

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
April 20-21, 2010

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m.

The chair requested a moment of silence in honor of the following individuals: Louis Scott's mother and Katie McWatt.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

Director Hardy requested the item Bid No. A9346-K: Athletic Field Turf Replacement at Harding Senior High School be pulled for separate consideration.

MOTION: Ms. Carroll moved approval of the Order of the Consent Agenda with the exception of Bid No. A9346-K: Athletic Field Turf Replacement at Harding Senior High School which was pulled for separate consideration. Motion seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

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

B. Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Order of the Main Agenda Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 16, 2010

MOTION: Ms. Kong-Thao moved approval of the Minutes of the Board of Education meeting of March 16, 2010 as published. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Committee of the Board Meeting of March 23, 2010

The agenda consisted of one overview and three items which were discussed in great depth. Detailed discussions can be reviewed on the Board website under COB Minutes.

1. Preview of 2010 Summer School Alternative Learning Programs

ALC Summer Session 2010 will provide programs and classes to increase proficiency and credit recovery for graduation. Classes have been combined in specific schools to lower costs, maximize space and provide the facilities department time for cleaning and renovating.

Overall, there will be fewer sites utilized than in past years while still offering a three week session of 6 hours/day) starting June 28 ending July 20. High school students will be able to earn up to six quarter credits. An additional three week high school credit recovery session will be held at Gordon Parks with another six quarter credits possible. This will run July 26 through August 13. Students attending both sessions can earn up to 12 quarter credits.

The summer program supports student learning at the elementary level with academics in math and reading; at the middle school with academics in math, reading and writing and at the high school level with credit recovery for up to six quarter credits (12 credits with the additional session at Gordon Parks) and test prep for the MCA GRAD testing with the test being offered at the end of the summer session.

RECOMMENDED MOTION: That the Board of Education accept the report on summer school.

The motion was approved with the following roll call vote:

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

2. Legislative Update

The Legislative Liaison provided a review of the many and various bills moving through the House and Senate.

RECOMMENDED MOTION: That the Board of Education accept the report with thanks. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

3. **Leadership and Learning Center Audit Report**

The presentation provided results from the Leadership and Learning Center audit work. The audit provided a view of where district academic programs are. 15 initiatives analyzed. The report brought out which initiatives provided the best return on investment and provided the desired student achievement results.

The initiatives implementation audit resulted in two overall findings:

- All audited initiatives had some positive impact on student achievement
- Five initiatives showed the greatest positive impact on student achievement. These were:
 - Professional Learning Communities
 - Content-focused Coaching
 - Elementary Language Skills Block
 - EverydayMath and
 - Writer's Workshop

The big issues found by the audit were a lack of consistent, deep implementation and the overall number of academic initiatives within the district.

An Audit Project Team was assigned to develop a decision-making framework that would move the district toward full implementation of fewer initiatives. They created a "Fate Determination Process" and came up with preliminary recommendations for administration.

Initiatives that were recommended for retention and full implementation were:

- Elementary: Language Skills Block, Everyday Math, Writer's Workshop, Reader's Workshop with clarified expectations and Full Option Science System with clarified expectations.
- Secondary: AVID 7-12, 7-12 Science, Accelerating to Maximum Potential with clarified expectations, Edge with clarified expectations and Holt Math with integration of Five Easy Steps practices.
- K-12: Professional Learning Communities

Initiatives to retain, refine metrics and re-evaluate were K-12 Content-Focused Coaching.

The initiatives to retain and maintain was Elementary AVID K-6

Initiatives to be eliminated were:

- Elementary – Phonological Awareness Literacy Screening (PALS)
- Secondary: Disciplinary Literacy and Read 180 Grades 9-10 Read 180 expectations need to be clarified for use in Special Education and ELL.

The District's commitment is to focus to achieve better results by taking solid steps toward fewer initiatives and providing clear accountability. This should allow administrators and teachers to better focus on core practices with the outcome of students learning more overall.

RECOMMENDED MOTION: That the Board of Education accept the LLC Report.

The motion was approved with the following roll call vote:

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

4. **Standing Item: Budget Update**

The greatest challenge for FY 11 and beyond is financially resourcing a future for SPPS that is different from that of the past. The title of the presentation was "Cultivating Excellence" toward more high-quality schools and preparing all students for the challenges of the future. This forms the intersection and alignment of two key areas:

- Academics – high-quality programs providing educational excellence to all, and
- Operations – the responsible management of fiscal and capital resources

The guiding principles and priorities included:

- Expanding excellence
- Increasing access
- Ensuring equity
- Addressing the needs of all SPPS students and families

Stronger schools for families and communities will result from new grade level configurations with attention to middle grade improvements; preK-12 alignment of programming (Montessori, environmental, BioSmart, language immersion, etc); innovation and enrichment as a priority and the goal of graduation and post-secondary preparedness for all.

The driving factors in the process are closing the academic achievement gaps, offering more enrichment, addressing declines in enrollment, recognizing and dealing with the economic realities, following best practices and the interests and priorities of families.

The factors influencing the academic achievement gap were reviewed along with family expectations of SPPS. Some potential opportunities to strengthen school programs will come from a focus shift from school buildings (where instruction is delivered) to school community (the type and quality of the programs). The various areas of opportunity reviewed included:

- Potential changes to programs and facilities
- Streamlining transportation
- Reorganization of centrally administered departments and programs/services
- Implementation of consistent core programming for all SPPS schools
- Energy management initiatives
- Savings in labor costs

The sum of these changes would result in a budget reduction of \$33,050,000.

The report was followed by an in-depth discussion between Board and administration on each area mentioned in the report to ensure consistent understanding of each area and agreement on the meaning of each.

5. There were no reports provided on **School & Program Changes** and **Policy Updates**.

6. A brief **Work Session** covered the following items:

- Scheduling of Board member participation in Graduation ceremonies
- The Board's Cultural Proficiency Training Session
- A Broad Foundation visit

- Upcoming Budget Forums
- Coverage for the Board Listening Session
- Board contacts with Elected Officials

B. Committee of the Board Meeting of April 6, 2010

The presentation for this meeting focused only on the recommendations needed in order to get the allocations out to the schools. The summary of the potential reductions included reductions in:

School Programming of	\$ 500,000
Facility Usage	500,000
Centrally Administered Programs & Services	7,487,500
Schools & Academics	10,000,000
Labor Adjustments	<u>1,000,000</u>
For a Total Potential Reduction of	\$19,487,000

Specific details in each area were presented. Following extensive discussion and clarification the Board instructed Administration to remove the \$1 million gained by delaying the seeding of the OPEB Trust from consideration and made the following action.

RECOMMENDED MOTION: That the Board of Education approve a reduction of \$18,487,000 and that the seeding of the \$1 million to an OPEB Trust proceed as previously approved on August 4, 2009.

The motion was approved with the following roll call vote:

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

C. Committee of the Board Meeting of April 13, 2010

The agenda included reports on the Organizational Structure Study; the proposed restructuring for central administration and a presentation of Preliminary Reduction Proposals for SY 2010.

1. Organizational Structure Study Report

Dr. Robert Schiller, on behalf of the BROAD Alumni Services, conducted an organizational structure study of St. Paul Public Schools. This was done to assure the organizational structure put in place would be efficient and effective in the delivery of services aligned with district priorities and within the constraints of available resources. 59 recommendations were made to the Superintendent as a result of the study.

He reviewed current conditions and challenges and defined several critical areas for the Superintendent to work toward. He reviewed in detail several of the recommendations for organization restructuring that were made within the report offering recommendations of new combinations of responsibilities and alignments and a model which SPPS might emulate to send a clear message of efficiencies in the central office.

He also provided a brief report on a separate review of the SPPS communications areas BROAD had funded and the recommendations in that area.

He completed his report by reviewing 10 conclusions reached from the study. Following extensive discussion on the report the following motion was brought forward:

RECOMMENDED MOTION: That the Board of Education accept the report on the Study of Organizational Structure and Staffing for Saint Paul Public Schools.

The motion was approved with the following roll call vote:

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

2. Proposed Restructuring for Central Administration

The Superintendent stated the proposed organizational changes were done to eliminate barriers to learning, align the central office to the schools for better support and to help address the current budget situation. The Superintendent stressed the importance of the Chief Academic Officer position and the change in the alignment under the Division of Administrative Services which brings together all business and financial services as well as HR. She outlined the new position of Chief of Accountability, Planning and Policy along with the realignment of various other functions under the Chief of Staff.

RECOMMENDED MOTION: That the Board of the Education accept the report on the proposed organizational changes.

The motion was approved with the following roll call vote:

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

3. Presentation of Preliminary Reduction Proposals for SY 2010

This report addressed the changes to the schools and programming. The projected shortfall remains at \$27,200,000. Prior reductions were made and approved in the amount of \$18,487,500 at the April 6 COB meeting. There is a need for additional cuts of \$8,712,500 which fell into the following areas:

- Centrally Administered Program/Services Reductions for a total of \$5,218,000
- Facilities Usage – Building/Program Closure, Co-Location of Schools and Relocation of Programs for a total of \$3,500,000.
- School Programming which included staffing, streamlining of transportation and operational programs and services for a total of \$3,785,000.

Future Potential Opportunities were outlined as well and amount to a total of \$6,100,000.

Following extended discussion on all areas within the proposal the following motion was brought forward:

RECOMMENDED MOTION: That the Board of Education receive the report for the purpose of moving forward with public and staff engagement around the array of options with the addition of the specific information requested.

The motion was approved with the following roll call vote:

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

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

Additional discussion resulted in the following additional motion:

RECOMMENDED MOTION: That the Board of Education schedule a Committee of the Board meeting for Tuesday, April 20 at 4:00 p.m. with the intent of determining how to move forward on the budget categories within the proposal with specific focus on facility usage and relevant budget updates related to that.

The motion was approved with the following roll call vote:

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

D. Committee of the Board Meeting of April 20, 2010

1. **Presentation – Overview and General Reduction Recommendations**

The remaining reductions addressed at this meeting totaled \$8,712,500.

• Part A: General Areas of Agreement

Centrally Administered Programs/Services

- Central Administration cuts identified as of 4/13/10
(Total anticipated reduction is \$1,580,000) \$ 1,580,000
- Instructional Services (a reduction of 14 academic content
Coach positions established in FY 09 with one-time-only state
Money) 1,288,000
- Security (Change in 24/7 monitoring, elimination of FTEs with
greater utilization of technology and automation) 100,000
- Instructional Services (Reduce SY 10-11 budget since MONDO
purchase is complete) 1,000,000

School Programming

- Staffing (Share principals between adjacent low enrollment schools) 700,000

Operational Programs/Services

- Operations and Maintenance (Change approach to summer lawn
maintenance) 35,000
- Buildings (Change temperature set points 2 degrees each season) 400,000
- Athletic Fields (Field would be maintained from intra-school funds.) 150,000
- Swimming Pools (Close 4 of 12 pools) 200,000

Revised Proposal for Itinerant Instrumental Music Instruction 750,000

Revised Transportation 373,900

Revised Athletics 289,000

\$6,865,900

RECOMMENDED MOTION: That the Board of Education approve the General Budget Recommendation (Part A) be implemented by administration for a total reduction of \$6,865,900 forward for discussion.

The motion was approved with the following roll call vote:

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

Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes

- Part B: Co-location of schools 2,586,500
 To Co-Locate Ames with Vento; Franklin with North End, Prosperity Heights with Hayden Heights, Sheridan with Highwood Hills and Hazel Park with Battle Creek Middle School. And To temporarily close eight buildings: Ames, Hazel Park, Longfellow*, Prosperity Heights, Wellstone, Roosevelt*, Sheridan and Franklin. (* Closures announced 6/16/09).

RECOMMENDED MOTION: That the Board of Education carry forward for discussion the closure of, effective June, 2010 for a period of up to three years, the following schools: Ames Elementary, Prosperity Heights Elementary, Sheridan Elementary, Franklin Music Magnet and Hazel Park Middle School Academy and that effective July, 2010 to co-located the Ames Elementary program at Bruce F. Vento Elementary School; the Prosperity Heights Elementary program at Hayden Heights Elementary School; the Sheridan Elementary program at Highwood Hills Elementary School; the Franklin Music Magnet program at North End Elementary School and the Hazel Park Middle School program at Battle Creek Middle School.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes

- Part C: Arlington 913,000
 The proposal for Arlington is to discontinue the high school program; that the 2010-11 students grades 11-12 will move to the remaining 10 high school sites in SPPS and that the building will reopen Fall 2010 as Washington Technology Secondary School grades 7-10, with grade 11 being added in 2011 and grade 12 in 2012. The Superintendent stated she was recommending the amendment of the recommendation to allow the current 11th graders who are on-track to graduate (credits) to stay at Arlington one more year and to graduate as the last class to graduate from Arlington in 2011.

RECOMMENDED MOTION: That the Board of Education move forward for discussion (1) to discontinue Arlington Senior High School except for those of the senior graduating class of 2011 who are on-track to graduate, who will remain at Arlington, (2) relocate Washington Technology Middle School to the Arlington Senior High School schoolhouse and (3) reconfigure the grades at Washington Technology Middle School from grade 7-8 to grades 7-10, all effective July, 2010.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes

- Wellstone

RECOMMENDED MOTION: That the Board of Education move forward for discussion temporarily closing, effective June, 2010 for a period of up to 3 years, the Paul and Sheila Wellstone Elementary schoolhouse and to relocate, effective July, 2010, the Paul and Sheila Wellstone Elementary program at the Washington Technology Middle School schoolhouse.

The motion was approved with the following roll call vote:

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

The total reductions recommended in this round would be \$10,365,900.

VI. RECOGNITIONS

BF 28244 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

- **Ryan Vernosh, Maxfield Magnet**, on of 10 finalists for Minnesota Teacher of the Year. Semi-finalists were Brooke Haubrick – Adams Spanish Immersion and Thanh Tran – North End Elementary.
- **Liz McCann, Ramsey Junior High School** received the Minnesota School Nutrition Association Louise Sublette Award for work on implementing the Breakfast to Go program.
- **Information Technology Staff** successfully passed the requirements to become Information Technology Infrastructure Library Foundation Certified: **Freddie Fadhil, Bryan DeGidio, Jordan Nguyen and Marilee Kistler** became ITIL Advanced Certified. **Rich Valerga** became one of fewer than 6,000 people worldwide to become ITIL Expert Certified. **James Dykstra, Justin Hennes and Jason Worwa** completed certification as Cisco Certified Network Associate Routing and Switching. **Jason Worwa and Justin Hennes** received certification as Microsoft Certified Technology Specialists. **Jordan Nguyen** became ISO 2000 Foundation Certified and **Richard Valerga** became ISO 2000 Professional Certified.
- **Maureen Brazil-Sawyer, Jackson Preparatory Magnet**, received the 2010 National Parent Leadership Award from Prevent Child Abuse Minnesota.

MOTION: Ms. Kong-Thao moved the Board of Education recognize staff and departments acknowledged above for their contributions and outstanding work. Motion seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

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

VII. PUBLIC COMMENT

A. Athletics:

- Sally Berryman – Value of sports and athletics

B. General Budget

- Dan Garhofer -- Closing of east side schools

- Mary Reis -- Achievement gap cost money
- Iris Cornelias – Budget deficit being born by east side, Ames accomplishments
- Kevin Motz – Busing vs neighborhood schools
- Mike Gude – Future of children and the east side

C. Music

- Jeff Conrod – Itinerant music program
- Barbara Sarapas – Full funding of instrumental music program
- Sally Berryman – Itinerant music program
- Thomas Sirula – Music at school
- Louisa Richardson-Deppe – Why music education needs to stay
- Lynn Hodnet – Instrumental music
- Dean Hodnet – Instrumental music education
- Emma Grundhauser – Instrumental music
- Andy Nelson – Elimination of music programs
- Ruby, Chloe, Bryn, Maya, Isabelle, Hannah – Value of music
- Zari Debdashti – Music program
- Sarah Wall – Music program
- Cally Minnes – Music program
- Simon Dreisbach – Keep the music program
- Lisa Hayman – Loss of music to those who can't afford it
- Antigone Dalton, Arthur, Anna – Value of music and learning language
- Craig Norman – Music program
- David Williamson – Music program
- Madeline Lang -- Orchestra
- Suzanne Spitzer – Kids in poverty and music
- Ana Zepata-Ojeda – Value of music
- Lori Otto –Elementary music programs
- Maya Keefod – Value of music
- Jackie Brown – Continue music program
- Don Arnosti – Access for children to music programs
- David McGill – Why cutting arts in the schools
- Eugene Monvig – How will after school work
- Mohammed Dehdashte – Music brings parents to the school
- Lisa Heyman – Importance of music
- Dominik Uriah – Value of music

D. Hazel Park

- Jan Bostrom – Value of staff and building and various transitions

E. Sheridan

- Sally Anderson – Poor timing of announcement at start of MCAs
- Jason Ruhlman – Questions on school moving
- Kristen Morris – Proposal combine Sheridan with Ames at Hazel Park
- Michelle Talberg – Value of neighborhood school
- Roshelle Chavez – Why always the East Side?

F. Ames

- Darlene Adams – Children are future leaders
- Natasha Rubinstein – Keeping program alive but the right location?
- Pat Benshoof – Questions on changes
- Floriana Florez – Please keep Ames
- Pauline Meng – Put in safe location
- Amy Meng – Children's dreams
- Kham Lee – Look at other options

- Diane Smith – Deserve sense of community
- Delariah Jones – Compromise to preserve east side schools
- Rochelle West – For the children
- May Schunk – Positives of Ames School and proposal Ames/Sheridan combination
- ___ Hanson, Capital Hill – Athletics
- Jason Kuhlman, Sheridan – Proposal for consolidation
- Kathy Holmquist-Burks, Sheridan – Proposal for consolidation
- Kristin Morris, Sheridan – Proposal for consolidation
- Anne Flomo – Keep Ames for the kids
- Gloria Johnson – Value of Ames
- Laquisha Whitehead – Poor decision
- Asha Ahmed – Value of neighborhood school and don't put in school not doing as well as Ames
- Tashara – Value of various cultures
- Elizabeth & William Ramsey – Don't try to fix what isn't broke
- Linda Sidney – Consider collocating with Sheridan on east side
- Tong Vang – Impact on students and family

G. Arlington

- Cody Zamora – Keep 11th grade
- John Thoemke – Keep 11th graders in the schools
- Mary Cathryn Ricker -- Budget ideas shared with Superintendent and board
- Don Lanocx – One building two programs
- Leticia Marquez – Keep 11th grade at Arlington
- Yer Vang -- Keep together
- Kashaun Lungelow – Unfairness of change
- Ma Lor – Robotics team scholarships
- Rose Osokpo – Comparison of value of money and students future
- Khullami Abdullahi – Keep Arlington
- Kryla Vang – Think about the sophomore students
- David Mendez – Don't close Arlington
- Goula Abdullahi – Accountable to students
- Mr. Abdilahi – Success of family from Arlington, let Arlington stay
- Pastor Nosa Igbmewakae – Keep Arlington intact
- Gulab Delahi – Keep the junior class at Arlington
- Dia Moua – Keep students at Arlington
- Salvador Urbina – Costs on 7-10 and 7-12 comparison
- Elvis Barclay – Keep Arlington
- Margaret Uriah – Arlington is family
- Yurez – Expected to graduate a Phoenix
- Greg Mensing – BioSmart program & budget; impact of school on community
- Gary Gustafson – Lack of attendance area
- Kevin Barrett – Arlington family community
- Richard Faust – Justice to Arlington
- Taylor Dorsey – Juniors should be allowed to finish
- Star Jones – Value of BioSmart
- Jeremiah Osokpo – Program of value at Arlington,
- Ladawn Morris – Students working hard to achieve
- Billie Moua – Worry about where going
- Ginny Reuter – Pride in what has been done at Arlington
- April Moua - Is this a good choice financially
- Bethany Pallas – BioSmart Program students are doing well
- Eric Mjolsness – BioSmart Program achievement results and public perception
- Ger Yeng – Changes at the school and effect

- Nancy Rivera – 11th graders
- Marcia Lang – Autism program at Arlington
- Tess Tiernan – Business partnerships for BioSmart Program
- Diego Trejo – Belonging at Arlington
- Alejandra Flores – Desire for better education
- Shue Yang – Teachers support a Arlington
- Mohamed Khalif -- Support for teachers
- Teascha Whyte – Teachers at Arlington
- Mariah Davis –Support for Arlington
- Corey Noah – Diversity yet still a family
- Mjara Olson – let grades stay at Arlington
- Emilia Nioes – Junior and senior graduation
- Destiny Gonzales – Arlington good school
- Letitia Marquez – Let Arlington continue

H. Prosperity Heights

- Mary Bakkan – Gem of school, able o manage without busing, value smallness
- Karen Swenson – Disproportionate impact on east side schools work with the community

VIII. **SUPERINTENDENT'S REPORT**

A. Budget Overview and Recommendations

The Superintendent discussed the various meetings held with families, students and staff and the passion expressed at these for their schools. She stated the recommendations brought forward were the best recommendations to balance the budget and offer improved programming. The bottom line is dollars but also quality of programming. All decisions have been based on two purposes: saving money and the belief that the co-locations will allow for more resources to provide better and stronger academic programs for students. They will meet the need to provide a world-class education for all students. That is the bottom line of all recommendations.

In regard to Athletics, administration looked at every budget in the centrally funded general budget. Administration realizes the importance of athletics for middle school students. The recommended reductions keep athletics in every middle school that will have a program next year. The St. Paul Foundation has come forward with a suggestion for a plan whereby community members can make donations to a Foundation fund, which will, in turn, provide funding for athletics adding to district dollars to support the program.

The music recommendation is to move Itinerant Instrumental Music to ALC with the program offered after school. This would allow for extended time instruction after school for all students. It would become an enrichment program for music and open other options for all students. Transportation would be provided for the students. This is a way to use ALC funding for student enrichment programming. The instruction must be provided by certified teachers. \$150,000 will still be used from the general fund to allow the district to work with community agencies to provide not only additional music instruction but other enrichment opportunities for students in other cultural areas.

The co-locations of schools is based on the number of students in buildings and the viability of the programming. Co-location of students to other sites will put more students within a building with the opportunity to offer enhanced services for those students. This will maximize teachers' time in areas of instruction and allow for possible specialists in science, nurses, counselors, etc. Administration looked at space, proximity and how to provide the fewest issues in transitions. Students going to a new building will be provided with transportation. If parents do not want to make the proposed move the choice system will come into play to find a different school option for the student.

In regard to Arlington, the BioSmart program is an outstanding program. However, many students are not choosing to go to Arlington. The projected 10-11 enrollment for 9th grade is only 90 students. The Washington Middle School, which is BioSmart, has grown and needs more space so the decision was made to move Washington into the Arlington Building as a 7-10 program which will grow to 7-12. It will be known as Washington Technology Secondary. The 10th graders for this year will choose another high school. The 11th graders who are on-track to graduate on time will remain at Arlington and will graduate as the last graduating class from Arlington High School as the class of 2011. This option will cost more money but this best serves the seniors of the graduating class of 2011. The ROTC program will continue and sports options will be made available at other school locations.

MOTION: Ms. Carroll moved, seconded by Ms. O’Connell, the Board of Education approved the reductions presented at the April 6, 2010 COB in the amount of \$18,487,500.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Carroll moved the Board of Education approve the General Budget Recommendation (Part A) as adjusted for a total reduction of \$6,526,900. Motion seconded by Ms. O’Connell for the purpose of discussion.

Clarification was provided that the \$6,526,900 included the following (with revisions from discussion below).

• Additional Central Administration cuts	\$ 1,580,000
• Instructional Services	1,288,000
• Security	100,000
• Instructional Services-Mondo	1,000,000
• Staffing-Shared principals	700,000
• Operations & Maintenance	35,000
• Buildings-Temperature Sets	400,000
• Athletic Fields Maintenance	150,000
• Pools 3 @ \$50,000 (Cherokee, Murray, Wellstone)	150,000
• Instrumental Music	750,000
• Transportation-ALC Extended Day	<u>373,900</u>
	\$6,526,900

QUESTIONS/DISCUSSION:

- Clarification, we are just committing to the amount of \$6,865,900? The structure of that may change, as there are pieces tied to other parts of the total package. If Arlington is not closed it will impact pools and athletics.
- Ms. Carroll asked to revise her motion by removing one pool at \$50,000 (Arlington) and the \$289,000 total for Athletics-Middle School for a revised total of \$6,526,900.
- Slide 14, this is a cost shift not savings? The savings come by setting the maximum amount for maintenance work charged back to schools. Yes, this is a general fund savings by cost shifting costs to intra-school funds to make up the difference.
- The athletic fields shift will place added burden on schools? Yes, this is a cost to high schools and comes out of school budget allocations.
- Music clarification – there was mention of cutting instrumental music in K-3, does the district offer this? Response: Schools would still be able to buy instrumental music teachers from their budget. What cannot be done is to take the \$900,000 to provide

instrumental music in grades 5-6 and in some schools 4th. K-3 instrumental music happens in one of the elementary schools which allocates their money to do that. Music instruction could continue in all elementary schools, principals can buy specialists. **Music instruction** will continue in all elementary schools it is the itinerant instrumental music teachers who are being cut. The District provides \$900,000 for itinerant music teachers and schools have been able to elect to use the money that way.

- The duration of instruction, does administration have a sense of the number of students who can access music instruction for equity, comparability and duration? Response: Last year, before budget cuts in instrumental music instruction, the schools received the allocation according to the number of students they had in the school, it was a ratio. Once budget cuts were made, in order to offer music equitably in all schools it was done one day a week. The majority of time was instruction of 20-30 minutes, a private lesson and there was also a group lesson. There were about 1,500-1,650 students being served in the instrumental music program paid out of the general fund. This averages out to about 150 students being served by instrumental music teachers. It costs \$560/year for a student to have instrumental music. With this new proposal students who want instrumental music will do it after school and anyone who wants can participate. Money will be paid out based on the number of students participating. Additionally, there is now an opportunity to expand the program and serve more students.
- The issue of equity needs to be addressed as the Board continues to stress that all students have access to a rigorous academic program. The music instruction could pose a conflict for what students need to address in after school programming. Music instruction during the daytime also leads to a displacement of academic learning.
- Overall an arts plan which provides more access to more students is a very attractive option. Leveraging additional partnerships to expand the reach should be explored. This is a critical part for the district and makes the district one of the best. ALC funding allows funding in this way because it is enrichment so the district needs to leverage other funds and increase opportunities for kids.
- The word “cushion” was used; there is not as great an amount as thought. Response: The Chief Business Officer noted the overall aggregate number is right at the \$28 million mark if all recommended reductions are implemented. There is not that much cushion.
- Does that include the change for Arlington, the 7-10 + 12? Yes.
- Currently SPPS serves 1,650 students in the current instrumental music program. 3,200 K-6th graders are attending after school enrichment programs right now.
- Director Hardy spoke against the motion and indicated he wanted to pull the music piece out of the amount in motion.
- A request was made that the motion be restated.

MOTION: Ms. Carroll moved the Board of Education approve the General Budget Recommendation (Part A) as adjusted for a total reduction of \$6,526,900. Motion seconded by Ms. O’Connell.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Carroll moved the temporary building closures for eight buildings (Ames, Hazel Park, Longfellow, Prosperity Heights, Wellstone, Roosevelt, Sheridan and Franklin) for up to three years commencing at the end of June, 2010. Ms. Varro seconded the motion.

The motion was approved with the following roll call vote:

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

- Because of the conversation on these topics during public comment, the maker stated that eventually a co-location place needs to be identified. However, the motion does address the temporary building closures of the stated schools. She indicated she wanted to separate this into two different decisions in order to address alternatives.
- Sheridan/Highwood Hills proposal and the capacity issue of 540. How will Sheridan fit into Highwood Hills as it is already close to capacity? Response: The Interim Chief Operations Officer responded the facilities study defines relative fixed and functional capacity; it excludes normal classrooms repurposed for something else (community room, teachers' lounge, etc.). Administration has looked at buildings room by room. The capacity for Highwood Hills at maximum is 578 (this is the high water mark of students housed at the facility). One other factor on enrollments is there is historically a 10-15% reduction through no shows.
- For Pre-K is there a pre-set capacity for students in the program in a building? Response: The Pre-K program has been established in different buildings first by location and then by space. Currently Highwood Hills has a 3 year old and 4 year old program; the 3-year-old program has no funding (the grant has ended) so this program will end this year. Sheridan is in its first year of a 4-year-old program (actually a mix of 4 year old and kindergarten). The program was established at Sheridan in order to draw more students to the site. There are some limitations on how the district provides services; it is about established adult to student ratios which must be followed. The district has established equity across the board in all the schools in this area.
- Director Hardy declined to vote on the motion on the table because of the co-locations issue.
- It was suggested that perhaps action should be taken on the co-locations where there was consensus.

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, the co-location of Hazel Park Middle School Academy with the Battle Creek Middle School

The motion was approved with the following roll call vote:

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

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell the co-location of Prosperity Heights Elementary with the Hayden Heights Elementary School.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Carroll moved, seconded by Ms. Varro, the co-location of Franklin Music Magnet with the North End Elementary School.

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION;

- The concern with Franklin is what happens after year one. The district needs to have a music magnet. A number of years have been devoted to building up that special program. Is there a commitment to continue with the music program, to enhance the current program at Franklin? Response: The commitment, as Superintendent, is to continue with the music program. The current program needs to be enhanced; it needs to be made stronger. There are four arts programs: Mississippi Creative Arts Magnet, Four Seasons, Linwood Monroe Arts Plus and Franklin. For the number of elementary students in the district this is the right amount of arts and music programs. The issue is what North End might gain from Franklin. The resources are available to enhance the current model and continue Franklin Music program at North End. Franklin will be a school within a school.
- Administration is looking at the co-location to make sure each keeps its very specific focus/community while looking at opportunities to enrich the association.

MOTION: Ms. O'Connell moved the Board of Education allow the joint Ames/Sheridan communities to bring forth an alternative plan to present to the district on their co-location. Motion seconded by Ms. Carroll. Ms. O'Connell withdrew the motion. The seconder agreed to the withdrawal.

QUESTIONS/DISCUSSION:

- The Superintendent stated Ames and Sheridan have already brought forth a proposal. At this point asking them to go back and talk about the proposal would be counter-productive and detrimental to the families in the schools by delaying their options. She encouraged the Board to move forward on making a decision so administration, staff and families can move forward.
- What cost savings come into play because there would need to be major refurbishing of Hazel Park as an elementary. In addition, what about administration's strong commitment for a Montessori middle school on the east side? There is a need for clarity around facility capacity, realistic costs, probabilities, etc. before the Board acts.
- Concern was expressed at not hearing from Vento and Highwood Hills. Now the Board is restructuring its own version. Interest was expressed in hearing how Vento and Highwood Hills were chosen as the end locations for Ames and Sheridan. Response: Vento Elementary was chosen not because they have low enrollment; they would have 460+ students enrolled which is a doable good quality program. Highwood Hills funding would be limited because they have only a projection of 295. Would Ames and Sheridan fit into Hazel Park? Yes, absolutely, the cost to renovate is approximately \$400,000-500,000; this would be capital dollars. Transportation would be a little cheaper as distances are shorter. It would keep another elementary school on the east side. As to not having middle schools on the east side, there is Farnsworth/Cleveland and Battle Creek on the east side. There are many students going to Ramsey, Murray and Highland from the east side so not all east side students stay there for middle school.
- Director Varro reminded the board of one of its guiding principals – to make budget cuts thoughtfully about reinventing the district for future years. Hazel Park is an opportunity to think about new programming for future years. As the Board considers what it will look

like in five years they need to think in a longer-term vision and putting the two schools in Hazel Park might limit future opportunities.

- A reminder was made to keep in mind the buildings which have been closed as options for Montessori in the future.
- Capacity numbers – if Hazel Park was taken to a K-8 at some point, how is that physically possible? If K-8 were done, the number of students in Ames 6th grade are two classes and there are two classes in Sheridan. Not every parent will choose to go into 7-8 so numbers will drop. Right now the proposal is up to grade 6 and at this time that seems appropriate.
- Highwood, is it doomed? Right now it will be very difficult to open it with the monies it would have. Can it open? Yes. With a top quality program? No, not without additional dollars put into the school.
- What about co-location of three schools? Could Highwood co-locate to another site? Any move will require busing. There is no good answer for any of this. The biggest issue is not enough students in the schools. It is painful to close a school for the district and for the community. The community stands up when we close schools, but they do not come to our schools even though St. Paul Public Schools is one of the best school districts in the country it is still losing students. The District is not good at telling its positive story and the media focus on negative issues, about what is not being done.
- The question was raised, if Highwood Hills remains untouched is there a possibility it will be revisited next year? Yes, the district cannot continue to provide inadequate education to any of its students. A Board member stated this was the same conversation that was had about Sheridan last year and urged the Board to think carefully about the implications of future conversations and the implications for not making decisions tonight. If decisions are not made it will likely be revisited next year.
- One option for the Board is to begin the conversation relative to next year now. Even without all the dimensions being known engaging the schools and community in solutions would be helpful.
- A director stated tonight's discussion does not preclude the opportunity for new programs. If nothing is done with Highwood Hills there may be a need to provide additional monetary support to the school.
- The Superintendent reminded the Board there is a study on school choice beginning soon and once the Board is done with budget cuts this year there will be many other pieces on the table in that discussion.
- By changing the location of the two schools that makes one less school closed next year (Hazel Park) and the reduction amount increases by \$500,000.
- This should be moved forward tonight realizing the numbers will not be there at this point. Details need to be sorted and the changes made assessed.

MOTION: Mr. Hardy moved Ames Elementary and Sheridan Elementary co-locate in the Hazel Park Middle School facility with grade levels PreK through 6 effective July, 2010. Motioned seconded by Ms. Carroll.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	No

- A concern was expressed that there were two letters of proposal from two schools that are fairly specific about staff and if the co-location is approved is this the route to be taken? Response: No, those issues will be worked out through administration.

MOTION: Ms. Carroll moved that the Arlington High School program be discontinued as of end of June, 2010 and that Washington Technology Middle School be relocated to the Arlington building at grade levels 7-10. Further, that the Paul & Sheila Wellstone Elementary School be relocated to the Washington site and that the Wellstone site being temporarily closed for a period of up to 3 years. Ms Varro seconded the motion.

The motion was approved with the following roll call vote:

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

- The statement was made the Board was elected to take care of students' interests not building interests. What is being done this evening is focusing on students by creating integrity for the students going into all three sites as well as the programs.
- What about the grades 11 and 12 at Arlington? It is up to the board to decide when and if it wants to discuss that issue.
- There are still decisions needing to be made as there is a student population which is affected at Arlington.
- The motion would mean the closing of the Arlington pool (\$50,000) and its athletic monies. The athletic monies from Hazel Park were freed up in a previous motion (\$289,000).

MOTION: Ms. Carroll moved that with the closure of Arlington High School and the repurposing of the Hazel Park site to elementary that the athletic monies freed up from these changes be utilized to fund the Middle School Athletic Programs. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

- Clarification was requested on the issue that if the 11th and 12th graders were allowed to stay at Arlington they would not have an athletic program. Response: That is correct; however there are other opportunities for their participation in athletics.

MOTION: Ms. Carroll moved that the four pools specified (Cherokee, Murray, Wellstone, Arlington [lap pool]) be closed. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes

- There is some value to having pools, closing a pool (Murray) would take away swimming as an option for middle school athletics. Response: Middle school swimming is not an

athletic offering. The Murray pool is the only middle school pool; it is a perk for this school to have it and to be able to incorporate it into their general athletic programs.

In terms of the budget, what are the figures? The Chief Business Officer responded at about \$28.1 million with the \$3.5 million being reduced. There are the modifications on the co-locations and the decision on the Arlington students out there yet. Hazel Park is included but the costs associated with it are not known at this point.

The question was posed, is it the Board's expectation that whatever the Board is not able to find to balance the budget that those dollars should come straight from schools?

RESPONSES:

- It is April 20 and the budget does not have to be finalized until June 30, there are still a lot of details that need to be worked out. There are still two and a half months to work through those numbers and get to a final number. It is essential to clarify the key issues and set a time to do those and ensure additional financial information is provided to the Board at regular COB meetings.
- A desire was expressed to have more conversation about incorporating grades 11-12 into the new structure, whatever that may look like at Washington/Arlington.
- A desire was expressed that the message going out should be the vote was to close Arlington as a program but there is still to be conversation on the disposition of the 11-12 grade issue.
- The Superintendent expressed a concern about time. The proposal was to keep the future 12th graders at Arlington. There are still students who will move into 11th grade who do not know what to do. Waiting puts them into a situation where learning may be impacted by the uncertainty. Additionally the possibility for them to have first choice on time applications for other schools may be lost. The longer they have to wait the fewer choices they will have. She recommended the Board give administration direction on how to proceed.

Discussion occurred on the options of moving forward on these decisions. The decision was made to continue the current meeting on the following day and a list of information needed to assist in the decision process was established.

- Numbers of students affected in 11th and 12th (those on track to graduate)
- Details on the 12th only option with specific reasons for the proposal of 12th only.
- Rationale for each option
- Number of students involved in BioSmart classes – what are BioSmart classes and what are pre-BioSmart classes
- Offerings which will be available to 11th and 12th so they don't lose the richness of education options and what will they lose
- Programming: there seem to be multiple competing truths so a reconciliation of numbers put forth tied to proposal from administration to do on-track only for 12. Same issue for 11. On track 11 -12 vs everyone.
- Minimum viability numbers from a programmatic standpoint
- Comparison of costs for 7-10, 7-10 + 12 on-track, 7-10 + 11 & 12 on-track and opening as a 7-12 (full program)

MOTION: Ms. Carroll moved the meeting recess to be continued at 4:00 p.m., April 21, 2010. Motion seconded by Ms. O'Connell.

The motion was approved with the following roll call vote:

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

CONTINUATION OF BOARD OF EDUCATION MEETING FROM APRIL 20, 2010.

CALL TO ORDER

The meeting was reconvened at 4:09 p.m. on Wednesday, April 21, 2010.

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

Ms. Kong-Thao joined the meeting at 5:34 p.m.
Ms. Carroll departed the meeting at 7:06 p.m.

The Chair stated this is a continuation of the discussion from April 20 on the budget proposal and the impact that may have on school programs, student enrollment and school selection.

The Superintendent stated that from actions of the previous evening Arlington will no longer exist as of the end of the 2010 school year. As requested by the Board three additional scenarios were developed around Arlington as an aid in moving the discussion forward.

The Chief Business Officer reviewed the power point of the proposed reductions which reflected the changes made the previous evening leaving the reduction at \$26,439,900.

<u>Item</u>	<u>Amount of Reduction</u>
• Central Administration Reductions of	\$1,580,000
• Instructional Services Reduction of	1,288,000
• Security	100,000
• Eliminate Itinerant Music Teachers	750,000
• MONDO	1,000,000
• Middle School Athletics	289,000
• School co-locations	2,086,500
• Sharing Principals	700,000
• Transportation-ALC	373,900
• Operations-Summer Lawn Maintenance	35,000
• Building Temperature Change	400,000
• Athletic Fields Maintenance	150,000
• <u>Closing 4 Swimming Pools</u>	<u>200,000</u>
For Total Reductions of	\$8,952,400

Reductions which have been approved to date total \$26,439,900.

There was one item pending related to the Arlington discontinuation of \$913,500.

Future potential savings opportunities include:

• Transportation	\$2,900,000
• Schools	3,200,000
• Transportation – 2 mile walking distance	<u>1,300,000</u>
	\$7,400,000

The Superintendent brought the discussion back to the Voluntary Early Separation Incentive of \$1 million. She stated this area is one of discomfort knowing at this point that realizing this figure could be very problematic. The Chief Business Officer stated the \$1 million is gauged on a tipping point and in all the permutations run on various scenarios the district has not been able to arrive at a tipping point which achieves that \$1 million. Down the road there

may be realizable cost savings and he went on to explain that scenario. If this item is removed, it will reduce total budget reductions by \$1 million so budget targets have not been made.

QUESTIONS/DISCUSSION:

- The comment was made the Board didn't want to take this off the table as an incentive for employees but perhaps revising the amount in some manner might keep it on the table and serve as a "place holder."
- Support was stated for working toward making this happen as a program but the Board should not assume it has made its budget target with this included. How unrealistic is this target? What number should be used to determine how close we are to the budget target? Response: The number zero, not because administration would not try to find a plan that would work, but because of the timeline. In all the various scenarios the Business Office has not gotten there and using any number other than zero would be irresponsible. Administration will continue to work to find the right answer. The issue is to think beyond the FY 11 budget because of the potential impact in future.
- How well has this been publicized to staff? Response: This has not yet been offered, it cannot be offered until there is a program that can be incented. Conversations exist through the Teacher's Union but an official offering has not been put out. What has been done is run numbers on a variety of scenarios to find the right program with the right tipping point.
- At this point, the expectation is that it cannot be released until the Board approves the entire package. It would not be effective for SY 10-11. Response: Yes, that is correct so the number should be zero.
- The Superintendent stated there was an understanding of the possibility of this program within staff. Administration has been working with General Counsel to have a package that is respectful of the rights of individuals so staff do not feel they are being pushed out of the organization.
- Who qualifies? Anyone within SPPS who meets the parameters established will have the opportunity to select early separation.
- Is there a need for action? Not at this time.
- It was noted it does not become a savings until it is captured.
- Is there potential to lose money on voluntary early retirement? General Counsel stated the district would need to get X number of people. If that number is not reached all bets are off. There has to be a reasonable timeline for employees and there has to be a guarantee it makes sense economically.
- The suggestion was made that administration continue to move forward with finding a correct option and that this be listed on the Reduction List as TBD. That would leave the reduction at \$26,439,900 and short of the targeted reduction figure.
- The Superintendent stated the District does not want to be in the position of finding itself short of money half way through the year so there needs to be some overage for the reduction amount as a safety net.
- The discontinuation of Arlington has not been added into the totals, correct? Response: Yes, that is correct because of the conversation remaining about the Arlington population has an impact on that number.
- It seems logical that this figure should be stripped as a line item from the budget reduction proposal while the administration searches for a resolution.

MOTION: Ms. Carroll moved the Board requests and authorizes administration to plan and prepare a respectful and responsible Voluntary Separation Incentive for the district. Ms. Varro seconded the motion.

The motion was approved with the following roll call vote:

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

Ms. Kong-Thao	Absent
Ms. O'Connell	Yes
Ms. Varro	Yes

MOTION: Ms Carroll moved the Board instruct administration to remove from the approved list of reductions totaling \$18,487,500 the line item Voluntary Early Separation Incentive in the amount of \$1 million so that the approved amount of reductions stands at \$17,487,500. Ms. O'Connell seconded the motion.

The motion was approved with the following roll call vote:

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

The Superintendent distributed four scenarios applying to the Arlington student issue. The Executive Director of Secondary Education walked the Board through the information.

- **Scenario 1: Washington BioSmart 7-10**

Washington would move to the old Arlington site and include current Arlington 9th graders. Arlington students currently in 10th and 11th grades would enroll in other high schools.

There are 379 7th graders who have been accepted to Washington Technology Magnet. Of the 387 present 8th grade students at Washington 200 applications have been received to return and 100 of those indicate they will continue at Arlington. There are 183 apps yet to be returned. Recruitment will be done with the current 9th graders at Arlington.

The program would be a building-wide, cohesive implementation with a BioSmart emphasis and an emphasis on technology which is currently a focus of Washington Technology. There would be the opportunity to grow a unique program that sponsors interdisciplinary concepts and practices and focuses on relationships, reading for all teams and BioSmart for all students. This would set the stage for growing the program into grades 11 and 12.

Students who will have to leave Arlington under this plan will submit an application for one of the six traditional high schools or an alternative program. Applications submitted by current Arlington students would be treated as an on-time applications. While no specific school can be promised there is space remaining in the other high schools.

The Special Education LD III program in grades 9 through 12 would relocate because it is a small program that has specific curriculum to address the students' needs and is staffed to address those needs. It is beneficial to these students to remain together. It is not cost effective to split this program and staff.

Current Arlington ELL students would be offered the choice of a new school or to move as a cohort to another location.

Current Washington Teachers would relocate to the new site. All Arlington teachers would be placed through the voluntary and involuntary transfer processes as defined per the labor agreement. The principal at Washington has indicated that he would recruit from Arlington BioSmart and other staff to fill vacancies in the 9th and 10th grades. Other

Staff (paraprofessionals, clerical, custodial, etc.) will be assigned or reassigned based on program needs and as defined by each respective labor agreement.

Washington is going to implement an Extended Day program, so there may be a need to move Setting 3 programs to another program based on the IEP goals and objectives and parent choice.

There are English Language Centers (ELCs) at both Washington and Arlington, so in expanding Washington to a 7-10 program (and discontinuing Arlington), there would be a need to add space and staffing for ELC programming at the 9-10 grade levels.

QUESTIONS/DISCUSSION:

- The Special Ed LED program, where will that go? The location has not been determined yet but they are working on it.
 - The Arlington teachers, why would they be placed on voluntary or involuntary transfer and not move with the students? Response: Arlington is being discontinued and teachers do not have rights to remain in that building and would be moved into the voluntary/involuntary transfer process. The students are being dispersed, not moving as a group. Additionally, Washington is implementing an extended hour program which is another factor which comes into play.
 - What is voluntary transfer? The voluntary process is an opportunity to look at options open at other buildings within a specified period of time (3/1-6/18). Involuntary transfer comes into play if a position is not obtained by 6/18.
 - Current ELL in Level Classes and the possibility for them to go to other ELC sites. Response: Currently in 11th grade at Arlington there are four students that Level II. Those students will have to find a different school (Como, Harding, LEAP, and Humboldt). The other 27 students in Level III and IV do not need to be at an ELC site. They can go to any other school. The Washington ELC Language Center for students Level I and II will move as part of the Washington program for 9th or 10th grade. If they are at Level III or IV they can be mainstreamed.
 - The 160 students referenced? That means there are 160 students total who entered the school district and indicated they spoke a language other than English. SPPS serves Levels I, II, III and IV only. The 160 are currently at grades 9-12. In 11th grade there are four students who will need to be moved to the ALC. What is there for next year's 12th graders? There are eight students at Level III and 17 at Level IV.
 - There is space? The students who are mainstream would be treated as any other student. There is space for the four students needing to go to ELC.
 - The Arlington students moving from 9th to 10th grades, there is no way for the Arlington teachers to follow them? No. The 9th graders would be required to apply for Washington, they would not automatically be moving up. The current 9th grade population would be recruited from for application to the Washington Technical Magnet. The rationale is that when the students signed up they signed up for Arlington High School, the school name will change to Washington Technical Magnet and it will be a 7-10 school and there will be one additional hour of instruction daily.
 - So the 168 would have to go through the application process? Yes and more than likely would be accepted based on numbers.
 - What are the costs? The amount saved is \$913,000, the original cost savings put in the proposal. This is the original proposal.
- **Scenario 2: Washington BioSmart 7-12**
All 7th-12th graders at current Washington and Arlington sites combine into one BioSmart program.

There would be an articulation of the BioSmart program from grades 7-12 and college readiness. There would be a high concentration of students in special education. (Approximately 233-250 students would need special education services. This would

increase the overall percentage of special education students, as well as, special education teaching staff, paraprofessionals, and related services for this site.)

Growing a school all at once is not the best academic practice. Schools that have developed most successfully are those that have started at the lower levels and built up from there. Some examples are the language immersion and Montessori programs.

The impact on staff would be the current Washington teachers would relocate to the new building. Current Arlington teachers would be placed through voluntary and involuntary transfer processes as defined by the labor agreement. New positions as a result of the expansion would be posted. Other Staff (paraprofessionals, clerical, custodial, etc.) would be assigned or reassigned based on program needs and as defined by each respective labor agreement.

For this scenario to be successful, senior high school staff would need to increase their understanding of middle school students. Ongoing professional development will need to be in the areas of BioSmart, adolescent development and curriculum alignment.

Placing the two sites at the same location would not support staff buy in and commitment to the program. This is not best practice. According to research, in order to have buy-in there needs to be 80% or more of the licensed staff agreeing to the buy-in of what the program looks like in order for it to be successful.

QUESTIONS/DISCUSSION:

- Why does this result in such a large number of Special Ed students and what is the anticipated total enrollment expected to be? Response: The number is so high because Arlington has unique Setting III programs for autism and learning disability students. In Scenario I all the Special Ed programs would be removed; in II they would be brought together (both Arlington and Washington).
- In both scenarios the Washington program continues at Arlington? Yes.
- Surprise was expressed that in expected impacts there was only one positive item and a negative spin was put on teachers coming together. Why is there concern that there would be trouble with buy-in as teachers have been trained in BioSmart? Response: Every school has its own culture. From what has been gathered in looking at a 7-12 system and merging of cultures, typically if one set of numbers out rank other numbers the dominant numbers have the prevailing emphasis. In this case the desire is to have BioSmart the prevailing emphasis. However, teachers coming together takes time, anywhere from three to five years to get it correct and blend into one.
- Special Ed students need as much stability as can be provided so this is a positive and having them all together would seem to be another positive. Response: The issue is the district has been trying to balance high school and middle school so no one has a high concentration of Special Ed and ELL. District direction has been to align with equity in order to have schools with similar populations with Special Ed needs. This is a concern because this would not align with best practices.
- The impact on students by bringing together large number of Special Ed students, would there be additional costs associated with additional staffing? In Scenario II yes, 1 FTE.
- Clarity was requested on adolescent development and if there would be differentiated training needed for teachers of middle vs high school students? Response: Typically the focus in middle school on professional development is around social and physical development of students. It does take a unique personality to guide middle schoolers. What is often seen is newer teachers are assigned to the younger age groups, with more tenured teachers assigned to the rigorous content areas of 11th and 12th grades. In 7-12 there is a need for flexibility in teachers in order to work with 7th and with 12th graders.

- Scenario II has the greatest number of 11th and 12th graders in the program. What is the potential for participation and success for these 10th and 11th graders in the BioSmart program? Particularly relative to the Special Ed students. Response: The students are extremely committed to BioSmart. If the program is kept as a 7-12 it will still be a BioSmart program. Currently there are 36 10th grade students taking BioSmart classes. The classes grades 9 to 10 take are general reading, math, science and some get into BioSmart classes designed as the start to pathways. The students get in deeply in the 11th and 12th grade. Currently there are about 100+ in the 11th grade BioSmart classes; that is by design and because it takes time to grow. The first two years do some BioSmart classes but are not heavily into it. There are a few classes not offered in other high schools. 34 students in grade 10 are taking classes unique to Arlington. The 11th grade is heavily involved in BioSmart classes with 70 students.
- Are there savings under this proposal? The estimated savings are zero. Scenario II is no different from a co-location you still have grades 9-12. In addition, based on discussions, there is also the articulation of the athletic program in this scenario which would cost \$289,000. This scenario requires a complete contingent of administrative and support staff. The building will be at 1,600-1,800 students and there will still be a need more people for 9-10 grades. The students carry the money (whether it is the new Washington or the old Arlington it is still more students). You still need administration because you are doubling the number of students in the building and also starting a new program and developing a new culture.
- The possibility of a new 7-12 school at the Arlington site which will be called Washington. This was compared to Humboldt where there is a 7-12 site with one principal and some assistant principals. There must have been a saving when the Humboldt Junior High was moved in with the Humboldt High School. Response: Yes, but that was only 750 students, it was a small number. Washington would have more students 900 to a 1,000. There are still two programs. The original plan was there would be 2 principals.
- If you are going to merge 7-12 grades there would be one principal in charge of the one program. In this case there would need to be at least 1 FTE in Special Ed. The cost savings are unknown as there is no way to know the student population. There might be a savings for one principal (\$150,000) and then add the \$81,000 for the FTE in Special Ed.
- Scenario II if it is one school, Washington 7-12, why two budgets? Response: It could be one budget but it is still a single amount of money. The other risk is that now the AYP status also becomes one. In AYP issues when two schools are combined a number of things come into play – in all scenarios there is a combination of histories and the school with the larger number of students (the restructured status of Arlington) could make a case for investigation into whether the changes are sufficient to warrant an new AYP or maintaining the old.
- Are there schools in Minnesota with similar histories of AYP schools still working through mergers? Response: Humboldt and Maxfield were both schools that received a new AYP history. Because Washington will be continuing the work with BioSmart focus it may not be a sufficiently significant change to be seen as a new school.
- Cultural issues, when Humboldt was done, was there not a closure interrupted with a gap year? Response: No. The restructure of Humboldt Jr. began in 08-09 under the environmental focus. Humboldt Junior was the first to be addressed. Then large-scale system change came into play and the 7-12 structure was announced. Humboldt Jr. was closed and moved into Humboldt Sr. This change had a one and a half year planning process.
- A double concern was expressed for the high-density level of Special Ed at the school which causes challenges that schools have not been able to overcome in the past. This is both a high level of very needy ELL students, plus a high level of poverty plus cultural differences which are significant between Washington and Arlington compounded by the move from one building to another. Isn't this setting

the school up to fail? The concept is to make it better for kids; this probably would not.

- Humboldt Junior and Senior transformed from 7-12 but they were in buildings which were right next to each other. Many of the students went through the 7-12 path in the Humboldt complex. The concern for this scenarios is the number of students who would be co-locating and the fact that this is an extreme change within a short period of time. At Humboldt a cap of 800 was put on so they could reinvent themselves and it took time to plan carefully and for the teachers to work together.
- Administration did build the configuration of 7-12 at Humboldt 2 grades at a time. This was used as a guiding principle for Arlington and Washington with the purpose of developing a culture for school change, communicating the change to the community and stakeholders. The communication to Washington has been 7-10 for next year not a 7-12 structure.
- A caution was expressed about making assumptions without having input from some of the concerned groups.
- Scenario II is the most inclusive but not necessarily the most integrated one. The numbers of students participating in the BioSmart classes – provide a description of what current class sizes between Washington and a typical class size in the BioSmart classes at Arlington. There was mention of 6, 7, 20, 30 – are those class sizes? Response: Typically what you will find in Title I funded schools vs non-Title I is a lower class size among Title I usually 25 to 1. There is a claim that Central and Highland are at 45 to 1, this is not true. To be fiscally responsible the secondary classes should be running from 25 to 1 to 30 to 1 to make the best use of the FTEs. You have to be careful because if you average in all class sizes that would include Special Ed and ELL and that is where there should be a lower class size numbers. Arlington has approximately a 14 to 1 ratio but that includes Special Ed and ELL.
- As the transition is made there is a need to begin identifying what aspects of class size or student participation in classes may be different. There were questions about staff earlier but it was staff in relation to student numbers. It sounds like the ratio is lower so the expectation would be that this would need to grow.
- The District has and is grateful for all of the partnerships across the district. Are there partners who are supporting Washington and Arlington, what might discontinue? Response: When you have students engaged in internships (32) sponsors tend to work closely with the school and since this is usually a 12th grade opportunity they are working closely with Arlington. Administration has heard from some of them to discuss plans. There is a very strong advisory board associated with BioSmart. Once next steps are known the plan is to work with them on how to push the emphasis down to 7th and 8th grade and look at that clear articulation from 7-12 and what it might look like for the next couple of years depending on the grade configuration and how constituents such as Regions Hospital might lend support at the lower grades. The mentorship programs in the middle years are important and may be the way to have the partners relate at the lower grades.
- It was stated it is important to look at partners and mentorships and the tutoring aspects. Some partners have expressed interest in strengthening these areas and it should be pursued.
- What are the budget implications if next year is a 7-12 program? The original proposal was to continue only the 12th grade and move the 11th grade to other schools. The issue, as the Board makes its decision about savings or where the District would be at with the discontinuation of Arlington based on any of the four scenarios. Response: Only Scenario I has been costed out as the allocation process was done. The other three scenarios would be impacted. If an allocation was made to Arlington as it is today in FY 10-11, the allocation would be at \$4.7 million range. Of that allocation \$2.5 million are attributed to Comp Ed, Referendum and Integration. If the whole allocation for Arlington is looked at and then incorporated into any of the scenarios, the allocation process would need to be changed for the schools that would be impacted. So, if there were to be 7-12 at Washington New under Scenario II the allocation would have to be \$2.5 million and

no funds would have to be distributed as the population would not be distributed. Other distributions would be needed in Scenario IIIA – Grades 7-10 + 12 on-track that \$2.5 million would have a different distribution and would follow the projected distribution of the students to other high schools. Scenario IIIB – Grades 7-10 (Old Washington and Grades 11-12 on-track (Arlington) would also be distributed. Allocations have been made based on the initial plan so there would need to be an adjustment made among the schools for appropriate distribution if another option than Scenario I is chosen. The figures on the chart are general fund dollars. Additionally the \$913,000 reduction would need to be captured and spread across all schools as well.

- It was noted there would be an impact and it would permeate the entire district if a choice other than I is made.
- Seeing the chart on class size comparisons, it looks like there would be an abrupt increase in class sizes in some classes. This will be a another kind of transition for the students.
- What are the pros and cons of the 7-12 scenario? Major things would be teacher unity, increased Special Ed numbers.
- What were some key positives of the Humboldt 7-12 experience? Particularly how the Special Ed aspect worked out at Humboldt. Response: There is a great deal of difference between this and Humboldt. The planning team was given nine months starting the year before the implementation of the 7-8 program restructure occurred. The planning team leadership board consisted of 24 members. They developed the framework for studies – the real restructure needs to take place between the parties doing the restructuring. They looked at staffing and all the other pieces which needed to be in place to begin the implementation of each stage for the next three years. The three levels had benchmark opportunities built in for students to engage in so the kids would own the program. When they began to look at the restructure for Humboldt Sr. High it was a natural to continue on the environmental focus and college readiness because that is what they were engaged in. The previous superintendent decided to move on the 7-12 structure because of all the planning which had taken place. At the same time the opportunity had been taken to do some sharing of staff and resources (foreign language and electives not available as a stand-alone site). There was some turnover of staff who were placed at other sites throughout the district. When Humboldt Jr. and Sr. were combined Special Ed was removed from both schools – this was programs for cognitive disabilities, emotional behavior disorder and autism. There are still Special Education students in the combined school. It was necessary to remove some for equalization as a percentage for secondary programs. Humboldt has made very good progress. Humboldt's AYP history is that the 7-12 program kept the senior high history; the junior high history ceased to exist. Humboldt now needs to address the Federal requirements of being identified as a low performing school.

- **Scenario 3A: Phoenix Program – 12th Grade Only**

This scenario would create a stand-alone program in the new Washington Secondary building that educates only former Arlington 11th graders who, by June 2010, are on-track to June 2011 graduation. This program would discontinue in June 2011. This plan is based on the recruitment of 150-160 12th grade students.

Presently there are 209 11th graders enrolled. 172 (82%) of these 209 students are on track to graduate based on credits. Of the current 11th grade students:

- 138 have passed the writing test.
- 113 students have passed the reading test.
- 99 have passed both tests.

There are currently 95 ELL students in 11th grade at Arlington. Of these, 25 will be in leveled ELL classes next year. They may not all be on track for graduation in one year. Assuming that most students will move up one ELL level per year, for next year we would

need to have 3 classes if they all remain there. If they don't all remain at Arlington next year, the need for classes might change.

The Special Education LD III program in grades 9 through 12 would need to relocate because it is a small program that has specific curriculum to address the students' needs and is staffed to address those needs.

Students would have limited extracurricular activities, such as JROTC (which would be available) and would be determined by the 7-10 program. Athletic opportunities would be limited to varsity co-ops with other schools, participation in under grade sports and/or intramurals. Students could retain class rank and leadership opportunities. BioSmart course offerings, such as internships and the certified nursing program, would be available for students in grade 12. Washington could benefit by sharing bilingual EAs (and increasing the number of languages represented in each school) and possibly a teacher (depending on number of classes needed at each site).

- **Scenario 3B: Phoenix Program – 11th and 12th Grade**

This scenario creates a stand-alone program in the new Washington Secondary building that educates former Arlington 11th and 12th graders who, by June 2010, are on-track to four-year graduation. This program would discontinue in June 2012. This plan is based on the recruitment of 150-160 11th grade students and 150-160 12th grade students.

There are presently 209 11th graders enrolled. 21% of these students are Special Ed, 11% are ELL. 172 of these 209 students are on track to graduate based on credits. Of the current 11th grade students:

- 138 have passed the writing test.
- 113 students have passed the reading test.
- 99 have passed both tests.

In addition, there are 190 current 10th grade students. 19% are Special Ed students, 17% are ELL students. 163 (86%) are on track to graduate based on credits. Of the current 10th grade students, 107 have passed the writing test.

There are currently 216 ELL students in 10th and 11th grades at Arlington. Of these, 56 will be in leveled ELL classes next year. The breakdown by level is: 0 in Level 1, 4 in Level 2, 22 in Level 3, and 30 in Level 4. They may not all be on track for graduation in one or two years, especially the ones at the lower ELL levels. Assuming that most students will move up one ELL level per year, for next year there would need to be 3 classes if they all remain there. The level 2 students would have to join a level 3 cohort or move to an ELC site with level 2 service.

Current Washington teachers would relocate to the new building. Current Arlington teachers would be assigned to the new 11-12 program based upon seniority and licensure. All remaining Arlington teachers would be reassigned through the voluntary and involuntary transfer processes.

Other Staff (paraprofessionals, clerical, custodial, etc.) would be assigned or reassigned based on program needs and as defined by each respective labor agreement.

Based on a 28:1 class size ratio, the site would be able to support 12 FTEs (estimated cost of \$984,000). Additions are 1 counselor, 1 AP, and 1 BioSmart licensed staff (\$314,000) = \$1,298,000. 8 of the 12 FTEs will be needed for core content implementation. Remaining 4 FTEs will allow for limited electives, BS and remediation.

Under either plan A or B, Washington could benefit by sharing bilingual EAs (and increasing the number of languages represented in each school) and possibly a teacher (depending on number of classes needed at each site).

It was noted FTEs should be cut in half for Scenario 3A and other support would be determined by the money the students produce.

Administration was asked which scenario it would recommend. Response: Scenario 1 or 3A.

MOTION: Ms. Carroll moved the Board of Education support Scenario 3A and fund it if there are sufficient numbers (150) of students to have a viable program and if that number is met within a period of time established by administration. Motion seconded by Ms. Kong-Thao.

QUESTIONS/DISCUSSION:

- Thanks were extended for pulling the scenarios together. Concern was expressed that as this moves forward the offering will not be a full offering for the students. SPPS goals are to provide a quality education for all students. This seems to be doing it piecemeal or maybe compromising quality for the students in moving forward. There needs to be some assurance they will receive a quality offering. We hear the students but we are also looking for quality education for them and the opportunity to graduate with the best education afforded to them. They will have to make sacrifices and may need to go outside the school to get some pieces. The District's task is to provide a comprehensive, quality education so it would seem to be better to move to other schools and track their education offerings.
- The cost issues relative to savings; what are the estimated savings for 3A? Response: \$443,085 in savings for 3A. 3B savings would be \$162,637.
- This is a complex situation and many people are affected both staff and students. There is a committed and capable staff who will provide a good programs to these students. However the question still remains, can we provide quality programming from a selection perspective, enough variety to make the program suitable to students to move on to post secondary options.
- The Superintendent spoke again to her recommendation say the concepts brought up about the quality of education and more comprehensive high school would benefit students in going to a different school. The recommendation is a compromise to address the concerns the students had brought forward. The quality would be good in any place, the choices and extracurricular options are less. If the budget factors are added one saves more than the other but that is not the primary factor to consider.
- One Board member stated he could not support any scenario that eliminates the 11th graders. The decision has been driven and forced on the district by from pressure of the demands of the NCLB which are punitive to schools and students and in flux. The reputation piece the Arlington community has battled for years, caused by poor decisions early in Arlington's history. Those decisions are culminating in these students paying the price. Arlington is now beginning to turn the corner through the BioSmart program.
- Another member stated he favored having a chance to provide a program to the current grades 10 and 11, particularly 3B. This gives the students a chance to stay connected. This provides the best learning opportunity to the students to graduate whatever that might mean to them. He stated he would favor one of the options allowing for grades 11 and 12.
- Concern was stated about continuing to move forward with a program for two grade levels and what is offered in the other comprehensive high schools -- a larger curriculum choice, different electives and extracurricular opportunities. Support was given to the idea of the current juniors graduating from Arlington. It is a disservice to the current sophomores to have two of their four high school years in a limited curriculum based setting and this will not, in the long run, support their goals and dreams.
- The limitation on core curriculum offerings and extracurricular activities. There may be two options; they could participate in some of the Washington offerings. The Superintendent noted the two "schools" would be on entirely different schedules so

they would start and finish the day at very different times. Option 2 would be to choose to stay in the building with limited opportunities and utilize options at other schools. The Superintendent stated that was one reason why they were being kept on the same schedule the high schools have in order to offer extra options for the students. The District will create the best it can create so the students can graduate with a good education. The staff and councilors are committed to the kids.

RESTATEMENT OF

MOTION:

Ms. Carroll moved the Board of Education support Scenario 3A and fund it if there are sufficient numbers (150) of students to have a viable program and if that number is met within a period of time established by administration. Motion seconded by Ms. Kong-Thao.

The motion was approved with the following roll call vote:

Mr. Brodrick	No
Ms. Street-Stewart	Yes
Ms. Carroll	Absent
Mr. Hardy	No
Ms. Kong-Thao	Yes
Ms. O'Connell	Yes
Ms. Varro	Yes

It was noted the Board still needs to get to \$27 million savings.

QUESTIONS/DISCUSSION:

- The Board has done good work in moving toward the \$27 million and looking at any additional proposals now would be somewhat counterproductive. Response: The purpose is to close out as much as possible the budget discussion and deal with the few minor items still on the agenda.
- The Superintendent asked to revisit the numbers in order to know how short they are from the \$27.2 million. She stated administration has exhausted its options and the only place the remaining money can be found is from the schools.
- Clarification was asked for on the status of Hazel Park. Response: It would not be closed but would become the location of Ames/Sheridan. It would not remain open as a middle school. This would be one less building closed (\$500,000).
- The Chief Business Officer estimated the reductions stood at \$26.6 million though he stated he would need to review the detail of the motions made to refine it and be sure it is accurate.
- The recommendation was made to leave it to the Superintendent's discretion to identify where the remaining deficit come from. There may be other options brought forward and there is still two months before the final approval needs to be made.
- The magnet transportation option was mentioned as a possibility. The Superintendent expressed concern in looking at the magnet transportation option right now as the change would occur for all schools that have transportation and it would affect many families. The right-size study needs to be completed before those decisions are made. Administration has brought everything it has forward to the Board for consideration so the amount will need to be taken from the allocations to the schools. She stated she would rather do it now and if there is money left over it can be sent back to the schools.
- The Chief Business Officer stated the budget process is in pretty good shape; it is not all the way there but further than in previous years. From the Business Officer perspective the difference is small and there are some areas which can still be explored.
- The Board expressed appreciation to the Superintendent for being very thorough and thoughtful about turning over every stone to reach the numbers. She went on to say the amount was small enough in the grand scheme of things that the Board is expressing its confidence that the Superintendent will be able to find the monies.

B. Human Resource Transactions

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

IX. CONSENT AGENDA

MOTION: Ms. Carroll moved approval of all consent agenda items with the exception of Bid No. A9346-K: Athletic Field Turf Replacement at Harding Senior High School which was pulled for separate consideration. Motion seconded by Ms. Varro.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 28245. Acceptance of a Gift of a 2007 Dodge Caliber from Chrysler Group LLC
That the Board of Education authorize the Superintendent (designee) to accept this gift from Chrysler Group LLC.

BF 28246. Acceptance of a Gift of Two 2003 Saturn Vue Vehicles from General Motors Company
That the Board of Education authorize the Superintendent (designee) to accept these two vehicles from General Motors Company.

BF 28247 Arlington High School Scholarship Award from KOPP Family Foundation
That the Saint Paul Public Schools Board of Education authorize the Superintendent to allow Arlington High School to accept this scholarship award from KOPP Family Foundation and that the total scholarship award of \$6, 000 will be deposited in to the intra-school fund, 19-240-291-000-5096-0000.

BF 28248 Acceptance of Scholarship from The Kopp Family Foundation in Partnership with KOPP Investment Advisors
That the Board of Education authorize the Superintendent (designee) to allow Johnson Senior High School to accept this grant from the KOPP Family Foundation in partnership with Kopp Investment Advisors. This grant of \$5,000 will be deposited into the Intra-School Fund, #19-230-000-000-5096-0000.

BF 28249 Gift Acceptance From the NEA Foundation
That the Board of Education authorize the Superintendent (designee) to allow Crossroads Elementary School to accept this gift from The NEA Foundation and that the Superintendent (designee) will send a letter of appreciation to The NEA Foundation.

B. Grants

BF 28250 Request for Permission to Accept a Grant from an Anonymous Donor for Capitol Hill Magnet School

That the Board of Education authorize the Superintendent (designee) to accept a grant from an anonymous donor for Capitol Hill Magnet School and to implement the project as specified in the award documents.

BF 28251 Request for Permission to Submit a Grant Application to Citigroup Foundation for Academies of Finance at Arlington, Como Park and Johnson High Schools

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Citigroup Foundation for the continued implementation of Academy of Finance at Arlington, Como Park, and Johnson High Schools in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28252 Request for Permission to Submit a Grant Application to the Michelson Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Michelson Family Foundation for Early Childhood Family Education to create a collaboration between ELL and ECFE, teaching literacy to adults and their young children; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28253 Request for Permission to Partner Submitting a Grant Application to the Minnesota Department of Health for the Eliminating Health Disparities Initiative Community Grants Program

That the Board of Education authorize the Superintendent (designee) to partner in submitting an application to the Minnesota Department of Health Elementary and the Eliminating Health Disparities Initiative Community Grants Program to close the gap in health status of American Indians in the area of diabetes through: bi-weekly evening sessions for individuals and families that include a medical check-up and a focus on nutrition, presentations by medical professionals, group discussions, culturally-grounded diabetes knowledge and prevention curriculum for youth in school and community settings; youth support groups, Native dance opportunities for youth, and family physical activity events. SPPS will partner with the Saint Paul Area Council of Churches Department of Indian Work, Ain Dah Yung (Our Home) Center, American Indian Family Center, and the University of Minnesota Medical School for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28254 Request for Permission to Submit a Grant Application to the City of Saint 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 a new playground at Maxfield Magnet; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28255 Request for Permission to Submit a Grant Application to the U.S. Department of Education for a Teaching American History Grant

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education Elementary and Teaching American History Grant Program to improve content knowledge and teaching strategies of U.S. History teachers through professional development practices such as: PLCs, Job-Embedded Content-Based Coaching, university-level instruction, historic site field experience and workshops from professional historians. The project will increase content knowledge and teaching strategies by providing staff and professional development. SPPS will partner with The University of Minnesota, Minnesota Humanities Commission, Social Studies Student Services, and the Minnesota Historical Society for the project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28256 Request for Permission to Submit a Letter of Intent to Apply for Funding to the Yackel Foundation

That the Board of Education authorize the Superintendent (designee) to submit a letter of intent to apply for funds to the Yackel Foundation for Highland Park Elementary and Benjamin E. Mays International Magnet School to implement their third year of Literacy Arts and Community Building; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 28257 Supplemental Educational Services Contracts - Revision of Contract Amounts for Four SES Providers Due to Revised Student Enrollment Numbers

That the Board of Education authorize the Superintendent to revise the contract amounts for the five authorized SES providers listed in this document.

D. Agreements

BF 28258 Approval to Enter Into An Agreement With AVID Center

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with AVID Center for the continued implementation of the AVID program at the secondary level and at the elementary level.

BF 28259 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representatives for Supervisory Employees

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 supervisory employees represented by the Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2009 through June 30, 2011.

BF 28260 Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisor's Organization Representing Supervisors

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2010, through December 31, 2011.

BF 28261 Request for Permission to Enter Into Food Service Agreements with Various Schools and Programs

That the Saint Paul Public Schools' Board of Education authorize the Superintendent or designee, to enter into agreements to provide food service for non-Saint Paul district schools and programs.

BF 28262 Authorization for Amendment No. 3 to Lease Agreement for Space at 1919 University Avenue for Program for Social Development (PSD)

That the Board of Education authorize the Chair and Clerk to execute Amendment No. 3 to the lease agreement for space in Suite 100 at 1919 University Avenue, Saint Paul, MN, for a one year term, commencing July 1, 2010 and terminating June 30, 2011 in accordance with all terms and conditions of said agreement.

BF 28263 Site Agreement 2010-2011, Minnesota Literacy Council (Sponsor) and The Lab: Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with AmeriCorps*VISTA Services to provide educational and wellness services for approximately 300 students with emotional & behavioral disorders for the period July 1, 2010 through June 30, 2011 at the cost not to exceed \$10,000.00.

E. Administrative Items

BF 28264 Calendar Year 2010 Alternative Bonds

That the Board of Education approve and authorize the calendar year 2010 facilities plan for alternative bonds.

BF 28265 Request for Adoption of an Updated District Aquatics Manual

That the Board of Education authorize the Superintendent (designee) to approve the adoption of an updated District Aquatics Manual.

BF 28266 Recommendation for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunization

That the Board of Education excludes the named students from school effective April 29, 2010 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 28267 Humboldt Secondary School Name Change to Humboldt High School

That the Board of Education authorize the Superintendent (designee) to approve the name change of Humboldt Secondary School to Humboldt High School.

BF 28268 Humboldt School Forest

That the Board of Education authorize the Superintendent (designee) to approve Humboldt becoming a School Forest.

BF 28269 Approval of Inter-District Summer Programming in 2010

That the Board of Education authorize the Superintendent (designee) to implement Inter-district Summer Programs in 2010.

BF 28270 Monthly Operating Authority

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

(a) General Account	#468447-470199	\$59,139,915.13
	#3014319-3014419	
(b) Debt Service	-0-	6,696.75
(c) Construction	-0-	1,135,720.04
		<u>\$60,282,331.92</u>

Included in the above disbursements are payrolls in the amount of \$35,402,439.42 and overtime of \$ 122,062.11.

(d) Collateral Change None

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

BF 28271 Request for Permission to Submit An Application to the State for Kindergarten Milk Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent or designee, to submit an application for Kindergarten Milk Funds for the 2010-2011 school year and, if granted, to accept such funds.

BF 28272 Request for Permission to Submit An Application to the State for School Breakfast, School Lunch and After School Snack

That the Saint Paul Public Schools' Board of Education authorize the Superintendent or designee, to submit a consolidated application for School Breakfast, School Lunch and Afterschool Snack Funds for the 2010-2011 school year and, if granted, to accept such funds.

BF 28273 Request for Permission to Submit An Application to the State for Summer School Food Service Program Funds

That the Saint Paul Public Schools' Board of Education authorize the Superintendent or designee, to submit an application for Summer Food Service Program and, if granted, to accept such funds.

F. Bids

BF 28274 Bid No. A9347-K: Room Modifications and Security Improvements at Rondo Education Center

That the Board of Education authorize award of Bid No. A9347-K for construction of room modifications and security improvements at Rondo Education Center to JS Cates Construction for \$166,400.00 for the lump sum base bid plus alternate no. 1.

BF 28275. Bid No. A9349-K: Piping Replacement at Harding Senior High School

That the Board of Education authorize award of Bid No. A9349-K for construction of piping replacement at Harding Senior High School to Schreiber Mullaney Construction for \$825,271.00 for the lump sum base bid plus alternates no. 1, 2, 3, 4, 5 and 6.

BF 28276 Bid No. A9355-K: Interactive White Board Installations at Various Locations

That the Board of Education authorize award of Bid No. A9355-K for installation of interactive white boards at various locations to Peoples Electric for \$955,000.00 for the lump sum base bid.

BF 28277 Bid No. A9362-K: Kitchen Remodeling and Student Storage at Cherokee Heights Elementary School

That the Board of Education authorize award of Bid No. A9362-K for construction of kitchen remodeling and student storage at Cherokee Heights Elementary School to Schreiber Mullaney Construction for \$192,326.00 for the lump sum base bid plus alternates no. 1, 2, 3 and 4.

BF 28278 Bid No. A9367-K: Interior and Exterior Improvements at Mississippi Elementary School

That the Board of Education authorize award of Bid No. A9367-K for construction of interior and exterior improvements at Mississippi Elementary School to Schreiber Mullaney Construction for \$460,992.00 for the lump sum base bid plus alternates no. 1, 2, 3, 4 and 5.

BF 28279. Bid No. A9374-K: Paving Replacement at Ramsey Junior High School and International Academy/LEAP

That the Board of Education authorize award of Bid No. A9374-K for paving replacement at Ramsey Junior High School and International Academy/LEAP to Gladstone Construction Company for \$130,650.00 for the lump sum base bid plus alternate no. 1.

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION

BF 28280 Bid No. A9346-K: Athletic Field Turf Replacement at Harding Senior High School

Director Hardy asked for clarification on whether this offered an opportunity to do other work on the track. Will extra work be done? Will the track around the field be taken care of? Response: The track is part of the project and part of the base bid on project.

MOTION: Ms. Carroll moved that the Board of Education authorize award of Bid No. A9346-K for replacement of turf on the athletic field at Harding Senior High School to Peterson Companies for \$983,900.00 for the lump sum base bid option #3 plus alternates no. 1, 2, 3, 4 and 5. Motion seconded by Ms.Varro.

The motion was approved with the following roll call vote:
Mr. Brodrick Yes

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

X. **OLD BUSINESS** - None

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 - None

XIII. **FUTURE MEETING SCHEDULE**

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

- May 18
- June 1 Special Board Meeting 4:30 p.m.
- June 15
- July 20
- August 17
- September 21
- October 19
- November 16
- December 14
- January 4 – Annual Meeting
- January 18

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

- May 4
- May 18 -- 4:30 p.m. & following Board meeting
- May 20 (Thursday)
- June 1 -- 5:30 p.m.
- July 13
- August 3
- August 24
- September 14
- October 5
- November 9
- November 30
- January 11
- February 1

XIV. **ADJOURNMENT**

MOTION: Mr. Brodrick moved the meeting adjourn; motion seconded by Mr. Hardy.

The motion was approved with the following roll call vote:

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

Ms. Varro

Yes

The meeting adjourned at 7:45 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