on use of PLAs for roofs.

- A Board member reminded the Board not to confuse PLAs with prevailing wages they are not the same issue.
- The Board was reminded it had exercised discretion around roof replacement in the past when it looked at very large or complex roofing situations or any situation where students would not be able to go to school if the project was not completed. PLAs are useful but must meet the range of criteria identified as well as not preventing students attending school.

MOTION: Mr. Hardy moved the Board of Education not authorize use of PLAs on the 360 Colborne project or on the Rondo project. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

The question was asked if 360 does not have a PLA and Focus Beyond does, will that create an issue? Response: No, they are two separate contracts.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Hardy requested a comparative study on daily work assignments (a comparison within a district that there is the same class level rigor in daily class assignments) as a way of seeing academic equity.

B. Items for Future Agendas – None

C. Board of Education Reports/Communications

1. Board members took time to recognize Director Street-Stewart at her last official board meeting. Board members recognized their compatriot for her service to the district and her leadership in so many areas, particularly her work for the children and families of St. Paul and as a representative for those without a voice.

XIII. FUTURE MEETING SCHEDULE

A. Schedule of Additional Board Meetings

MOTION: Mr. Hardy moved the Board of Education schedule a Closed Board Meeting on Saturday, January 11, 2014 for the purpose of a Board retreat. He also moved the Board scheduled Closed Board of Education Meetings for January 2 (4:30 p.m. start), January 7, 14 and 21 (4:00 p.m. start time for each) for the purpose of discussion on Labor Negotiations and that the January 14 COB begin at 5:30 p.m. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	No
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

B. Board of Education Meetings (5:30 unless otherwise noted)

- 1/2/2014 Closed Meeting 4:30 p.m.

- 1/7 Closed Meeting 4:00 p.m.
- 1/7 ANNUAL MEETING (Board Members take office) Time 5:00 p.m.
- 1/14 Closed Meeting 4:00 p.m.
- 1/21 Closed Meeting 4:00 p.m.
- 1/21 .
- 2/18
- 3/18
- April 15
- 5/20
- 6/24
- 7/15
- 8/19
- 9/23
- 10/14
- 11/18
- 12/16

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

- January 14 5:30 p.m.
- February 11
- March 4
- April 8
- May 6
- June 10
- July 15
- September 9
- October 7
- October 28
- December 2

XIV. ADJOURNMENT

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

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	No
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

The meeting adjourned at 9:44 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