

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

I. CALL TO ORDER

The meeting was called to order at 5:45 p.m.

II. ROLL CALL

PRESENT: Ms. O'Connell, Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll, Mr. Risberg, Mr. Hardy, Ms. Kong-Thao, Superintendent Silva, Mr. Lalla, General Counsel and Ms. Polfuss, 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 Order of the Consent Agenda and the Order of the Main Agenda as published. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of February 15, 2011

MOTION: Mr. Hardy moved approval of the Minutes of the Regular Meeting of the Board of Education of February 15, 2011 as published. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

V. SUPERINTENDENT'S REPORT

- A. Final Update on Strong Schools, Strong Community Plan

The Superintendent stated her report would be a final update on the Strong Schools, Strong Community (SSSC) Plan and the monthly Human Resource Transactions.

She stated she was asking the Board to approve the SSSC Plan at this meeting. She went on to review why this plan and why now. She indicated there were three primary reasons for the plan 1) achievement for all students, 2) equity for all students and 3) resources for all. The plan brings together all the pieces so the District can transform the public education system to serve all students. There are now too many students not meeting the standards. The plan provides opportunities for all students to be successful.

The current system was developed to meet the needs to students 30 years ago and it has not changed substantially since that time. The structure, systems and practices in the schools today will continue if the system is kept as it has been. It has been a system that resulted in a few outstanding results in a few schools and the District should be proud of that but what is needed now is success in every school in the system. It needs to be a system that provides opportunities for all students to be prepared for college and the work place. Everyone needs to understand that today's results are what the District will continue to have if the current system is kept in place. Tomorrow's results can be obtained by reforming how the system delivers instructions in schools and classrooms and by involving communities and families in contributing to the future successes of the District. The plan is designed to put great schools in every corner of the city.

The plan also provides opportunities for parents wanting a specialized education for their children. The plan, which is comprehensive, has been under development for the last year. The plan has activated a community that previously took education for granted and is now a community that has shown how much it cares about the schools over the past months. Education needs to involve everyone. Once the plan is implemented, it will need families to support it and send more children into the district's schools. The plan will create a system that makes the reality for all students that if they work hard SPPS will provide an excellent education.

Goal 1 is achievement; how to move all students to achieve at higher levels. It brings reliable and consistent standards into every school; it provides services in every school to meet needs the students. The plan is transformative. This is not the first time SPPS has made changes but it can no longer "patch" the old system. It now needs to remake the system to work toward the end of achievement for all students.

The population of St. Paul is different from that of 30 years ago and resources are much more limited. The plan has been built utilizing data, test results and projections of future populations of students along with demographic data about St. Paul. The data has been posted since early January for everyone to see. The data compels the District to make changes; it can no longer wait to reform the system to meet needs of all students.

The District will continue to have a system of choice but it will be a different way of looking at choice. Administration has tried to address concerns expressed by the community. The Plan is a plan; what is being proposed is the framework of what it should look like and the details will evolve over the next three years.

Already, amendments have been made to the plan because administration has listened to input from families, communities and students. The process over the past months has been beneficial for administration and for the Board. It is a boon to have a community that cares where schools are, where they need to be and what they are providing. The District has developed a three-year plan to bring about a transformation of the District in order to avoid having to continue making major budget cuts into the future and to provide stability for the educational system. Change takes time, there are many pieces of the plan that need to evolve while at the same time being respectful wherever possible to the needs of families.

District staff has done the work the community has asked to be done. The Superintendent was hired to provide an education that meets the needs of all students, to transform results and to close the achievement gap. Transforming the system requires change, courage, will

and a plan. Administration believes that everyone benefits from the plan. Parents were asked to look at the bigger picture; the 38,000 student in the system and the limited resources available today and then look toward what will be in three years. They were asked to look at current data and the achievement gap, which has not changed for the last 10 years, and realize change is necessary now so that all students can improve now rather than later.

The Superintendent then asked the Chief of Staff to present a summation of the plan.

The SSSC Plan has three goals: achievement, alignment and stability. It focuses first on teaching and learning (what happens in the classroom) and then aligns resources to support what happens in classroom. The transformation begins in the classroom with the goal of having 75% of students' proficient by Spring 2015. This will happen by pairing managed instruction with performance management to create uniformly high expectations across the system.

Alignment will happen by transforming school choice through the creation six geographic areas while still offering choice and learning closer to home. Data shows the current choice system has not produced significant differences in achievement. Data also shows that St. Paul is more racially balanced than other cities of its size.

Alignment preserves choice for all areas of the city. It offers community schools and regional and district magnets. There will be 24 magnet programs at the elementary level alone. Alignment also moves to a system that decreases citywide transportation and choice and brings the system back to a transportation and choice system that aligns to communities and regions across the city and with equity to be found in all areas of the city. The savings from transportation will be used toward improving what happens in the classroom.

The plan has been amended to provide increased assurances for families relative to K-12 articulation expand successful programs and has stayed true to the three pillars of the plan, achievement, alignment and sustainability. The plan phases in over the next three years.

Changes proposed to be implemented for SY 2011-12 include:

- Co-locating four elementary programs
- Relocating four programs; moving two schools' sixth grade classrooms (Adams & Highland Elementary)
- Discontinuing one elementary program
- Beginning expansion of grade levels for future K-8s
- Opening two new language immersion programs at kindergarten
- Adding learning supports for Achievement Plus schools (wrap around services that include decreasing the walk zone to one-half mile with those over one-half mile receiving transport and extending the day by one hour).
- Re-opening the former Wellstone site to house secondary programs: Open, World Learning and Creative Arts High School.

Changes proposed to be implemented in 2012-13 include:

- Changes to the High Schools: students will go to their community high school or a regional or district magnet with transportation provided
- Those currently enrolled (in 2011) as 9th and 10th graders will be grandfathered with transportation except if they choose to change schools).
- Transportation will be limited at six elementary magnets (they will no longer be citywide options)

Changes proposed for implementation in 2013-14:

- Elementary schools: students will go to their community elementary school or a regional or District magnet with transportation provided

- Middle schools: students will go to their community middle school or a regional or District magnet with transportation provided. Grade configurations change from junior high (7-8) to middle grades (6-8)
- Four buildings re-open (Area A [the former Ames and Prosperity sites], Area B [the former Sheridan site] and Area D [the former Roosevelt site]).

Goal 3 is sustainability. The plan focuses on improving achievement. The new normal will be flat or decreasing funding so sustainability is critical to the plan to put it on a stable path. Stable revenue is critical to success. To achieve this, the District is moving from budget cuts to aligning resources within the plan. Figures are based on a four-year implementation which anticipates an increase in revenue of up to \$22.5 million that will be supported through an enrollment campaign to bring in new students. The District will also look at greater efficiencies in both transportation and administration. Expenses will be reduced by about \$10 million (mostly in transportation). The District still faces a \$19 million shortfall this year and without the plan's reduction to expenses there would be bigger cuts in the future.

The plan requires Board actions in the policy areas of:

- Grade configurations (Pre-K is not referred to as it is based on the availability of funding, not as below on formal grade configurations).
 - K-8 or 1-8
 - Elementary (K-5)
 - Middle (6-8)
 - Secondary (6-12)
 - Senior High (9-12)
 - K-12 (Bridgeview)
- Boundaries (Geographic areas of the city)
 - Six geographic areas (A-F)
 - Assignment of community schools to a single area
 - Assignment of regional and magnet schools to serve one or more areas within the timeline presented
- Articulations (with guaranteed space)
 - American Indian Language and Culture, K-12
 - Visual and Performing Arts, K-12
 - Capitol Hill (the school), 1-12
 - Hmong Studies Language and Culture, K-12
 - International Baccalaureate (PYP, AYP, IB), K-12
 - Language Immersion-French, K-12
 - Language Immersion-Spanish, K-12
 - Language Immersion-Chinese, grade configuration to be determined
 - Montessori, K-8
 - Aerospace-Engineering, K-12

Clarification was provided on pathways and articulations:

- Pathways are based on a home address – families will know what schools in their area they can move through from elementary to high school
- Articulation (from a program or a particular school) is a guaranteed seat if a student is in a particular program/school and follows that program/school as they move through the grade levels.

A clarification was provided concerning gifted and talented. The articulation noted above is for only Capitol Hill School with an articulation to Highland Park if students wish to move as a cohort. There are gifted and talented services at all high schools and gifted and talented students may choose, within the parameters of the plan, which high school they wish to attend, they are not required to articulate to Highland Park.

- Discontinued Programs

- o Elementary school grades (K-5) for Open World will be discontinued as of June 30, 2011
- o Elementary school programs at Museum Magnet and World Cultures (Grades K-6) will be discontinued as of June 30, 2012.

The Superintendent reminded the Board of the importance of making a decision on the plan at this meeting. Delay would cost one year in the implementation of plan and a continuation of the status quo and would have significant impact on staffing plans/options. The District cannot go forward with the long range budget planning as it is tied to the plan. Operations and facilities contracts cannot be implemented in order to get buildings ready for next year. Zero-based budgeting cannot go forward and traditional budgeting methods would continue. It would create delay in terms of designing the new school selection process and clear criteria would not be defined for the 2012 selection season. In addition, it would prolong the uncertainty across staff, families and the community.

She stated SPPS is a community of educators that care about SPPS and the plan has been developed because SPPS believes this is the only way to move ahead and prepare all kids for the future with a superb education.

B. Human Resource Transactions

MOTION: Ms. Carroll moved approval of the Human Resource Transactions for the period January 28 through February 24, 2011 as published. Motion seconded by Ms. Kong-Thao.

The motion passed with the following roll call vote:

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

VI. **RECOGNITIONS** were rescheduled to the April Board meeting.

VII. **PUBLIC COMMENT** (Time Certain 6:30 p.m.)

- Patrick Quinn - Budget recommendations
- Mark Manderscheid – Support for SSSC Plan
- Duane Dutrieuille - Support for SSSC Plan
- Rev. Dr. Darcel Hill – Support for SSSC Plan
- Darlene Adams – Support SSSC Plan with greater parent involvement
- Dr. James Shelton - Approval of SSSC Plan and its goals
- Rev. Runney Patterson – Support for the SSSC Plan
- Rev. Gill – Statement from Black Ministerial Alliance in support of SSSC Plan
- Paquo Xiong - Hmong Perspective on SSSC Plan
- Diana Halicki - Keeping Ames/Sheridan Open
- Jeff Koon - Elements of the SSSC Plan
- Felicia Widi – Support for SSSC Plan
- Dyane Garvey – Disagreement with split campus plan for LNFI
- May Garvey – LNFI, do not split the campus
- Lara Duddingston – Opposed to SSSC Split Campus Plan on LNFI & Presentation of Petition
- Joseph and Jan Ofspedal – Confusion brought about by the plans brought forward for LNFI and opposition to split campus
- Joe DaFonseca – Concern about potential for re-segregation with community schools
- Jonathan Palmer – Support of SSSC Plan – Equity for All Students
- Sarah Geving – Opportunities of split campus for LNFI with K-8

- Lisa Hannum – Concern about recent proposals for LNFI, specifically the split campus
- Amanda McCormick – Concern about moving of 6th graders into middle schools, managed instruction and performance management
- Mike Maddio – Support for SSSC Plan and dedication to community
- Margaret Isom – Support for SSSC Plan
- Charles Spencer – Importance of diversity to schools in SPPS, delay plan
- Emma Grundhauser – Plan will destroy diversity within schools delay it
- Shawn Sheaphard – Value of diversity within the schools
- Dara Soly – Plan will create segregation problems, delay it
- Krysia Weidell – LNFI decisions and hurt has done to community, opposed to plan
- Steve Subera – LNFI split campus decision, reconsider it
- Tina Armstrong – MN Council of Gifted and Talented support for Capitol Hill articulation to Highland
- Corwin Cruise – Opposed to move of 6th grade to middle school and problems will cause
- Desiree Bergquist – Disagreement with SSSC Plan and its potential to re-segregate schools
- David Kirchner – J.J.Hill Montessori – concern about removal of 6th grade from grades
- Meghan Leroux – Thanks for keeping LNFI on the East Side and hope for K-8 program
- Amanda Vang – Importance of Business Classes in schools
- Brook Lafloe – Importance of Business Classes in school
- Pedro Ortega – Importance of Business Classes to students' future
- Pahoua Yang – Importance of Business Classes in schools
- Jennifer Ampulski – Future of LNFI and hope for option of K-8
- Dr. Roslyn Garrell – Plan is about education and high expectations but need to be sure implemented properly; need to walk the talk
- Steve Adams – Thanks for keeping LNFI on East Side, but concern about split campus
- Susan Schmidt – Make LNFI a K-8 with collaboration of community
- Jeffrey Martin – NAACP and AALC commitment to African American Students concerns about the plan
- Tyrone Tyrell – Support for commitment to African American Students but have concerns about aspects of the plan
- Jim Hilbert – Voting on new direction to St. Paul, caution to avoid step backward toward segregation
- Tara Fortune – Encouraged administration to look at program changes at LNFI
- Patrick Daly – Encouraged the K-8 option for LNFI
- Katie Stern – Support for Capitol Hill Articulation
- Philip Friedlund – Spoke in support of SSSC Plan and support for G&T with diverse options
- Daniel Keller – Stabilizing the funding for schools
- Melvin Carter – Ward 1 City Council – Promise Neighborhood – Petition on support for the plan
- Zari Dehdashti– Keeping LNFI open and keeping French program at Ramsey – does not support split campus.
- Kevin Heupenbecker – Table plan for additional month
- Matt Yager – More time for consideration of LNFI split campus
- Mat McGuire – Concern with plan for LNFI
- Mary Kate Boylan – Two year timeline for Open World Learning extend to 3 years
- Tina Lassahn – Encouraged consideration of K-8 for LNFI
- Terri Hanson – Concern about managed instruction and keep 6th grade at JJ Hill
- Diane Smith – Concern about potential for re-segregation
- Maureen Brazil-Sawyer – Asked for smaller class sizes, more options for G&T,
- Kenya Walker – Be sure teachers are equipped to teach children and address the problems
- Tonya Long – Wait on approving plan
- Priya Rajamani – Thanks for articulation for Capitol Hill
- Tori Garvey – LNFI and concern about splitting school
- Liz Paulson – Disagrees with decisions being more centralized and loss of trust

VIII. COMMITTEE REPORTS

A. Report on the Committee of the Board Meeting of March 1, 2011

1. **Update on the Final Report and Recommendations of the Statewide Task Force on School Integration**

Kathy Griebel, EMID Director of Elementary Teaching and Learning, provided an overview of the recommendations of the Statewide Taskforce on School Integration. A strong integration policy is a critical component of a larger agenda focused on eliminating disparities and creating educational equity and opportunity for all Minnesotans. Recommendations were developed in five key areas.

- Clarification of the Purpose of the Integration Policy
- Establishing and Enforcing Accountability Measures
- Identifying and Supporting Effective Practices
- Seeking Partnerships and Encouraging Collaboration
- Distributing Resources to Meet Outcomes

The group is moving to bring the report to the legislature and looking at how best to distribute resources across the state to meet the outcomes identified for every child.

RECOMMENDED MOTION:

That the Board of Education accept the report of the Statewide Task Force on School Integration with thanks.

The motion passed with the following roll call vote:

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

2. **Update and Recommendation on Site-Governed Schools**

A new law was passed in 2009 for the creation of site-governed schools within a district. Saint Paul Public Schools (SPPS) and the St. Paul Federation of Teachers (SPFT) agreed in a memo of understanding to explore the opportunity and bring a recommendation to their respective boards by May, 2011.

The Site-Governed Schools Exploratory Committee was formed and brought forward several specific suggestions for the Board:

- That the Board of Education approve this in concept and direct the Superintendent to work with SPFT to develop a request for proposal (RFP) that would be available before June 30, 2011.
- That the District explored possibilities of start-up funding (from state, federal and private sources) as part of its overall efforts to improve student achievement.

The committee also brought forward suggestions for preferences and priorities with which the proposed school or program must align under the District's strategic direction and goals including one or more of the following:

- Demonstrated ability to close the achievement gap
- A program or approach that is not already offered in the district
- Replication or extension of a high-demand, successful program
- Brings students into the district from outside (not currently enrolled in SPPS), and
- More efficient or cost-effective strategies

A proposed timeline and evaluation criteria were also reviewed.

RECOMMENDED MOTION:

That the Board of Education receive the Report of the Site-Governed Schools Exploratory Committee with its thanks and direct Administration to work with the Federation to begin the process of soliciting applications for site-governed schools, based on an appropriate timeline to be developed by the Administration.

The motion passed with the following roll call vote:

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

3. Legislative Update

The SPPS Legislative Liaison provided an update on a number of policy proposals and hearings which were held on the Governor's budget. She noted the finance committee would have until March 25 to act on appropriation bills and until May 6 for policy bills. Some of the items reported on included:

- The economic forecast looked better than the past few with approximately a billion dollar improvement in the forecast.
- The alternative licensing bill is moving forward.
- A presentation was made by the Education Excellence Foundation on the Florida education reforms.
- There is a bill for a Grading Systems for schools moving forward
- The mandates reduction efforts are moving within many separate bills.
- Integration revenue and the Legislative Auditors Report were heard with some history of the program, funding is being reviewed

The House Education Finance Committee visited Harding High School on March 2 and a small group of House members visited Phalen Lake Hmong Studies Magnet School on March 9.

RECOMMENDED MOTION:

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

The motion passed with the following roll call vote:

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

4. Discussion on School District Primary

In 2009, St. Paul voters approved a charter amendment that adopted the ranked voting method for city elections and the elimination of the city primary. Both changes take effect in 2011. The effect of this on the SPPS Board of Education is that it is left as the only entity conducting primary elections to fill its positions. Additionally, with the change, they would need to authorize primary elections for 2011 and beyond in order to comply with law or move to de-authorize primaries and move all candidates onto the ballot for the November elections.

It was noted the filing period for the 2011 elections falls between July 5-19.

RECOMMENDED MOTION:

That the Board of Education not hold a primary in 2011.

The motion passed with the following roll call vote:

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

5. There was no **Policy Update Report**

6. **Standing Item: Strong Schools, Strong Community Update**

The Superintendent reviewed the reasons the Strong Schools, Strong Communities plan was originally implemented and outlined the revised recommendations being brought to the committee. This update resulted in the following recommended actions:

RECOMMENDED MOTION ON GRADE CONFIGURATION:

That the Board recommend the Board of Education move that St. Paul Public Schools operate schools with the following grade configurations, according to the implementation timeline proposed in Strong Schools, Strong Communities Strategic Plan, as amended on March 1, 2011.

- **K-8 or 1-8 (Kindergarten or first grade through eighth grade)**
- **Elementary (Kindergarten through fifth grade)**
- **Middle (Sixth grade through eighth grade)**
- **Secondary (Sixth grade through twelfth grade)**
- **Senior High (Ninth grade through twelfth grade)**
- **K-12 (Kindergarten through twelfth grade [Bridgeview Special Education])**

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- It was noted that this action would have no effect on Pre-K which will continue as it is currently done.

The next recommended motion on **articulation** was read as follows:

That the Board of Education, in support of the Strong Schools, Strong Communities Strategic Plan, as amended on March 1, 2011, provide articulation for the following St. Paul Public School programs through the following grades:

- American Indian Language and Culture: Kindergarten through twelfth grade.
- Arts (Music, Performing and Visual Arts): Kindergarten through twelfth grade
- Gifted and Talented: First through twelfth grade
- Hmong Studies Language and Culture: Kindergarten through twelfth grade
- International Baccalaureate (PYP-MYP-IB): Kindergarten through twelfth grade
- Language Immersion – French: Kindergarten through twelfth grade
- Language Immersion – Spanish: Kindergarten through twelfth grade

- Language Immersion – Chinese: Final grade configuration to be determined
- Montessori: Kindergarten through eighth grade
- Aerospace: Kindergarten through twelfth grade.

An amendment was proposed to bring the motion into the alignment with the new wording used during the Superintendent’s report which clarified various points in the original motion.

MOTION: Ms. Carroll moved the motion be amended to reflect the following corrected references: Change “Arts” designation to Visual and Performing Arts. Change the “Gifted and Talented” reference to Capitol Hill (the school) and change the “Aerospace” reference to Aerospace Engineering. Motion seconded by Ms. Kong-Thao.

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- Explain once again the difference in articulation for Capitol Hill and other gifted and talented. Response: There are gifted and talented programming and services in all elementary and secondary schools and students can choose whatever high school they want to move to. What this articulation for Capitol Hill does is to guarantee that those students who wish to move to Highland Senior High as a cohort have places at that school. This action does not negate other gifted and talented offerings or choices at other schools.
- Why single out one school for articulation? Response: This action is recognizing a need for continued intensified offerings for Capitol Hill students at the high school level where there is an IB offering and from that take the best practices to enhance offerings at other schools.
- Can you say this will not add extra cost or take away resources from other schools? Response: Administration has not defined what the articulation will look like yet, it needs to get experts and families involved. It is assumed the cohort will take advantage of the IB program if they go to Highland. Administration will then look at what other classes would be appropriate for those students. There should be no need for either added costs or resources.
- Why the clarification to “Arts”? Response: Administration wanted to phrase this in such a way that it realizes the all-encompassing areas of the arts.
- Was music lost in this change? Response: Music is part of performing arts.

AMENDED MOTION ON ARTICULATIONS:

That the Board of Education, in support of the Strong Schools, Strong Communities Strategic Plan, as amended on March 1, 2011, provide articulation for the following St. Paul Public School programs through the following grades:

- American Indian Language and Culture: Kindergarten through twelfth grade.
- Visual and Performing Arts: Kindergarten through twelfth grade
- Capitol Hill (the school): First through twelfth grade
- Hmong Studies Language and Culture: Kindergarten through twelfth grade
- International Baccalaureate (PYP-MYP-IB): Kindergarten through twelfth grade
- Language Immersion – French: Kindergarten through twelfth grade
- Language Immersion – Spanish: Kindergarten through twelfth grade
- Language Immersion – Chinese: Final grade configuration to be determined

- **Montessori: Kindergarten through eighth grade**
- **Aerospace Engineering: Kindergarten through twelfth grade.**

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- What will the K-12 French Immersion articulation look like? Response: Thanks were extended to LNFI parents for their involvement. For the first time, there is an official K-12 articulation of French Immersion. Administration provided the offering of the split campus to keep LNFI on the East Side and allow for more space for growth. The original amendment talked about K-5 with articulation into Ramsey and then Central. Administration looked at whether K-8 would fit into the two buildings (with the growth assumptions and articulating K-8 into the two sites). Administration is open to the idea of K-8. There is time to work on the articulation with the input of the families. This does provide one less transition for the students. Primary would be in one building with the other levels in the other building. This would maximize space usage in both buildings, keep LNFI on the East Side and retain the 6th grade opportunity for the students for additional immersion time. There will need to be work done to design the 7-8 grade articulation. The changes occur in 2013-14 so there is time to work on this articulation if that is the desire of the school. Central would remain the high school articulation.
- Which is best for LNFI, a K-8 split campus or under one roof? Response: There are no buildings on the East Side that will hold the number of students anticipated at LNFI under one roof. In the best of all worlds, keeping students together in one building is ideal but again there is no building large enough to hold the program with anticipated growth on the East Side. The split campus will fit a K-8 articulation. Administration's desire is to create stronger communities to meet the needs of all students and it is the intention to provide great schools in every corner of the city.
- Concern was expressed about how the 6th grade articulation would work with Montessori and all other moves for 6th grade so it is to the benefit of the kids. Response: There is time to figure out how to do the transition so it benefits the kids.

RECOMMENDED MOTION ON BOUNDARY AREAS:

That the Board of Education, for the purposes of transportation, define six geographic Areas (A through F) within the City of St. Paul; assign each community school to a single Area; assign regional or district magnet schools to serve one or more Areas; and for purposes of school assignment direct Administration to establish individual community school attendance preference areas by September 30, 2011 as proposed in the Strong Schools, Strong Communities Strategic Plan, as amended on March 1, 2011,

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- The comment was made there seems to be a feeling the District is losing the ability to have choice. While particular choices are not available to all people all over the city, there are many more choices for many people within regions and there are still some great regional and citywide magnet choices. It is not a loss but a matter of “relearning” what choices are there. It is a matter of different choices, not a loss of choice.
- The comment was made relative to segregation/integration that the Board is making a commitment to truly integrate the schools versus what was built as a result of a court challenge. The old plan was designed to serve white students not students of color. This plan is to serve all students in the district today. It is about doing the right thing NOW, moving forward, and monitoring how it is working making corrections along the way. It can be done right and that is the intention of this action.
- REQUEST: Administration was asked to put together a “transition task force” to help in getting good ideas to implement the plan so it does indeed accomplish goal #1. It would be helpful to have the task force consist of teachers, administrators, parents/guardians, interested community members (faith, nonprofits, business, etc.) from each of the six areas. This would also ensure the concerns expressed by various communities would be addressed. Response: Administration is already considering this and will look at the model used with Promises Neighborhood which seems to be working very well for that project.
- REQUEST: There has been new language and definitions introduced so it would behoove administration to ensure that these new terms are clearly defined with those definitions available to all members of the District and the community (perhaps on the website).

RECOMMENDED MOTION ON DISCONTINUATION OF PROGRAMS:

That the Board of Education move that, in support of the Strong Schools, Strong Communities Strategic Plan, as amended on March 1, 2011, the St. Paul Public Schools discontinue the elementary school grades of Open World Learning Community (Grades K-5) effective June 30, 2011; and the elementary school programs at Museum Magnet and World Cultures Magnet Schools (Grades K-6) effective June 30, 2012.

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION

- A Board member acknowledged the various communities and the loss they feel they are experiencing and thanked them for their hard work on behalf of kids and for working with administration through the process to find ways to enhance the plan to the benefit of all. Thanks were also extended to all of staff for the very hard work that has gone into getting the plan to this point and for the very hard work ahead in implementing the plan.
- Clarification was made about the Open School trial period for 6-8. The timeline is that the assessment will be done in 2013-14 school year, the third year of the plan so there are three years available for Open School.
- Students from Open World early grades were encouraged to move to Four Seasons or other choices as appropriate. The Museum School will co-locate with Benjamin Mays and World Cultures will co-locate with American Indian Magnet.

RECOMMENDED MOTION TO ADOPT THE PLAN:

That the Board of Education adopt a resolution approving the comprehensive Strong Schools, Strong Communities Strategic Plan and implementation timeline, as proposed and amended on March 1, 2011.

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- The comment was made that the time is now to approve a change in direction for the district. The plan continues SPPS's strong tradition of choice as community, regional and district-wide choices are there for families. There has been productive conversation on the plan. With a strong and engaged implementation, this can be a win-win for students, parents and the city.
- This is a great opportunity for everyone. Thanks were extended to the Superintendent and staff for their flexibility in building the plan. The hope was expressed that there would be many more people in classrooms and buildings working with the district in tutoring and mentoring students in order to achieve goal 1.
- This is a bold plan requiring bold action. Congratulations were extended to administration for putting the plan forward, for moving it forward and for the response from the community and the schools affected by it. The District has to move forward now to help kids who need it now.
- Appreciation was expressed for hearing the many and various views in order to improve and move the plan forward. The plan is not perfect but it is a plan that will move the District forward and it can evolve as it does move forward. It is a plan with action and most importantly, accountability.
- These are some very bold and courageous moves in this plan but it is not fixed and there is room for continuing evolution to shape and grow it to respond to changing conditions.
- The roots of the plan run deep. The Board's vision and long-range goals provided permission to begin this discussion. It is important to maintain a sense of integrity with the plan as it moves forward. The focus must remain on achievement. The issues around sustainability and alignment will be addressed more in the coming weeks through the budget discussion. Implementing the plan will mean addressing dollars and human resources in a different manner.
- The Superintendent extended thanks for the work of staff. For those who have concerns about the plan she stated the community will be winners together in having the desire to address the problem of the achievement gap which started many years ago. There is an urgency from knowing where the kids are now and where they need to be. Everyone needs to be open to different ways of improving achievement for all kids. Everyone is here to support kids. A committee, as mentioned earlier, is already under consideration because solutions need to come from throughout the community. Everyone needs to work as a team in order to allow every kid to learn; it must be all about the kids.

MOTION: Ms. Carroll moved the Board accept the report on the Committee of the Board meeting of March 1, 2011. Motion seconded by Ms. Kong-Thao.

The motion passed with the following roll call vote:

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

Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

IX. CONSENT AGENDA

MOTION: Ms. O’Connell moved the Board of Education approve all Consent Agenda Items as published. Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

A. Gifts -- None

B. Grants

BF 28582 Request for Permission to Submit a Grant Application to the Kessler Foundation to Increase Training and Job Opportunities for People with Disabilities

That the Board of Education authorize the Superintendent (designee) to submit an application to The Kessler Foundation to advocate for the inclusion of students with disabilities in employment and the community; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28583 Request for Permission to Submit a Grant Application to The McKnight Foundation to Provide a Literacy Program to Pre-K-Third Grade Students

That the Board of Education authorize the Superintendent (designee) to submit an application to The McKnight Foundation to offer a Pre K – third grade literacy program for students at Paul and Sheila Wellstone Elementary and Bruce Vento Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28584 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 reduce special education referral and identification rates; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28585 Request for Permission to Submit a Grant Application to the MusicLink Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the MusicLink Foundation for funds to purchase music program supplies to support extended-day learning at Franklin Music Magnet/North End Elementary; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28586 Request for Permission to Submit a Grant Application to the Robins, Kaplan, Miller and Ciresi Foundation for Children

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Robins, Kaplan, Miller and Ciresi Foundation for Children for funds to provide professional

development to staff at Obama Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28587 Request for Permission to Submit a Grant Application to the Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Paul Foundation for funds to implement an enrollment campaign in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28588 Request for Permission to Submit a Grant Application to the Toyota Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Toyota Foundation for STEM educational programming funds at Valley Branch Environmental Learning Center; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 28589 Supplemental Educational Services Contracts

That the Board of Education authorizes Superintendent Valeria Silva revise contract amounts with the above authorized SES providers for the school year 2010-2011.

D. Agreements

BF 28590 Approval of Labor Relations/Negotiations Manager Employment Agreement

That the Board of Education of Independent School District No. 625 approve the employment agreement for the Employee Relations/Negotiations Manager, effective April 4, 2011.

BF 28591 Request for Permission to Participate in Student Teacher Agreements

That the Board of Education authorize the Superintendent (designee) to participate in student teaching agreements with the Metropolitan State University and Rasmussen College.

E. Administrative Items

BF 28592 Alternative Bonds-Calendar Year 2011

That the Board of Education approve and authorize the calendar year 2011 facilities plan for alternative bonds.

BF 28593 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 March 28, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before that date.

BF 28594 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period February 1 – February 28, 2011.

(a) General Account	#484044-485371	
	#3015324-3015404	\$50,318,128.04
(b) Debt Service	-0-	0
(c) Construction	-0-	<u>738,600.84</u>
		<u>\$51,056,728.88</u>

Included in the above disbursements are payrolls in the amount of \$35,828,839.62 and overtime of \$127,869.70.

(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 June 21, 2011.

BF 28595 Name Change for Valley Branch Environmental Learning Center Program

That the Board of Education authorize the Superintendent (designee) to change the name of the Valley Branch ELC program to "Belwin Outdoor Science"

F. Bids

BF 28596 Bid No. A9412-K Direct Digital Controls (DDC) Conversion at Bridge View School

That the Board of Education authorize award of Bid No. A9412-K for Direct Digital Controls (DDC) conversion at Bridge View School to Albers Mechanical for the lump sum base bid of \$257,500.00 and Unit Prices 1, 2, 3 and 4.

BF 28597 Bid No. A9413-K Direct Digital Controls (DDC) Conversion at J.J. Hill Elementary School

That the Board of Education authorize award of Bid No. A9413-K for Direct Digital Controls (DDC) conversion at J.J. Hill Elementary School to Cool Air Mechanical, Inc. for the lump sum base bid of \$220,700.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28598 Bid No. A9414-K Direct Digital Controls (DDC) Conversion at Maxfield Elementary School

That the Board of Education authorize award of Bid No. A9414-K for Direct Digital Controls (DDC) conversion at Maxfield Elementary School to Corval Constructors, Inc. for the lump sum base bid of \$297,514.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28599 Bid No. A9415-K Direct Digital Controls (DDC) Conversion at American Indian and World Cultures at Mounds Park Elementary School

That the Board of Education authorize award of Bid No. A9415-K for Direct Digital Controls (DDC) conversion at American Indian and World Cultures at Mounds Park Elementary School to Cool Air Mechanical, Inc. for the lump sum base bid of \$449,400.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28600 Bid No. A9416-K Direct Digital Controls (DDC) Conversion at Phalen Lake Elementary School

That the Board of Education authorize award of Bid No. A9416-K for Direct Digital Controls (DDC) conversion at Phalen Lake Elementary School to Albers Mechanical for the lump sum base bid of \$126,000.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28601 Bid No. A9417-K Direct Digital Controls (DDC) Conversion at Highwood Hills Elementary School

That the Board of Education authorize award of Bid No. A9417-K for Direct Digital Controls (DDC) conversion at Highwood Hills Elementary School to Corval Constructors, Inc. for the lump sum base bid of \$258,403.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28602 Bid No. A9418-K Direct Digital Controls (DDC) Conversion at Hancock and St. Anthony Park Elementary Schools

That the Board of Education authorize award of Bid No. A9418-K for Direct Digital Controls (DDC) conversion at Hancock and St. Anthony Park Elementary Schools to Albers Mechanical for the lump sum base bid of \$270,000.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28603 Bid No. A9419-K Direct Digital Controls (DDC) Conversion at Farnsworth Aerospace Lower and Galtier Elementary Schools

That the Board of Education authorize award of Bid No. A9419-K for Direct Digital Controls (DDC) conversion at Farnsworth Aerospace Lower and Galtier Elementary Schools to Cool Air Mechanical, Inc. for the lump sum base bid of \$399,000.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28604 Bid No. A9420-K Direct Digital Controls (DDC) Conversion at Battle Creek Middle School

That the Board of Education authorize award of Bid No. A9420-K for Direct Digital Controls (DDC) conversion at Battle Creek Middle School to Cool Air Mechanical, Inc. for the lump sum base bid of \$371,800.00 and Unit Prices 1, 2, 3, 4 and 5.

BF 28605 Bid No. A9421-K Direct Digital Controls (DDC) Conversion at Eastern Heights Elementary School

That the Board of Education authorize award of Bid No. A9421-K for Direct Digital Controls (DDC) conversion at Eastern Heights Elementary School to Albers Mechanical for the lump sum base bid and alternate no. 1 for \$349,500.00 and Unit Prices 1, 2, 3, 4 and 5.

X. **OLD BUSINESS** – None

XI. **NEW BUSINESS**

A. Calendar for School Year 2011-12

MOTION: Ms. O’Connell moved the Board of Education set the date of the approval of the calendar for school year 2011-12 to April 19, the next regular Board meeting, in place of the April 1 date in Board Policy 603.00 School Calendar, School Year, Employment Year. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

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

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses - None

B. Items for Future Agendas

1. Director Hardy repeated his request that a “transition task force” be constituted and that an update be made to the Board at an upcoming COB meeting.

C. Board of Education Reports/Communications

1. Director Kong-Thao announced the 15th National Hmong Conference will be held in Minneapolis on May 27-June 4.

XIII. **FUTURE MEETING SCHEDULE**

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

- 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)

- April 5
- May 3
- June 28

• July 19

XIV. **ADJOURNMENT**

MOTION: **Ms. O’Connell moved the meeting adjourn; seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 10:51 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