

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

September 22, 2009

I. CALL TO ORDER

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

II. ROLL CALL

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

Absent: Anne Carroll

III. APPROVAL OF THE ORDER OF THE AGENDA

A. Order of the Consent Agenda

MOTION: Ms. Street-Stewart moved the Board of Education approve the order of the consent agenda; seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

B. Order of the Main Agenda

The order of the main agenda was changed with Item XII moved to become item V.

MOTION: Ms. Street-Stewart moved Item XII be moved to become Item V with the order of the agenda remaining the same after this change. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 18, 2009
- B. Minutes of the Special Meeting of the Board of Education of September 17, 2009

MOTION: Mr. Hardy moved the approval of the minutes of the Regular Meeting of the Board of Education of August 18, 2009 and the Special Meeting of the Board of Education of September 17, 2009. Motion seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

V. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting September 1, 2009

The agenda included several major topics: the Administrative Response to the American Indian Education Parent Committee Resolution; Approval of Recommended Capital Bonding Projects; Large Scale System Change -- School Choice and AYP Implications for 2009-10 and 2010-11 School Improvement Plans

1. Administrative Response to the American Indian Education Parent Committee Resolution

Administration presented their response which incorporated within it the original Resolution of Concurrence as given to the Board in May, 2009.

The Resolution offered recommendations in five areas and administration responded to those as follows:

- Align Resource Allocation to District Priorities: American Indian Studies (AIS) Program

For FY 2009-10, the District has created a new separate budget for the American Indian Studies Program which falls under the Office of Academics.

As part of the Large Scale System Changes (LSSC), the articulation of culture and language programs has been identified as an area for further study. The District will meet with the American Indian Magnet School principal and the American Indian Studies principals to explore the possibility of a K-8 program or another option for meeting articulation within the schools. Appropriate curriculum and space will be reviewed to ensure that the American Indian Magnet building could accommodate a rigorous and viable pre-K – 8 school program. Findings will be reported by mid-year 2009-10.

- Ensure High Academic Achievement for All Students – Increase American Indian Student Attendance

Administration stated the district will continue to direct all principals with a higher percentage of American Indian students having attendance issues to include specific attendance goals for American Indian students within their report template. The District goal is to decrease the number of absences with 11 or more days by 10% in the coming year. The School and Program Audits Department will support the Indian Education Program by:

- Directing identified schools to provide a specific plan for how they intend to address the attendance issue and continue to provide schools with a report template to facilitate the process.
- Providing the report template earlier in the school year to monitor attendance throughout the year.
- Collecting and monitoring the plans

- American Indian Suspensions
Administration indicated it takes the suspension data very seriously and will continue to focus on further reductions. A complete report of American Indian student suspensions was provided for review.
- Increase American Indian Student Achievement
Administration stated it is looking carefully at the identification of the critical outcomes and academic needs of American Indian students and evaluating the best structure to support those outcomes. The structures will include the district-wide Response to Intervention (RTI) system and professional learning around cultural proficiency.
- The District's Curriculum must be more inclusive of American Indian history, language, people and cultures.
Administration stated it was their expectation that all anchor lessons posted on the district curriculum website in the Social Studies section will be taught. Anchor lessons are required and have been crafted as a core part of the curriculum in the courses in which they are placed. In addition, the district has launched a process for creating a system of common, required end-of-course assessments. These assessments will include topics covered in anchor lessons in all content areas.

District-wide cultural competency professional development programs are being implemented. Professional development calendars for 2009-10 include four district-wide content-specific curriculum conferences to support teachers in preparation of anchor lessons across content areas.

RECOMMENDED MOTION: That the Board of Education accept the Administrative Response to the American Indian Education Parent Committee Resolution of Concurrence 2008-2009.

The motion passed with the following roll call vote:

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

2. **Approval of Recommended Capital Bonding Projects**

This report represented the culmination of a year of hard work on the part of Operations, the Capital Expenditure Advisory Committee (CEAC) and the Academics and Operations Committee (AOC). The new process resulted in an in-depth communication and conversation around where the District should go with capital expenditures. The result is a process which combines data-driven decisions with site-based priorities. The overall recommendation included Total Capital Bonds Available for 09-10 of \$23 million (\$8 million carried over from 08-09; \$15 million in bonds to be issued in 09-10). Projects/costs covered by this bond issue include: District-wide Projects (\$7.5 million); Technology Infrastructure Projects (\$3.25 million); direct data controls (\$4 million); a 10% contingency fund; funds for project management costs; projected LSSC/Programmatic changes (\$1 million) and miscellaneous projects. The funds have been distributed equitably in line with district priorities.

RECOMMENDED MOTION: That the Board of Education approve the recommendations for capital projects as proposed with thanks to the Capital Expenditure Advisory Committee, the Academics and Operations Committee, the schools and staff for their involvement in the process.

The motion passed with the following roll call vote:

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

3. Large Scale System Change (LSSC) Discussion -- School Choice

This was a continuation of the discussion on LSSC. Rightsizing and consolidation have been discussed with some actions having been taken; discussion on some of the contractual issues have been deferred to the appropriate negotiation tables; the one big issue remaining is school choice. This issue has been under consideration in the district over an extended period of time and is being brought forward again as it is an issue which does need to be addressed. SPPS has a tradition of honoring and valuing choice and it should not be backed away from or changed significantly without discussion from all of the communities and stakeholders.

There was a review of the subject of school choice and actions taken to date. The purpose of the presentation at the meeting was to start the Board thinking about the subject of choice and questions which need to be addressed.

4. Standing Item: School & Program Changes

- AYP Implications for 2009-10 and 2010-11 School Improvement Plans

Title 1 schools identified as “in need of improvement” are what is being focused on at this time. Much of what has been done in the past and what will be done is in line with guidance provided by the Minnesota Department of Education (MDE) and the Federal government. The U.S. Department of Education has published Federal guidelines which challenge districts and states to be more aggressive in their efforts to turn around failing schools or schools with specific academic challenges. These guidelines will have significant impact for urban districts. The items under consideration state that every state must identify the bottom 5% of its Title I schools in school improvement status and target the majority of the school improvement funds to implement “robust and comprehensive” reforms to dramatically transform school culture and improve student academic outcomes.

Under the proposed guidelines, districts will be required to choose from four models of school turnaround; these are very proscriptive models. The models are: (1) the “turn around model” which requires replacement of the principal and at least 50% of the staff and adoption of new or revised instructional strategies. The new leadership will need to consider extending the school day and year; offering social services and recruiting, placing and developing highly effective teachers. (2) The “restart” model closes the school and reopens it under the management of a charter organization or educational management organization; it must admit, within the grades it serves, all former students who wish to attend. (3) The “closure” model closes the school and transfers all the students to higher performing schools in the district. (4) The “transformation” model implements a comprehensive transformation strategy that, at minimum, replaces the school leadership and develops and rewards teacher and leader effectiveness (incentives); adopts comprehensive instructional programs; extends time for students and staff and offers community-oriented services that provide operating flexibility and intensive support.

These guidelines are currently going through final reading and feedback. If the guidelines are adopted, the district would choose a strategy that works best for each school. However, the guidelines state that “to ensure the districts are providing a variety of strategies any district with nine or more schools in school improvement will not be allowed to use any single strategy in more than half of its schools.”

SPPS has done parts of these options so they are not new. While some of the actions taken previously have caused angst within the community and stakeholders; these guidelines are saying the district will be required to make very aggressive turnaround efforts for these schools. This will be far beyond what has been done and there will not be a great deal of flexibility in the implementation. These guidelines are being kept in mind as considerations get underway for the SPPS schools currently in need of school improvement for 09-10.

MDE has put a hold on all school improvement grants pending the outcome on the Federal guidelines. The District needs to be sure to review the State and Federal requirements on NCLB in depth with all school communities. The communities need to be informed and engaged regarding the requirements and options (specifically for those schools at Stage 3 or higher) relative to what would be appropriate for those schools.

It was stated that school and program changes and the district goals of the 10 percentage point gains are not going to go away nor will the District's commitment to the kids and their achievement which is what the end result is all about.

5. **Standing Item: Policy Update**

No report was made at this meeting.

6. **Standing Item: Superintendent Transition**

This area was reported out in the Hazard, Young, Attea and Associates, Ltd. presentation earlier in the meeting.

B. Minutes of the Committee of the Board Meeting September 17, 2009

1. **Certification of the Proposed 2009 Payable 2010 Property Tax Levy**

The proposed 2009 payable 2010 property tax levy must be certified to Ramsey County and the Minnesota Department of Education (MDE) by September 30, 2009.

Approval of the proposed property tax levy determines the ceiling for the final levy adopted by the Board in December. This levy will be paid by taxpayers in May and October of 2010. The proceeds of this levy provide funds for the 2010-11 school year.

Administration recommended the Board adopt a maximum levy of \$111,793,719 as a ceiling for the district's pay 10 levy. The maximum levy proposed by MDE was \$114,232,019. Administration's recommendation is slightly lower than the maximum with a net actual increase of 2.4% after the fiscal disparities distribution is applied.

RECOMMENDED MOTION: That the Board of Education approve a proposed ceiling for the 2009 payable 2010 property tax levy of \$111,793,719.

The motion passed with the following roll call vote:

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

Districts are required to meet the Truth in Taxation requirements for levy year 2009 payable 2010. School districts are no longer required to hold a separate TNT hearing, but instead are required to discuss the payable 2010 levy and current year budget at a

regularly scheduled board meeting which allows for public comment. The meeting must take place after November 24, 2009 but before the final levy is adopted in December. The meeting must take place at 6:00 p.m. or later.

RECOMMENDED MOTION: **That the Board of Education hold the required official public input meeting on the 2009 payable 2010 tax levy at a Special Board of Education meeting on December 1, 2009 at 6:00 p.m. in Conference Rooms A & B.**

The motion passed with the following roll call vote:

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

- C. Report from Committee of the Board Meeting September 22, 2009 -- No meeting was held due to lack of a quorum.

- D. Acceptance of the Report of the Committee Meetings Reports

MOTION: **Ms. Street-Stewart moved the Board of Education accept the reports on the Committee of the Board meetings of September 1 and September 17, 2009. Motion seconded by Mr. Hardy.**

The motion passed with the following roll call vote:

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

VI. RECOGNITIONS

- A. The Minnesota Reading Corp Recognition of State Representative Carlos Mariani
The Minnesota Reading Corp. is one of the District's critical partners in helping students reach their proficiency goals. The evidence based, data driven program matches trained AmeriCorp members and community volunteers with children from age 3 to grade 3 who are at risk for not reading at grade level. For the past three years the Minnesota Reading Corp. program has expanded steadily in SPPS by developing strong funding partnerships in the private and public sectors (i.e., the United Way of the Greater Twin Cities has granted more than \$1 million to help expand the program from 10 sites to 27 this school year reaching more than 3,000 children which is more than five times those served the previous year.)

State Representative Carlos Mariani was recognized for his enthusiastic support of the program and for his sponsorship of a bill in the House of Representatives which resulted in increased funding for the program. He was awarded the *2009 Friend of Literacy Award* from the Minnesota Reading Corp. an AmeriCorp program and statewide literacy initiative to serve Minnesota children.

Representative Mariani extended his thanks for the recognition. He also extended his thanks to the Board, Superintendent and the District for "getting it" and for their commitment to the issue of advancing the literacy of the very young in a diverse community.

B. **BF 28047** Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Community Collaborator of the Year Award from CLUES**

SPPS received the *Community Collaborator of the Year* award from CLUES as being a key collaborator with CLUES, for exploring ways to help build the *Learning Together Program*. The program helps Latino families, both parents and their children, identify winning strategies to help students achieve improved academic performance.

2. **Awards from the National School Public Relations Association (NSPRA)**

This summer, SPPS received four awards from the National School Public Relations Associations (NSPRA) 2009 Publication and Electronic Media Contest. The electronic media and publications awarded include:

- Award of Excellence – *BioSMART Video*
- Award of Merit – *Back to School Guide*
- Award of Honorable Mention – *Learning Standards: How to Help Your Child Be Successful in School*
- Award of Honorable Mention – *Saint Paul Public Schools 2008 Annual Report*

MOTION: Mr. Hardy moved the Board of Education recognize the outstanding district employees and departments for their good works. Motion seconded by Ms. Street-Stewart.

The motion passed with the following roll call vote:

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

VII. **PUBLIC COMMENT**

1. Jean O'Connell – Provided a candidate's input on what is needed in new superintendent for SPPS.
2. John Krenik – Spoke to staying the course; the literacy and math achievement gap; the levy increase and the Interim Superintendent licensure issue.

VIII. **SUPERINTENDENT'S REPORT**

A. Opening of School Report

The Superintendent stated she was pleased by the preparation and implementation of the start of this school year; it was an exceptionally smooth start. Additionally, even with all of the transitions and the challenges put out to increase rigor and proficiency, there seems to be a sense of enthusiasm, focus and high expectations.

A final school opening report will be provided as part of the weekly update later in the week; however highlights of the school start include:

- Schools opened successfully on Sept 8th for grades 1 through 12 and for pre-K and Kindergarten students on Sept. 10th. There were no major incidents.
- All of the senior leadership team and many members of central administration provided additional support to schools and programs during the first week of school.
- The Senior Leadership Team has set a goal to visit all school sites during the year. The visits are intended to serve as a way for the SLT to better understand what is happening at the site level in terms of implementation of the district's goals and to improve relations between the administration and schools.

- In relation to preparation for the school year from the academic perspective:
 - All elementary schools received their Mondo materials prior to the start of the school year so they could prepare media centers and classrooms for the additional resources. All K-5 teachers and coaches attended opening week professional development on the Mondo Bookshop Materials in support of Readers Workshop and Skills Block. Teachers learned about using precise formative assessments at regular intervals to determine students' instructional needs and to monitor progress.
 - The Office of Academics, Chief of Schools, Executive Directors and schools and programs have been busy preparing to help high school students get on track to pass the GRAD (Graduation Required Assessment for Diploma) assessments and set up courses and supports for students who were unable to pass the GRAD on their first attempt. Intervention support this year is being emphasized for 12th and 11th graders, with high schools preparing GRAD plans for students who have yet to pass the reading, math and science GRADs. Schools and ALCs are arranging for both in-school (or daytime) intervention, as well as after-school intervention and support opportunities.
- As it relates to Operations preparation there was no Labor Day weekend overtime just prior to the start of school. There were no misplaced students the first week and construction projects were completed in time for the start of school.
- Relative to enrollment, daily student enrollment continues to be monitored. Early estimates show that there may be higher numbers than anticipated at the secondary level. The Sept. 25th enrollment count will be used to make budget adjustments.

The Director of Nutrition Services presented information on the new breakfast program that illustrates how even the “non-academic” functions are working creatively to deliver better academic outcomes to students. The program is called Breakfast to Go. Hunger impairs learning and breakfast consumption has been shown to increase school performance, reduce visits to the nurse’s office and reduce behavior problems. As demonstrated with the pilot programs for Breakfast to Go last year, students are more ready to learn and the schools that were involved saw a calmness to the start of their day.

Important upcoming dates for various tests were noted for the Board’s benefit

State of the District events will be held on Tuesday, October 13th. A lunch-time speech for the business community, hosted and sponsored by the Saint Paul Area Chamber of Commerce and a family/staff/community event, co-sponsored by the Saint Paul Public Schools Foundation, will be held in the evening. The *2009 Annual Report* will be released on this date and will provide information on each outcome and benchmark in the Strategic Plan Implementation Guide.

Prior to leaving Dr. Carstarphen created the Leadership Transition document that provided a schedule for meeting critical deadlines. All deadlines have been met to date and the District is on track for continuing to meet those deadlines, ensuring the transition continues to stay on track as the Board seeks the next permanent superintendent.

B. Human Resource Transactions

MOTION: Ms. Street-Stewart moved that the Board of Education approve the Human Resource Transactions entered into the system between July 28 and August 31, 2009; the appointment of two assistant principals: Alan Levin, Frost Lake Elementary, effective September 15; Larry Wren, Arlington Senior High School, effective June 20 and Susan Gutbrod, Manager of Negotiations and Employee Relations, effective September 23, 2009. Motion seconded by Mr. Hardy.

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- A question was asked about the number of layoff transactions listed for 8/31. Was this the date they were entered into the system or is it the actual effective date of the action? Response: These layoffs were the results of layoffs associated with the \$25 million shortfall and are positions which were either eliminated or were due to bumping under various contracts. The date is the actual effective date of the layoff action.
- Administration was asked to provide information on the success of the Breakfast to Go program; particularly parent feedback on their perspective on the success of the program.

IX. CONSENT AGENDA

MOTION: Ms. Street-Stewart moved, seconded by Mr. Goldstein, that the Board of Education approve all of the Consent Agenda Items as published.

The motion passed with the following roll call vote:

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

A. Grants

BF 28048

Request for Permission to Accept a Grant from the Council of Great City Schools

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the Council of Great City Schools to develop and implement a quasi-experimental evaluation of Professional Learning Communities and to pilot a model of self-affirming writing exercises for students that have been shown to narrow the minority-white achievement gaps; and to implement the project as specified in the award documents.

BF 28049

Request for Permission to Accept a Sub-Grant Award from the Council of Great City Schools for an Institute of Education Sciences Senior Urban Education Research Fellowship Project

That the Board of Education authorize the Superintendent (designee) to accept a subgrant award from the Council of Great City Schools for \$137,000 to develop and implement a quasi-experimental evaluation of Professional Learning Communities and to pilot a model of self-affirming writing exercises for students that have been shown to narrow the minority-white achievement gaps; and to implement the project as specified in the award documents.

BF 28050

Request for Permission to Submit a Grant Application to the CVS Caremark Charitable Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the CVS Caremark Charitable Trust fund purchase books for guided reading and literature circles; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28051 Request for Permission to Submit a Grant to the Ecolab Foundation for the Humboldt Secondary Complex

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for the 7-12 Environmental Studies program and the AVID program at the Humboldt Secondary Complex; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28052 Request for Permission to Submit a Grant Application to the Elmer L. and Eleanor J. Andersen Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Elmer L. and Eleanor J. Andersen Foundation to fund an in-school tutoring program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28053 Request for Permission to Accept a Grant from Health Partners

That the Board of Education authorize the Superintendent (designee) to accept funds from Health Partners to fund Healthy Lifestyles, a program designed to improve the health of Saint Paul Public Schools' students; and to implement the project as specified in the award documents.

BF 28054 Request for Permission to Submit a Grant Application to the Jay and Rose Phillips Family Foundation for Out for Equity

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Jay and Rose Phillips Family Foundation for school-based support services for GLBT students and their families in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28055 Request for Permission to Submit a Grant Application to the McNeely Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to implement the third year of the Ontrack program at Washington Technology Middle School and Battle Creek Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28056 Request for Permission to Participate in a Grant from the Medica Foundation

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with the Medica Foundation to provide \$39,973 for a program to address health disparities in immigrant and refugee children. The funding will be in effect from July 1, 2009 through June 30, 2010.

BF 28057 Request for Permission to Submit a Grant Application to the Minnesota Department of Education Fresh Fruit and Vegetable Grant Program

That the Board of Education authorize the Superintendent (designee) to submit grant applications to the Minnesota Department of Education for funds to introduce and increase fresh fruits and vegetables at 23 Saint Paul Public School elementary schools; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 28058 Request for Permission to Submit a Grant Application to the Minnesota Timberwolves FastBreak Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Timberwolves FastBreak Foundation for funds to implement an arts residency program at The Lab; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28059 Request for Permission to Submit a Grant to the U.S. Department of Education for the Technical Assistance for Student Assignment Plans Program

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the U.S. Department of Education for the Technical Assistance for Student Assignment Plans program in order to successfully prepare, adopt, or modify the district's voluntary student assignment plan; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 28060 Request for Permission to Accept a Grant From the University of Minnesota's Children, Youth and Family Consortium (CYFC)

That the Board of Education authorize the Superintendent (designee) to accept funds from the University of Minnesota's Children, Youth and Family Consortium (CYFC) to support Saint Paul Public Schools' Parents of African American Students Council (PAASAC) Parent Recall program to reach out to parents and raise the awareness of parent involvement in children's schools and education; and to implement the project as specified in the award documents.

B. Agreements

BF 28061 Agreement between Saint Paul Independent School District No. 625 and Children's Home Society and Family Services of Minnesota for Provision of Childcare Services

That the Board of Education authorize the Superintendent to enter into an agreement with Children's Home Society and Family Services to reimburse the Society for providing direct childcare services in an amount not to exceed \$854,014 from August 1, 2009 to July 31, 2010.

C. Contracts

BF 28062 Request for Permission to Contract with Multiple Providers to Implement a School Linked Mental Health Project with the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to contract with La Familia Guidance Center Inc, Thad Wilderson & Associates, and the Wilder Child Guidance Clinic to provide mental health services in the district as part of the School Linked Mental Health project.

BF 28063 Request for Permission to Enter into a Contract with Dr. Geoffrey Borman, Ph. D. for a Council of Great City Schools' Urban Education Research Fellowship Project

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with Dr. Geoffrey Borman and his staff to provide research services for up to \$122,500 over the next two years. The cost of services will be paid from a grant from the Council of Great City Schools.

BF 28064 Approval to Enter into a Contract with On Call Clinicians

That the Board of Education authorize the superintendent (designee) to enter into a contract with On Call Clinicians to provide speech-language pathology services for the 2009-10 school year (August 31, 2009 through June 10, 2010), not to exceed \$100,000.

BF 28065 Permission to Enter into a Contract with Saint Paul College on Behalf of the Career Pathways Academy

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Saint Paul College to provide tuition, classroom materials and supplies not to exceed \$103,200 for students attending the Career Pathways Academy at Saint Paul College from September 8, 2009 and continuing through June 30, 2010.

D. Administrative Items

BF 28066 Submission of Annual IEIC Plan and Transfer of Part C s to Mounds View Public School

That the Board of Education authorizes the Superintendent (designee) to submit the 2009-2010 Interagency Early Intervention Part C annual plan approving the transfer of \$356,009.67 of the \$526,009.67 Part C Funds to Mounds View Public Schools so they can provide early intervention services and preschool interagency services for Saint Paul eligible children and their families for the period July 1, 2009 through June 30, 2010.

BF 28067 Annual Report on Curriculum, Instruction and Student Achievement

That the Board of Education approve the deadline extension for the 2008-09 Annual Report on Curriculum, Instruction and Student Achievement through the end of October and submit notice to the Minnesota Department of Education of the Board's action.

BF 28068 Employee Dental Insurance Annual Renewal

That the Board of Education approve the contract for employee dental insurance coverage with Delta Dental Plan of Minnesota effective January 1, 2010, at the proposed renewal rates.

BF 28069 Employee Life Insurance

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

BF 28070 Employee Short-Term Disability Insurance Annual Report

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

BF 28071 Approval of the Employment Agreement for the Employee Relations Manager Position

That the Board of Education approves the employment agreement with the Employee Relations Manager, effective September 23, 2009.

BF 28072 Monthly Operating Authority

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

(a) General Account	#459233-460041	\$25,676,946.43
	#3013738-3013788	
(b) Debt Service	-0-	--
(c) Construction	-0-	3,794,510.88
		<u>\$29,471,457.31</u>

Included in the above disbursements are three payrolls in the amount of \$10,660,137.94 and overtime of \$30,322.18.

(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 December 15, 2009.

BF 28073 Saint Paul Public Schools 403(b) Retirement Savings Plan Amendment

That, effective September 22, 2009, the Plan be amended to allow (1) a participant to use his/her 403(b) funds to purchase permissive service credit under an applicable governmental defined benefit plan or to repay to a governmental defined benefit plan contributions that had previously been refunded, and (2) to clarify that participants may exchange Funding Vehicles for Active Funding Vehicles only. That the Board of Education adopt the above amendments to the Saint Paul Public Schools 403(b) Retirement Savings Plan, and that the Board of Education authorize and direct the Superintendent or the Superintendent's designee to execute the amendments to the Plan document, to execute additional agreements and documents necessary to carry out the purposes of the Plan, including any amendments thereto, and to take all actions necessary or advisable to effectuate the Plan's purposes and to ensure the Plan's compliance with law.

BF 28074 Establishment of the Unclassified Position of Adult Basic Education Systems Manager 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 Adult Basic Education Systems Manager job title effective September 22, 2009, that the Board of Education declare the position of Adult Basic Education Systems Manager unclassified; and that the pay rate be Grade 14 of the 2008-2009 Saint Paul Supervisors Organization standard ranges.

BF 28075 Establishment of the Unclassified Position of Assessment Specialist 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 Assessment Specialist job title effective September 22, 2009, that the Board of Education declare the position of Assessment Specialist unclassified and exempt from Civil Service; and that the pay rate be Grade 20 of the Professional Employees Association standard ranges.

BF 28076 Establishment of the Unclassified Position of Information Center Manager 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 Information Center Manager job title effective September 22, 2009, that the Board of Education declare the position of Information Center Manager unclassified; and that the pay rate be Grade 25 of the 2008-2009 Saint Paul Supervisors Organization standard ranges.

BF 28077 Establishment of the Unclassified Position of Security and Emergency Management (SEM) Project Coordinator 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 Security and Emergency Management (SEM) Project Coordinator job title effective September 22, 2009, that the Board of Education declare the position of Security and Emergency Management Project Coordinator unclassified and exempt from Civil Service; and that the pay rate be Grade 10 of the Professional Employees Association standard ranges.

X. OLD BUSINESS

A. Appointment to Capital Expenditure Advisory Committee (CEAC)

MOTION: Mr. Goldstein moved that Rosemarie Sorini and Carmen Robles be appointed to the Capital Expenditure Advisory Committee (CEAC) for a one year term. Motion seconded by Ms. Street-Stewart.

The motion passed with the following roll call vote:

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

B. Appointments to Citizens' Budget and Finance Advisory Committee (CBFAC)

MOTION: Mr. Goldstein moved, seconded by Mr. Brodrick, that the following individuals be appointed to the Citizens' Budget and Finance Advisory Committee (CBFAC) for a one year term: Beth Murphy, Sally A. Anderson and Crystal Jackson as new applicants and Jo Ann Clark, Mary Doran and Peter M. Hendricks as reappointments.

The motion passed with the following roll call vote:

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

QUESTIONS/DISCUSSION:

- The Board requested they be updated on the number of position still open on both committees. Administration indicated the information would be provided in the Board Weekly Update this week.

C. Second Reading: Policy 510.00 – Graduation
No action was required on this item at this time.

XI. **NEW BUSINESS** -- None

XII. **BOARD OF EDUCATION**

- A. Information Requests & Responses –None
- B. Items for Future Agendas – None
- C. Board of Education Reports/Communications – None
- D. Superintendent Transition/Search

The Chair indicated this would be a report from Hazard, Young, Attea & Associates, Ltd. (HYA -- SPPS superintendent search consultants) on the results of the various interviews and public engagement sessions for input on the leadership profile

The consultants extended their thanks to everyone who had participated in or helped to organize the various interview and engagement sessions held over the past two months. They focused on the Executive Summary of the report, though they did provide breakouts of input under all the various categories covered by the profile assessment. 240 Leadership Profile Assessments were submitted and there were interviews with approximately 330 persons identified by the Board in either individual, focus group or community input settings in August over 10 days and two intensive days of meetings in September. They provided a

disclaimer that the assessment was not a scientific sampling and it does not represent the majority of stakeholders; it is simply the impressions and opinions of those who chose to participate.

The purpose of the session was to gain insight into the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to maintain what constituent groups valued in the district and to address current and emerging issues which the District is/might be facing.

The information obtained did reflect similar themes from all groups with respect to the multiple strengths of the St. Paul Public Schools. There is pride in the community's very diverse cultures. This is exemplified by the District's multitude of programs aimed at assisting immigrant students and families. Individuals within and outside of the school district often cited the effective English Language Learner program as one that could be considered as a model for the nation.

The vast majority of the completed questionnaires noted the excellent support that the District enjoys from a wide range of civic, business, volunteer, philanthropic and higher education organizations. A robust volunteer and tutoring program assists students in addition to corporate and philanthropic financial support for program needs. The St. Paul Schools are uniquely situated in the midst of a large number of both private and public colleges and universities which has led to a number of partnership programs with these institutions.

The current strategic plan is viewed as being an excellent map to guide the District's efforts and focus for the current and future school years. The plan utilizes multiple data points to guide the measurement of success in meeting the goals of the plan. A firm commitment of support for the plan was a common theme with a resolve to continue the work that is framed by the plan.

On a national level, the District enjoys a reputation of innovation and is often cited as an urban district that gets things done.

The single most often noted challenge confronting the District is the persistent achievement gap between student racial groups and gender. There is great resolve on all fronts, both within and outside of the District, to address this challenge. Barriers to achieving this include diminished financial resources that have resulted in fewer programs and larger class sizes. The reduced financial support is primarily due to two factors: an inadequate level of support from the school finance plan of the State of Minnesota and declining student enrollment. This bleak financial picture along with public perceptions of failure, in part due to a fixation on test scores, were often cited as primary reasons for increased employee frustration. Employees and parents often cited the fiscal constraints confronting the School District might be better addressed by "right sizing" in terms of the number of schools to be closed, elimination of programs and a critical review of the Choice program and associated transportation costs.

There is a perception of frayed relationships between teachers and administrators, buildings and central office, and the school board and administration were consistently reported. It is clear that considerable work needs to be done in order to reconstruct a trusting, healthy working environment and improved relationships between different constituent groups of employees. Frequently noted as a key to establishing a more trusting relationship is improved communication to include more timely communications and a deeper level of listening by all parties.

With regard to the new superintendent, the respondent stakeholders are looking for an education leader who is passionately committed to serving SPPS students. Frequently noted was the need to find an authentic leader who is honest, open, visible and genuine and can

build trusting, healthy working relationships with the many varied constituent groups. The person must have a deep commitment to St. Paul and reflect an understanding of the nuances found within the culture and politics of the State of Minnesota and more specifically, the City of St. Paul. This commitment to the community will hopefully be reflected in a long tenure as superintendent.

Responses indicate a visionary leader who has demonstrated ability to reduce the achievement gap is desired. Many difficult decisions await the new superintendent and the individual needs to possess the courage to make decisions that are in the long-term best interest of students and the school district. The St. Paul community expects someone who is culturally competent and understands the unique beliefs, backgrounds and expectations of the varied cultures found within the School District.

For HYA finding the ideal person to assume the role of superintendent and lead the School District to this goal is the next challenge. The task confronting the St. Paul School Board and HYA is to find that uniquely qualified individual who will successfully address the challenges that the St. Paul Schools currently face and those challenges that lie beyond the horizon. The Board should work collectively to build mutual trust, set clear priorities, communicate often and support the District's incoming administrative leadership in making a difference.

The consultants then asked the Board to provide input and prioritization on the draft criteria for the Superintendent Profile.

QUESTIONS/DISCUSSION:

- The consultants were asked to share a reflection on the general work school boards have in creating a profile and the impact of multiple dimensions of those items on the recruitment process. Response: Every district wants the perfect superintendent, who doesn't exist. Every district has unique needs and the duty of the search consultant is to match skills to needs. What is needed from the Board is what the most important things are for SPPS. What must be there and what would be nice to have. The criteria give guidance as HYA seeks people to recruit. There is an 80% probability the next SPPS superintendent will be recruited; a 20% probability they will apply on their own. Candidates are vetted against the criteria document; those that come closest to what is wanted will be brought to the Board. These will be those who have the skills which are critical and essential as well as some of the other desired characteristics/skills. The criteria are written broadly to allow for expansion to sub-points under each.
- What is the deadline for feedback on the criteria? Response: This would have been addressed at the COB earlier. Now the desire is to have the input/prioritization ASAP as HYA wants to finalize the criteria by October 3 so active recruiting can begin.
- The Board had suggested it would write something around what might make a candidate want to come to St. Paul. Is this still going to be done? Response: This is more relevant later in the process, perhaps at first contact. The consultants stated when they talk with potential candidates they state "if they want to come to a city that is enthusiastic in its support of its public schools, is strong with a rich history and tradition and whose schools are an operable, healthy organization and if they believe their can make a difference in urban education in a district of the size where an impact can be seen, then St. Paul is the place for them." They also stated it was clear from the community input that St. Paul will reach out to help the new superintendent; this is unique to St. Paul.
- Apprehension was expressed in the wording of the item regarding the "leader to provide strong leadership to Board as it seeks to clarify its roles and responsibilities." This needs to be reworded, the superintendent does not provide leadership to the Board. Perhaps "develop a strong relationship and a good understanding of the respective roles of the Board and Superintendent."

- It was suggested Board members e-mail comments to the chair to forward to consultants by the end of the week. HYA will then return a revised copy to Board members for final review.
- HYA indicated it is important that the Board affirm that the criteria meet the Board's needs/desires; this is critical to the process.
- Concern was expressed that the HYA criteria did not but should also incorporate the profile created earlier this year by the Board as a working draft.
- It is essential from the very beginning to "stay the course" whether it is addressing the achievement gap, resource development or the financial challenges. The appropriate direction has been determined in the District so there is a need for someone who will come in and stay the course.
- In the areas of skills and talents there should be a demonstrated ability that shows the skill to achieve the goals, to develop a team, to make changes.
- There should be stronger wording on cultural competency.
- There needs to be stress on connecting with parents and families involved with the schools.
- As the process moves forward with LSSC there must be transparency about what is being done and authentic engagement. There needs to be an accountability piece.

MOTION: **Ms. Street-Stewart moved that Board members are to provide their input on the criteria to the chair no later than noon on Friday, September 25. Motion seconded by Mr. Hardy.**

The motion passed with the following roll call vote:

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

XIII. FUTURE MEETING SCHEDULE

- A. Approval of Board of Education and Committee of the Board Meeting Dates January-July, 2010

MOTION: **Ms. Street-Stewart moved approval of the dates listed for the Board of Education and Committee of the Board Meeting Dates January-July, 2010. Motion seconded by Mr. Goldstein**

The motion passed with the following roll call vote:

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

- B. Action to Schedule Board Retreat for October 14, 2009

MOTION: **Ms. Street-Stewart moved, seconded by Mr. Goldstein, that the Board of Education schedule a Board Retreat for October 14, 2009.**

The motion passed with the following roll call vote:

Mr. Hardy	Yes
-----------	-----

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

C. Action to Schedule Special Closed BOE on Negotiations for 10/6/09

MOTION: Ms. Street-Stewart moved that a Special Closed Board of Education meeting on Negotiations be scheduled for Tuesday, October 6, 2009 immediately following the Committee of the Board meeting which will start at 4:30 p.m. Motion seconded by Mr. Hardy.

The motion passed with the following roll call vote:

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

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

- 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 (4:30 unless otherwise noted)

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

XIV. **ADJOURNMENT**

MOTION: Ms. Street-Stewart moved the meeting adjourn; seconded by Mr. Hardy.

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:13 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by
Marilyn Polsfuss
Assistant Clerk, St. Paul Public Schools Board of Education