

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 5, 2013**

PRESENT:

Board: Mary Doran, Jean O'Connell, John Brodrick, Anne Carroll, Elona Street-Stewart, Louise Seeba, Keith Hardy (arrived 4:46 p.m.)

Staff: Superintendent Silva, Marie Schrul, Michael Baumann, Julie Schultz-Brown, Michelle Walker, Jackie Turner, Kathy Brown, Andrew Collins, Michelle Bierman, Kate Wilcox-Harris, Mary Gilbert, Jeff Lalla, Marsha Baisch, Deborah Shipp, Be Vang, LaNisha Paddock, Kris Chlebecek, Emily Herman, Willie Jett, Christine Osorio, Joe Munnich, Sharon Freeman, Ivan Nelson, Tim Caskey, Jackie Allen

Other: Merle Waters, Mila Koumpalova, Tony Lonetree, Alicia Zetah, Felicia Widi, Angie Thornhill, Nicole Martin Rogers

Daniel Getahun, International Visitor Leadership Program, Tayier Yilihamujiang and Yipin Dong, visitors from China.

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. OPEB Trust (Wells Fargo) Report

The Senior Vice President from Wells Fargo presented a quick overview of the status of the SPPS OPEB Trust. He stated that as of January 31, 2013 allocation of the portfolio was at 13% alternative investments, 36% equity, 50% fixed income and 2% cash. He indicated the slight discrepancy from the target allocation designated for the account was due to the receipt of an additional \$1 million input in January. Some of this amount was immediately invested into equity and the remainder will be invested into equity over the next 30-60 days.

He reviewed the Executive Summary, the current fund balance and noted the chart showing specific portfolio performance.

QUESTIONS/DISCUSSION:

- Appreciation was expressed on last year's return and clarification on the State statute the trust was constituted under.
- Administration was asked to provide, at a future COB meeting, its plans for further investment in the OPEB trust and what plans are for the \$25.4 million being held within the committed fund balance for Retiree Health Insurance.

<p>MOTION: Ms Carroll moved the Committee of the Board recommend the Board of Education accept the report on the OPEB Trust. Ms. Street-Stewart seconded the motion.</p>

<p>The motion passed.</p>

B. SSSC Monitoring: Leadership VisionCard

The Deputy of Schools and Business Operations provided the second annual report on the Leadership VisionCard. He reviewed the background on the VisionCards and the indicators used. He stated leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. The SSSC Strategic Plan is

transitioning principals from building administrators to instructional leaders at a site with shared leadership and accountability. District leadership is structured into Central Administration (Superintendent and direct reports [6], other district leaders [27] and central administrators [73]) and Site Leadership consisting of Principals (55 – 43 tenured/12 non-tenured) and Assistant Principals (39 – 30 tenured/9 non-tenured). District administration has a rolling review timeframe based on calendar year or hire date so not all reviews may have been completed as of this report. The principals' and assistant principals' review timeframe is based on SY 2011-12 for this report.

The evaluation process involves goal setting, informal observations, check-ins on progress, a self-evaluation and a formal evaluation. Evaluation tools and processes have been created to support and monitor progress for central administrators and for school leadership (principals, assistant principals and administrative interns). The Five Essentials Survey is administered annually as a tool for school improvement as well.

Measurements were provided in the following areas:

1. Central Administrators
 - Percent of administrators with a completed annual review is at progress (86%); Vision is >97%.
 - The percent of central administrators rated at or above standard on their last evaluation is 99% (Vision is 90%).
 - Eight in ten administrators have completed annual evaluations on the new evaluation cycle. Nearly all central administrators evaluated met or exceeded the standard in their overall performance rating.
 - Implementation of racial equity development department-wide is at 81% (progress); vision is >90%.
2. Principals – performance expectations are measured in five areas: strategic, managerial, communications, instructional and racial equity.
 - Percent of principals with a completed annual review (SY 2011-12) is at vision (100%); Vision is >97%.
 - The percent of principals rated at or above standard on their last evaluation is 89% (Vision is 90%).

The ratings for tenured principals evaluated proficient or better in each of the leadership performance expectations in SY 2011-12 (Vision >90%).

- Strategic leadership expectations:
 - Shared Leadership is at 95% (Vision)
 - Shared Vision is at 81% (Progress)
 - Leadership Ability is at 88% (Progress)
- Managerial leadership expectations:
 - Performance Management is at 88% (Progress)
 - Time Management is at 88% (Progress)
 - Resource Allocation is at 93% (Vision)
- Communication leadership expectations:
 - Effective Communication is at 84% (Progress)
 - Conflict Management is at 93% (Vision)
 - Family & Community Engagement is at 84% (Progress)
- Instructional leadership expectations:
 - Adult Learning Support is at 79% (Progress)
 - Student Achievement Goals is at 70% (Baseline)
 - Student Data Use is at 70% (Baseline)
 - Culturally Competent Environment is at 14% (Intervene). This shows a positive shift in year one of implementation. Research shows it takes 3-5 years for full implementation.

3. Assistant Principals
 - Percent of assistant principals with a completed annual review is at Intervene (54%); Vision is >97%.
 - The percent of assistant principals rated at or above standard on their last evaluation is 81% or progress (Vision is 90%).
 - 5 in 10 assistant principals had a completed annual evaluation for SY 2011-12

School staff indicators were taken from the University of Chicago, Urban Education Institute Five Essentials SPPS staff survey (Spring 2012). This is an evidence-based system designed by the University of Chicago to drive school improvement. It is funded by the McKnight Foundation under a five-year grant. It was sent to all classroom teachers and paraprofessionals in 2011-12. In 2012-13, it will also include students. Results show readiness for school improvement in the following areas: effective leaders, collaborative teachers, involved families, a supportive environment and ambitious instruction. For principals it showed:

1. 93% strongly agreed or agreed that the principal makes clear to the staff his/her expectations for meeting instructional goals.
2. 70% strongly agreed or agreed the principal participates in instructional planning with teams of teachers.
3. 89% strongly agreed or agreed the principal takes a personal interest in the professional development of teachers and
4. 89% strongly agreed or agreed the principal communicates a clear vision for their school.

The presentation then moved to spotlight the area of Improving Instructional Leadership. The Director of the Office of Leadership Development and Academic Support stated the main purpose of the office is to develop the instructional leadership skills of principals and future SPPS leaders. An “instructional pipeline” has been established moving from teacher candidates, to teachers, to Assistant Principals/Administrative Interns to Principals/Administrators.

The department goals are to:

1. Increase effectiveness of school leaders
2. Build the pool of future school leaders
3. Increase access to high-quality professional development and innovation and
4. Increase academic success.

To achieve these goals the department is doing induction mentoring, leadership development and support, professional development focused on use of data and equity, district leadership and communication training and establishment of National Institute of School Leadership and Institute of Engaged Principal Leadership cohorts. Through these efforts, the department has learned the demands on new and aspiring leaders demand a higher level of support, which is appreciated and critical to development of instructional leaders and, networking opportunities with colleagues, and veteran principals allow for sharing of expertise and development of strong relationships.

The “Turnaround St. Paul” (3 SPPS schools and 3 charter schools) project has three goals: to increase leadership capacity, to create structural conditions to produce dramatic, transformative school change and to produce measureable improvement in student achievement and graduation rates. Their efforts encompass Principal Learning Teams (PLT), leadership retreats (Advancing Equity and Strengthening Instruction), individual coaching and facilitation support, executive mentoring for principals and SPPS junior executives and identifying and addressing the barriers that get in the way. In these efforts, they have learned to prioritize time to best support student needs and school improvement work, prioritize strategic planning, instructional leadership and community building, and create tighter linkages between improvement efforts and moving toward development of high functioning leadership teams. The result is to improve student learning, achievement and graduation rates.

The second layer of support for principals, assistant principals and administrative interns is in the area of mentor/mentee partnerships. Induction mentoring provides mentoring support to

first and second year principals, new assistant principals and all administrative interns. Layers of induction support are provided by experienced former principals and current practicing principals or assistant principals.

Two mentors and two mentees described the value of the program to them noting particularly the mutual benefit to both. Some of the values and impacts listed in their discussion included: gaining multiple perspectives, support provided by colleagues, expanding the network, addressing complex day-to-day issues and challenges, building a system of supports and allowing for the practice of self-reflection. It increases competence, provides new experiences for professional growth focusing efforts on student learning and racial equity, allows for sharing of expertise, reduces isolation and provides for trusting, collegial relationships.

Next steps provide for continuing equity work with schools/principals, completion of a full evaluation cycle, increasing capacity for implementing district initiatives, provides for on-going review of leadership development activities and refining of the work and identifying and measuring VisionCard levels for central administrators. Additional priorities are focusing on equity work with principals, assistant principals and administrative interns, increasing leadership capacity in the “pipeline”, expanding professional development opportunities for principals, assistant principals and administrative interns, developing teacher evaluation training for principals and recruiting teacher candidates to diversify the teaching force.

QUESTIONS/DISCUSSION:

- How are mentors chosen? Response: The work was collaboration between the Office of Leadership Development and the Assistant Superintendents.
- Is there an evaluation during the process? Response: The Talent Management Grid (a modification of how Target does talent management) is utilized. Leaders look at candidates in a matrix of four quadrants laying out what their leadership talents are and working on strategies to move them to higher levels over time. This is just one tool used for assessment and how to deal with enhancing a leaders strengths and modifying weaknesses.
- The tenured principals, what is the basis for the data? Response: The principal evaluations of 2011-12 done by the Assistant Superintendents. As noted in the presentation goals are set, informal observations are done, check ins are provided and in spring a self-evaluation is done along with the Assistant Superintendent’s final evaluation.
- What is formally in place in the mentoring area to help administrators of color to gain skill sets and a comfort level sufficient to stay in the district and are any of these formal connections available to transfer to retaining teachers of color? Response: Several things are provided in support for administrators: check-ins by Assistant Superintendents, constant attention to how leaders are doing and support is provided in order to ensure they succeed. There is also intentional professional development at Principal, AP and Admin Intern meetings as well as the training received through PEG equity training.
- It was noted some key issues for principals of color being in charge is how their staff perceives/receives them. The district-wide equity training is helping to create a different culture valuing diversity in the schools. There will be conversations about race because of this effort leading to culture change. The comment was made that the same issues impact administrators as impact kids of color. It is acknowledged this exists and administrators of color have issues that are unique. SPPS, through the equity training, is creating awareness and providing intentional support to its administrators of color.
- The Board indicated it would like to see the transition points and the differences in evaluation tools as the District transforms to be more multicultural. They also indicated they would like to hear how spheres of influence reach beyond the district into higher Ed relative to changing culture. That is an area that still needs to be addressed.
- Is SPPS having these conversations with partners in the institutions providing teacher candidates? Response: Yes.
- The instructional pipeline, what is being done or will be done to grow and support developing teachers in a similar manner? Response: It takes more than a principal to lead and move a building. It is critical to have strong effective leadership teams to take sites to a higher level and identify leaders in various areas to step to the front and lead

schools to higher levels, strategies and priorities. SPPS is working with principals on how to build strong leadership teams.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the report on the Leadership VisionCard. Ms Carroll seconded the motion.

The motion passed.

C. Legislative Update

The Legislative Liaison provided an overview on a number of items brought forward to legislators so far in the 2013 session. She also described several areas where SPPS personnel had been called upon to provide testimony to various committees.

In discussing the Governor's budget, she indicated many SPPS legislative agenda items had been included, such things as:

1. All-Day Kindergarten
2. Pre-K legislation and child care issues
3. Simplified formula
4. Increase in Special Ed disparity
5. Integration aid
6. Continuation of integration levy
7. ELL funding
8. More options for retention of teachers
9. Compulsory attendance
10. Reinstating growth factor for ABE
11. Mental health funding
12. Bonding reauthorization
13. Assessments

She also reviewed several bills of interest that had been introduced. These included such things as creating additional funding sources for students in approved recovery programs; repealing the requirements that licensed K-12 teachers pass a basic skills examination in reading, writing and mathematics as a condition of receiving a teaching license; a bill creating choice scholarships; a bill providing for computer-based adaptive assessments, etc.

QUESTIONS/DISCUSSION:

- Services for mental health, is there any movement on counselors? Response: Actually, this area requires more than counselors so any increase to the Safe School Levy needs to include nurses, counselors, etc.
- Are there initiatives at risk? Response: Probably the compulsory attendance is at the greatest risk as it may receive a fiscal note because of truancy issues, etc.
- New money vs. payback of borrowing – where is that at? Response: This has gotten to be a political question being used as a wedge. The initial payback is a good first step and it should continue if there are continued positive forecasts. Most districts, however, would like to have new revenue as opposed to payback.
- When is the meeting with the Delegation? Response: 1 p.m. Room 5, State Office Building on February 8.

D. Quarterly Financial Report

The General Fund is projected to have a revenue increase of \$1.8 million. Expenditures will decrease by \$12.2 million. Projected UFARS General Fund expenditures for the year are \$547.8 million. The unassigned fund balance is estimated to be \$51.6 million in the General Fund. This represents 9.4% of current year expenditures and is above minimum current Board policy of 5%. The projection does not assume any use of any fund balance in FY 14.

In the Fully Financed General Fund-Revenue, Federal revenue will be under budget by \$10.3 million due to expenditure lower than budgeted for the following programs:

- Title I - \$8 million
- Special Ed -\$.8 million

- Title II & III - \$1.3 million
- Elementary School counseling & Turnaround St. Paul by \$.2 million.

State revenues will be under budget by \$.8 million due to lower expenditures than budgeted for those programs needing local support and the Cy Pres program. Tuition and private grants will be under budget by \$.3 million due to expenditures lower than budgeted for the following programs: 3M grants by \$.2 million and St. Paul Foundation grants by \$.1 million. In expenditures, salary and fringe benefits will be under current budget by about \$5.7 million. Supplies and equipment will be under current budget by \$4.2 million and contracted services will be under current budget by \$1.5 million. The reasons are as outlined in revenue. The fund balance will remain at \$.2 million.

In the Food Service Fund most of the additional revenue is from federal Healthy Hunger Free Kids Act (HHFK) served as a result of meeting new guidelines effective in the Fall of 2012 and an increase in meal counts. Increases in expenditures are due to higher consumption of fruits and vegetables as required by HHFK in the new USDA Meal Pattern Regulations and increases in food costs. The fund balance will be reduced by \$100,000 due to the changes above.

For the Community Service Fund revenues are projected to remain level, however, Federal and State revenues will be under budget by \$.1 million due to lower than projected prior year contact hours. Tuition and fees revenue will be over budget by \$.1 million due to increased enrollment in Community Programs and Discovery Club. Expenditures are projected to be over budget by \$.1 million due to a projected increase in non-salary expenses and a projected reduction in salary and fringe benefits. The fund balance will be \$2.5 million (nonspendable \$100,000; restricted for retiree health insurance \$300,000; reserved for Community Education \$900,000; reserved for Early Childhood Family Education \$400,000; Reserved for School Readiness \$200,000 and reserved for Adult Basic Education \$600,000).

The Fully Financed Community Service Fund shows Federal revenues under budget by \$.4 million due to lower than budgeted expenditures in the 21st Century CLC grants. State revenues will be under budget by \$.3 million due to lower than budgeted expenditures for nonpublic counseling services and textbook aid. Ramsey County revenues will be under budget by \$.3 million due to lower than budgeted expenditures in the Day Care budget. Expenditures show salary and fringe benefits will be under current budget by \$.1 million. Supplies and equipment will be under current budget by \$.6 million and contracted services will be under current budget by \$.3 million. Reasons are as outlined in revenues. The Fund Balance was at \$.3 million prior to this fiscal year and there should be no change. Fund balance is due to funds collected for the day cares and ABE learner activities. SPPS is paid a set rate for day care expenses even if the program does not cost it as much to administer.

The Building Construction Fund shows not increase in revenue. Expenditures show a projected decrease that results from the project approval process. Fund balance will be reduced by \$900,000 (a reduction of \$1 million in the restricted/reserved for Alternative Bonds and a \$100,000 increase in restricted.)

The Debt Service Fund will remain as budgeted with a fund balance of \$49,6 million.

QUESTIONS/DISCUSSION:

- The ALC's having extra funds available due to transportation. Does SPPS need to provide more or better transportation services to kids? Response: Currently there is after school programming every other day. SPPS and partners are evaluating the possibility of creating hubs so that kids can go to their area hubs after school and then be driven back to their homes. This would make for more regular and efficient transportation and also make it easier to budget for it.
- The Debt Service Fund, there is currently a fund balance of one year's worth of expenses – can the Debt Service Levy be reduced at some point? Response: The State does a reduction for fund balance. SPPS can reduce issuing bonds whenever it wants to. The Debt Service Fund pays only the principal and interest on district debt. SPPS has to be careful of the value of its alternative and construction bonds as it moves forward, it must

be able to fund its strategic plans. This could be looked at as long as conditions are not set whereby there is not enough there to meet obligations. It is all a matter of timing of with these funds.

- It looks like there are reduced revenues due to reduced ABE applications but there is also a situation where SPPS cannot meet ABE demands, why is this? Response: ABE funding is always one year behind due to State reporting, prorating, etc. What is being seen here has already happened and is not a reflection of the current situation.
- For the Food Service Fund are the HHFK expenditures an unfunded mandate? Response: No, there are other expenses involved in the food program beyond the HHFK. The HHFK is funded for what is mandated.

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

The motion passed.

E. Administrative Response to the American Indian Resolution of Concurrence

The Executive Director of PreK-12 CIPD stated the purpose of her presentation was to inform the Board of the administrative response to the American Indian Parent Committee Resolution in order to improve the learning outcomes of students and to strengthen relationships with parents. The response, as well as the initial resolution, are required as part of the Minnesota American Indian Education Act of 1988 (Stat. 126.51, Subd. 1a).

Request 1: Communication: The first concern outlined in the Resolution was in the area of Communication, specifically the hiring process at AIMS and the relocation of the Indian Ed Program. Administration responded with the following commitments:

1. A cross-departmental district team will meet quarterly with the Supervisor of Indian Education.
2. Administration will ensure communication and responsibility for program support is shared across different areas of expertise.
3. Written communication will be shared reciprocally between the Parent Committee and the district team.
4. Communications/discussions will be on a quarterly basis rather than annually.

Request 2: Student Racial Identification (2a) – inaccuracies in racial identification of American Indian students (AI) resulting in potential loss of funding for which the program is eligible and inaccurate reporting of outcomes. Administration responded:

1. New Federal Guidelines now allow for identification of students as multi-racial.
2. Families who would like to change previous records can do so through the Placement Center.
3. Administration will ensure this message is communicated through school leaders and community events.

Request 3: Student Racial Identification and Indian Education Programming – correction of children's race in the system (2b) and confusion about the various programs and services available to parents/students through Indian Education and American Indian Studies (3a). In the first area administration indicated, a family may contact the Student Placement Center to make corrections to a child's ethnicity and race. For concern 3a administration, stated SPPS Indian Education collaborates with different departments and multiple community agencies. In an effort to communicate more clearly about all supports available to students, a new brochure has been created. Websites are also being updated to reflect these options.

Request 4: Indian Education Programming (3b) – the difficulty AI families and the Parent Committee are having in assessing the effectiveness of the Indian Education programs. Administration stated it is committed to working with the Indian Education Parent Committee in identifying priority evaluation questions and follow through with program guidance based on evaluation results. Shift happening moving toward assessment of success and impact of efforts on achievement, etc.

Request 5: Indian Education Programming (3c) – Indian Education staff's perception that they are not always welcome into all SPPS schools to work with AI students. Administration responded the Racial Equity Department would work with Indian Education to gain input on a systemic way to support school efforts to improve and create welcoming environments and to ensure staff are well informed about Indian Education programming at each site. This will be monitored through equity teams in buildings and the district Racial Equity Department.

Request 6: Attendance (4a) – AI students have the worst attendance rate of all ethnic groups in SPPS. Administration indicated it has developed a new wrap-around approach to attendance that includes district and community agencies, this includes a late-bus for AIM. The Educational Warriors Campaign has embedded a culturally relevant approach to school success, which includes attendance and school readiness.

Request 7: Academics (5a) – A high proportion of AI students are not meeting grade-level expectations at all grades. SPPS responded it is in its first year of Multi-Tiered Systems of Support (MTSS) implementation and are focused on using data to Differentiate Core Instruction. Leadership teams are learning to resource map schools to align to learning goals. There has been a strong beginning at the American Indian Magnet School.

Request 8: Academics (5b) – AI parents and students are often not aware of their poor academic status until it is too late to pass the class, grade or graduate. Administration responded all students, 9-12 grade, are tracked for graduation progress. Letters are sent to the student's address as listed in Campus. Administration is exploring the ability to use Connect-Ed as an additional resource as well as new communication tools for families. Developing communication tools so families can track progress of their students.

Request 9: Student Suspensions of AI Students (6) – bullying is a significant concern for AI students and in some instances is racially/culturally motivated. Administration stated SPPS is very committed to ensuring that all feel comfortable in a safe learning environment. The newly revised *Student Rights and Responsibilities Handbook* clearly defines bullying and outlines administrative guidelines. Schools are focused on using data to build proactive supports for students through PBIS. As part of the Middle School transition work, all middle school staff and students will have facilitated support in team building and community building for their school.

Request 10: Out-of-School Time Activities (7a) – AI students do not have adequate access to OST activities that support and enhance their academic success. Administration stated the District has a summer East Metro Integration District (EMID) camp called American Indian/Belwin Camp at AIM and at Belwin Lab that is open to all District and EMID students. Out-of-school time programs such as EDL offer enrichment in math and reading as well as enrichment programs. The enrichment is developed based on the school environment and interest.

Request 11: Out-of-School Time Activities (7b) – AI students do not get enough physical activity and have generally poor nutrition when compared to other groups and are at greater risk of obesity, diabetes and other health problems. SPPS Site Wellness Teams will invite AI parents or community members to participate to increase AI practices into the site action plan. Student Health and Wellness continues to seek grant funded opportunities to address chronic disease management for chronic conditions that impact learning, specifically asthma, diabetes, ADHD, hearing loss and anaphylaxis.

Request 12: Graduation (8) – AI have the lowest graduation rate of all racial/ethnic groups in SPPS. Response: SPPS is working with schools to recruit AI students for AVID classes. It is exploring funding possibilities to support culturally specific AVID classes at selected schools where enrollment warrants viability.

QUESTIONS/DISCUSSION:

- Explain further about the late bus and what it entails? Response: AIM is being used as a pilot effort which involves sending a second bus to pick up students who missed their bus. A staff person rides the bus and arranges to have a conversation with parents about

the situation and finding a resolution. The maximum number of uses allowed per family is three per year. The basic cost is gas as SPPS is using one of its own district-owned buses.

- Does SPPS anticipate this going on over time or is it only for one year? Response: SPPS is committed for only for this school year, again it is a pilot and will be assessed before further decisions are made.
- Is the American Indian Parent Committee generally satisfied with the responses? Response: Yes, particularly regarding the quarterly meetings with district leadership to work on issues together. There are more accountability pieces now in place with the quarterly meetings. There are more dialogue and communication potentials working within a partnership this time. Team building has made a great difference this year.
- Self-identifying racial groups – will students be able to apply for scholarships specific to their racial ethnic groups? Response: It is assumed so depending on the criteria established by the particular school or scholarship.
- The Parent Committee commended the district on its student nutrition efforts stating they are well beyond what is commonly seen in other districts.
- Racial identification has a great impact particularly when there is a small group within the district. The new Federal guidelines have changed that as they now affect all kids who are multi-ethnic, not just a small group.
- It was suggested that as the Quarterly meetings evolve, providing subcommittees might be considered to address issue of curriculum or other specific areas.

MOTION: Ms Carroll moved the Committee of the Board recommend the Board of Education accept the Administrative Response to the American Indian Resolution of Concurrence. Ms. Street-Stewart seconded the motion.

The motion passed.

F. Promise Neighborhood Update

The Chief Engagement Officer reminded the Board the Promise Neighborhood Partnership had not been awarded further grant funding for the project. The groups have committed to continue to offer services (family resource centers, community navigators, support services, early intervention, childcare, etc) from now through July. SPPS is working with the Children's Collaborative to extend Freedom School for the summer of 2013. Funding partners will meet later this month to explore interest in continuing support for the work. Community partners are also meeting to discuss how to move forward. Wilder has assigned staff to the support the work at this point. Anchor partners (the City, County, Hmong and MNCad) will continue at the table. SPPS has provided approximately \$1.5 million to support the work in personnel, services, etc.

QUESTIONS/DISCUSSION:

- Summer jobs – has there been a push against the big partners to work on a youth summer job program? Response: There has been no formal discussion. Some older youth are hired to assist at Freedom School. One anchor partner offers a grant from school innovation funding that could target jobs.
- When will the Board start getting updates on the impact on academic achievement at Jackson and Maxfield? Response: That would probably be when achievement reports are reported out, Jackson and Maxfield could be highlighted at that time. Wilder will be doing a broader assessment of the Promise Neighborhood effort. The timeline for that is yet to be established.
- Is there a chance to reapply for the grant funding? Response: Yes, the group could reapply – there is no indication from Wilder at this time that it will.

G. Standing Item: Referendum Implementation Update – Personalized Learning Platform

The Assistant Superintendent of Academic & Technology Innovation announced the dates/times for upcoming demos of the platform prototypes. Dates at February 15 (2 demos) and February 16 (2 demo periods).

Applications for the Action Teams now total 79. 41 females, 38 males. 36 St Paulites, 43 SPPS employees. The majority of applicants are white but there are 1 to 3 applications from Hispanic, American Indian African American, Vietnamese and Hmong ethnicities.

QUESTIONS/DISCUSSION:

- No applicant will be turned down? Response: No, though they may not get their first choice of action team. Action teams will begin in the infrastructure and engagement areas.
- What are the age ranges? Response: We did not break that out, but it can be provided.
- Was there outreach to students? Response: Yes, a little but there were no applicants. Students will be involved in other ways and perhaps on Action Teams in certain areas.

H. Standing Item: Policy Update

Staff indicated the Policy Work Group would meet to discuss further the Wellness Policy along with a quick review of policy 705.00 Investments. The Wellness Policy will proceed to its second reading at the February 19 Board meeting.

QUESTIONS/DISCUSSION:

- In the food area, does the District serve chocolate milk? Yes.

I. Work Session

1. **Board Listening Sessions**

Board Listening Sessions are scheduled for February 21, 2013 at Dayton's Bluff Achievement Plus Elementary, March 7, 2013 at Four Seasons A+ Elementary Cafeteria and April 11, 2013 at Jackson Preparatory Magnet Library, 437 Edmund Avenue. Board members charted who would be attending the various sessions and discussed materials they would like to have available at the sessions.

Due to a conflict with a major recognition event, the February 21 session was cancelled. New dates will be found later in April or early May.

2. **Board Check-In**

Board members took a few minutes to discuss the new timed agenda format noting areas where they found it beneficial and where improvements could be made.

III. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn. Ms. Seeba seconded the motion.
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The motion passed.

The meeting adjourned at 8:05 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk