

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
September 20, 2011

I. CALL TO ORDER

The meeting was called to order at 5:46 p.m. p.m.

II. ROLL CALL

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

ABSENT: Superintendent Silva

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Kong-Thao moved, seconded by Ms. Carroll, that the Board of Education approved the Order of the Consent Agenda as published with the exception of Items C1 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Computer Adaptive Tests (RATIFICATION); C2 - Playworks Partnership Contract and E2 - Establishment of the Classified Position of Business Intelligence Dashboards/Reports Developer for ISD No. 625 and Relevant Terms and Conditions of Employment which were pulled for separate consideration.

The motion was approved with the following roll-call vote:

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

B. Order of the Main Agenda

MOTION: Mr. Brodrick moved, seconded by Ms. Carroll, that the Board of Education approved the Main Agenda as published.

The motion was approved with the following roll-call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 16, 2011

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, that the Board of Education approved the Minutes of the Regular Meeting of the Board of Education for August 16, 2011 as published.

The motion was approved with the following roll-call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of August 23, 2011

1. **Impact of State Legislation on SPPS FY 12 Budget**

The Chief Business Officer provided a recap of the State Legislature Education Budget Settlement and how it affected SPPS. He also provided a comparison of major revenues under current law and the legislative bills.

The State has made a budget shift from 70/30 payment to 60/40 payment which adversely affects SPPS cash flow. Staff is monitoring the cash flow bi-weekly. The shift will probably necessitate additional mid-year borrowing by the District.

He went on to outline how administration recommends the additional \$2.8 million (general fund dollars) be distributed with a split of 70% to schools, 20% district-wide and 10% for school service supports.

The recommended motion was that the Board accept the report/update. The Chair indicated there was no need for action on this item.

2. **Standing Item: Strong Schools, Strong Community Update/Program Changes**

Administration indicated they would provide a full report at the September 13 COB on the proposal for monitoring of the SSSC plan with monthly reports to the Board on the various areas. The Action Teams will continue to meet through December. Administration is looking to schedule updates for the Board in October and November. In January, administration will bring forward all recommendations from the various action teams.

3. **Standing Item: Policy Update - Presentation of Minor Revisions to the Student Rights and Responsibilities Handbook**

The Administrator of Policy, Planning and Intergovernmental Relations indicated the Rights and Responsibilities Handbook would be sent to the families soon. A reprint is being done and minor changes to update it are being proposed including the new SSSC goals, a new Superintendent's letter introducing the Handbook and an updated listing of Board members.

4. **Work Session**

- Schedule Board Meeting Dates through August 2012

The proposed dates were:

- February 21 Board of Education Meeting (Ex Team)
- March 6 COB Meeting
- March 20 Board of Education Meeting (Ex Team)
- April 3 COB Meeting
- April 17 Board of Education Meeting (Ex Team)
- May 1 COB Meeting
- May 15 Board of Education Meeting (Ex Team)

- June 5 Special Board of Education Meeting on Non-Renewals
- June 12 COB Meeting
- June 19 Board of Education Meeting (Ex Team)
- July 17 COB Meeting
- July 17 Board of Education Meeting (Ex Team)
- July 31 COB Meeting
- August 21 Board of Education Meeting (Ex Team)

RECOMMENDED MOTION: That the Board approve the dates as listed.

The motion was approved with the following roll-call vote:

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

- Appointments to CEAC

RECOMMENDED MOTION: That the Board appoint to CEAC the six individuals who were reapplying (Jemal Bedaso, John Decker, Edward Driscoll, Amy Filice, Phillip Peterson and Richard Streeper).

The motion was approved with the following roll-call vote:

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

RECOMMENDED MOTION: That the Board appoint Jennifer Ampulski and Michael Roehr to the 2011-12 Capital Expenditure Advisory Committee.

The motion was approved with the following roll-call vote:

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

The consensus following additional discussion was to decline to make any additional appointments to CEAC at this time and to reopen the application process for additional applications with an emphasis on expertise and diversity. The deadline for new applications is September 27.

The Board Secretary was instructed to (as applications come in) notify the applicants of the date of COB when the applications will be addressed and of the Board meeting when the decision will be finalized along with the date for the first CEAC meeting. If the CEAC meeting should occur prior to the Board meeting, approved applicants will be able to attend as guests so that they receive any information presented at the initial meeting along with already appointed members.

B. Committee of the Board Meeting of September 13, 2011

1. SSSC Monitoring & Reporting System

The Chief Accountability Officer (CAO) provided an overview of the SSSC Monitoring and Reporting System outlining the process and the timeline. The Policy Review Cycle will be timed to align with the Vision Card cycle. Two alternatives were presented. Option A: Quarter 1 (Policies 100-300 District, Board and Superintendent); Quarter 2 (Policies 500-600 Students, Educational Programs); Quarter 3 (Policies 400 Staff) and Quarter 4 (Policies 700-900 Non-instructional, Buildings and Sites, Community Relations). Option B would identify and review key selected policies, adopt new/revised policies and develop procedures relative to them. The initial focus will be on policies directly affected by the new Strategic Plan and those involving achievement and equity.

RECOMMENDED MOTION: That the Board of Education approve Policy Review Option B with adjustments to be made as necessary along the way.

The motion was approved with the following roll-call vote:

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

Administration was asked to put explanations of VisionCards and information from the updates on the SPPS website. Staff indicated the first cycle of vision card reports would begin in October at both the COB and the regular board meeting. The Board was assured information for the public would be put onto the website.

RECOMMENDED MOTION: That the Board of Education approve the timeline for presentation of the VisionCards with adjustments to be made as necessary along the way.

The motion was approved with the following roll-call vote:

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

2. Administrative Response to Latino Consent Decree

Staff indicated the purpose of the response was to inform the LCD Parent Committee of administration's response to the eight recommendations made by the parents to improve learning outcomes for Latino students and strengthen partnerships with parents. Responses included:

- Identification/Assessment/Placement -- Develop and implement a comprehensive communication plan that informs LCD families about their child's placement in the LCD program. Administration will:
 - Provide a list of eligible LCD students to LCD contacts at each site
 - Schools without bilingual Education Assistants (EAs) will receive assistance and support from the ELL Department and Office of Family and Community Engagement
- Academic Support – Collaboration between home-school and bilingual liaisons
 - LCD Parent Advisory Committee and LCD parents will meet three times a year (October, November and March) with school and District administration, in

addition to LCD EAs. These meetings would be coordinated by ELL, schools and the Office of Family and Community Engagement.

- Bilingual Content Support – Schools must ensure multiple opportunities for LCD families to engage in specific school curriculum activities that lead to support education at home. They will:
 - Offer Spanish specific sessions for LCD families in areas of Math, Social Studies, Science, Reading and Writing.
 - Schools without bilingual Education Assistants (EAs) will receive assistance and support from the ELL Department and Office of Family and Community Engagement.
- Middle (6-8) and Secondary (9-12) Grades – Increase parental knowledge on required and elective courses for graduation and advanced placement classes valid for post secondary education. Actions include:
 - Improving communication with parents, counselors, LCD EAs on appropriate placement of students.
 - Secondary school will implement fall planning meetings to cover high school requirements, advanced placement.
 - Providing Professional Development for all secondary counselors on the LCD Stipulation.
 - Developing and implementing strategies for LCD students to participate in advanced placement courses.
 - Adding a Spanish component to the 2012 SPPS Thinking College Early Fair.
- Latino Culture – Provide the Latino students with a solid knowledge and understanding of their cultural heritage and ethnic backgrounds. Actions will be:
 - Promoting multicultural school nights in every school.
 - Holding at least one Latino Leaders in the Community event at three schools.
 - Increasing awareness of Hispanic heritage month and other Latino origin celebrations.
 - Infusing Latino Cultural studies at the secondary level.
- Spanish Materials - Increase the awareness of Spanish materials distributed to schools by:
 - Informing staff and families of materials at open houses, school academic nights, and parent-teacher conferences.
 - Schools without bilingual EAs receive support and assistance from the Office of Family and Community Engagement.
 - Publishing and promoting a catalog of materials to schools on parental resources.
 - Annually publishing catalog with addendums as materials are added.
- Parental Involvement - Inclusion of parents of Latino students or community members on all hiring committees for bilingual teacher or LCD Education Assistant. Admin will:
 - Connect members of LCD Advisory Committee with HR.
 - Recruit parents of Latino students to advise on hiring staff.
 - Assist and educate school administrators and PTOs in the hiring process of LCD bilingual staff.
- Collaboration with Organizations & Community Programs - Continue strong support from the District for the LCD Parent Advisory Committee. Administration will:
 - Continue collaboration with Latino based organizations.
 - Expand collaboration with Dr. C. Garcia to broaden access for more students.

RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the Latino Consent Decree Report with the recommendation Administration support the list of items in the report and establish a timeline for implementation with specific target dates

for follow-up and that opportunities for continued discussion be provided throughout the school year as they can be scheduled.

The motion was approved with the following roll-call vote:

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

Director Hardy asked that stronger language be incorporated into the motion to ensure both a timeline and follow-up were implemented. The motion was modified with the following language: "with specific target dates for follow-up".

Administration indicated staff meets with the LCD monthly and will work to provide a timeline and follow-up process. The Board will be updated based on the timeline.

3. Initial Discussion on Pay 2012 Property Tax Levy

The Chief Business Officer stated the State sets all levy authority for schools. Schools can only levy for what is authorized by law. The Pay 2012 Levy is for school year 2012-13 and will be paid by taxpayers in May and October of 2012. Several levies have an aid penalty, which means if the District does not levy for the required amount, they will lose the correlating State aid.

Changes to the levy are due to several factors:

- The State increased authorization for OPEB (Other Post Employment Benefits) for districts that sunset or limit retiree health insurance programs.
- Re-employment insurance increased due to more layoffs and extension of those costs.
- TRA (Teacher Retirement Association) increased due to 2010 pension legislation to address the health of their retirement fund.
- Health and Safety increases made to address environmental, air quality and safety issues
- Adjustments made for new and existing debt, debt excess adjustments and refinancing.

Administration was proposing the following ceiling for the Payable 2012 Property Tax Levy for SPPS at the COB meeting:

- General Fund Levy - 9.2%
- Community Service Levy - a decrease 4.2%
- Debt Service Levy -a decrease of 6.0%
- For a net increase of 3.6% or \$4,328,038 over last year or a total levy of \$126,072,576.

At this point, the Chief Business Officer was asked to provide an update on the 2012 Payable Property Tax Levy information. He stated the purpose of the update was to inform the Board on the 2012 Payable Property Tax Levy relative to figures received from the Minnesota Department of Education (MDE) and to propose the ceiling for the Pay12 Levy that must be certified by the Board by October 7, 2011.

The MDE required numbers came in higher than the proposed amount submitted by administration at the September 13 COB meeting.

- General Fund Levy – \$84,503,412
- Community Service Fund - \$3,447,465
- Debt Service Fund – \$39,934,121
- For total of \$127,884,998 or 5% over last year's levy.

The MDE calculation to SPPS was a 5.0% increase; administration's proposal is a 3.6% increase. The ceiling figure (the figure included in the TNT mailing to taxpayers in November) must be adopted at this meeting of the Board with final certification in December. This levy would be payable in May and October, 2012 by the taxpayers with the money recognized in SPPS Fiscal Year 13.

Administration recommended the SPPS ceiling remain at \$126,072,576 through an adjustment to the MDE General Fund portion of levy along with the utilization of the MDE figures for the Community Service Fund and the Debt Service Fund. This would keep the increase at the 3.6% recommended earlier.

RECOMMENDED MOTION: That the Board of Education accept the report on the 2012 Payable Property Tax Levy and the recommendation that the ceiling for the Pay 12 Levy be set at \$126,072,576.

The motion was approved with the following roll-call vote:

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

QUESTIONS/DISCUSSION:

- The Board acknowledged administration had the potential to readjust the recommendation up to the 5% recommended by MDE and thanked staff for recognizing the Board's desire to keep the figure as low as possible. Response: Administration again recommended staying with the original recommendation from the COB meeting. They noted there would be additional opportunities for further discussion regarding the ceiling as well as a public hearing on the levy in November with final certification in December.
- What changes do the MDE figures represent? Why the difference? Response: There are several factors that come into play. During the initial levy process, SPPS does not have all of the adjustment data that MDE has so what was originally suggested was administration's best estimate, which was not too far off. When MDE begins the process for all categories subject to adjustments, several items are based on how the levy was collected in the previous timing cycle. The State authority for this levy is MDE who also has the responsibility to establish the maximum allowable. SPPS can adjust their figures based on the overall financial situation of the district. Enrollment numbers also have a bearing on the levy amounts. In calculating enrollment numbers SPPS uses a projection process; MDE also uses a projection process with both processes having a built in inflation factor. The data will be reconciled in a process of exchange of data between MDE and SPPS over time until a final figure is realized.
- What are the implications of not doing the 3.6% increase? Response: The impact would be on the General Fund. In looking forward to FY 13, the bottom line impact, if the levy is reduced below the 3.6%, is that money will be taken out of the General Fund and this would change the District's ability to finance parts of the SSSC plan. The District does not need to go as high as 5% and can still finance the SSSC plan at the 3.6%.
- What about timeline issues – why do the levy now and the budget discussion in the spring? Response: SPPS, the City and the County are required by law to address their levies within the same time period. However, each works under a different fiscal year configuration so the levy becomes a challenge with three disparate timelines. The timing of the levy was set to accommodate the three entities in as reasonable a timeline as possible.

- Administration was asked to provide an over view of the changes so the public could understand them. Response: (1) OPEB – Over the last three cycles the levy has gone up due to legislation which authorizes the districts to levy more to meet their obligations. SPPS has gone up because more employees became eligible so the needed funding has grown. Pay 10 was approximately \$4 million, '11 approximately \$8 million and it is now in the \$13 million range. SPPS should plateau around that figure as all employee groups are now included. (2) Re-employment – the more layoffs the more re-employment costs are required. (3) TRA represents an increase because of 2010 pension legislation that created a calculation increase to provide additional monies to offset issues within the TRA fund. (4) Health and Safety increased from \$3.5 to \$6 million. This varies from year to year due to needs in environment, air quality safety, etc. (5) Debt service is based on existing debt; SPPS is reducing its debt. This represents refinancing requirements within debt service when considered across all obligations.
- Are these reasons that MDE had in mind when they allowed the increase of 5%? Yes.
- A Board member commented that the Board is open for input from the community regarding the Pay 12 levy. He also noted that MDE knows what is happening and how the changes in State payments to 60/40 will affect SPPS and other districts.
- Administration noted again that there will be opportunities to receive input from the community.
- A Board member stated it would be helpful if some background information was put up on the website about the changes and how the changes noted will impact SPPS as well as what the various levies are used for within the District.

4. **Standing Item: Policy Update -- Policy 716.00 - Advertising in the Schools**

The Policy Work Group had met for basic discussion on the policy on advertising in the school. They looked at examples of policies from other districts and were provided with a summary of areas touched by the policies which included the areas of ads, sales and properties. The Administrator of Policy, Planning and Intergovernmental Relations provided the Board with an overview of the Work Group discussion and materials.

5. **Work Session**

- Standardization of Language Regarding Schools, Buildings & Programs
It was noted there are areas of confusion in how buildings/programs are referred to throughout the district. This needs to be addressed so that there is consistency in the application of names/locations across the system. Support was expressed in bringing this to the Board and it was recommended that administration gather the variables and that recommendations be brought to the Board.
- Additional Board of Education Meeting Dates Needing Action

RECOMMENDED MOTION: That the Board of Education approve the following dates as additional meetings for the Board: **October 18, 2011 Special Closed Board of Education Meeting Labor Negotiations (4:30 – 5:30 p.m.); November 15, 2011 Special Closed Board of Education Meeting Labor Negotiations (4:30 – 5:30 p.m.); November 29, 2011 COB Meeting (4:30 p.m.); November 29 Special Board of Education Meeting – Levy Hearing (6:00 p.m.); December 7, 2011 Special Closed Board of Education Meeting Superintendent Evaluation (3:00 – 5:30 p.m.) and December 7, 2011 Special Closed Board of Education Meeting Labor Negotiations (5:30 – 6:30 p.m.).**

The motion was approved with the following roll-call vote:

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

- Meeting times with CGCS Special Education Audit Group were assigned.
- EMID - Director Brodrick asked that EMID be added to the agenda of the October 4 COB.

MOTION: **Ms. O'Connell moved acceptance of the minutes of the two Committee of the Board meetings as reported. Motion seconded by Ms. Carroll.**

The motion was approved with the following roll-call vote:

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

VI. RECOGNITIONS

BF 28772 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Heather Alden Pope**, School Social Worker at EXPO, has been selected as the 2011 School Social Worker of the Year by the Minnesota School Social Workers Association.
2. **Rebecca Tennison**, 4th grade teacher at Paul and Sheila Wellstone Elementary School, received the first place award in the elementary level division of the Thrivent Financial Foundation sponsored, 2011 Personal Finance Educator Award.
3. **Kate Alexander**, teacher at Phalen Lake Hmong Studies Magnet; **Diane Johnston**, teacher at Groveland Park Elementary; **Sharon Overlien**, teacher at The Heights Community School received the 2nd place award in the elementary level division of the 3M sponsored, Innovative Economic Educator Awards.
4. **Jamin McKenzie**, science teacher at Battle Creek Middle School, has been selected as a 2011 Minnesota Finalist for secondary teachers of science by the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program.

BF 28773 Acknowledgement of Accomplishments of SPPS Students

1. **Selena Erstad**, student from Highland Park Senior High School, won first place at the State History Day competition in the senior individual documentary category. Selena represented Highland Park and the state of Minnesota at the Nationals competition in Washington D.C. this June for her project titled, "The Hetch Hetchy Controversy: A Debate of Conservation vs. Exploitation."
2. **Jennifer Lor and Evie Harper-Godderz**, students at Open World Learning Community (OWL), won first place at the State History Day competition in the senior group documentary category. Their documentary The Role of Eugenicians in the 1924 Debate on Immigration restriction also won the prize for the best project on the history of immigration sponsored by the University of Minnesota. They competed in nationals this past June.
3. **Eleanor Lieder and Rose Wimberley**, Ramsey Junior High School students, won two awards at the State History Day competition. They won first place in the Junior Performance category for their performance of "Setting the Table for War, "a discussion between an abolitionist and a confederate from the South. They also won the Civil War History award.
4. **Michaela Yarosh**, Central Senior High School, competed in the St. Paul Science Fair of the Twin Cities Regional Science Fairs last year as a student at Murray Junior High School. She

was named as Middle School Semifinalist in the First Broadcom MASTERS™- Math, Applied Science, Technology and Engineering (STEM) competition. The Broadcom MASTERS is the national STEM competition for sixth, seventh and eighth graders nominated to compete by their local SSP affiliated science and engineering fair.

MOTION: Mr. Hardy moved the Board of Education recognize and congratulate the district employees, departments and students recognized for their contributions and outstanding work. Motion seconded by Mr. Brodrick.

The motion was approved with the following roll-call vote:

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

VII. PUBLIC COMMENT

- Kevin Huepenbecker – commented on the Superintendent's relocation expenses and how the money could be better spent.
- Greg Copeland – asked the Board to rescind their amendment to the Superintendent's contract
- Bob Zick - spoke to several issues: the tax levy, archiving of board meetings, the Superintendent's moving expenses, The Center for Professional Development, MCA scores in math and reading and theft from the district.
- Georgia Dietz – spoke to the Superintendent's moving allocation and better uses for the money

VIII. SUPERINTENDENT'S REPORT

A. Opening of School Report

1. **Update on 2011 Summer School Program**

Programming was offered at 26 sites and at special residential sites and Special Education sites. Overall attendance decreased from last year. Staff is assessing the reasons for this but some factors were increased recruitment at high schools for evening high school and extended day for learning (EDL) for credit recovery. Other factors may be community-based programs and camps offered at the same time as summer school. Work has already begun to collaborate with Parks and Recreation and other non-profits for out-of-school time including the summer of 2012..

222 on-line courses were taken. The on-line credit recovery program was revised to increase completion rate this year. Students met with teachers at least once per week, some two times per week which provided more face-to-face support. There was a 46% credit completion in 2010 which increased to 70% this year. 132 students were retested in GRAD reading and math before the State shutdown.

The Director of Alternative Learning Programs was called upon to provide additional information on summer school 2011. She stated the primary purpose of summer school was to provide programs and classes to increase proficiency and for credit recovery leading to graduation.

Eligibility and registration for secondary (6-12) was handled by letters from ALC asking students to attend summer school. The letters were based on MCA 2010 test data. At the elementary level, teachers invited students based on student assessment data. All ELL students were invited to attend. Final letters for all K-12 were sent out in June after CAMPUS flagging; 16,729 letters were mailed.

Session 1 was three weeks in length (5/27-7/19/11). The program ran six hours per day for a total of 96 membership hours (the same number as previous years). High school students could earn up to six-quarter credits in this session.

Session 2, held at Gordon Parks High School, concentrated on high school credit recovery. This offered an additional three weeks during which high school students could earn six-quarter credits. Students attending both sessions could earn up to 12-quarter credits.

GRAD Retesting was offered to seniors who were credit-ready to graduate. 124 re-tested for GRAD reading; 13 passed. Six retested for GRAD math with no one passing. These tests were offered June 29 and 30. SPPS had only two days to set up for the tests because of the State shutdown. In August 41, students re-tested for GRAD writing, 13 passed. In all 85 students qualified to graduate and 57 participated in the graduation ceremony.

Secondary ELL levels 1 and 2 remained at their secondary schools (Como Sr., Harding, Humboldt and Washington). This seemed to be preferred to moving to other sites by the students.

74 students enrolled in on-line courses offered in Session I with 46 credits earned. In Session 2, 148 enrolled with 109 credits earned. The completion rate was 70%.

Summer school reduced direct and indirect costs to the District without decreasing enrollment by using fewer buildings. 26 this years as compared to 47 in 2008.

Average daily enrollment in elementary was 5,095, in secondary 7,496 for a total average daily enrollment of 13,498. This was down from the high in 2010 of 13,853.

QUESTIONS/COMMENTS

- GRAD testing, why are numbers low? Response: For the retesting of students SPPS had only two days to get the tests up and running because of the State shutdown. Only seniors who could graduate in August were re-tested. 158 letters were sent out, 130 retested.
- Approximately 16,000 letters were sent out, around 14,000 participated. What happens to those who do not attend and overall what is being seen in improved outcomes in evaluations during summer or the subsequent year? Response: Students do not attend for various reasons (jobs, other commitments, community programs, etc). There was 81% attendance. SPPS does follow assessments during the summer. Pre and post-tests in math plus other assessments are done which align with the curriculum. Students work toward credit completion for high school, elementary and middle school. The District makes sure students have reading, math and writing with the hope they will have retention of those abilities that will show up in fall assessments.
- When will the Board see results of summer school impact on student achievement? Response: SPPS has done internal analysis at the request of individuals. The District does have better information now so it is working on bringing that information together and will report it out to the Board in the future.
- Graduation information – how does the number of students graduated affect overall graduation rates? Response: The graduation rate will be forwarded to Board members in a report. The numbers would be affected by those graduating in August. Those who graduated in June were counted in normal graduation counts. 85 additional students would now be included in the graduation rate. Additional information will be supplied through the Superintendent's report.
- What is the benefit of summer school for proficiency and graduation. With the numbers who attended summer school in the last four summers, why are there still low proficiency scores and graduation rates? What impact does summer school have on student performance and achievement? Response: Information will be supplied as it becomes available in October. Staff believes, as educators that any

additional time students have practicing and attempting mastery of reading, writing and math skills is time well spent. SPPS is looking at summer learning loss that occurs because of lack of daily interaction with learning. The District is exploring how to create opportunities for students to engage in additional learning from June through the end of August. As a District it is believed there is value to access to learning throughout the summer. Students are achieving gains through the experience.

- When will science be added? Staff will get back on that.
- Students eligible to attend summer school, what are the State guidelines for ALC eligibility? Response: One factor is not being on track for graduation (credits) and the another is proficiency. There could also be students who have passed the GRAD tests but who may be lacking in credits. The June letters included students flagged for credits. Elementary students fall under targeted services so there is more flexibility on how students are invited and this can include teacher or parent referrals.
- How do elementary students benefit? Response: They receive reading and math programs plus financial literacy program for 5th-6th graders. All curriculums are written through the Center for Professional Development so they align with learning taking place during the school year. In summer school SPPS wants to make sure children are engaged in school, that they are reading and that school is providing enjoyment (both social and emotional) for them.
- When students finished the day in summer school were they connected with other programs? Response: There are a number of different options: Discovery Club, Park and Rec programs, community education, all offer other learning options for students.

2. First Week of School

District preparation paid off with a successful start to the school year. New this year, the Mayor and other elected officials joined staff at bus stops around the city. Everyone seemed to enjoy the experience making it an excellent kick-off for the school year.

With the exception of four positions, all teachers were in place at school opening. 1,757 classroom teachers were in place in their classrooms. All licensed staff were hired and in place.

Of the 136 construction projects scheduled for the summer, 126 were essentially complete by school opening. The remainder did not interfere with school start. The white board installation should be completed by end of September with the delay being beyond the control of SPPS.

Breakfast to Go had an 18% increase in breakfasts served during the first week of school as compared to last year (57,482 last year compared to this year at 67,936).

Transportation experienced no significant problems. They serve 83 public and nonpublic schools and 12 special programs outside of St. Paul. They ran 17,592 route trips with only 2% of trips reported as arriving late. All late runs related to significant road construction in the city. The City provided solutions to make the construction areas safer for students. A handout on bus safety was provided for parents.

Administration recognized the contributions of SPPS business partners during school opening week.

QUESTIONS/DISCUSSION:

- Is there a formal feedback system at school/district level for students and parents to provide input on start time changes – what is working, what is not. Response: There is no formal mechanism other than e-mails. As the District moves forward with the school year, timing of start time changes is being looked at. As school choice season comes closer there will be public engagement regarding changes in start times for secondary levels.

B. MCA Test Results

The State released results of the 2011 Minnesota Comprehensive Assessments to positive news coverage. SPPS broke a four-year trend with a 4% increase in students reading at grade level. This means there are 700 more students reading at proficiency. This is breaking a pattern on incremental change. Staff have been focused around this as a goal. Reading gains also surpassed those of the State. The 2011 math assessment was changed significantly from last year. Results declined as is typical with a new assessment instrument. The achievement gap remains an issue. There has been a consistent but modest reduction in the reading area. The October 18 meeting will include in-depth discussion on achievement results through the VisionCards. The District is awaiting final information on how the State will handle sanctions relative to its waiver request from NCLB.

Thanks were extended to staff for their hard work over the past year. The District is looking for greater results in the coming year.

QUESTIONS/DISCUSSION:

- It would be helpful as staff reports in October to be prepared to discuss the challenges SPPS faces as an urban district in addressing proficiency disparities. On the surface, it is challenging for the public to understand the amount of money put into programs and other services and how that increases proficiency for students. To help understand why the gains are single digit not double. A report out on social and other factors affecting achievement.
- It would also be helpful to differentiate clearly between explanations and excuses. In addition to absolute numbers, look at growth and that the District continues to focus on closing gaps while also raising all student achievement. Why it takes longer for some kids to learn, why extended day and year learning opportunities provide additional opportunities for learning that is so critical to some students.
- Remind everyone about where SPPS is moving with the SSSC plan and how that will improve achievement and reduce the gap – connect the dots from where the District is and where it is going over the next few years.

C. Human Resource Transactions

MOTION: Ms. Carroll moved the Board of Education approve the Human Resource Transactions, as published, for the period July 28 through August 30, 2011. Motion seconded by Ms. O’Connell.

The motion was approved with the following roll-call vote:

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

IX. **CONSENT AGENDA ITEMS**

MOTION: Ms. Carroll moved the Board of Education approve all Consent Agenda Items as published with the exception of Items C1 - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Computer Adaptive Tests (RATIFICATION); C2 - Playworks Partnership Contract and E2 - Establishment of the Classified Position of Business Intelligence Dashboards/Reports Developer for ISD No. 625 and Relevant Terms and Conditions of Employment which were pulled for separate consideration.. The motion was seconded by Ms. Kong-Thao.

The motion was approved with the following roll-call vote:

O’Connell	Yes
Brodrick	Yes

Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

A. Gifts - None

B. Grants

BF 28774 Approval to Enter into a Collaborative Grant Agreement with the Amherst H. Wilder Foundation

That the Board of Education enter into a collaborative grant agreement with the Amherst H. Wilder Foundation to provide Special Education services for the 2011-2012 school year. And, that a fully financed budget be established in the amount of \$504,231 for purposes of this agreement. The funding is made up of an Amherst H. Wilder Foundation grant of \$276,272 and \$227,959 earned in Special Education reimbursement, subject to state funding pattern pursuant to this agreement.

BF 28775 Request for Permission to Submit a Grant Application to the Richard M. Schulze Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Richard M. Schulze Family Foundation, to export the key elements of Achievement Plus into six additional schools beyond the existing three. The project will increase student achievement through academic rigor and learning supports that include stability and wellness outcomes for students, their families and the community. SPPS will partner with the Amherst H. Wilder Foundation for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – Both items were pulled for separate consideration.

D. Agreements - None

E. Administrative Items

BF 28776 Proposed Discharge of Tenured Teacher

That the Board of Education (1) Accept the filing of the Charges proposing to discharge Tenured Teacher for the grounds alleged in the Charges. (2) Suspend Tenured Teacher without pay, beginning September 21, 2011, pending the conclusion of teacher termination proceedings. (3) Direct the Assistant Clerk of the Board of Education to serve Tenured Teacher with a copy of the Charges filed with the Clerk on September 9, 2011, and give notice to Tenured Teacher of the teacher's rights to a hearing or arbitration under the Teacher Tenure Act. (4) Authorize the District's legal counsel to select a hearing officer or an arbitrator, as applicable, if Tenured Teacher requests a hearing.

BF 28777 Establishment of the Unclassified Position of Print Copy Mail Center Supervisor for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Print Copy Mail Center Supervisor classification effective September 20, 2011; that the Board of Education declare the position of Print Copy Mail Center Supervisor as unclassified; and that the pay rate be Grade 9 of the Saint Paul Supervisors' Organization standard ranges.

BF 28778 Employee Dental Insurance Annual Renewal

That the Board of Education approve the contract for employee dental insurance coverage with Delta Dental Plan of Minnesota effective January 1, 2012, at the proposed renewal rates.

BF 28779 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners for plan years 2012 through 2014, effective January 1, 2012, at the proposed premium renewal rates.

BF 28780 Employee Life Insurance Renewal

That the Board of Education approve the contract for employee life insurance with Minnesota Life with no change in premium renewal rates.

BF 28781 Employee Long-Term Disability Insurance

That the Board of Education continue the District's employee long-term disability contract with Hartford for calendar year 2012 at a monthly cost of \$.415 per \$100 of annual salary. The estimated cost of this contract for the calendar year of 2012 is \$1,108,000.

BF 28782 Employee Short-Term Disability Insurance Annual Renewal

That the Board of Education approve the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

BF 28783 Establishing Rates of Pay for Temporary Language Interpreters

That the Board of Education approve increasing the hourly salary rates of pay effective September 20, 2011 for individuals employed on a temporary basis as Temporary Hourly Language Interpreters:

High Incident Languages	\$22.00 Per Hour
Low Incident Languages	\$27.00 Per Hour
Special Education (All Languages)	\$27.00 Per Hour

F. Bids - None

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION:

BF 28784 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Computer Adaptive Tests (RATIFICATION)

MOTION: Ms. Carroll moved the Board of Education ratify the Administration's action of authorizing an order to Northwest Evaluation Association for licensing and assessment costs not to exceed \$280,250.00 for fiscal year 2011-2012. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll-call vote:

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

Director Hardy indicated he had pulled this for praise and amplification purposes. He extended the Board's thanks to everyone involved in MAP testing, in defining student needs and assisting in enhancing their learning.

QUESTIONS/DISCUSSION:

- He then asked, considering the math testing results, what plans does administration have in the current year to help students achieve proficiency? Response: Within the Division of Curriculum, Instruction and Professional Development, staff has been hired to address math. A Pre-K-12 review of mathematics has been taken on and has helped to minimize the division between how math is approached in elementary grades and at the secondary level. It has shown where the gaps are, what is working and work is being done now on how to get high-level implementation of the new whole math curriculum.
- Can you give specifics? At the secondary level particularly. Response: Information will be gathered on what is in place and this will be reported back to the Board.

- What community partners could provide additional support and opportunities to keep kids engaged in math skills? If there have not been commitments from community partners to provide support at the high school level what can be done? Response: Administration is conferring with partners who are working with SPROCKETS to assess potential and will report back to the Board.
- A Board member noted that when this is reported out they were particularly interested in the area of integrated math. Tutors may not be available to tutor on integrated math and how will SPPS find tutors who can? What are the implications?
- The District talks about the community helping students more. Students have workbooks they can take home, but in most schools, students are not allowed to take books home so parent can learn how to help with math. The District needs to look at ways to better support parents as changes are made to curriculum.
- What training is provided to tutors? We need more information on that. Response: Kudos to staff at the Center who provided training to the churches who wanted to offer support to help students with GRAD tutoring last year. The District is trying to do more community outreach. The Office of Family & Community Engagement is working with The Parent Academy and PACs on how to address the issue of parents who were not successful on school themselves and finding tools and language to help support them.

BF 28785

Playworks Partnership Contract

MOTION: Ms. O’Connell moved, seconded by Mr. Brodrick, that the Board of Education authorizes the Superintendent (designee) to enter into a contract with Playworks to provide each school listed above with one Program Coordinator to improve the health and well-being of children.

Director Hardy indicated he had pulled this for praise and amplification purposes. Ms. Carroll indicated that she would like to be excused from voting as a family member worked for the firm.

The motion was approved with the following roll-call vote:

O’Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Recused
Risberg	Yes
Hardy	Yes
Kong-Thao	Yes

QUESTIONS/DISCUSSION:

- Staff was asked to speak to the District’s philosophy on physical education relative to what Playworks offers, do they supplement or supplant. How do principals look at staffing for physical education and is Playworks used in place of licensed staff? Response: The Assistant Superintendent for Elementary (Collins) stated Playworks is completely supplementary to things happening at building level. The focus of Playworks is around cooperative play and opportunities for additional physical activity especially during transition times. Transitions can be an awkward time so there is great value in having that time organized and structured for all students with a high degree of engagement and success. The scope of Playworks position is very defined, they add value and supplement a time in the school day with activities designed to reduce opportunities that lead to conflicts needing resolution.
- The Division of Curriculum, Instruction and Professional Development (Osario) responded that the relationship between physical education and Playworks are quite separate. It does not supplant physical education instruction. Playworks also makes it clear in their programming in schools that their work cannot even supplant supervision on the playgrounds. The role of a Playworks coach is (1) to increase physical activity during recess time and (2) to help create safe spaces on playgrounds by teaching students how to engage in games and how to interact in the games. There are leadership pieces built into Playworks efforts. The Playworks coach trains 5th & 6th grade students as leader-coaches in leading games for younger students. The Playworks coaches are also involved in after school programs to add

organized physical activity in after school programs. The coaches also work on the Intramural part providing learning in how to be part of a team and learn the fundamental game skills along with being a team player. This supplements the SPPS PBIS plan by providing problem-solving and reinforcement of proper interaction and behaviors.

BF 28786 Establishment of the Classified Position of Business Intelligence Dashboards/Reports Developer for ISD No. 625 and Relevant Terms and Conditions of Employment

Director Hardy stated he would vote no as there is no Information Technology Strategic Plan in place which addresses what happens in classrooms, with equipment, overall direction of the group, staffing and use of staff, etc. He stated he was not comfortable in approving new hires in IT without a strategic plan.

Ms. Carroll stated she would support the position as it addresses the issue of reporting out that the Board is demanding. It is essential to the work of reporting out on the SSSC plan and how IT supports student learning and district operations.

MOTION: Ms. Carroll moved, seconded by Mr. Brodrick, that the Board of Education of Independent School District No. 625 approve the establishment of the Business Intelligence Dashboards/Reports Developer job title effective September 20, 2011; that the Board of Education declare the position of Business Intelligence Dashboards/Reports Developer as classified; and that the pay rate be Grade 25 of the Professional Employees Association standard ranges.

The motion was approved with the following roll-call vote:

O'Connell	Yes
Brodrick	Yes
Street-Stewart	Yes
Carroll	Yes
Risberg	Yes
Hardy	No
Kong-Thao	Yes

QUESTIONS/DISCUSSION:

- Will the strategic plan be released on November 29? Response: There will be an update on IT Governance and the IT Plan at the November 29 COB.
- The Chief Business Officer stated that IT as a line of operation cannot move forward as purely a support function in light of the SSSC Plan. While there is not a fully developed strategic plan, a key reason is the challenge faced logistically with reorienting and moving to where a shift needs to occur. IT does have guidance through the SSSC Plan and most of IT changes are driven by that plan. Over time, IT has worked to develop several key things: (1) get the support service foundation properly oriented with business intelligence software to provide analytics, (2) IT is now moving into operational use of that analytics product which requires in-house capability to do the analytics in order to assist administration in making decisions. (3) There has been a support services shift from direct to a general support model, the use of standardized systems with minimum requirements that are defined across the district. There is a highly qualified certified staff. IT is enterprise supported for IT work across all technology. (4) IT is customer-service-oriented to get to the base of where problems reside for more efficient use of dollars and time and (5) development of an IT governance system with internal processes and procedures to do change management in a dynamic fashion. The guiding principals around that are vitally important to stay on the right track. On November 29, the IT piece has to be the lead to make the shifts needed. The shift away from support into instructional technology takes time and effort through change management. This position is a logistical condition setter to make that transition successful.
- What are the consequences of delaying approval until after November 29? Response: The position is a key internal piece to the continued development of dashboards focused on school performance and analytics and to begin rolling out systems for testing and implementation. Not approving it would delay the District's capacity to get off ground and running.

- When would it be filled? Response: It would be posted ASAP with hiring ASAP, so within the month.
- Would this involve pieces of information that would be shared by VisionCards over the next several months? Response Yes, the first part of the Business Intelligence Suite for school programming would be to put REA data into dashboard form in a more dynamic and live form for school administration use. It would also be a vehicle to put VisionCard information out for reporting at district level. All reports will utilize the dashboard work. This position is integral to that dashboard development.

X. OLD BUSINESS

A. Second Reading: Revision to Policy 903.00 Dangerous Weapons Policy

The Chair noted that this was the second reading for the policy and that no additional revisions had been received at this point.

XI. NEW BUSINESS -- None

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

Director Kong-Thao reminded everyone of the 10th annual Hmong Resource Fair and invited the community to attend.

XIII. FUTURE MEETING SCHEDULE

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

- October 18 – Special Closed Meeting – Labor Negotiations (4:30 p.m.)
- October 18
- November 15 – Special Closed Meeting – Labor Negotiations (4:30 p.m.)
- November 15
- 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)

- October 4
- November 1
- November 29
- December 6
- January 10, 2012 -- 5:00 p.m.
- January 31
- March 6
- April 3
- May 1

- June 12
- July 17
- July 31

XIV. ADJOURNMENT

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

The motion was approved with the following roll-call vote:

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

The meeting adjourned at 8:34 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