

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
December 13, 2011

I. CALL TO ORDER

The meeting was called to order at 5:56 p.m.

II. ROLL CALL

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

ABSENT: Ms. Kong-Thao, Mr. Brodrick

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda with the exception of Item D1: Twin Cities Teacher Collaborative (TC2) & Teacher Education Redesign Initiative (TERI) Memorandums of Understanding which was pulled for separate consideration. The motion was seconded by Ms. O'Connell.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Order of the Main Agenda as published. The motion was seconded by Mr. Risberg.

The motion passed with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 15, 2011
- B. Minutes of the Special Meeting of the Board of Education of November 29, 2011

MOTION: Ms. O'Connell moved approval of the Minutes of the Regular Meeting of the Board of Education of November 15, 2011 and the Special Meeting of the Board of Education of November 29, 2011. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of November 29, 2011

Two subjects were covered in-depth at this meeting.

1. **Information Technology Update**

The purpose of the presentation was to introduce the Board to the *Student Learning and Engagement Through Technology Integration Plan*. This plan is tied to the Strategic Plan to provide better achievement through individualized instruction, aligned learning as the curriculum organizational tool, building equitable access for all and providing sustainability with flexibility.

The vision for this plan is to engage every learner in the district, to provide individualized learning plans and practices and to provide learning landscapes without restrictions. It aims at providing active support for students through their teachers, parents and the community and to provide learning that extends beyond the classroom. The plan aligns with a number of standards including the Minnesota common core standards.

Factors that will be critical to the success of the plan include:

- Fully involved support by leadership.
- A highly integrated application that supports the educational standards and practices and individualizes student learning
- A technology infrastructure able to deliver optimal and innovative learning
- Delivery of rich, varied and creative curriculum (from standards to instruction to assessment)
- Professional involvement from all teachers and administrators to focus on constructing blended learning environments and
- A plan driven by aligned learning (the SSSC Strategic Plan).

2. **Administrative Response to American Indian Resolution of Concurrence**

Administration first provided a review of the data on American Indian student demographics, achievement and other performance indicators. The records indicated American Indian students have maintained a consistent proportion of the SPPS student population over the past decade. With a few exceptions, American Indian students have a larger achievement gap than other student groups, have higher mobility, lower stability, higher absences and suspensions, lower graduation rates, are more likely to be given services through special education and are less likely to enroll in post secondary education than other racial/ethnic groups.

Specific concerns presented by the parent committee as follows with administration providing detailed responses to each concern.

- The principal vacancy was a concern.
- The parent group asked for clarification on citywide busing and asked for a stronger commitment to it by the District.
- Clarification was requested on the research-based instructional strategy for teachers.
- Administration was asked when it anticipates seeing the diversity training in classrooms with people who are in direct contact with students.
- Concern was expressed on the transition at the American Indian Magnet from a co-location with World Cultures and the status of "specialty" staff within the American Indian program.
- The parent committee asked for a commitment from administration for immediately beginning the planning process for the next year.

RECOMMENDED MOTION: That the Board of Education approve the Administrative Response to the Indian Education Act Resolution of Concurrence for 2010-11 and the Resolution as submitted by the Parent Committee of the SPPS Indian Education Program

The motion passed with the following roll call vote:

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

Thanks were extended to the American Indian Parent Committee for bringing their concerns to the Board and for furthering and deepening their collaborative work with the District and the Board. It was stated the Board is looking forward to seeing improvements made in the achievement of its Indian students under the SSSC plan and the monitoring and guidance of the parent committee.

3. Discussion on the **levy** was moved forward to the December 6 Committee meeting.
- B. Committee of the Board Meeting of December 6, 2011
There was a substantial agenda for this meeting beginning with an
1. **Update on OPEB (Other Post Employment Benefits) Trust**
Representatives from Wells Fargo provided an overview on the current status of the St. Paul Public Schools revocable trust for Other Post Employee Benefits.

RECOMMENDED MOTION: That the Board of Education accept the report on the OPEB Trust.

The motion passed with the following roll call vote:

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

A Board member asked if the OPEB information would be updated at a later time?
Response: The subtotal of the information so it is clearer will be provided in a subsequent update.

2. **Auditor's Report**
The representatives from KPMG presented highlights from the financial statements and their opinion for the audit conducted for the year ending June 30, 2011. They stated, in their opinion, the financial statements present fairly, in all material aspects, the respective financial position of the governmental activities, each major fund, the aggregate remaining fund information and the respective changes in financial position and, where applicable, cash flows thereof for the year ended June 30, 2011 in conformity with U.S. generally accepted accounting principles.

They stated they had also issued a report on the District's internal control over financial reporting and tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. Additionally they audited the District's compliance with the U.S. Office of Management and Budget (OMB) Circular A-133, which are applicable to major federal programs for the year ended June 30, 2011. Finally, they reviewed the financial transactions of SPPS as a political subdivision of the State of Minnesota.

RECOMMENDED MOTION: That the Board of Education accept the Audit Report as presented.

The motion passed with the following roll call vote:

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

3. **Report from the Special Education Advisory Committee (SEAC)**

The purpose of SEAC is to provide information, advice and assistance to the Board, the Superintendent and the Executive Director of Special Education on issues related to special education. It also serves as a forum for parents and others to express their concerns and ideas regarding special education issues. The Council is mandated under Minnesota Statute.

The report included a review of highlights from the 2010-11 school year which included increasing the size of the committee substantially. The report reviewed the SEAC goals for 2011-12 that included:

- Improved communication with Special Education parent groups
- Marketing SEAC to Special Education parents
- Advising the Executive Director of Special Education on the (Continuous Improvement Monitoring Plan and
- Making SEAC meaningful to the members so they can make informed recommendations

RECOMMENDED MOTION: That the Board of Education accept the SEAC report with thanks.

The motion passed with the following roll call vote:

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

It was announced the SEAC is looking for additional members to broaden the diversity of its make up.

4. **SSSC Monitoring: Student Data & Work**

This subject will be reported out in the Superintendent's report in greater depth. The discussion in this first review of a process VisionCard included the areas of:

- Use of Common Assessments
- Use of Data to Inform Instruction
- Utilization and Delivery of District Curriculum
- Providing Regular Feedback and
- Student Engagement

Challenges encountered in this process were reviewed and areas of celebration highlighted.

5. There was no **Policy Update** at this meeting.
6. The **Work Session** included a brief discussion on
 - The upcoming certification of the Pay 12 Levy and
 - **BF 28831 Appointment to the Civil Service Commission**

RECOMMENDED MOTION: That the Board of Education approve the appointment of Steven Marchese to the Civil Service Commission to complete the term of service of Fred Owusu which expires on December 31, 2016.

The motion passed with the following roll call vote:

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

MOTION: Mr. Hardy moved, seconded by Ms. O'Connell, acceptance of the report out of the November 29 and December 6, 2011 Committee of the Board meetings.

The motion passed with the following roll call vote:

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

VI. RECOGNITIONS

BF 28832 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Ingrid Martinez**, 5th grade teacher at Adams Spanish Immersion Magnet, for being named "Elementary Teacher of the Year" by Junior Achievement.
2. **Lois Vosika-Weir**, Assistant Principal for AGAPE and Creative Arts High Schools, for being selected as the 2011 TRiO Achiever for MAEOPP (Mid-America Association of Educational Opportunity Program Personnel).

BF 28834 Acknowledgement of Accomplishments of SPPS Students

1. **Katia Tezarczyk**, 5th grade student at L'Etoile du Nord French Immersion, for placing first in the Elementary division of the 2011 May West String State Competition. Katia plays the violin.

MOTION: Ms. O'Connell moved the Board of Education recognize the staff and student acknowledged above for their contributions and outstanding work. Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

VII. PUBLIC COMMENT

- Deb Rosenthal – Boundary change from St. Clair to Randolph
- Ellie Leabch – Value of attending Highland for her as student and the student community
- David Sepeda – Urgency of revisiting the decision on the boundary change
- Sarah Wall – Reasons why opposes the change in the boundaries and impact on her education and athletic pursuits
- Carol Ann Wall – Importance of Highland community and impact of boundary change
- Mary Flood-Maneely – Value of having students in the neighborhood school for the strong community
- Peter Hendricks – Lack of community outreach to parents with children entering Kindergarten next year
- Aaron Anthony Benner – Achievement Gap – hold children to higher standards, hold Black community responsible for crisis of achievement gap, have serious dialogue with the community

- Kelly Lamkin – Concordia University commitment to community and how she enjoyed the tutoring opportunities she has had with SPPS
- Tim Maneely – boundary changes for Highland and the impact on the community and families
- Bob Zick – State of the District

VIII. SUPERINTENDENT'S REPORT

A. SSSC Student Data & Work VisionCard

The Chief Accountability Officer stated the presentation was part of the ongoing monitoring of the SSSC Strategic Plan and is a review of the third and final Goal 1 Vision Card: Student Data and Work. This is the first of the VisionCards to track process indicators. It examines system practices and adult behaviors and actions that should ultimately lead to improved student outcomes. SPPS may be the only district that looks at process indicators in this way. This takes a deep look at where the district is and where it needs to be with respect to the consistent implementation of high quality instruction across the district. She asked the Chief of Schools to review the VisionCard.

The Chief of Schools stated he would provide an overview of the Student Data and Work VisionCard. He reviewed the background on the VisionCards in general and then moved to the Student Data and Work VisionCard specifically. This area focuses on processes, the underpinnings that need to be in place to do the work well. He noted process data is difficult to collect, is context and grade-level specific, time intensive to aggregate and generalize to district-wide indicators and address more than one single point in time.

Research suggests it can take 2-4 years to fully and successfully operationalize an evidence-based program, practice or effective educational innovation and that implementation tends to occur in stages. SPPS district-wide implementation expectations are Year 1 15%, Year 2 30%, Year 3 50%, Year 4 75% and Year 5 Vision Level or >90%. Since the VisionCards were initially introduced, the language has been refined and indicators have been added at each level in this area.

The process begins with common assessments, the use of data to inform instruction, utilization, and delivery of curriculum all of which involve ongoing feedback and student engagement.

The format for reporting is a Measure (as stated on the VisionCard); Indicator(s) (the data point that reflects a piece of the measure) and Source(s) (the tool[s] used to establish the data).

The first measure is **Use of Common Assessments** which incorporates three indicators, three sources and various sample sizes. It was noted the sample sizes will, at some point, reach all of the students in the district but are currently at the levels noted in the presentation.

- K-5 Mondo Bookshop assessments administered is in the second year of implementation and is at Vision level of 91%.
- 9-12 Engaging Classroom Assessments (use of three or more) is at 52% in Year 2 or Baseline level.
- Learning Community Culture Indicator (LCCI) data-based decision making using continuous assessments in three areas with an average of 8.0 or Baseline.

Measure 2 is **Use of Data to Inform Instruction** with four indicators, four sources and various sample sizes.

- K-5 Multiple Data Points Used to Plan Instruction is in Year 2 of implementation and is at 50% or Concern level.
- 7-12 Professional Learning Communities is in Year 5 and is at Vision level (100%)
- K-12 Professional Learning Community with Data Team Process is at 52% in year 2 or Baseline level.
- LCCI Data on Collaborative Teaming Elements which considers two areas the average of which is at 8.0 or Baseline.

Measure 3 - **Utilization and Delivery of Curriculum** utilizes four indicators, four sources and various sample sizes.

- K-5 Implementation of Mini-Lesson Component in Reader's Workshop is at 72% in year 2 or Progress level
- Pre-Kindergarten CLASS Assessment has an average of 5.1 on a scale of 7. This exceeds national averages.
- K-5 Literacy Student Profiles and Progress Monitoring is at 86% implementation in Year 2 or Progress level.
- LCCI Data on Systems of Prevention and Intervention that Assures Academic Success for All Students has an average of two areas at 8.0 or Baseline.

Measure 4 – **Providing Regular Feedback** has two indicators, two sources and various sample sizes.

- 9-12 Feedback in Mathematics is in year 3 of implementation at 55% or Baseline level.
- LCCI Data Systems of Prevention and Intervention that assures academic success for all students is at Baseline.

Measure 5 - **Student Engagement** has two indicators, two sources and various sample sizes. This measures the importance of relationships between teachers and students.

- K-12 Building Checklist on PBIS Supports in Place is at 33% in year 2 or Concern level
- The Senior Survey (class of 2011) on the students' perception of teachers is at 88% of student agreeing or strongly agreeing that their teachers stimulated their thinking and their interest in learning.

Challenges in this area include:

- Identifying indicators to measure and monitor student engagement and delivery of regular feedback
- Capturing important data with limited, inconsistent data collection tools
- Applying a racial equity lens to the measures and learning strategies
- Fine-tuning what is measured
- The small sample sizes on some indicators

Areas to celebrate include:

- SPPS being one of the first districts in the nation to monitor and report on district-wide process data to improve student outcomes
- 91% of teachers are administering Mondo Bookshop assessments
- 100% of 7-12 Professional Learning Community teams at 11 schools meet at least twice a month to answer authentically the four questions of PLCs.
- 72% classrooms are implementing the mini-lesson component in Reader's Workshop.
- 85% of K-5 elementary teachers have created student profiles in DataZone
- 88% of seniors agree or strongly agree their teachers stimulated their thinking and interest in learning
- The Pre-K overall average score 5.1 on CLASS is above national average on all domains.

QUESTIONS/DISCUSSION:

- How were sample schools or staff chosen, what are the implications of this being sample vs. population and what is the timeline for moving to scale? Response: The different sample sizes are in part because administration looked at the population of the schools participating in the program because it is a pilot program. In other cases, schools were specifically selected because they are down the continuum on NCLB and needed targeted assistance. For others, administration looked at a combination of elementary and secondary schools, if an elementary implementation they looked at different grade configurations, populations and areas. The elementary school measures are most representative of the district. Some of the secondary measures have all or most of the middle schools and high schools in the representation. If it was a small sample (7 schools), it was because they were participating in a grant to determine how it will roll out.

- What is the timeline for going from sample to the full population? Response: It is too early to begin to create a timeline. The District wants to go to 100% but there is also the matter of implementation levels for staff, as these areas are difficult to assess and very time consuming.
- It was noted the District should strengthen its comment on being first in nation to measure this and why this is challenging. Response: SPPS is ONE of the first in the nation doing this. This is difficult work to do in finding what to measure as appropriate indicators district-wide. Part of the challenge in public education is it is clear districts have to measure student outcomes and are held to that standard by State and Federal requirements. No one has asked for the same level of reporting on what leads up to that. One of the most challenging areas is student feedback and student engagement. The feedback is hard because of the need to measure not only what the student or teacher is saying but what groups of teachers, principals, etc. are saying. The engagement needs to involve students without taking away instructional time or impacting learning. It is very labor intensive. This is qualitative analysis and takes more time and a different mind set.
- It was reiterated that the District needs to share this information across the nation once the work is more complete.
- It was stated the Board is pleased that these measures are being made because what gets measured gets done.
- On Slide 34 – any student with difficulty receives extra time/support; how is that defined and measured? Response: It depends on the students; ELL students receive attention of ELL teachers, etc. The District has intervention teachers who work with the students as well on an individual or small group basis. The ALC Program offers an extra two hours twice a week to provide additional help. The District has tutors who assist the students, There are the Americorp, Mathcorp, etc. who work with students. MAP testing is done to ensure teachers have data to allow for early intervention to address needs of individual students and ensure they get the extra support.
- Slide 38 – the senior survey seems like an opportunity to try to mine the minds of graduates about their learning experience and how it helped or did not help them become college/career ready. Can it be expanded to gain greater feedback? Response: The information is used to inform instruction and work with counselors, the District is expanding use of NAVIANCE to get feedback to students to keep them on the right track. The District is requiring seniors to do a minimum of one college application, one scholarship application and to complete the financial aid forms before they graduate.
- It is good to see the effort to provide for transparency of district data, measures, and inputs and to put the information out there so it can be worked on collaboratively in order to achieve better outcomes. In the area of obtaining student feedback and input on the district, administration needs to find ways to get input from children from 3-4 up to the eldest students, particularly in the area of core values. This also need to extend to families as well. The District needs more student and family input.
- It was requested that this be put on the websites at the school level to help market the schools.
- Which metrics can be used to show how well the District is challenging high achieving students? Response: Teachers are utilizing assessments to plan for instruction – teachers are using multiple ways to plan for instruction, to change what happens in the classroom day-to-day so every student is challenged at a high level.
- In the area of how process metrics need to change over time, a Board member encourage administration to engage both students and teachers in developing metrics as this moves forward.
- It was noted there are many individuals in the community who want to be part of moving the district forward successfully. Could the District do mini-workshops on understanding the VisionCards for the general public. Community members and organizations such as Promise Neighborhoods want to know what is being measured so they can comprehend and share in the information. The District needs to make sure there are multiple opportunities for people to receive and understand the information.

B. Human Resource Transactions

MOTION: Ms. Carroll moved the Board of Education approve the Human Resource Transactions, as published, for the period October 26, 2011 through November 27, 2011. Motion seconded by Ms. O'Connell

The motion passed with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. O'Connell moved approval of the Consent Agenda Items with the exception of Item D1: Twin Cities Teacher Collaborative (TC2) & Teacher Education Redesign Initiative (TERI) Memorandums of Understanding which was pulled for separate consideration. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

A. Gifts

BF 28835 **Acceptance of a Gift of 354 Post-It Easel Pad 25"x30" from 3M**
That the Board of Education authorize the Superintendent (designee) to accept this gift from 3M.

B. Grants

BF 28836 **Request for Permission to Submit a Grant Application to the Barbara Bush Foundation for Family Literacy**
That the Board of Education authorize the Superintendent (designee) to submit an application to the Barbara Bush Foundation for Family Literacy to promote family literacy by providing a literacy rich environment that extends into the home based on the Early Childhood Family Education model, if awarded; and to implement the project as specified in the award documents.

BF 28837 **Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Battle Creek Middle School**
That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28838 **Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Chelsea Heights**
That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28839 **Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Frost Lake Elementary**

That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28840 Request for Permission to Submit Online Grant Application to Fuel Up to Play 60 for Jackson Preparatory Magnet

That the Board of Education authorize the Superintendent (designee) to submit the application to Fuel Up to Play 60 for the purpose of increasing achievement by ensuring students and their families make healthful choices regarding food and exercise, which are proven to improve young people's ability to concentrate and learn; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28841 Request for Permission to Submit a Grant Application to the Minnesota Department of Education for the Advanced Placement Incentive Program (APIP) Professional Development Program.

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education to provide professional development for teachers in targeted schools in the district, resulting in increased access and success in rigorous courses by underrepresented and low income students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28842 Request for Permission to Submit a Grant Application to the Minnesota Department of Education for a Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education and Fresh Fruit and Vegetable Program to introduce fresh fruits and vegetables as healthy snack options to elementary school children during the school day. The project will use fruit and vegetable classroom kits for students to consume, while teachers provide a presentation on or read a book to students about fruits and vegetables. SPPS will partner with Saint Paul-Ramsey County Department of Health, Institute for Agriculture and Trade Policy, Bergin Fruit and Nut Company, Cre 8 It Inc., and Community Design Center of Minnesota for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28843 Request for Permission to Accept a Grant from Target

That the Board of Education authorize the Superintendent (designee) to accept a Target Community Engagement grant for classroom libraries and field trip admissions fees; to accept funds and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements

BF 28844 Agreement between St. Paul Public Schools and Amherst H. Wilder Foundation in Support of Sprockets: Saint Paul's Out-of-School Time Network

That the Board of Education authorize the Superintendent (designee) to enter into this agreement for the purpose of supporting Sprockets, Saint Paul's Out-of-School-Time Network

E. Administrative Items

BF 28845 Designation of Six Additional Full-Service School Zones

That, pursuant to Minnesota Statutes Section 123B.88, subdivision 1a, the Board of Education designate full-service school zones in the 2012-13 school year, with a review and consideration of renewal thereafter, for Cherokee Heights, Galtier, Hazel Park, Highwood Hills, Riverview, and Vento elementary schools

BF 28846 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 December 22, 2011, should they not comply with Minnesota State Health Standards for Immunizations on or before that date.

BF 28847 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period November 1 – November 30, 2011.

(a) General Account	#496197-497615	\$49,235,514.98
	#3016094-3016168	
(b) Debt Service	-0-	0
(c) Construction	-0-	<u>3,064,368.96</u>
		<u>\$52,299,883.94</u>

Included in the above disbursements are payrolls in the amount of \$33,699,704.42 and overtime of \$117,366.36.

(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.

BF 28851 Request to approve the 2011-12 Saint Paul Public Schools Parent Academy Pay Rate with the Office of Family Engagement and Community Partnerships

That the Board of Education authorizes the Superintendent or her designee to approve the 2011-2012 Parent Academy pay rates to provide the above mentioned services for the period of July 1, 2011 - June 30, 2012 at the cost of \$100,000.00.

BF 28848 Revisions to Strong Schools Strong Communities Timeline

That the Board of Education authorizes the Superintendent (designee) to make the necessary modifications to the Strong Schools, Strong Communities Strategic Plan timeline to ensure the overall fidelity of the plan and to best benefit student learning.

F. Bids - None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 28849 Twin Cities Teacher Collaborative (TC2) & Teacher Education Redesign Initiative (TERI) Memorandums of Understanding

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Board of Education authorize the Superintendent to sign the Memorandums of Understanding for TC2 and TERI.

Director Hardy indicated he had pulled this item to ask for an explanation of (1) what it entails, its history and (2) How the Board is looking for these type of collaborations to help the district in increasing the number of teachers of color and fill hard to fill positions, how is this being done?

Administration provided background on the partnership indicated the funding for the effort is come from the Bush Foundation and extends over the next five years. The TC2 partnership is among six private institutions of higher education (Augsburg College, Bethel University, Concordia University Saint Paul, Hamline University, St. Catherine University and the University of St. Thomas. The College of Education and Human Development at the University of Minnesota is sponsoring the Teacher Education Redesign Initiative (TERI). Both efforts are working toward redefining how student teaching is accomplished by moving toward a co-teaching model in conjunction with "master" teachers, formation of institution specific clinical cluster sites where

teachers and student teacher candidates complete their experiences and year-long placements for some licensures. The end result is to improve the quality of graduates in education and increase the diversity of education candidates. The actual launch of the grant and student work begins in 2012. The formative implementation work has been done in 2011.

The question was again asked as to how many positions had been filled through the collaboration? Response: This is a new program just moving into implementation. As a system is put into place, HR will be able to track student teachers and what they bring to the district.

Director Hardy indicated he was uncomfortable with continuing this partnership, as he had not heard anything to say it is working.

A comment was made that what is important to understand is that this is a state-wide effort by a major funder to work toward improving the quality of teachers coming out of traditional licensure programs from feeder universities. SPPS has the opportunity to influence the quality of teaching experience of these new students. This is first time universities and colleges are helping pay for a staff person to coordinate this kind of effort. There is a need for good teachers all over the state and SPPS needs to be sure it has teachers in the classrooms who are the best. This program will provide for a year of student teaching with mentor teachers who are paid for the extra work. The students are supported in their work experience and development. It provides SPPS the opportunity to hire teachers who have been "vetted".

It was stated this is an opportunity to be part of an innovative program to build a process and give feedback on that process while developing better teachers.

What is the District's goal as to number of teachers of color to come to us through these programs? Response: This will not lead to an increase in number of teachers but in the quality of teachers. For 2012, this should provide increased candidates in areas of high school math and science. Then move to build capacity for dual language immersion teachers. As far as diversity, the collaboration is working to identify effective strategies to recruit and retain teachers of color. Just the fact that these institutions are asking us to identify what we are looking for is a breakthrough for the partnership.

It was noted SPPS has long-standing relationships with many of these colleges and universities. This is a long-term strategy to address college access for students as well as having the potential to provide a pool of highly effective teachers in the future.

MOTION: Director Hardy moved this item be tabled until negotiations are completed. The motion failed for lack of a second.

RESTATEMENT OF MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Board of Education authorize the Superintendent to sign the Memorandums of Understanding for TC2 and TERI.

The motion passed with the following roll call vote:

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

X. OLD BUSINESS

BF 28833 Final Certification of the Pay 12 Levy

The final certification of the Pay 112 Levy is being brought to the Board tonight for formal action. This was first presented to the Board at the COB meeting of September 13. The public hearing was held on November 29. The Board is being asked to take formal action to certify the Pay 12 levy. The SPPS Legislative Liaison was asked to make the presentation on the levy.

SPPS levies for the following reasons:

- State funding does not provide all of General Education expense requirements (Equity, Transition, Integration, Operating Capital, etc.)
- Mandates from the State and Federal governments require additional funding (deferred maintenance)
- Leased space support
- Health care support
- Pension support
- Operating costs

Property tax laws are established by the Legislature of the State of Minnesota. Boards of Education set the overall levy for school districts up to the maximum set by the State. The 2012 levy will be paid by taxpayers in May and October of 2012. The proceeds of the 2012 levy provides funds for the 2012-13 school year. Calculations for individual property taxes are administered by Ramsey County. She then went on to describe the levy process.

The Board has already reduced the levy from the maximum authorized by the State by \$1.8 million. According to the information provided by Ramsey County, the impact of the SPPS portion of the Pay 12 property taxes on the median value house (\$149,300) in St. Paul is \$17.00 annually.

The percentage change for each jurisdiction is City 5.5%, County 1.7% and School District 3.6% for a total 3.3% overall increase.

The main reasons for the levy changes are:

- OPEB (Other Post Employment Benefits) – a levy to help cover the costs of retiree health insurance. The District continues to take steps to control these costs).
- Health and Safety Levy – a levy to cover costs of state approved projects involving health and safety issues
- Debt Levy – costs and adjustments to maintain district building infrastructure
- Obligations created by the 2010 Pension Bill: Teacher Retirement Association (TRA) (Not a benefit increase).
- Re-employment insurance – covering unemployment costs and the Federal extension of benefits.

A Board member noted the levy increase was important so the District can further address the long-term liabilities related to OPEB.

MOTION: **Mr. Hardy moved the Board of Education certify the Pay 12 Property Tax Levy at \$126,072,575.88. The motion was seconded by Ms. Carroll.**

The motion passed with the following roll call vote:

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

XI. NEW BUSINESS

BF 28850

2011 Performance Appraisal for Superintendent Valeria Silva

The Chair noted the evaluation of the Superintendent was completed within the timeframe defined within contract. The Chair reported out on evaluation with the following statement.

The Board of Education of St. Paul Public Schools has determined that Superintendent Valeria Silva has met or exceeded our expectations in the following leadership competencies:

- *Strategic*

- *Instructional*
- *Cultural*
- *Human resource*
- *Managerial*
- *Communications*

We appreciate her collaborative and inclusive leadership in creating and launching the Strong Schools, Strong Communities strategic plan. The tightly focused goals around achievement, alignment, and sustainability convey the combination of urgency and commitment that characterize her leadership style and value to the community.

We look forward in 2012 to supporting Superintendent Silva as she continues to use her identified leadership strengths and to make improvements in identified leadership areas for further development to build talented teams that help all students achieve at the highest levels and strengthen relationships and communications with our students, families, employees and community.

XII. BOARD OF EDUCATION

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

Director Risberg expressed his thanks for the chance to serve the community over the past year as a member of the Board noting this was the last board meeting of his term.

The Chair reminded the audience the SPPS Annual Meeting is scheduled for January 10 along with a swearing in ceremony for the new and returning Board members and a welcome/farewell reception for both new and out-going members of the Board.

XIII. FUTURE MEETING SCHEDULE

- A. Board of Education Meetings (5:45 unless otherwise noted)
 - 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)
 - January 5, 2012 (Thursday)
 - January 31
 - March 6
 - April 3
 - May 1
 - June 12
 - July 17
 - July 31

XIV. ADJOURNMENT

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

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:54 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