

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
November 16, 2010

I. CALL TO ORDER

The meeting was called to order at 5:50 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Kong-Thao moved the Board approve the Order of the Consent Agenda with the exception that item IX.C2, Cultural Proficiency Next Steps – Pacific Education Group was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. O'Connell moved the Board approve the Order of the Main Agenda as published. Motion seconded by Mr. Hardy.

The motion passed with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of October 19, 2010
B. Minutes of the Special CLOSED Meeting of the Board of Education of November 9, 2010

MOTION: Ms. Kong-Thao moved the Board approved the Minutes of the Regular Meeting of the Board of Education of October 19, 2010 and the Minutes of the Special Closed Meeting of the Board of Education of November 9, 2010. Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

V. **COMMITTEE REPORTS**

A. Committee of the Board Meeting of November 9, 2010

The **AGENDA** included reports and updates on

- 2011 Legislative Recommendations
- Initial Revisions to 2010-2011 Budget
- The Administrative Response to American Indian Education Parent Committee Resolution of Concurrence
- Policy

1. **2011 Legislative Recommendations/Update**

The Legislative Liaison reviewed the results of the 2010 elections, the process for a recount in the governor's race and a look at the budget forecast for the state.

She stated that despite the economic crisis, the district must work with the new administration to pursue adequate, stable funding while maintaining flexibility and maximizing opportunities for federal matching revenue. K-12's piece of the state budget has continued to shrink from approximately 45% to less than 38% in the coming biennium. Education funding, adjusted for inflation, has dropped by nearly 14% from FY 2003 to FY 2011. She then moved on to review the 35 proposed SPPS legislative recommendations for 2010-11 and address questions.

Looking at partnerships with other active partners – some suggested groups but no definitive update

RECOMMENDED MOTION: That the Board of Education approve the 2011 Legislative Agenda with the understanding that reports will be made back to the Board on a regular basis in order to move this forward together.

The motion passed with the following roll call vote:

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

2. **Report on Initial Revisions to 2010-2011 Budget**

The Chief Budget Analyst stated the fall budget adjustments reflect an increase in enrollment of 432 students for a revised total of 37,905. This results in revenue for the District of \$2,117,385 all of which went to the school sites.

The revenue increase in the General Fund, Community Service Fund, the General Fund Fully Financed and the Community Service Fully Financed funds was an increase of \$12,321,885 which resulted in a new budget figure of \$635,714,389.

Changes in expenditures for the same funds were \$15,759,508 which resulted in a new budget figure of \$639,567,797.

RECOMMENDED MOTION: That the Board of Education accept the report on the initial revisions to the 2010-11 budget.

The motion passed with the following roll call vote:

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

3. **Administrative Response to American Indian (AI) Education Parent Committee Resolution of Concurrence**

This was a dialogue with the Parent Committee relative to their reaction to the Administrative Response in each of the four major areas brought out in the initial resolution:

- American Indian Studies
- Follow-up on previous Administrative Agreements
- Special Education Identification
- Inclusion in Discussion on District Reorganization and Upcoming System-wide Changes

The discussion was rich and lengthy and resulted in several agreements between administration and the parent committee.

Appreciation was expressed for the Parent Committee for the passion shared by the parents and guardians in moving forward to improve education for their students.

RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the Indian Education Act Resolution of Concurrence 2009-10 and that periodic "check-in's" on progress be provide to the Board during the following year.

The motion passed with the following roll call vote:

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

4. There was no update on **Operational Planning** or **School & Program Changes**.

5. **Standing Item: Policy Update**

The following proposed policies were brought forward and discussed:

- 601.00 Educational Programming
- 602.00 Curriculum Development, Instruction and Accountability
- 403.00 Performance Management and Accountability

RECOMMENDED MOTION: That the Board of Education move forward Policies 601.00, 602.00 and 403.00 (with revisions noted) to the November 16 Board meeting for their first reading.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes

Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

There was also a brief review of the Procedure for Board Monitoring of Existing Policy and Procedure.

MOTION: Mr. Hardy moved the Board accept the report of the November 9 Committee of the Board meeting. Motion seconded by Ms. Varro.

The motion passed with the following roll call vote:

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

VI. RECOGNITIONS

BF 28474 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

1. Murray Junior High School - Flag Football Team, City Champion
2. Murray Junior High School - Boys' Soccer Team, City Champion
3. Murray Junior High School - Girls' Soccer Team, City Champion
4. Murray Junior High School - Volleyball Team, City Champion
5. Central Senior High School - Football Team, City Champion
6. Central Senior High School - Boys' Soccer Team, City Champion
7. Central Senior High School - Girls' Soccer Team, City Champion
8. Central Senior High School - Girls' Swim Team, City Champion
9. Central Senior High School - Volleyball Team, City Champion
10. Como Park Senior High School - Boys' Cross-Country Team, City Champion
11. Harding Senior High School - Girls' Tennis Team, City Champion
12. Highland Park Senior High School - Girls' Cross-Country Team, City Champion

The Assistant Superintendent for Secondary Education announced there was an increase of 4% in participation in the various sports in both high school and middle school over the previous year. She went on to note the following additional championships for SPPS schools.

- The Central High School Girls Swim Team has achieved the Twin City Girls Swimming Championship for the first time in Central's history (it was their 5th conference championship in a row).
- Central High School Boys' Football Team won the Twin City Championship.

She also recognized Jerry Keenan for his 50 years of service to SPPS.

MOTION: Ms. O'Connell moved the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

BF 28475 Recognition of Saint Paul Public Schools Foundation

The Saint Paul Area Chamber of Commerce annually recognizes small businesses with the Walter & Lydia Deubener Awards. The Award is given to businesses in five categories: service, emerging business, non-profit, family-owned, and women/minority-owned. The Saint Paul Public Schools Foundation was awarded the 2010 Deubener Award in the non-profit category.

MOTION: **Mr. Hardy moved, seconded by Ms. Varro, that the Board of Education recognizes the board members and staff of the Saint Paul Public Schools Foundation and congratulates them on this award.**

The motion passed with the following roll call vote:

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

VII. PUBLIC COMMENT

- A. Leslie Dwight – Adams Spanish Immersion – Expressed concern that state and district mandates, particularly RTI, are forcing unacceptable trade-offs.
- B. Lynn Shellenberger - Adams – Spoke about the impact of RTI on courses and schedules
- C. Bob Zick – Spoke on the perception SPPS is targeting seniority, that unions are not doing their jobs and teachers as professional employees.

VIII. SUPERINTENDENT'S REPORT

A. Assessments

1. MAP Performance Update

The Department of Research, Evaluation and Assessment provided an overview of the Fall 2010 MAP performance. There were 18,287 students tested in math and 18,211 in reading. The average RIT score was similar to the SPPS Fall Target (within the standard error of measurement) for grades 3, 4, 5 and 6 in math and grades 5 and 6 in reading. The SPPS RIT Targets predict proficiency on the MCA-II/MTELL. 85% of students who score at or above the SPPS target are predicted to score proficient on the MCA-II/MTELL.

The percent of students meeting SPPS Fall MAP Target in grades 3 – 9 district-wide was 46% in math and 40% in reading. The percent of students performing at the “well below” target range in grades 3 – 9 district-wide was 33% in math and 34% in reading. “On Target” indicates 85% of students who score in this target range are predicted to score proficient on the MCA-II/MTELL. “At Risk” indicates about half of the students who score in this range are predicted to score proficient on the MCA-II/MTELL. “Well Below Target” indicates 90-95% of students in this range are predicted to score not proficient on the MCA-II/MTELL.

The percent of student meeting SPPS Fall MAP Targets in Math were:

- Students meeting the SPPS Fall Target in math ranged from 32% (Grade 9) to 57% (Grade 3)
- The Caucasian student group had more than 70% meeting the target in grades 3-7
- The gap between the percent of Caucasian students and all other ethnic groups performing in the “on target” range in math was at least 21 percentage points across grade levels.
- More than 40% of students in grades 8 and 9 performed in the “well below target” range in math.
- The African American student group had the lowest percent meeting the SPPS Fall Target in math in all grades except grade 5.

- The Special Education student group had the lowest percent meeting the fall target in math in all grades.

The percent performing in the “well below target” range in math:

- Range from 21% (Grade 3) to 48% (Grade 9).
- All grade levels had more than 20% of students performing in this range in math.
- Almost half of the students in grades 8 and 9 performed in this range in math.
- The gap between the percent of Caucasian students and all other ethnic groups performing in the “well below target” range in math was at least 13 percentage points across grade levels.

The fall 2010 MAP performance in reading showed:

- The percent of students meeting the SPPS Fall Target in reading ranged from 35% (Grade 9) to 48% (Grade 5).
- The Caucasian student group had 70% or more meeting the SPPS Fall Target in reading in all grades
- The gap between the percent of Caucasian students and all other ethnic groups performing in the “on target” range in reading was at least 25 percentage points across grade levels.
- More than 40% of students in grades 7, 8 and 9 performed in the “well below target” range in reading.
- The Asian American student group had the lowest percent meeting the SPPS Fall Target in reading in all grades except Grade 3.
- The Special Education student group had the lowest percent meeting the SPPS Fall Target in reading in Grade 3.
- The Special Education and ELL students groups had the lowest percent meeting the SPPS Fall Target in reading in grades 4-9.

For those students performing in the “well below target” range in reading:

- The range was from 22% (Grade 5) to 45% (Grade 7)
- All grade levels had more than 20% of students performing at this range in reading.
- The gap between the percent Caucasian students and all other ethnic groups performing in the “well below target” range in reading was at least 12 percentage points across grade levels.

The Chair indicated there would be a more in-depth discussion on this subject at the November 30 COB meeting and asked that only clarifying questions be posed at this time.

QUESTIONS/DISCUSSION:

- Compliments were extended to staff for having this data now.
- A request was made that, for the 11/30 COB meeting, further detail be provided and that it be provided to the Board prior to the meeting so they have a chance to delve into it and formulate questions.
- The Superintendent stated school staff had this data available to them almost immediately so it allowed staff to refocus instruction and provide interventions for the students.
- How is the test administered? Response: It is a computer-based test; time to take the test varies as questions posed vary by student and the pattern of correct or incorrect answers they make.
- Is prep work done for MAP? Response: The “prep work” is the curriculum, the results of the testing allow for follow-up work, interventions, and continuation of the curriculum.
- So the test is individualized – how can you ensure the integrity of results if students get different tests? How does MAP maintain integrity? Response: The MAP test is based on item response theory and equal interval scales. MCA is scaled on traditional test theory; it can be taken on computer or with paper and

pencil. The computer in MAP testing determines which items students get. In MCA, all items are consistent for all students. The purpose for choosing the MAP assessment was because it is computer adaptive and provides a better measure of where students are and allows for evaluation of improvement over time. MAP is not an accountability assessment; it is a barometer of where students are now and progress they make through subsequent testing. It will not be used to rank students or schools but to assess what curricular and instructional changes need to be made to address the specific areas of shortcoming for students.

2. DataZone Update

DataZone is a web-based data management, daily planning and reporting system for the Mondo Bookshop Program in grades K-5. It was purchased in spring 2010 at a cost of \$10/student/year.

It provides teachers, principals and administration the ability to capture all formative assessments for fall, winter and spring as well as progress monitoring on whether students are achieving the focus of their lessons. It analyzes multiple data points and assigns a stage of reading development and text level to each student. It organizes students into small instructional groups for both reading and phonics instruction. It provides student, class, school and district level reports of reading progress that enable staff to provide the instruction that is needed by each child.

DataZone provides assessments that are directly tied to the Mondo curriculum and allows teachers to plan instruction and fully implement the curriculum.

SPPS is in its second year of implementation of the Readers' Workshop with Mondo Bookshop curriculum. The lesson planning features of DataZone support quality implementation by providing teachers with specific teaching points aligned to the needs of the students. It enables teachers to identify students early who are in need of academic intervention and monitors their progress. DataZone fills the gap between Kindergarten and third grade when students begin to be assessed using MAP and the MCA-II.

The results being reported may be influenced by this being the first assessment period in which all teachers are using the new technology. The fall assessment results, showing the percentages of students who are reading near, at or above grade level show:

- First grade - 68%
- Second grade - 60%
- Third grade - 42%
- Fourth grade - 54%
- Fifth grade - 43%

There have been some challenges with implementing the new system. Some are user errors from staff attempting to learn the new system and some are system errors that are being addressed. Staff is being provided with professional development and support to assist them in using the new system.

QUESTIONS/DISCUSSION:

- A board member indicated she had heard from several schools that DataZone is an issue but that she was encouraged by the level of support being provided. She encouraged continued support throughout year.
- A request was made that in preparation for the November 30 COB meeting an overview of the process be provided and a comparison of the two systems in order to differentiate the information provided.
- Administration was asked, that since this is an on-going effort, how would it be supported financially? Please provide that information for November 30 as well.

- The Superintendent stated this is the year in which targets will be set to see how students do. Correlations to MAP testing are being looked at. The expectation is the mid-year assessment, with a more experienced staff, will be more reliable. It does provide data and strategies for helping students learn. There is a tremendous need for data, the earlier the better, to address student development. These assessments give educators a whole view of all students, both those who are behind as well as those who are achieving above level.

B. Partners Recognition

The Superintendent introduced the first of several “Thank You” videos, which are being developed for the various funders who have provided investment in and support for SPPS and its students.

C. Human Resource Transactions

MOTION: Ms. Carroll moved approval of the Human Resource Transactions as published in the November 16 Board Book. The motion was seconded by Ms. Kong-Thao.

The motion passed with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board approve all items on the Consent Agenda with the exception that item IX.C2, Cultural Proficiency Next Steps – Pacific Education Group that was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion passed with the following roll call vote:

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

A. Gifts

BF 28476 Gift Acceptance from Ecolab to Humboldt High School

That the Board of Education authorize the Superintendent , Valeria Silva to allow Humboldt High School to accept this gift from ECOLAB Inc. The \$7,000.00 will be deposited into the FIRST Robotics budget: 29-225-211-000-XXXX-2085.

BF 28477 Gift Acceptance from Ecolab to Humboldt High School

That the Board of Education authorize the Superintendent , Valeria Silva to allow Humboldt High School to accept this gift from ECOLAB Inc. The \$10,000.00 will be deposited into the Principal’s Fund, budget number: 19-225-298-000-XXXX-0000.

BF 28478 Gift Acceptance from Jay and Rose Phillips Family Foundation

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$15,000 offered by Jay and Rose Phillips Family Foundation for use by Out for Equity to hire support staff.

BF 28479 **Acceptance of a Gift of Timberwolves Team Jerseys and T-Shirts from Event Merchandizing, Inc.**

That the Board of Education authorize the Superintendent (designee) to accept this gift from Event Merchandizing, Inc.

B. Grants

BF 28480 **Request for Permission to Submit and Accept if Approved a Grant Application to the Department of Employment and Economic Development (DEED) for FastTRAC - Bridge Project 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; 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 28481 **Request for Permission to Submit and Accept, If Approved, a Grant Application to the Department of Employment and Economic Development (DEED) for Transitions 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 28482 **Request for Permission to Submit a Grant Application to Great Lakes Higher Education Guaranty Corporation to Provide Services to AVID Students**

That the Board of Education authorize the Superintendent (designee) to submit an application to Great Lakes Higher Education Guaranty Corporation to offer math and science tutors and a college tour for African American students at Central High School, Como Park Senior High School, Harding High School, Highland Park Senior High, Humboldt Senior High School, and Washington Technology Magnet; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28483 **Request for Permission to Partner with the Karen Organization of Minnesota**

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Human Services to offer an after-school program to serve refugee students, aimed at removing obstacles so that students will make optimum progress in their academic, physical, social, emotional and behavioral development. SPPS will partner with KOM; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28484 **Request for Permission to Submit a Grant Application to the Minnesota Council of Teachers of English**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Council of Teachers of English for funds to support literacy at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28485 **Request for Permission to Submit and Accept if Approved a Grant Application to the Minnesota Department of Education - Adult Basic Education (MDE-ABE) for a Supplementary English as a Second Language Services to Refugees Grant**

That the Board of Education authorize the Superintendent (designee) to submit and accept if approved a grant application to the Minnesota Department of Education for funds to

provide intensive ESL services to refugee students and families in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28486 **Request for Permission to Submit and Accept, If Approved, a Grant Application to the Minnesota Department of Education - Adult Basic Education (MDE-ABE) for Transitions Grant Funds**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education 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 28487 **Request for Permission to Submit a Grant to the Minnesota Department of Education (Service Learning)**

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to support professional development to integrate service learning into classroom curriculum; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28488 **Request for Permission to Accept Grant Applications 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 professional development at Hayden Heights and Prosperity Heights Elementary schools, Groveland Park Elementary School, North End/Franklin Music Magnet Schools and the Center of Professional Development; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 28489 **Authorization to Lease Space at Galtier Towers Apartments for the Home Living Lab for Focus Beyond Programs**

That the Board of Education authorize continued lease of an apartment in Galtier Towers Apartments for Focus Beyond programs for the term of December 1, 2010 through June 30, 2011, and execution by the Chair and Clerk of a lease agreement for said rental, in accordance with all terms and conditions of said agreement.

D. Agreements

BF 28490 **Approval of an Employment Agreement with Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2010-13**

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 Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2010 through April 30, 2013.

BF 28491 **Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844 Representing Clerical and Technical Employees**

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2010, through June 30, 2012.

was being moved to another group. He indicated he was not comfortable with the training coming from district administration and that training had not reached all schools. He stated he would be voting no on this issue.

The Superintendent asked the Chief Academic Officer to respond. She stated the training would be done by an outside vendor and that the District is contracting with the Pacific Education Group (PED). PED will provide group training to the leadership level first (cabinet, senior leadership and principals). The end goal of the training will bring a racial equity lens to all organizational, instructional and policy work. Once the first phase is finished, "Beacon Schools" will be established where each school builds a racial equity team within the school and takes the instruction directly into the classroom. PED is very specific about the process of training. The first phase is a two-day training to establish the same language and work with leadership to ensure that conditions are set correctly to have the very important discussions about race. After that, school teams are created.

Funding for this training is coming from ARRA dollars left over from the previous contract (\$350,000 with \$175,000 to be used in phase one.) Where will the additional funds come from?

The Executive Director of Operations was asked to talk about his experience with PED training. He stated their work embedded an ability for the people he worked with to isolate and talk about race in deep conversations that ensured people understood the white privilege existing in this country today and in school districts across the country. The training started with the Board modeling and leading on behalf of organization and spread to the leadership team, principals and extended its roots to teacher-leaders. It is not a one-day experience; it is an extended deeply embedded experience for all of the school community over time (5-7 years). The community gets involved thereafter. He stated teachers stated following the training they finally had a tool to address cultural competency issues.

The Superintendent stated the other issue to be faced is SPPS has problems with how it educates a portion of its population so there is definitely a need for deeper conversation and ownership over time. The question on funding is appropriate. The District must decide if this is a priority and if it is then it must find a way to continue with the work. The District needs to look at how to reach ALL students.

Will the consultant group be training teachers? Yes, the consultant group will train teachers.

How long will it take to reach the 30% who did not receive the previous training? There is a one-year plan with the first year leadership and establishing "beacon schools". The second year moves into other schools and at the end of three years, the entire staff will be trained. This training will start with the 30% of schools who did not have the earlier training.

A comment was made that there is the practicality of "going to scale" and "then what" with the previous group. It became clear that the earlier training was not sufficient. PED will take it where it needs to go so it is excellent making this mid-course correction. It must be remembered the need to address new arrivals over time so there will be on-going catch up. This system does a lot of embedding and creates internal capacity but it must remain in funding stream "forever."

MOTION: Ms. Carroll moved the Board of Education authorize the Superintendent (designee) to enter into an agreement with Pacific Education Group. The total cost for services will be paid from 29-005-216-470-6303/6304-2309. Motion seconded by Ms. Varro.

The motion passed with the following roll call vote:

Ms. Carroll	Yes
Mr. Hardy	Abstain
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes

Ms. Street-Stewart

Yes

X. **OLD BUSINESS**

A. CEAC Application

The Board reviewed the application submitted for service on the Capital Expenditure Advisory Committee.

MOTION: Ms. Carroll moved the Board accept the application of Jemal H. Bedaso for appointment to the Capital Expenditure Advisory Committee. Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

XI. **NEW BUSINESS**

BF 28498 Approval for ISD No. 625 General Obligation School Building Refunding Bonds, Series 2011A in the amount of \$16,940,000 and

BF 28499 Refunding Full Faith and Credit Certificates of Participation Series 2011B in the amount of \$6,150,000.

Series 2011A and 2011B are for the refunding of Bond Series: 2002A, 2002B and 2002E. Savings in the debt levy will be realized in Fiscal 2012 continuing through Fiscal 2023. Collectively it is estimated savings to St. Paul taxpayers will be approximately \$1.5 million.

There are three parts to the process of issuance:

- School Board approval of authorization resolutions (this meeting)
- Competitive sale in the morning with consideration by the Board at the December Board meeting
- Closing on refunding in January (no meeting necessary).

MOTION: Ms. O'Connell moved the Board of Education authorize the sale of \$16,940,000 General Obligation School Building Refunding Bonds, Series 2011A and the sale of \$6,150,000 Refunding Full Faith and Credit Certificates of Participation, Series 2011B. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

B. FIRST READING: Policy 601.00 Educational Programming

C. FIRST READING: Policy 602.00 Curriculum Development, Instruction and Accountability

D. FIRST READING: Policy 403.00 Performance Management and Accountability

QUESTIONS/DISCUSSION:

- If there are changes, revisions to be made to the policy who is the contact person? Response: Joe Munnich. It was noted public notice was sent out in *The Bridge* and posted on the Board website for public comment around the policies as submitted.
- Staff was asked to place a prominent “bookmark” making it easy to find the policies. It was also suggested a link be made to Joe Munnich for comments.
- A question was posed on Policy 403.00 stating a lack of understanding of what the policy actually establishes. It reads as an introduction; It needs to say the District will ensure accountability and performance management is in place. It needs to be made to establish policy; the language needs to be strengthened. Response: the intent was to state there is a culture of accountability, performance management within SPSS that staff operates within, and it serves to anchor more detailed procedures that will follow specific to accountability and performance management relative to staff behavior, etc.
- It was recommended guidance be asked from Counsel around the process for readings and when things can be changed. Response. Motions for changes can be made at the second or third reading but can only be voted upon at the third reading.
- Counsel stated there was no action required at the first reading of the three policies.

E. Recommendation on Use of Project Labor Agreements for Three Projects

1. PLA for Conversion of Pneumatic Controls to Direct Digital Controls (DDC) - Como Park Elementary School
2. PLA for Conversion of Pneumatic Controls to Direct Digital Controls (DDC) - Maxfield Elementary School
3. PLA for Conversion of Pneumatic Controls to Direct Digital Controls (DDC) - Mounds Park School

MOTION: Mr. Hardy moved the Board of Education accept Administration’s recommendation that no Project Labor Agreements be used on any of the three projects (DDC for Como Park Elementary, Maxfield Elementary and Mounds Park School). Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses

Information from staff was requested in the following areas:

- Director Hardy asked for an update on how suspensions are going across the district, actually the full range of disciplinary actions and what the District is doing that has made a difference. How it has changed overtime and where it is going. Such things as academic support affecting behavior, addressing issues in the classrooms, the reduction in expulsions, suspensions, etc. Response: The Superintendent stated she had asked the Chief of Accountability to provide district data on attendance, course completion, suspension, disciplinary issues, etc. on a monthly basis beginning in January. She committed to providing a report for the Board in January.
- Director Kong-Thao asked for information on how the voice messaging system (Parent Connect) is working. She indicated she has heard feedback both positive and negative from parents on it. She was wondering how the complaints are being tracked and what the concerns about the system are.
- Director Brodrick asked for an expansion to the report on data on suspensions and expulsions with a report on how those numbers have positively impacted general behavior/climate in buildings. By lowering suspensions and expulsions, is the District

still maintaining a low tolerance for misbehavior by students and promoting climate of safety and security and a good educational atmosphere?

- The Board Chair requested a brief meeting with the attendees to the CGCS after the close of the Board meeting.

B. Items for Future Agendas

Director Hardy asked that information be provided on Out for Equity and other efforts to address equity.

C. Board of Education Reports/Communications -- None

Director Hardy indicated he had attended a book signing with Justice Alan Page for his book "All Rise". Justice Page signed a copy of his book with a message to all SPPS students stating: "With an education the future is yours. It gives you vision and allows you to reach your dreams."

XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings

- November 30 – 6:30 p.m. Special Meeting to hold a Budget & Tax Hearing
- December 14
- January 4 – Annual Meeting
- January 18
- February 15
- March 15
- April 19
- May 17
- June 7 – Special
- June 21
- July 19

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

- November 30
- January 11
- February 1
- March 1
- April 5
- May 3
- June 28
- July 19

XIV. ADJOURNMENT

MOTION: **Ms. O'Connell moved the meeting adjourn, seconded by Ms. Kong-Thao.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:38 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