

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

I. CALL TO ORDER

The meeting was called to order at 5:52 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Kong-Thao moved approval of the Order of the Consent Agenda as published with the exception of Item B1 - Request for Permission to Submit a Grant Application to 3M – SSEI STEM and Item E1 - the Como Woodland Outdoor Classroom which were pulled for separate consideration. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Kong-Thao moved approval of the Order of the Main Agenda as published. The motion was seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

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

MOTION: Ms. Kong-Thao moved approval, seconded by Ms. Carroll, of the Minutes of the Regular Meeting of the Board of Education of October 18, 2011.

The motion was approved with the following roll call vote:

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

V. **COMMITTEE REPORTS**

A. Committee of the Board Meeting of November 1, 2011

1. **Promise Neighborhood Update**

The representative from the Mayor's office to Promise Neighborhoods and the new Director for the program provided an overview of the Promise Neighborhood program. They reviewed the status of the grant application for the implementation phase, reviewed the support, which has been provided by 72 groups or organizations to support the implementation phase of the Promise Neighborhood program, and outlined next steps.

2. **SSSC Equity VisionCard Monitoring**

This was a very rich and extended discussion covering a wide range of data points relative to the 2011-12 Equity VisionCard. Data review showed the following results:

- Reading indicators have gaps at the Concern level.
- Math and Science indicators are at Intervene level.
- GRAD Writing is at Baseline, the highest level for standardized achievement in terms of gaps.
- Gaps in advanced coursework completion and tests range from Baseline (IB testing) to Intervene (AP testing)
- Gifted/Talents identification and Special Education referrals show disproportionality at the Baseline and Progress levels, respectively
- Disproportionality in Absences (students absent 11+ days) is highest at Middle/Junior High, where it is at Baseline level. At Elementary and Senior High, absences are at Progress level or higher.
- The greatest disproportionality is in Suspension, where Elementary, Middle/Junior and Senior High are all at the Intervene level; African American students were most likely to be suspended, twice as much as American Indian students and five times as much as Caucasian students.

A review was also provided on the PBIS (Positive Behavioral Interventions and Supports) programs being implemented at seventeen sites.

3. **2011 Legislative Recommendations**

The SPPS legislative liaison's presentation included a preview of the upcoming legislative session; a State of the State on School Funding and she then moved to a review of the legislative recommendations which are outlined in full in the minutes in the Board Book for this meeting. Her final area of review was the reauthorization of the Elementary and Secondary Education Act (ESEA), most recently reauthorized as the No Child Left Behind Act of 2001 and the core principles Saint Paul Public Schools will advocate for.

RECOMMENDED MOTION: That the Board of Education approve the 2011 Legislative Recommendations as presented.

The motion was approved with the following roll call vote:

Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Risberg	Yes
Mr. Hardy	Yes

Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

4. Initial 2011-12 Budget Revisions

Administration indicated the first revision to the FY 2011-12 budget was in the General Fund and in the Fully-Financed Funds for Community Service and the General Fund. With the revisions the total revised revenues are \$641,714,124 (an increase of \$24,914,796) and total revised expenditures are \$667,737,980 (an increase of \$31,455,297).

QUESTIONS/DISCUSSION:

- The question was raised why the increase in revenues and expenditures? Response: The largest piece was created through the initial budget expectations on what legislative results would be and what actually came out of State legislation. This was an increase favorable to SPPS. There was also an increase in enrollments along with grants received.

RECOMMENDED MOTION: That the Board of Education approve the initial 2011-2012 Budget Revisions as presented.

The motion was approved with the following roll call vote:

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

5. Standing Item: Policy Update

The Policy Work Group will meet between now and the November 29 COB to develop draft language which can be reviewed at that meeting on the advertising policy. The review was subsequently rescheduled to the December 6 COB meeting.

6. The **Work Session** was a brief review of the process and timeline for the Superintendent's evaluation.

MOTION: Mr. Brodrick moved acceptance of the minutes of the November 1 Committee of the Board Meeting as published. The motion was seconded by Ms. Carroll,

The motion was approved with the following roll call vote:

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

VI. RECOGNITIONS)

BF 28807 Recognition of the District Parent Advisory Committee Members

The SPPS District Parent Representative Advisory Council is a PreK-12 parent leadership group who provides input, their perspectives and advisement to the Superintendent on district-wide level issues and challenges affecting students and families. The members of the Council are demographically representative of the students and families SPPS serves. The DPAC's purpose

is to build strong relationships between parents, administration and schools to accelerate student achievement. To provide input, make recommendations, and advocate on key policy issues which administration will bring before the Saint Paul Public Schools Board of Directors; provide input on concerns facing students and families and increase the accessibility of opportunities for parent engagement and parent leadership.

The Executive Director of Family and Community Engagement introduced the members of the DPAC.

MOTION: Ms. Carroll moved the Board of Education recognize and acknowledge the contributions and out-standing work of the District Parent Advisory Council's dedication and commitment to the students, families and communities in the St. Paul Public Schools. Ms. Kong-Thao seconded the motion.

The motion was approved with the following roll call vote:

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

BF 28808 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

- Highland Park Junior High School – The girls' soccer team - city champion.
- Murray Junior High School – The flag football team - city champion.
- Murray Junior High School – The boys' soccer team - city champion.
- Murray Junior High School – The girls' volleyball team - State champion.
- Harding High School – The girls' tennis team - city champion.
- Highland Park Senior High School – The boys' cross-country team - city champion.
- Highland Park Senior High School – The girls' soccer team was city champion.
- Central Senior High School – The girls' cross-country team - city champion.
- Central Senior High School – The boys' soccer team - city champion.
- Central Senior High School – The girls' swim team - city champion.
- Central Senior High School – The girls' volleyball team - city champion.
- Central Senior High School – The football team - city champion.

MOTION: Ms. Kong-Thao moved the Board of Education acknowledge and congratulate the success of all of the athletic teams recognized. The motion was seconded by Mr. Risberg.

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

- David Sepeda – Boundary-line between Highland Park and Central high schools.
- Jim Rosenthal – Boundary-line between Highland Park and Central high schools.
- Paige Norman – Introduced the "Fill the Dome Project" which is being coordinated by students across schools and districts in order to collect food for the needy in the Twin Cities.

VIII. SUPERINTENDENT'S REPORT

A. District Legislative Platform

The Legislative Liaison reviewed the SPPS Legislative Platform highlighting specific items in a brief overview of the more complete report provided during the November 1 Committee of the Board meeting. She noted that all but one of the referendums that were up for renewal passed in the recent election process and noted also that those referendums asking for additional fundings had mixed results. She also reviewed the actions of the State Legislature which has resulted in more and more of the cost for education being shifted onto districts and subsequently covered by property taxes. She stated that the results of the November State forecast would affect the legislative agenda depending upon what the actual financial shortfall for the state is. She noted that any of the platform items that had a fiscal note would be more difficult to get into legislation but should be left on the platform in order to keep the issues in front of legislators.

QUESTIONS/DISCUSSION:

- Has the legislative platform been shared with the State's Integration Task Force?
Response: The Legislative Liaison indicated Representative Mariani was a member of the task force and she had spoken with him on the issues and asked to be given the opportunity provide a history of integration for the task force as many were not aware of the evolution of the integration funding. The District will continue to work with members of task force.

The Board extended it thanks for the report adding these were common issues being heard across the country. The legislative agenda provides a chance to talk about both the state and federal dimensions of legislative issues and those facing education.

B. District Monitoring: Equity Vision Card

The Chief Accountability Officer presented a background review of the VisionCards and the SPPS Strategic Plan. She noted that in order to improve focus needs to be on outcomes (achievement and equity) and inputs/processes (the rest of the VisionCards). A VisionCard is a summary of district-wide indicators of progress on the SSSC strategic plan, grouped by theme. Results are scaled on five levels: intervene, concern, baseline, progress and vision.

She noted changes which had been made since VisionCards were initially introduced to the Board. She also outlined the scale for gap levels which are: intervene >40%; concern 30-40%; baseline is 20-30%; progress is 10-20% and vision is <10%.

The VisionCard results showed:

- MCA Reading is at the concern level in the gap between percent proficient by race/ethnicity.
- The largest gap (44%) in MCA Math is between Caucasian and African American students; that is the intervene level. Gaps with other race/ethnic groups are smaller, but still large.
- The largest gap is MCA Science is 47%, intervene level. Similar to math, but different from reading, the gaps are nearly identical for all groups.
- The largest gap (39%) in GRAD Reading (pass on first attempt) is at concern level, the same as MCA Reading.
- GRAD Writing has higher percentages of students passing on their first attempt. The largest gap (22%) is at the baseline level.
- Gaps in GRAD Math (pass on first attempt) are similar to MCA Math, varying up to 20% between race/ethnic groups. The largest gap (53%) is at the intervene level.
- Racial gaps in percentage of students completing advanced coursework vary by almost 20%. The largest gap (37%) is at concern level.

- 49% more Caucasian students than Asian American students scored at 3 or higher on at least one AP exam; this is at intervene level.
- At the three SPPS International Baccalaureate high schools, the gap (28%) is at baseline level for percent of students with a score of 4 or more on at least one IB exam.
- In SY 2009-10, the largest gap in NCLB graduation rate was 34%, concern level. The American Indian student group is small, so results vary greatly from year to year.
- With the SPPS four-year cohort graduation rate, the largest gap (25%) is at baseline level. These numbers are not yet final for SY 2010-11.

Disproportionality ratio scales are intervene >8, concern 6-8; baseline 4-6; progress 2-4 and vision <2. Disproportionality is how many times more likely is a student group to experience an outcome than the group with the lowest percentage.

- In 2010-11, Caucasian students were twice (2.0 times) as likely as Asian American students to be suspended at least once.
- Gifted and Talented (GT) identification showed, in 2010-11, Caucasian students in grades 1-6 were over four times more likely to have been identified as GT than African American students (46% compared to 10%). That disproportionality is at baseline level.
- Special education referrals showed all race/ethnic groups are at the progress level or above.
- The largest disproportionality in Absences (11+ days absent) is baseline level in Junior High. All other gaps in absences are at progress or vision level.
- Disproportionality is at the intervene level between African American (the highest percent of students suspended) and Asian American (the lowest percent suspended).

She indicated certain areas of disproportionality would be explored further in breakdowns in areas such as ELL, suspensions, GT, etc.

The Chief of Academics then moved on to report on actions put in place to address some of the disparities made obvious in this area of equity. She noted the following were showing positive results:

- AVID (Advancement Via Individual Determination) has a demographic participation that closely mirrors the district's. Secondary enrollment has grown from 403 students in 2005 to 1,083 students in 2010. Elementary enrollment has grown from 784 students in five schools to 3,547 students in 245 schools. For both Reading and Math MAP, a higher percentage of AVID students made typical growth by at least 3 percentage points in grades 8 and 9 than district-wide. Of 1,083 AVID students in 2010-11, 898 (83%) took at least one advanced course. 873 (97%) passed at least one of the advanced courses. 96% of AVID seniors graduated in 2010-11. AVID is infiltrating schools across the district particularly in the areas of math, reading and Stem.
- PBIS (Positive Behavioral Intervention Systems) utilizes three levels of interventions. Tier 1 (Universal Interventions) is school-wide prevention (all students) and includes a School PBIS Team, utilization of discipline data, establishment of behavioral expectations, taught routines (re-taught as necessary) and a recognition system. Tier 2 (Focused Interventions involving some students) includes screening and identification; a problem-solving team; functional behavioral analysis; intervention options and progress monitoring. Tier 3 interventions focus on individual students and include assessment-based interventions that are intense and durable. The changes must occur within the system, the emphasis is on prevention.
- In the area of Curricular Equity, several efforts are in place: secondary reading interventions, the common core initiative, increased focus on elementary mathematics and science and the inclusion of ArtsLiteracy in several areas. ArtsLiteracy is a method using theater models to get students engaged at a physical and emotional level.
- Gifted Services has developed communication tools for family and students events to encourage and support more African American, American Indian and Latino males in taking advanced courses. A student mentor program has been launched for African American, American Indian and Latino males taking advanced courses for the first time. Volunteers are being recruited for the Gifted Services Advisory Committee from sites with

racially diverse populations and multiple assessments/measures for identifying and serving gifted and talented students are being investigated.

- In the area of counseling and guidance, PBIS work is going on at sites under the Elementary School Counseling Grant to reduce discipline referrals of African American and American Indian students. At the secondary level, work is underway to connect with racially diverse communities to ensure access to post-secondary information and resources. The Naviance System is being implemented with benchmarks for every 7th through 12th grader to be college and career-ready (PBIS Tier 2 and 3 supports).
- Additional time is being provided for students through extended hours at specific sites; an extended day for Learning Instrumental Music Program; GRAD support classes and expansion of the Freedom school.
- Efforts are underway to increase access and support through Project Kofi (Wilder Foundation); Adult Basic Education's Strategies for Success class; increased collaboration with external partnerships including American Indian Family Center, Ain Dah Yun, Department of Indian Work and others. Other efforts are increased school visits from 3M scientist and engineers from diverse backgrounds; increased participation of diverse students at Science day at the Science Museum of Minnesota; increased participation in Somali SALT(Somali Academic Language and Teaching) Program in Summer African American Boys Academy and the Multi-Year Transitions Project, documenting the stages of Central Corridor Light Rail Transit Project on University Avenue.
- Other Culture and Gender-Specific programming includes: the American Indian Studies Program aligned at the American Indian Magnet PreK-8 and Harding 9-12; Indian Education Program Staff (11 FTE) serving 915 students and their families including facilitating grants through local tribes; the African American Male Initiative (AAMI) at Ramsey and Central and the Girls in Real Life (GIRL) Initiative at Murray, Farnsworth and Ramsey with plans to expand this program to all middle schools.
- Support is being provided for staff and families through: the Parent Academy, Families of Traditions Workshops; engaging multiple perspectives through district-wide aligned Parent Advisory Committees (Indian Education Parent Advisory Committee, the Latino Consent Decree, Hmong, Karen, African American and Somali communities); the MRC-hosted Black Parent Group's "How do you reach African American males?"; instructional reform and pre-service teaching and professional development. A model effort is the "Achieving within The Gap" initiative.

The district is working toward a racial equity transformation. Phase I (2010-11) involved leadership development at the district and building levels. Phase II (2011-12) DELT and School Board equity development is on-going. Phase II also includes 7 Beacon school along with 27 school site equity teams. Phase III (2012-13) continues DELT and Board equity development, completion of seminar training for 27 School Site Equity Teams and development of the remaining School Site Equity Teams. This is all aimed at eliminating racial disparities within the district.

A video was presented entitled "Achieving Within the Gap" a program being utilized within the schools. The program is laying the groundwork for further systemic change addressing the achievement gap.

QUESTIONS/DISCUSSION:

- With the data, will the District be differentiating within the racial ethnic groups for ELL, gender, etc.? Response: Yes, administration is looking at breaking out a separate analysis for ELL vs. non-ELL and certain other areas.
- Thanks were extended for the great work being done and the fact this is all being talked about and looked at is a strong move forward for the district. It was noted there will be hard work ahead but it is important that the data is being owned by the district.
- REQUEST: A board member requested a demonstration of the Naviance System.
- Do the students talk about the issue of students who will not achieve academically due to peer pressure? is that being addressed? Response: The GIRLS initiative unites the the

girls as a group and embraces their ability to perform academically and be academically successful without losing status. This is a national issue in the sense that using one's intelligence needs to be recognized and rewarded rather than viewed as a negative within peer groups. The district is working to empower kids to value education and to value themselves and their abilities.

- It was noted the perception the students have about themselves and their teachers has a strong impact on their academic performance and achievement.
- Kudos were provided for the role of athletics and its relationship to academic achievement teaching that participation, performance and persistence over time leads to achievement and success.
- The GT over identification of whites and under identification of blacks, what is being done? Response: The testing is a neutral evaluation of the students. Administration is looking at what other evaluations should be implemented in assessing GT students. There are shortcomings in the test and Naglieri has indicated it should be used as a compliment to other assessments. The District assesses test results and then offers portfolio assessment for the next lower level to attempt to avoid missing students. SPPS tests at kindergarten and at 2nd grade if students have not already been tested in order to assess students as broadly as possible. SPPS probably tests at a younger age than other districts. Other models have been explored and the Gifted and Talented Advisory Committee are providing input on this as well.
- Does the NNAT II factor in the impacts of poverty that are more significant at younger ages? Response: The District knows the power of the Naglieri is it is used specifically in urban settings, the question is around the age at which is it used. It is more commonly done at the 3rd grade level. The District is looking at what pieces should go with the Naglieri to strengthen the results. It was noted there are white students within the testing who are poor, so it is not just white middle-class students who are testing well. It is known that the Naglieri tests academic giftedness and concentrates on spatial relationships; it does not measure other areas of giftedness. This is being looked at by SPPS along with other assessments that might be out there.
- The summary piece on the VisionCards, It is not just one item, it is everything – absences, suspensions, taking advanced course work, etc. – everything is in between intervene and progress for the most part. How can the Board take this information and make it provide the most utility for the coming year? What interventions are most helpful in the various levels, what messaging, sharing of information and engagement of parents will there be? How can this provide the greatest function? Response: Part of the benefit of the cards is the ability to look at different indicators and have a conversation about what priorities should be. It is all-important but is there a process that tells where to prioritize? The District knows it has challenges in standardized testing, suspensions and GT. Administration is looking for guidance from the Superintendent and the Board and what they are expecting in additional reporting, etc? The information is being used in establishing priorities. The process and the ability to look across the measures provide areas to look at and what needs specific attention and where to place specific attention.
- The Superintendent indicated the Waiver submitted by the State has four areas one of which is the achievement gap that is 25% of the points in evaluation of schools. The District is on the right path and perhaps ahead of the game relative to other districts in Minnesota. The data is the District's reality and defines where the District needs to move.
- REQUEST: When will the Board look at putting some definition on how to address some of these various levels. The request was made to have this conversation ASAP; even prior to the new Board members coming on board so current members can provide input and then continue it with the new members. This needs to be an intentional action on the part of the Board.
- In reaching out to students of color, are there plans for a parent advisory group for the African American parent group. When will it happen? Response: Parents of African American Children (PAAC) has been reestablished and is looking at its charge of being a support for African American families within the district. When will they report to the

Superintendent? Once they are organized and have started their work, probably in the spring.

- There has been discussion about looking at students and families as contributors/assets in addressing the gap – how is that being applied? Response: The African American Parent Advisory Group is working as a team to look at how to help other parents understand the importance of how to be involved in their child’s education. They are working to improve outcomes for African American students in SPPS. Additionally there is work being done by DPAC and in the Parent Academies as well. African American parents make up a large percentage of the English-speaking participants in the Parent Academies and these issues are being addressed in that venue.
- Suspensions are a result of a combination of student behavior and how it is perceived. How will SPPS tackle the disproportionality and equity issue so graphically shown in the data? Response: The first part is looking at suspensions in this way. The District does quarterly attendance and disciplinary data reports for schools that use it as a monitoring system to look more deeply into issues and outcomes. The notion of disproportionality allows for a different conversation because the data shows it is not just African American students but an issue of disproportionality for students of color. The discussion has already begun within the schools and has been a source of conversation among the offices of Academics, Accountability and Schools around actions that need to be taken in each area to address it. This view has already changed the conversation in that it is a new way to look at the information. Schools also have school profiles that are being use to spur conversation within buildings. It forces the conversation with a different lens on how to look at it. This does not change how consequences are applied for the behaviors among the various groups but it does raise the question of whether consequences are applied consistently across student groups.
- The visual aspect of the VisionCards allows for a different conversation and sharing of data with various parent groups and provides them knowledge about behaviors and consequences and what that means. It provides an opportunity to engage the community in addressing the issue.
- How does “shared accountability” fits into conversations in this area? Response: There is a District Action Team looking at shared accountability. There was groundwork laid with the Shared Accountability Framework which was developed a while back and which provided expectations of the entire SPPS community. There have been conversations within the work group on how to bring people to the table to be part of the solution and to encourage them to be part of the solution willingly. There needs to be ownership of the problem across the community and how to establish expectations both in the schools and in the community; what it means to be a member of a community. Sharing data is one part of it but the conversations it engenders should provide greater buy-in throughout the community.
- In the area of awareness for adults – are there plans to have other students make similar videos? Yes.

C. Human Resource Transactions

MOTION: Ms. O’Connell moved the Board of Education approve the Human Resource Transactions, as published, for the period September 29, 2011 through October 25, 2011. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. O'Connell moved approval of all of the items on the Consent Agenda with the exception of Item B1: Request for Permission to Submit a Grant Application to 3M – SSEI STEM and Item E1: the Como Woodland Outdoor Classroom which were pulled for separate consideration. The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 28809 Approval of Non-Monetary Gift from 3M

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Target Corporation Take Charge of Education Program to be used as designated. The total gift of \$7,152.52 will be deposited into the Central High School Intra-School Account, 19-210-000-000-5096-0000.

BF 28810 Acceptance of a Gift of Shoot and Share Pocket Projectors from 3M

That the Board of Education authorize the Superintendent (designee) to accept this gift of 400 Shoot and Share Pocket Projectors from 3M.

BF 28811 Gift Acceptance - \$15,000 Check from the St. Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept the \$15,000 check from the St. Paul Foundation.

BF 28812 Gift Acceptance from the Target Corporation

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept a monetary gift from the Target Corporation Take Charge of Education Program to be used as designated. The total gift of \$7,152.52 will be deposited into the Central High School Intra-School Account, 19-210-000-000-5096-0000.

B. Grants

BF 28813 Request for Permission to Submit a Grant Application to CVS/Caremark to Fund Computer Hardware for Deaf/Hard of Hearing Programs

That the Board of Education authorize the Superintendent (designee) to submit an application to the CVS/Caremark funding program to provide technology tools (portable computers and collateral hardware) specifically for use by teachers who work with Deaf and Hard of Hearing students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28114 Request for Permission to Submit and Accept, if Approved, a Grant Application to the Department of Employment and Economic Development (DEED) for Workforce Investment Act (WIA) Incentive Grant Funds.

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Department of Employment and Economic Development to provide ABE Services to adults including transition to post-secondary institutions; to provide employment readiness skills to be able to enter and be successful in occupational skill training programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28815 Permission to Accept a Grant from Macalester College, Center for School Change

That the Board of Education authorize the Superintendent (designee) to accept grant funds from Macalester College, Center for School Change to fund four high schools for Increasing High School Students' Academic Preparation for Higher Education.

BF 28816 Ratification of Agreement to Accept \$25,000 Award from the MN Alliance with Youth (MAWY) for 13 AmeriCorps Promise Fellows in Middle Schools

That the Board of Education ratify the \$25,000 award from MN Alliance with YOUTH (MAWY) for the placement of 13 AmeriCorps Promise Fellows in Middle Schools and direct the Superintendent (designee) to acknowledge with thanks this award.

BF 28817 Permission to Accept a Grant from the National Youth Leadership Council

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Youth Leadership Council for Farnsworth Aerospace Magnet Schools to support STEM-focused service learning projects in the district; to accept funds, and to implement the project as specified in the award documents.

BF 28818 Request for Permission to Accept Grants from the Saint Paul Public Schools Foundation

That the Board of Education authorize the Superintendent (designee) to accept grants from the Saint Paul Public Schools Foundation for funds to support and recognize excellence in teaching and learning in the district; to accept funds; and to implement the project as specified in the award documents.

BF 28819 Request for Permission to Submit Online Grant Applications to Target for Field Trips for Multiple SPPS Schools

That the Board of Education authorize the Superintendent (designee) to submit applications to the Target Field Trip program for the purpose of enabling field trips by SPPS students in multiple schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28820 Request for Permission to Submit Online Grant Application to Toshiba America Foundation for Horace Mann Elementary

That the Board of Education authorize the Superintendent (designee) to submit the application to the Toshiba America Foundation for the purpose of increasing fifth graders' proficiency in science as measured by the MCA Science test; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – None

D. Agreements

BF 28821 Approval to Enter into an Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus

That the Board of Education authorize the Superintendent (designee) to enter into an Agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period July 1, 2011, through June 30, 2012, at a cost not to exceed \$100,000.

BF 28822 Approval of Memorandum of Agreement with International Union of Painters and Allied Trades, Local No. 61, to Establish Terms and Conditions of Employment for 2011-2012

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters and Allied Trades,

Local No. 61 is the exclusive representative; duration of said agreement is for the period of May 1, 2010 through April 30, 2013.

BF 28823 Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2011-2014

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 employees in this school district for whom United Association of Plumbers, Local Union No. 34 is the exclusive representative; duration of said Agreement is for the period of May 1, 2011 through April 30, 2014.

BF 28824 Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2011-2014

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 employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2011 through April 30, 2014.

BF 28825 Approval of an Employment Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2011-2014

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 employees in this school district for whom United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said Agreement is for the period of May 1, 2011 through April 30, 2014.

BF 28826 Approval of the Terms and Conditions of Professional Employment for the Superintendency

That the Board of Education of Independent School District No. 625 approve and adopt the Terms and Conditions of Professional Employment for the Superintendency, effective July 1, 2011.

E. Administrative Items

BF 28827 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 November 28, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before that date.

BF 28828 Monthly Operating Authority

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

(a) General Account	#494549-496196	\$54,195,030.18
	#3016021-3016093	
(b) Debt Service-	0-	777.50
(c) Construction	-0-	<u>7,777,755.28</u>
		<u>\$61,973,568.96</u>

Included in the above disbursements are payrolls in the amount of \$33,119,877.46 and overtime of \$129,641.32.

(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 February 21, 2011.

F. Bids - None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 28829 Request for Permission to Submit a Grant Application to 3M – SSEI STEM
BF 28830 Como Woodland Outdoor Classroom

Director Hardy stated he had pulled these two items for recognition of the partners who provided such excellent support to the schools. He extended the District's thanks to 3M and to the City of St. Paul for their support and cooperation with the District and the opportunities, these items provide for science-based learning.

MOTION: Mr. Hardy moved that the Board of Education authorize the Superintendent (designee) to submit a grant to 3M to support, maintain and expand the district's Strategic Science and Engineering Initiative; to accept funds, if necessary; and to implement the project as specified in the award documents. And, That the Board of Education authorizes the Superintendent (designee) to enter into a Joint Powers Agreement with the City of Saint Paul Department of Parks and Recreation, designating 17 ¾ acres located in Como Regional Park, known as the Como Woodland Outdoor Classroom, as an outdoor classroom and School Forest in the Minnesota Department of Natural Resources School Forest Program, for educational purposes. Should the Saint Paul School Board authorize the negotiation of a Joint Powers Agreement and once an agreement is entered into the final step will be to request that the School Board pass a resolution that officially designates the Como Woodland Outdoor Classroom as a School Forest. The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

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

X. **OLD BUSINESS** – None

XI. **NEW BUSINESS**

BF 28806 Resolution Canvassing Returns of Votes of Independent School District No. 625
General Election

A total of 30,682 people voted in the November 8 general election out of 155,247 registered voters. Results of the school board election were as follows:

- Anne Carroll 15,093
- Louise Seeba 14,323
- Mary Doran 14,194
- Keith Hardy 13,858
- Pat Igo 8,013
- Al Oertwig 6,997
- Lizz Paulson 5,410
- Kevin Huepenbecker 5,365
- Devin Miller 4,900

- Tiffany Fearing 3,208
- Write-In 458

MOTION: Ms. Kong-Thao moved the Board of Education adopt the resolution canvassing returns of votes of the IDS 625 General Election of 2011. The motion was seconded by Mr. Risberg.

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

Director Hardy again requested a demonstration of the Naviance System

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

Director O'Connell reported the Board Chair, Ms. Street-Stewart, had received the Summit Community Empowerment Award for effectively brokering collaboration, focused on racial equity, between and among community members and their schools. The award was made by Pacific Education Group at its third annual "Summit for Courageous Conversations."

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Kong-Thao moved the January 10, 2010 Committee of the Board meeting be rescheduled to Thursday, January 5 at 4:30 p.m. The motion was seconded by Mr. Risberg.

The motion was approved with the following roll call vote:

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

Concern was expressed at the tight schedule and it was suggested the PEG training be delayed by one-half hour. This was agreed to by consensus.

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

- November 29 – Special (Levy Hearing) (6:00 p.m.)
- December 7 – Special Closed Meeting – Superintendent Evaluation (3:00 p.m.)
- December 7 – Special Closed Meeting – Labor Negotiations (5:30 p.m.)
- December 13
- January 10, 2012 -- SPPS Annual Meeting (4:30 p.m.)
- January 17
- February 21
- March 20
- April 17

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

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

- November 29
- December 6
- January 5 (Thursday)
- January 31
- March 6
- April 3
- May 1
- June 12
- July 17
- July 31

XIX. ADJOURNMENT

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 9:26 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