

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

April 23, 2013

**I. CALL TO ORDER**

The meeting was called to order at 5:50 p.m.

**II. ROLL CALL:**

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

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

A. Order of the Consent Agenda

**B.** Order of the Main Agenda

**MOTION:** Mr. Hardy moved approval of the Order of the Consent and Main Agendas as published. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

**IV. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education on March 19, 2013

B. Minutes of the Special Meeting of the Board of Education on April 15, 2013

**MOTION:** Ms. Seeba moved approval of the Minutes of the Regular Meeting of the Board of Education on March 19, 2013 and the Minutes of the Special Meeting of the Board of Education on April 15, 2013 as published. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

**V. COMMITTEE REPORTS**

A. Committee of the Board Meeting of April 2, 2013

The meeting covered the following reports and actions:

1. An Overview of SY 2013-14 School Selection Season that outlined the status of SPPS enrollments as of April 2<sup>nd</sup>.
2. A report on Talented Development & Accelerated Services that provided the Board with in-depth detail on the program's services as well as an update on the use of the Cognitive Skills and Abilities Test (CogAT7).
3. This was followed by a report on Multilingual Learning providing background information to expand the Board's understanding of the services offered.

**RECOMMENDED MOTION      That the Board of Education accept the three reports received.**

The motion was approved with the following roll call vote:

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

4. The meeting then moved to an overview on the proposed FY 14 Budget providing the Board with additional information on the budget development to date.
5. Staff indicated a draft of the Equity Policy would be provided at the May 7 COB meeting.
6. The Board then reviewed its representation at upcoming graduation events, was updated on the Metropolitan Learning Alliance followed by a brief discussion on Board agenda structure.

**MOTION:                      Ms. Carroll moved, seconded by Ms. Seeba, the Board of Education accept the report on the Committee of the Board meeting.**

The motion pass with the following roll call vote:

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

**BF 29349    RECOGNITIONS**

**A. Parade of SPPS First Robotics Robots**

The SPPS First Robotics teams and coaches presented their robots to the Board. The district coach, Jill Johnson, presented the teams: Thanks were extended to the First Robotics team sponsors 3M and Ecolab. The teams competed in the 10,000 Lakes regional competition. Harding succeeded as one of the top 18 and advanced to the state championships. The program begin in 2008 with two teams and this year included all seven high schools and Gordon Parks as participants with a total of 120 students making up the various teams. The teams recognized were from:

- Highland Park High School Team and coach
- Como Park High School Team and coach
- Harding High School Team and coach
- Johnson High School Team and coach
- Humboldt Secondary Team and coach

Teams who were unable to attend were Washington Technology Team, Gordon Parks High School and Central High School.

The Board congratulated all teams and coaches on their success.

B. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Paul Creager**, a Curriculum and Media Arts Coordinator at **Gordon Parks High School** was selected as a 2013 "Excellence in Education Award" winner by the Minnesota Computers for Schools organization. Mr. Creager was recognized for his innovative work in connecting students and teachers to 21st-century digital tools.
2. **Teresa Vibar**, principal of **Highland Park Elementary School** was recognized with the 2013 MESPA Division Leadership Achievement Award by The Minnesota Elementary School Principals' Association (MESPA). The award honors principals whose exemplary leadership and sustained efforts have made noteworthy contributions to the operation of effective school learning programs.
3. **Terri Lundquist** and **Carol Berg**, school nurses for Saint Paul Public Schools, for receiving their School Nurse Certification. Certification assures a national standard of preparation, knowledge, and practice. National Certification shows a commitment to the profession. Students' benefit from being in the care of a Licensed School Nurse with exceptional understanding of the link between health and learning.

**MOTION:**                    **Mr. Hardy moved, seconded by Ms. Carroll, the Board of Education recognize and congratulate all teams, coaches and district employees on their accomplishments.**

The motion pass with the following roll call vote:

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

**VII. PUBLIC COMMENT (Time Certain 7:00 p.m.)**

- A. J. Jackson -- Building Blocks Tutorial recognizing 25 years of tutoring to west side schools
- B. B. Broberg – Value of Building Blocks Tutorial program and those who serve as tutors in the program of one-on-one tutorials
- C. J. Dodge – Uniqueness of the Building Blocks tutorial program and its impact on the childrens' learning
- D. J. Bonfil – Student statement on value of Building Blocks program
- E. A. Hubbard - Disciplinary action concerning son
- F. J. Koon - Teacher evaluation work group & student evaluation of teachers
- G. F. Dietz – Gifted education myth – resources necessary and cost of gifted education
- H. B. Trader – Thanks to band teachers for work done for students and for enjoyment in learning they help to create
- I. K. Trader – Inappropriate racial comments
- J. T. Finnegan – Censorship during public comment and reporting of unsafe working conditions in schools
- K. C. Portoghese -- Sibling preference loss
- L. B. Zick – Commend maintenance department at SPPS, class action law suit, travel expenditures, St Paul Federation of Teachers Union election, dismissal of teachers

**VIII. SUPERINTENDENT'S REPORT**

A. Overview of School Selection Season

The Chief Engagement Officer indicated the enrollment lottery was completed on March 20, 2013. 9,231 on-time applications were looked at, 739 late applications were received and 300 of these have been placed. The remaining will be processed on first-come, first-serve basis.

The Kindergarten lottery had 2,074 participants. 97% of students were placed and 89% received their first choice. Only 21 students remain to be placed.

The first through 12<sup>th</sup> grade lottery had 5,631 student participants, 69% were placed in their first or second choice.

Pre-Kindergarten had 1,526 students of which 74% were placed. There are 590 on the waiting list (30 more classrooms are needed).

All schools have waiting lists, those with the largest include:

- Elementary: St. Anthony Park (44) and Highland Park (44)
- K-8: Capitol Hill (468) and Farnsworth (115)
- Middle: Highland Park (87) and Murray (43)
- High School: Central (104) and Washington (540)

Reflecting St. Paul had 549 choices. 69% received their first choice with 23% of available seats filled. (goal was 20%). To qualify for Reflecting St. Paul criteria include living in a high poverty/high need neighborhood, having a first language other than English along with falling short of meeting MCA score requirements in reading and math. SPPS schools with populations that do not reflect the overall district demographic had 20% of their seats set aside for these students. These schools include: Capitol Hill, Chelsea Heights, Expo, Groveland, Highland Park, Horace Mann, JJ Hill, L'Etoile du Nord, Randolph Heights and St. Anthony Park.

Next steps include working on the 1,200 late enrollment applications received. Other actions will include school site training, phone calls and e-mails to keep families informed of the process, site-based outreach by the schools. There have been 150 new applicants added in the last week so work will continue on managing incoming applications, resolving the waiting lists, assisting walk-in, online and paper applications. 400 additional students from the waiting lists have been placed through families indicating they would not be utilizing their reserved placement. One bonus of the new process is that 69% of SPPS families have supplied their e-mail addresses making communication with them easier, more direct and more timely.

Benefits of the new system include the addition of tools for school staff so they can identify where students are coming from along with access to a great deal of data about the children enrolled for the year facilitating planning and outreach to a much greater degree than was possible in the past.

The Superintendent congratulated the engagement team and Placement Center personnel on their work with the new system and on the hours they have worked to get students placed efficiently and effectively.

#### QUESTIONS/DISCUSSION:

- What problems have been encountered this year, what were the issues and how were/will they be addressed? Response: There were few problems. It has been realized that with the new articulations and pathways communication has been good with families but not all families have chosen on the basis of pathways. This has resulted in the inability to accommodate everyone wanting a particular articulation/pathway. Ideally students need to come in at the elementary levels and then follow the middle and high school articulations. The system was not designed to allow students to come in mid-stream at any given level. The process has also caused staff to look at how Pre-K is being offered. Pre-K is at its most basic level for students who truly need it. Those who are bilingual, special education or who lack high quality child care. Staff is looking at incoming placements so Pre-K is placed in schools and neighborhoods that really need the support.
- What are total number registered so far? Response: 9,200 have been placed through the lottery and numbers are now over 12,000. These are new students or those changing schools. It is too early to predict if there is an enrollment increase though incoming Kindergarten registrations are very strong.

- Are the waiting list students all St. Paul residents? Response: No, about 20% are from outside the district.
- During the Parent Information Fair the change of moving schools into areas was stressed and the Parent Fair had a huge impact on understanding of the application process. Is administration thinking about how to better communicate the areas, articulations and pathways and how starting early with Kindergarten makes an impact on students. This year there was visible zoning for the areas but what can be done to capitalize on the Parent Fair to emphasize how to start on pathways so it is visible and understood by families? Response: The Areas need to be explained more strongly. The alignment with Head Start needs to be streamlined. Relationships with charter schools need to be built so there is a connection with those families so they know they have a place with SPPS for middle and high school. Outreach and marketing need to be continued and increased. The new system will give schools the ability to manage their incoming students better and sooner than ever before and provide information for them to make greater outreach to their communities.
- Equity with regard to those families who find themselves coming in in the middle of pathways, the people who made their decisions earlier before articulations/pathways were understood, those who are new to the district, country or have other barriers or challenges. How can SPPS ensure equity and opportunity for those students? Response: Part is being able to help families understand that SPPS has high quality educational opportunities in all of its schools not just the perceived “favored few”. Families need to be encouraged to look at their community schools and other options. SPPS needs to level the playing field and is working with administrators as SPPS is only as good as all of its schools are inclusively. SPPS is also beginning to train staff and schools to drill down to know who is where, to look at choice patterns sooner and work with families sooner. Next year the new system will tell families what their chance is of getting into their choice school(s). The Placement Center is working with families on an individual basis to assist in getting students to the right schools.
- The comment was made that there is IB and AP at all secondary schools, as staff continues to refine the process they need to make sure that families are starting in lower grades. Additionally they need to make sure there is a mechanism to reach out to students who are further along and not in pathways to get them on track with demanding programs.
- There appears to have been a number of parents who thought their student would get into a program, were told it was possible and then did not get in. This seems to be particularly heavy in the AP/IB area. If families wanted to do an IB pathway were students accommodated? Response: In order to guarantee an articulation students have to come in through the IB articulation from elementary to middle to HS. For families coming in mid-stream in middle or high school placement is based on space available. This is also true of the regional Montessori schools in each area of the district, there are space limitations there as well. Capacity issues come to bear on some students applying to pathways. Administration tries to accommodate the needs of people but they cannot jump in over those who have already committed to an articulation/pathway.
- Is there any data on number of phone calls and responses completed? It might be a good idea to track this to ensure staff gets back to people so they know their message has been received. Response: That data is available and administration will provide it.
- Will there be staff people at various upcoming community events with a computer or tablet to assist families with information and getting registered? Response: Yes.
- The IB articulation in area E, is there one? Response: In area E the IB elementary is Ben Mays, middle is Ramsey and high school is Central.

Thanks were extended for the work of the Placement Center staff in managing the process so efficiently and effectively.

#### B. Talented Development & Accelerated Services Updates

The Acting Chief Academic Officer and the Director of College and Career Readiness stated the department, formerly known as Gifted Services, is now the Department of Talent Development and Acceleration Services (TDAS). The name was changed to be more

inclusive of all SPPS children as they all have talent(s) to nurture and develop. TDAS is also aligned with the SSSC Plan and supports the District's commitment to equity and excellence.

The update began with the following details regarding gifted and talented (G/T) identification and advanced course work.

- White students have been G/T identified at a rate of 4 to 1 with African American, 3 to 1 with Latino and Asian and 2 to 1 American Indian.
- White students compared to their peers in advanced courses
- There is a 37% gap between white and African American students taking AP classes
- White students earn 3 or higher on AP exams at a rate of 49% higher than African American students and
- White students score a 4 or higher on IB exams, 28% more than other racial groups.

To provide more equitable learner opportunities SPPS is moving from G/T Identification to student learner profiles and gifted identification.

From 2001-2011 SPPS used the Naglieri Non-Verbal Assessment Test (NNAT) and NNAT2 assessments. Discrepancies in G/T identification rates for students were apparent each year along racial, ethnic and linguistic lines. During the 2011-12 year, TDAS staff researched various other assessments and their impact in school districts nationally. They proposed moving to the Cognitive Skills and Abilities Test, seventh edition (CogAT7) and this was approved by the Board on September 18, 2012.

The CogAT7 offers multiple ways of knowing to be recognized. It consists of three batteries (verbal, quantitative and non-verbal) -- picture smart, math smart and spatial reasoning smart. The assessment creator utilized experts from various areas in education to create an assessment that is as culturally fair as possible.

Benefits of the CogAT7 include the ability profile that gives teachers and parents, recommended strategies to improve student performance. It acknowledges there are multiple ways of learning and knowing for students. It uses local norms comparing SPPS students to each other rather than a national sample and students are identified in every school for acceleration services. A chart of the logic model was provided.

The impact of the CogAT7 (2012-13) shows:

- 6,510 students tested across all grades with 1,278 (20%) identified for acceleration services
- A total of 324 (25%) were identified with the verbal battery (all grades).
- 394 (31%) identified (all grades) from the quantitative battery
- 558 (44%) were identified (all grades) in the non-verbal battery.
- The impact of using the CogAT7 in 2012 show 718 students were identified for acceleration services that would not have been identified using the NNAT2.

The results of the CogAT7 provided SPPS staff with a wealth of data for each student with a completed profile. Families receive information from the assessment that will allow them to collaborate more closely in their child's learning process. While the racial demographic outcomes did not vary greatly from the NNAT results in the nonverbal portion, students whose strengths lay in the quantitative and verbal areas were also identified for acceleration services.

Goals for the future include:

- Supporting the alignment of accelerated services district-wide to provide foundational offerings with fidelity for all students
- Continuation of the use of multiple measurements to illustrate and enhance student talents and gifts through the talent development model
- Encouraging the use of ability profiles during PLC meetings to inform differentiation needs for students
- Addressing concerns raised around administration of the CogAT7

- Providing the CogAT7 directions for students in Hmong, Somali, Karen and Spanish languages
- Expanding the technology scholars and student mentoring pilot programs to assist more students of color in their successful completion of advanced courses
- Deepening elementary and middle school opportunity pathways to increase student preparation for rigorous honor courses
- Engaging communities in the development of culturally relevant practices to enhance student academic success.
- Evaluating the use and impact of COGAT7 after two and three years and
- Continuing the quest for equity and excellence for all students

#### QUESTIONS/DISCUSSION:

- Under the Naglieri testing once a student was identified for accelerated services they would not take the test again in 2<sup>nd</sup> grade. Could the opportunity be offered to everyone to take the new test again, even those who have previously taken it? Response: At this point there are no resources budgeted for universal on-going administration of the assessment. The current contract is for three years based on projected numbers established on previous experience. It is currently administered in Kindergarten and in 2<sup>nd</sup> grade for those who did not take it in Kindergarten. The District is looking at the implications of the testing ages as Kindergarten it is not the ideal age for administering the new test while 2<sup>nd</sup> grade is.
- It was noted that the new assessment is better as it did capture more students than the old one would have. It is also another tool for parents and teachers to use in assisting students in their learning.
- Goals 2 and 3. For goal 2 can administration put some promotion on school websites for new and existing middle schools regarding the TDAS services in their schools now? For goal 3 can administration bring some of that discussion on engaging communities into the PLTT committees or create another committee to focus that area? Response: Yes, for goal 2 that could be done however there is a concern about focusing on TDAS offerings rather than the District's ongoing efforts to improve instruction for ALL students. For goal 3, the PLTT is one dimension for getting at culturally relevant teaching practices. Other aspects and areas are impacted by the District's equity policy and other on-going equity work. It was noted the Director was looking for specific actions that can take place immediately rather than in the future to highlight options for students.
- If SPPS wants to be successful with more students of color participating it will take additional personal resources to assist them. Who/how can additional support/resources for secondary students be provided on a personal basis (e.g. time at a museum , need for a calculator, etc.) What are some immediate concrete ways to encourage provision of resources to students who might need assistance of some sort? Schools offer a great deal to students but SPPS does not promote enough of what they do for the students. How can the district let families know what is available in the schools for students and families? It is at the engagement level with students, they need to have access to resources/opportunities when they need it. Response: Those are issues that are being looked at with the equity lens. Technology scholars is an example of a peer mentoring group utilizing electronic tools. SPPS is looking for additional resources and at student needs.

#### C. Profile of English Learners in SPPS

The Acting Chief Academic Office and the Director of Multilingual Learning presented the update. English Learners (EL) are students whose home language is not English. These students are assessed with W-APT and meet criteria for EL services. SPPS identification for EL services is not limited only to those eligible for EL funding. Students exit the program when they have scored proficient in ACCESS, MCA Reading or GRAD. SPPS bases services on need rather than funding.

This year the EL population dropped to 30% of the total SPPS population, largely due to a change in exit criteria. This compares to an EL population of 36% in the Fall of 2011. SPPS accounts for 18% of the entire EL population in Minnesota.

SPPS students speak 130 languages; however, the five most common languages are spoken by 90% of EL students. Hmong continues to be the most common primary language in SPPS. Spanish, Karen, Somali and Vietnamese are the next four most common languages.

There are five defined service levels within EL: 1) Entering, 2) Beginning, 3) Developing, 4) Expanding and 5) Bridging (exit level).

In nearly all grades there is an increase in results in MAP Reading as the level increases. This suggests that students are being placed in correct levels and that teachers, with help from EL staff, are differentiating to meet the needs of the students. As EL students approach level 5 they are either catching up with or exceeding non-EL students. After one year of exiting the EL program, exited students are on par with the non-EL peers.

Older EL students take longer to achieve grade level mastery. After one year of exiting the EL program, exited students in grades 7 and 8 are on par with their non-EL peers. Grade 9 exited students are very close to their non-EL peers.

SPPS's EL graduation rate is 13 points higher than the state EL graduation rate and slightly higher than the total SPPS rate.

In nearly every grade, SPPS EL students outperform state EL students on the MCA Reading and the gap between the state and SPPS increases in the higher grades. In grades 5-8 MCA Math, SPPS EL students are either equal to or exceed the state EL performance. Math performance decreases as the grade level increases. In grades 6 and 7, the performance of SPPS EL students exceeds the performance of state EL population.

There are three objectives in the Annual Measurable Achievement Objectives (AMAO) Report:

1. Progress toward English Language Proficiency
2. Attainment of English Language Proficiency
3. Academic Achievement and Success in reading and math.

SPPS made AMAO for FY 12 for the first time in five years.

Conclusions drawn from the report show the characteristics and needs of the SPPS EL population are changing. The EL picture is nuanced with needs ranging from language acquisition to academic support to special education services. SPPS EL students are making the gains needed to be successful academically once they exit EL services. On most EL indicators, SPPS EL students are leading statewide EL students. There is still work to be done to narrow the gap between EL and non-EL populations but the data shows the EL program is heading in the right direction.

#### QUESTIONS/DISCUSSION:

- In future, what will SPPS focus on to help math teachers and what added resources will be available for EL students? Response: SPPS recognizes math performance lags behind the kinds of gains made in reading. Focus will be on improving math results across the board for all students. This will include looking at how teachers use professional learning community time and how data teams approach focusing on math. through supports in professional development, curriculum orientation and other supports focused into specific areas. Also, more math specialists will be available next year.
- Further clarification stated students in level 1 (40%) in upper grade levels have EL classes related to math conducted by a teacher with an EL license. As students get more fluent they go into the mainstream in high school where EL and regular math teachers collaborate or co-teach the math class. The focus is on standards with supports in EL. SPPS has done a great deal of professional development on how to work with EL students.

The comment was made that a director was excited to see students being defined a bilingual students as they exit the program. Kudos were offered for the great success of the program.

D. FY 14 Budget Update

The Controller indicated she would provide an overview on the FY 14 General Fund budget. The numbers will continue to be refined as the budget process progresses.

The **overall General Fund Revenue budget** (including \$9.0 million of referendum funds) stands at \$494,776,150. This is \$11,064,235 increase over FY 13, a 2.3% change. Factors impacting revenue include:

• Adopted General Fund Revenue	\$483.7
• Enrollment Increase (364 PU)	3.8
• Loss in Integration Revenue	(7.7)
• OPEB Levy Reduction	(2.9)
• New Referendum Increase	9.0
• Special Education Revenue Trend	5.6
• Third Party Billing Trend	2.2
• <u>Other</u>	<u>1.0</u>
• Total	\$494.7

The big picture **General Fund Expenditures** (including \$9.0 million of referendum funds) shows:

	FY 14 <u>(\$ millions)</u>	Change From FY 13	Percent <u>Change</u>
Schools	\$242,766,252	\$ 5,633,774	2.4%
School Service Support	178,475,029	15,551,408	9.5%
District-wide Support	87,483,446	1,411,789	1.6%
Central Admin	<u>4,212,106</u>	<u>(272,053)*</u>	<u>(6.1%)</u>
Total	\$512,936,833	\$22,324,918	4.6%

\* The reduction results from decrease in interest borrowing cost.

Factors impacting expenditures include:

• Adopted for FY 13	\$490.6
• Rollover & Adjustment Cost	7.8
• New Additional Support for SSSC	
o Cost of Opening New Buildings	\$1.3
o Loss of Prep Time	.2
o 7 Period Day Implementation	<u>4.0</u>
• <u>New Referendum</u>	<u>9.0</u>
• Total	\$512.9 million

The **Fund Balance** shows (in millions):

• Projected Revenue	\$494.7
• Projected Expenditure	(512.9)
• Projected Use of Fund Balance	(18.2)
• Available Unassigned Fund Balance	29.6
• Percent of Unassigned Fund Balance	5.4%

Fund Balance is residual assets over liabilities (equity). It can be part restricted and part unrestricted. Additional revenue will increase the fund balance while additional expenditure will decrease it. The Fund Balance plays an essential role in mitigating current and future risk. Unrestricted balance level is crucial in long term financial planning. Credit agencies monitor unassigned fund balance to determine creditworthiness. They favor increased levels of fund balance. It is highly recommended by the Government Finance Officers Association (GFOA) to establish a formal fund balance policy. The SPPS Board Policy sets unassigned fund balance at 5% of General Fund expenditure. GFOA recommends a minimum of two

months of regular operating expenses. This translated to \$85.6 million or 16.6% of General Fund.

**Budget direction and impact** has had a racial equity lens applied to it and it is also embedded in staffing criteria. The FY 14 budget focuses foremost on funding to implement SSSC:

- Additional support to schools
- Embedded Professional Development
- Enhanced staffing in certain areas
- Additional money for SSSC initiatives

**Staffing the schools**

SSSC Class size ranges are:

	<u>Target Ranges</u>	<u>FY 14 Projected Avg. Class Size</u>
Pre-K	20	20
KG-1	24-27	23.9-26.5
2-3	24-28	24.0-25.5
4-6	26-30	25.0-28.1
7-8	30-34	29.5-32.2
9-12	32-35	31.9-35.0

Sites configurations are: PreK-5, K-8, Dual Campus, 6-8, 6-12 and 9-12 and include criteria for each configuration. Staffing categories are: principal, assistant principal, administrative intern, Clerk (minimum, additional 10 month, mobility and attendance), learning support and intervention specialist.

Other influencing factors taken into consideration include the Governor's proposal, legislative actions, sequestration and third quarter projections.

The proposed budget adoption schedule is:

- April 8-24 – Presentations to principals, teachers' union, DPAC and community
- April 12 – Distribute tools and worksheets to General Fund programs
- April 25 – School budgets returned
- April 29 – General Fund budgets returned
- May 7 – Budget presentation to COB including Budget Book
- June 18 – Budget adopted by Board of Education.

The Superintendent stated this is the third year the district has not had to make cuts to the budget. She commended the Business Office for its work in getting the district to where it is and praised the dollars saved through the alignment process within the district. She noted the largest portion of available money has been put back into the schools and programs for the benefit of the students..

**QUESTIONS/DISCUSSION:**

- Is SPPS on track for discussions to the various constituent units (DPAC, etc)?  
Response: Yes, staff is currently getting refinements back from schools and once that is done the next phase will be implemented.
- Are staffing categories the same across all site configurations? Response: No. There are different criteria for the various categories. Administration was asked to supply what the staffing categories criteria are for each site configuration.

**E. Human Resource Transactions**

**MOTION:** **Ms. Street-Stewart moved that the Board approve the HR Transactions for the period March 1, 2013 through March 31, 2013 as published. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:  
Ms. Carroll Yes

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

**IX. CONSENT AGENDA**

**MOTION: Ms. Doran moved the Board approve all Consent Agenda Items as listed. Mr. Hardy seconded the motion.**

The motion was approved with the following roll call vote:

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

A. Gifts

**BF 29350** Gift Accepted from the Chelsea Heights PTO to the Saint Paul School District in the Amount of \$80,000  
That the Board of Education authorizes the superintendent to accept the awarded gift.

B. Grants

**BF 29351** Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Program for Chelsea Heights Elementary  
That the Board of Education authorize Saint Paul Public Schools to submit a request to the City of Saint Paul STAR program for playground renovation at Chelsea Heights; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29352** Request for Permission to Submit a Grant Application to the City of Saint Paul Neighborhood STAR Program for Saint Paul Music Academy  
That the Board of Education authorize the Superintendent (designee) to submit a grant to the City of Saint Paul Neighborhood STAR program for funds to renovate the Saint Paul Music Academy playground; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29353** Request for Permission to Submit a Grant Application to the Corporation for National and Community Service for the Turnaround Grant to Fund 10 AmeriCorps Members for Maxfield Elementary and 27 AmeriCorps Members for Humboldt High School  
That the Board of Education authorize the Superintendent (designee) to submit an application to the Corporation for National Community Service to provide 37 AmeriCorps members to two Saint Paul schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF29354** Permission to Accept a Grant from EdVisions Schools, Center for School Change  
That the board of Education authorize the Superintendent (designee) to accept grant funds from EdVisions Schools, Center for School change to fund four high schools for increasing High School Students' Academic Preparation for Higher Education.

**BF 29355** Request for Permission to Submit a Request from Humboldt Secondary School for a GreenCorps Member to the Minnesota Pollution Control Agency and Minnesota GreenCorps

That the Board of Education authorize the Superintendent (designee) to submit a request to the Minnesota Pollution Control Agency and Minnesota GreenCorps for a full-time GreenCorps member for the 2013-2014 school year; to accept the GreenCorps member, if awarded; and to implement the project as specified in the award documents.

**BF29356** Request for Permission to Submit a Grant Application to Kellogg for Accelerated Learning for Saint Paul Public School Newcomers

That the Board of Education authorize the Superintendent (designee) to submit an application to the Kellogg Foundation to fund the research and implementation of new or emerging digital instruction tools to support newcomer English language learners; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29357** Request for Permission to Submit a Grant Application to the Minnesota Department of Agriculture to Buy Kitchen Equipment for Schools to Purchase, Prepare and Serve More Locally Grown and Raised Foods

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Agriculture to provide funds for schools to buy kitchen equipment; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29358** Request for Permission to Submit a Grant Application to Open Your Heart to the Hungry and Homeless to Provide Supplies to Students in the Title I Homeless Education Program

That the Board of Education authorize the Superintendent (designee) to submit an application to Open Your Heart to the Hungry and Homeless to provide supplies 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.

**BF 29359** Request for Permission to Submit a Grant Application to Success for the Future for the Purpose of Supporting American Indian Education Programs to Improve Outcomes for American Indian Children and Youth

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for the purpose of supporting American Indian education programs to improve outcomes for American Indian children and youth; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29360** Request for Permission to Submit a Grant Application from Community Education to Wells Fargo Community Funding Council for After-School Programming for Grades 6-7 and 13 Sites

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Wells Fargo Community Funding Council for funds to purchase digital cameras for a Digital Storytelling course for middle school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

#### C. Contracts

**BF 29361** Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with Ramsey County Workforce Solutions

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Ramsey County Workforce Solutions to provide ABE instructional and support services to adult learners participating in medical service careers training programs.

**BF 29362** Youth Frontiers Student Retreats as Part of the Middle School Transitions Plan

That the Board of Education authorizes the Assistant Superintendent to provide the funding of this program in the amount of \$124,280. Courage Retreat, May 2013 - \$2490 per retreat = \$32,370; Honor Retreat, August 2013 - \$2490 per retreat = \$32,370; Kindness Retreat,

October 2013 - \$2090 per retreat = \$27,170 and Courage Retreat, May 2014 - \$2490 per retreat = \$32,370

D. Agreements

**BF 29363** Permission for Institutions of Higher Education to Participate in Co-Teaching Experiences at SPPS

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

E. Administrative Items

**BF 29364** Application for Kindergarten Milk Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for Kindergarten Milk Funds for the 2013-2014 school year and, if granted, to accept such funds.

**BF 29365** Application for School Breakfast, School Lunch and After School Snack Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for School Breakfast, School Lunch and Afterschool Snack Program Funds for the 2013-2014 school year and, if granted, to accept such funds.

**BF 29366** Application for Summer Food Service Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for Summer Food Service Program and, if granted, to accept such funds.

**BF 29367.** Establishment of the Unclassified Position of Data Security Manager 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 Data Security Manager job classification effective April 23, 2013; that the Board of Education declare the Data Security Manager as unclassified; and that the pay rate be Grade 25 of the 2012 - 2013 Saint Paul Supervisors' Organization standard ranges.

**BF 29368** Establishment of the Unclassified Position of Facilities Administrative Services Manager 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 Facilities Administrative Services Manager job classification effective April 23, 2013; that the Board of Education declare the Facilities Administrative Services Manager as unclassified; and that the pay rate be Grade 14 of the 2012 - 2013 Saint Paul Supervisors' Organization standard ranges.

**BF 29369** 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 April 25, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 29370** Increase Lunch Prices to Students Paying Full Price

That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2013. Elementary lunch to \$1.95 and Senior high school lunches to \$2.30.

**BF 29371** Monthly Operating Authority



**BF 29379.** Bid No. A156597-K Doors, Frames and Hardware Materials Only Bid Package #4 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156597-K for doors, frames and hardware materials only for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Kendell Doors & Hardware, Inc. for the lump sum base bid of \$130,610.00.

**BF 29380** Bid No. A156604-K Drywall Work Bid Package #7 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156604-K for drywall work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Pinnacle Wall Systems, Inc. for the lump sum base bid plus alternate no. 7 of \$202,800.00.

**BF 29381** Bid No. A156608-K Ceilings and Acoustical Treatment Bid Package #9 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156608-K for ceilings and acoustical treatment for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Twin City Acoustics, Inc. for the lump sum base bid plus alternate no. 7 of \$122,700.00.

**BF 29382** Bid No. A156610-K Flooring Package #10 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156610-K for flooring for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, MCI, Inc for the lump sum base bid plus alternate no. 7 of \$293,293.00.

**BF 29383** Bid No. A156615-K Wall Covering and Painting Bid Package #11 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156615-K for wall covering and painting for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Swanson & Youngdale, Inc. for the lump sum base bid plus alternates no. 5, 7 and 9 of \$131,870.00.

**BF 29384** Bid No. A156622-K Fire Suppression Bid Package #15 Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156622-K for fire suppression for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Breth-Zenzen Fire Protection LLC for the lump sum base bid of \$121,330.00.

**BF 29385** Bid No. A156625-K Mechanical Work Bid Package #16 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156625-K for mechanical work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, U.S. Mechanical, Inc. for the lump sum base bid plus alternate no. 7 of \$1,003,200.00.

**BF 29386** Bid No. A156626-K Electrical Work Bid Package #17 for Renovation of Parkway Building (1363 Bush Avenue) for Montessori Middle School

That the Board of Education authorize award of Bid No. A156626-K for electrical work for renovation of Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, NAC Mechanical & Electrical Services for the lump sum base bid plus alternates no. 5, 7 and 9 of \$580,800.00.

**X. OLD BUSINESS -- None**

**XI. NEW BUSINESS**

A. Project Labor Agreements

1. Ames Elementary, 1760 Ames Place -- Project Labor Agreement for Replacement of Pneumatic HVAC Controls with Direct Digital Controls (DDC)

**MOTION:** Ms. Street-Stewart moved the Board of Education accept administrations recommendation that no PLA be utilized for the Pneumatic HVAC Controls with Direct Digital Controls (DDC) at Ames Elementary. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

B. Bond Sales

The Springsted representative provided background information for the Board regarding how the two bond issues would be handled. She noted the 2013A bond was being issued for new money while the 2013B issue is a refunding of Bond Issues 2005A and 2006A which will be combined in order to gain an interest rate advantage. This will result in a substantial savings which will be of benefit to St. Paul taxpayers.

**BF 29387**                      Resolution Providing for the Competitive Negotiated Sale of \$26,000,000 General Obligation School Building Bonds, Series 2013A

**MOTION:** Ms. Street-Steward moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$26,000,000 General Obligation School Building Bonds, Series 2013A as presented. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

**BF 29388**                      Resolution Providing for the Competitive Negotiated Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B

**MOTION:** Ms. Street-Stewart moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$31,155,000 General Obligation School Building Refunding Bonds, Series 2013B as presented. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

**XII. BOARD OF EDUCATION**

A. Information Requests & Responses - None

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications

1. Director Street-Stewart provided a report on the National School Boards Association Conference she attended as representative for SPPS and as part of the MSBA Delegate Assembly. She highlighted:
  - The release of the NSBA National School Guide for Out of School Suspensions.
  - The ceremonial stitching of National 9/11 Flag
  - The keynote speakers who addressed gender equity and science education and
  - The reorganization of NSBA and its leadership.

The Board extended its thanks to her for her years of representation to NSBA and MSBA on behalf of SPPS. Staff was asked to note Director Street-Stewart’s work on the National School Guide for Out of School Suspensions in an upcoming edition of the Bridge.

2. Director Brodrick spoke in honor of his mother on the 101<sup>st</sup> anniversary of her birthday.
3. The Board noted it last Listening Session scheduled for April 24 at Dayton’s Bluff.

**XIII. FUTURE MEETING SCHEDULE**

A. Action to Schedule a Regular Board of Education Meeting on November 12, 2013 and cancel the special meeting of November 12 and the regular meeting of November 19, 2013

**MOTION: Ms. Carroll moved the Board of Education schedule a regular Board of Education meeting on November 12, 2013 and cancel the special meeting of November 12 and the regular meeting of November 19, 2013. Ms. Seeba seconded the motion.**

The motion was approved with the following roll call vote:

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

B. Board of Education Meetings (5:45 unless otherwise noted)

- May 7 Closed Meeting at 4:00 p.m.
- May 21 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- June 4 Special Meeting (Non-Renewals) – 4:00 p.m.
- June 11 Closed Meeting at 4:00 p.m.
- June 18 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- July 16 Closed Meeting at 4:00 p.m.
- July 16 Regular Meeting 5:45 p.m.
- July 30 Closed Meeting at 4:00 p.m.
- August 20 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- September 10 Closed Meeting at 4:00 p.m.
- September 17 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- October 1 Closed Meeting at 4:00 p.m.
- October 15 Closed Meeting at 4:30 p.m.

- October 15 Regular Meeting 5:45 p.m.
- October 29 Closed Meeting at 4:00 p.m.
- November 12 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.
- December 3 Closed Meeting at 4:00 p.m.
- December 17 Closed Meeting at 4:30 p.m.
- Regular Meeting 5:45 p.m.

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

- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

D. Discussion was held on the April 2014 proposed BOE meeting date. Consensus was to hold off scheduling the April Board meeting until the date of the Honors Concert had been determined.

**XIV. ADJOURNMENT**

**MOTION: Ms. Doran move and Ms. Seeba seconded the motion to adjourn the meeting.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:14 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