

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

February 16, 2010

I. CALL TO ORDER

The Board Chair called the meeting to order at 5:51 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

Mr. Hardy requested that the contract item, Request to Amend the 2007-2008 BioSMART Contract with Mid-Continent Research for Education and Learning, be pulled for separate consideration.

MOTION: Ms. Kong-Thao moved approval of the Order of the Consent Agenda with the exception of the contract item, Request to Amend the 2007-2008 BioSMART Contract with Mid-Continent Research for Education and Learning, which was pulled for separate consideration. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Order of the Main Agenda with revisions noted; seconded by Ms. Varro.

The motion passed with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 19, 2010

MOTION: Ms. Kong-Thao moved approval of the minutes of the Regular Meeting of the Board of Education of January 19, 2010 as published. Motion seconded by Ms. Carroll.

The motion passed with the following roll call vote:

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

V. **COMMITTEE REPORTS**

A. Committee of the Board Meeting of January 26, 2010

The agenda consisted of: Approval of the proposed 2010-11 District Calendar; a review of the Board Academic Awards Criteria and a work session covering: board representation on external committees and district councils, board budget considerations for 2010-11 and the application process for BFAC and CEAC.

1. **Proposed 2010-2011 District Calendar**

The proposed calendar was developed in accordance with Board policy and the Saint Paul Public Schools Strategic Plan for Continued Excellence by the School Calendar Task Force. The committee had developed a strong instructional calendar for the 2010-2011 school year. After receiving the committee's recommended calendar, administration held a "meet and confer" session with the Professional Issues Committee (PIC) of the Saint Paul Federation of Teachers at which time the calendar was discussed and modified to better accommodate the needs of staff and families.

Some notable revisions for 2010-2011 include:

- The start date will be the first Tuesday after Labor Day.
- Winter Vacation will be a two-week break for students and staff.
- Spring break will be moved up so that it does not interfere with preparation for high stakes testing and semester exams.
- The calendar maintains the practice of four Early Release Days for professional development. However, to better accommodate families, the early release days have been moved from Wednesdays to Fridays for the 2010-2011 calendar.
- June 14 is the last day for students and June 15 the last day for staff.
- The summer session will begin on Monday, June 27, 2011.
- Parent Teacher Conferences will be September 7, 8 for Kindergarten students, November 12 and March 18 for Kindergarten and elementary students. Secondary conferences are site decisions.
- New Teacher Orientation will be held on August 27.

RECOMMENDED MOTION: That the Board of Education approved the 2010-2011 District Calendar.

The motion passed with the following roll call vote:

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

2. **Board Academic Awards Criteria**

Administration reviewed the current criteria for the BOE Academic Award Criteria and provided a brief history of the awards. The awards recognize superior academic, artistic and performance in the areas of: visual and performing arts, world languages, social studies, mathematics, science & technology, writing & speaking, community service and problem solving.

The number of students recognized improved from 2008 to 2009 by 31.2% and the number of schools participating increased by 20%.

Current efforts to increase participation include such things as:

- Presentations which provided staff, teachers and families information regarding underachievement of persons of color and the identification and services for these students.
- Recommendations that schools participate in a minimum of two academic and/or visual or performing art competitions and include at least two competitions in their annual SCIP.
- Encouraging schools to enlist support from families to run competitions.
- Revisiting the criteria annually to ensure all SPPS students are being honored
- Increasing communication between building principals and Gifted Services.

Targets for 2009-10 are an increase of 10% in students nominated for awards (73 additional students) and 20% increase in number of schools with award winning recipients (8 additional schools.)

For secondary students administration recommended the award presentations be held at secondary sites during the school day.

RECOMMENDED MOTION: That the Board of Education continue with the Elementary Academic Award Ceremony as it has been done in the past for the 09-10 school year. That recognitions for secondary students be done at their school sites with Board participation wherever possible and that a new category of Recognition of Student Achievement be added to the Board Agenda for the remaining Board of Education meetings through June so that Academic Achievement recognition can be made for individual students during the meetings. (This would be limited to secondary students for this year.)

The motion passed with the following roll call vote:

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

3. There was no **Policy Update** report.

4. **Work Session**

- a. Board Representation on External Committees and District Council Representation
Assignments were made, where possible, for those Board members present for representation on external committees. Assignments were made for all Board members to the various district councils.

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, the Board Representation on External Committees and District Council Representation be approved as finalized.

The motion passed with the following roll call vote:

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

b. Board Budget Considerations for 2010-11

The Chief Business Officer provide Board members with a spreadsheet of the Year End results for the 08-09 Board budget and a summary of balances for the current 09-10 budget.

RECOMMENDED MOTION: **That the Board of Education accepts the report on the Board budget.**

The motion passed with the following roll call vote:

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

c. BFAC/CEAC – Process

The Board Chair provided background on the committee assignment process. She indicated there were several areas she wished to review relative to the committees:

- The composition of the committees – the profile of the committee relative to inclusion and diversity.
- The timing aspects of committee appointments – rather than applicants being reviewed in terms of the whole, they are now being treated individually as they come in.
- Redefining the process and addressing issues of application management and timeframes around applications
- Considerations around diversity of experience and ethnicity
- The current compliment of the committees
- Are there vacancies and, if so, the urgency of filling those
- How are the committees currently functioning with their current compliment of members.

Following in-depth discussion the following motions were made:

RECOMMENDED MOTION: **That the Board of Education accept no new applications for CEAC so the committee remains as it currently stands with eight members and that the Board recruit up to three more members for BFAC with applications submitted no later than February 11. No additional applications would be accepted after the February 11 date for this year's BFAC committee.**

The motion passed with the following roll call vote:

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

RECOMMENDED MOTION: **That the recommendations discussed be incorporated into a process for application to the advisory committees for the 2010-2011 school year.**

Clarification on the motion was provided stating the Board would like staff to bring the recommended process to a COB meeting before the end of March.

The motion passed with the following roll call vote:

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

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

MOTION: Ms. Carroll moved acceptance of the report on the Committee of the Board Meeting of January 26, 2010. Motion seconded by Ms. O’Connell.

The motion passed with the following roll call vote:

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

VI. RECOGNITIONS

BF 28183 Acknowledgement of Accomplishments of SPPS Students

1. Central Senior High School students - Yowon Yoon, Martin Camacho, Do-Hyoung Park, Max Timmons and Stephen Walker - won third place this year at the MN State Regional Science Bowl for High School Students and continued to set records. This was the second year in a row that two of the top four spots were won by Central teams. With the help of coach Randy Knoche, Central has gone to Nationals twice and has placed in the top three spots five of the last eight years. The fourth place Central team included Michael Tsuei, Christine Lee, Thomas Kendrick, Alexander Nicol and Kyle Finseth. Central was one of 18 schools that participated in the competition.
2. Peder Erickson and Michael McMahon, sophomores at Como Park Senior High School, were honored at BestPrep’s Educational Forum on October 8, as winners of an essay competition based on Thomas Friedman’s book, *Hot, Flat, and Crowded: Why We Need a Green Revolution – And How It Can Renew America*.
3. Theodore Olsen, a senior at Como Park Senior High School, received a scholarship for \$22,000 per year to attend Tulane University in New Orleans. In addition to Olsen’s scholarship he is an outstanding academician: a National Merit Commended Scholar; completed his second quarter earning six A’s; outstanding soccer player and is highly involved in student council and band.
4. Tamar Kaplan and Andrew Hall, students at Highland Park Senior High School, won the policy debate title at the 2010 State Debate Tournament.
5. Dionne Griffin, a senior at Humboldt Senior High School, recently received a \$20,000 scholarship from the Horatio Alger Foundation. This is the largest national scholarship targeting students that have developed integrity and overcome adversity in their lives. An additional 18 SPPS seniors received \$4,000 Horatio Alger Minnesota Scholar awards. Johnson Senior High School students - Amanda Kelley; Roland Roger; MaiYing Vue; Cheng Xiong; Kia Xiong; and Justin Yang – each received one of the \$4,000 Horatio Alger Minnesota Scholar awards.
6. Johnson Senior High School Air Force JROTC Color Guard under Col. Earl Juskowiak, presented the colors at the MSBA conference on January 14 at the Minneapolis Convention Center.
7. Alexandria McKinley, a senior at Johnson Senior High School, received the Dease Scholarship from the University of St. Thomas. The scholarship is awarded to a senior who has shown exceptional leadership qualities. The scholarship provides a full, four-year scholarship, including books, housing and tuition, to attend the University of St. Thomas.
8. Johnson Senior High School students - Hsr Eh; Badftu Kadir; Alexandria McKinley; Cheng Xiong; Samuel Kollie; Gao Thao; and Ming Thao – received the Optimist Award. Each student received \$1,500 from the St. Paul Optimist Club with the opportunity for the individual colleges to match the amount.
9. Amanda Kelley, a senior at Johnson Senior High School, received one of the four Beat the Odds scholarships from the Children’s Defense Fund. Kelley received \$4,000 and

an additional \$100 for wardrobe expenses.

BF 28184 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. Debra Armstrong and Jane Hall, English Language Learner (ELL) teachers at Humboldt Secondary School were recently awarded Teach Live fellowships by the Earthwatch environmental organization.
2. Coleman McDonough, principal at Hazel Park Middle School Academy, received the 2010 Middle Level Principal of the Year award.
3. Yusef Mgeni, director of educational equity, received the Living Legend Distinguished Service in Education Award from the State of Minnesota in conjunction with the of statewide annual Martin Luther King Jr. holiday.
4. Brad Ollmann, music teacher at St. Anthony Park Elementary School, completed the 18 month National Board Certification process for early and middle childhood music.
5. The District's Facility Planning Department received the 2009 Illumination Award of Merit from the Illuminating Engineering Society (IES) for the North End Elementary exterior ramp and entry. Washington Technology Middle school was also published as one of the Schools of the 21st Century in the national publication *Architectural Record* (January 2010).

BF 28185 Acknowledgement of Good Work Provided by Outstanding District Schools

1. Ramsey Junior High School and Central Senior High School were authorized as an International Baccalaureate Middle Years Program by the International Baccalaureate Organization. The International Baccalaureate Middle Years Program is a four year program for students ages 11-16.

MOTION: Mr. Hardy moved the Board of Education recognize and congratulate the staff, departments, schools and the SPPS students acknowledging them for their contributions and outstanding work.

The motion passed with the following roll call vote:

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

VII. PUBLIC COMMENT

- A. Robert Heise, Associated Builders and Contractors -- requested the Board vote no on the proposed PLAs and that they re-evaluate their PLA policy.
- B. Greg Copeland – Asked that the District have the flag on display in all of its schools.
- C. Jerry Steele, National Assn. of Minority Contractors – Asked that the Board discontinue its use of PLAs.

VIII. SUPERINTENDENT'S REPORT

A. American Recovery & Reinvestment Act (ARRA) Update

In June, 2009 SPPS approved a plan for use of ARRA funds along with the district's 2009-10 budget. ARRA provided \$29.1 million in State Fiscal Stabilization Funds (SFSF) and \$28.9 million in Title I and Special Education funds to SPPS over two years. ARRA funding is for short-term use only and is intended to propel reform efforts while also saving and creating jobs.

In planning for its used of ARRA funds, SPPS followed Federal and State guidelines related to the use of ARRA funding while incorporating SPPS stakeholder input. ARRA funds have been dedicated to three main areas:

- Improving instructional and system practices, including additional staff and resources at Title I schools

- Professional development for staff, primarily teachers, with coaching support
- Data systems improvement, so teachers can better understand student progress

To the greatest extent possible, resources were directed to schools for improvement of student outcomes while diverting the reporting burden to the central office.

State Fiscal Stabilization Funds did not generate any new revenue for the district. The State replaced \$29.1 million in state allocated General Fund revenue with federal funds and added a reporting requirement. This was applied to administrative staff positions (289.1 full-time equivalents) during the first half of 2009-10 in order to avoid paperwork burden at school sites. It maintained existing fund positions (previously funded by State aid) but added time and effort reporting requirements. The district met all Federal and State guidelines for expenditure and spent the money in the first six months of FY 10 relieving some of the cash flow strain.

Title I allocations (2009-11), a total of \$7.6 million, were directed to services for students with \$3.6 million still awaiting federal waiver for allocations to Title I schools in SY 2010-11. District AYP Professional Development, a total of \$8.6 million, was directed toward Cultural Proficiency Professional Development (\$1.4 M) and elementary and secondary reform (\$7.2 M): These areas included: the Leadership and Learning Center partnership; support for implementation of Mondo at all elementary schools; secondary curriculum and instruction reform; support for development of a district-wide Pyramid of Interventions and Peer Assistance and Review for SY 2010-11. It was also used to support Systemic Implementation of ARRA initiatives including Evaluation Reporting and Accounting and indirect costs and other Title I required services (parent involvement and equitable services).

IDEA Allocation (2009-11) included Early Intervention Services (EIS) to support general education interventions aimed at reducing referrals to special education (\$1.5 million) and Special Education reform (\$9.4 million) which will improve collaboration between general education and special education; permanently reduce paperwork burdens and improve IDEA compliance and provide equipment and professional development for Special Education teachers' use of technology to improve success in the general curriculum.

To date \$19.1 million has been awarded and reimbursed from the State Fiscal Stabilization Funds. The remaining funds will be released in the spring once the U.S. Department of Education award them to the Minnesota Department of Education. The remaining \$10 million will be reimbursed to SPPS based upon expenditures incurred. Title I and IDEA will continue to monitor each of the main elements for necessary adjustments.

In developing evaluations for ARRA three questions will be addressed: (1) what is the level of implementation, (2) what is the impact on student achievement and (3) what is the impact on student engagement and behavior.

A description of the evaluation and reporting planning process was provided along with a description of the plan steps. There were seven key initiative areas:

- The Leadership and Learning Center
- Strengthening literacy instruction (Mondo, RIS)
- Assessments (MAP, End of Course)
- Data Management (data warehousing)
- Cultural proficiency professional development
- Special education redesign (special education collaboration and Universal Design for Learning, reform of EBD programming)
- Positive school-wide behavior model (PSB)

An extensive discussion on the specific details on each of the seven initiatives was provided.

The next steps include continuation of the refinement of the evaluation plan; monitoring implementation of key initiatives; ensuring sufficient support for evaluation efforts through June, 2011 and preparation of the end-of-year report including a comprehensive review of implementation to date.

The Board reiterated its request that a Glossary of Acronyms be developed for the district.

QUESTIONS/DISCUSSION;

- The term “short effectiveness measures,” what is the timeline? Response: Admin is looking at the end of the first full year of implementation, so June 2010.
- The way the term “short-term” is used it suggests you will be looking at long-term evaluation which will go beyond the end of the funding cycle? Are the measures used for longer-term evaluation natural extensions of those used for the short-term or are there different ones which might come into play? Response: This is the heart of the challenges facing the evaluation process; how the short term efforts are going to pay long-term dividends. For example, literacy supports; can the efforts in 09-10 be connected to work that is taking place in the junior high this year to improve graduation rates in 2014 or 2015. Short term is within the first 12 months; intermediate/long-term is 24 months and we will want to see some impact on the more sustainable indicators now in existence and there should be some tails to that carrying forward into future years. This is an on-going issue in each area; finding ways to measure long-term effectiveness. The ARRA funding has created additional burdens in that the district not only has to report out on the use of the original Federal ARRA funding but also on the effect of the State supplanted funds as well. The results are expected over a short period of time. Additionally it will be difficult to maintain some of the efforts with further budget cuts facing the district for the next several years.
- The board commended the focus on implementation measures; implementation is a key point to achieving long-term results and encouraged administration to tie into the Strategic Plan metrics for longer term measures to avoid creating unnecessary complications in measurements.
- On slide 9, can the Board get a financial report, similar to the budget report, which looks at the income in some of the general categories by dollars? Particular more detail in the costs being lower and higher than anticipated in various areas. Response: Some of the money was put into slightly different categories than originally budgeted. The Superintendent indicated she was pushing for data which might allow some predictions of where the district will be with the MCAs (fall compared to winter). This will allow staff to narrow down to the areas where the students need additional support. Having his data should create a different way of thinking about and providing instruction. Information will be shared as it becomes available.
- Concern was expressed on the timeline of cultural proficiency professional development and the ability to provide it for the rest of the staff? Response: Much thought was put into determining how to do to 6,000 employees in two years. There will be a need to work on how to adjust and adapt to provide training next year in a high quality manner. Needs will have to be looked at, particularly the issue of initiative fatigue. It is the district's intention to provide strong proactive training to all employees in the district in order to better serve students. The district must be willing to change plans to best benefit the district and staff; flexibility is key.
- What was the original scope? Response: Training all staff in cultural proficiency in a two year period..
- The evaluation measures will look at change. What is the process for setting specific benchmarks against which the evaluation results will be compared? Response: This is an on-going issue being looked at. It was desired to have simple measures many of which do not have much to benchmark against because they weren't there previously. In terms of some of the longer term pieces such as the MAP data, the Fall 2009 data will need to be used as the baseline to assess progress. Strategic plan indicators were looked at in the process of identifying measureable outcomes.
- A board member commented they looked forward to the refinement of the evaluation systems, the extension of evaluation into everything being done and establishment of benchmarks against past performance (both internal and external). The board and the

public will then hear more about this as it is couched within the evaluation framework rather than random results

- On slide 27, what do Special Education Resource Coordinators do? Response: They were hired to help with paperwork reduction, to help streamline better compliance with IDEA requirements and to establish better systems for future use. They are helping to establish consistency across buildings, updating IEPs and standardizing it all into a data base. They work directly with the schools and with Special Education staff to provide support to staff and work with technology in the schools.
- There are student supports and staff and system supports. As the issue of PSB is addressed, do school-wide behavioral expectations address things like attendance and credit sufficiency or is it a matter of a check on student behavior? Response: Schools works toward increasing positive behavior in buildings which address consistency across schools, across teachers, at all levels. Attendance and credit sufficiency are not part of PSB. PSB provides behavior and expectations which whole buildings are to follow to create a set of expectations for all students within the buildings.
- If students aren't in school, all applications become weaker. How is attendance recorded? Is it seen as positive behavior and an intervention/prevention tool versus being just an expectation? Response: PSB provides positive interventions which create a climate which makes students want to be in school. It provides a more positive experience in school so more students are motivated to attend school. Data shows suspensions have been diminished and this is, in large part, from the provision of more support to students so they don't have to be out of school.
- Slide 22, there are opportunities in the district to improve technology systems. Is the evaluation goal to look at how information for student achievement, etc. is shared within the district or are opportunities being looked at to move technology into the 21st century and make it more equitable across buildings? Response: Both, the district has data, how it is being used and streamlined is the issue. There is no across-the-board, consistent data system in the district but a mix determined largely by schools. Now the district is working to align ways of collecting the data and providing a better way for staff and administrative support to use the data to align/focus instruction. What the proposed system will do is collect all the data and warehouse it so is accessible and aligns to provide consistency to all users. The cost of the initial system is minimal, it is the maintenance of systems and updating of data that is the major investment. Currently the ARRA dollars are being used to provide the system but this system must be maintainable by the district over the next several years. The focus is internal in order to know where students are and to provide parents and community with more accurate data and to improve the learning curve of students by focusing on what needs to be addressed for each individual.
- Appreciation was expressed for the resources being put into the special education efforts which will provide better and more consistence service.

B. Preview of the 2010-2011 Budget Process

The Chief Business Officer provided an overview of the 2009-10 (current) budget shortfalls with a breakdown of areas contributing to the shortfall which totals \$25.1 million. He reviewed the FY 10 adopted budget and the budget balancing plan which was implemented. He reviewed labor settlements/cash borrowings and unfunded requirements which are adding a potential of \$3.1 million to the shortfall. He provided a mitigation proposal for FY 10 which includes reductions of \$200,000 in transportation; \$300,000 through a strategic hiring plan; \$900,000 in enrollment adjustments; \$449,000 from Central Administration; \$600,000 General Fund operations and maintenance; \$200,000 in cost shifts and \$1 million from schools through a 1% reduction across all schools (in non-salary lines). This provided a total of \$3.6 million in potential reductions..

The State economic forecast shows a deficit of \$1.2 billion. 70% of this is due to reductions in income tax receipts. The next biennium is projected with a \$5.4 billion deficit without the inclusion of inflation factors. Current law requires the state to withhold payments to school districts before it can borrow to cover cash flow. If SPPS money is withheld the district will need to borrow \$25 million in April.

Planning for FY 2011 started in October 2009 with student projections with those numbers being continually refined since that point. The current projection for FY 11 is a shortfall of between \$23 and \$28 million. Several approaches have been looked at to mitigate the shortfalls. These include: the Chiefs developing 2, 5 and 10% reduction plans; the formation of a FY 11 Budget Assessment Team; the LLC Committee report; the Broad audits; a budget survey feedback implement and community feedback sessions.

A Budget Assessment Team has been established to provide recommendations on the budget which will be put into a report for review by Administration.

The Broad Associate will conduct an external review of the budget planning, the budget process and potential cutbacks which might be made. This work will help determine an inclusive and transparent budget reduction process. They will review and analyze:

- All SPPS budget documents, timelines, procedures, processes and overviews
- The constructs of the SPPS budget and budget planning
- The paradigms of the operations of the budget and district
- The costs inherent in the district site-based decision making paradigm
- The costs/expenditures/needs for the current use of educational facilities
- The costs and needs of the current educational structure, and
- Proposed reductions for FY 2011 and projected FY 2012.

It was reiterated that the district is facing a projected bottom line shortfall for the FY 2011 budget (General Funds) of \$23 to \$28 million.

Budget milestones have been established and include:

- Budget projection assessment
- BAT initial recommendation list
- LLC Committee report
- Broad alumni service report
- Budget Survey feedback
- Community engagement and feedback
- Administration balanced budget proposal
- Approval and adoption of a budget no later than June 30, 2010.

The Chief Business Officer provided a five year cumulative projected shortfall showing a bottom line shortfall by 2013-14 of \$151 million in overall reductions. This is over the five year period of 2009-2014. Additionally, the 2006 referendum expires in 2013-14.

QUESTIONS/DISCUSSION:

- The projected shortfall, do the numbers assume flat or increased enrollment?
Response: Projected enrollment is used for doing the assessments. It is not flat, it is based on projections (decreasing enrollment).
- Is there a monthly cash flow projection report which might be available to the Board?
Response: Staff does projections, the Superintendent would need to decide how this would be provided. It was noted the Board did not want to make extra work or ask for additional reports but a month-by-month report through the end of the calendar year would be helpful. The Chief Business Officer indicated this would not make added work for staff and the information can be provided in any manner the Board wishes. Electronic delivery was indicated.
- On Slide 5 (FY 10 budget mitigation) those are actual dollars? Response: The money depicted was captured through a logistical assessment. The caveat is in the enrollment adjustment, if the State changes something the figures would not be accurate. The intention was to capture more (\$3.6 Vs \$3.1) and deal with slight risk mitigation in relation to State plans.
- Does administration anticipate any further mitigation needs? Response: Only in that the District does not know what the State will do. The figures shown are very attainable.
- The community engagement pieces in March what will this focus on and how will it relate to site-based decision making relative to budget reduction? Response: The

committee has provided a recommendation which “trims the bear;” it cuts a little from many things, there are no drastic cuts. Broad will work with the district to look at what the district needs to do as an organization to realign the district and establish a strategy to mitigate district structure to address future deficits. They will help create a strategy to bring to the community and stakeholders for their input. Things have changed drastically since November so there is greater need of a plan on how the district will evolve.

- On page 9, the projected percentage reduction plans. This is a common approach and it assumes equitable current funding and the impact for equipment based on percentages. Would you unpack that? Response: This is primarily an exercise to find ideas of efficiencies using a defined strategy within a framework common to all. If any one of the percentages were taken and applied holistically across the district it, would be problematic. However, if you are looking for ideas, efficiencies and impacts this provides magnitudes for degrees of separation. This was done to change the conversation from what needs to be protected to what can be reduced. It is an exercise which provides a chance to see where the district can cut, what will impact schools and students the least. The District is looking at every angle within a very short timeline. The community does not understand the severity of cuts facing the district. The District and community need to look at the budget cuts from a very different perspective from what has been done in the past; major decisions have to be made with the bottom line being what is best for the kids..
- A question was posed by a board member to other board members asking if the board can gather what other districts are doing relative to budget cuts. This should be accomplished prior to the next board meeting.
- On Page 9, the budget survey, is this in place or being created? Response: It is in the development process right now.
- Will questions be included related to suggestions on how to increase enrollment? Are there actions on what the community can do to talk with legislators on providing help with education funding and what can Board members do? Can these considerations be incorporated into the survey? Response: At this point, due to the short timeframe to obtain input from the community and staff the district needs to be cautious about expanding what is being surveyed, we need to focus on the budget now. This may be something which could be done in a different manner. Allocations to schools cannot be made until the bigger budget cuts have been made. Concern was expressed that incorporating these unrelated areas would distract from the budget input. The District needs data that can be used, that points out general areas and how the public feels about cutting those areas.
- Support was expressed for keeping the survey focused. To get at some of the points mentioned and to frame it accurately about how we got to this point. It needs to be framed within the context of State budget cuts and shifts and unfunded Special Education mandates. Frame the discussion in straight forward terms that puts it into the context of Federal and State situations that make people aware of where to target their advocacy and ideas.
- The notion of the budget cuts minimizing the effects on schools and students. This all will affect students. A request was made to hear administration’s thoughts on (1) cutting the budget that affects student achievement gains the least; how can the District further its gains, minimize damage to the gains? (2) How is the District thinking about other external sources of support for programs deemed important? (3) The notion of amputation as opposed to trimming the bear? Are there ways to ask the questions differently? How is the District approaching conversations about those three items? Response: Because of the timeline the District needs to get together as a team and find a way to combine ideas and find what will work to improve student achievement. It needs to be a philosophical discussion with decisions made as a team. Sometimes a crisis brings the best results. The bottom line is improving achievement for all students.
- Administration was encouraged, as it thinks about reduction strategies, to also think about how to add through community partnerships and what can be brought back to the District to beef up what may have to be reduced.
- A board member encouraged the inclusion of one open-ended question on the survey on how to address the budget.

C. Organizational Audit

The Superintendent stated Broad provides resources and consultants to its alumni to provide audits at no cost to the district. Two keys tasks in this area are to complete an organizational audit to review alignment, effectiveness and efficiency of the current organizational structure and an analysis of the budget planning process and potential cut backs and to propose different scenarios on how to create an inclusive and transparent budget reduction process as the District faces the challenges of limited resources for the 2011 and 2012 school years.

D. Focus on MCA's and GRAD

The Superintendent stated the next few weeks are essential to providing support to students and schools to move students to proficiency levels as they go into the testing season. The District is redirecting coaching staff (at both the building level and the district level) into targeted schools to help students become proficient on these important assessments. This re-direction is not designed to drill students on test taking strategies. Instead, it is to assist students in improving their reading and math skills. District and building coaches will work intensively with small groups of students in the classrooms, all the while working at the elbow of classroom teachers, modeling and sharing effective teaching strategies. This surge in targeted coaching support is another example of the District's commitment to share the direct responsibility for helping students reach their academic goals – for both the short and long term. A video announcing the MCA II's and Grad tests was presented to the Board.

QUESTIONS/DISCUSSION:

- How are students and families being made aware of the importance of the GRAD test? Response: The District has been working since the beginning of year to make students and families aware of the seriousness of the GRAD test to graduation. Information has been made available at many locations, information has been provided to high school and elementary staff about the opportunities remaining to take the tests. If students do not pass and cannot walk at regular graduation, there is an additional opportunity, if they pass the tests during summer school, to participate in a graduation ceremony arranged specifically for this group of students.

E. African-American Family Involvement Day

The day provided an opportunity for the staff to visit schools and also provided opportunities for parent involvement at the schools. An format was provided on the website for schools to show other schools what they are doing through various activities for the day and the month.

QUESTIONS/DISCUSSION:

- Does the District track the number of parents who participated in this, particularly African-American families? Can this be provided to the Board? Response: The information is not available. The focus has been on getting the parents more involved with the schools for more than one day so the day was used as an opportunity for bring all families in. Some schools track the data, some do not; this has not been made a requirement for schools..
- Regarding African-American History Month – what events are being encouraged to recognize the month? Response: There are a number of activities listed on the website throughout the month. The Professional Development Center and curriculum areas do send out information to schools so they incorporate the curricular aspects of what is happening in the school building along with what parents and families can do at home.

F. School Choice Season

The District has provided assistance to families over the past month so they can find the right choice of school for their student. The deadline for secondary schools is February 28 and for elementary March 5. The importance of enrolling before these deadlines was stressed.

G. Human Resource Transactions

MOTION: Ms. Carroll moved the Board of Education approve the Human Resource Transactions occurring between December 29, 2009 and January 25, 2010 as published and that it adopt the Superintendent's recommendations to (1) appoint the following person to the following Superintendency position: Acting Executive Director of Human Resources - Terri Bopp, effective February 16, 2010 as designated by the Superintendent; (2) eliminate the title and position of Executive Secretary to the Superintendent effective June 7, 2010 and (3) accept the retirement/resignation of Christine Wroblewski, Chief Community Relations Officer, effective March 29, 2010. Motion seconded by Ms. O'Connell.

The motion passed with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Carroll moved approval of all Consent Agenda Items with the exception of the contract item, Request to Amend the 2007-2008 BioSMART Contract with Mid-Continent Research for Education and Learning, which was pulled for separate consideration. Motion seconded by Ms. Kong-Thao.

The motion passed with the following roll call vote:

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

A. Gifts

BF 28186 Gift Acceptance from Donald and Patricia Garofalo

That the Board of Education authorize the Superintendent (designee) to allow Johnson Senior High School to accept this gift from Donald and Patricia Garofalo. This gift of \$5,000.00 will be deposited into the Intra-School Fund, #19-230-000-000-5096-0000.

BF 28187 Gift Acceptance from the Estate of Joseph Bernard Hreha

That the Board of Education authorize the Superintendent (designee) to allow Johnson Senior High School to accept this gift from the estate of Joseph Bernard Hreha. This gift of \$8,884.49 will be deposited into the Intra-School Fund, #19-230-000-000-5096-0000.

B. Grants

BF 28188 Request for Permission to Submit Grant Applications to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to partner in grant applications to the Ecolab Foundation to support academic programs with: Building Blocks Tutorial ALC, National Youth Leadership Council, Project SUCCESS, and Children's Theatre Company; to accept funds; if awarded; and to implement the project as specified in the award documents.

BF 28189 Request for Permission to Submit a Grant Application to the Gibney Student Board, Opus College of Business, University of St. Thomas

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Gibney Student Board for programs that enhance developmental and

ethical skills in support of charitable and humanitarian giving in the district; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 28190 Request for Permission to Submit A Grant Application to KaBoom

That the Board of Education authorize the Superintendent (designee) to submit a grant applications to the KaBoom organization to fund the designing and building of a new playground at Chelsea Heights; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28191 Request for Permission to Submit Grant Applications to Kowalski's Supermarket and the National Council of Jewish Women

That the Board of Education authorize the Superintendent (designee) to submit a grant applications to Kowalski's Supermarket and the National Council of Jewish Women to fund classroom supplies; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28192 Request for Permission to Partner in Submitting a Grant Application to the McKnight Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McKnight Foundation for funds that help provide learning opportunity projects such as the work of the ESLC for Youth Enrichment in offering No School Day and summer learning opportunities through the East Side KidVenture program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28193 Request for Permission to Accept a NEA Foundation - Nickelodeon Big Green Help Public Education Student Achievement Grant (Crossroads)

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the NEA Foundation to further develop the Crossroads Elementary Inquiry Zone; and to implement the project as specified in the award documents.

BF 28194 Request for Permission to Partner in Submitting a Neighborhood Partnership Initiative (NPI) Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to Honoring Women Worldwide to build community leaders within City of Saint Paul District neighborhoods and increase community building in the area by holding parenting and family support meetings with mothers of BCMS students; to accept funds; if awarded; and to implement the project as specified in the award documents.

BF 28195 Request for Permission to Submit a Grant Application to the Perpich Arts Education for Como and Saint Paul Central High Schools

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Perpich Center for Arts Education for staff development and creative support to art programs in the district; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 28196 Request for Permission to Submit a Grant Application to the City of St. Paul STAR Neighborhood Investment Fund Program

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the City of St. Paul for a STAR Neighborhood Investment Fund Program grant for maintenance projects at Crossroads Elementary School; to accept funds, if awarded; and to implement the projects as specified in the award documents.

C. Contracts

Item pulled for separate consideration.

D. Agreements

BF 28197 Agreement with Four Community-based Organizations in Support of the Building Future Leaders Project

That the Board of Education enter into agreement with the Cultural Wellness Center, Ramsey County Human Services, the Rice Street Library, and the Network for the Development of Children of African Descent to bring together expertise and service resources to improve academic achievement for students, especially African-American males, through increased access to referrals, mentoring opportunities, and parent education support for the period of January 1, 2010 through December 31, 2010.

BF 28198 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Exclusive Representative for Educational Assistants

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 educational assistant employees in this District for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2009 through June 30, 2011.

BF 28199 Approval of the Terms and Conditions of Professional Employment for the Superintendent by Independent School District No. 625, Saint Paul Public Schools

That the Board of Education of Independent School District No. 625 approve and adopt the Terms and Conditions of Professional Employment for the Superintendent, effective July 1, 2009.

BF 28200 Request for Permission to Accept a Minnesota TACSEI (Technical Assistance Center on Social Emotional Intervention) Partnership Demonstration Site Application

That the Board of Education authorize the Superintendent (designee) to accept an award to become one the State's three demonstration sites through the Minnesota TACSEI Partnership. The goal of this partnership is to enhance the knowledge and skills of the early childhood workforce in meeting the social emotional needs of young children, and to implement the project as specified in the award documents.

BF 28201 Memorandum of Understanding Between Saint Paul Public Schools and the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent to approve and adopt the Memorandum of Understanding between Saint Paul Public Schools and the Amherst H. Wilder Foundation.

E. Administrative Items

BF 28202 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective February 25, 2010, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 28203 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period January 1 – January 31, 2010.

| | | |
|---------------------|------------------|------------------------|
| (a) General Account | #465654-467028 | \$48,533,894.40 |
| | #3014140-3014239 | |
| (b) Debt Service | -0- | 28,397,730.68 |
| (c) Construction | -0- | <u>762,717.88</u> |
| | | <u>\$77,694,342.96</u> |

Included in the above disbursements are payrolls in the amount of \$34,032,200.69 and overtime of \$91,437.85.

(d) Collateral Changes

| | | |
|-------------------------------|-------------|------------------------|
| U.S.Bank – Pledged Collateral | | |
| \$17,799,223.77 | 31283KQH4 | FHLMC Gold Pool G11356 |
| 8,437,894.38 | 31292HW42 | FHLMC GLMC C01567 |
| 9,889,864.35 | 312931TD0 | FHLMC Gold Pool A85048 |
| 18,116,963.32 | 31407NQCO | FNMA Pool 835751 |
| Western Bank | | |
| Letter of Collateral | No. 2236-19 | \$1,500,000.00 |

And, that the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 20, 2010.

F. Bids

BF 28204 Bid No. A9345-K Lighting Replacement at Barack and Michelle Obama Service Learning Elementary School

That the Board of Education authorize award of Bid No. A9345-K for the Lighting Replacement at Barack and Michelle Obama Service Learning Elementary School to the lowest responsible bidder, Egan Company for \$442,400.00, the lump sum base bid plus alternates no. 1,2, & 3.

BF 28205 Bid No. A9350-K Piping Replacement at Riverview Elementary

That the Board of Education authorize award of Bid No. A9350-K for the piping replacement at Riverview Elementary to the lowest responsible bidder, Schreiber Mullaney Construction for \$230,001.00, the lump sum base bid plus alternate no. 1.

BF 28206 Bid No. A9351-K Window/Curtainwall Replacement at Johnson Senior High School

That the Board of Education authorize award of Bid No. A9351-K for the Window/Curtainwall Replacement at Johnson Senior High School to the lowest responsible bidder, Val Pro Glass, LLC for \$974,799.00, the lump sum base bid.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

Director Hardy asked if the \$100,000 increase focuses on COLA or on further evaluation of the program? Response: This is phrased incorrectly, it is not an increase, it is to provide funding for the third year of evaluation of the program as stipulated in the original agreement.

BF 28207 Request to Amend the 2007-2008 BioSMART Contract with Mid-Continent Research for Education and Learning

MOTION Mr. Hardy moved, seconded by Ms. O'Connell, that the Board of Education authorize the Superintendent or her designee to amend the BioSMART contract with McREL to provide evaluation and reporting for year three of the U.S. Department of Education funded grant.

The motion passed with the following roll call vote:

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

X. **OLD BUSINESS**

A. BFAC Applications

Ms. Kong-Thao moved the Board appoint Amy Filice and David Martinez to the 2009-2010 Budget and Finance Advisory (BFAC) Committee. Motion seconded by Mr. Hardy. Director O'Connell asked that the motion be split as she considered she had a conflict of interest

relative to one of the applicants who had served as her campaign treasurer and she wished to abstain from the vote. Separating the motion was agreed to.

MOTION: Ms. Kong-Thao moved the Board appoint Amy Filice to the 2009-2010 Budget and Finance Advisory (BFAC) Committee. Motion seconded by Mr. Hardy.

The motion passed with the following roll call vote:

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

MOTION: Ms. Kong-Thao moved the Board appoint David Martinez to the 2009-2010 Budget and Finance Advisory (BFAC) Committee. Motion seconded by Mr Hardy.

The motion passed with the following roll call vote:

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

XI. **NEW BUSINESS**

A. Project Labor Agreements (PLAs)

- | | |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <u>BF 28208</u> | Cherokee Heights Elementary School - Kitchen Remodeling |
| 1. | Harding Senior High School - Artificial Turf Installation |
| <u>BF 28209</u> | Harding Senior High School - Piping Replacement |
| <u>BF 28210</u> | Mississippi Elementary School -- Replacement of Lighting and Floor Systems |
| 2. | Rondo Education Center - Replacement of Master Clock System, Public Address System and Construction of Low Voltage Improvements |

MOTION: Mr. Hardy moved, seconded by Ms. Kong-Thao, that the Board of Education accept Administration's recommendation on the Project Labor Agreements and that no PLA be used on the installation of artificial turf at Harding Senior High School or on the replacement of the master clock system, the public address system and construction on low voltage improvements at Rondo Education Center. PLAs will be used for the kitchen remodeling at Cherokee Heights Elementary School, the piping replacement at Harding Senior High School interior and for the exterior improvements at Mississippi Elementary School.

The motion passed with the following roll call vote:

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

BF 28211 Resolution Regarding Aid Anticipation Pool

It was clarified that this allows the District to deal with the delay in state funding by allowing borrowing to address the short-term cash flow issues..

QUESTIONS/DISCUSSION:

- The question was raised that the maximum shown was \$55,418,000 but the motion is for \$25 million, clarification was requested? Response: The \$55,418 million represents the maximum the District qualifies for, the District is targeting what it's actual needs in order to receive optimum value and avoid excessive interest.
- Do we need to pay back the money? Response: Yes, as soon as the District receives the delayed payment from the State. The District must cover the interest costs in the interim, this cost is not reimbursed by the State.

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Board of Education approve the resolution for the sale and award of aid anticipation certificates in the amount of \$25,000,000 through participation in the Minnesota Tax and Aid Anticipation Borrowing program.

The motion passed with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

1. Director Hardy requested that an overview on PLAs be scheduled at an upcoming COB meeting. Specifically he requested not only district staff present but also someone from the labor community be asked to share their perspective. Director O'Connell expanded the request asking that the Board policy on PLAs be addressed at the same time. Director Carroll expressed interest in including in the presentation the pro's and con's of PLAs from the perspective of other school districts; she specified factual information as opposed to opinion.
2. Director Varro requested the Board visit its policy on procurement and minority-owned businesses possibly as a part of the PLA discussion or as a separate item.
3. Director Carroll requested a discussion at an upcoming COB meeting to formulate a request for a monitoring report, tied to other work coming at the end of the school year, analyzing the results of the major school changes at Homecroft, Parkway, Linwood/Monroe, Farnsworth, and Humboldt. Specifically, results compared to the district's intended outcomes, as well as with respect to the fears and concerns expressed by community members about the impacts of these changes.
4. Director Carroll requested (regarding two major new and rigorous longitudinal studies on the impacts of Federal Title IX legislation in the early 70s on long-term outcomes for girls and women, and noting that Minnesota was a leader on a number of key indicators) a brief discussion at an upcoming COB meeting with relevant Research staff about whether there was anything of relevance to SPPS in those new studies, or if we had or wanted to assemble data about how SPPS fares within the state and country on some of the studies' factors.
5. The Chair had also received a request for a discussion on the Board's professional development policies and practices at an upcoming COB meeting.

B. Items for Future Agendas -- None

C. Board of Education Reports/Communications

1. The Chair reported several Board members had been given the opportunity to meet with U.S. Department of Education representatives later in the week to discuss community partnerships. A few weeks ago Mayor Chris Coleman and Council Member Melvin Carter visited Washington D. C. to meet with federal officials. During the course of their trip, they met with Peter Groff, executive director of the Education Department's Center for Faith-Based and Neighborhood Partnerships. As a result of their conversation, Mr. Groff and his staff will be in town from February 17th-19th to learn about Saint Paul and what it has to offer. The purpose of their visit is to determine the feasibility of forming a first-in-the-nation pilot partnership to support community investment work. During their

visit, the partnership has assembled meetings with groups from business, non-profit, faith, philanthropic, education and community leaders as well as the City, County and Schools.

2. A reception for the new Superintendent is scheduled for February 18 3:30-5:30 for staff, 6:00-8:00 for community members.
3. Community Budget briefings have been scheduled (all from 6:00-7:30 p.m.) on March 3 at Harding; March 8 at 360 Colborne and March 15 at IA-LEAP.
4. A Board Listening Session has been scheduled for February 25, 7:00 p.m. in the Murray Junior High Library.

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Board schedule a Special Closed Board of Education Meeting to immediately follow the adjournment of the February 16 Board Meeting for the purpose of discussing labor negotiations.

The motion passed with the following roll call vote:

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

MOTION: Ms. O'Connell moved, seconded by Ms. Varro that the Board schedule a Committee of the Board Meeting for Tuesday, March 2, 2010.

The motion passed with the following roll call vote:

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

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Board schedule a Special Board of Education Meeting for Tuesday, June 1 at 4:30 p.m. for the purpose of taking action on non-renewals.

The motion passed with the following roll call vote:

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

MOTION: Mr. Hardy moved, seconded by Ms. O'Connell, that the Board schedule the June 1 Committee of the Board meeting to start at 5:30 p.m.

The motion passed with the following roll call vote:

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

Ms. Kong-Thao

Yes

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

- March 16
- April 20
- May 18
- June 1 Special BOE -- 4:30 p.m.
- June 15
- July 20

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

- February 23
- March 2
- March 23
- April 6
- May 4
- June 1 -- 5:30 p.m.
- July 13

XIV. **ADJOURNMENT**

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

The motion passed with the following roll call vote:

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

The meeting adjourned at 9:57 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