

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**February 15, 2011**

**I. CALL TO ORDER**

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

**II. ROLL CALL**

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

Ms. Kong-Thao departed the meeting at 9:45 p.m.

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

A. Order of the Consent Agenda

**MOTION: Ms. Carroll moved the Board approve the Order of the Consent Agenda as published. Motion seconded by Ms. Kong-Thao.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

B. Order of the Main Agenda

**MOTION: Mr. Hardy moved the Board approve the Order of the Main Agenda as published. Motion seconded by Ms. Carroll.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

**IV. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of January 18, 2011

B. Minutes of the Special Meeting of the Board of Education of February 2, 2011

**MOTION: Ms. Kong-Thao moved the Board approve the Minutes of the Regular Meeting of the Board of Education of January 18, 2011 and the Special Meeting of the Board of Education of February 2, 2011 as published. Motion seconded by Ms. Carroll.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

## V. COMMITTEE REPORTS

### A. Committee of the Board Meeting of February 1, 2011

#### 1. **Quarterly Financial Report**

Reports were provided on each of funds which include: the General Fund, the General Fund Fully Financed (grants), the Food Service Fund, the Community Service Fund, the Community Service Fully Financed Fund, the Building Construction Fund and the Debt Service Fund. During the General Fund discussion, information was provided on the additional revenue received from the Education Jobs Fund.

#### 2. **Second Budget Revisions for the 10-11 Budget**

Changes to the General Fund and the General and Community Service Fully Financed Funds were reviewed. Overall, on the revenue side the budget was increased from the adopted budget amount of \$623.4 million to \$652.7 million. The expenditures increased from adopted budget amount of \$623.8 to \$652.1 million. Both figures were inclusive of both the fall and winter revisions.

**RECOMMENDED MOTION:** That the Board of Education accept the Quarterly Financial Report and approve the budget revisions to the 2010-2011 SPPS budget as presented.

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

#### 3. **2011-2012 Budget Priorities and Guidelines**

The Chief Business Officer provided a budget planning update which included an overview of the State of Minnesota Economic Situation; a look at the Ramsey County Unemployment and Foreclosure Situation. The discussion on SPPS Finances projected for FY 12 indicates a projected shortfall of \$19.8 million. He also provided a brief on how that shortfall would be addressed. The final presentation was a review and discussion of the FY 12 Budget Guidelines

**RECOMMENDED MOTION:** That the Board approve the 2011-2012 Budget Priorities and Guidelines with clarifying language as needed.

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

It was noted clarification has been made to the document as requested and a revised copy provided to all Board members.

**4. Discipline Trend Data & School Climate**

The Chief Accountability Officer reviewed data covering the first quarter of the year, which was disaggregated for suspensions by possible, not possible and not recommended. A few points made during the presentation included the fact that suspension rates have significantly declined since SY 08-09; junior high students are far more likely to be suspended than elementary or senior high students. African American and American Indian students are consistently suspended at far higher rates than other students. Finally, that too many suspensions were for event types that do not call for suspending the student. She noted second quarter data would be available very soon and would provide a more complete picture of what is happening in this area district wide.

**RECOMMENDED MOTION: That the Board accept the Report on Discipline Trend Data & School Climate with thanks.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

**5. Standing Item: Strong Schools & Program Changes**

**1. Strong Schools, Strong Communities**

The Superintendent reviewed the various changes which had been made to the plans for Four Seasons, Open World, Creative Arts and French Immersion. She provided clarification on pathways and articulations.

**6. Standing Item: Policy Update**

1. With the adoption of the new Policy 602.00 Curriculum Development, Instruction and Accountability the policy previously holding that number was renumbered to 602.01. That policy is on Multicultural, Intercultural, Non-Racist, Non-Sex Biased, Gender and Disability Fair Education. This was an administrative change which does not require three readings.

**7. Work Session** items worked on included:

1. Liaisons to District Councils & Legislative Agenda Assignments
2. CEAC Applications – the consensus was that no additional individuals would be added to the CEAC at this time.
3. Information on participation in Upcoming Conferences and
4. The process for the upcoming interviews to fill the vacancy on the Board.

**MOTION: Mr. Hardy moved the Board accept the report on the Committee of the Board meeting of February 1, 2011. Motion seconded by Ms. Carroll.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

## VI. RECOGNITIONS

### **BF 28582**

### Acknowledgement of Accomplishments of SPPS Students

**Jennifer Lor**, a 10th grade student from Open World Learning School, received an Honorable Mention Merit Award from the Minnesota Scholastic Art Awards. Her award-winning entry was a painting titled, "The Simplicity of Beauty." MSAA is a statewide regional affiliation of the National Scholastic Art Awards Program. MSAA recognize our state's most creative teenagers and offer scholarship opportunities for graduating high school seniors.

The Superintendent also acknowledged the winners of the SPPS Spelling Bee.

**MOTION: Ms. Kong-Thao moved the Board of Education acknowledge the outstanding work of the SPPS students recognized and offer their congratulations on their work and accomplishments. Motion seconded by Ms. O'Connell.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

## VII. PUBLIC COMMENT

- Pat Quinn - Sustainability and disallowing use of landfills for trash
- Beth Keller-Long – Open World Learning Community and retention of middle school
- Andy Goldman-Gray – Montessori support plan for middle school articulation
- Nan Rice -- support continuation of transformation of OWL community with 6-12 articulation
- Kate Goodrich – OWL supports program as 6-12 program and expeditionary learning curriculum
- Bruce Youngquist – advocate for middle school at Open World Learning
- Sonja Youngquist – advocate for middle school at Open World Learning
- Judy Hawkinson – OWL value of alternative to work at various academic levels as needed rather than rote classrooms
- Patrick Plonski – allowed progression at ability rather than standard progression in standard classroom
- Caryl Mousseaux – OWL supports middle school program there
- Marilyn Conklin – concern about plan – special choices are critical to district success and meaningful to families – lack of sufficient support for proposed changes – look carefully at schools under consideration
- Mary Kate Boylan – OWL supports 6-12 grades at school – the staff is engaged in meaningful discussions with OWL community involving its future
- Emmett Coleman – applaud plan but there are a number of concerns needing to be addressed for the public – decisions are moving too fast and need more public understanding Get it right, not fast
- Katie Stearns – Capital Hill articulation to Central
- Jose Brivard – value of Capitol Hill and how it serves gifted and talented community but needs articulation into high school
- Sripriya Rajamani – Build on format of Capital Hill and opt for accelerated learning alignment and cohort for middle school
- Julia Hobday – need clarity on plan and what data reflects, concern for the east side community and support of expansion of Montessori to middle school
- Keri Brooks-Babcock – Nokomis - supports Montessori Middle school and also support for French Immersion staying on East Side
- John Upton – OWL community supports 6-12 articulation
- Patrick Campion – Asked that administration not to strip EXPO of magnet status, appreciates diversity of population

- Mary Henke-Haney – OWL supports 6-12 program, it empowers students
- Rebekah Satre – Highland Elementary change makes for a reduction of access to successful IB program
- Erica Kragerud-Smith – Highland Elementary, appreciation of diversity of school population
- Mary Brooks – Nokomis East Side resident – need both schools French Immersion & Montessori
- Thekla Rura-Polley – articulation needed for Capitol Hill, supports goals of plan and concern for ECSE and ECFE
- Jeffrey Martin – NAACP, spoke on behalf of all children – focus on least needs to be looked at. It needs to be done both fast and right.
- Eric Mitchell -- look at options that are out there re: middle school; keep French immersion where it is and return Hazel park to middle school
- Patrick Daly -- supports keeping French immersion on East Side, administration needs to look back at prior decisions – change Hazel Park Academy using Farnsworth model
- Carol Daly – French Immersion – asked administration to do right thing and correct error of Hazel Park change
- Marley Gillespie – spoke in support of keeping French Immersion on East Side
- Rachel Gillespie – Concern for loss of early childhood education (ECFE) programming
- Tatum Geving – Keep French Immersion on East Side
- Sarah Geving – French Immersion keep on East Side – students at immersion school score higher on tests than non-immersion schools.
- Dawn Diatta – Look at other options/solutions, don't move French Immersion
- Eponine Diatta – French Immersion, keep on East Side
- Marjorie Keelkope – School needs stability and children need quality education, keep French Immersion on East Side
- Jennifer Ampulski – French Immersion, Eastside Vitalization Task Force – submitted petition to keep French Immersion on East Side
- Desiree Bergquist – Closing of Hazel Park and costs of move of the various relocations, keep French Immersion on East Side
- Peter Hoh – OWL, retain middle grades as unique school culture needs middle and high school combined
- Steve Adams – Keep French Immersion on East Side while still accommodating a new middle school
- William Decourt – proposed move of French Immersion and how it affects kids
- Hannah Green – French Immersion keep it on East Side
- Karen Beam – OWL keep elementary grades there, keep it a K-12 program
- Guillermina Ortic – Keep French Immersion on East Side
- Mohammad Dehdushti – Supports French Immersion move to Longfellow Support the program not location
- Madelyn Griggs – French Immersion – keep school where is
- Megan Griggs LeRiux – French Immersion – keep it where it is
- Mike Maddio – A school is a community of families, keep French Immersion on East Side
- Tami Maddio – Keep French Immersion on East Side
- Thu Mai Ho Kim -- French Immersion, keep on East Side
- Melanie Alvar – keep French Immersion on East Side and add Montessori middle school
- Colleen Haney – OWL, keep 6-12 grades
- Tina Lassahn -- French Immersion – keep school on East Side and add middle school for Montessori – concern about Discovery Club Program
- Naomi Adams – Four Seasons Elementary – extended thanks for amendment of plan – working to increase enrollment and achievement and desire for a smooth transition – need to know ASAP about location of program
- Cameron Weir – Open school – value of education gained from the school
- Jennifer Sherman – Unique experience of being at Open School, keep middle school there
- John Sherman – Keep OWL available as option in system at 6-12; value of non-standardized teaching model. Warned of data trap – use right model, gather right data elements and allow enough time
- Marney Allen – OWL, uniqueness of program, keep middle school there

- Francis Verner – keep 6-8 at OWL for benefit of peer group
- Mary Beth Leone-Getten – OWL is a special and unique program keep middle school program
- Mary Henke-Haney – support for OWL and keeping 6-8 program there
- Angela Ritter – French Immersion ECFE program – keep on East Side – parents invested in their kids, district should invest more in ECFE
- Susan Crosby – Capitol Hill – supports for strong schools initiative. Spoke of the richness in diversity of district. Spoke of need for articulation for Capitol Hill – keep peer groups together through high school
- Jennifer Lor – OWL, spoke of uniqueness of program and ability to move across grade levels in pursuing studies
- Richard Dodson – OWL, spoke of value of expeditionary learning model, the strength of teachers in building community, the students and the unique program. Keep as a 6-12 school.
- Laura Mudrak – supports goal of closing achievement gap; will relocation of French Immersion help close achievement gap?
- Bob Zick – Centralized power, LCD model
- Al Oertwig – understands logic behind proposal but need to look at magnets and eliminate those that are struggling and keep those that are successful – consider needs of students when considering the plan.

## VIII. SUPERINTENDENT'S REPORT

### A. Strong Schools Update

#### 1. Student Data Report

The Superintendent stated she was making this particular report in order to clarify issues and provide further understanding for the community of how the strategic plan was formulated. She went on to say the plan was long range and forward thinking with its major focus on improving achievement for all students as well as narrowing the achievement gap. She indicated the purpose, guiding principals, data and information collected were directed at formulating a comprehensive strategy to improve education for all students.

The Chief of Accountability stated the plan builds on the knowledge gained through a review of the changing academic, fiscal and operational context within the district and decades of performance data. The District worked with Teamworks International to augment its knowledge of the district. Teamworks' research and data analysis extended the District's knowledge through linking student learning data to estimated median household income, linking facilities utilization data to projected future populations by looking at birthrates and historical patterns of enrollment. They pulled the information together in a systemic way that provided an analysis that looked at current patterns and conditions and created scenarios for strategic change. Given this extensive review and analysis, the District believes it has a compelling case for change.

She went on to say SPPS has pockets of excellence in its schools, but only half of its students are proficient in reading and math. There is a predictable pattern of lower achievement for students whose household income is less than \$50,000 and who are African American, American Indian or ELL. She then presented several slides providing some of the information used in formulating the plan. These included maps of MCA-II Math Proficiency by Community Neighborhoods and MCA-II Reading Proficiency by Community Neighborhoods.

The current reality is that the SPPS choice structure was built on the premise that integration through school choice is a primary driver of improved achievement for students of color. The fact is the SPPS school choice system does not accomplish what it was designed to do. Data shows that students of color and poor students perform as well or better in neighborhood schools. Charts were presented showing:

- MCA II Math scores and household income by elementary neighborhood schools broken out by All Students, American Indian, Asian, Hispanic, African American and White, and with the same demographic breakouts:
- MCA II Math scores and household income by elementary choice schools
- MCA II Math & Reading scores and household income by Middle School
- MCA II Math & Reading scores and household income by High School

The graphs also showed individual school performance. These graphs illuminate the urgency of the District's current challenge. The goal is to see all demographic groups rise in achievement with no gaps.

## 2. Discipline and Attendance Data

The Chief Accountability Officer presented a report on the Discipline Trend Data (2008-11). The data is gathered so the District can be more proactive in addressing discipline and attendance issues earlier in the year. This was a summary of the report presented at the COB meeting of February 1.

### QUESTIONS/DISCUSSION:

- A comment was made that there is a need to involve parents and guardians, what is being done? Response: The data is being made available so parents can address issues which become known. Secondly there is a need to train families and the District is implementing a Parent University in an effort to help parents understand data of all sorts, assist them in finding information and providing them knowledge so they can become advocates for their children. The first of these offerings will occur in the spring.
- A statement was made that community groups need to be involved in helping African American and American Indians in particular in addressing some of these issues. Response: The District is implementing a deeper and richer Cultural Proficiency Training for staff which should enable them to reach out to and better serve all students. The District is looking at how to make materials more accessible and appealing to all students and to this end, there is intensive professional development in technology use and the differentiation of instruction to meet student needs. The effort is to establish common expectations for all students so there is one culture for learning rather than one differentiated by classroom. There is a need for a stable environment within schools, one where staff understand what to do and one which provides information back to parents and the community. The District is working with the City and County through implementation of several Learning Campuses which will provide additional time for learning. The District is also exploring other ways to use current and future partners to expand learning opportunities. Teachers are being trained in order to adjust the way they teach to focus more on the needs of the students. Community, parents and staff are also being asked to address the problem of the education equity gap, SPPS cannot do it alone. If students are not in classrooms this needs to be addressed through all the community in order to get them back into the classroom.
- Thanks were extended for the information and the public presentation of the information.
- A statement was made it would be helpful for Board members to be more culturally specific sometimes about students so a conversation can be had with specific community partners about the issues that are impacting student behavior/achievement and what proper interventions, engagement, support or solutions might be used to achieve better outcomes. The specific communities need to understand the reasons behind some of the issues. The District and community needs to face the reality of the data and find ways to make change that is real and that focuses on the real issues. To that end, the data needs to be looked at in greater depth so it is more specific to various student groups.

**MOTION:** Ms. Carroll moved the Board of Education receive the Superintendent's Report with thanks for its timing and the depth of the information presented. Motion seconded by Ms. O'Connell.

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Absent
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

B. Human Resource Transactions

**MOTION:** Ms. O'Connell moved approval of the Human Resource Transactions for the period December 30, 2010 through January 27, 2011 as published. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

IX. **CONSENT AGENDA**

**MOTION:** Ms. Carroll moved approval of all Consent Agenda Items as published Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

A. Gifts

**BF 28563**

Donation of \$5,000.00 to the Washington Technology Magnet's Positive Behavior Intervention and Support program (PBIS)

That the Board of Education authorize the Superintendent (designee) to accept this donation from the Dietrick-Parks Foundation.

B. Grants

**BF 28564**

Request for Permission to Amend the Supplemental Services Grant Awarded by the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to amend the allocation of the Supplemental Services Grant from the Minnesota Department of Education in the amount of \$112,294.43.

C. Contracts

**BF 28565**

Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with Ramsey County



That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Ramsey County to provide ABE instructional and support services to adult learners participating in the Child Development Pathway Program.

D. Agreements

**BF 28566** 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, 2009 through June 30, 2011.

E. Administrative Items

**BF 28567** Recommendation for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective February 24, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**BF 28568** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period January 1 – January 31, 2011.

(a) General Account	#482658-484043	\$ 50,139,013.36
	3015245-3015323	
(b) Debt Service	-0-	29,196,947.67
(c) Construction	-0-	<u>1,518,744.01</u>
		<u>\$80,854,705.04</u>

Included in the above disbursements are payrolls in the amount of \$33,346,714.28 and overtime of \$87,401.21.

(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 May 17, 2011.

**BF 28569** Proposed Name Change for Hayden Heights and Prosperity Heights Elementary for Fall 2011

That the Board of Education authorize the Superintendent (designee) to approve Hayden Heights and Prosperity Heights name change to The Heights Community School, beginning in the Fall of 2011.

**BF 28570** Establishment of the Unclassified Position of Nutrition Services Assistant Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Nutrition Services Assistant Director classification effective February 15, 2011; that the Board of Education declare the position of Nutrition Services Assistant Director as unclassified; and that the pay rate be Grade 20 of the Saint Paul Supervisors' Organization standard ranges.

F. Bids

**BF 28571** Bid # A9396-E Petite Bananas

That the Board of Education authorize the amendment of bid No. A9396-E to increase the amount of the contract by \$31,125.00 with J & J Distributing, for furnishing and delivery of petite bananas for Nutrition Services to \$140,000.00.

**BF 28572** Bid 3 A9397-E Yogurt Items

That the Board of Education authorize the amendment of bid No. A9397-E to increase the amount of the contract by \$146,500.00 with Upstate Niagara Cooperative, for furnishing and delivery of yogurt items for Nutrition Services to \$250,000.00.

**X. OLD BUSINESS**

**BF 28573**                      Resolution to Establish Revocable Trust and to Appoint Trustee (Other Post-Employment Benefits Revocable Trust Agreement)

WHEREAS this Board of Education at its regular meeting held on October 10, 2010 voted to accept the proposal of Wells Fargo Bank, N.A. for the establishment of an other post-employment benefits trust; and

WHEREAS, the terms and conditions of said trust have been formulated by School District administration and are set forth in the Other Post-Employment Benefits Revocable Trust Agreement (hereinafter "Revocable Trust Agreement") attached hereto and incorporated herein as if fully set forth; and

WHEREAS, Wells Fargo Bank, N.A. is willing to act as Trustee in accordance with the terms set forth in the Revocable Trust Agreement;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Independent School District No. 625 as follows:

That the Board of Education does hereby authorize the establishment of a revocable tax-exempt trust under Section 115 of the Internal Revenue Code for the purpose of setting aside funds to satisfy its liability for post-employment benefits under its group medical plan;

That the Board of Education does hereby appoint and engage Wells Fargo Bank, N.A. to act as Trustee for and under the attached Revocable Trust Agreement; and

That the Board of Education does hereby approve the attached Revocable Trust Agreement and direct its Chair and Clerk to execute and deliver same.

**MOTION:**                      **Ms. Carroll moved the Board of Education approve the Resolution to Establish a Revocable Trust (Other Post-Employment Benefits Revocable Trust Agreement) and to Appoint Trustee as outlined. Motion seconded by Ms. O'Connell.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

**XI. NEW BUSINESS**

**A. Proposed Project Labor Agreements**

**MOTION:**                      **Ms. Carroll moved the Board of Education accept Administration's recommendations relative to the use (or not) of Project Labor Agreements. Motion seconded by Ms. O'Connell.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

The following projects will utilize Project Labor Agreements:

<b><u>BF 28574</u></b>	Battle Creek Middle School - Piping Replacement and Miscellaneous Improvements
<b><u>BF 28575</u></b>	Central Senior High School - Auditorium and Miscellaneous Safety and Ventilation Improvements, Cable Television Installation and Damper Replacement
<b><u>BF 28576</u></b>	Chelsea Heights Elementary School - Ventilation Improvements, Paving Replacement and Remodeling Main Entry and Office
<b><u>BF 28577</u></b>	Como Park Elementary School - New Main Entry, Site Marquee Improvements, Electrical Improvements and Miscellaneous Improvements
<b><u>BF 28578</u></b>	Eastern Heights Elementary School - Paving Replacement and Miscellaneous Improvements
<b><u>BF 28579</u></b>	Farnsworth Aerospace Magnet (Upper) School - Piping Replacement and Roof Replacement
<b><u>BF 28580</u></b>	Linwood Monroe Arts Plus (PreK; 4-8) - Roof Replacement, Paving Replacement/Repair and Miscellaneous Improvements
<b><u>BF 28581</u></b>	Rondo Education Center - Sprinkler Pipe Replacement and Miscellaneous Improvements

Project Labor Agreements will not be utilized with the projects listed below:

- Como Park Senior High School - Pavement Replacement and Miscellaneous Improvements
- Harding Senior High School - Technology Improvements and Upgrade of Auditorium Sound System
- Harriet Bishop Center for Learning - Fire Alarm System Replacement, Paving Replacement/Repairs and Hydraulic Elevator Piston Replacement
- Hayden Heights Elementary School - Classroom Storage Improvements and Miscellaneous Improvements
- Highland Park Junior High School - Renovation of Family and Consumer Science Room and Secure Entry Improvements
- Highland Park Senior High School - Flooring Replacement and Miscellaneous Improvements
- Mississippi Creative Arts Magnet Elementary School - Office Expansion, Installation of Classroom Storage Cubbies and Replacement of Auditorium Sound System
- Nokomis Elementary School - Secure Entry Improvements and Playground Improvements
- Barack and Michelle Obama Service Learning Elementary School - Paving Replacement
- Ramsey Junior High School - Construction of Roof Replacement
- Riverview Elementary School - Flooring Replacement and Miscellaneous Improvements
- Saint Paul Music Academy - Office Remodeling and Miscellaneous Improvements

## **XII. BOARD OF EDUCATION**

### **A. Information Requests & Responses**

1. Director Hardy requested more information on the numbers relative to the Strategic Plan – achievement numbers relative to the proposed moves and changes, the financial implications, etc. How will the District get to the 75% proficiency over the next three years? Clarification was provided that budget implications are the most immediate concern. Further clarification was made that financial data should be confined to the upcoming budget, that orders of magnitude would be helpful, that this is about asset building. Basically need the what, the why and the who.
2. Director O'Connell stated that as a community everyone needs to know fundamentally that the plan, as developed and which the Board is asked to approve, gives everyone a strong reason to believe the savings coming from the various pieces will allow sufficient money to get to student achievement, improve the quality and equity of education for children and that good solutions will be found to get there together.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

Director Hardy provided a report on the CUBE Federal Relation Network Conference he had just attended. He indicated this is an annual meeting held so school board members can have direct access to their senators and representatives in Washington, D.C. The conference provides an overview of what is happening at the capitol relative to education. He stated one of the primary messages being directed to representatives was that school districts would like to see existing mandates funded and no new mandates made unless they are fully funded.

### XIII. FUTURE MEETING SCHEDULE

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

- March 15
- April 19
- May 17
- June 7 – Special 4:30 p.m.
- June 21
- July 19

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

- March 1
- April 5
- May 3
- June 28
- July 19

### XIV. ADJOURNMENT

**MOTION: Mr. Brodrick moved adjournment of the meeting, seconded by Mr. Hardy.**

The motion was approved with the following roll call:

Mr. Hardy	Yes
Ms. Kong-Thao	Absent
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes

The meeting adjourned at 10:05 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