

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 11, 2014**

PRESENT:

Board: Mary Doran, Jean O'Connell, Anne Carroll, John Brodrick, Louise Seeba, Chue Vue, Keith Hardy

Staff: Superintendent Silva, Michelle Walker, Jackie Allen, Matt Mohs, Andrew Collins, Sharon Freeman, Marsha Baisch, Christine Osorio, Mary Gilbert, Steve Unowsky, Jean Ronnie, Sue Schneider, Marie Schrul, Jackie Turner, Julie Schultz-Brown, Theresa Battle, Ryan Vernosh, Liz Keenan, Efe Agbamu, Jeff Lalla, Julie Coffey, Laurin Cathy,

Other: Karen Woodward, Mike Anderson, Gale Smaller, John Auty, Cedric Stripling, Keri Schultz, Leonard Madsen, Suzanne Rekow, Joan Duncanson, Caitlin Reid, Coonye La Conche, Karen Palmer, Roy Magnuson, Tina Scholl, Carrie Asmus, Thomas Stiasco, Scott Richards, Amy Denvnik, Rosie O'Brien, Nancy Sato-Tambe, James Layler, Pete Grebner, Shelly Storelee, Sue Snyder, Wendy Miller, Diane Labovitch, Laurel Kuhner Berber, Ana Miranda, Megan Doerr, Lori Gerten, Gwen Kessler, David Palm, George Buriness, Sherla Shackle, Gail Ghere, Jamie Thompson, Mary Leuse, Adrain Pendelton, William Moore

I. CALL TO ORDER

The meeting was called to order at 5:32 p.m.

II. AGENDA

A. St. Paul Public Schools Foundation: Spotlight on Tutoring Partnership and New Lens Urban Mentoring Program

The mission of the foundation is "to rally investments of time and resources to support academic success in the Saint Paul Public Schools". Their focus is in three major areas: the Tutoring Partnership for Academic Success, the New Lens Urban Mentoring Society along with fund development and grant making. The Foundation is a small organization that is connected, flexible, resourceful and collaborative with schools and organizations across St. Paul. They support and partner with the District as well as local businesses, organizations; schools and programs to achieve their vision of helping every student succeed.

1. The New Lens Urban Mentoring Society is a cross-generational mentorship program designed to provide young black males attending SPPS with access and exposure to culturally congruent mentors and role models. The program utilizes culturally responsive curriculum, coupled with the strategically planned individual and group activities designed to meet the mental, physical and social development needs of the adolescent black males. It is a partnership between SPPS, the SPPS Foundation and Smaller Concepts.

New Lens mentors are among the brightest African American male college students and young education professionals between the ages of 23 and 35. They represent future

leaders in politics, business, education and activism. New Lens mentors are, in turn, mentored by Sterling Club members who provide input and support to their efforts.

2. The Tutoring Partnership, launched in 2007, provides high quality and measurable support to Tutoring Partners to improve academic outcomes for Saint Paul students. They provide tutor and partner trainings, recruit quality volunteer tutors (1,500 in 2013) to work with Tutoring Partners throughout St. Paul and they provide additional volunteers, staff and, at time, financial support for specific program enhancements. SPPS encourage families to choose a Tutoring Partner for their children's out of school academic support needs.

The Partnership is a collaborative of 18 community-based organizations that provide intentional academic interventions to students in Saint Paul. Its goal is to improve program quality through research-based professional development, technical assistance and tutor training.

3. The grant-making program is to support student success through intentional support given to teachers, schools and organizations in Saint Paul to improve student success and outcomes.

QUESTIONS/DISCUSSION:

- In the New Lens Program, tell a bit more about mentors for mentors, what kinds of things does the Sterling Club mentor for? Response: The program does not take college freshman; most of the mentors are juniors and seniors. Sterling Club mentors provide support to the college mentors providing motivation, support in finding employment, how to navigate the City, access to community resources, etc.
- The formative evaluations, how are they used to help inform the mentoring work and improve outcomes? Response: Primarily through family involvement. Parents of mentees receive a survey that provides their input on areas where they would like to see improvements, periodic check-ins with parents are made to evaluate progress on the defined areas.
- Board members extended thanks to the Foundation for being there for all kids and for their work, particularly at the elementary level. It was noted that the quality and organization of the tutoring program is significantly better than it had been in the past.
- Has the Foundation seen fluctuations in its contributions? Response: The Foundation does fund raising in order to continue its long-term work. The Foundation has seen very significant growth in contributions from corporations and individuals over the past several years. It started in 2006 with zero funds; it now has a fund base of \$2.4 million.
- How many tutors are being sought for 2014-15? Response: The goal is for 1,300 tutors with 6,500 kids. There are approximately 200 slots to fill by September.
- A Board member stated she was impressed by the effectiveness of training for mentors in building their competencies. She noted participants she had spoken with were grateful for the training received.
- It was noted Sprockets has made it possible to adopt quality assessments.

B. Legislative Update

The SPPS Legislative Liaison provided additional information on the following areas:

- The Pension Merger Study
- Standard Adult High School Diploma
- Teacher Licensure
- Special Education case load
- The Integration Rule
- The Facilities Study
- The Bullying Bill
- The PreK Bill

QUESTIONS/DISCUSSION:

- The Legislative Liaison noted the Senate Education Finance Committee was holding a hearing on closing the achievement gap. The Superintendent and Mayor Coleman will be providing testimony.
- A Board member noted how important it is to reduce paperwork for Special Ed allowing teachers more time with students.
- It was noted with teacher licensure that it was important keep pedagogy and allow flexibility in judging proficiency.
- TRA and pensions, where do the lines cross around solvency? When does it get to be too problematic? Response: The St Paul Pension Fund has made the recommendation that some funds be managed by TRA. The St. Paul Pension Fund currently has a rolling amortization schedule and is now moving to a fixed amortization schedule.
- Will those changes help with bonding ratings? Response: It would improve agencies' view as they now have a long-term plan.
- Can you provide an update on minimum wage in MN? Response: Not at this time, but it will be provided in the next report.
- The Bullying Bill, are they looking at training, etc.? Response: Yes, they are looking closely at definitions and implementation to make sure it can be implemented well and with integrity.
- A pension question, where are we now? Response: The ball is back in the court of the Pension Commission and the Legislature who need to provide a package that can be evaluated relative to merging the fund. They need to look at how to deal with the deficiency in a way that is fair to St. Paul taxpayers.

C. SY 2014-15 Calendar

The calendar committee met in December and recommended two slight changes to the approved SY 2014-15 calendar:

1. Ending the first quarter on Friday, October 31, instead of Monday, November 3. This brings the days in Quarter 1 to 42 days. The rationale for this decision is:
 - Ending the quarter on a Friday allows for a smoother transition from one quarter to the next P/K/E no school conference prep. Secondary in session.
 - Ending the quarter on a Friday also gives teachers the weekend to correct finals and tabulate grades versus trying to get it done during a typical workweek while trying to get a new quarter started.
2. Move the P/K/E Conference Prep and Secondary Professional Development day from Monday, March 2 to Friday, February 27. This recommended change does change a day that students come to school – not the overall number, however. Having the P/K/E Conference Prep and Secondary Professional Development day on a Friday allows elementary teachers to connect with the specialist teachers and still have the weekend to finish the report cards.

These slight changes were vetted through the Principal Professional Issues Committee that supported them.

QUESTIONS/DISCUSSION:

- How do these changes affect the year round calendar? Response: It does not affect the start of the summer term
- How about the Cross Roads calendar? Response: It does not affect that calendar.
- Regarding multi-year calendars, are there plans for the next cycle? Response: The committee is already having that conversation particularly what other things to take into consideration. The goal is to begin development in the spring.
- The Board specified it had requested a three-year rolling calendar and requested two additional years this spring. Response: Discussion on these calendars was postponed until after discussion is completed on school start times, etc.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education approve the revised SY 2014-15 Calendar. Ms. Carroll seconded the motion.

The motion passed.

D. Quarterly Financial Report

The report was made to bring the Board up-to-date on the current fiscal year 2013-14 budget including a projection of Revenue, Expenditure and Fund Balance for June 30, 2014.

Staff noted that the fund balances within the General Fund are prescribed by the Governmental Accounting Standards Board (GASB 54). The unassigned fund balance in the General Fund is the balance of 5% referred to in Board policy. The fund balance in the Food Service fund is controlled by Federal USDA regulations.

Overall, General Fund Revenue is projected to have a small decrease of \$1.3 million in the areas of Special Education (\$0.3 m. in tuition and \$0.8 m. in aid) and Transportation (\$0.2 m.).

General Fund Expenditures are projected to increase by \$6.4 million due to the use of 6/30/13 assigned fund balance for contractual obligations and SSSC initiatives that were carried over to the current fiscal year.

These changes result in a projected unassigned fund balance of 5.9%, well within the 5% BOE policy for unassigned fund balance.

General Fund Fully Financed has no change in fund balance anticipated at this time.

The Food Service Fund's revenue increased due to greater participation and expenditures are being tightly controlled resulting in a slight increase in this fund balance of \$0.1 million.

The Community Service Fund revenues increased at a lower rate than expenditures resulting in a projected fund balance decrease of \$1.2 million.

The Community Service Fully Financed has revenues increasing at a greater rate than expenditures resulting in a projected fund balance increase of \$.53 million.

The major change in the Building Construction Fund is due to the adoption of "Pay As You Go" for the Pay 14 levy, resulting in no sale of \$11 million in Alternative Bonds in the spring of 2014. Fund balance is projected to decrease by \$16.8 million.

The Debt Service Fund balance is projected to decrease by \$1.1 million due to a decrease in investment earnings and an increase in scheduled debt redemptions.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the Quarterly Financial Report. Mr. Vue seconded the motion.

The motion passed.

E. FY 2015 Budget Guidelines

The Controller stated the proposed budget would reflect the SSSC 2.0 strategic plan. The budget will be prepared utilizing the following calculations:

- Revenue projections will be calculated using current law.
- Inflation – the Budget office will project salary and fringe benefits using actual salary and benefit amounts if a labor contract has been negotiated and all non-personnel budget items will reflect no more than 2% inflation except items related to contractual commitments.

- Enrollment – the Office of Research, Evaluation and Assessment and the Budget office will prepare overall enrollment projections.
- A table detailing average salary and benefits will be provided for budget projections.
- The budget should maintain an unassigned fund balance of 5% of the general fund expenditures in accordance with Board policy.

In creating the budget, a continuation of the refined, blended Site-Based and Centralized-funding method will be used for schools in FY 15. Class size ranges will determine teacher FTEs. Office staffing (Principal, AP, Clerk) and other staffing will be determined by enrollment and type of school; intervention staff will be determined by enrollment and differentiation. Non-school programs will be reported in three categories: Central Administration, District-wide Support and School Service Support.

Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that will impact schools and programs. Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2014-15 school year will be included in the adopted budget. The adopted budget will also include a school-by-school detail of resources allocated to schools (grants, special education, operations, student activities, etc.).

Administration will present a balanced budget to the Board. The 2014-15 budget is expected to be approved by the Board no later than June 30, 2014. The adopted budget will be published on the Budget Office website (<http://businessoffice.spps.org>).

QUESTIONS/DISCUSSION:

- With the zero based budgeting model, is the question “what value does a department bring to the table and is that worth paying for” being asked? Response: There are conversations about what is important.
- To what extent will modified zero based budgeting be used? Response: The modified approach is framed around none schools budgets based on SSSC 2.0 goals and where funds need to be moved to. SPPS no longer does roll over budgets, resource allocations are based on the strategic plan.
- Board members encouraged administration to include that language in the Budget Guidelines to make it clearer decisions are based on the SSSC 2.0 plan.
- Administration was instructed to be mindful to choose budget models that fits with public education.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the FY 2015 Budget Guidelines with the modifications to language recommended. Ms. Doran seconded the motion.

The motion passed.

F. Negotiations Update

The Superintendent indicated SPPS continues to negotiate with a number of bargaining units: EAs, principals, teachers, school and community services. She noted negotiations have been completed with nutrition services personnel.

She then moved on to discuss the resolution being brought to the Board that would serve to alert community and staff of actions that will be taken should a strike occur.

The Chief of Staff read the Resolution as follows:

RESOLUTION

Adopting a Saint Paul Public Schools Resolution in the Event of a Strike

BE IT RESOLVED, that Saint Paul Public Schools (hereinafter "School District" or "SPPS") is committed to sound collective bargaining principles and practices to resolve differences to the mutual satisfaction of the parties and avert, to the greatest extent possible, work actions such as strikes. However, recognizing that a work action is the ultimate exercise of bargaining power unions may employ as an economic sanction against the School District in the event bargaining demands cannot be satisfied, the School District must therefore take responsible precautions to ensure necessary public services will be provided in the event such action is employed.

BE IT FURTHER RESOLVED, that in the event of a strike by the St. Paul Federation of Teachers, the Superintendent of Schools or her designee, will exercise the following powers, to include but not be limited to the following:

1. Temporarily assign and reassign personnel as needed.
2. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District.
3. Take such other temporary emergency steps as deemed necessary for business activities and for the safety of students, staff and property.
4. Advise all employees of their rights and responsibilities during a strike and the School District's rules regarding striking employees.
5. Take such actions as necessary to lay-off non-essential employees.
6. Determine essential employees, excluding members of the teacher bargaining unit that must report to work during the strike.
7. Amend the school calendar to make up lost instructional time.

BE IT FURTHER RESOLVED, that in the event of a strike action against SPPS, the following will apply uniformly and consistently in accordance with state laws to all teachers who engage or participate in such strike action, for the duration of the strike:

8. Teachers who are absent from any portion of his/her work assignment without permission of the appropriate Supervisor on the date or dates when a strike occurs will be presumed to have engaged in a strike on such date or dates and will not be permitted to return to work until the conclusion of the strike.
9. No striking employee will be paid wages or benefits. For wages due prior to the commencement of the strike, SPPS will issue a paycheck on the next regularly scheduled payday.
10. SPPS will discontinue contribution to all group insurance coverage for striking employees to the extent provided by law. Such employees will be notified by letter how they may continue to maintain group coverage.
11. No striking employee will receive personal day pay.
12. No striking employee will be granted sick leave.
13. No striking employee will be eligible for any type of leave, including attendance at conferences and conventions.
14. No striking employee will receive service credit for benefit accrual purposes.
15. Any school district employee who takes part in the strike must return all School District property, including but not limited to computers, laptops and badges.

16. An employee participating in a strike is not allowed to take part in any other SPPS work assignments for the duration of the strike, whether full-time, part-time, or on a volunteer basis.
17. Striking employees will not be allowed to use SPPS facilities for the duration of the strike.

BE IT FURTHER RESOLVED, that the Board of Education and the Superintendent will designate a spokesperson(s) authorized to speak publicly on behalf of the School District in regard to labor disputes in which a strike has commenced or is imminent.

Further, the Superintendent will report all action taken in accordance with this resolution to the School Board at the earliest opportunity.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Resolution be brought forward to the February 18 Board of Education meeting for approval. Ms. Carroll seconded the motion.

The motion passed.

QUESTIONS/DISCUSSION – Board members made the following comments:

- The Board does not want to be in the position of having to implement the actions outlined in the resolution. Members are committed to resolving the contract as soon as possible and hope to make substantive progress in the next few weeks.
- This involves the relationship between teachers and the District; the Board is saddened by the fact of the impending strike vote. Such a vote reflects a lack of confidence and trust in administration and the Board on the part of the District's most important employees, classroom teachers.
- What can Board members and administration do right now to address the lack of trust exhibited by the fact that SPFT Executive Board voted to ask their membership whether they want to strike? Response: There is urgency to the situation to address the various issues before the strike vote. The root of the problem is an unsettled group of teachers in St Paul. First, the resolution is necessary to make everyone aware of what will happen in the event of a strike. SPPS was surprised by the Executive Committee vote, as they felt excellent progress had been made at the last mediation session. SPPS had received the SPFT class size proposal and indicated they would need to review it as it exceeded the parameters established by the Board. What SPPS can do now is try to find other dates for mediation before the strike vote. This does not just affect teachers; it affects kids, families and employees. The ramifications of the issue of distrust between the District and the union. Does not benefit either party and hurts the overall view of public education. The differences are in points of view and are a matter of how that view is interpreted. This environment necessitates the use strengths not weaknesses and avenues need to be developed for a new trusting relationship.
- Fundamentally, SPPS and SPFT are not far apart. The hope is both will get back to collaborating and continue the national leadership that has been SPPS's for so long. Both value public education and what it can do for kids and when differences of values occur finding a way to come together to do what is right for the kids in the classroom; "say what you need to say then come together". In the end, SPPS needs to work within the confines of funding made available to public education.

G. Standing Item: SSSC 2.0 Outreach Efforts Update

The update provided Board members with the status of SSSC 2.0 outreach efforts. Four community outreach sessions have been held to date with seven more scheduled through February into early March.

QUESTIONS/DISCUSSION:

- Excitement was expressed regarding the webinar for participation and its value as a resource for families
- What is the cost of a webinar? Response: The cost is minimal.
- Was it taped? Response: Yes, it was taped and has been added to the website.
- What is the format for in-person sessions? Response: It provides an overview of current SSSC accomplishments, a video introducing SSSC 2.0 and slides on the focus areas. It ends with a Q and A session.
- Is staff available to break into groups if there is a large turnout? Yes
- Would it be worthwhile to schedule additional webinar sessions between now and the last session? Response: That is possible.
- How can you participate in a webinar? Response: You can participate on-line on a computer or via the telephone.
- Administration recommended Board members attend an in-person session.
- If Board members attend, will they be announced? Response: Staff indicated it was protocol to announce Board member attendance.
- Will staff be prepared to support presenters if questions arise on the potential strike? Response: Yes
- It was noted that presentation have also been or are being made to various community committees and parent committees.

H. Standing Item: Policy Update

The Board Policy Work Group revised policy 414.00 to ensure language was consistent throughout and that it addressed nicotine delivery products (i.e., e-cigarettes). Language was tightened up throughout. It was recommended that the Board waive the three reading requirement as it was, only a clean-up/clarification of language.

QUESTIONS/DISCUSSION:

- How are students disciplined if they are found with tobacco product on their person? Response: The District has the right to take the product away from them. They may be disciplined but that is up to the principal.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education waive the need for three reading and adopt the editorial changes to policy 414.00 Tobacco and Nicotine Free Environment and make final approval of those changes at the February 18 Board meeting. Ms. Doran seconded the motion.

The motion passed.

The need for an "Intellectual Property Policy was discussed particularly as it relates to copy right law, technological advances, digital learning and patents The need for a policy is driven by the digital learning platform. SPPS wants to be proactive considering how much work has been done by staff for the district in developing products for SPPS that are, in turn, utilized by other districts. SPPS has had a wide variety of practices in place so there is need of more standardized practice. SPPS is a public organization, publicly funded and its documents are in the public domain so the "Creative Commons License" seems to offer a way to protect district copyrights, offer authorship attributions and provide a protection from SPPS work being misused or privatized down the road. It establishes a creative culture among organizations that would benefit from such work products. Derivatives of original product then must be shared in the same manner as the original was shared to contribute to public collaboration. The platform will push the boundaries between monetizing and open source world.

Multiple stakeholders will be engaged in order to get various perspectives and clarify expectations on how this will move forward.

QUESTIONS/DISCUSSIONS:

- It was noted SPPS does have to be careful in trying to monitor this. Does SPPS need to get out in front in this area? Response: Yes, it is important to be proactive, to look at what has been done, but develop a policy that clarifies issues such as 3D printing.
- The copyright law is clear but there are many things that do not fall under copyright law. The primary mission of SPPS is to be clear with teams that what is developed will have attributions and ownership must be defined. It is necessary that SPPS be clear about who owns what and to protect product. Additionally, there is a need to define student relationships to work done.

MOTION: Ms. Carroll moved, seconded by Ms. Seeba, that the COB meeting be continued.

The motion passed.

- I. Work Session – the work session items will be addressed at the continued COB meeting, D
Date and time to be determined.
 1. **Board Check-In**
 2. **Board Response to Media Inquiries**
 3. **Discussion on Future Meetings & Change of Date for 10/28 COB Meeting**
 4. **Discussion on Listening Sessions**

III. ADJOURNMENT – will be made from the continued meeting.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk