

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
March 19, 2013

I. CALL TO ORDER

The meeting was called to order at 5:48 p.m.

II. ROLL CALL

PRESENT: Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll, Ms. Doran, Ms. Seeba, Mr. Hardy, Ms. O'Connell, 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: Ms. Carroll moved the Board of Education approve the order of the Consent Agenda and the Main Agenda as presented. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of February 19, 2013

MOTION: Mr. Hardy moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of February 19, 2013 as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of March 5, 2013

The meeting started with an overview of **Legislative Proposals** focusing particularly on a comparison between contents of the Governor's budget proposal regarding Early Childhood Scholarship Legislation and the bill called "MinneMinds."

RECOMMENDED MOTION: That the Board add the HF 1058/SF 481 (Early Childhood Scholarship) Legislation to this year's SPPS Legislative Agenda as one of SPPS's priorities.

The motion was approved with the following roll call vote:

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

Discussion also occurred on the Stock EPI Bill (HF 0688).

RECOMMENDED MOTION: That the Board support the Stock EPI Bill (HF 0688) with no further change relative to the SPPS Legislative Agenda.

The motion was approved with the following roll call vote:

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

The next subject was a report on the **Partnership VisionCard** which will be reported out in detail to the public in the Superintendent's Report.

RECOMMENDED MOTION: That the Board accept the report received on the Partnership VisionCard with thanks.

The motion was approved with the following roll call vote:

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

The discussion then moved to an **Overview of the FY 14 Budget** reviewing the key planning assumptions, the big picture projection for the budget and the timeline associated with the process.

Special Education then provided an in-depth update to the Board on how the full implementation of the SSSC Plan affects Special Education students.

An update was provided on the Referendum Implementation. The Implementation Advisory Committee is fully underway. Action teams have been identified and notified. Implementation of action teams will be staggered as the process rolls out.

Proposed revisions to Policy 533.00 Wellness were reviewed along with administration’s recommendation that a motion be made to substitute a revised policy for the originally submitted policy revision at its third reading.

During the Work Session, the Board did a “check-in” on its process, reviewed the agenda structure and briefly reviewed Communications Tools & Protocols.

MOTION: Ms. Doran moved the Board of Education accept the report on the Committee of the Board meeting of March 5, 2013. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS (Time Certain 6:00 p.m.)

BF 29325 Recognition of Winter Sports Champions

Staff indicated there were 1,390 senior high school participants and 755 junior high middle school participants in winter sports, an increase of 5% over last year. High schools had four teams qualifying for State Tournaments including the Central High School Boys Nordic Ski Team, Central Girls’ Basketball Team, Johnson High School Boys’ Basketball Team and Highland Park’s Adapted Floor Hockey Team. 15 students qualified on an individual basis for State Tournaments – three girls Nordic skiing, two boys Nordic skiing, two boys swimming, seven boys wrestling and one girl swimming. Teams recognized were:

1. Ramsey Junior High School Girl's Basketball Team - City Champion
2. Washington Technology Magnet - Wrestling Team - City Champion
3. Central High School Girls' Basketball Team - City Champion
4. Central High School Boys' Nordic Ski Team - City Champion
5. Central High School Boys' Swim Team - City Champion
6. Central High School Wrestling Team - City Champion
7. Highland Park High School Girls' Gymnastics Team - City Champion
8. Highland Park High School Girls' Nordic Ski Team - City Champion
9. Johnson High School Boys' Basketball Team - City Champion

MOTION: Mr. Hardy moved the Board of Education recognize and congratulate all of the coaches, teams and individuals for their accomplishments. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

- A. Karah Vue-Benson, St. Paul Youth Commission Metro Transit Subcommittee – making public transport more accessible to youth.
- B. Jeff Koon – Student surveys & evaluation of teachers -- MET Project
- C. Julianne Siebert – Ramsey County Public Health – Support for Wellness Policy
- D. Michelle Wall – Green & Healthy Kids Program – Support for Wellness Policy
- E. Serene Lewis – Highland Park Jr. High – Thank you for support from Superintendent.
- F. Dayna Kennedy – GRASP – equity of access for gifted learners
- G. Tim Finnegan – MN Dept of Admin. Advisory Opinion on data request
- H. Amy Cram-Helwin – MN Urban Debate League – thanks for district investment ;in debate
- I. Imanol Avendano - Value of debate.
- J. Ayaan Nataala -- - Value of debate
- K. Myla Smiley – Battle Creek Elementary parking lot and issues with parent pick up and drop off
- L. Bob Zick – Censorship, targeting teachers & not accommodating staff with disabilities

VIII. SUPERINTENDENT'S REPORT

A. FY 14 Budget Overview

The Deputy Superintendent Schools and Business Operations indicated this overview was to introduce the preliminary FY 14 budget projections for the Board.

He then presented a chart showing the big picture projection of the FY 14 budget.

	FY 13 Adopted	FY 14 Preliminary	Difference	% Change
Revenue	\$483.7	\$497.4	\$13.7	2.8%
Fund Balance	6.9	8.3*	1.4	20.2%
Expenditure	490.6	505.7	15.1	3.1%
Balance	0	0	0	

* Projected FY 14 unassigned fund balance will be at 7.9%.

He indicated the timeline for budget development was:

- February 26 – Presentation of schedule to District leadership – completed
- March 5 – Presentation of macro budget picture to COB – completed
- April 2 – Presentation of budget to COB
- April 5 – Distribute school budgets
- April 8-24 – Presentations to principals, teachers' union, DPAC, community
- April 12 – Distribute tools and worksheet to General Fund programs
- April 25 – School budgets returned
- April 29 – General fund budgets returned
- June 18 – Budget adopted by Board

QUESTIONS/DISCUSSION:

- It was noted the Board's expectation for the fund balance is maintaining it at 5%.
- A request was made at the March COB that further information on the 7.9% fund balance be provided. Will that be done? Response: The 7.9% is a preliminary estimate utilizing current law and some very fundamental assessments. The expectation is that the fund balance will move closer to 5.0% as the budget is refined.
- The comment was made that this is the second year in a row, due to strong efforts toward sustainability as evident in budget, that the budget does not require significant cuts and where the majority of the dollars are directed toward

schools and students. Thanks were extended for the work that has been put into this effort.

B. Special Education Update

The purpose of the presentation was to update the Board on how the full implementation of the SSSC Plan affects Special Education students and to inform the Board of the on-going communication regarding the changes related to Federal Setting 3 programming. Staff acknowledged timing has been less than ideal in finalizing some program locations because of space utilization issues, student projections and competing needs for limited space resources. Communication has been ramped up significantly. As with a number of general education students, some special education (ed) students will move under full SSSC implementation.

Special Education is looking at ways to disrupt deep-rooted patterns within SPPS; it is at the forefront of SPPS's racial equity work as a district. A significant mind shift is necessary to ensure equity and excellence for all students. Administration is moving to transform special ed from a virtually parallel system sometimes seen as a visitor in the schools to a fully integrated support system for students where students with disabilities are included and welcomed.

SPPS is working to improve services by:

1. Strengthening co-teaching models and providing the most appropriate supports for special ed. students, based upon their individual needs.
2. Replicating quality programming across the district and increasing expectations for all in special education and
3. Providing predictable pathways for students with greater needs in order to build stronger relationships with families and assist in transitions.

Special Ed has aligned to SSSC by ensuring community schools have special education teachers and staff to provide resources for special ed students. Pathways have been established for the specialized programs by area. The goal is the make sure, every community school is a strong school and that every special education program is a strong program within each area.

The mission of the Special Education Department is a commitment to reverse the trend of isolation and segregation of students with disabilities by ensuring all students have access to high quality instruction responsive to their needs and delivered by effective and culturally responsive educators in the general education classroom environment as much as possible.

The report then moved to the area of instructional settings. This refers to the extent to which student with disabilities receive special education services in classes or in schools with peers who do not have disabilities. There are four main types of instructional setting for students with disabilities in SPPS. As determined by the IEP Team, students ages 6-21 with disabilities receive instruction along with peers without disabilities for:

- 80% or more of the day (Setting 1)
- 41-79% of the day (Setting 2)
- 0-40% of the day (Setting 3)
- Separate educational facilities (Setting 4).

The percent of students in Setting 1 has decreased over the past three years for Middle School and Senior High students.

SPPS has a total of 6,850 students in special education classes. In Level III specialized programs, SPPS has a total of 625 students broken out into the following

programs: 173 in ASD, 271 EBD and 181 in DCD. Data analysis showed that currently 40-50% of SPPS special ed students in specialized programs were being transported out of their area community zone to receive their specialized services. As a result, SPPS developed a new system to bring learning closer to home and aligned it with the SSSC Plan. This will,

- In the area of Achievement: Special Ed, teachers will have the same expectations for standards and alignment to general education curriculum; Principals will have the same expectations for standardized instruction for Special Ed teachers and programs and Special Ed students will have access to standardized curriculum and inclusion to better prepare for general education expectations.
- In the area of Alignment: Special ed students will have access to standardized curriculum to better prepare for general education; special ed students in specialized programs will have Area Pathways to transition from elementary to middle school and middle school to high school. All Area Pathways for specialized programs will have aligned curriculum.
- Under the goal of Sustainability: Special Ed, programs will be sustained in each school's community and culture; Special Ed programs will have equitable expectations for staffing and support. Responsibility and understanding of the programs will be emphasized at the principal level.

Under the SSSC Plan, In the Fall of 2013 all elementary schools become K-5 sites. Sixth grade moves to middle school, strengthening student/teacher relationships. New Community School Zones ensure families have the best chance of getting into their community schools. Busing will be provided to schools within areas as well as to regional and district-wide magnets. Special Ed specialized programs are offered in each area with some district-wide programs.

Alignment to the SSSC Plan in Special Ed will require some students to move locations. Students in specialized programs will be aligned to their community area specialized program. Students currently in 5th and 6th grade will go to their area middle school. Students in district-wide programs will continue to have that status. Some Special Ed student for next year will have exemptions, provided services are still available at the school (these are students entering grade 12, grade 8 and grade 5.)

What are the choices available? Students in resource programs, have the choice of any community school in their area with busing, following district guidelines. Students in specialized program are placed by special education in their community area or in a district-wide program.

Special ed students will have area pathways for specific programs (EBD, DCD and ASD specialized programs – Setting 3). Parents of these students in a specialized program (Setting 3) can apply to out-of-area specialized programs. Parents must apply directly to the Special Education Department. Students who are out-of-area are considered under the following priorities: 1) if there is room in the specialized program and 2) if there is room in the general education program. Parents agree to provide their own transportation in this scenario. Charts showing the pathways available for specialized programs in each area were provided.

A review of the communication plan was also provided listing dates on which parent communications or other events would or will occur.

QUESTIONS/DISCUSSION:

- Appreciation was expressed for the philosophical shift and the clarity and intentionality of alignment evident in this plan.

- How can families be assured that concerns they have will be addressed quickly? What is the line of communication, how will the Board be assured implementation is happening? Response: The need to make sure parents feel secure in the knowledge their students are being watched out for is a paramount consideration as these students are some of most vulnerable in the district. Whenever an issue comes up parents should go directly to the principal of their school, the principals know how or who to contact to address issues. A benefit is that students will now remain within a school community for a longer period and not have to move as frequently as in the past. Concerns regarding transportation are being addressed and transportation will be curb-to-curb if it is included in a student's IEP.
- Regarding the distribution of services across areas, particularly in the high schools, is there a higher percentage concentrated in one or two high schools? Will all high schools have special ed programs across the board? The specific question is about the number of students – is it inequitable across high schools and how will that be addressed? Response: Percentages for high schools has been looked at through the equity lens. The desire is to keep learning closer to home and to eliminate movement across area boundaries as much as possible. To sustain a program there must be a base number of students for that particular program; this is why some students were moved. 18% is the basic percentage at each school and this is monitored closely. If the percentage goes over the 18%, the first question is is it a district-wide program which is affecting numbers. There has been some actual reduction in numbers so this should not become an issue. Numbers will be monitored so no one school will be overloaded.
- Within this 18%, will the District look at the four levels and the different needs/resources? Response: Yes, those are the pieces monitored regularly to maintain a balance. Another factor is, by keeping students within their area, the principal knows the students and there is a collective community within the school to provide supports. Staff is consistently looking at how to spread all programs through and within areas equitably, avoiding isolating the students within a specialized community and mainstreaming them into the general populations as much as possible, making them part of a community.
- What about out-of-district opportunities, do parents send kids to SPPS because of its special ed program? Response: SPPS is the largest district in the state for special ed programs. SPPS covers every level of service and can meet the needs for all students within the schools. The programs where school choice comes into play the most is in the autism programs and Bridgeview school attracts out-of-district because of the level of service there.
- Are they Minnesota students or are there any from Wisconsin? Response: Special ed does occasionally have students from Wisconsin but generally, they are from the city.
- How is the department continuing to exam the issue of over representation and over identification of students of color, sex, race, age or whatever, especially black males in EBD programs? What is being done? Response: That is the piece that needs to be looked at, SPPS needs to exam how schools refer and who refers and on what basis the referrals are made. It also needs to be sure it is being looked at through the equity lens to provide appropriate interventions. Special ed is looking at this deeply. PEG has changed and intensified how this is viewed through the equity lens. SPPS knows what to do, it is a matter of engaging everyone in the effort and making sure all conditions within the decision process are examined before students are referred into spec. ed.
- When would the Superintendent be ready to have a conversation with the Board on the progress that has been made and the changes that have been made in regard to this issue? Response: SPPS has the data and it has been shared in several areas through the VisionCards. As an example, there has been

significant improvement in suspensions. The data is examined quarterly to monitor progress. Data is looked at not only as end data but how that data reflects by individuals. Supports being provided to staff need to be looked at as well. It is a constant revolving of training, adjusting, assessing and gaining trust from families. The best way to stop referrals is to create more proactive interventions in the beginning of the process. It will take probably another five years to get to much lower numbers that symbolize the district has made itself accountable and not just diminished numbers.

- A request was made to revisit special education outcomes in about another 18 months in order to keep the focus on these identification, service and outcome issues.
- 18% students are special ed. It is time to have a parent/guardian advisory committee that reports to the Board every year on what is happening in special ed. Response: There is a Special Ed Advisory Council that has been brought to the COB for discussion. The Board did discuss how committees report and it realigned reporting for various committees a while back. Perhaps the Board needs to look at reporting of committees to the Board again, there is a question of equity that needs to be addressed. This would add a lot of reports to the Board so it needs to be looked at and reporting methods need to be examined as well.
- It was noted this addresses two areas: (1) Review the reporting process of various committees and (2) The broader area of special education referrals.
- Are there marketing materials specific to special ed services? Response: It was noted that special ed is among the rotation on the home page of the district website. It was also noted there are opportunities for doing additional videos for schools, programs, etc. and work is being done toward that goal.

C. SSSC Monitoring: Partnership VisionCard

The Chief Engagement Officer presented the Partnership VisionCard reporting out results in three major areas: building capacity, removing barriers and reaching out. The purpose of these three areas is to evaluate the effectiveness of District partnerships to ensure efficient and effective resource utilization, identify barriers that need to be addressed and prevented and to align all partnerships to accomplish SSSC goals.

The Task Force on Engagement provided a definition to direct the work in this area stating a partnership is a mutually beneficial relationship between SPPS and an external entity with the primary goal of improving learner success. Partnerships should align with SPPS goals; clearly articulate respective roles, responsibilities and resources of the school and external entity and ensure realistic timelines and expected outcomes.

There are four large categories of partnerships: 1) With students and families, 2) with the Community (including community-based agencies), 3) with philanthropic/business partners and 4) with the City, County and State government.

She then went on to review each of the measurement areas in the Partnership VisionCard.

1. **Building Capacity**

- Parent Academy Graduates – Vision is 2,736+. (10% of FRP-eligible lunch families). Fall 2011 was at 481 parents, Fall 2012 show 1,334 parents (Baseline) attending the Parent Academy program.
- Parent Academy Impact – Vision is 90% in two areas

- a. Know how to help child prepare for MCA tests – Pre-academy was 44%, Post Academy shows 76% (Progress)
- b. Understanding and able to navigate the public school system – 62% Pre-Academy, 83% Post Academy (Progress)

Three parents, two from both ECFE and Parent Academy and one participant/facilitator from the Parent Academy Program, presented their experiences of the programs and their value to the parent group.

- On-time Kindergarten applications as a percent of total projected seats (not including Pre-K students continuing to K). Vision is 60%. 2012 showed 54%, 2013 56% (Progress level)
- Competitive Grants – SSSC alignment as percent of all grant dollars received – Vision is 95%. 100% of grant dollars received were aligned to the SSSC Plan.

2. Removing Barriers

- A map showing the number of certified partners serving a given SSSC Area: A-23, B 35, C 49, D 19, E 42 and F 61. SPPS has implemented a Certified Partner of SPPS Program documenting and committing a certified partner to aligning their work with the SSSC Plan. The goal is to have all areas served equitably. SPPS currently has around 100 certified partners and is working toward increasing that number.
- Truancy and Neglect reflects the percent of students referred for attendance issues who improved attendance before they reached the court petition phase. Vision is 80%. 1,135 students have been referred which is 72% or Baseline. There has been significant improvement in attendance for this group.
- Early Childhood & Family Education (ECFE) SY 2012-13 enrollment. Vision is no race/ethnic group more than 10 percentage points less than the share of ECFE population compared to K-12.
 - Caucasian – SPPS K-12 24% of population, ECFE 40%
 - African American – SPPS K-12 30% of population, ECFE 20%
 - Asian American – SPPS K-12 31% of population, ECFE 19%
 - Latino – SPPS K-12 14% of population, ECFE 16%
 - American Indian – SPPS K-12 2% of population, ECFE 3%
 - Other/Multi-Racial is at 3%

3. Reaching Out

- Direct Contacts – Vision is 4,000/year. Results are at Vision with 4,144 contacts at 246 events.
- School Marketing – Vision is 100%. This represents schools implementing marketing and/or community outreach activities geared at increasing enrollment in 2012-13. Results are 61% (Baseline).
- Multimedia Connections
 - Face book
 - Twitter
 - E-Mail – 45% of SPPS families have provided their e-mail contact to SPPS (Vision is 85%)
 - E-Newsletters – 35 staff editions (Vision is 35); 7 partner editions (Vision is 12)
 - School Videos – Vision is 64 created for promoting/marketing individual schools. 34 have been created to date.
 - School Website Redesign/Update – Vision is 64 updated. Results are 7 new and 30 under construction.

- District Page Views – 2, 514,485
- School Page Views – Approximately 7,600,000
- 1000 paid advertisements and PSAs have been created over the last year.

QUESTIONS/DISCUSSION:

- Describe the partnership certification process. Response: The District Action Team recommended and informed administration of what a partner should be and that there should be a certification process. Administration complied with the recommendation and established the certification process that defines what a partner is and does for SPPS. The process defines their relationship to SPPS and includes an interview and goal setting to align with district goals, data sharing agreements, establishing an understanding of resources they provide that benefit SPPS and an understanding of SPPS expectations and that SPPS commits to educate and train partners in various processes. There are currently 100 certified partners with an additional 100 moving through the certification process.
- It was noted The Minnesota Council for Non-Profits (MCN) has a certification process that includes a set of criteria around diversity and inclusion that aligns very well with SPPS efforts. It was suggested administration might want to review these resources to see how this might align with SPPS efforts.
- The comment was made that the Board member was pleased to see the school websites are being revamped, as this is the first reference for parents as well as for students.
- When will the Board know when all websites are completed? Response: 11 sites have been completed and the goal is to have all completed by Fall of 2013.
- Thanks were extended to staff for the work done on the Parent Academy and the time invested by staff to make this such an overwhelming success.

D. Middle Grades Transition Update

The Assistant Superintendent Middle Schools stated the rationale and goals of the new move to middle grades transitions are:

- Making all SPPS middle schools the community's first choice
- Creating strong relationships between students and teachers
- Establishing strong transitional programming
- Providing an academically rigorous experience for students and
- Establishing a comprehensive parent engagement plan

Decisions that are in place for the 2013-14 school year include:

- All elementary schools becoming K-5 or preK-5
- All 7-8 middle schools will become 6-8
- Sites that are currently 7-12 will become 6-12
- All current fifth and sixth grade students will be transitioning to middle school next year (exception K-8 sites).

He presented a map of the SPPS areas noting where middle schools are located.

He then moved on to describe the middle school structure that will be made up of a seven period day plus advisory time. Sixth graders will transition between classes and will be taught by a sixth grade team. There will be consistent curriculum across middle schools with life skills in advisory period. Teacher teams will support student learning and will be licensed and trained by content. Standards based grading will begin in SY 2014-15 with the assistance of DPAC. Transition supports will be in place for all students and families.

Camp 67 has been developed to assist transitioning students. It is scheduled for August 29 (8:30-3:00) and all sixth and seventh grade students have been invited. Transportation and lunch will be provided. This session will be a middle school orientation with a parent orientation session held in conjunction on the 29th as well. Each site's Parent Advisory Council will determine the timing for the parent session. Finalization of plans will be made once teacher input is available.

A transition/community building support program entitled "Where Everyone Belongs (W.E.B.) is focused on sixth graders. WEB leaders are made up of eighth grade students. The program will be implemented in all middle schools with a kick-off event at CAMP 67. Transition and community building events will be held throughout the years at the schools. WEB is a life skills curriculum delivered year long, along with AVID curriculum through advisory. Staff trained in WEB will be at every middle school building.

Another program "Youth Frontiers" will provide character development and community building. Current seventh grade students will participate in a "Respect Retreat" in May 2013. Staff will participate in an "Honor Retreat" in August 2013. Grade 6 will have a "Kindness Retreat" in October 2013 and seventh graders will participate in the "Respect Retreat" in May 2014. Retreats will be linked to WEB events and curriculum and used as a reinforcement of transition programming.

After school activities include:

- Grades 7 and 8 – after school sports as previously
- Grade 6 – after school intramural sports and activities including 21st Century Community Learning Grant programming, Academic supports, sports and activities samplers
- Grade 6 will be allowed to participate if numbers are too low to form a team or skills are sufficient to compete with 7-8 graders.

A variety of communication efforts will be made including letters to families, information at the January Parent Information Fair and at school open houses. Improved marketing efforts and website design are being developed along with community and public events to support the transition.

A "middle school application process" has been developed for 2013-14. The student placement process has an on-time application deadline of February 15, 2013. Current seventh grade students are grandfathered. Preliminary enrollment projections have been shared with the principals. A streamlined course registration process includes input from current 5th and 6th grade teachers, with training created for teachers. Notification mailings to families of school placement and core course registration prior to the end of March with the anticipation of having all students registered for courses before summer. Teachers have implemented the course recommendation process.

Middle school staffing for 2013-14 is being discussed. Variances and state expectation meetings were held March 7. There is an option for 5-12 licensure, per MDE review of an individual's PD and/or coursework in adolescent development. Conversation has occurred between SPFT and SPPS HR and an HR survey has been issued to find out the number of 5-8 licensed interested in transferring to middle school and the number who would be interested in getting 5-8 licensure.

The middle school curriculum has been approved with the new curriculum arriving in the summer. CIPD will share the expected arrivals with middle school principals and will answer any literacy questions. The Social Studies curriculum is undergoing

translation with first editions being translated in Social Studies and second editions available in the summer.

Professional development and staff trainings are planned by CIPD. CIPD emailed 6th grade curriculum PD opportunities for May-August, 2013 on March 7. There will be no opening week PD sessions. Opening week will be reserved for site PD (building and teaming). Transition teams area being formed for ongoing input including school administration, teachers and parents with team meetings beginning in April.

The presentation then provided an update on Parkway Montessori and Community Middle School. Building redesign is 90% completed. Montessori training and accreditation is progressing. Leadership teams are being assembled and community connections established. Principal Hoffman has been hired and is in the planning process with curriculum being preliminarily established and digital media center capacity being created. Parent Advisory Council meetings have been held and the website is available.

QUESTIONS/DISCUSSION:

- For students going into 6th grade in the 6-8 models, will they mix with 7th and 8th graders or will they be separate? Response: Within each middle school, instructional teams will be housed in specific locations within buildings. Students will intermingle in hallways on a supervised basis but the isolated 6th grade teams will teach 6th grade.
- What are Parkway's numbers? Response: Parkway is at 350 students in the first year with expectations of expanding to 500.
- Where are these kids being drawn from? Response: From schools throughout the entire district. With the lack of a middle school Montessori option, families were leaving the district at the middle school level. With this addition, SPPS may recapture some of the families who have left.
- Appreciation was expressed for the "area feeder school" visits to area elementary schools to provide information for the students and parents on the schools.
- The work in getting Montessori certification was applauded as well as getting the implementation process on track.
- You need a critical mass for a school, what is it for middle schools? Response Staff noted that 67% of students would be new to middle schools with 5th and 6th grades moving into them. That is why community and relationship building is occurring to such a degree to ensure a smooth transitions for all of the students and that they will be safe and will have a strong relationships with staff.
- What is one key learning of success and challenge to avoid learned from districts that have middle schools. Response: Communication is critical. Teaming is also a key factor in success but also a challenge in that new ways to engage everyone at the table need to be found along with creating partnerships and engagement in the process to establish buy-in.

E. Human Resource Transactions

MOTION: Ms. Carroll moved the Board approve the HR Transactions for the period February 4, 2013 through February 28, 2013. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes

Mr. Hardy Yes
Ms. O'Connell Yes

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved, seconded by Ms. Street-Stewart, the Board of Education approve all Consent Items contained within the agenda.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29326 Gift Acceptance from the Minnesota Twins Community Fund
That the Board of Education authorize the Superintendent (designee) to allow Como Park Senior High School to accept this gift from the Twins Community Fund. The total gift of \$10,000.00 will be deposited into the Intraschool Fund: 19-212-292-000-5096-0000.

BF 29327 Gift of Funds for Parent Academy
That the Board of Education authorize the Superintendent (designee) to accept this gift for the intended purpose.

B. Grants

BF 29328 Request for Permission to Submit a Grant Application to the Ezra Jack Keats Foundation for Horace Mann Elementary
That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ezra Jack Keats Foundation to create handmade haiku books; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29329 Request for Permission to Accept a Toolbox for Education Grant from Lowe's Charitable and Education Foundation
That the Board of Education authorize the Superintendent (designee) to accept a grant from the Lowe's Charitable and Education Foundation for funds to implement the LEAP into Literacy program at LEAP High School; to accept funds; and to implement the project as specified in the award documents.

BF 29330 Request for Permission to Submit a Grant Application to the McNeely Foundation
That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to recruit and train high-achieving male African American college students to serve as mentors for male African American 8th-graders; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29331 Request for Permission to Submit a Grant Application to The Saint Paul Foundation and the F. R. Bigelow Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul and Bigelow Foundations for funds to implement the third year of the enrollment campaign and to implement the project as specified in the award documents.

BF 29332 Request for Permission to Accept a Target Field Trip Grant (Battle Creek Elementary)

That the Board of Education authorize the Superintendent (designee) to accept a Target Field Trip Grant for Battle Creek Elementary; to accept funds; and to implement the project as specified in the award documents.

BF 29333 Request for Permission to Submit a Grant Application to the Demonstration Grants for Indian Children Program, U.S. Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to provide age-appropriate educational programs and language skills for four-year old American Indian students and prepare secondary school American Indian students for the transition to post-secondary school; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29334 Request for Permission to Submit a Grant Application to the Magnet Schools Assistance Program, U.S. Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to develop and implement a citywide, K-12 Aerospace and Engineering Magnet initiative and ensure that every student graduates with the skills, knowledge, and attitudes needed to succeed in a global economy; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts -- None

D. Agreements

BF 29335 Authorization to Exercise Option to Renew Lease Agreement for Space at 345 Plato Boulevard

That the Board of Education authorize the administration to exercise the five (5) year option to renew the lease agreement with 528 Limited Partnership for space for district programs in the facility located at 345 Plato Boulevard, Saint Paul, Minnesota, 55107, for the term commencing January 1, 2014, and terminating December 31, 2018, and in accordance with all other terms and conditions of said agreement.

E. Administrative Items

BF 29336 Authorization for Superintendent Valeria Silva to Establish the Firmin "Ace" Alexander Scholarship to be First Awarded in May of 2013

That the Board of Education authorize the Superintendent to establish the Firmin "Ace" Alexander Scholarship to be first awarded in May of 2013.

BF 29337 Establishment of the Unclassified Position of New Media 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 New Media Manager job classification effective March 19, 2013;

that the Board of Education declare the position of New Media Manager as unclassified; and that the pay rate be Grade 18 of the 2012-2013 Saint Paul Supervisors' Organization standard ranges.

BF 29338 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period February 1, 2013 – February 28, 2013.

General Account	#518193-519613	\$49,730,949.82
	#3017456-3017535	
	#7000027-7000053	
(a) Debt Service	-0-	
(b) Construction	-0-	<u>\$777,206.76</u>
		\$50,508,156.58

Included in the above disbursements are payrolls in the amount of \$36,816,833.30 and overtime of \$171,764.74 or 0.47% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
Wells Fargo	880591CW0	Tennessee Valley Auth Ser C	3/15/2013

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 June 21, 2013.

F. Bids

BF 29339 Bid No. A155840-K New Elevator Cab for Montessori Middle School (Parkway Building, 1363 Bush Avenue)

That the Board of Education authorize award of Bid No. A155840-K for construction of a new elevator cab for the Parkway Montessori Middle School (1363 Bush Ave) to the lowest responsible bidder, Schindler Elevator for the lump sum base bid of \$127,882.00.

BF 29340 RATIFICATION: Request for Proposal No. A155855-K Local Phone Line Service

That the Board of Education ratify the administration's actions of award of Request for Proposal No. A155855-K for four years beginning July 1, 2013, at an estimated cost of \$1,009,436.00 with the ability to extend for additional one-year periods to Integra Communications, and authorize the Controller to execute an agreement with Integra Communications and execute an application for E-rate funding for phone line services for the entire District.

BF 29341 Bid No. A155869-K Fire Alarm System Replacement at Various Sites, Bid Package B

That the Board of Education authorize award of Bid No. A155869-K for construction of fire alarm system replacement at various sites (American Indian Magnet, Highwood Hills, Rondo Education Center, and Saint Paul Music Academy), bid package B to the lowest responsible bidder, ECSI for the lump sum base bid of \$653,410.00.

BF 29342 Bid No. A155870-K Fire Alarm System Replacement at Various Sites, Bid Package A

That the Board of Education authorize award of Bid No. A155870-K for construction of fire alarm system replacement at various sites (Adams, District Service Facility, Eastern Heights, and The Heights), bid package A to the lowest responsible bidder, ECSI for the lump sum base bid of \$488,800.00.

BF 29343 Bid No. A-155943-K Pupil Transportation - Summer 2013
That the Board of Education accept the rates submitted by Centerline Charter Corporation, First Student, Monarch Bus Service, Sunburst Transit, and Safe-Way Bus Company as submitted and reject the bid submitted by Minnesota Central Bus Company due to deficient performance.

BF 29344 Bid No. A156002-K Window Replacement at Harding Senior High School
That the Board of Education authorize award of Bid No. A156002-K for construction of window replacement at Harding Senior High School to the lowest responsible bidder, WL Hall for the lump sum base bid of \$385,991.00.

BF 29345 Bid No. A156051-K Interior Renovation and New Construction at Johnson Senior High School
That the Board of Education authorize award of Bid No. A156051-K for construction of interior renovation and new construction at Johnson Senior High School to accommodate the Aerospace Program to the lowest responsible bidder, JPMI for the lump sum base bid plus alternate no. 1 of \$1,199,900.00.

BF 29346 Bid No. A156246-E Digital Two-Way Radios
That the Board of Education authorize award of Bid No. A156246-E for furnishing and delivery of Digital Two Way radios during the period March 1, 2013 through February 28, 2015, to the lowest conforming bidder, BearCom Wireless, in the estimated amount of \$105,000.00 for 500 radios. Radios will be ordered as needed and final price is determined by the quantity ordered.

X. OLD BUSINESS

BF 29347 Third Reading: Policy 533.00 Wellness

MOTION: Ms. Carroll moved the Board of Education approve the substitution the policy language dated 3/14/13 for the original policy language dated 1/10/13. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Street-Stewart moved the Board of Education approve Policy 533.00 Wellness as outlined above. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Ms. Doran	Yes

Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes

XI. NEW BUSINESS

A. Project Labor Agreements

1. PLA for Paving Replacement at Como Park Elementary School, 780 West Wheelock Parkway

MOTION: Ms. Carroll moved the Board of Education accept Administrations' recommendation that no Project Labor Agreement be utilized with the paving replacement project at Como Park Elementary School. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. A request was made to revisit special education outcomes in about another 12-18 months in order to keep the focus on these identification, service and outcome issues.
2. A request was made to have a parent/guardian advisory committee that reports to the Board every year on what is happening in special ed.
3. A request was made for a general review of committees and their reporting lines, particularly as it relates to equity issues.
4. A request was made that the Board be informed when they have been provided with all the procedural information related to food allergies so consideration can be made as to whether to pursue a separate policy on it.
5. A request was made for information on how bus stops are assigned.
6. A request was made for information on how well the implementation of the pilot PLCs has progressed this year.

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications -- None

XIII. FUTURE MEETING SCHEDULE

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

- April 23
- May 21
- June 4 - Special Meeting (Non-Renewals) – 4:00 p.m.
- June 18
- July 16
- August 20
- September 17
- October 15

- November 12 -- Special Meeting (Canvass Votes) – 4:00 p.m.
- November 19
- December 17

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

- April 2
- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

The public was invited to attend the Board Listening Sessions on April 11 at Jackson Preparatory and on April 24 at Dayton’s Bluff.

XIV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn. Ms. Doran seconded the motion.**

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:42 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