

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**July 17, 2012**

**I. CALL TO ORDER**

The meeting was called to order at 5:51 p.m.

**II. ROLL CALL**

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

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

- A. Order of the Consent Agenda
- B. Order of the Main Agenda

**MOTION:** Ms. Carroll moved approval of the Consent Agenda with the exception of Item C2: Playworks Partnership Contract and Item F2: RFP A153419-K Contracted Guard Services which were pulled for separate consideration and approval of the Main Agenda as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

**IV. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of June 19, 2012

**MOTION:** Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education of June 19, 2012 as published. Ms. Street-Stewart seconded the motion.

The motion passed with the following roll call vote:

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

**V. COMMITTEE REPORTS**

- A. Committee of the Board Meeting of July 10, 2012

The first item on the agenda was a Presentation on the Student Rights & Responsibilities Handbook. Guiding Principles in the development of the newly revised Handbook were to

remain student focused on developmental needs, high expectations and excellence for all. The two handbooks were reviewed and changes/revisions noted.

The Board expressed its approval of the changes made to the Student Rights and Responsibilities Handbooks, provided their suggested revisions and stipulated a final review by the General Counsel's office before publication.

The next area covered was the 2012 Referendum. This initial discussion reviewed the uses of the 2006 referendum, the Superintendent's recommendations regarding the referendum and an in-depth review of the Integrated Technology Plan recommended by administration.

**RECOMMENDED MOTION:** That the Board of Education renew the current referendum levy of \$647 per pupil with the inflation factor for 8 years.

**QUESTIONS/DISCUSSION:**

- Why 8 years for the referendum time period? Response: This was the recommendation of the Internal Committee that was made up of individuals from Administration, SPFT and the Principal's Union among others. It was based on consideration of how often the District should go back to the public for a referendum. It was thought two years was much too short a time, four or six come up very quickly so eight seemed appropriate so true progress could be made for the students. It was also assumed there would be no significant change in funding from the State for the next few years.
- It was noted that SPPS has reported out on use of referendum funding and results every year. School districts are required by legislation to fund through referendum so the public can approve of what is done with taxpayer money. The term is less significant than transparency and reporting out to the constituency every year. The referendum should be done over a long enough time to show the impact of the funding on student achievement. Additionally, a longer term allows for long-term planning, being able to support children with funding year after year and eliminates the instability of uncertain funding.
- It was also noted that the 2006 referendum provided advancement for children from Pre-K into elementary. The additional eight years will get these students to graduation.
- If the referendum is renewed, is there any chance over the course of the eight years to increase the number of Pre-K programs or will it maintain only the number there are now? Response: If the dollars were there it could be done. There is great power in four-year-old learning. Full day Kindergarten is even more effective. In an ideal world all students would have full time 4-year-old programs. Everyone in St. Paul should advocate to their legislators for funding for early education. Currently, Minnesota funds Kindergarten only on a half-day basis, more is needed. When and if we are finally able, as a body, to convince the Legislature that early intervention is one of the most important ways to close the achievement gap perhaps they will provide funding. With funding as it is right now SPPS can maintain the current 27 programs. The goal for SY 13-14 is to have Pre-K programs at some schools in all areas.
- Explain how the funding stream gets used versus the property tax levied each year. Response: Do you mean the operating voter-approved levy vs other levies provided by state? With levy authority the State grants or directs levies be made. There are categorical levies such as health and safety where districts have a little latitude on how that money is used, others must be used only for specific, defined purposes such as OPEB. The operating levy allows for district discretion on how the levy money is used. SPPS has historically established areas of promised use and has reported back to the public annually on the specific uses and results thereof.
- A renewal will fund early learning, increase elementary math and reading instructors, reduce secondary class size, provide more secondary counselors and provide additional funding to cover mandated special education funding and English Language Learners. These are targeted funds touching all the kids and SPPS is very grateful to St. Paul residents for their faith in the district and their on-going support for educating the City's children.

## RESTATEMENT OF THE

**RECOMMENDED MOTION:** That the Board of Education renew the current referendum levy of \$647 per pupil with the inflation factor for 8 years.

The motion passed with the following roll call vote:

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

The discussion then moved to consideration of the additional dollars needed for the Integrated Technology Plan through an excess levy referendum of \$175 per pupil for eight years.

**RECOMMENDED MOTION:** That the Board recommend the Board of the Education approve the increase in its general education revenue by an additional \$175 per pupil for eight years.

### QUESTIONS/DISCUSSION:

- A comment was made commending Administration for its use of funds and for looking forward and extending plans over time. The integrated technology plan is an exciting recommendation looking at new ways to help kids prepare for their futures. It is not about buying hardware but about transforming the way children learn and carrying them forward to meet the demands of the 21<sup>st</sup> century. The District has lots of expertise on how this should be done and is also learning from others who are currently doing it. All kinds of kids will benefit from this from the youngest to oldest. The community as a whole will benefit from having an excellent source of well educated residents..
- The percentage breakdown of the levy extension, how was it arrived at (\$9 million/year) and where does it fit in percentage wise. Response: The \$9 million will going to provide for the Information Technology Integration Plan. Disaggregation of the funds is within the plan (the \$9 million/year). It was broken out as follows: 5% leadership support, 17% curriculum/lesson development, 6% teacher training/support, 35% school support and 37% technology hardware/infrastructure/systems although these percentages may change depending on specific needs at specific times during implementation.
- Is there a contingency in this - 7%? Response: The contingency is within each year's funds and would allow for shifts within the fund usage depending upon requirements as the plan is implemented. In any given year allocations may vary based on the implementation plan.
- The comment was made this is money invested in the community for all of the community and is for the benefit of the children of St. Paul. Other districts have asked much more than SPPS in their levies. In fact, St. Paul ranks 33<sup>rd</sup> of 37 metropolitan districts in the amount they ask of their property owners. SPPS does more with fewer tax dollars than most districts in the state. The State needs to begin to fund education properly and stop cutting funding to schools thereby laying the burden on the taxpayer through local taxes.
- SPPS is working in partnership with other districts, benefiting from their knowledge and experience in implementing integrated technology into their classrooms.
- What is the number one academic achievement those four districts have had through technology integration? Response: Miami Dade is the best performing school district in Florida. Aurora, CO is number two in the state with their test scores increasing tremendously over the last four to five years and they have increased their student enrollment. Edina is simply out performing every school in Minnesota. New York is using technology in many areas. More information can be provided if the Board wishes..
- A Board member commented she was supporting the increase on many fronts. As a property owner (and all Board members own property in St. Paul) the taxes paid provide the opportunity to make SPPS a system on the cutting edge in education, which it is already on many fronts. As a parent because SPPS has done a fantastic job in offering

so many direct benefits to the citizens of St. Paul in their children's education. As a spouse of a teacher. SPPS has a plan to take their greatest asset, their teachers and provide them a platform from which to share their successes among their colleagues in the district. Along with that platform built into the plan is support through training/coaching and the time needed by teachers to implement the plan strategically. This referendum will help SPPS continue leading education in Minnesota and move them to the cutting edge of 21<sup>st</sup> century education.

- If the increase is approved for the eight years what will a day in the life of student look like, a day for a teacher and other instructional staff? And for a parent/guardian. Response: For students, as an example, it will provide an opportunity to look at different reading choices because they are immediately accessible through technology. For teachers, they will be able to constantly insure students are challenged with materials within an instructional platform and curriculum. They will have the opportunity to connect with other teachers and share information easily. Parents will be able to know how their students are progressing and what the scope and sequence of their learning will be as well as the expectations of their classes. Teachers will be able to communicate more quickly with parents. For students there will be true and meaningful engagement in their work, a curriculum delivered in a personalized fashion in order to meet their particular learning style/need. Teachers will be more involved in teaching content with access to colleagues through communities of best practices, the ability to share new content and to vet new content so all students have the benefit of great teaching practices. Staff in buildings will have the ability to monitor student progress, communities of practice and professional development. Families will have information on test and assessment data, the academic plan for their student so they can support their student's development. There will be more awareness of events in the community so learning in the broader community can be supported. Access through the partner portal will offer opportunities for out of school enrichment (i.e., SPROCKETS). Families, the community and the district will be working together for the development and success of their children.
- Concern was expressed that details of the plan have not been presented. Response: A broad overall plan/concept has been developed. The actual plan will be built utilizing the input from staff, students, families and the community. The framework is there but needs to be fleshed out with details on what various stakeholders feel would work. Broad ownership in the process will increase and enrich the value of the process for all involved. This is not new, planning started over a year ago, it will happen with or without the referendum however the referendum dollars will accelerate the opportunity for the children currently in the system rather than being stretched out over a twenty year period. This is a best practice and has untold potential for the children of St. Paul.
- A board member commented she looked forward to a combination of monitoring data and actual stories about things happening and how the funds are being used to improve student outcomes.
- The Edina technology vision was read out stating their plan will Unleash students' passion for lifelong learning, Empower and enhance excellent teaching, Engage families in a partnership for education and Demonstrate excellence in media and technology support staff . It was noted SPPS should find such exciting words to describe its plan.
- A board member stated he had considered what would be the "best ask" in 2012. He felt the number one barrier to student achievement is institutional racism. The SPPS racial equity training has as much value as the integrated technology plan. He stated he cannot ask property owners to pay more for this plan at this time when more important work needs funding.
- Another Board members stated she would support the levy as it will bring more of the kids along extending learning and engagement for more kids.

#### **RESTATEMENT OF**

**RECOMMENDED MOTION: That the Board recommend the Board of the Education approve the increase in its general education revenue by an additional \$175 per pupil for eight years.**

The motion passed with the following roll call vote:  
Ms. Carroll Yes  
Ms. Doran Yes

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

On completion of content portion of the referendum, discussion moved to how the ballot question would be presented.

**RECOMMENDED MOTION:** That Saint Paul Public Schools call a special election for November 6, 2012 with one question calling for a combined total of \$821.55 per pupil to support classroom instruction.

- The question is whether to split renewal and increase options. A significant number of people are on board with renewing the current levy. Concern was expressed that if the questions are combined SPPS risks losing the larger levy renewal. It was felt it behoves the Board to have two questions on the ballot.
- It was noted the majority of people talked with support renewal of the current, some support expansion, but almost no one supports having two ballot questions. A Board member noted St. Paul has historically asked SPPS to tell them what is needed to give St. Paul kids a world class education and the supported it. They do not want added clutter on the ballot; the more variables offered, the higher the risk. SPPS does, however, need a very good communication plan to get the reasons to support the levy request out to the community..
- It is SPPS's responsibility to identify how the funds will be used and how they will impact success for students. The quality of education is more important than frustration with taxes. It is important that people recognize the value of education and the fiduciary responsibilities of citizens.

**RESTATEMENT OF**

**RECOMMENDED MOTION:** That Saint Paul Public Schools call a special election for November 6, 2012 with one question calling for a combined total of \$821.55 per pupil to support classroom instruction.

The motion passed with the following roll call vote:

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

The proposed formal resolution was reviewed and the following motion brought the resolution forward to the meeting of July 17. That the Committee of the Board recommend the Board of Education move the resolution to the Board of Education meeting of July 17, 2012.

**MOTION:** Ms. Street-Stewart moved, seconded by Ms. Carroll, the Board accept the report of the July 10, 2012 Committee of the Board meeting.

The motion passed with the following roll call vote:

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

## VI. PUBLIC COMMENT

- Nathan Ness – Limit defense spending to fund education
- Larry Johnson – Veterans for Peace - limit defense spending to fund education
- Jamie Delton – Opposition to referendum
- Rich Newmeister – Revise Board website to make more user friendly, two choices for voters renewal and increase
- Randy Lawson – Levy survey questions and use of technology to reduce cost of education
- Bev Hanson – Board accountability and Principal A
- Joanne Sylvander – Problem supporting schools due to teacher “targeting”
- Greg Copeland – Don’t raise taxes and split referendum question
- Bob Murray – Need to get back to the basics – reading & writing & math, oppose referendum
- Georgia Dietz – Oppose referendum, don’t increase taxes
- Carla Renz – Targeting teachers
- Russ Jensen – Opposition to levy
- Carlos Conway – Opposition to levy
- Bob Zick – Board responsibility to district and its teachers – Data request

## VII. SUPERINTENDENT'S REPORT

### A. Referendum

The Superintendent stated she had presented her recommendation for the 2012 referendum as (1) to renew the current referendum utilizing the monies to continue the success achieved through the use of 2006 referendum dollars. And, (2) increase for investment in an innovative plan to bring technology into and beyond the classroom. The programs funded through the 2006 referendum have made a strong difference in student achievement. The Transforming by Technology Through Student Engagement and Learning Plan will engage students in a new way of learning and lead to their owning their own learning. Technology is essential to everyone’s daily life and will become more so over time.

The current (2006) referendum generates approximately \$30 million annually and will expire at the end of the 12-13 school year. The funds have been used for

- Early Education/School Readiness -- all day kindergarten at all schools, Pre-K in 27 schools, for ECFE referendum funding makes up 30% of the program budget and it also subsidizes fees for low-income families for Discovery Club. The state provides for only half of the cost of Kindergarten as provided by SPPS. Early intervention/learning is essential for the future success of SPPS students.
- K-12 Education – in Elementary funds have been used to increase math & reading staff in classrooms; in Secondary they help to reduce class size for math and science and have helped increase the number of guidance counselors.
- Specialized learning – referendum funds have paid for mandated Special Education services not funded by the state and have increased critical services for English Language Learners (42% of SPPS students are second language learners and a large number of new refugees make up the population in this area) and to meet the needs of an increased numbers of special needs students.

SPPS is using referendum. funds to support three strategic goals of the SSSC Plan.

- Goal 1 - Achievement - 82% of Pre-K students are now ready for Kindergarten. Gains have been made in MCA scores and graduation rates have increased for all student groups
- Goal 2 - Alignment – there are all day Kindergarten classes in all 42 elementary schools, ECFE has served 5,225 children and 5,076 parents and math and science class size has been reduced at the secondary level.
- Goal 3 – Sustainability – SPPS enrollment has increased to approximately 39,000 students, budgets for the schools in 2012-13 budget year have \$18.9 million more in them than in the previous year due to the streamlining of operations.

The recommendation to the Board for the 2012 referendum is to renew the current \$647/pupil for eight years and increase the levy by \$175/pupil for eight years. With these funds (\$39 million/year) SPPS will continue the investments funded by the current referendum and invest the increase in integrating technology into the classrooms.

“Learning Transformed by Technology” is an innovative instructional technology plan to improve student learning and engagement. It presents an opportunity to educate every child for a successful future and by integrating technology into more aspects of the classroom, it will provide students with the ability to achieve the skills to be a successful, contributing adults.

There is support for Learning Transformed by Technology. A survey of representative voters conducted for SPPS indicated 68% of respondents said an investment in technology would make them more likely to favor a levy increase. Multiple District Action Teams (DAT) recommended investment in technology in their recommendations. Stakeholder input from teachers, students and administrators gained through presentations and focus groups supported investment in technology.

Learning Transformed by Technology will:

- Engage every learner in the district
- Support individualized learning and practices
- Deliver learning landscapes without restrictions
- Provide an active triad of supports for students – teachers, parents, community (rapid, accurate and timely information provision)
- Provide an authentic learning environment extending ‘beyond the classroom’

This plan will facilitate the more rapid expansion of technology into the classrooms and meet the obligation public education has to facilitate learning into the 21<sup>st</sup> Century for all SPPS students allowing them to become successful in a globally competitive world.

The plan will provide all stakeholders with greater access to lessons, supports and tools to become more engaged participants in learning:

- For students it will provide access to lessons outside the regular school day, allow them to experience real-world 21<sup>st</sup> century tools in the classroom, connect with tutors and supplemental supports to learn ‘their way’ and allow direct communication with teachers and classmates.
- For teachers and staff it will leverage tools to build effective lessons to meet the needs of various learning styles, allow access to and sharing of best practices, encourage collaboration and networking with colleagues in and outside of SPPS and create a continuous cycle of curriculum development.
- For administrators it will allow for better monitoring of the needs of students and teachers and responding with supports, deliver an aligned curriculum and common assessments and provide cost savings associated with textbooks.
- For the community it will strengthen partnerships, align data sharing to improve student achievement and increase access to lifelong learning for all.
- Families can become better engaged in their student’s learning, connect with teachers and have access to tools to expand their own skills.

Referendum funding will allow 85% more students to benefit from this plan within five years thereby encompassing students in the schools now. Without referendum funding the plan will still roll out but it will take much longer (an estimate of 15-20 years) and current students, particularly those in the middle and upper grades will not be able to benefit from what it has to offer.

Ensuring equity of access is a key consideration when determining the phase-in of schools and the hardware plan. The project has been planned in four phases:

- Development – assessing schools for readiness, installing necessary infrastructure and curriculum development

- Implementation – training teachers, families and partners, launching into the schools, providing instructional and technical supports and increasing access to schools
- Sustainability (ongoing) – refreshing hardware as necessary and continuous curriculum development
- Evaluation (ongoing) – evaluation of all aspects to insure expectations are being met and improvements made on an ongoing basis.

The Plan will be customized to best meet the needs of the students and the community.

#### B. Summer School Update

This year SPPS worked in alignment with the City, the County and various community partners to provide 12 weeks of consistent opportunities for students to learn. Summer school provides an ongoing opportunity for students to learn and helps to alleviate “summer learning loss” bringing them into the next school year with more consistent learning retention.

Thanks and congratulations were extended to the teachers, students and staff for their perseverance in attending summer school during one of hottest summers on record.

Summer session I ran from June 18 to July 10 at 17 sites. It provided GRAD retesting in reading and math from July 3-10. Special Education ESY runs from June 18 to July 20 at four sites. Summer session II (July 16-August 3) will be held at Gordon Parks and will provide online learning. A GRAD retest in writing will be offered July 24 at Washington and Gordon Parks High Schools. 651 students are currently registered for this.

3,919 elementary students attended Session I Summer School; 5,590 at the Secondary level. Approximately 100 students in SS1 and 225 in SS2 are taking online courses at Gordon Parks. Session 2 at Gordon Parks has 316 enrollments. Other ongoing programs include the Youth Job Corps with 189 participants and Special Education ESY with 622 participants.

Community Education offerings include Discovery Club (412 participants), 7-12 YOUniversity (152), K-12 Youth Enrichment (1,286), Pre-K-8 Gymnastics (396) and Promise Neighborhood (233).

Summer camps are also offered: 4 NYSP at St. Thomas (289 participants), 3 Native American AIM/Belwin camps (171), Freedom School (90), World Cultures/World Cultures ELL (100) and ArtsUS (20).

Some highlights of curriculum offerings include:

- A 3M funded elementary science curriculum “Seeds of Science/Roots of Reading for grades 3-5
- Elementary enrichment in arts, science, physical education (yoga for K-2)
- Middle school “Why Try” a social emotional development curriculum
- Nooks with “Achieve 3000” was piloted at Harding for study skills in reading for incoming 9<sup>th</sup> graders
- Brittanica Math for incoming 7-9<sup>th</sup> grades and new geometry and GRAD math curriculums

ALC has survey data from teachers, site administrators and support staff under analysis, there is an ongoing parent survey available as well as an online student survey. Credit data will be reported out soon. Final attendance for camps, second session, special education and other areas will be determined and a final report on Summer School 2012 will be presented at a future COB meeting. Focus groups are being formed to consider changes which might be made to summer sessions 2013.

#### QUESTIONS/DISCUSSION:

- The Survey work, what strategies are employed to ensure high participation by students and parents:? Response: A paper survey is sent home before summer school ends for parents and there is an online survey for students. There is a high participation rate (100%) from site administrators and teachers.



- What sort of questions are on the surveys? What is the content? Response: Each is specific to a curriculum, whether it met expectations and did students like to use it. There are customer service type questions, questions on the provision of support, training on curriculum, etc. Teachers and administrators are asked about their plans for next year, whether they plan to teach and what kind of time they are willing to invest. Administrators are asked about how the hiring process worked and support from HR. The online asks about the ease of use for the programs and whether students felt supported? Copies of the surveys can be provided if the Board would like.
- Do you ask logistical questions? Response: Yes, such as how the attendance system worked for them, use of CAMPUS, operations issues and curriculum assessment.
- How do families access information on how their student is doing? Response: Report cards are mailed for summer school, GRAD results will be posted when available. All students have access to counselors in the buildings.
- Some families are more prepared for the first parent teacher conferences, are there ways to encourage families to retain their summer school result information so they can carry it with them to parent teacher conferences in the fall to provide discussion on students' progress? Response: Teachers can get that information off CAMPUS as soon as school starts. Teachers are encouraged to look at the data and provide feedback on carry on from summer session. During the school year parents have access to homework and progress online.
- Can student information be provided during summer school through the Parent Portal? Response: Only final grades are put on the Parent Portal. Parents are provided progress reports that students carry home. The summer session is simply too short to provide adequate time to enter data onto the system as it is during the regular school year.
- What about enrollment in science classes? Response: Every student did enrichment classes. All students had math, reading and enrichment (science, arts, phy ed) though Phy Ed was offered only for K-2.

The Board thanked staff for the update.

**MOTION: Ms. Carroll moved the Board of Education accept the initial Summer School Report. The motion was seconded by Ms. Street-Stewart.**

The motion passed with the following roll call vote:

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

B. 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 May 31, 2012 through June 27, 2012. The motion was seconded by Ms. Street-Stewart.**

The motion passed with the following roll call vote:

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

**VIII. CONSENT AGENDA**

**MOTION:** Ms. Street-Stewart moved approval of all Consent Agenda Items with the exception of Item C2 Playworks Partnership Contract and F2 RFP A153419-K Contracted Guard Services which were pulled for separate consideration. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

A. Gifts – None

B. Grants

**BF 28088** Request for Permission to Submit Application to Best Buy Children's Foundation on Behalf of Battle Creek Middle School

That the Board of Education authorize the Superintendent (designee) to submit the application to NASA SOI for the purpose of funding the Battle Creek Middle School Near Space Balloon Launch program that allows students to improve academically through experiential STEM-based learning curriculum and physics experiments; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29089.** Request for Permission to Submit Application to Best Buy from Washington Technology Magnet for \$9,000 for Computer Certification Program

That the Board of Education authorize the Superintendent (designee) to submit the application to Best Buy for the purpose of funding the Washington computer certification technology project; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF29090.** Request for Permission to Submit a \$3,000 Grant from Horace Mann Elementary to Lois Lenski Covey Foundation to Purchase Library Books

That the Board of Education authorize the Superintendent (designee) to submit the grant; to accept an award if granted; to accept funds if awarded; and to implement the project as specified in the award documents.

**BF 29091.** Request for Permission to Submit a \$3,000 Grant from Mississippi Community Arts Magnet (MCAM) to Lois Lenski Covey Foundation to Purchase Library Books

That the Board of Education authorize the Superintendent (designee) to submit the grant; to accept an award if granted; to accept funds if awarded; and to implement the project as specified in the award documents.

**BF 29092.** Request for Permission to Submit Application to Minnesota State Arts Board for \$145,592 for The Arts of India in MN, a joint arts residency and professional development program of four SPPS arts magnets: Four Seasons Arts+ Elementary, St. Paul Music Academy, Mississippi Creative Arts Magnet, and Creative Arts High School

That the Board of Education authorize the Superintendent (designee) to submit the application to MSAB for the purpose of funding The Arts of Indian in MN on behalf of the four arts magnet schools cited above; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29093.** Request for Permission to Submit an Application to Minnesota State Arts Board (MSAB) from Highland Park Middle School

That the Board of Education authorize the Superintendent (designee) to submit the application MSAB for the purpose of funding one arts residency at Highland Park Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29094** Request for Permission to Submit Application to Minnesota State Arts Board (MSAB) from Linwood-Monroe Arts Plus

That the Board of Education authorize the Superintendent (designee) to submit the application MSAB for the purpose of funding nine arts residencies at Linwood-Monroe Arts Plus; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29095** Request for Permission to Submit Application to Minnesota State Arts Board (MSAB) from Open World Learning

That the Board of Education authorize the Superintendent (designee) to submit the application MSAB for the purpose of funding an arts residency at OWL; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29096** Request for Acceptance of a \$6,500 Grant to Humboldt High School from MAELC (Moving Agricultural Education Leadership Council) for a Plant Science Curriculum

That the Board of Education authorize the Superintendent (designee) to accept the granted funds and to implement the project as specified in the award documents.

**BF 29097** Request for Permission to Submit Application to NASA Summer Innovation (SOI) on Behalf of Battle Creek Middle School

That the Board of Education authorize the Superintendent (designee) to submit the application to NASA SOI for the purpose of funding the Battle Creek Middle School Near Space Balloon Launch program that allows students to improve academically through experiential STEM-based learning curriculum and physics experiments; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29098** Request for Acceptance of a \$20,000 Grant to Highland High School from State Farm Youth Advisory Board for Mentoring Project

That the Board of Education authorizes the Superintendent (designee) to submit the request to State Farm for the "Mother Tongue" mentoring project; to accept the granted funds if awarded; and to implement the project as specified in the award documents.

**BF 29099** Request for Permission to Submit a Grant Application to the U.S. Department of Agriculture Food and Nutrition Service to Provide School-based, Extracurricular and Community-focused Initiatives Around Nutrition

That the Board of Education authorize the Superintendent (designee) to submit an application to The U.S. Department of Agriculture Food and Nutrition Service to provide school-based, extracurricular and community-focused initiatives around nutrition at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

#### C. Contracts

**BF 29100** Contract with Northwest Evaluation Association (NWEA) to use Measures of Academic Progress (MAP) Web Based Assessments

That the Board of Education authorizes the Superintendent to approve an order to Northwest Evaluation Association for licensing and related training and assessment costs not to exceed \$293,050.00 for fiscal year 2012-2013.

**BF 29101** Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with Ramsey County Workforce Solutions

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

D. Agreements

**BF 29102** Agreement Between the City of Saint Paul and Saint Paul Public Schools Regarding Placement of an AmericaCorps Vista Member for the 12-13 School Year

That the Board of Education Chair sign the Board of Directors' Letter of Commitment for the Saint Paul Vista Program 2012-13 program year.

**BF 29103** Authorization for Fifth Amendment to Lease Agreement for District Bus Garage at 533 Randolph Avenue

That the Board of Education authorize execution by the Superintendent of the Fifth Amendment to Lease for lease of property at 533 Randolph Avenue for the district bus garage on a month-to-month basis beginning July 1, 2012 at a monthly rent rate of \$5,158.74 plus 2012 estimated monthly operating expenses of \$2,805.00, with this rent being effective through June 30, 2013, and subject to other terms and conditions of said agreement.

**BF 29104** Request Permission to Participate in Work-Study and Community Service Agreement with the University of Minnesota

That the Board of Education authorize the Superintendent (designee) to participate in a Work-Study and Community Services Agreement with the University of Minnesota.

**BF 29105** Renew Agreement Between Saint Paul Independent School District #625 and West Side Community Health Services Health Start Program

That the Board of Education authorize the Superintendent to enter into an renewed agreement with Westside Community Health Services Health Start Program to provide clinic services from July 1, 2012, through June 30, 2015.

**BF 29106** Approval to Enter into an Agreement with the YMCA of Greater St. Paul 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 Greater Saint Paul to reimburse the YMCA for providing direct child care services in an amount not to exceed \$696,040 from August 1, 2011 to July 31, 2012.

E. Administrative Items

**BF 29085.** Approval of District Health and Safety Budget by UFARS Finance Code and Fiscal Year

That the Board of Education adopt and confirm Attachment A, the District's health and safety budget with costs by program per Uniform Financial Accounting and Reporting Standards finance code and fiscal year.

**BF 29107** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees.

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those supervisory employees represented by the Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2011 through June 30, 2013.

**BF 29108** Name Change for the Former Four Seasons Building Located at 340 Colborne Street

That the Board of Education authorize the Superintendent (designee) to change the name of the building located at 349 Colborne Street from Four Seasons to Focus Beyond Transition Services.

**BF 29109** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period June 1 – June 30, 2012.

(a) General Account	#506762-508199	\$48,739,603.60
	#3016737-3016876	
(b) Debt Service	-0-	\$7,913,250.00
(c) Construction	-0-	<u>\$820,413.81</u>
		<u>\$57,473,267.41</u>

Included in the above disbursements are payrolls in the amount of \$39,994,583.23 and overtime of \$149,279.73 or 0.37% 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 November 13, 2012.

F. Bids

**BF 29110** Amendment of Request for Proposal No. A9224-W Prime Vendor Contract for Groceries

That the Board of Education authorize the amendment of RFP No. A9224-W to increase the dollar amount of the contract with US Foodservice by \$100,000.00 to a total of \$2,153,806.00 for furnishing and delivery of groceries.

**BF 29111** RFP # A153538-E Prime Vendor Contract for Non-Food Disposable Supplies

That the Board of Education authorize award of RFP # A153538 – E to establish a prime vendor contract for furnishing and delivery of Non-Food Disposable Supplies to various school locations for a one-year period starting August 1, 2012 for Nutrition Services in the amount of \$526,549.80.

**BF 29112** RFP # A153556-E Prime Vendor Contract for Groceries

That the Board of Education authorize award of RFP # A153556 – E to establish a prime vendor contract for furnishing and delivery of groceries to various school locations for a one-year period starting August 1, 2012 for Nutrition Services in the amount of approximately \$2,000,000.00.

**CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION**

**BF 29113** Playworks Partnership Contract

Director Hardy requested an update on how Playworks has benefited the students. What has the impact of Playworks staff been on decreasing negative behaviors? Has there been parent input on results? Response: The data will be brought to the Board when it is available. Administration is looking at better ways to evaluate discipline data at sites and how office referrals are working. Playworks will be at the same five buildings next year through a continuation of the contract. SPPS partners with many organizations that benefit students, Playworks is not the only one. Generally they all augment enrichment opportunities for students. From what has been observed through the first year of Playworks' involvement it does make a difference, principals see a return on investment or they would not have spent

money on it in next year's budget. They are seeing a reduction of referrals from the playground. Some things are hard to measure but Playworks' impacts the level of engagement, community, safety and leadership offered to students and does provide residual benefits. The schools are seeing ways students behave with positive behavior reinforcement and more conflict resolution coming back into classrooms. The playgrounds are more inclusive. Studies done by other districts utilizing Playworks' services have concluded there is a drastic reduction in bullying on playgrounds, reduced transition time from playground to classroom and greater focus in the classrooms following recess with Playworks there. A safe recess experience increases student satisfaction with their school experience. Parents and guardian feedback has not been obtained at this time.

A Board member noted the Children's Collaborative has funded Playworks as one of their projects. Their primary consideration was the opportunities Playworks provides for conflict resolution, their work as recess coaches and as classroom peer support. The overall idea of developing leadership and playing fairly among the student population..

Is there any talk about expansion and succession planning with Playworks – are there plans to expand to other schools? Is there discussion or plans to transition the work of Playworks to SPPS employees? Response: Last year was the District's first year with Playworks. Programs need implementation time in order to be sure success level is being measured correctly. The idea of PBIS is to be able to provide many opportunities during the day for students to be successful. There is a very good relationship between Playworks staff and students. Next year SPPS should have data to make comparisons of the five Playworks schools and similar schools who did not have Playworks. The District is finding the skills being taught by Playworks are skills many kids have never been taught. The kids are learning conflict resolution and being provided the opportunity to solve issues differently from what they have experienced before. They now need to find ways to carry those skills into their regular life outside of the school. Succession planning will not happen until analysis is completed at the end of year two.

Everyone was reminded teachers are with the students on the playgrounds and that Playworks also provides after school leadership development programs. This work is consistent with the District's commitment to aligning partnerships and contracts with the SSSC Plan. When data is available the Board will be provided with the information.

**MOTION :**                    **Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to enter into a contract with Playworks to provide Battle Creek Elementary, Paul & Sheila Wellstone Elementary, Maxfield Elementary, The Heights Community School, and Riverview Elementary with one Program Coordinator to improve the health and well-being of children. The motion was seconded by Ms. Seeba.**

The motion passed with the following roll call vote:

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

**BF29114**                    RFP A153419-K Contracted Guard Services

Director Hardy indicated he had pulled this to find how security in the buildings can do more than take care of the physical space and how they partner with SPPS in efforts to ensure the safety level for students. Response: Staff indicated that relationships are the key to good security within the district.. Security staff and the SROs work closely with school administrations as part of the resource teams within buildings. They get to know the students and work proactively with them making sure students understand expectations. Both security

staff and SROs are very proactive, they want, through their relationships, to do everything possible to keep kids in school.

Is the choice of this particular security group because of good relationships? Response: That is one of the most tangible reasons. SPPS has had a long relationship with American Security. State statute requires security guards to have a minimum of 12 hours of training. American Security goes well beyond this with 50+ hours of training. Their training is also customized to SPPS so personnel understand district demographics, student populations, customs and needs in order to avoid friction and misunderstandings.

Are students safe in the buildings? Safety is not solely up to security; it is also up to administration and teachers to be more aware of people coming into the buildings. Is there training for this? Response: There is training. The administrative team is at the heart of security at schools. They work with staff to train on warning signs, interventions, threat assessment, etc. The frontline is administration, they are the first ring of security.

**MOTION:** Ms. Carroll moved the Board of Education approve the administration's action of awarding a contract for RFP A153419 – K for the contracted guard services to American Security and Investigations for the proposed rates as detailed in the pricing worksheet, not to exceed a \$1.4 million expenditure annually. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

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

## IX. OLD BUSINESS

- A. Policy 501.00 Bullying Prevention & Prohibition – Second Reading  
The Chair announced the second reading of the policy.

**BF 29084** Policy 816.00 Environmental Health and Safety – Third Reading

**MOTION:** Mr. Hardy moved the Board of Education approve Policy 816.00 – Environmental Health and Safety and add it to the SPPS Board of Education Policy Manual. Motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

## X. NEW BUSINESS

**BF 29086** Resolution Relating to Renewing Existing Referendum Levy Authority, Increasing the General Education Revenue of the School District, and Calling an Election Thereon

**MOTION:** Ms. Carroll moved to amend the language of the Resolution from Resolution Relating to Renewing Existing Referendum Levy Authority, Increasing the General

**Education Revenue of the School District, and Calling an Election Thereon to Strong Schools, Strong Communities Referendum. The motion was seconded by Ms. Doran.**

The motion passed with the following roll call vote:

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

**MOTION: Ms Carroll then moved the Board approve the Resolution as amended. Ms. Doran seconded the motion**

The motion passed with the following roll call vote:

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

**BF 29087**      Resolution Authorizing and Awarding Sale of General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A and Fixing Form and Terms thereof in Connection with the Minnesota Tax and Aid Anticipation Borrowing Program Sponsored by the Minnesota School Boards Association and Greater Minnesota Service Cooperatives

**MOTION: Ms. Street-Stewart moved the Board approve the Resolution Authorizing and Awarding Sale of General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A and Fixing Form and Terms thereof in Connection with the Minnesota Tax and Aid Anticipation Borrowing Program Sponsored by the Minnesota School Boards Association and Greater Minnesota Service Cooperatives. Ms. Carroll seconded the motion**

The motion passed with the following roll call vote:

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

**XI. BOARD OF EDUCATION**

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

**XII. FUTURE MEETING SCHEDULE**

- A. Board of Education Meetings (5:45 unless otherwise noted)
  - August 21
  - 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)

- July 31
- September 11
- October 2
- October 30
- December 4
- January 15 (5:00 p.m.)
- February 5

**XIII. ADJOURNMENT**

**MOTION: Ms. Doran moved the meeting adjourn; seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 9:39 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