

**INDEPENDENT SCHOOL DISTRICT NO. 625  
SAINT PAUL PUBLIC SCHOOLS  
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**

**Tuesday, August 18, 2009**

**I. CALL TO ORDER**

The meeting was called to order at 5:53 p.m.

**II. ROLL CALL**

PRESENT: Elona Street-Stewart, John Brodrick, Keith Hardy, Tom Goldstein, Interim Superintendent Kelly, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

ABSENT: Ms. Carroll, Kazoua Kong-Thao

A quorum was recognized.

**III. APPROVAL OF THE ORDER OF THE AGENDA**

1. Order of the Consent Agenda

Mr. Hardy requested the item Contracts and Agreements for Rental of Hockey Facilities for 2009-2010 be pulled for separate consideration.

**MOTION: Mr. Brodrick moved approval of the order of the Consent Agenda with the exception of Contracts and Agreements for Rental of Hockey Facilities for 2009-2010 which was pulled for separate consideration. Motion seconded by Mr. Goldstein.**

The motion was approved with the following roll call vote:

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

2. Order of the Main Agenda

**MOTION; Mr. Brodrick moved approval of the Main Agenda as published; 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
Mr. Goldstein	Yes

**IV. APPROVAL OF THE MINUTES**

1. Minutes of the Regular Meeting of the Board of Education of July 21, 2009

**MOTION: Mr. Hardy moved approval of the Minutes of the Regular Meeting of the Board of Education of July 21, 2009. Mr. Brodrick seconded the motion.**

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Street-Stewart	Yes

Mr. Hardy Yes  
Mr. Goldstein Yes

V. **COMMITTEE REPORTS**

1. Minutes of the Committee of the Board Meeting August 4, 2009

There were several items on the agenda for this meeting: reports on the Juvenile Detention Alternatives Initiative; the Special Education Advisory Council work; on the Other Post Employment Benefits Assessment; on the District Cash Flow & State Stabilization Fund Reporting; a review of the Student Rights and Responsibilities Handbook and the implementation of a Positive School-Wide Behavior Model as well as some general business items.

• **Juvenile Detention Alternatives Initiative Presentation (JDAI)**

JDAI is an important initiative not just of the Ramsey County Corrections Department but of multiple departments in Ramsey County, the school district, the police departments and various community organizations. When the issue of young people in Ramsey County is addressed this is, in large part, SPPS students.

The JDAI vision is that youth involved in the juvenile justice system will have opportunities to develop into healthy, productive adults. The mission is to provide improved public safety and long-term outcomes for juveniles in Ramsey County by (1) Reducing the number of juveniles in secure detention; (2) Eliminating the disproportionate representation of juveniles of color in secure detention; (3) Achieving systemic reform of juvenile detention practices and (4) Developing appropriate and effective detention alternatives for juveniles who should not be held in secure detention.

There was an extensive review and discussion on statistics and the alternatives being provided by the program and how St. Paul Public Schools integrates into these initiatives.

**RECOMMENDED MOTION: That the Board of Education accept the Juvenile Detention Alternative Initiative presentation with thanks to everyone present.**

The motion was approved with the following roll call vote:

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

• **Special Education Advisory Committee Report**

The purpose of the Special Education Advisory Council (SEAC) is to provide information, advice and assistance to the Saint Paul Public Schools Board of Education and Director of Special Education on issues related to special education. It also serves as a forum for parents and other individuals to express their concerns and ideas regarding special education issues.

During the 2008-09 school years, the Council focused on the strategic plan goal of creating a welcoming environment. The Advisory Council specifically addressed the following issues:

- Aligning goals and activities to Saint Paul Public Schools' (SPPS) mission, vision and organizational values;
- Sponsoring activities that would promote an increase in membership; and,
- Improving communication with SPPS families, staff and community stakeholders through training, and development of a SEAC manual and website.

Specifics on each of these areas of focus were provided and discussed.

The theme for 2009-10 was selected as “collaboration” to encourage more parent and community involvement, to identify ways to provide information to parents who are new to special education, and to continue to provide information and training so that the Council can provide well-informed advice,

SEAC provided the following recommendations to the SPPS Board:

- o Identify specific ways to strengthen the communication between Special Education and General Education, including allowing time for educators to meet and plan for improved academic results for children with disabilities and for them to participate in professional development together which will support inclusive learning.
- o Identify specific ways to improve communication with parents and the community regarding special education.
- o Continue to support collaboration in order to improve special education services in all settings.

Board appreciates work of committee and the work brought forward to the Board and administration and the accountability provided.

**RECOMMENDED MOTION: That the Board of Education accept Special Education Advisory Committee report.**

The motion was approved with the following roll call vote:

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

- **Other Post Employment Benefits (OPEB) Assessment Report**

Administration brought forward a recommendation that SPPS establish an OPEB Trust Fund this fiscal year. An initial investment of approximately \$2 million from the Reserves (this would be assessed each budget planning cycle for adjustment upward or downward, cash flow assessment is a key concern). A subsequent contribution of an estimated \$1 million through OPEB “pay-as-you-go” levy authorization will be added to the OPEB Trust in FY 2011. After FY 11 the allowable levy amount increases and SPPS will assess adjusting contributions each budget cycle based on the levy position.

Additional information will be provided during the Superintendent’s Report later in the meeting.

Mr. Hardy requested action on this item be delayed until after the presentation on OPEB has been made during the Superintendent’s report. There was consensus agreement to this request.

*(Action on this item occurred following the Superintendent’s Report OPEB presentation (page 15.)*

**RECOMMENDED MOTION: That the Board of Education accept and approve the Administration Recommendation that SPPS establish an OPEB Trust Fund this fiscal year.**

The motion was approved with the following roll call vote:

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

- **Cash Flow & State Stabilization Fund Reporting**

The Chief Financial Officer presented summary of the projected general cash balance for FY 10 and FY 11 and the strategy recommended to address it. In FY 11 the District will need to borrow short term to cover obligations or exercise an opportunity to utilize a line of credit. The Business Office is still exploring which of the two options would be

the best value for the district. There was in-depth discussion of the assumptions used to establish the strategy and the impact the Governor's decision to supplant State funds for education with Federal funds will have on it and how ARRA funds will be utilized to help in addressing this area.

**RECOMMENDED MOTION: That the Board of Education accept the report on Cash Flow & State Stabilization Funds.**

The motion was approved with the following roll call vote:

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

- **Rights & Responsibilities Handbook (R&RH)**

This report addressed two areas: the move to systematize a positive school-wide behavior model and the Rights and Responsibilities Handbook.

The **Positive School-Wide Behavior Model (PSBM)** model will be implemented this year in all schools and will focus on Respect, Responsibility & Safety. Behavioral expectations will be taught, modeled and reinforced through clearly identified rituals and routines which will address both classrooms and common areas. A system for reinforcement and reward for positive behavior will be developed and there will be a clearly defined multi-level system for behavior supports and consequences. Data will be collected and analyzed regularly. The shared expectations will be communicated to all stakeholders.

The discussion then moved on to the overall changes to the Rights and Responsibilities Handbook which was expanded to include information on the positive school wide behavior model, incorporation of the SPPS Shared Accountability Framework; a new format to communicate disciplinary action and the addition of "physical aggression" to the disciplinary action list to address a gap which had been identified. The document is about positive behavior and the modeling of it and setting the right conditions to move it forward. Extensive discussion occurred on various aspects of the Handbook.

**RECOMMENDED MOTION: That the Board of Education move preliminary acceptance pending revision as appropriate of The Student Behavior Handbook: Rights & Responsibilities with approval of the final revision to be at the August 18 Board meeting in order to allow for distribution during opening week.**

The motion was approved with the following roll call vote:

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

**QUESTIONS/DISCUSSION:**

- Administration was asked to summarize the revisions made to the Handbook. The Superintendent noted the introductory letter had been rewritten with language citing mutual respect being added. References were also added regarding cultural proficiency training and the expectations of those entering the schools this year. References to national research were also added. A number of typographical and grammatical errors were corrected and verification was made relative to the policy references. The Superintendent indicated the language was not changed concerning gang activity. She stated great pains were taken when the definition of gang activity was established and vetted by all stakeholder groups originally involved with the Handbook; as a matter of respect to these groups the language should not be changed without their input. Concern was again expressed that the

language could have unintended consequences relative to other groups associating together. The General Counsel stated there were no substantive amendments to the rules of behavior within the Handbook. Relative to gang activity, the definition used mirrors that in State Criminal Law. The policy requires that before a student can be disciplined for gang activity there must first be a violation of the rules of behavior AND then the three elements defining gang activity must also apply. That is the same as the criminal statutes.

**MOTION: Mr. Hardy moved approval of the revised Rights and Responsibilities Handbook as presented. Motion seconded by Mr. Goldstein.**

The motion was approved with the following roll call vote:

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

- **Standing Item: School & Program Changes**

This area will be addressed at the September 1 COB meeting when the AYP results have been reviewed and analyzed. Recommendations will be brought forward on school improvements which may be required.

- **Standing Item: Policy Update**

Several items were brought forward for consideration, one (Honorary High School Diplomas) was removed from consideration as it was deemed unnecessary as it is adequately covered in law.

- **Policy -- 510.00 Graduation**

**RECOMMENDED MOTION: That the Board of Education approve Policy 510.00 Graduation as revised and move it forward to the three reading process and final adoption.**

The motion was approved with the following roll call vote:

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

- **Policy -- 510.02 Graduation Exercises**

**RECOMMENDED MOTION: That the Board of Education repeal Policy 510.02 Graduation Exercises.**

The motion was approved with the following roll call vote:

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

- **Procedure -- 801.01 Name Change of a School**

**RECOMMENDED MOTION: That the Board of Education approved Procedure 801.01 Name Change of a School as revised.**

Mr. Hardy requested action on this item be delayed until a copy of the revisions could be provided. A copy of the procedure was provided and the Chair reviewed the revisions which had been made to it. It was stated the procedure had also been reviewed by administration and some staff. It was noted this is a procedure and, as such, requires only approval not the three reading process.

QUESTIONS/DISCUSSION:

- o Clarification was requested on #3 – who is putting it before the people and who is “staff”? Response: The school administration will put the change before the people and “staff” is the entire school staff.
- o It was again reiterated that the Board has final approval for any school name change.
- o It was requested parents/guardians be added to item 3.

**MOTION: Mr. Goldstein moved, seconded by Mr. Brodrick, that the Board of Education approved Procedure 801.01 Name Change of a School as revised.**

The motion was approved with the following roll call vote:

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

**• Action to Establish a Standing Committee**

**RECOMMENDED MOTION:** That, pursuant to Board Policy 211.02 Board of Education Committees, the Board of Education does hereby resolve to establish a standing committee, to be known as the Committee of the Board, whose membership shall consist of the seven Board of Education members; that the Vice-Chair of the Board of Education shall serve as the Chair of the Committee of the Board and in her or his absence the Chair of the Board of Education shall so serve; and that the Committee of the Board shall advise the Board of Education with respect to any and all matters referred to it by the Board of Education, the Board Chair, the Chair of the Committee of the Board or the Superintendent.

The motion was approved with the following roll call vote:

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

**• Standing Item: Superintendent Transition: Presentation of Proposed Community Engagement Schedule**

The Board had requested the Superintendent and the Chief of Community Relations fill out the process. These public engagement events will engage key stakeholders and the community but will not require board member participation. The consultants will take the information gathered from these meetings and report it out to the Board on September 22.

2. Acceptance of the Report of the Committee Meetings Reports

**MOTION: Mr. Brodrick moved that the Board of Education accept the report of the Committee of the Board meeting of August 4, 2009; seconded by Mr. Hardy.**

The motion was approved with the following roll call vote:

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

VI. **RECOGNITIONS**  
**BF 28029**

Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

**Traci Gauer**, Director of Alternative Learning Programs and **Rene' Aultman**, Secondary Special Project Coordinator received a Program Innovation Award on behalf of the Career Pathways Academy for career and technical education at Saint Paul College. This award is granted for the development of an academic student program which is unique and contributes to increased college enrollment. The concurrent enrollment program started in fall 2008 for students interested in engineering, construction trades, information technology and medical careers-nursing assistant certification.

**MOTION: Mr. Brodrick moved, seconded by Mr. Goldstein, that the Board of Education recognizes the staff and departments acknowledged above for their contributions and outstanding work.**

The motion was approved with the following roll call vote:

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

**BF 28030**                      Acknowledgement of Good Work by Schools

**Randolph Heights Elementary** was one of 114 schools nationwide honored in New York by former President Bill Clinton in a ceremony on Thursday, August 6. The school received a bronze medal as part of the fourth annual Healthy Schools Program for making the school a healthier place for students to learn. The Healthy Schools Program was established in 2005 by the American Heart Association and the William J. Clinton Foundation.

**MOTION: Mr. Brodrick moved, seconded by Mr. Goldstein, that the Board of Education recognizes the schools above for their contributions and outstanding work.**

The motion was approved with the following roll call vote:

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

**BF 28031**                      Recognition of New Principal Placements for the 2009-10 School Year

The Saint Paul Public Schools' principal selection process includes interviews by site council committees, administration and confirmation by the Board of Education. The following staff have completed the process and are hereby recognized as having new principal assignments for the school year 2009-10.

<b>School</b>	<b>Position</b>	<b>Name</b>
Bruce F. Vento Elementary	Principal	Shoua Faith Moua
Capitol Hill Gifted and Talented Magnet	Principal	Brenda Lewis
Franklin Music Magnet	Principal	Barbara Evangelist
Highwood Hills Elementary	Principal	Linda Parker
Roosevelt West Side School of Excellence Elementary	Principal	Tim Williams
Sheridan Elementary	Principal	Katherine Holmquist-Burk

**MOTION: Mr. Brodrick moved, seconded by Mr. Goldstein, that the Board of Education extend its congratulations to the new principals for the school year 2009-10.**

The motion was approved with the following roll call vote:

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

The Chair recognized four AmeriCorps volunteers who were present observing the meeting.

VII. **PUBLIC COMMENT**

- P.K. Htoo – LEAP issue
- Ronald Aung -- LEAP issue
- Wah Lwoe Paw – LEAP issue
- Pat Quinn – encouraged the District to pursue a path to become a zero landfill district
- Jeff Koon – Elementary proficiency/effectiveness measures
- Gregg Copeland – Cash flow OPEB issue
- JoAnn Clark – Addressing the Achievement Gap
- Chris Conner – Tax levy & the achievement gap

VIII. **SUPERINTENDENT'S REPORT**

1. Preview of School Year 2009-2010

The Superintendent reviewed the District mission, vision, goals and organizational values. She shared the administration's three priorities for leadership stating the District is here to work for the benefit of children who deserve its undivided attention. The priorities address:

- The urgency of the situation -- why there is a need to increase performance rapidly.
- Holding everyone accountability for accomplishing the goals and communicating the understanding that failure is not an option.
- Collaboration -- working in concert to alter or abolish practices, structures and beliefs that stand in the way of fulfilling the mission.

She stated academics will drive the agenda; a stronger focus with fewer priorities for the year 2009-10: Literacy, Math and Cultural Proficiency. This is a further narrowing of the strategic plan action items to three priorities. This will require reprioritizing at both the district and school levels. At the school level the resource of time will mean students in need of improvement will have less time to spend on electives with more concentration on the literacy and math areas to focus on mastery and becoming more competent learners. Once this is achieved they can utilize the skills in other areas of learning. This will be difficult but necessary in order to help children get where they need to be.

The District will be working with Dr. Reeves to "weed the garden." The District will implement an audit with the Leadership and Learning Center (LCC) to look at District initiatives to determine what actually works. Then maximize resources to things that work for the greatest number of students; that accelerate achievement growth and that provide the best environment for that growth on concert with the implementation of the positive school-wide behavior model.

The Superintendent then reviewed several slides which charted the proficiency of various groups of students. For SPPS, in both math and reading, only the Caucasian students were above the 50% proficiency level. She then went on to cite a 1994 commission study which found a discernable gap between low income students and students of color and white students in SPPS and which stated immediate action needed to be taken to address the gaps. The same findings are being presented 15 years later; this makes the case for urgency. It must be addressed now and it must be done together. It is the responsibility of everyone in the district, family and community to collectively address the issue and move toward a solution to move the achievement of all students forward without holding back those who are achieving well.

She stated these gaps are not acceptable, so administration's focused goals for the next year will be to increase reading proficiency by 10 percentage points in all grade and all groups. Similarly in math the goals will be a 10 percentage point increase for all grades and for all groups. In the area of cultural proficiency all staff will receive full professional development programs by summer of 2011. She stated the targets are ambitious, have not



been done before but are achievable. What this will do is get most of the student groups over the 50% proficient line. 50% proficiency is not acceptable but it is an achievable goal. This is an aggressive target but not impossible.

The Superintendent stated there are obstacles, budget constraints, time constraints, professional development needs which, while valid concerns which need attention. The District is not focusing on the obstacles but will address the goals and move forward. She stated this is a moral issue; when students are allowed to leave the schools not proficient, particularly in literacy and math, it changes their “opportunity trajectory.” This plays out in lower earning potential, less chance of entering college and if they enter college, of finishing college. If this cycle is not broken, the same cycle (gap) will repeat itself 15 to 20 years.

The Superintendent went on to cite the Reeves’ 90-90-90 schools study (schools with students 90% low income, 90% students of color and achieving at 90% proficiency – Norfolk, VA and Boston, MA). These schools have five common characteristics of high achievement:

- A focus on academic achievement district-wide
- Clear curriculum choices
- Frequent assessment of student progress with multiple opportunities for improvement
- A school-wide emphasis on nonfiction writing, and
- Collaborative scoring of student work.

The Superintendent cited several SPPS schools which have achieved at these levels (North End 17 percentage point gains in math [08-09]; Central High School 12 percentage point gain in math [08-09]; Linwood-Monroe and Randolph Heights 9 percentage point gain in reading [08-09] and Humboldt Senior High a gain of 8 percentage points in reading [08-09]. It can be done. The conditions need to be created to allow it to be sustained.

She reviewed the implementation materials and support which will be utilized to support the goals in math and literacy. She noted ALC instruction will be aligned with students’ individual needs in literacy and math. Additional supports include:

- A positive learning and work environment to propel achievement
- Cultural proficiency
- The positive school-wide behavior model
- Greater connections between district leaders and schools
- Greater emphasis on coaching and mentoring

#### QUESTIONS/DISCUSSION:

- In building collaboration there has been a meeting with the African American Leadership Council already; will other presentations be made to other community groups to bolster collaboration? Response: The Superintendent stated she would meet with anyone who invites her and meetings have been set with other community groups already.
- Can the Board receive feedback on what the community is sharing and discussing in these meetings on regular basis? Response: Yes.
- A Board member stated it is the Board’s role to lead on this issue of achievement gap. The reason there is a persistent gap is due to inconsistency. There must be consistency and everyone working together with continuous vigilance to achieve success. It is the responsibility of all – parents, students, teachers, district, and the community. This cannot be successful without support of entire community.
- Can more information be provided about how District strategies will get to the child who fits into a multi-category area (low Income, ELL, special ed, ethnic)? Response: The District doesn’t want to have particular strategies for poor or colored, it wants to zero in on where students are having problems or challenges and give teachers the strategies/tools to target these deficiencies in the area of learning/skill sets. Many

students are members of at least two groups, many as many as four groups. Additional data is being compiled on how SPPS students fit into the various categories and will be shared when it is available.

- Tutoring – what can the District do to make being a math tutor more popular? Is peer tutoring being encouraged (particularly in secondary)? Response: There is an excellent structure in place through the SPPS Foundation for recruitment and training of tutors. There are also AmeriCorps and Vista volunteers in the schools. Young business professionals have also been approached about the issue of math tutors. They have expressed willingness to tutor in the areas of math and financial literacy. It is hoped this will begin the building of networks through peer supports to bring more tutors to the district. Anyone interested has been directed to contact The Foundation because that structure and relationship already exists with our schools. Peer tutoring at the secondary level is not a skill set many students have. Efforts are being made to figure out, for each student, what elements they are missing or not understanding in mathematics then to build them up in that area. In math if one piece is missing it is difficult to progress on to the next level as everything is tied together in a sequential manner. Additionally, the District is reaching out to AVID and the colleges to have their second and third year math students mentor with SPPS students. This will also provide the college students with an idea of what the reality is within the schools/classroom while providing SPPS students with young role models.
- Is the District increasing partnerships/collaborations with community/governmental entities to address the other needs which impact students (housing, home environment)? Response: There are three areas which touch on this: (1) the Achievement Plus schools as a model. They are doing a good job of bringing that constellation of services to the school (a one stop shop). This is a model the District wants to look at expanding and strengthening and so the District is engaging with community partners around potentially investing in that model. (2) The Children's Collaborative is targeting bringing resources to bear around issues of children in poverty (medical care, etc.) (3) The on-going work of the Transitions Initiative which has the best interest of children at heart and represent a variety of resources. There are other places where that conversation is being held as well. The District needs to be sure they all have consistent information to work from. Finally, the Mayor is committed to beefing up the Second Shift Initiative to extend the learning day.
- In a number of these areas the issue of evaluation is essential. It is a critical piece of the work of the collaborative effort to be sure the evaluations occur in a timely manner. One way the Board can benefit from that information is within their monitoring responsibility; so, information from the partners as well as district data would be beneficial in viewing the whole picture.

## 2. Overview of District Data

The Chief Accountability Officer provided an overview of the MCA-II Results, the GRAD district results and a brief look at AYP.

She stated reading proficiency rate overall was approximately 52%. The 3<sup>rd</sup> grade had the strongest reading performance of all grade levels and the 8<sup>th</sup> grade the weakest. The smallest gap between district and state performance was in 6<sup>th</sup> grade and the largest gap was in 10<sup>th</sup> grade.

The math proficiency rate overall was 45.8%. The 3<sup>rd</sup> grade again had the highest proficiency rate; the 11<sup>th</sup> grade the lowest. The smallest gap between district and state performance was in 6<sup>th</sup> grade and the largest gap was in 8<sup>th</sup> grade.

The District's ELL students continue to outperform their peers across the state as did the white and Latino students; the African American students' reading performance improved from 38.5% last year to 40.9% this year. There are still large gaps between the proficiency rate for Caucasian students and all other populations of color in both subjects. The largest

gap is between African American students and Caucasian students in both reading (39.2%) and math (41.6%).

The 2010 District target is a 10 percentage point increase in proficiency for all students. Once the targets are achieved all subgroups, with the exception of Special Education and ELL, will be at or above 50% proficiency in reading. American Indian, Asian American, Latino and Caucasian students will be at or above 50% proficiency in math; African-American, Special Education, ELL and Low Income students will be below 50% proficiency.

Beginning with the 2009 Administrator's Academy schools will be provided data to support achievement of the 2010 goals. This will include three-year trend data provided for each grade and subgroup and the approximate number of additional students needed to reach the proficiency targets identified.

Beginning in 2009, all high school students will be required to take three GRAD tests (writing, reading and math). A major effort is needed to ensure that all students graduate on time. Of the three GRAD tests, SPPS students have the best success in writing with 75% passing on the first try. The pass rates were substantially lower for reading at 54%. The 2009 SPPS pass rate was 24% below the state-wide pass rate. In math, the pass rates were lowest at 37%; 20% below the state-wide pass rate.

In the area of adequate yearly progress (AYP), the Minnesota Department of Education (MDE) has made significant changes. These include:

- Smaller alternative programs and Special Education centers are now held accountable as schools
- Districts may request to restart a restructured school's AYP history after meeting a number of conditions; and
- MDE has a growth model approved by USED but its impact is negligible (no SPPS benefit).

AYP index rates remained flat in comparison to last year (within a point [+/-]) across groups. Five schools have made AYP every year since NCLB took effect: Capitol Hill; Crossroads Science; Dayton's Bluff; Horace Mann and L'Etoile du Nord French Immersion. Nine schools classified as not making AYP changed to making AYP in 2009.

SPPS has 34 Title 1 schools identified in different stages of NCLB sanctions:

- Six schools are newly identified and must offer school choice along with all of the other schools identified for improvement
- Two schools (Jackson and Crossroads Montessori) must continue to offer choice until the school makes AYP for two consecutive years.
- 15 schools advanced to the point where the district must offer the low-income students Supplemental Educational Services.

SPPS has additional schools advancing to the higher stages of NCLB sanctions:

- Seven schools advanced to Corrective Action
- Two schools advanced to Preparing to Restructure
- Two schools (Arlington and Humboldt Junior High) would have been required to Implement Restructuring had the District waited to implement its plans until AYP results were released.

These schools must continue to offer choice and Supplemental Educational Services as well.

SPPS did not make AYP as a district for the third year in a row.

QUESTIONS/DISCUSSION:

- So the focus is to raise students 10 percentage points; what is the focus for schools in various levels of NCLB sanctions? Response: The District is looking at efforts to

improve the NCLB status of its schools. The targets get higher each year so it is more difficult to work schools off the list. AYP scores represent a point in time. The District wants to focus on student proficiency for this year to move students from not being proficient to being proficient or advanced; to making sure they are mastering the material so they can actually advance. If this can be done, over the long term AYP results will come. The District will continue to look at school intervention, improvement plans but the major focus will be on the students and getting them to proficiency this year.

- Why can't the District replicate the success of the five schools making AYP every year in other schools? Response: One District goal is to replicate that success. The Executive Directors has been working with principals to talk about data and share best practice work. There is quite a bit to be gained from peer to peer mentoring, coaching and information sharing among the schools. Each school does have a very distinct student population so challenges are different and individual to each schools.
- Where do the goals for next year put the district in terms of where it expected to be in terms of the strategic plan? Response: The District is in the middle of collecting data from last year to figure out where it is against the targets. Last year not all targets were met for all the measurable outcomes, the District was within 50-60% of targets. This year should mirror last year as there were not great gains across grade levels or with particular sub-groups.
- If the 10% goals are met, where will that place the District? Response: If the District meets the 10% goal, in some instances it will exceed targets or in other cases it may meet targets. There probably wouldn't be an instance where the District would be below targets.

### 3. LEAP Update

Since the last discussions on this issue, the Office of Academics, the LEAP principal and staff and the General Counsel have reviewed the fiscal and legal issues and worked to find a way to best accommodate the academic needs of the students given the parameters the District is working under.

The existing LEAP students over age 21 will have to enroll in Adult Basic Education (ABE). They will take either the TAB Assessment as required by ABE guidelines for adult secondary students. Those students who pass the required assessment will be coded as ABE students but they will be allowed to participate in courses offered by the LEAP program. Students will not have to take the TAB assessment if they have passed the BST in reading. If the students are able to meet the district credit requirements and the testing requirements by August, 2010 they will be eligible to receive an SPPS diploma upon completion of the requirements.

If students are not able to meet the deadline, at that point they would be required to transfer to an ABE program. District policy requires teachers to be certified in ABE and teachers at LEAP do not have the proper certification to teach ABE. They will be working under an exception for the coming year.

Current students over age 21 who do not pass the assessments will be encouraged to pursue their GED through participation in ABE classes either at LEAP or at the Hubbs Center. They will not be allowed to participate in course work offered by LEAP teachers but they will be completing an ABE competency based program working toward their GED and they will receive a GED diploma upon completion of the requirements. There is no time limit involved with the attainment of a GED.

This is a one-time solution due to State funding requirements for students over age 21 and no further exemptions will be offered. There will be a meeting to provide the students the specifics of how this will work and the Placement Center will assist as well. A flow chart has been prepared to clarify the process for both current and future students. Several

colleges have been consulted about GEDs and they have indicated they do accept a GED for enrollment into their post-secondary programs.

**QUESTIONS/DISCUSSION:**

- Will students be appraised of this? Response: Yes, a meeting is scheduled for August 24 to address issue with the students.
- A question was raised about School Boards' Powers under MN Statute §124.02. Does this provide a long-term solution? Response: The General Counsel stated it does provide a long-term solution. Administrations' response just outlined is a carefully calibrated response to the concerns expressed by a certain group of students and staff. To make anything broader than the response cannot be limited to that group of students, cannot be limited to that particular program or school building. It essentially opens up every one of the District's programs and school buildings to persons of whatever age, national origin, race and if the Board would exercise its authority under the statute cited, it is being opened up in a very broad scale. The Board also has the option of charging a fee for this.
- The Board stated an interest in having this issue placed on their Legislative Agenda for the coming session in order to pursue additional options and financing.

4. Influenza/H1N1 Information

As SY 2008-09 ended, schools reported increasing numbers of students with influenza-like illness (ILI). No schools experienced outbreaks of ILI during the summer session. Throughout the summer, district health staff remained in contact with public health officials to prepare for SY 2009-10. Information about flu preparation will be provided to school nurses and principals during opening week. SPPS and its schools will be providing multiple methods of communication to families regarding preparation and response for the flu (all types). SPPS will continue to work with the Center for Disease Control (CDC) and follow its guidance.

**QUESTIONS/DISCUSSION:**

- How will daycare, rec center, library issues be addressed in that they provide alternatives to the school day? Is there a Plan B? Response: The best thinking now is for families to plan ahead and have a back-up plan. As far as information goes, all information is coming from the CDC and being distributed downward to the states, cities and other entities.

5. OPEB/ Cash Flow Update

**OPEB or Other Post-Employment Benefits** are benefits provided to employees consisting mainly of health care-related benefits promised to retirees in labor negotiations. SPPS needs a long-term, deliberate fiscal plan to fully address the present OPEB actuarial unfunded liability. Recent legislation has provided options for SPPS to accomplish this.

- OPEB "pay-as-you-go" allows school districts to levy for what they actually paid during the previous fiscal year.
- OPEB Bond Authority allows districts to issue taxable bonds to defray their unfunded OPEB liabilities and collect unlimited taxes to pay the debt service thereon without voter approval. This option expires on October 1, 2009 after which voter approval must be sought.

Several things have led to the development of a fiscal plan to address the SPPS OPEB issue at this time:

- The bond opportunity changes effective October 1, 2009
- The "pay-as-you-go" levy opportunity provided in the last legislative session is a bona fide opportunity to mitigate the OPEB liability.
- The OPEB liability must be reported in the financial statements (as of 2008) and is therefore public knowledge.

- It is fiscally responsible to have a viable, effective plan to guarantee the future and keep the promises made
- Having a plan can actually realize better discount rates and through applying those rates to actuarial valuation the aggregate OPEB liability could be reduced
- Over time, having a plan will reduce the liability, keep SPPS in good stead with bond ratings and insure the benefit is secure.

SPPS has four options: (1) pay-go (currently employed with annual appropriation to pay current costs each year [\$10.8 million). (2) Full Annual Required Contribution (ARC) – this funds the total annual requirement from the annual budget out of the general fund [\$28 million]. (3) Ramp up with reserve strategy – a portion of reserve funds would be used to form an OPEB specific trust fund and manage the fund to reduce the liability; over time this would cover the full ARC). Or, (4) Issue OPEB bonds strategy whereby bonds would be issued either for the full liability or a portion of the liability. Other considerations impacting the strategy include:

- The levy to St. Paul property taxpayers
- Cash flow vis a vis borrowing
- Bond rating
- General economic situation in St. Paul
- Investment rate returns
- Money available in the General Fund
- State revenue to the district now and into the future
- The retiree population over time
- Current and future laws impacting OPEB
- The District's debt position.

Administration is recommending SPPS establish an OPEB Trust Fund this fiscal year with an initial investment of approximately \$2 million from the Reserves (this would be assessed each budget planning cycle for adjustment upward or downward; cash flow assessment is a key concern) and that a subsequent contribution of an estimated \$1 million through OPEB “pay-as-you-go” levy authorization will be added to the OPEB Trust in FY 11. After FY 11 the allowable levy amount increases and SPPS will assess adjusting contributions each budget cycle based on its levy position.

The expected impact of this recommendation is little to no change in the District's levy from last year; no change or impact to retirees receiving the benefit; no financial impact on schools or operating revenue; OPEB trust return on investment (ROI) will be low over the early years but will grow as the economy recovers; no increase to SPPS debt position; minimal cash flow reduction; it will improve SPPS's actuarial valuation and it sustains or improves the District bond rating. There are several unknowns involved including the national health insurance initiative; changes in Minnesota legislation; ROI for the OPEB Trust Fund and the economic recovery. Flexibility and a long-term view are the keys to mitigating these unknown factors.

#### QUESTIONS/DISCUSSION:

- With this recommendation the District is not seeking to raise the levy on the taxpayers? Response: The proposal on the table in FY 10 is not to raise the levy and not to sell OPEB bonds. However, the pay go levy in FY 11 is a potential that is part of the recommendation. It is the current assessment that this will remain neutral in the levy position or there may be a slight gain. As the FY 11 budget is prepared this will be reviewed in order to make that precise determination. It would be the current recommendation that the levy not be raised to tax the property tax payers in order to achieve this. The recommendation will not provide a quick resolution; it is taking the long-term view. Having flexibility to calibrate as conditions change to become more favorable and increase the OPEB Trust Fund is a smart position to take given the many variables and unknown factors.

- What legislative position could the Board support relative to OPEB and is there something citizens can do? Response: This is really about taxes and the economic condition. The right compromise is to work toward mitigation of the liability in a responsible manner, have a flexible plan and look for legislators who are thinking that way as well.

The Chief Financial Officer then moved on to the **Cash Flow Update**. He presented a chart showing projected general cash balance for FY 10 and FY 11. In FY 11 the District will need to borrow short term to cover obligations and/or exercise an opportunity to utilize a line of credit. The Business Office is still exploring which of the two options would be the best value for the district.

The projection is based on assumptions establishing a strategy for meeting the need. There will be a 3% increase on current year taxes. State aid changes from 90/10 distribution to a 73/27; this has the greatest impact on the district. The Federal stimulus is \$4.9 million/month of the \$29.1 which will be expensed in the first six months. The Federal stimulus is a reimbursable payment (a change in how the money comes to the district.) The lowest point for FY 10 is 6/30/10 so there should be no need to borrow in FY 10. In FY 11 the district is looking at mitigation strategies to deal with the situation which will arise.

The SPPS Board adopted its FY 09-10 budget on 6/16/09. The Governor chose to supplant \$500 million in education funds that came from the Federal government to the State of Minnesota. For SPPS that translated into \$29.1 million of the General Fund allocation. State stabilization fund allocation is not new money, it is supplanted money and it replaces State allocated funds with Federal funds. SPPS reviewed all the guidance from the State and Federal guidance to the States to be sure the strategy adopted would be faithful to the guidelines. The State Stabilization Fund is paid to SPPS on a reimbursed basis. So instead of getting it as part of the 73/27 the district has to pay out and get paid back.

ARRA funds come with strings and there are significant reporting and tracking requirements. The SPPS utilization plan meets all Federal and State guidelines for expenditure. SPPS wanted to maximize ARRA funds to save money by recognizing and spending in the first six months in FY 10 relieving the cash flow strain and avoiding borrowing in FY 10. That's where the district realizes the savings while keeping the debt position stable and maintaining the bond rating. Finally, this keeps the administrative tracking and reporting work away from the classroom allowing teachers to focus on curriculum and instruction.

6. Human Resource Transactions

The Superintendent indicated action by the Board was requested on the human resource transactions occurring between June 24 and July 27, 2009 and on the appointment of Dr. Serrano as Interim Chief of Staff.

**MOTION: Mr. Goldstein moved that the Board of Education approve the Human Resource Transactions as published and that it approve the appointment of Dr. LuzMaria Serrano as Interim Chief of Staff effective August 1, 2009. Motion seconded by Mr. Brodrick.**

The motion was approved with the following roll call vote:

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

QUESTION: There is a rehire of a principal but not to school? Response: This individual was an assistant principal and was hired into an ARRA funded position at the same level held previously (within the principal group, which includes assistant principals).

IX. CONSENT AGENDA

**MOTION:** Mr. Goldstein moved approval of the items contained in the Consent Agenda with the exception of Contracts and Agreements for Rental of Hockey Facilities for 2009-2010 which was pulled for separate consideration. Motion seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

1. Gifts  
**BF28032**      Acceptance of Donation From the Shakopee Mdewakanton (Sioux) Dakota Community  
That the Board of Education authorize the Superintendent (designee) to accept this donation of \$21,705 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.
2. Grants  
**BF 28033**      Request for Permission to Accept Carl D. Perkins Allocation from the Minnesota Department of Education  
That the Board of Education authorize the Superintendent (designee) to accept supplemental funds of \$709,724 for FY 2009-2010 from the Carl D. Perkins Vocational and Technology Education Act; to accept funds and to implement the project as specified in the award documents.  
**BF 28034**      Request for Permission to Submit Grant Applications to the General Mills Foundation for Communities of Color Grants  
That the Board of Education authorize the Superintendent (designee) to submit grant applications to the General Mills Foundation grant for funds to implement the projects at Central High School, Maxfield Magnet School, Murray Junior High School, Riverview West Side School of Excellence, Teen Court, The Lab at Homecroft, and Webster Elementary School; to accept funds; if awarded; and to implement the project as specified in the award documents.  
**BF 28035**      Request for Permission to Submit a Grant Application to the Park Midway Bank  
That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Park Midway Bank to fund an in-school tutoring program; to accept funds, if awarded; and to implement the project as specified in the award documents.  
**BF 28036**      Permission to Accept a 3M Foundation Grant for 3M Partnership Program  
That the Board of Education authorize the Superintendent (designee) to accept grant funds of \$15,000 from 3M to fund the consultant for the 3M partnership coordination and other partnership activities through December 09. There will be no cost to the district.  
**BF 28037**      Request for Permission to Submit a Grant Application to United Educators Foundation  
That the Board of Education authorize the Superintendent (designee) to submit a grant application to the United Educators Foundation to implement the project at Eastern Heights Elementary School; to accept funds; if awarded; and to implement the project as specified in the award documents.



3. Agreements

**BF 28038**      Request for Permission of Board of Education to Enter into a Service Agreement with Dr. Adria Klein

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with Dr. Adria Klein to provide professional development. The total cost of services will be paid from the Title II budget # 29-005-204-414-6305-4430.

**BF 28039**      Approval to Enter into Agreement with Amherst H. Wilder Foundation Regarding Achievement Plus

That the Board of Education authorize the Superintendent (or designee) to enter into a Agreement with the Amherst Wilder H. Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period July 1, 2009 through June 30, 2010, at a cost not to exceed \$100,000.

**BF 28040.**      Approval of an Employment Agreement with International Brotherhood of Electrical Workers, Local No. 110, to Establish Terms and Conditions of Employment for 2009-2012

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Brotherhood of Electrical Workers, Local No. 110, is the exclusive representative; duration of said agreement is for the period of May 1, 2009 through April 30, 2012.

4. Contracts

**BF 28041**      Request for Permission to Enter into a Contract with the University of Minnesota to Provide National Institute for School Leadership (NISL) Training for Principal Leadership Development Efforts

That the Board of Education authorize the Superintendent (designee) to enter into a contract with the University of Minnesota to provide National Institute for School Leadership (NISL) professional development for experienced principals for the first cohort of the Minnesota Principals' Academy, Twin Cities Cohort, not to exceed \$192,000.

**BF 28042**      Contract with Northwest Evaluation Association (NWEA) to use the Measures of Academic Progress (MAP) Computer Adaptive Test

That the Board of Education authorize the Superintendent (designee) to approve an order to Northwest Evaluation Association for licensing and related training and assessment costs in an amount totaling \$175,000 and for future purchases for as long as Research, Evaluation and Testing uses Northwest Evaluation Association for Measures of Academic Progress (MAP) Computer Adaptive Test.

5. Administrative Items

**BF 28043**      Establishment of the Unclassified Position of Business Operations and Systems Coordinator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Business Operations and Systems Coordinator job classification effective September 22, 2009, that the Board of Education declare the position of Business Operations and Systems Coordinator unclassified; and that the pay rate be Grade 13 of the 2008-2009 Professional Employees Association standard ranges.

**BF 28044**      Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period July 1 – July 31, 2009

(a) General Account	#457618-459232	\$42,673,490.92
	#3013655-3013737	

(b) Debt Service	-0-	7,916,639.09
(c) Construction	-0-	2,639,196.56
		<u>\$53,229,326.57</u>

Included in the above disbursements are three payrolls in the amount of \$19,216,012.72 and overtime of \$67,935.01

(d) Collateral Changes None

And that the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending November 17, 2009.

**IX. CONSENT AGENDA ITEM FOR SEPARATE CONSIDERATION**

**BF 28045      Contracts and Agreements for Rental of Hockey Facilities for 2009-2010**

Mr. Hardy asked if the district had negotiated the rates for these facilities. Response: These locations represent historic associations in St. Paul and it is desired to keep these locations within St. Paul. Administration will check to see if there was variation from prior years.

**MOTION:                Mr. Hardy moved that the Board of Education authorizes the Superintendent (designee) to enter into contracts and agreements with City and County officials and certain privately-owned hockey rental facilities for the 2009-2010 boys' and girls' hockey teams. Hockey ice time (practice and game) and security fees are to be paid from lease waiver monies. Motion seconded by Mr. Brodrick.**

The motion was approved with the following roll call vote:

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

**X. OLD BUSINESS**

**XI. NEW BUSINESS**

1. Capital Expenditure Advisory Committee (CEAC) Applications

**MOTION:                Mr. Brodrick moved that the Board of Education accept the applications of the following individuals for membership on the Capital Expenditure Advisory Committee (CEAC) for the coming year: John Albers, Stanley Gardner, Andy Mosca, David Nystrom and Kenneth Schultz. 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
Mr. Goldstein	Yes

2. First Reading: Policy 510.00 Graduation  
No action was required on this item.

**XII. BOARD OF EDUCATION**

1. Information Requests & Responses

- American Federation of Teachers (AFT) Innovation Fund Reviewers

- A letter of support for the “Career St. Paul Initiative” was read out at the meeting.
- A request was made that during a work session clarification of the categories within the HR Transactions report be provided.

2. Items for Future Agendas - None

3. Board of Education Reports/Communications - None

4. Superintendent Transition/Search

The Board has retained Hazard, Young, Attea and Associates to conduct the superintendent search. HYA has begun the process of identifying potential candidates. They have also begun developing the profile of leadership qualities for the new superintendent.

District staff have assisted HYA in identifying appropriate individuals and stakeholder groups to interview and meet with. The consultants have already met with several groups to provide input on the leadership profile, including principals and assistant principals; the African American Leadership Council; the Superintendent Advisory Group; the Senior Leadership Team and Tutoring Partners. Next month the consultants will meet with a wide variety of community members, including:

- Additional SPPS staff (leadership, instructional and support staff)
- Union leadership
- Students
- Elected officials (city council, county commissioners, legislative delegation and the County Attorney’s Office)
- Funders and strategic community partners
- Business leaders
- Parent advisory committee representatives and board advisory committee members, and
- Site council and PTO/PTA leadership, among other groups.

The consultants will also meet with parents and other community members at Public Input Sessions that have been scheduled for Thursday, September 17 from 6:30 to 8:00 p.m. at the Rondo Education Center. These sessions will be conducted in English, Hmong, Spanish and Somali. All SPPS families, employees and others in the community who have not had a chance to provide the input will be invited to attend and participate. Input may also be provided via the Leadership Profile Assessment located on the SPPS website.

To date those involved in the process have been very forthright and energetic with their input. Once the leadership profile is completed, the community will have an opportunity to meet and give impressions about the finalist or finalists when that stage is reached.

### XIII. FUTURE MEETING SCHEDULE

1. Action to Add Special Board of Education Meeting September 17, 2009 4:30 p.m. --  
Canvass of Primary Election Results

**MOTION:** Mr. Brodrick moved, seconded by Mr. Goldstein, the Board of Education schedule a Special Board of Education meeting on Thursday, September 17, 2009 at 4:30 p.m. to canvass the results of the primary election.

The motion was approved with the following roll call vote:

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

2. Action to Add Committee of the Board Meeting September 17, 2009 immediately following Special Board Meeting Review of Proposed Property Tax Levy

**MOTION:** Mr. Brodrick moved, seconded by Mr. Goldstein, the Board of Education schedule a Committee of the Board meeting to receive a presentation on the proposed property tax levy immediately following the Special Board of Education Meeting on September 17, 2009.

The motion was approved with the following roll call vote:

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

3. Board of Education Meetings  
(5:45 unless otherwise noted)
- September 17 4:30 p.m. (Canvass Primary Results)
  - September 22
  - October 20
  - November 10 4:30 p.m. (Canvass Election Results)
  - November 17
  - December 15
  - January 5, 2010 Annual Meeting
  - January 19
4. Committee of the Board Meetings  
(4:30 unless otherwise noted)
- September 1
  - September 17 – Immediately following Special BOE
  - September 22
  - October 6
  - November 10 – 5:00 p.m.
  - December 1

#### XIV. **ADJOURNMENT**

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

The motion was approved with the following roll call vote:

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

The meeting adjourned at 10:00 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