

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
March 20, 2012

I. CALL TO ORDER

The meeting was called to order at 5:49 p.m.

II. ROLL CALL

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

Mr. Hardy (arrived at 5:55 p.m.),

ABSENT: Ms. Seeba

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Street-Stewart moved approval of the Order of the Consent Agenda as amended (Item E8, Approval of Superintendent's Contract pulled and placed under New Business). The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Street-Stewart moved approval of the Order of the Main Agenda as amended (Removal of Approval of Superintendent's Contract from Consent Agenda to New Business). The motion was seconded by Ms. Doran.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes
Mr. Hardy	Absent
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 February 21, 2012

MOTION: Ms. Carroll moved approval of the Minutes of the Regular Meeting of the Board of Education of February 21, 2012. Motion seconded by Ms. Doran.

The motion passed with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of March 6, 2012

The meeting began with a **Legislative Update** by the SPPS Legislative Liaison presenting an overview of major issues under discussion at the State that would have an impact on the District in coming years. Areas covered included:

- Ed Funding in general
- Integration funding
- Referendum funding to charters
- Even year voting on referendum
- Vouchers
- Mayoral control
- Prohibition on advocacy
- Labor Day start
- A-F grading system for schools
- Parent empowerment
- MDE prohibited from adoption of rules

She also listed several new mandates under consideration include:

- On line/digital learning course completion
- Requirement for districts to train all 7th – 12th graders in CPR
- Birth to 3 Special Education Part C referral and evaluations from County Social Services for all neglect and abuse complaints
- Changes to making data public to include terms of any agreement or other arrangement arising out of an employment relationship
- Post secondary enrollment options (PSEO) changes

RECOMMENDED MOTION: That the Board of Education accept the Legislative Update Report with thanks.

The motion passed with the following roll call vote:

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

The next subject was review and approval of the **proposed 2012-13 School Year Calendar**.

The Chief of Academics presented the proposed 2012-13 Calendar for the Board's consideration. She reviewed the process used in creating the calendar recommendations along with the timeline. Special consideration in developing calendar was given to:

- Maximizing instructional days
- Contract negotiations
- Continuity for families
- Equity (i.e. religious holidays)
- Election dates

The Vice Chair stated the recommended motion brought forward from the COB meeting: That the Board of Education approve the 2012-13 School Year Calendar as presented.

QUESTIONS/DISCUSSION:

- Director Hardy indicated he would vote no on the proposed calendar for two reasons: 1) he wanted to be sure the calendar process is set up in the future so whoever is involved feels their involvement has integrity and 2) he was not comfortable having fewer instructional days at the elementary level than at the secondary level.
- Director Carroll indicated she shared his concerns about this year's process. She suggested that prior to taking a vote on approving the calendar, the Board have a short discussion on how the process will be different next year to be sure participants are clear on the timeline and their roles and also how the District can move toward developing a multi-year calendar particularly when, in future, negotiations will have an impact on the calendar timeline.
- The Superintendent indicated the proposed calendar allows for four more full days in the classroom for elementary than there have been in past years.

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, the Board table the motion to approve the proposed calendar until the subject is covered in the Superintendent's Report.

The motion passed with the following roll call vote:

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

The Chief of Staff presented an **Update on the Promise Neighborhood**. She indicated the application for an implementation grant had been denied. Program efforts will continue with the funding it has. The consortium will reapply for an implementation grant during the next round.

Work will continue on the priorities of:

- State and SPPN Early Childhood Education (ECE) Initiative Collaboration
- Achievement Plus School Development through hubs and navigators
- Summer Learning
- Establishing a database along with research evaluation
- Communities of Practice are being put in place involving housing, health, economic development/employment and safety.

The scope for consideration has been refined to concentrate on the 247 children who attend the target schools and live within the 250-block area. This involves approximately 187 families. "Whatever it takes" implementation will be done for this core group and then rolled out to the wider area as opportunities/financing allow. The work is concentrating in four specific areas: parent engagement, early childhood, teacher and principal development and specific academic interventions.

A report by the Chief of Staff was given on the **SSSC Monitoring area of Partnerships**.

She indicated the purpose of the presentation was to evaluate the effectiveness of District partnerships to ensure efficient and effective resource utilization, to identify barriers that need to be addressed and/or prevented and to align all partnerships to accomplish the SSSC goals. This will be reviewed in greater depth later in the meeting

RECOMMENDED MOTION: That the Board of Education accept the SSSC Monitoring Partnership VisionCard report with thanks.

The motion passed with the following roll call vote:

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

The **Work Session** addressed three areas:

1. Legislative Issues Support
2. Prioritization of Various Outstanding Board Requests
3. Scheduling of Board Listening Sessions for the remainder of the 2012 school year.
Confirmed dates are:
 - Thursday, March 29 at Neighborhood House Start time is 7:00 p.m. and the session will run for approximately one and one-half hours.
 - Thursday, April 26 at the St. Paul Music Academy
 - A third session is being worked on for May 17, specifics on this Listening Session will be provided as soon as a location is confirmed.

B. Closed Committee of the Board Meeting of March 13, 2012

A Closed Committee of the Board Meeting was held to discuss pending litigation.

MOTION: **Ms. Street-Stewart moved the Board accept the reports on the Committee of the Board meetings of March 6 and March 13, 2012. Mr. Hardy seconded the motion.**

The motion passed with the following roll call vote:

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

VI. RECOGNITIONS

BF 28912 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

- **Heather Alden Pope, School Social Worker at EXPO Elementary**, was named the Minnesota School Social Worker of the Year, which was the first ever National School Worker of the Year, by the School Social Work Association of America. She co-created Project Connection, a volunteer mentor program that pairs at-risk students with adults in at EXPO. She also was fundamental in creating a Big Net Advisory program for students with poor attendance, and a sixth grade leadership team that offers student an opportunity to do school-wide events around bullying and service to the community.
- **Yeu Margaret Vang, Principal at Jackson Preparatory Magnet**, was awarded the 2012 Minnesota Elementary School Principals' Association (MESPA) Division Leadership Achievement Award. This is an annual recognition through which principals honor their peers. The award honors principals whose exemplary leadership and sustained efforts have made noteworthy contributions to the operation of effective school learning programs—improving education, their communities, and their profession.

BF 28913 Acknowledgement of Accomplishments of SPPS Students

- **Tom Vennemann, a senior at Johnson Senior High School**, won the Twin Cities Regional Science Fair (TCRSF) with his particle accelerator device. Tom is one of three students who will be attending the Intel International Science and Engineering Fair (Intel ISEF) held on May 13-18, 2012 in Pittsburgh, Pennsylvania. The Intel ISEF is the world's largest international pre-college science competition. This premier global science competition for students in grades 9–12 provides an annual forum for more than 1,500 high school students from 65 countries, regions, and territories to display their independent research.

- **Nyle Enright, a student at Johnson Senior High School**, won the regional competition of the International Sustainable World Energy Engineering Environmental Project, or I-SWEEP, which aims to spark interest in sustainability issues. Enright will participate in the national contest in Houston in May.
- **Choua Vang, a senior at Johnson Senior High School**, was recently honored for her exemplary volunteer service with a President’s Volunteer Service Award. The Prudential Spirit of the Community award recognizes Americans of all ages who have volunteered significant amounts of their time to serve their communities and their country.

MOTION: Director Hardy moved the Board of Education recognize the staff and students acknowledged above for their contributions and outstanding work. Ms. Street-Stewart seconded the motion.

The motion passed with the following roll call vote:

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

VII. PUBLIC COMMENT

- Brent Trader – Thanked the District for the new Principal at Farnsworth Aerospace
- Bob Zick – Mayoral control of schools and legislation on allocation of money to schools

VIII. SUPERINTENDENT'S REPORT

A. Proposed 2012-13 School Calendar

Superintendent indicated negotiations had a direct impact on the completion of the calendar this year. Development of the next year calendar should begin in the summer in order to get the calendar out more expeditiously. Calendar must be parent friendly with the fewest interruptions for parents with half days off and by pairing up professional development days. Provide continuity for the students and their learning.

The Chief of Academics presented the proposed 2012-13 Calendar and reviewed the process used in creating the calendar recommendations along with the timeline. Special consideration in developing calendar was given to:

- Maximizing instructional days
- Contract negotiations
- Continuity for families
- Equity (i.e. religious holidays)
- Election dates

Highlights of the calendar include:

- Start of school for elementary and secondary on September 4, for PreK and Kindergarten, September 10.
- Winter Break will run from December 24 to January 2
- Spring Break will run from March 25 to March 29
- The last day of school is June 7.
- Summer school starts June 17

The communication plan for getting the calendar to all stakeholders will include announcements in the *Bridge*, a letter to the homes, the Board Action Update, Connect Ed announcements, posting to district, Student Placement and school websites, use of local media and school newsletters. The goal for the 2013-14 calendar is to bring it to the Board by October 2012.

QUESTIONS/DISCUSSION:

- A Board member noted the Board needs to be careful to make it clear that in approving the proposed calendar they are not approving a specific process for development of the future calendars. She asked if administration had any initial thoughts about how the calendar process will work in negotiation years where issues around days and times are likely to arise. Response: The Superintendent stated negotiation involves a very complex process. She noted the 2013-14 calendar would be impacted if changes were proposed in that contract process. She went on to clarify that the “two fewer days of instructional time in elementary” are actually used for parent teacher conferences which are very important; this is done twice a year in the spring and fall. She stated that any additional instructional days added would have a direct impact on the budget for the district.
- A Board member complimented staff on the two calendars and the nice job done of combining them, keeping parent conferences at the same times and making the rollover more balanced than it has been in the past.
- A concern was expressed that the calendar process still has challenges. Response: Staff indicated a plan is in place to start earlier (this April) and to bring the proposed calendar to the Board by October 2012. This can only be accomplished if all other parties cooperate in the process to achieve this. The bottom line in developing the calendars is about the kids and what is best for them.
- The Board encouraged the calendar team to strongly consider the deadline while at the same time determining how to get all stakeholder input to achieve the desired results.
- Concern was again expressed over the difference of number of instruction days and the implication that teacher time is being held hostage to budget. The question was asked, “What happens during conferences that leads to instructional improvement and are there other ways to work around budget concerns to increase instruction time? Response: The Superintendent stated the number of elementary instructional days is the same as it has been over the past several years. She stated additional time would need to be negotiated in the contract and would have budget implications. She went on to say that, conferences provide a time for parents to gain knowledge about the learning style of their child and how they can offer support at home to encourage achievement. Conferences lead to informed families aware of where students are academically and knowledge of how to provide support for enrichment or remediation to their students.
- A request was made that the Board be updated on the calendar planning process at a future COB meeting. This should cover this year’s new process as well as how staff is going about making the process work in any years when there are negotiations.
- An additional recommendation was made relative to the decision-making process that those involved try to build a formal and consistent method of gathering input from various stakeholders so the calendar committee does not need to be “representative of those stakeholders” but rather serve to shepherd decisions through to conclusion based on input from those various stakeholder groups. Make it a more comprehensive process from year to year.

MOTION: Ms. Street-Stewart moved the Board remove the motion from the table. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

The Vice Chair repeated the recommended motion brought forward from the COB meeting: That the Board of Education approve the 2012-13 School Year Calendar as presented.

MOTION: Ms. Carroll moved to amend the motion to make it approve both the proposed SY 2012-13 School Calendar and the Rollover Calendar for Crossroads. The motion to amend was seconded by Director Doran.

The motion to amend passed with the following roll call vote:

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

MOTION: The amended motion was passed with the following roll call vote:

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

B. SSSC Monitoring: Partnership VisionCard

The Chief of Staff indicated the purpose of the presentation was to evaluate the effectiveness of District partnerships to ensure efficient and effective resource utilization, to identify barriers that need to be addressed and/or prevented and to align all partnerships to accomplish the SSSC goals.

Partnership is defined as a mutually beneficial relationship between SPPS and an external entity with the primary goal of improving learner success. Partnerships should (1) align with SPPS goals, (2) clearly articulate respective roles, responsibilities and resources of the school and external entity and (3) ensure realistic timelines and expected outcomes. There are four large categories of partnerships:

- Partnerships with students and families
- Partnerships with the community (including community-based agencies)
- Partnerships with philanthropic/ business partners
- Partnerships with City, County and State government

The update represents a look at processes that affect the outcomes of achievement and equity. Process measures the extent to which various partnerships are operating as intended, assesses how partner relationships conform to requirements, standards, agreements or expectations and determines whether SPPS is adequately and effectively communicating with its partners.

Intermediate outcome measures assess the extent to which SPPS partnerships achieve an objective or effect that will support reaching student success objectives, focus on the impact partnerships have rather than how the partnerships were established or maintained and answer the question "What happened as a result of the partnership?"

The partnership measures approved April 9, 2011 were:

- Parent and guardians knowledgeable about how to support their students' education Vision level is >90%
- Perception of safety of schools (% of parents agreeing) Vision level is >90%
- Welcome at school (% of parents agreeing) Vision level is >90%
- Overall quality of key District partnerships Vision level is >75%
- Students in grades 1012 served by a college readiness program Vision level is >90%.

Changes, which have been made since these were approved, include:

- Moving grants and fundraising to be reflected on the Resources VisionCard
- Revision of measures around college readiness and a change to the safe at school measure to reflect racial equity work
- The addition of measures that reflect District efforts around outreach, communication and engagement.

The measures in the area of **Parent and Family Engagement** are

- College Readiness is at 48% (Concern level), the vision level is >90%.
- The Parent Academy Participation – 850 (Baseline) parents have completed the program with the vision goal being 2,736 (10% of free and reduced population). The Parent Academy model was selected, as it is a best practice model with 20 years of data tied to outcomes.
- Participation in District Parent Advisory Committees (PACs) – Participation to date is 5,713 (Baseline), Vision level is 6,912 with a 10% increase each year.
- Parent and guardians who rate District resources as very or somewhat helpful in selecting a school for their child is at 56% with the Vision level being >90%.

Measures for the area of **promoting a safe and welcoming environment** are:

- Families reporting feeling welcome in their child's school is at 94%, vision level. This information is disaggregated by ethnic groups and the desire is to get to vision level for all ethnic groups.
- School staff understanding and respecting the values and traditions that are important to families is at 89% with the vision level being >90%. Again, the District wants to get to vision for each of the ethnic groups.
- School teams participating in "how to market your school" training is at 42% (Concern level with only 27 sites) with the vision level being 100%.

Community Engagement and Outreach measurements are:

- Direct contacts are at 5,100; indirect contacts at 8,500 to increase market share to 75% by 2014-15. Vision is >10,000 contact annually.
- Partner donations direct to students is 27,360 eligible students with 27,482 actually delivered. This is at vision level based on students with free and reduced lunches.
- Hits to the SPPS website stand at 450,000 (progress level) with a vision level of >550,000.

Future measures address what happened as a result of the partnership. These include such things as:

- Decrease the number of students experiencing educational neglect and truancy by 2% annually
- Increase the number of reported instructional support volunteer hours
- Increase the percentage of community partners who report they have timely access to information about student successes, challenges and needs (data sharing)
- Increase the percentage of school staff who report they are familiar with the services provided by community partners
- Increase the percentage of community partners who report they know and understand goals and objectives of individual schools and of the District and how they can specifically support those goals and objectives.

Future partnership measures include measuring the extent to which community partners provide:

- Learning supports including health services, mentoring, behavioral health services, academic enrichment, etc.
- Skill-building activities to prepare students for successful 21st century participation
- High quality before and after school programming at every school

The last is measuring the extent to which SPPS provides parent and community engagement strategies that foster the healthy development of youth.

QUESTIONS/DISCUSSION:

- The SPPS website presence, is there a way to measure actual viewing of the site vs. accidental hits? Response: The District is measuring click throughs.
- Are there metrics for various pages in order to assess how well people are accessing what they need? Response: This is being measured in order to improve the website.

- Is administration asking what is useful and what could be more useful in order to improve the website? Response: Yes, that is being done.
- Around the marketing of schools, does the District help at school level with redesigning websites, etc? Response: The measure shown represents district efforts to help schools understand how to market their schools better, provide some tools and a tool kit. Other services are available to help the schools in this area as well. SPPS provides templates for school websites and has plans for automatic feeds into the school websites. Communications also does on-going trainings for the web editors.
- How will information about barriers that need to be prevented be gained? What does it take to become a good partner for SPPS? How does SPPS work in the communities of practice arena? Response: On-going and future work has been built off the Partnership DAT recommendations and consideration is being given on how to engage some of that group in working on next steps. This area involves sometime difficult conversations with partners and their personal agendas in order to move toward a strategic alignment with SPPS in order to achieve the maximum impact for the district. SPPS is deepening the quality and increasing the depth of its involvement to focus on specific measures that SPPS believes will have the greatest impact for the students through working with its strategic partners.
- Sustaining what has been implemented and the challenge to be sure all partners understand what the value of their contribution has been and how it has improved outcomes for students. It is going to be very challenging to redesign these relationships in order to provide the opportunities to establish not only good relationships but to maximize the impact they provide toward student achievement. Response: This will involve continual relationship building to establish trust along with in-depth conversations with partners on how they can grow in their role with SPPS.
- How is SPPS working in the area of the “Communities of Practice” model? Response: SPPS is going to have to do internal education of staff and alignment among departments in order to be sure all understand the goals and efforts that are being developed. SPPS must be very clear what it is working toward through both internal and external communication.
- It was noted that cultivating these relationship is so important because if partners are involved they become believers in the district and support the efforts being made and this makes the entire community stronger. Relationships matter and if the partners identify with the District’s efforts this has a direct impact on the future of both St. Paul and the country.
- Administration was reminded it needs to ensure that Principal training includes how to develop, maintain and nurture partnerships. Response: One of the great strengths which is becoming evident is the integration of the “ambassador theory” where principals are responsible not only for instruction but also for communication of a clear message of the direction of the district to staff and the school community. This has begun to permeate the SPPS organization from the top down. SPPS is being intentional and mindful even about the use of the website and various other District communication vehicles.
- It was again noted partner recognition needs to be up on the homepage of the website. How much input has been gathered from schools that have successful partnerships in place internally at the school? Response: There has been an informal survey of schools that reflected approximately 1,700 partnerships within the schools. This is being looked into in a more thorough manner and in much more depth. The Superintendent indicated this is also being looked at as a matter of equity among the schools. Administration is encouraging Principals to communicate with their local community, attend community events and, in general, make SPPS more visible in the community.

C. Winter Measures of Academic Progress (MAP) Data

The Superintendent noted SPPS students are beginning to take greater ownership of their own learning. The improved results are due to hard work on the part of everyone involved.

SPPS schools 2011-12 MAP targets were calculated to predict proficiency on the MCA-II Reading and MCA-III Math for each MAP testing season (fall, winter and spring). The “rankings are:

- On target – 85% of students who score in this range are predicted to score proficient on the two tests.
- At Risk – about half the students who score at this level are predicted to score proficient on the two tests.
- Well Below Target – 90-95% of students who score in this range are predicted to score not proficient on the tests.

An increase in percent of students on target (or a decrease in percent of students well below target) from one season to the next within the same school year, indicates that the grade level or group of students is gaining ground in relation to the Minnesota grade level standards given where they started. Staff cautioned that winter MAP results, including comparison to norms and targets for groups of students are less reliable than fall or spring results.

Overall, in summary for the District, two grade levels in Reading and three grade levels in Math increased the percent of students performing in the on target range by five or more percentage points from fall to winter. There were some beginning indications of closing the achievement gap in two grade levels in Reading. In grades, three and eight all racial/ethnic groups increased the percent of students on target from fall to winter. The increases in the students of color groups were slightly greater than the Caucasian student group in these two grades.

In reading, the percent of students meeting SPPS winter MAP target ranged from 36% (Grade 7) to 57% (Grade 5). Two out of seven grade levels increased the percent of students performing in the on target range by five percentage points or more from fall to winter. All of the racial/ethnic groups, except Caucasian, increased the percent on target by five-percentage point or more from fall to winter in at least two grade levels.

In Math, the percent of students meeting the SPPS winter MAP target ranged from 25% (Grade 9) to 50% (Grade 4). Three out of seven grade levels increased the percent of students performing in the on target range by five or more percentage points from fall to winter. All of the racial/ethnic groups increased the percent on target by five percentage points or more from fall to winter in at least three grade levels.

At the elementary level (grade K-6) in reading, 34% of schools increased the proportion of students in the on target group by five percentage points or more. Nine percent of elementary schools improved their on target rate by 10% or more.

At the secondary level (grades 7-12) in reading, 5% of the schools increased the proportion of students in the on target group by 5% or more.

In math, there was greater improvement in the elementary level performance as compared to reading. At the elementary level, 73% of schools increased the proportion of students in the on target group by five percentage points or more. Almost 25% of elementary schools improved their on target rate by 10% or more.

At the secondary level in math, no schools increased the proportion of student in the on target group by five percentage points or more.

QUESTIONS/DISCUSSION:

- What if students stayed in the same place as last year? Response: MAP is a prediction of a student's ability to achieve proficiency by the end of the year based on where they started at the beginning of the year. There is a separate measure that shows actual growth.
- Why are winter scores a less reliable measure? Response: Northwest Evaluation develops norms on where students should be based on testing. The norms are based on students who actually took a fall and a spring test. The winter norm is estimated based on fall and spring testing, not on an actual test actually taken by students. The winter scores reflect Northwest Evaluation norms. If there is an increase or decrease that is significant (5-10%) then the measures can be felt to be more reliable.

- What is being celebrated then? Response: SPPS is celebrating an increase in performance based upon both NWEA norms established for winter and SPPS targets, which have been established at a higher basis than NWEA norms in order for SPPS to achieve proficiency in the spring. Therefore, if there has been an increase or decrease against SPPS targets it is a real reflection on an increase or decrease in performance.
- The Board would like to see what the successful schools have done to achieve the improvements. Will the District move those best practices to other schools to increase achievement there as well? Response: Students are doing better. Now SPPS can look at two years of data and look at those areas that are doing really well to see what is making the difference. The District needs to find those best practices within the organization and move that out to other schools to accelerate the achievement. In other words, professional development utilizing internal district resources who have found the means to move proficiency.
- A Board member noted students are taking ownership, they know what their MAP score is and they want to improve it. She noted that even though testing is time intensive for everyone the teachers now have the tools to offer help to students where they need it.
- A Request for Information was made that the Board receive a summary of what those best practices are when that information becomes available.

D. NCLB Waiver Update

The foundations for accountability remain the same:

- Minnesota's Academic Standards
- Statewide assessments in reading, math and science
- Public reporting
- Disaggregated data
- Adequate yearly progress determinations.

Benefits of the waiver from the US Education Department include:

- The ability to implement a potentially more sensitive mechanism for federally mandated statewide accountability under ESEA – the multiple measures rating (MMR)
- New statewide targets for AYP driven by actual performance rather than a linear, time-delineated goal driven by NCLB's 2014 deadline
- Elimination of prescriptive NCLB sanctions for all schools regardless of performance context.
- Elimination of many required set-asides tied to NCLB sanctions at the school and district level including ineffective supplemental education services
- Differentiated improvement-planning requirements for schools.

Minnesota's MMR is a new accountability system emphasizing student growth and closing the achievement gap in addition to proficiency. It differentiates accountability for schools based on performance across multiple domains included in MMR. It adds recognition of high performance, returns primary responsibility for improvement efforts to districts and puts Minnesota Department of Education (MDE) focus on the schools with the greatest needs and lowest performance.

All Minnesota schools will receive an annual MMR comprised of up to four components: proficiency, student growth, achievement gap closure and graduation rate (for schools with graduating classes). Accountability designations only apply to schools receiving Federal Title I aid under NCLB (ESEA).

Annual MMR will be calculated for the first time by mid-May using 2011 MCA results. MDE will need to rerun AYP results based upon the newly approved targets. All schools will earn a rating representing the percentage of total points earned across all contributing components (0-100%). Each domain is worth 25 points. Elementary and Middle Schools, along with ALCs have 75 points possible (proficiency, growth, achievement gap). High schools have 100 points possible with the addition of graduation rate. MDE will calculate AYP and MMR based upon 2012 MCAs over the summer for mid-August release.

MDE will assign Title I schools to three federally required accountability categories: Reward schools (top 15% of Title I schools); Priority schools (bottom 5% of Title I schools; three year designation) and Focus schools (10% of Title I schools contributing most to state's achievement gaps; three year designation). They have also created two additional categories to recognize schools or promote improvement: Celebration schools (Title I schools between the 60-85th percentile) and Continuous Improvement schools (Title I schools in the bottom quartile not already identified as Focus or Priority schools).

Implications to SPPS from these changes include:

- SPPS will have Priority schools identified in May (existing SIG schools [Maxfield and Humboldt] transition into the new system but have an earlier opportunity to exit the designation based upon performance. Other schools are likely to fall into this category as well.
- There will likely be some schools identified in the Focus category in May.
- SPPS will also have some schools in the Continuous Improvement category, which will use the refined SCIP process to document their improvement.
- It is unclear if any SPPS schools will perform well enough to earn Reward status initially, although this designation will occur annually.
- SPPS should expect schools to qualify for Celebration status (MDE has not yet released details).
- MDE does not plan to release lists of schools in the Continuous Improvement or Celebration categories until summer 2012.

QUESTIONS/DISCUSSION:

- The Board requested further updates as more information and classifications become available.
- It was noted that the Supplemental Educational Services (SES) requires continuation of obligations made for the current school year. The majority of SPPS SES funds will be used this year as SPPS will honor commitments made to families. SPPS does not need to set aside funds for this purpose next year. The District will wait to see what additional details become available for the dedication of these funds.
- Why are ALCs not included in the high school data? Response: The State does not calculate grad rates for those schools due to the populations they serve. ALCs are focused on catching students up. ALCs are evaluated in the areas of student proficiency, growth and achievement gap closure.

E. Human Resource Transactions

MOTION: Director Carroll moved the Board of Education approve the Human Resource Transactions, as published, for the period February 1, 2012 through February 29, 2012. The motion was seconded by Director Doran.

The motion passed with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Street-Stewart moved approval of all Consent Agenda Items as amended. Mr. Brodrick seconded the motion.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Ms. Doran	Yes

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

A. Gifts -- None

B. Grants

BF 28914 Request for Permission to Submit a Grant Application to the Ecolab Foundation for AVID Program Continuation.

That the Board of Education authorize the Superintendent (designee) to submit the application to the Ecolab Foundation for the purpose of supporting Humboldt's environmental studies focus, AVID program, and turnaround efforts; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28915 Request for Permission to Submit a Grant Application to the Ecolab Foundation for Tutoring through SPPS Foundation's Believe*Achieve Program.

That the Board of Education authorize the Superintendent (designee) to submit the application to the Ecolab Foundation for the purpose of extending the tutoring partnership with the SPPS Foundation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28916 Request for Permission to Submit Classroom Grant Application to Education Minnesota Foundation for Capitol Hill Gifted and Talented Magnet School

That the Board of Education authorize the Superintendent (designee) to submit the application to the Education Minnesota Foundation for Excellence in Teaching and Learning for the purpose of increasing achievement by at-risk, low-income students of color; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28917 Request for Permission to Submit Classroom Grant Application to Education Minnesota Foundation for Hazel Park Preparatory Academy

That the Board of Education authorize the Superintendent (designee) to submit the application to the Education Minnesota Foundation for Excellence in Teaching and Learning for the purpose of creating a year-long study of Lake Superior; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28924 Request for Permission to Submit TWO Classroom Grant Applications to Education Minnesota Foundation for LEAP High School

That the Board of Education authorize the Superintendent (designee) to submit the application to the Education Minnesota Foundation for Excellence in Teaching and Learning for the purpose of increasing reading proficiency; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28918 Request for Permission to Submit Grant Application to International Baccalaureate Middle Years (MYP) and Diploma Programs (DP) at Central High School

That the Board of Education authorize the Superintendent (designee) to submit the application to the International Baccalaureate Program for the purpose of increasing achievement by ensuring students have access to teachers trained specifically in delivering the newly authorized Middle Years Program, to seek external validation for student projects, and to offset student fees for testing; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28919 Request for Permission to Submit Grant Application to the Laura Bush Foundation for Central High School

That the Board of Education authorize the Superintendent (designee) to submit the application to the Laura Bush Foundation for the purpose of adding books to the Central High School library; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28920 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Alternative Delivery of Specialized Services

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to offer addition support to implement student-centered elements of Positive Behavioral Interventions and Supports to students at identified schools to reduce special education referral and identification rates; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28921 Request for Permission to Submit Grant Application to Muzak's Music Matters Program for Instrument Purchase at Benjamin E. Mays International Magnet School

That the Board of Education authorize the Superintendent (designee) to submit the application to Muzak's Music Matters Program for the purpose of increasing achievement by ensuring students—particularly those in schools serving a minimum of 50% low-income students—have access to quality music education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28922 Request for Permission to Submit Grant Application to Muzak's Music Matters Program for Instrument Purchase for the Farnsworth Marching Band

That the Board of Education authorize the Superintendent (designee) to submit the application to Muzak's Music Matters Program for the purpose of increasing achievement by ensuring students—particularly those in schools serving a minimum of 50% low-income students—have access to quality music education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28923 Request for Permission to Submit Grant Application to Muzak's Music Matters Program for an Instrument-Building Residency at Galtier Magnet

That the Board of Education authorize the Superintendent (designee) to submit the application to Muzak's Music Matters Program for the purpose of increasing achievement by ensuring students—particularly those in schools serving a minimum of 50% low-income students—have access to quality music education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28925 Request for Permission to Submit Grant Application to Muzak's Music Matters Program for a Kindergarten Arts Residency at Linwood Monroe Arts Plus

That the Board of Education authorize the Superintendent (designee) to submit the application to Muzak's Music Matters Program for the purpose of increasing achievement by ensuring students—particularly those in schools serving a minimum of 50% low-income students—have access to quality music education; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 28926 Request for Permission to Submit Grant Application to Muzak's Music Matters Program for a Part-time, Primary Grades String Teacher at Saint Paul Music Academy

That the Board of Education authorize the Superintendent (designee) to submit the application to Muzak's Music Matters Program for the purpose of increasing achievement by ensuring students—particularly those in schools serving a minimum of 50% low-income students—have access to quality music education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28927 Request for Permission to Submit a Grant Application to the National Science Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the National Science Foundation to help teachers develop engineering design curricular units for each of the major science topic areas within the Minnesota State Academic Science Standards for grades 4-8 with a focus on vertical alignment and transition from upper elementary to middle-level; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28928 Request for Permission to Submit a Grant Application to the St. Paul Children's Collaborative

That the Board of Education authorize the Superintendent (designee) to submit an application to the St. Paul Children's Collaborative to offer a set of direct services to 16-18 American Indian parents with youth and 25-30 American Indian high school students attending the east side high schools, including a culturally specific ECFE class for the parents and youth and an afterschool tutoring/service learning opportunity for the high school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28929 Request for Permission to Submit Grant Application to State Farm Project Ignition Program from Johnson Senior High

That the Board of Education authorize the Superintendent (designee) to submit the application to the State Farm Project Ignition Program for the purpose of increasing teen leadership around the issue of safe driving; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28930 Request for Permission to Submit Grant Application to Thomson Reuters for iPads for Galtier Elementary

That the Board of Education authorize the Superintendent (designee) to submit the application to Thomson Reuters for the purpose of increasing achievement by ensuring students have access to technology and applications that aid learning; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28931 Request for Permission to Submit Grant Application to the Whole Kids Foundation for Journeys Secondary School

That the Board of Education authorize the Superintendent (designee) to submit the application to the Whole Kids Foundation for the purpose of teaching science by developing a school garden at Journeys Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 28932 Request for Adjustment of Contracts for Selected State-Approved Providers of Supplemental Education Services (SES) as Required by the No Child Left Behind Act of 2001 (NCLB)

That the Board of Education authorizes Superintendent Valeria Silva to adjust contract amounts with the above-authorized SES providers for the school year 2011-2012.

D. Agreements

BF 28933 Agreement between Saint Paul Public Schools and Amherst H. Wilder Foundation in Support of Saint Paul Promise Neighborhood (SPPN)

That the Board of Education authorize the Superintendent (designee) to enter into this agreement with the Wilder Foundation in support of the Saint Paul Promise Neighborhood in the district.

BF 28934 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for Educational Assistants

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 educational assistant employees in this District for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2011 through June 30, 2013.

BF 28935 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2011 through June 30, 2013.

BF 28936 Authorization for Land Lease for Parking for Hubbs Center for Lifelong Learning

That the Board of Education authorize execution by the Chair and Clerk of a Land Lease with 1000 University Avenue Properties, LP, for lease of seventy-six (76) parking stalls at 1000 University Avenue, Saint Paul, MN, for use by Hubbs Center for Lifelong Learning on a month-to-month basis beginning April 1, 2012 at a cost of \$15.00 per stall per month and subject to all other terms and conditions of said Lease Agreement.

BF 28937 Request for Approval of Agreement with Springsted, Inc. for Planning Survey Services

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Springsted, Inc., beginning March 20, 2012 through October 31, 2012 to provide planning survey services

E. Administrative Items

BF 28938 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective March 29, 2012, should they not comply with Minnesota State Health Standards fro Immunizations on or before that date.

BF 28939 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period February 1 – February 29, 2012.

(a) General Account	#500673-502074	\$45,504,780.51
	#3016372-3016453	
(a) Debt Service	-0-	0.00
(b) Construction	-0-	<u>1,946,213.75</u>
		<u>\$47,450,994.26</u>

Included in the above disbursements are payrolls in the amount of \$35,146,051.57 and overtime of \$108,822.37 or 0.31% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
Wells Fargo	83164JWZ5	Small Business Admin Pool #507864	10/25/2031

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending June 19, 2012.

BF 28940 Request for Permission to Submit an Application to the State for School Breakfast, School Lunch and Afterschool Snack

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit a consolidated application for School Breakfast, School Lunch and Afterschool Snack Funds for the 2012-2013 school year and, if granted, to accept such funds.

BF 28941 Request for Permission to Enter into Food Service Agreements with Various Schools and Programs

That the Saint Paul Public Schools' Board of Education authorizes the Superintendent (designee) to enter into agreements to provide food service for Non-Saint Paul district schools and programs.

BF 28942 Request for Permission to Submit an Application to the State for Kindergarten Milk Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent (designee) to submit an application for Kindergarten Milk Funds for the 2012-2013 school year and, if granted, to accept such funds.

BF 28943 Request to Increase Lunch Prices to Students Paying Full Price

That the Board of Education authorize the Superintendent or designee to increase lunch prices as follows, effective September 1, 2012.

- Elementary lunch to \$1.90
- Senior high school lunches to \$2.20
- Adult lunches to \$3.75, Adult Choice Bar only \$2.60.

BF 28944 Request for Permission to Submit an Application to the State for Summer Food Service Program Funds

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

F. Bids

BF 28945 Bid No. A-152196-K Pupil Transportation - Summer 2012

That the Board of Education accept the bid rates as submitted.

X. OLD BUSINESS

A. Second Reading: Policy 716.00 Advertising in the Schools

The Chair noted that two revisions to the policy had been proposed as of the second reading.

XI. NEW BUSINESS

BF 28946 Renewal of Superintendent's Employment Contract for the Period December 16, 2012 through December 15, 2015

Various Board members thanked the Superintendent for her leadership and congratulated her on the continuation of her contract indicating they looked forward to further gains in student achievement.

MOTION: Ms. Carroll moved the Board of Education approve the Superintendent's employment contract for the period December 16, 2012 through December 15, 2015. Ms. Doran seconded the motion.

The motion passed with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Hardy asked for an update on the Information Technology Plan.

B. Items for Future Agendas

The Chair indicated that the various request items had been reviewed and would be placed onto the COB agenda over the next several months.

C. Board of Education Reports/Communications -- None

XIII. FUTURE MEETING SCHEDULE

A. Action to Add an Additional COB Meeting on July 10, 2012 at 4:30 p.m.

MOTION: Ms. Street-Stewart moved the Board of Education schedule an additional Committee to the Board Meeting for Tuesday, July 10, 2012 at 4:30 p.m. Mr. Hardy seconded the motion.

The motion passed with the following roll call vote:

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

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

- April 17
- May 15
- June 5 – Special (Non-Renewals) 4:00 p.m.
- June 19
- July 17
- August 21

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

- April 3
- May 1
- June 12
- July 10
- July 17
- July 31

XIV. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn. The motion was seconded by Ms. Doran.

The motion passed with the following roll call vote:

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

The meeting adjourned at 9:14 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by
Marilyn Polsfuss
Assistant Clerk, St. Paul Public Schools Board of Education