

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
August 21, 2012

I. CALL TO ORDER

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

II. ROLL CALL

Present: Ms. Doran, Ms. Seeba, Mr. Hardy, Ms. O'Connell, Mr. Brodrick, Ms. Street-Stewart, Ms Carroll, Superintendent Silva, Ms. Cameron, Deputy 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 approval of the Consent Agenda with the exception of Item E4, Establishment of the Classified Position of Environmental Assistant for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E5. Establishment of the Unclassified Position of Assistant Facilities Director, Maintenance & Operations for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E6. Establishment of the Unclassified Position of Environmental Services Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment and E7, Establishment of the Unclassified Position of Maintenance Supervisor for Independent School District No. 625 and Relevant Terms and Conditions of Employment The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Street-Stewart moved approval of the Main Agenda as published. The motion was seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

V. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of July 17, 2012.

MOTION: Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education of July 17, 2012 as published. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

V. **COMMITTEE REPORTS**

A. Committee of the Board Meeting of July 17, 2012

This meeting was called to hear the report on the final VisionCard for school year 2011-12, Professional Development. This will be covered in greater detail during the Superintendent's Report.

RECOMMENDED MOTION: That the Board of Education accept the report on the Professional Development VisionCard.

The motion was approved with the following roll call vote:

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

B. Committee of the Board Meeting of July 31, 2012

The first items on the agenda was discussion and action on the

BF29142 St. Paul Children's Collaborative Compact for St. Paul Children & Youth.

This effort's visions is that St. Paul will be a place where all children learn, grow and thrive. Six goals related to this vision are:

- That children will be ready for Kindergarten
- That children will be reading by third grade
- That children will have health care coverage
- That children will be connected to one or more caring adults
- That children are safe and free from child abuse and
- That children will graduate from high school.

QUESTIONS/DISCUSSION:

- Reading by third grade, is that to be at grade levell? Response: Yes

RECOMMENDED MOTION: That the Board of Education extend its support to the Compact for St. Paul Children and Youth and direct the Chair to sign the Compact on their behalf.

The motion was approved with the following roll call vote:

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

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

- The next area covered was an **Update on SY 2012-13 Professional Development** with an overview of the wealth of training opportunities available for staff during opening week with a focus on school readiness and supporting the teachers, principals and instructional staff who reach and teach all the kids.

RECOMMENDED MOTION: **That the Board accept the Update on SY 2012-13 Professional Development.**

The motion was approved with the following roll call vote:

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

- A review of the **Community School Zones** was provided. Community school zones were part of the recommendations coming from the Integration and Choice District Action Team. Attendance areas, which required Board approval, were acted upon in November 2011. The community school zones within the attendance areas are established under administration directives and the DAT recommendations.

The next steps for this includes a review analysis conducted by Teamworks to verify the accuracy of the process and data used and identification of any discrepancies that might have come up through newer data Teamworks has access to. The results of the review will be communicated to the Board and the DAT followed by a presentation to the various communities at community meetings schedule through September into October. These meetings will provide families with the most current school information as the school selection season begins.

RECOMMENDED MOTION: **That the Board of Education accept the report on the Community School Zones.**

The motion was approved with the following roll call vote:

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

- An update on the **Policy Timeline** was provided. The Tobacco Free Policy, the Environmental Policy, the Wellness Policy have all been impacted by changes to Federal law, rules or regulations and need some revision to address these changed. A new Equity Policy has been proposed and policies affected by the SSSC Plan will need to be reviewed. Staff is currently in the process of reviewing procedures and bringing recommendations forward to administration.

Recommended changes specified by the Deputy General Counsel for Policy 501.00 Bullying Prohibition were reviewed and will be incorporated into the draft policy prior to the third reading.

5. The Board Chair provide a **Referendum Update** indicating the Vote Yes Committee had hired a Campaign Manager who has put together a campaign plan, established a budget process and opened an office at 380 Lafayette Frontage Road. Fund raising is in process.
6. During the **Work Session** a process for handling Communication of public questions/comments to Board members was provided and there was a brief discussion on the Data Release to be announced by MDE on the following day.

MOTION: Ms. Carroll moved the Board accept the report on the Committee of the Board meetings of July 17 and July 31, 2012. Ms. Street-Stewart seconded the motion.

The motion was approved with the following roll call vote:

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

VI. **RECOGNITIONS.**

BF 29115 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Eight SPPS assistant principals and administrative interns have been approved to participate in the Institute for Engaged Principal Leadership through the Minnesota State University of Mankato. Assistant principals/interns include: **Be Vang, Kirk Morris, Dave Gundale, Nancy Veverka, Tracy Buhl, Scott Masini, Laura Saatzer and Eric Mjolsness.**

The Minnesota State University (Mankato) Institute for Engaged Principal Leadership is a two-year program designed for early career principals. The Institute is committed to developing early career principals as they hone their practice and become transformational leaders. Leadership strands will include the following:

- Equity and Achievement
- Developing Others
- Change Processes
- Developing Self
- High Leverage Leadership Practices
- Political Leadership
- Communicating It Right

MOTION: Ms. Carroll moved the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work. Ms. Street-Stewart seconded the motion.

The motion was approved with the following roll call vote:

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

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

- Rose Lewis – New grading system & use of required homework
- Greg Copeland – Referendum ballot question structure
- Tom Polachek – Christianity in education

- Bob Murray – Grammatical structure of referendum question
- Bev Hanson – Teacher target list
- Carla Renz – School administrator rules & issue with principal A
- Bob Zick -- Board policy – rules against free speech
- Amy Brendmoen -- Importance of funding public education properly

VIII. SUPERINTENDENT'S REPORT

A. SSSC Monitoring

1. Professional Development VisionCard SY 2011-12

The measures for this area were reviewed and specific results reported out as follows:

- Clear Expectations** in the area of aligned learning indicators completed in content areas at all grades (PK-12):
 - Most recent standards prioritized and unpacked – 100% or at vision in the areas of Literacy/ELA, science, math and social studies.
 - Sequencing (pacing) guides have been established and aligned to standards – 100% or at vision in the areas of Literacy/ELA, science, math and social studies.
 - Annual instruction rubrics have been aligned with achievement data – 100% or at vision in the areas of Literacy/ELA, science, math and social studies.
- In the **Training** area (district-level PD for aligned learning),
 - The percent of elementary teachers who participated in at least one district-level PD course in any subject, as recorded on PD Express (2011-12) were: 100% Literacy/English/Language Arts (Vision Level); 52% (Concern Level) math and 98% science (Vision Level).
 - Secondary teachers were at Vision Level of 100% in Literacy/English/Language Arts and in math and 68% (Baseline) in science.
 - The percent of ELL and Special Education teachers who joined their General Education colleagues in at least one district-level PD course for aligned learning were 69% (Baseline) for ELL and 72% (Progress) for Special Education in SY 11-12.
 - 33 of 66 sites voluntarily tracked at least one building-level event on PD Express in SY 11-12. The goal for next year is to have all schools tracking their in-house training on PD Express.
- General Support and Capacity Building** -- In SY 11-12 38% of current probationary teachers have been supported through the Peer Assistance Review (PAR) Program. This is at Concern Level but is also the first year of the program.
- Monitoring and Feedback** -- In the area of data-driven PD the percent of directly tested content area classroom visits used for the purpose of providing feedback and collecting data at the district level to inform PD were:
 - 78% (Progress) elementary, 12% (Intervention Level) for secondary in the area of Literacy/English/Language Arts
 - 19% (Intervention Level) for elementary, 98% (Vision Level) in math and
 - 85% (Progress Level) for elementary, 55% (Baseline) for secondary in science.
- Differentiated Support** – 61% (Baseline) of schools received on-site support for Professional Learning Communities (PLC) with Data Team (DT) processes in SY 11-12. The District is working on building capacity to maximize support.
- In the area of **Participation in Racial Equity PD** (SY 2011-12), Board and Administration are at 100% participation in Beyond Diversity training. With a goal of 100% by 2012-13, 25% of schools have site equity teams in place. With a goal of 100% by 2013-14, 47% of school staff has participated in Beyond Diversity training.

Staff indicated they would

- Continue to work toward expanded and consistent data collection through PD Express including school level PD.
- Strongly align work happening in the schools and district in order to share learning across school sites and ensure replication of best practices.
- Continue to align to Minnesota State Standards across curriculums.

QUESTIONS/DISCUSSION:

- Please recap the Minnesota State Standards for Science and how curriculum is aligned to them. Response: The alignment to standards takes the curricular pieces and maps them against the standards for each grade level. In other words the adopted curricular pieces usually have many, many resources contained within them. The curricular pieces are reviewed at each grade level and realigned so that resources that are a priority within the standards are those taught for each grade level.
- How will this focus address the need to align all teachers? Response: SPPS listened to the concerns of classroom teachers and understood that to achieve equity across schools all schools would need a science specialist accessible to them. 100 minutes of science if being promised in every classroom from K-6 per week.
- Where are we with participation in racial equity and site equity teams? Response: The goal is to have every school have an equity team in place and functioning by the end of this year.
- Thanks were extended to staff for providing this information and measurable results in order to ensure progress for the students and for the deeper commitment to science.
- Where is the District at in the alignment to social studies standards? Response: Staff is embarking on a year of curriculum review for social studies. In the meantime, efforts will be in place to be sure schools are teaching social studies. Administration has worked with the principals to ensure time has been made available for social studies.

2. Overview of SY 2012-13 Monitoring & Reporting Cycle

The Chief of Staff reviewed the VisionCard background stating that to improve SPPS needs to focus on Outcomes (achievement and equity) and Processes (the rest of the efforts/resources supporting achievement and equity). A full cycle of strategic reporting has now been completed with the reporting out of the Professional Development VisionCard. The process focused and deepened conversations on key SSSC processes and outcomes.

The cycle of reporting proposes for 2012-13 for the strategic VisionCard areas is:

- August – Achievement & Equity Part 1
- November – Student Data & Work
- December – Achievement & Equity Part 2
- January – Leadership
- February – Partnership
- March – Resources
- May – Operational Excellence and
- June – Professional Development

The process will be further supported in the Operational area through monitoring key performance indicators, monitoring data walls and conducting data digs. Tactical supports come through formative reviews and summative annual performance evaluations.

3. SY 12-13 Achievement & Equity VisionCard - Part 1

The Chief of Staff reviewed the measures for each area indicating that several areas will be reported out in December when data for those areas becomes available.

- a. Measures for Achievement: Growth & Proficiency are:
 - MAP Growth (% of students who made growth) – Vision Level (VL) > 70%
 - MCA Growth (% of students medium or high growth) – VL > 90%
 - Mondo Assessment Proficiency K-1 (Milestone 1) -- > 75%]
 - MCA 3rd Grade (Milestone 2) -- > 75%
 - MCA 5th Grade (Milestone 3) -- > 75%
 - MCA 7th Grade (Milestone 4) -- > 75%
 - MCA 8th Grade Ready for High School (Milestone 5) -- > 75%
 - MCA – m 2% Alt. Assessment (Baseline Spring 2011) – N/A
 - MTAS Proficiency -- > 75%

- b. Achievement: Capstone measures are:
 - GRAD Math pass on first time (Milestone 6) -- >75%
 - GRAD Reading pass on first time (Milestone 6) -- >75%
 - GRAD Writing pass on first time (Milestone 6) -- > 90%
 - ACT Participation -- >75%
 - ACT Composite Score of 21 or higher (Milestone 7) > 75%
 - AP Score 3/IB Score 4 or higher (Milestone 7) -- > 75%
 - Graduation Rate 9-12 Cohort (Milestone 7) -- > 98%

- c. Equity Percentage Gaps measures are:
 - MCA & Grad Math – largest % Gap between race/ethnic groups -- < 10%
 - MCA & Grad Reading – largest % gaps between race/ethnic groups -- < 10%
 - MCA Science – largest % tgap between race/ethnic groups -- < 10%
 - GRAD Writing – largest % gap between race/ethnic groups -- < 10%
 - Advanced Courses largest % gap between race/ethnic groups -- < 10%
 - AP Tests largest gap in % of Students with Score > 3 -- < 10%
 - IB Tests largest gap in % of Students with Score > 4 -- < 10%
 - Graduation – NCLB Rate largest % gap between race/ethnic groups -- < 10%
 - Graduation – Four-year Cohort Completion Largest % Gap -- < 10%

- d. Equity Disproportionality Ratios are:
 - Gifted/Talented Identification highest disproportionality ratio -- < 2.0
 - Special Education Referrals highest disproportionality ratio -- < 2.0
 - Absences (students with 11+) highest disproportionality ratio -- < 2.0
 - Suspensions highest disproportionality ratio -- < 2.0

MCA results by grade (SSSC milestones) showed grade 3 reading moved from baseline to progress. Other milestones remain unchanged on the Vision Level scale. MCA Reading and Math results were reported out by grade.

Equity showed MCA percent proficient with slight gains in percentages of proficient students but not enough to close the gaps. MCA Equity Vision Levels are still Concern and Intervene. MCA Reading and Math percent proficient were reported out by race and ethnicity.

In the area of Modified and Alternative Assessments MCA-M vision levels have not been set due to eligibility and the nature of the test; those who are proficient move back to taking the regular MCA. Results are unchanged from SY 10-11. MTAS vision levels remain the same at Baseline.

MAP growth shows in both subjects showed more SPPS students made growth (+6 percentage points in each) compared to SY 10-11, when both were at Baseline. In SY 11-12 reading growth remained at Baseline; math growth moved up to Progress level.

GRAD pass on first attempt: reading moved up from Concern to Baseline last year. Math remains unchanged at Intervene level and Writing jumped from Baseline to Progress.

Equity GRAD pass on first attempt: while GRAD reading improved overall, the gap is unchanged. The Writing gap was at Baseline and is now at Progress. The Math gap decreased slightly but is still at Intervene level.

Successful practices to improved student achievement and equity outcomes include:

- a. In the area of guaranteed delivery of curriculum:
 - Emphasizing through aligned learning vertical alignment throughout the organization and teachers communicating standards/skill expectations to one another
 - Greater support for Professional Learning Community/Data Teams (PLC/DTs) with additional coaching for Multi-Tiered Systems of Support (MTSS formerly RTI)
 - Ensuring Peer Assistance and Review (PAR) coaches to mentor every new teacher.
- b. In Elementary Reading continue:
 - To focus math instruction on standards – prioritized benchmarks drive instruction over adherence to Everyday Math curriculum
 - Increase time for math instruction
 - Build capacity at site levels through support and coach teachers, providing trainings on differentiation (flex groups) and furthering teachers' content knowledge related to the standards.
 - Monitoring student progress through common formative assessments and
 - Expanding Five Easy Steps to a Balanced Math Program
- c. In Secondary Literacy continue:
 - Implementing sequencing guides and common summative assessments based on MN ELA Common Core Standards and MCA-III test specification.
 - Development of vertical articulation plans to align teaching and learning within and across ELA and reading courses.
 - Alignment of reading strategies and intervention to support standards taught and texts used in ELA and content area classes
 - Creation of common data collection tools to monitor individual student progress and inform instruction.
- d. In Elementary Math continue
 - Focusing math instruction on the standards by providing materials related to the prioritized benchmarks and Everyday Math curriculum.
 - Increasing time for math instruction
 - Building capacity at the site level by having a math content lead at each site who will attend a monthly district math meeting.
 - Expanding Five Easy Steps in math
 - Monitoring student progress on the prioritized benchmarks and learning targets through common formative assessments.
 - Expanding Five Easy Steps to a Balanced Math Program using Step 1 of Math Review and Mental Math to at least 50% of teachers through trainings and support via coaching and differentiated follow-up trainings.
 - Supporting and coaching teachers as they implement engaging research-based math instruction in their classroom.
 - Providing trainings on differentiation through flex groups on the learning targets and Everyday Math games.
- e. In Secondary Math continue to

- Focusing math instruction on teaching the standards by providing materials related MCA-III test specifications, prioritized benchmarks, and learning targets.
- Monitoring student progress on the prioritized benchmarks and learning targets through common formative assessments.
- Expanding training for math teachers.
- Observing and providing coaching feedback to every secondary math teachers
- Increasing capacity through Math Leadership Teams and
- Supporting math Professional Learning Communities (PLC) at buildings using the Data Team process.

The focus for 2012-13 will be Literacy and Math implementation with additional time for math and science at the elementary level, tightly aligned to standards with Progress Monitoring;; aligned partnerships to provide high quality programming for more students and continued commitments to high quality PreK and All-Day Kindergarten to build a strong foundation.

QUESTIONS/DISCUSSION:

- How will you use instructional supports to strengthen students skills in reading and math, particularly in K-12? Response: One challenge faced with literacy development in secondary is who owns it. Licensure is tied to content areas, literary skills cross those areas. As reading supports are strengthened literacy skills have to be developed and supported across all content areas. In the new Common Core Standards literacy must be addressed across all content areas. Training is being provided in all trainings during opening week to emphasize this cross content requirement and guides on how to do it are available.
- Secondary math and plans for increasing proficiency, where does AVID fit into the plan? What about student peer tutoring, where does that come in? Response: AVID is part of the supports offered for students to attain proficiency and college readiness. It is only one of the supports provided. For the past two years AVID at the secondary level has had an emphasis on math. AVID provides two tutorial days per week with one specifically focused on math. As far as student peer tutoring – there are a number of schools incorporating that into math efforts. Schools are working to develop tiers of support for their students. 5 Easy Steps offers a good review on how to use peer tutors as well. There has been a pilot at Harding pairing upper level males of color with younger as a technology mentors.
- What are standards and how are they different from curriculum? Response: Standards are learning targets that the State has established for students at every grade level. Regardless of the curriculum used the job is to teach to the Minnesota Standards for mathematics or any other content area. The Common Core is a national movement to establish standards common across a number of states. English Language Arts (reading, writing, speaking and listening) Standards would be an example.. States can also add certain standards that are unique to the state. Everything calibrates back to standards as the focus of instruction; curriculum is the method of getting there.
- You say we are investing in student success, isn't the key to student success investing in the adults around them? Response: Yes, if students are surrounded with the very best human capital and content is aligned to standards, every student should be as prepared as they can be to be successful.
- How often will the Board get data reports on progress of these items? Response: The schedule has been presented and will, as was done last year, present the cycle of VisionCardas as noted. Additional reports can be made at any time upon request. Basically this is looking at adult actions and how those are addressed to achieve student success.
- Something to think about, there is a common expression from girls "that I can't do that, I'm no good at math". We need to think about the best way to address that. How can the community address the concept girls have that they can't do math?

B. Opening School Report (Including Summer School)

Summer session II finished August 3. The credit recovery program enrolled 414 students. 299 online courses were taken (each student was limited to two online courses). Two summer programs continue to run through August 24. Freedom School has 105 participants and is partially funded through ALC. Promise Neighborhood has 233 participants and is funded by a grant from the Children's Collaborative.

The GRAD Writing re-test was held July 24. It was taken by 412 students at four locations. Results indicate 103 students are eligible for summer graduation.. Counselors are calling students to see if they are interested in participating in the ceremony on August 25.

In the area of Business Operations, Facilities coordinated 65 construction projects that are on target for substantial completion prior to start of school). Grounds crews are mowing and doing site clean-up. Student furniture has been ordered and is being delivered. The athletic fields are being prepped.

Human Resources is working to fill all open positions and hiring substitutes to cover staff absences. Contingency planning is underway to ensure a licensed teacher is in front of every classroom on September 4. Verification of licenses is underway to ensure staff have valid licenses. New hires are being processed to assure all have employee id's, email and access to resources.

Budget and the Controller areas are balancing and replenishing petty cash accounts, updating signatures for accounts, implementing a new permit process and procedures, uploading the FY 13 budget and verifying student data in the MARSS system.

Nutrition and Custodial Services are running a supervisor "boot camp" to learn new menus and food prep. The Nutrition Center starts production next week; they are currently making and selling "Smart Cookies" for Minneapolis schools. They are prepared for school open houses with baskets of apples and information on new menus. Custodians are readying classrooms and weeding and trimming the grounds.

The Print Copy Mail Center is working on school orders.

Information Technology is working on phone moves and changes. They have added a "One Thing I Love About SPPS" message to selected phones when callers are on hold. They are creating accounts with privileges for new employees. Moodle and SPPS Apps have been tied to the Active Directory for easier log in for staff. They have upgraded the discipline module in CAMPUS so it corresponds to the Rights and Responsibilities Handbook. They are providing all sites with details on the current state of building technology for awareness and planning purposes. All field techs have reported back to work and are on site.

Security and Emergency Management have hired the SROs and they are in place. They are ensuring security cameras and radios are operational. They are creating badges and granting needed access for new staff. All school-based guards are being trained and placed at buildings. The guards will conduct a "meet and greet" with their school admin teams. The Emergency Communications Center and mobile patrols will be on the streets, with additional assets to assist transportation and individual school/programs during the first two week of school. SEM operations have been reviewed with all new principals.

Transportation is hiring and training contractors, on schedule. District training for contract drivers on district procedures is on-going as is training for district school bus aides. Postcards with route information are being mailed to the address of record on August 22. Route information will be provided to schools and contractors on August 22 and 23. Dry runs by school bus drivers start on August 28. Orders for safety materials and school patrol supplies are being delivered to schools.

Additional activities for school opening include:

- A business meeting with all principals
- Providing the Rights and Responsibilities Handbook in five languages
- Distribution of extended day learning dates
- Distribution of referendum materials along with a conduct review
- Distribution of a Back to School Newsletter to all families' homes
- Updating school websites with principals, hours and school supply lists
- Updating main district websites
- Preparation of a new bus transportation brochure
- Development and implementation of a new Back to School website with information for both families and staff
- Canvassing for enrollment by employees over a three day period.
- 3M is scheduled to provide 17,000 bags of school supplies on the first day of school
- Families are being notified of bus stops via a postcard
- A Back to School ConnectEd message from the Superintendent is being done
- Scheduling of leaders at school sites for the first day is underway as is scheduling local dignitaries at busy bus stops.

QUESTIONS/DISCUSSION:

- Thanks were extended to Business Operations for the effectiveness and efficient implementation planned for school opening as well as thanks to everyone who makes it happen.
- Why are such a high number of teachers being hired? Response: This is basically due to PLCs and the aligned curriculum and instruction in the schools along with reorienting the district to the SSSC plan. Also to having the finances to hire more teachers. Adjustments have been made in other areas incrementally over time in order to find finances to hire more teachers. \$17.2 million more has gone into schools, teachers and certified personnel this year. Other aspects include retirements, the need for new science teachers and additional special education teachers.
- Is this mostly new teachers rather than displacing teachers? Response: Yes, 193 are direct hires; additionally a number of current staff have made moves between buildings, additional science teachers and PLCs have been added and replacements for retirements have been found.
- Compliments were extended to staff and administration for all of the planning and provision of various pieces on time. Kudos for the organization.
- It was noted a Board members was glad the 65 construction projects are on schedule. Appreciation was expressed for the clear, concrete and concise presentation on start of school status.

C. Enrollment Campaign Launch

The Chief Engagement Officer reviewed the summer outreach activities to increase enrollment, strengthen relationships and be visible in the community. These activities included:

- Advertising included articles on the half mile busing in community papers, PSAs on culturally specific radio programs and the Community Education catalog
- The Back to School Mailer was redesigned and sent out to families earlier
- High schools were open during the summer for enrollment and class selection
- A Back to School Website was opened to provide a one-stop shop for administrators and families. It is language specific, downloadable and comprehensive
- Targeted Media Coverage – provided stories from principals with a focus on district progress
- Community Enrollment was available at 7 sites (Jimmy Lee, Neighborhood House, etc.) in order to reach the community where they are
- Community Events – SPPS engagement staff and other staff have participated in 14 events, more are planned with staff from across the district involved

- National Night Out – SPPS sponsored tables at 5 sites, the superintendent joined the Mayor and district leadership staff distributed information in their own neighborhoods
- Employee Canvassing – more than 100 staff members participated on the first day, distributing nearly 10,000 pieces of material. The events received positive newspaper coverage and positive feedback from staff and neighbors. As a result of these efforts 68 students were enrolled (probably more), 350 meaningful connections were made, 10,000 pieces of material were distributed and SPPS was highly visible to thousands of community members. The SPPS message of welcome was received by many

QUESTIONS/DISCUSSION

- The Board expressed its pleasure at seeing this increase in visibility for SPPS..
- What about the State Fair? Response: SPPS is not going to the Fair because it is expensive, time intensive (2 week commitment) and does not pay off financially. Also, the audience is not the right one for the most part. Staff were encouraged to wear their SPPS T-shirts if they attend the fair..

D. Human Resource Transactions

MOTION: Ms. Carroll moved the Board of Education accept the Superintendent’s Report and approve the Human Resource Transactions for the period June 28, 2012 through July 30, 2012. The motion was seconded by Ms. Street-Stewart.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms Carroll moved the Board approved all Consent Agenda Items as published with the exception of Item E_4.- Establishment of the Classified Position of Environmental Assistant for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E5.- Establishment of the Unclassified Position of Assistant Facilities Director, Maintenance & Operations for Independent School District No. 625 and Relevant Terms and Conditions of Employment, E6. Establishment of the Unclassified Position of Environmental Services Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment and E7 - Establishment of the Unclassified Position of Maintenance Supervisor for Independent School District No. 625 and Relevant Terms and Conditions of Employment The motion was seconded by Ms. Seeba.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 29116 Acceptance of Donation from the Shakopee Mdewakanton (Sioux) Dakota Community

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$10,000 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.

B. Grants

BF 29117. Request for Permission to Partner With the Children's Theatre Company
That the Board of Education authorize the Superintendent (designee) to partner with the Children's Theatre Company to secure resources for the Neighborhood Bridges program; to accept services and funds, if awarded; and to implement the project as specified in the partnership agreement.

BF 29118 Acknowledgement of Grant Received by District Employee
That the Board of Education recognize and acknowledge receipt by Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, of a School Facility Improvement Grant to attend the School Equipment Show, November 7 – November 9, 2012 in Tampa, Florida.

BF 29119 Request for Permission to Accept a Grant From the Minnesota
Orchestral Association
That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Orchestral Association for the Upbeat! program; to accept services and funds; and to implement the project as specified in the award documents.

BF 29120 Request for Permission to Submit a Grant Application to the Nevin
Huestad Foundation
That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Nevin Huestad Foundation to provide students with severe print disabilities effective reading accommodations; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29121 Permission to Submit and Accept, if Approved, an Adult Basic Education
Proposal for 2012-2013 and Distribute Funds to Saint Paul Literacy
Consortium Members
That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to provide Adult Basic Education services for the 2012-2013 year, to accept funds if awarded, and to disburse funds to Saint Paul Community Literacy Consortium members based on the adult basic education formula.

BF 29122 Request for Permission to Submit Partner with The Wilder Foundation
and The City of St. Paul in Submitting a Promise Neighborhoods
Implementation Grant Application to the U. S. Department of Education
That the Board of Education authorize the Superintendent (designee) to partner in submitting a five-year Promise Neighborhoods Implementation Grant to the U. S. Department of Education with The Wilder Foundation, the City of St. Paul, Ramsey County and other community organizations; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 29123 Request for Permission for Saint Paul Public Schools Adult Basic
Education Program to Enter into a Contract with the Goodwill/Easter
Seals Minnesota
That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Goodwill/Easter Seals Minnesota to provide ABE instructional and support services to adult learners participating in the Medical Office, Business Office and Child Development Programs.

BF 29124 Request Permission to Enter into a Contract with the Minnesota Literacy
Council on Behalf of the Saint Paul Literacy Consortium for 2012-2013.

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs and assist with management of member services for the 2012-13 fiscal year at the cost of \$173,415 to be accounted for in budget 04-005-520-322-6305-8522

D. Agreements

BF 29125 Agreement Between the City of Saint Paul and Saint Paul Public Schools Regarding Placement of an AmeriCorp VISTA Member for the 2012-2013 School Year

That the Board of Education Chair sign the Board of Education Letter of Commitment for the Saint Paul VISTA Program 2012-2013 program year.

BF 29126 Agreement with the Goodwill Industries, Inc./Easter Seal Society of Minnesota

That the Board of Education enter into the 2012-13 agreement with Goodwill Industries, Inc./Easter Seal Society of Minnesota to provide work adjustment training/placement of selected special education students using Goodwill facilities for the period September 1, 2012 through June 30, 2013. The agreement amount of \$150,000 will be funded from an existing Special Education General Fund Budget 01-608-380-835-6393-0000.

BF 29127 Correction: BF 29106: Approval to Enter into an Agreement with the YMCA of Greater Twin Cities for Child Care Services at AGAPE and Harding High School

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$643,860 from August 1, 2012 to July 31, 2013.

E. Administrative Items

BF 29128 Approval of Renewal of Membership in the Minnesota State High School League

That the Board of Education adopt the attached resolution to renew the School District's membership in the Minnesota State High School League.

BF 29129. Saint Paul Public Schools and Minnesota Alliance With Youth AmeriCorps Promise Fellows for the 2012-13 School Year

That the Board of Education Chair approve the partnership with Minnesota Alliance With Youth AmeriCorps Promise Fellows for the 2012-13 school year.

BF 29130 Request Permission to Submit Applications and All Required Reports and Revisions for Funding Authorized by the No Child Left Behind Act of 2001 (Elementary and Secondary Education Act of 1965) to the Minnesota Department of Education (MDE).

That the Board of Education authorize the Superintendent (designee) to submit the required applications for funding under NCLB to the Minnesota Department of Education; to accept funds if awarded; and to implement the project as specified in the award documents, including the submission of required reports and budget revisions.

BF 29131. Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor

Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2012, through June 30, 2014.

BF 29132. Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2012-2013

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2012 through April 30, 2013.

BF 29133 Monthly Operating Authority

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

General Account	#508200-509382	\$36,234,544.95
	#3016877-3016968	
(a) Debt Service	-0-	\$7,738,960.95
(b) Construction	-0-	\$2,099,427.05
		<u>\$46,072,932.95</u>

Included in the above disbursements are payrolls in the amount of \$17,586,708.85 and overtime of \$36,142.15 or 0.21% of payroll.

(d) Collateral Changes 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 December 18, 2012.

F. Bids

BF 29134. Request for Proposal No. A153500-K Employee Life Insurance – Basic and Employee Optional

That the Board of Education authorize award of Request for Proposal No. A153500-K for life insurance for the District's employees for a three year period starting January 1, 2013 through December 31, 2015 to Minnesota Life Insurance Company for a cost of \$0.112 per \$1,000 of coverage.

BF 29135 Bid No. A153527-K Pupil Transportation for the 2012-2013 School Year

That the Board of Education authorize the Superintendent (designee) to award basic routes to the indicated low available bidders conforming to the Specification for Bid and accept the rates for Additional Service, Hourly Rate Service and Field Trip Services as bid with the utilization to be made based upon the availability of equipment.

BF 29136 Bid No. A153590-K: Swimming Pool Cover Installations at Various District Sites

That the Board of Education authorize award of Bid No. A153590-K for installation of swimming pool covers at various District sites to the sole bidder, Alta Enterprises, Inc. for the lump sum base bid of \$552,075.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

Director Hardy indicated he had pulled this item in order to asked specific questions and to vote separately on each of the four items.

BF 29137 Establishment of the Classified Position of Environmental Assistant for Independent School District No. 625 and Relevant Terms and Conditions of Employment

QUESTIONS/DISCUSSION:

- An explanation was asked for as to why three management level positions were being established before the system is implemented. Response: One position is not related to the TRIREGA system; the Environmental assistant position was established on EPA advice. There is no additional cost for these positions; all have been planned for by Facilities and have been included in the budget. The TRIREGA ap is a holistic facilities and plant planning action system. It brings SPPS into a contemporary operating environment. During the development process staff worked in teams with trades persons to shape and redesign workflow to strip out inefficiencies and encourage working cross functionally. Also, SPPS needs to reorient custodial services back into Facilities and Plant Planning so work can be done in a coordinated manner.
- Speak specifically about how TRIREGA is related to the request for the two positions. Why can't these position come in later? Response: SPPS has re-examined how it does business over the last several years. Implementation of TRIREGA reduces workflow from 16' feet worth of actions to 8" and represents a major cultural change. Implementation of the software system will lead to developing standard operating processes. The positions support the continual improvements and efficiencies of these processes..
- Aren't there too many layers of leadership here, why do we need an Assistant Facilities Director? Response: A key role here will be to help transition custodial services back into the Facilities and Panning Department which will grow from 100 to 400 people. This position will also assist with strategic planning across district facilities and will immediately supervises trades as well as provide support in training and leadership for SLPs.
- Restructuring plans of facilities department, 1) Why the need for restructuring? 2) How will this deliver services better? 3) Is there to be some job loss connected with this? 4) Is the whole thing considered to be cost effective? Response: This will save time and effort in repairs in buildings, staff utilized and maximize resources while minimizing costs. SPPS needs people with a different set of skills to coordinate and supervise these efforts, training and supervision.
- Are all SPPS buildings on AutoCAD? Response: Yes.

MOTION: Ms. Carroll moved, seconded by Ms. Seeba, that the Board of Education of Independent School District No. 625 approve the establishment of the Environmental Assistant job classification effective August 21, 2012; that the Board of Education declare the position of Environmental Assistant as classified; and that the pay rate be Grade 6 of the 2010-2011 Professional Employees Association standard ranges.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Carroll moved the Board of Education approve the remaining three positions through independent votes on each. Motion seconded by Ms. Seeba.

BF 29138. Establishment of the Unclassified Position of Assistant Facilities Director, Maintenance & Operations for Independent School District No. 625 and Relevant Terms and Conditions of Employment

MOTION: Item E5: That the Board of Education of Independent School District No. 625 approve the establishment of the Assistant Facilities Director, Maintenance & Operations job classification effective August 21, 2012; that the Board of Education declare the position of Assistant Facilities Director, Maintenance & Operations as unclassified; and that the pay rate be Grade 26 of the 2010-2011 Saint Paul Supervisors' Organization standard ranges.

The motion was approved with the following roll call vote:

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

BF 29139 Establishment of the Unclassified Position of Environmental Services Manager for Independent School District No. 625 and Relevant Terms and Conditions of Employment

QUESTIONS/DISCUSSION:

Why is an Environmental Services Manager necessary? Response: This position was established from recommendations received from the EPA and OSHA. It creates checks and balances within the Health and Safety Department particularly in the areas of hazardous materials and recycling endeavors.

MOTION: Item E6: That the Board of Education of Independent School District No. 625 approve the establishment of the Environmental Services Manager job classification effective August 21, 2012; that the Board of Education declare the position of Environmental Services Manager as unclassified; and that the pay rate be Grade 25 of the 2010-2011 Saint Paul Supervisors' Organization standard ranges.

The motion was approved with the following roll call vote:

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

BF 29140 Establishment of the Unclassified Position of Maintenance Supervisor for Independent School District No. 625 and Relevant Terms and Conditions of Employment

MOTION: Item E7: That the Board of Education of Independent School District No. 625 approve the establishment of the Maintenance Supervisor job classification effective August 21, 2012; that the Board of Education declare the position of Maintenance Supervisor as unclassified; and that the pay rate be Grade 38 of the 2012-2013 Manual and Maintenance Supervisors' Association standard ranges.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

BF 29141 Policy 501.00 Bullying Prohibition – Third Reading

MOTION: Ms. Carroll moved the Board approve the substituted Policy 501.00 Bullying Prohibition as published in the Board Book of August 21. Ms. Street-Stewart seconded the motion.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

- A. Action to Approve Renumbering of Hazing Policy from 501.00 to 501.01.

MOTION: Ms. Carroll moved the Board of Education approve the renumbering of the Hazing Policy from Policy No. 501.00 to Policy No. 501.01. Ms. Doran seconded the motion.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

- A. Information Requests & Responses - None
- B. Items for Future Agendas
Director Seeba asked that discussion be held on a food allergy/epinephrine policy.
- C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:45 unless otherwise noted)
- September 18
 - October 16
 - November 13
 - December 18
 - January 15, 2013 – Annual Meeting 4:30 p.m.
 - January 22
 - February 19
- B. Committee of the Board Meetings (4:30 unless otherwise noted)
- September 11
 - October 2
 - October 30
 - December 4
 - January 15 (5:00 p.m.)
 - February 5

XIV. ADJOURNMENT

MOTION: Ms. Doran moved, seconded by Mr. Brodrick the meeting adjourn.

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:21 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