

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street

July 21, 2009

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT: Mr. Goldstein, Mr. Brodrick, Ms. Street-Stewart, Ms. Carroll, Mr. Hardy, Ms. Kong-Thao, Interim Superintendent Kelly, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

Mr. Hardy requested the item on page 51, Project Early Kindergarten Evaluation Services with Amherst H. Wilder Foundation be pulled for separate consideration.

MOTION: Ms. Carroll moved approval of the Consent Agenda with the exception of the Project Early Kindergarten Evaluation Services with Amherst H. Wilder Foundation which was pulled for separate consideration. Motion seconded by Ms. Street-Stewart.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

B. Order of the Main Agenda

MOTION: Ms. Carroll moved approval of the Main Agenda as revised; seconded by Mr. Hardy.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

MOTION: Ms. Carroll moved, seconded by Ms. Street-Stewart, the Committee Reports be moved to follow Public Comment on the main agenda.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
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Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of June 16, 2009
- B. Minutes of the Special Board of Education Meeting July 13, 2009
- C. Minutes of the Special Board of Education Meeting July 14, 2009
- D. Minutes of the Special Board of Education Meeting July 20, 2009

MOTION: Ms. Carroll moved approval of the Minutes of the Board of Education meeting of June 16, 2009 and the Special Board of Education meetings of July 13, 14 and 20, 2009. Motion seconded by Ms. Street-Stewart.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

V. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting July 14, 2009

This was a rather lengthy meeting addressing two primary areas, the first being:

- 1. The 2009-2013 SPPS Integration Plan

The Director of Educational Equity presented the District's 2009-2013 Inclusiveness (Deseg) Plan which essentially updated the 2005-2009 Inclusiveness Plan, allowing the District the opportunity to implement any Board changes in school choice or attendance areas in the spring of 2010 and also fully incorporate the impact of legislative changes in the Minnesota Deseg Rule that takes effect in the coming school year.

The plan was developed to comply with the Minnesota State Desegregation Rule 3535.0100 to .0180 and is required to be submitted to the Minnesota Department of Education (MDE) every three to four years. The primary purpose of this plan is to increase inter-racial contact and to create and expand educationally justifiable opportunities that contribute to an inclusive learning environment consistent with the intent of the Desegregation Rule.

The Minnesota Deseg Rule has three fundamental tenants: (1) parents must be provided with choice; (2) those choices must be voluntary and (3) those choices must result in racial balance.

The plan is central to reform efforts the District is implementing and to achieving increased academic outcomes for all SPPS students. The District remains committed to inclusiveness and working within and across districts to achieve the State of Minnesota's objectives in this area.

RECOMMENDED MOTION: That the Board of Education approve the 2009-2013 Inclusiveness (Deseg) Plan as presented.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

And the second being:

2. Review of Longfellow, Roosevelt & Sheridan Recommendations

There was acknowledgement the Board had reached the final steps in the current stage of rightsizing and consolidation recommendations and it was recognized the decision to close schools is one of the more difficult decisions a Board has to make. It was again stated the district has limited resources so it needs to look at every opportunity it has to enrich the lives of all of its students and at the same time reduce expenses.

There was extensive discussion and many questions/concerns were advanced and addressed on all three schools: Longfellow, Roosevelt and Sheridan. District will continue to work with the communities and families in the areas. As the discussion process moved to conclusion the following motions were made:

RECOMMENDED MOTION: That the Board of Education remove Sheridan from consideration for repurposing.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

RECOMMENDED MOTION: That the Board of Education accept, with regret, the recommendation to temporarily close Roosevelt Elementary School for up to three years effective June 15, 2010.

QUESTIONS/DISCUSSION:

- The statement was made that the strengths Roosevelt embodies are what the Board is looking for in a school and community. It has been a home to many immigrant communities and the community has worked hard with many successes in rebuilding the image of the west side. It was noted there was a good deal of change happening on the west side with the closure of Humboldt Junior High and now Roosevelt.
- Clarification on the number of students attending school who are not from west side was requested. Response: Based on 07-08 numbers, 40% of the students choosing the school are from the east side and 31% from the west side. Growth would have to come from families who do not live on the west side.
- On a practical basis what are the consequences of allowing Roosevelt more time. Response: If closing is delayed or Roosevelt is not closed, it would create another deficit of approximately \$600,000 in SY 2010-11. Since the district is facing a structural deficit the money would have to come from (1) finding one or possibly two other schools to close or (2) taking money out of budget areas resulting in layoffs of personnel or damage to other programs. Excluding the impact on children and families, from a fiscal position removing Sheridan and Roosevelt would create a need to find \$1.2 million in additional funds to cut from the SY 10-11 budget.

- Thanks were extended to those who spoke in support of schools. Thanks were extended to families, staff, community supporters at all the schools for the work done on behalf of the kids. Everyone was reminded that no matter what program or school, they all have the support and the gift of community involvement. All families and students love their schools.
- Without a specific timeline, during the period of time the buildings are temporarily closed, what takes place? Response: The temporary closure is a new provision in law and new territory for the district. Students attending the closed school would be redistributed to other schools in the district. Administration would engage with the school community & broader community about potential programmatic changes which might occur. It was reiterated that the district has more infrastructure than what is needed at the elementary level so it would be unlikely to reopen as an elementary school so other uses would be explored for the space.
- If Roosevelt closes concern was expressed about what happens during the next school year while the school is still open. The Interim Superintendent stated she felt the community would insure a good school year in 2009-10. In the longer run, preparations would be made for families and students in terms of relocation and plans made to guarantee students who want to stay on the west side would be able to do so. Administration was asked to address the process in terms of maintaining integrity in 2009-10 and what support families would be given for schools in 2010-11. Response: Students will continue to receive a high quality education. The community would insure a good last year for the school community. Once the initial grieving process passed families would be moved into the choice process to select another school. It is proposed to mirror the process used at Homecroft to provide families choice. The Placement Center will have a close working relationship with school staff to identify all families in order to have on-time applications in during the school choice season. Every effort will be made to make the transition smooth and opportunities greater within the parameters of the school choice system.
- Until the Board acts administration can't begin to think about what might happen with the buildings as far as future programming. It was suggested the district needs to have a process in place very quickly. Would the process start once there is closure of the school? What would the response of the district be if it was the Board's directive that a plan for Roosevelt, beginning in the fall of 2010, be brought forward in April 2010? Response: Administration won't wait until actual closure but will begin to engage in exploration of future use of the buildings this year. There are no plans about how they might be used at this point. If the Board directed administration to come back with a plan it will immediately begin to reach out to the community and bring back a plan by the date specified.
- The District will be making decisions driven by facility issues – other schools, not performing any better than Roosevelt, are being spared from the process because of their facilities or their enrollment. Those can't be irrelevant issues because it is a factor and if a school has serious structural issues or serious enrollment issues it can't be ignored and not have it part of the decision-making process. The unspoken issue is the issue of funding – everyone is being impacted by funding of schools, neighborhoods and cities and the parties who might change that are not engaging on the issue, so schools are left being expected to do the impossible and each year make more difficult decisions in order to continue to educate the children. These decisions are decisions the Board needs to own, that is what they were elected to do.
- It was noted the same issues and difficulties apply to Longfellow as well and the decision is equally as difficult.
- The west side communities have moved forward and made positive gains in building the community. 31% of the student population on the west side are from the west side (154 students for Roosevelt) how do west side enrollments compare for the other two west side schools? And, if Roosevelt is closed, how does the district sit relative to the Latino Consent Decree? Response: Cherokee's west side enrollment

stands at 40% and 29% from the east side; Riverview's west side enrollment is 51% and from the east side of 24%. The General Council responded to the LCD question stating the closure of Roosevelt would have no effect upon the consent decree.

MOTION: Mr. Goldstein moved the motion on Roosevelt be amended to state that the Board of Education accept, with regret, the recommendation to temporarily close Roosevelt Elementary School for up to three years effective June 15, 2010 and that the Board of Education directs administration to work with the Roosevelt community and all other interested stakeholder groups to develop a school program for the school for the fall of 2010; the plan to be brought to the Board no later than the spring of 2010.

The motion failed for lack of a second.

- In looking at the student profile a question was raised on the issue of mobility and stability rates at Roosevelt; it appears there has been dramatic change. Data shows a 22% mobility rate in SY 07-08; in 05-06 31% and 33% in 04-05. Administration responded stability indicates students who are at the school on 10/1 of a given year and who are still there at year end. Mobility counts those coming in and those leaving during a given year as a percentage of the 10/1 numbers. Mobility reflects the impact on classrooms of students coming and going. Why the dramatic rise and drop? Response: Either fewer students were coming in during the year or fewer students leaving during the year.
- The statement was made that Roosevelt involves issues of equity and enrollment and educational opportunities for students. It is the school with the highest enrollment of any west side school; just don't see Roosevelt as the best option to close.
- The Chair stated the decisions are not going to get any easier. St. Paul is a community of color so no matter where the decision would be made to close a school it would have the same impact on that school community, staff and students. The Board has to approve the budget and the budget must be a balanced budget and there are also mandates which must be met and, most importantly, the children must be educated. There is a structural deficit which must be addressed and that is not going to get any better next year. No new resources are out there so the hard decisions need to be made as much as everyone regrets those decisions and the impacts they have.

RESTATEMENT OF THE RECOMMENDED MOTION: That the Board of Education accept, with regret, the recommendation to temporarily close Roosevelt Elementary School for up to three years effective June 15, 2010.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	No
Ms. Kong-Thao	Yes

RECOMMENDED MOTION: That the Board of Education accept, with regret, the recommendation to temporarily close Longfellow Elementary School for up to three years effective June 15, 2010.

The item was approved with the following roll call vote:

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

Mr. Hardy
Ms. Kong-Thao

Yes
Yes

QUESTIONS/DISCUSSION:

- A Board member requested that administration look at the classical program model, make assessments and give stronger consideration to moving the program to another school. What are the plans for Longfellow? Response: To the first question, administration will be evaluating the classical model in terms of replication of that program as part of the school choice discussion which will begin in September 09 with recommendations coming before the Board in April 2010. To the second question, similarly administration will look at the Longfellow site to determine if other possible uses exist. Again, however, with the structural deficit there will be no guarantee it will be used as an elementary school.
 - Regarding the classical program's history, part of it was looking for a unique program which might allow the school to increase its numbers and a perceived need in the district for the program. A concern was expressed that a year is not much time for evaluation. The bigger issue is that many different programs could have been brought forward that will not get the same consideration. What will the process be as the district decides what programs will be elevated to a level of scrutiny for value; is this considered strategically? Response: Administration stated consideration of the classical model would be on the table regardless of whether the school closes or not because it needs to be looked at as a strong program alternative. At this point administration is open to a broad discussion about potential programming options as it relates to school choice and what makes the most sense for the community. Administration will be coming to the Board for these types of parameters, criteria and direction so administration has a framework in which to work and proceed. The classical program will be on the table because administration will brainstorm all possibilities for programming which could exist within the school choice process. Administration does take into account the market demand and competition from other schools within the community and whether or not the district can increase enrollment by considering some of those other options.
 - How will administration ensure that other options are of equal consideration? How does administration decide on programmatic value and ensure other options get consideration as well? Response: A board member responded that In September, 2009 administration will come to the board for parameters and guidelines about the programmatic changes and the whole school choice process and future discussion on program issues should be delayed until that time.
 - Administration stated September will begin a several months process/discussion on the school choice process, the regional model and other issues in that area. Administration would be seeking clear direction from the Board about the school choice process, about the regional model recommendation and any other parameters the Board would wish to set as the choice discussion is launched. Administration's hope is there would be a willingness to brainstorm and have open consideration of various ideas and possibilities which will be put on the table for further development, consideration and discussion. At this point in time no one model has more weight than any other model that might come forward. The school choice discussion will be an involved and lengthy discussion so there will be ample opportunity for engagement. As the process moves forward all legitimate options should be considered, however, there should be clarity on the process so it can move forward effectively.
3. Policy Update – this report was postponed to the August Committee of the Board.
 4. Superintendent Transition – this was reported out later in the meeting

6. Work Session

• **CBFAC/CEAC Discussion**

This discussion was about the charge to CBFAC and an action regarding modifying the CEAC term limits.

RECOMMENDED MOTION: That the Board of Education allow the current members of the Capital Expenditure Advisory Committee (CEAC) to be eligible for re-nomination if they so desire.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

RECOMMENDED MOTION: That the Board of Education approve the Citizens Budget and Finance Advisory Committee charge for 2009-10 as reviewing and refining of the project to develop a method of collecting data on departing students and analyzing that data for trends and to study and review the budget training materials for site councils and the general public.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

B. Acceptance of the Minutes of the Committee Meetings Reports

MOTION: Ms Street-Stewart moved acceptance of the report on the July 14, 2009 Committee of the Board meeting. Motion seconded by Ms. Carroll.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

MOTION: Ms. Carroll thanked administration for their commitment to fully engage the communities in determining the future use of district buildings and asked that administration come back to the Board, at its earliest convenience (by Fall), with their plan to engage communities and key stakeholders in the decision-making process for future use of Roosevelt and Longfellow. Mr. Hardy seconded the motion.

The item was approved with the following roll call vote:

Mr. Goldstein	No
Mr. Brodrick	Yes
Ms. Street-Stewart	No
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

DISCUSSION/QUESTIONS:

- The Board was reminded that as requests come forward there is a need to consider how it will actually to be scheduled for discussion and action and that may take some time.
- Mr. Goldstein stated he would vote no on the motion because the action is not a directive. He believes giving a directive is appropriate and does not have a negative connotation and it sets a clear expectations for administration about what the Board is looking for and a timeline in which it would like to see the action happen. If those timelines are unrealistic then other things the Board might like to happen could be considered for deferral.
- Could this request be directed for discussion at a COB meeting ASAP? The maker of the motion declined and asked the motion stand.

VI. **RECOGNITIONS** -- None

VII. **PUBLIC COMMENT**

- Theresa Plasch – Roosevelt closing affects community
- Korey Matlock – Roosevelt closing staying consistent with young people
- Monica Bravo-Carhapal – Concerns with Roosevelt closing process
- Gjinny Almqyst – closing of west side schools
- Eugenia Greenman –Roosevelt closing outstanding, caring staff
- Lydia Nobello – Roosevelt closing decision-making process
- Armando Carmacho – Letter read regarding Neighborhood House stance
- John Krenik – delay action on school closings until supt. Hired
- Carlos Garcia-Velesco – Roosevelt closing Racial and economic impact study of impact of closings
- Glena Mena – Roosevelt closing
- Gjerry Berquest – Roosevelt closing

VIII. **SUPERINTENDENT'S REPORT**

The Interim Superintendent stated there had been a rich discussion at the July 14 Committee of the Board meeting on the proposal to right size the district structure with the temporary closing of schools. This was covered in the committee report. She then moved on to cover the three items to be reported out stating there was only one action on the HR transactions necessary during her report.

A. 2008-2009 School Year in Review

The Interim Superintendent reviewed the district's

- Mission - To provide a premier education for all, with long-range goals for high achievement, meaningful connections and a respectful environment.
- Vision -- Imagine every student inspired, challenged and cared for by exceptional educators; imagine your family welcomed, respected and valued by exceptional schools, imagine our community united, strengthened and prepared for an exceptional future; S. Paul Public Schools where imagination meets destination.
- Goals – to ensure high academic achievement for all students; to raise expectations for accountability; to accelerate the path to excellence; to align resource allocation to district priorities and to strengthen relationships with community and families.
- Organizational values – Service over self; embrace change; courage; expect excellence in all; love, learn and lead.

On September 4, 2008 administration presented to the Board a very critical and significant conversation on structural and system changes that would enable SPPS to more effectively and efficiently deliver on its mission. It was stated again that business as usual is no longer

an option; there is declining enrollment, surplus building capacity; labor contracts which are not as flexible as needed and a significant achievement gap. Over the course of the year additional data has been gathered and, using the newly designed Public Engagement Framework, the district talked with the schools and broader community and the Board about the challenges and opportunities before it. In May administration presented recommendations in four major areas:

- School Choice (to totally revamp the current system of choice to a regional model; discussion on this will begin in September)
- Rightsizing and consolidation which resulted in a proposal to temporarily close two schools and repurpose one
- Employee effectiveness and development which includes on-going labor negotiations and
- Academics in which several reform areas are being reviewed for funding through ARRA

In order to address the challenge/opportunities of Large Scale System Changes the district has had to rethink many things including the Strategic Plan and how external partners are engaged to support that plan. The first steps toward change over the 08-09 SY was to determine that not all of the 122 action items in the Strategic Plan would be achievable in the time allowed. The key drivers which could be achieved most quickly were identified and named "power action items." These are (priority area – focus on):

- Comprehensive professional development – Cultural proficiency
- Stable funding – SPPS as a wise investment
- High expectations – Literacy
- Address the gaps – Transitions
- Systems alignment – Efficiency and effectiveness
- Safe, welcoming & respectful environment – Behavior
- Leadership – Leadership

The paradigm for external funders also was addressed with a new partnership model where partners view themselves and are viewed as strategic partners supporting core initiatives. This will help the district streamline its focus to those critical areas where achievement for all students needs acceleration. It moves from philanthropy (where the district is a recipient of largess from the community) to one in which there are strategic partners working together to help the district's students.

Other district-wide accomplishments included:

- Opened schools successfully during the Republican National Convention
- Merged elementary school applications into one
- Continued transparent reporting (Annual Report/State of the District)
- Steady progress on the targets and benchmarks for the district's 12 measurable outcome
- A representative, district-wide parent/guardian survey with results linked to Strategic Plan outcomes
- Implementation of a staff and family notification system
- Completion of the Facilities Conditions and Educational Adequacy Assessments
- Implementation of a Master Operations Plan

She also reviewed various awards, recognitions and achievements of schools, programs and teachers for the 2008-09 SY.

At the close out of the school year accomplishments included:

- A seamless transition of district leadership
- The 2009-10 budget was completed and approved
- Planning is underway for programmatic changes for SY 2010-11
- LSSC actions include academic reform with ARRA funding; rightsizing and consolidation; employee effectiveness and development in negotiation and the district is moving toward a discussion on school choice beginning in September.

A brief review of indicated summer school 2009-10 was implemented under a new model and with new curriculum. Attendance was up significantly across ALC secondary sites. A second summer session was necessary and is currently under way at two sites.

Looking ahead to 2009-10 the administrator's academy will stress a narrower focus in order to accelerate achievement in literacy, math and professional development around cultural proficiency. ARRA implementation will continue in the areas of elementary literacy tools, increased rigor in partnership with the Leadership and Learning Center at the secondary level, conducting an implementation audit to find what can be reprioritized for the time being, the superintendent search will be on-going until completed and LSSC will continue to move forward.

B. MCA II Results

The Interim Superintendent indicated that at the August board meeting administration will provide a comprehensive review of the MCA II and AYP results. A brief overview showed that, for science results, overall students performance improved but SPPS is still far behind where it needs to be. The results show SPPS made gains in each of the three grade levels tested (5, 8 and high school). This is only the second year the test has been administered so the results also show there are still large gaps between proficiency in Caucasian students and all students of color. With the MCA II reading and math results there were also incremental increases as well for students overall; however the gap is remaining the same in these areas. The district is working with curriculum and instruction to find what needs to be done to improve and accelerate achievement. The Interim Superintendent then reviewed specific school results in the various areas.

DISCUSSION/QUESTIONS:

- An observation was made there seems to be inconsistency in the way science is being taught among various schools. The Interim Superintendent responded this observation is true. She stated time is the most valuable resource the district has and there is not enough of it to get everything done that needs to be done. She indicated there were some exciting new science initiatives through a partnership with 3M that will be piloted as the science curriculum is enhanced. The Chief Academic Officer stated there are new pieces being added to the science curriculum from the State as well. The State Department of Education (MDE) just released new science standards and these have engineering in elementary embedded in them. This year all students in grades 2, 4 and 6 will receive instruction with engineering in elementary as part of their science instruction. SPPS is somewhat ahead of the game though its work with 3M. Additionally, SPPS has looked at all the science field trips and science activities and has aligned them by grade level so all students at a grade level will have consistent experiences. There are 35 FTE's allocated to science teaching who will collaborate with classroom teachers. These individuals will be trained in the new curriculum and requirements and in working with 3M and the Science Museum. In addition all the guides for levels pre-K through 6 have pieces of content on science as non-fiction reading. The district is also looking at how to deliver science to the older students in a different way which will be piloted in some schools.
- What about the grades other than 2, 4 and 6? According the Minnesota Science Standards those are the grades that the engineering piece must be incorporated into. Grades 1, 3 and 5 will be continuing with the curriculum currently in use which is a hands-on curriculum in use in the district over the past few years. Additional professional development will be prepared and provided to teachers so they have a better understanding of the curriculum.
- Will the new curriculum help the achievement of students of color? Response: the new curriculum will benefit all students and all students should improve. The district will be sure training is adequate for the number and diversity of students in the district and

pieces of the cultural proficiency professional development will be invested into all instructional areas in the district.

- In addition to the actual instruction in the classroom it is a benefit when there is support coming from families and communities who understand what the expectations are as students are being introduced to new science curriculum. It was suggested it would be beneficial if the advisory committees were communicated with about the new curriculum and modules within the curriculum so they are aware of expectations. They can then relay and reinforce these with their communities and parents in order to reinforce the expectations of students and their learning.
- Relative to the gender difference particular attention should be paid to providing strong encouragement for girls to participate in the classes and specific messages should be provided to girls to encourage them as they move into the areas of science and math. Administration responded there was an exciting venture undertaken this summer with Augsburg called GEMS and GUYS. It targets enrichment in math, science and engineering for both girls and young men. SPPS was able to participate through a grant from 3M.
- Administration was asked to address (1) how the district is doing at evening out science offerings across elementary schools and (2) how the Board will provide more precise leadership guidance and how administration will do the same to monitor around making aggressive progress in closing the achievement gap while continuing to raise expectations throughout the coming year? Will there be more regular reporting specifically directed toward that issue? The chair responded the board is committed to greater monitoring with specific focus on program monitoring. Administration responded this is an issue which is challenging in a system that is site based and where the district is trying to get more aggressive gains. There is a need to be more directive than in past and administration is looking at ways to balance more direction in schools that need it most while allowing some flexibility in schools making gains. There is discussion around benchmark testing of students in order to pinpoint which student are not performing, why they are not and then delivering targeted interventions to those students. The district is looking at how to use data more effectively. Administration will be focused on this and will be providing reports throughout the year. Regarding consistent science instruction across elementary schools. Administration stated the number of hours is not equal across the district. The district is trying to standardize opportunities for students. This year will be a year in which data is collected on how many hours, how many days a week instruction is provided and then propose schedules for principals to start embedding at grade levels. Additionally a look will be given to best practices around the country. The district needs to be sure the people teaching science feel comfortable with content and that they are doing what needs to be done and have all "the answers."
- What is planned for secondary science and the 35 FTEs at elementary level, provide a clarification on the plan. Administration responded all students will have science across the district. The district is looking at what is ideal and may propose that the science specialist work with grades 4-6 while the primary classroom teachers will do the science curriculum for the other grades. The district is looking at what current practices are and how it can help the students and school administration make decisions to provide best science curriculum they can. With regard to the high schools, in the last two years the Center for Professional Development has worked on aligning and unify the course numbers for students taking classes. For each secondary course there is a syllabus on line and work is being done on assessments so they are consistent across the board. Assessments have been developed for the middle schools this year. Work will be done during the year to create additional assessments and provide consistency across the district so all students are offered equal opportunities with classes. SPPS has a requirement of three science classes which all students must take in order to graduate (the State requirement is only two). The district added this, along with the changes at the elementary level, to ensure that all students are exposed to science, have the ability to take it and are successful at it.

- It was noted a statement has been made that the MCA II science test is quite difficult. Is that being addressed? Response: The district is working closely with the State to look at district standards in elementary, middle and high school to align them with what the test will be. The district is also working with the schools to ensure technical proficiency to the students so they are comfortable taking the test on-line. Over the last three years the district has committed to having standard science labs in middle schools and the science lab will be upgraded to match it to the standards and best practices.
- The Interim Superintendent said everyone talks about literacy. The district must not lose sight of the key role literacy plays in science proficiency. If students are not proficient in reading and writing they will be less proficient in science and math. So the focus on literacy on a pre-K through 12 basis in order to achieve success in other content areas.

C. Human Resource Transactions

MOTION: Ms Carroll moved, seconded by Ms. Street-Stewart, approval of the Human Resource Transactions as reported within the Board Book.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

Clarification was provided on several appointments and promotions.

IX. **CONSENT AGENDA**

MOTION: Mr. Brodrick moved, seconded by Ms. Carroll, that the Consent Agenda Items be approved with the exception of the Project Early Kindergarten Evaluation Services with Amherst H. Wilder Foundation which was pulled for separate consideration.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

A. Grants

BF28016. Request for Permission to Accept a Grant Award from the Capitol Region Watershed District, St. Paul, MN

That the Board of Education authorize the Superintendent (designee) to accept a grant award from Capitol Region Watershed District and to implement the project as specified in the award documents.

BF28017. Request for Permission to Submit a Grant Application to the Minnesota Department of Education for a State Personnel Development Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for a State Personnel Development Grant to develop the capacity of secondary special and general education teachers to teach

and otherwise support students with disabilities in general education classrooms; to accept funds, if awarded; and to implement the project as specified in the award documents.

B. Contracts

BF 28018. Permission to Enter into a Contract with the Minnesota Literacy Council on Behalf of the Saint Paul Community Literacy Consortium

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the Minnesota Literacy Council on behalf of the Saint Paul Community Literacy Consortium to provide coordinated delivery of training for volunteer programs, maintain an information and referral hotline and assist with management of member services for the 2009-10 fiscal year at the cost of \$224,924.00 to be accounted for in budget 04-005-520-322-6305-8522.

C. Administrative Items

BF 28019. Calendar Year 2009 Alternative Bonds

That the Board of Education approve and authorize the calendar year 2009 facilities plan for alternative bonds.

- Clarification was sought on when the projects were approved? Administration indicated these were part of the larger capital bonding process which occurred early in the year. This approval is part of the process and this list of alternative bond projects must be sent to the State for approval before bonds can be sold later in the fall and this bond sale will come back to the board for approval. All projects are repair and maintenance thus do not fall under the CEAC process.

BF28020. Establishment of the Unclassified Position of Special Education Interpreter for ISD No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Special Education Interpreter job classification effective July 21, 2009, that the Board of Education declare the position of Special Education Interpreter unclassified and exempt from Civil Service and that the pay rate be per Salary Schedule 1 of the salary schedules in the 2007-2009 School and Community Service Professionals agreement.

BF 28015. Approval of District Health and Safety Plan

That the Board of Education approve the district's Health and Safety Plan and submittal of the annual Health and Safety application to the State as submitted by the General Manager Facility Planning.

BF 28021. Approval of Renewal of Membership in the Minnesota High School League

That the Board of Education adopt the attached resolution to renew the School District's membership in the Minnesota State High School League.

BF 28022. Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period June 1 – June 30, 2009.

(a) General Account	#455609-457617	\$56,704,756.22
	#3013455-3013654	
(b) Debt Service	-0-	413,995.01
(c) Construction	-0-	<u>2,042,494.66</u>

\$59,161,245.89

Included in the above disbursements are payrolls in the amount of \$18,057,597.27 and overtime of \$105,352.72.

(d) Collateral Changes None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims and claims under the Workers' Compensation Law falling within the period ending October 20, 2009.

D. Bids

BF 28023. Bid No. A9332-K 2009 Pavement Remediation at Johnson Senior High School

That the Board of Education authorize award of Bid No. A9332-K for the pavement remediation at Johnson Senior High School to the lowest responsible bidder, Meisinger Construction for the lump sum base bid plus alternates No. 1, 2 and 3.

BF 28024. Bid No. A9334-K 2009 Pavement Remediation at District Service Facility (1930 Como)

That the Board of Education authorize award of Bid No. A9334-K for the pavement remediation at District Service Facility (1930 Como) to the lowest responsible bidder, Midwest Asphalt Corp. for the lump sum base bid plus alternate no. 2.

BF 28025. Bid No. A9335-E Refrigerated Juice Cups

That the Board of Education authorize award of Bid No. A9335-E for furnishing of refrigerated juice cups for Nutrition Services during the period September 1, 2009 through August 31, 2010 to the sole bidder, Citrus Systems, Inc. in the estimated amount of \$201,080.00. Items will be delivered and billed through Schroeder Company.

BF 28026. Bid No. A9336-E Frozen Breakfast Products

That the Board of Education authorize award of Bid No. A9336-E for furnishing and delivery of frozen breakfast products during the period August 1, 2009 through July 31, 2010 to the lowest conforming bidder, Upper Lakes Foods, in the amount of \$150,665.00.

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION

BF 28027. Project Early Kindergarten Evaluation Services with Amherst H. Wilder Foundation

Mr. Hardy stated he had pulled the item as he wanted to know how the results of the survey would tie into the academic performance of poor students. Administration indicated this was an on-going project funded by McKnight and relates to how pre-K will affect achievement. In general, quality pre-K programs go a long way toward helping students be ready and on an even playing field when they enter Kindergarten. Many low income children come in already behind, not having the breadth of vocabulary, not understanding the alphabet, etc. There are varying degrees of quality and focus in pre-K program throughout the city (some concentrate more on social skills vs. academic skills, some a combination of both). McKnight has been a leader in this area working with SPPS to ensure the quality is of such a caliber that all students come in on an even playing field. The partnership has been very beneficial to SPPS. The district has already seen great results in the progress of students who have participated in the programs. It was noted the City of St. Paul is cutting funding for pre-K. Has the district shared its results with City? The investment in pre-K education is one that ultimately makes the job of educators a lot easier. Administration would be happy to share the result and discuss the value with any partners the Board might see as beneficial. Administration asked board members and the media to advocate on behalf of pre-K programs and an investment in them. It is clear, and the research is clear, that students who participate

in these high quality programs perform better and are more on track by third grade in reading at or above grade level. A board member thanked the community of St. Paul because referendum funds allow the district to provide pre-K to many more students than ever before. The district is positioning itself and the city to aggressively go after the achievement gap by making sure more kids are positioned in the same way other kids are at the start of their education.

MOTION: Mr. Hardy moved the Board of Education authorize the Interim Superintendent or designee to enter into a contract for consultant services from July 1, 2009 – June 30, 2010 at \$155,000.00 with Amherst H. Wilder Foundation to provide evaluation services for Project Early Kindergarten. Motion seconded by Ms. Carroll.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

X. **OLD BUSINESS** - None

XI. **NEW BUSINESS**

A. Action for the Appointment of a Clerk for the Board of Education

MOTION: Ms. Street-Stewart moved John Brodrick be appointed to the position of Clerk for the remainder of the year through the 2010 Annual Meeting. Motion seconded by Ms. Carroll.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

B. **BF 28028** Action to Approve Depository Services Resolution for Governmental Entities

MOTION: Ms. Street-Stewart moved approval of the Depository Services Resolution for Government Entities as published. Motion seconded by Mr. Goldstein.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

XII. **BOARD OF EDUCATION**

A. Information Requests & Responses – None

B. Items for Future Agendas

- **REFERRAL TO COB WORK SESSION** (Ms. Carroll): An opportunity for the Board to provide some guidance and perhaps direction to administration with regard to a process, plan and timeline for future uses of district buildings.
- **REFERRAL TO COB** (Ms. Carroll): Look at all advisory committee names that may suggest to some people that membership is limited only to people who are US citizens (i.e., CBFAC).
- **REFERRAL TO COB** (Mr. Hardy): Conversation within the Board on the MCA II test results.

C. Board of Education Reports/Communications - None

D. Superintendent Transition/Search Update

The Board Chair stated the Superintendent search has generated a lot of interest. The Board is seeking to find the best candidate to lead the district to the next level while building on the foundation of success already established.

Hazard, Young, Attea and Associates has been hired to conduct the search. The contract, for \$30,000, began immediately and covers identification and recruitment of potential candidates. The search will have a regional focus but national scope. It also covers background reference checks, identifying staff and community roles for the search process and much more. With the assistance of HYA the Board's goal is to have a new superintendent hired before the end of the calendar year and hopefully sooner.

The Board met with HYA on July 20 in a planning session which covered the responsibilities for board members, the consultants and various stakeholders; how to narrow the candidate pool; communication management; community and stakeholder engagement as desired by the Board, identification of various stakeholders to be involved in the criteria identification process and a discussion on the candidate selection process. Community engagement will fall in two areas: input on the candidate profile and to meet the finalists when that stage has been reached. Information will be posted on the board website at www.boe.spps.org.

XIII. **FUTURE MEETING SCHEDULE**

A. Board of Education Meetings

- August 18
- September 22
- October 20
- November 10 4:30 p.m. (Canvass Election Results)
- November 17
- December 15
- January 5, 2010 Annual Meeting
- January 19

B. Committee of the Board Meetings

- August 4
- September 1
- October 6
- November 10 – 5:00 p.m.
- December 1

C. Action to schedule a Committee of the Board Meeting on September 22, 2009 4:30 p.m.

MOTION: Mr. Brodrick moved the Board of Education schedule a Committee of the Board meeting for 4:30 p.m. Tuesday, September 22, 2009. Motion seconded by Ms. Street-Stewart.

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

XIV. ADJOURNMENT

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

The item was approved with the following roll call vote:

Mr. Goldstein	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes

The meeting adjourned at 9:10 p.m.

For clarity and to facilitate research, these minutes reflect the order of the 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