

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

**February 19, 2013**

**I. CALL TO ORDER**

The meeting was called to order at 5:47 p.m.

**II. ROLL CALL**

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

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

A. Order of the Consent Agenda

**MOTION:** Ms. Carroll moved the Board of Education approve the Order of the Consent Agenda with the exception of items D1- Letter of Agreement Between Wilder Foundation, Saint Paul Public Schools and Ramsey County and E6 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Voluntary Retirement Incentives, both pulled for separate consideration. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

**MOTION:** Ms. Street-Stewart moved the Board of Education approve the Order of the Main Agenda as presented. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

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

**IV. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of January 22, 2013

**MOTION:** Ms. Carroll moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of January 22, 2013. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

## V. COMMITTEE REPORTS

### A. Committee of the Board Meeting of February 5, 2013

The meeting involved a very full agenda beginning with a report on The SPPS OPEB Trust. The report provided an overview of the status of the trust account and how funds were invested along with investment results as of the end of January 2013.

**RECOMMENDED MOTION:** That the Board of Education accept the report on the OPEB Trust.

The motion was approved with the following roll call vote:

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

The next report was provided for the Board's monitoring function of the strategic plan; the Leadership VisionCard was presented. This report provided an overview of data related to performance reviews of district leadership and site leadership. This will be reported out again in more detail during the Superintendent's report.

**RECOMMENDED MOTION:** That the Board of Education accept the report on the Leadership VisionCard.

The motion was approved with the following roll call vote:

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

The Legislative Liaison provided an overview on a number of items brought forward to legislators so far in the 2013 session. She described several areas where SPPS personnel had been called upon to provide testimony to various committees. She also provided a summary of the Governor's budget.

The Chief Budget Analyst provided a comprehensive Quarterly Financial Report on each fund in the SPPS budget indicating where changes had occurred since the last review. The unassigned fund balance is projected to be \$51.6 million in the General Fund at fiscal year-end. This represents 9.4% of current year expenditures and is 4.4% above the minimum current Board policy of 5%.

**RECOMMENDED MOTION:** That the Board accept the Quarterly Financial Report.

The motion was approved with the following roll call vote:

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

The next major report was the Administrative Response to the American Indian Resolution of Concurrence. Administration provided responses to each of the areas of concern noted in the Resolution of Concurrence providing details on how the concern would be addressed over the next several months. A major innovation was the establishment of a cross-departmental district team that will meet quarterly with the Supervisor of Indian Education to review progress on the areas of concern. This will provide opportunity for more immediate review/response than has previously been available.

**RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the American Indian Resolution of Concurrence.**

The motion was approved with the following roll call vote:

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

A brief updated was provided on the Promise Neighborhood effort with next steps outlined.

An update on the Personalized Learning Platform was provided. Four additional demonstrations of the proto platform have been scheduled, two each on February 15 and 16. The Action Team application process has closed and applicants will be notified of their assigned team.

It was noted the Wellness Policy is scheduled for its second reading at the February 19 Board meeting.

Board Listening Session dates were reviewed. The February 21 session was cancelled due to a major event Board members had been asked to attend. It will be rescheduled to later in April.

Board members took a few minutes to discuss the new timed agenda format noting areas where they found it beneficial and where improvements could be made.

**MOTION: Mr. Hardy moved acceptance of the Committee of the Board report on the meeting of February 5, 2013. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

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

## VI. RECOGNITIONS

### **BF 29304**      Recognition of Career & Technical Education Month

The Director of College and Career Readiness stated February is Career & Technical Education (CTE) Month in Minnesota. The some of the SPPS CTE staff and students provided a presentation on the Minnesota Career Fields, Clusters and Pathways.

CTE in SPPS covers over 110 courses in the curriculum areas of agriculture, automotive, business, communications, construction, family and consumer sciences, engineering, medical careers and work-based learning.

CTE is different from other curriculum areas in that it

- Provides work-based learning components in all curriculum areas with speakers from industry, e-mentors, career research projects, tours of industry, job shadowing and paid internships.
- Offers Technical Skill Assessments State-wide – all CTE program areas have a certification or assessment that is selected by a group statewide ensuring that all courses will be teaching content that is consistent district to district.
- Utilizes the CTE Advisory Boards' expertise to guide the work in preparing the future workforce.
- CTE is supported by Federal Carl Perkins funding to enable schools in the development of new opportunities.
- Creates "Programs of Study" to map courses students should take at each high school and college for each career field.
- Conducts a Program Approval Review Process for the Minnesota Department of Education (MDE) every five years. This ensures programming meets the requirements set by MDE including appropriate licensed teachers, course standards, articulated courses, Advisory Committees, leadership opportunities in such student organizations as FFA, 4H, FCCLA, AOF, Skills USA.
- Affords opportunities for students in CTE programs to earn college credit through articulations with local colleges, College in the Schools courses and dual credit-concurrent enrollment (through St. Paul College).

CTE also provides coordination for:

- The Como High School Academy of Finance Program that opened Minnesota's second in-school student-run credit union branch.
- The 3M STEP program whereby 36 students (juniors and seniors) attend 3M for classes and participate in a paid summer internship at 3M.
- The Genesys Works program wherein 91 students receive information technology instruction and work place readiness training in the summer and have paid internships through their senior year. This program will expand to include training and internships for 140 students in Business Operations.
- Robotics and Real World Design Challenge Programs
- Overseeing the Career Pathways Academy (CPA) program – a high school program for 10-12 grade students who meet the PSEO requirement. Students earn college and high school credit for courses usually taught by high school instructors. These courses include medical terminology, nursing assistant/home health care, PLTW computer manufacturing and digital electronics, computer repair and web design, construction and introduction to business, business communication, computer fundamentals and computer applications.
- Oversees the St. Paul High School Automotive Program at Monroe.

Five brief presentations were made by staff and students on the programs and their value to participating students.

The many partners participating in these efforts were also recognized for their contributions to the on-going success of the programs.

QUESTIONS/DISCUSSION:

- Is there software available in the district for students to capture their activities, awards, areas of expertise so they have it documented and available as they build college applications or resumes? The District was encouraged to make this available. Response: Staff will check into this area and report back to the Board.

**BF 29305**      Acknowledgement of Accomplishments of SPPS Students

1. **Marshal Landrum**, a Como Park High School student, is a recipient of the 2013 Excel Award. This award is given out by the Minnesota State High School League (MSHSL) to high school juniors who excel both academically and athletically. Marshal is one of 32 students statewide who received this award, and the only one from St. Paul or Minneapolis.
2. **Natasha Moore and Alison Decker**, Johnson High School seniors, for receiving the Horatio Alger Scholarship. They were two of the ten winners in the entire state of Minnesota and will receive \$5,000 to pursue their post-secondary education.
3. **Hawi Awash**, a Highland Park Senior High student, for receiving the 2013 Prudential Spirit of Community award. As a recipient Hawi will receive \$1,000, an engraved silver medalion and an all-expense-paid trip to Washington D.C. in May for four days of national recognition events. Only 102 students nationwide- one middle level and one high school student in each state and District of Columbia- receive this honor.

The Prudential Spirit of Community Awards are designed to emphasize the importance our nation places on service to others, and to encourage all young Americans to contribute to their communities.

**MOTION:**                      **Ms Seeba moved the Board of Education recognize the students and staff for their contributions and outstanding work as outlined above. The motion was seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

**VII. PUBLIC COMMENT**

- Lindsay Radford – Representative from Downs Syndrome Parents of St. Paul – concern expressed about where their children would receive services for the coming year.
- Kathryn Jensen – Concern about an upcoming IEP meeting and her request to have a member of her child’s team attend IEP meeting.
- Michele Silvester – Concern expressed about the impact of the SSSC plan on Special Ed students and the application process involved with school changes.
- Steve Schaus – Expressed frustration with reduction in autism programs and finding the best fit for children
- Cori Paulet – GRASP described the mission of the organization and outlined Gifted Myth #1.
- Bob Zick – House File 604 and the Heights settlement.

**VIII. SUPERINTENDENT’S REPORT**

A. SSSC Monitoring: Leadership VisionCard

The Deputy of Schools and Business Operations provided the second annual report on the Leadership VisionCard. He reviewed the background on the VisionCards and the indicators used. He stated leadership is second only to classroom instruction among all school-related factors contributing to what students learn at school. Leadership needs to define change rather than having it defined for them, to establish and control the direction for the district. The SSSC Strategic Plan is transitioning principals from building administrators to

instructional leaders at a site with shared leadership and accountability. District leadership is structured into Central Administration (Superintendent and direct reports), other district leaders and central administrators and Site Leadership consisting of Principals and Assistant Principals. District administration has a rolling review timeframe based on calendar year or hire date so not all reviews may have been completed as of this report. The principals' and assistant principals' review timeframe is based on SY 2011-12 for this report.

The evaluation process involves goal setting, informal observations, check-ins on progress, a self-evaluation and a formal evaluation. Evaluation tools and processes have been created to support and monitor progress for central administrators and for school leadership (principals, assistant principals and administrative interns). The Five Essentials Survey is administered annually and is a tool used for school improvement as well.

Measurements were provided in the following areas:

1. Central Administrators
  - Percent of administrators with a completed annual review is at progress (86%); Vision is >97%.
  - The percent of central administrators rated at or above standard on their last evaluation is 99% (Vision is 90%).
  - Eight in ten administrators have completed annual evaluations on the new evaluation cycle. Nearly all central administrators evaluated met or exceeded the standard in their overall performance rating.
  - Implementation of racial equity development department-wide is at 81% (progress); vision is >90%.
2. Principals – performance expectations are measured in five areas: strategic, managerial, communications and instructional all under the umbrella of racial equity.
  - Percent of principals with a completed annual review (SY 2011-12) is at vision (100%); Vision is >97%.
  - The percent of principals rated at or above standard on their last evaluation is 89% (Vision is 90%).

The ratings for tenured principals evaluated proficient or better in each of the leadership performance expectations in SY 2011-12 (Vision >90%).

- Strategic leadership expectations:
  - Shared Leadership is at 95% (Vision)
  - Shared Vision is at 81% (Progress)
  - Leadership Ability is at 88% (Progress)
- Managerial leadership expectations:
  - Performance Management is at 88% (Progress)
  - Time Management is at 88% (Progress)
  - Resource Allocation is at 93% (Vision)
- Communication leadership expectations:
  - Effective Communication is at 84% (Progress)
  - Conflict Management is at 93% (Vision)
  - Family & Community Engagement is at 84% (Progress)
- Instructional leadership expectations (tenured principals):
  - Adult Learning Support is at 79% (Progress)
  - Student Achievement Goals is at 70% (Baseline)
  - Student Data Use is at 70% (Baseline)
  - Culturally Competent Environment is at 14% (Intervene). This shows a positive shift in year one of implementation. Research shows it takes 3-5 years for full implementation.

### 3. Assistant Principals

- Percent of assistant principals with a completed annual review is at Intervene (54%); Vision is >97%.
- The percent of assistant principals rated at or above standard on their last evaluation is 81% or progress (Vision is 90%).
- 5 in 10 assistant principals had a completed annual evaluation for SY 2011-12

School staff indicators were taken from the University of Chicago, Urban Education Institute Five Essentials SPPS staff survey (Spring 2012). This is an evidence-based system designed by the University of Chicago to drive school improvement. It is funded by the McKnight Foundation under a five-year grant. It was sent to all classroom teachers and paraprofessionals in 2011-12. In 2012-13, it will also include students. Results show readiness for school improvement in the following areas: effective leaders, collaborative teachers, involved families, a supportive environment and ambitious instruction. For principals it showed:

1. 93% strongly agreed or agreed that the principal makes clear to the staff his/her expectations for meeting instructional goals.
2. 70% strongly agreed or agreed the principal participates in instructional planning with teams of teachers.
3. 89% strongly agreed or agreed the principal takes a personal interest in the professional development of teachers and
4. 89% strongly agreed or agreed the principal communicates a clear vision for their school.

The presentation then moved to spotlight the area of Improving Instructional Leadership. The Director of the Office of Leadership Development and Academic Support stated the main purpose of the office is to develop the instructional leadership skills of principals and future SPPS leaders. An “instructional pipeline” has been established moving from teacher candidates, to teachers, to Assistant Principals/Administrative Interns to Principals/Administrators.

The department goals are to:

1. Increase effectiveness of school leaders
2. Build the pool of future school leaders
3. Increase access to high-quality professional development and innovation and
4. Increase academic success.

To achieve these goals the department is doing induction mentoring, leadership development and support, professional development focused on use of data and equity, district leadership and communication training and establishment of National Institute of School Leadership and Institute of Engaged Principal Leadership cohorts, both focus on leadership development.. Through these efforts, the department has learned the demands on new and aspiring leaders demand a higher level of support, which is appreciated and critical to development of instructional leaders and, networking opportunities with colleagues, and veteran principals allow for sharing of expertise and development of strong relationships.

The “Turnaround St. Paul” (3 SPPS schools and 3 charter schools) project has three goals: to increase leadership capacity, to create structural conditions to produce dramatic, transformative school change and to produce measureable improvement in student achievement and graduation rates. Their efforts encompass Principal Learning Teams (PLT), leadership retreats (Advancing Equity and Strengthening Instruction), individual coaching and facilitation support, executive mentoring for principals and SPPS junior executives and identifying and identifying/addressing the barriers that get in the way. In these efforts, they have learned to prioritize time to best support student needs and school improvement work, prioritize strategic planning, instructional leadership and community building, and creating tighter linkages between improvement efforts and moving toward development of high functioning leadership teams. The result is to improve student learning, achievement and graduation rates.

The second layer of support for principals, assistant principals and administrative interns is in the area of mentor/mentee partnerships. Induction mentoring provides mentoring support to

first and second year principals, new assistant principals and all administrative interns. Layers of induction support are provided by experienced former principals and current practicing principals or assistant principals.

Two staff members (one mentor and one mentee) participating in the program described the value of the program to them noting particularly the mutual benefit to both. Some of the values and impacts listed in their discussion included: gaining multiple perspectives, support provided by colleagues, expanding the network, addressing complex day-to-day issues and challenges, building a system of supports and allowing for the practice of self-reflection. It increases competence, provides new experiences for professional growth focusing efforts on student learning and racial equity, allows for sharing of expertise, reduces isolation and provides for trusting, collegial relationships.

Next steps provide for continuing equity work with schools/principals including on-going work to complete a full evaluation cycle, increasing capacity for implementing district initiatives, providing for on-going review of leadership development activities and refining of the work and identifying and measuring VisionCard levels for central administrators. Additional priorities for the coming year are focusing on equity work with principals, assistant principals and administrative interns, increasing leadership capacity in the "pipeline", expanding professional development opportunities for principals, assistant principals and administrative interns, developing teacher evaluation training for principals and recruiting teacher candidates to diversify the teaching force.

#### QUESTIONS/DISCUSSION:

- All building leaders are going through the equity training, is there any kind of mentoring outside the equity teams for leaders who desire something other than that? Response: There are two layers in place currently involving coaching sessions for principals and APs. A few more may be added such as "affinity groups," i.e., leaders of color meeting around special issues, etc. There are informal pieces through coaching scenarios and formal pieces of additional half-day injections of LEADS training to deepen the knowledge of assistant principals.
- Looking at the feedback indicators on principals and aligning that with providing effective communication, conflict management and an instructionally and culturally competent environment, how can communication of a clear vision for a school and, over time, being able to say this is where it is and this is where it needs to go be accomplished? Is there assistance in framing the vision for sites? Response: All mentors work with principals on what it means to communicate a clear vision. Principals work with members of their staff to develop the vision and on ways to communicate what it is. The vision is not just from principals; sites are being moved toward shared distributed leadership so when the vision is developed it comes from not only the principal (as leader) but from staff as well. Assistant Superintendents use their "check-ins" to assess the vision work and how a collaborative leadership is being built. The check-ins show where a site is in working on distributed leadership and a vision specific to the school that aligns with the SSSC plan. The Five Essentials Survey also assists in this by providing feedback to the principals on how their work is viewed by staff and students. The District is moving toward a strategic philosophy around continuity and how the best principals grow and nurture staff. The goal is to maintain continuity by avoiding too much moving around in order to minimize disruption not only to the students and staff but also to the vision and efforts toward distributed leadership..
- SPPS has taken the best of site-based values and incorporated them into the SSSC plan that is an expression of the overall vision. Communication of that vision has to be consistent over time; there has to be continuity over time and what is really happening at a site over time. Who does the coaching/feedback?. Response: The Assistant Superintendents to the principals and the principals to the APs. There is a cascading effect. They coach, teach and mentor noting what is going right and/or how to get it right.
- Student involvement in feedback – what will it look like and when will final results be available? Response: The survey is currently being facilitated across sites for grades 7-12, the survey closes Friday. The baseline is 50% participation by staff and students,



though much effort is being put into increasing that substantially. Principals have arranged to allow students time to participate and there is the possibility of pushing the closing back somewhat to allow for more participation. Results should initially be available by the end of March and final report out in late April, early May.

- Participation -- 50% of what? Response: Of students and staff. Students are being asked to respond to particular areas on how teachers provide feedback on their learning, how they include student in decisions for example.
- How will you ensure you get a reasonable sample? Response: Participation is being tracked school by school. The survey is provided in SPPS's five basic languages to ensure broad participation. If particular schools are seen to be lagging in participation, efforts are encouraged to get greater participation. If participation is seen as less than desired administration may open the window for a longer period for student participation. The data will differentiate support staff from teacher and student input.
- Can you provide a concrete example of how SPPS is making students, teachers, staff and site councils have a feeling of efficacy? Response: Leadership is top down, the strategic plan provides the vision. Everyone knows (or should know) what the mission and goals are. The district is making every attempt to disseminate the information across the entire district to make it a culture of belonging in SPPS.
- There seems to have been some stakeholder frustration in meetings with principals – where, in the principal evaluation, is the measure for community & family relationships and effective communication? Response: SPPS tries to resolve parent issues as fast as possible. The principal evaluation has four performance strata under the equity umbrella: instructional, managerial, strategic and communications. This falls under communications. All of these areas are discussed at principal check-ins and during their annual evaluation.

B. Motion to Adopt Personnel/Position Recommendations

The Superintendent congratulated Mr. Baumann on his achieving his Minnesota Superintendent's license and indicated his title would now become Deputy Superintendent for Schools and Business Operations.

C. Human Resource Transactions

**MOTION:** Ms. Street-Stewart moved the Board approve the new title Deputy Superintendent, Schools & Business Operations for Michael Bauman effective February 20, 2013 & the discontinuance of his previous title of Deputy, Schools & Business Operations. And, that the Board approve the HR Transactions for the period January 4, 2013 through February 3, 2013 as published. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

## IX. CONSENT AGENDA

**MOTION:** Ms. Doran moved the Board of Education approve all of the Consent Agenda items with the exception of items D1- Letter of Agreement Between Wilder Foundation, Saint Paul Public Schools and Ramsey County and E6 - Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Voluntary Retirement Incentives, both pulled for separate consideration. The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

A. Gifts

**BF 29306.** RATIFICATION of Gift Accepted from the Volkswagen Group of America, Inc. (VWGoA) to the Saint Paul High School Automotive Program in the Amount of \$20,864.50

That the Board of Education ratify the administration's action to accept the VWGoA a gift valued at \$20,864.50 to the Saint Paul High School Automotive program to advance and support educational programming for students and staff in preparing for the transition to post secondary enrollment and completion.

B. Grants

**BF 29307** Request for Permission to Submit and Accept if Approved a Grant Application to the Department of Employment and Economic Development (DEED) for Workforce Investment Act (WIA) Incentive Grant Funds

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Department of Employment and Economic Development to provide ABE Services to adults including transition to post-secondary institutions; to provide employment readiness skills to be able to enter and be successful in occupational skill training programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29308** Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Carl D. Perkins Funding

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for approximately \$6,000.00 from the Carl D. Perkins Vocational and Technology Education Act, State Leadership Funds Strengthening Community Partnerships = Enhanced Career Development; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29309** Request for Permission to Submit a Grant Application to the National Science Foundation (STEM)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Science Foundation for funds to prepared an application for funds to design, develop, field test, and refine three project-based curriculum modules and a corresponding three-unit online professional development program focused on integrating engineering into high school science disciplines; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29310** Request for Permission to Submit a Grant Application to the National Science Foundation (Engineering)

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Science Foundation for funds to prepared an application for funds to improve elementary engineering education and provide high quality teacher professional development, if awarded; and to implement the project as specified in the award documents.

**BF 29311** Request for Permission to Submit a Grant Application to the Travelers Companies, Inc.

That the Board of Education authorize the Superintendent (designee) to submit an application to the Travelers Companies, Inc. for approximately \$50,000.00 to cover part of the costs of implementing the Academy of Finance at Senior Park High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts -- None

D. Agreements

**BF 29312** Memorandum of Understanding with Saint Paul College for a Nursing Assistant Program Held in Conjunction with Washington Technology Magnet School

That the Board of Education authorize the Superintendent to enter into a Memorandum of Agreement with Saint Paul College supporting the Nursing Assistant Learning Community Partnership.

E. Administrative Items

**BF 29313** Calendar Year 2013 Alternative Bonds

That the Board of Education approve and authorize the calendar year 2013 facilities plan for alternative bonds.

**BF 29314** Discharge of J.S.

That the Board of Education finds, concludes and directs: 1) That J.S. has been absent without leave for the period May 7 through June 11, 2012, inclusive, and August 27, 2012 to present; 2) That such conduct by J.S. constitutes failure without justifiable cause to teach without first securing the written release of the school board; 3) That the Superintendent's recommendation for the discharge of J.S. is adopted by the Board of Education; 4) Written charges for the proposed discharge were duly filed with the Clerk of the Board of Education on January 28, 2013; 5) Written notice of the charges specifying the grounds of the proposed discharge, the requirement that J.S. must within ten days of receipt of the notice make a written request for a hearing before the Board of Education or an arbitrator, and failure to make a timely request for a hearing would be considered acquiescence to the proposed discharge was duly personally served upon J.S. on January 29, 2013; 6) J.S. has not made a written request for a hearing and her failure to do so constitutes her acquiescence to the proposed discharge in accordance with Minnesota Statutes Section 122A.41, Subdivision 7; 7) That J.S. be, and is hereby forthwith, discharged from her employment as a teacher; and 8) That the Clerk of the Board of Education provide J.S. with written notice of the discharge.

**BF 29315** Discharge of J. W.

That the Board of Education finds, concludes and directs: 1) That J.W. has been absent without leave for the period November 5, 2012 to present; 2) That such conduct by J.W. constitutes failure without justifiable cause to teach without first securing the written release of the school board; 3) That the Superintendent's recommendation for the discharge of J.W. is adopted by the Board of Education; 4) That J.W. be discharged from her employment as a teacher; 5) That the Clerk of the Board of Education provide J.W. with a written statement of the cause of such discharge; 6) That J.W.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides J.W. with a written statement of the cause of such discharge.

**BF 29316** 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 February 28, 2013, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 29317** Approval of Memorandum of Understanding between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Teaching & Learning for Career Educators

That the Board of Education authorize the Superintendent (designee) to approve the Memoranda of Understanding between the Saint Paul Federation of Teachers, representing teachers and Saint Paul Public Schools regarding the placement of teacher on improvement plans.

**BF 29318**

Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2012 – January 31, 2013.

(a) General Account	#513320-514489	\$168,007,339.73
	#3017236-3017455	
	#7000001-7000026	
(b) Debt Service	-0-	\$34,212,832.53
(c) Construction	-0-	<u>\$1,558,663.27</u>
		<u>\$203,778,835.53</u>

Included in the above disbursements are payrolls in the amount of \$69,260,542.58 and overtime of \$130,407.43 or 0.19% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
US Bank	31283KQH4	FHLMC Gold Pool G11356	1/1/2018
US Bank	31412QSF7	FNMA Pool 932118	11/1/2024
US Bank	318PRLP2	FHLMC Gold Pool J12134	5/1/2025
US Bank	31292HW42	FHLMC FGLMC C01567	5/1/2033
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-37	7/27/2012

Additions:

Custodian	Cusip	Security	Maturity
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-43	1/28/2013

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 May 21, 2013.

**BF 29319**

Parent Committee Member Conference Charges

That the Board of Education authorize the Superintendent (designee) to approve the travel and conference charges for Angelina Thornhill, out of the Indian Education, Johnson O'Malley budget.

F. Bids

**BF 29320**

Bid No. A155654-K Elevator Installation and Piping Replacement at Randolph Heights Elementary School

That the Board of Education authorize award of Bid No. A155654-K for construction of an elevator and piping replacement at Randolph Heights Elementary School to Parkos Construction Co., Inc. for the lump sum base bid plus alternates no. 1, 2, 3 and 4 of \$1,099,700.00.

**BF 29321**

Bid No. A155802-K Industrial Arts Ventilation, Wood Shop Ventilation and Shop Guarding at Harding Senior High School

That the Board of Education authorize award of Bid No. A155802-K for construction of industrial arts ventilation, woodshop ventilation and shop guarding at Harding Senior High School to J.S. Cates Construction, Inc. for the lump sum base bid of \$608,000.00.

**BF 29322**

Bid No. A155842-K Boiler Replacement at Humboldt Secondary School

That the Board of Education authorize award of Bid No. A155842-K for construction of boiler replacement at Humboldt Secondary School to Albers Mechanical for the lump sum base bid of \$721,000.00.

**CONSENT AGENDA ITEMS UNDER SEPARATE CONSIDERATION:**

**BF 29323** Letter of Agreement between Wilder Foundation, Saint Paul Public Schools and Ramsey County

Director Hardy indicated he had pulled this to recognize the value of this service to this site. He asked what possibility there was that Wilder might be available to expand their services or alternatively through legislation? Response: Administration indicated this is a pilot program to collect data to show how vital mental health services are to urban schools. In order to gain this data and to help those students and families at this school, SPPS partnered with Wilder. It is hoped this can be replicated in other places; however, funding needs to be found in order to expand the program. Staff indicated the final answer is for everyone to take mental health issues very seriously and address these needs through legislative action and state and federal funding.

This particular item is between SPPS, Wilder and Ramsey County to provide child psychiatric services for up to four hours per month at Cherokee. This position would increase the level of engagement and access for students in a school-based setting. Ramsey County would provide funding for the effort. It was noted there have been conversations in the legislature on mental health issues and how to provide the services to the students. There is a definite need to create a structure and framework that is truly beneficial to all involved. A way needs to be found to align services so they truly benefit students and families in a community within a school-based setting.

**MOTION:** Mr. Hardy moved the Board of Education authorize the Superintendent (designee) to enter into a Letter of Agreement with Wilder Foundation and Ramsey County to provide child psychiatric services at Cherokee Heights Elementary to improve the health and well-being of students. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

**BF 29324.** Approval of Memorandum of Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Representing Teachers re: Voluntary Retirement Incentives

Ms. Seeba indicated she had pulled this in order to recognize how important it is to have a partnership among the leadership of the district and the teachers. She stated she was much encouraged to see that both are working together for the benefit of the kids, allowing for quality education to all kids. She extended thanks to administration and to the St. Paul Federation of Teachers for their work and cooperative efforts.

**MOTION:** Ms. Seeba moved the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Agreement between the Saint Paul Federation of Teachers, representing teachers, and Saint Paul Public Schools regarding Voluntary Retirement Incentives. The motion was seconded by Ms. Doran.

The motion was approved with the following roll call vote:

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

**X. OLD BUSINESS**

- A. Second Reading: Policy 533.00 Wellness  
The Chair noted this was the second reading of the Wellness policy.

## XI. NEW BUSINESS

- A. Project Labor Agreements
1. PLA for Roof Replacement at Saint Paul Music Academy, 27 E. Geranium Avenue
  2. PLA for Flooring Replacement at Saint Paul Music Academy, 27 E. Geranium Avenue

Mr. Brodrick indicated he would vote no on this item as he felt the projects fall within the parameters of the criteria set in 2005 particularly since the work is at same building at the same time. He felt a PLA would provide insurance the job would be completed on time. Mr. Hardy indicated he would also vote no for the same reasons and that a PLA would provide a sense of security to ensure successful completion of the projects.

Three other directors spoke in favor of the motion based on experience and data gathered from similar previous projects.

**MOTION:** Ms. Carroll moved the Board of Education accept the administrative recommendation that no PLAs be used for the two projects noted. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

## XII. BOARD OF EDUCATION

- A. Information Requests & Responses -- None  
B. Items for Future Agendas – None  
C. Board of Education Reports/Communications

The Board Chair provided a report on the Council of Great City Schools (CGCS) Conference. She indicated these events provide an important venue for Board members to learn from other districts across the country. CGCS brings the best experts in a variety of areas from various districts to the conference to disseminate best actions to others. She also noted SPPS is highly regarded across the country in several areas, particularly operations. She noted several correlations that were noted during the conference, i.e., (1) between kindergarten attendance and middle school truancy and graduation rates and (2) success in Algebra correlating to 3<sup>rd</sup> grade attendance rates.

Directors Hardy, Street-Stewart and Doran reported on their attendance at the NSBA/CUBE FRN Legislative Conference which provided helpful information and reports on pending legislation to prepare the groups for meeting with legislative representatives on The Hill. The "Day on the Hill" provided a full complement of meetings with Minnesota's senators and congressional representatives (or their staff) and a chance to discuss educational concerns/initiatives with them..

## XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:45 unless otherwise noted)
- March 19
  - 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)

- March 5
- April 2
- May 7
- June 11
- July 16
- July 30
- September 10
- October 1
- October 29
- December 3

**XIV. ADJOURNMENT**

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:46 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