

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
January 31, 2012**

PRESENT:

Board: Louise Seeba, Anne Carroll, John Brodrick, Keith Hardy, Mary Doran, Elona Street-Stewart, Jean O'Connell

Staff: Andrew Collins, Willie Jett, Matt Mohs, Julie Brown, Kristine Osorio, Sharon Freeman, Darlene Fry, Denise Quinlan, Jackie Turner, Tim Caskey, Evelyn Belton-Kocher, Jean Ronnei, Lynn Gallandat, Joanne Freidlund, Liz Kunen, Kate Wilcox-Harris, Michelle Walker, Suzanne Kelly, Michael Baumann

Other: Bob Zick, David Kirchner, Steve Adams, Sarah Geving,

I. CALL TO ORDER

The meeting was called to order at 4:38 p.m.

II. AGENDA

A. Administration Report on DAT Recommendation(s)

The Superintendent made an introduction to the subject. The Chief Accountability Officer provided background on the process and review of the materials provided by the District-wide Action Teams (DAT). The action teams, led by district facilitators with representation from SPPS staff, families and community members, reviewed information specific to its area, reviewed evidence-based practices, local assets and options for service. The action teams developed plans for implementation that would be submitted through the Cabinet to the Superintendent for approval.

The areas assigned to the action teams were:

- Achievement gap
- Transition to middle grades
- Specialized academic programming
- Aligned learning
- Integration/Choice
- Partnerships
- Shared accountability (culturally relevant practices and culturally proficient human resources)
- Site governance
- Budget and finance

The Cabinet met weekly to review operations and plans; advise project staff on the best ways to accomplish the work, to make decisions and establish priorities and procedures to support Solution Action Team's work.

112 recommendations were received from the various action teams. The Cabinet did a feasibility analysis on each recommendation. The recommendations were color coded as Not Feasible/Advisable (Red), Further Exploration Needed (Amber) and Work in Progress (Green). Synergies, redundancies and efficiencies were identified and recommendations were grouped. The next steps and overall themes were identified under the SSSC goals.

Recommendations considered not feasible/advisable included multi-year budgeting (due to legislative implications), self-insurance (this area [health insurance] is reviewed quarterly and represents an area of high liability). Additional district resources (beyond start-up for new or expanded programs) for maintenance of programming (PD, materials, etc.) beyond the school allocation formula.

Recommendations for Goal 1: Achievement included Curricular Improvements, Targeted Supports, Interventions, and Professional Development as major themes. SSSC Plan expectations (by 2014) in the area of achievement include: guaranteed delivery of curriculum, better achievement across the school system, principals as instructor leaders, shared leadership and accountability and data being used throughout the year to inform and improve instruction.

Curricular Improvement recommendations included:

- Develop and launch aligned learning framework to be fully implemented by 2014-15 school year guided by Professional Development Advisory Committee.
- Evaluation of success factors and creation of models from those best able to close the achievement gap
- Replication and growth of successful/high demand academic programs (ex: GT, IB, AP)
- Ensuring comprehensive articulation and pathways for all programs, including SAPs
- Reconciling SPPS curriculum requirements with Specialized Academic Programs methodology
- Ensuring comprehensive articulations and pathways for all programs, including SAPs
- Commitment to district resources for start-up and expansion of all programs, including SAPs and Arts/Music programs
- Continued exploration of alignment of assessments with SAP curriculum
- Interdisciplinary teams are already in place at four middle schools
- Exploration of opportunities for teacher preparation programs to offer teachers Middle School (6-8) certification
- Establishing a District Achievement Accountability Council whose primary role would be to focus on the Achievement Gap
- VisionCards and Performance Management System as ways to monitor and report progress in terms of achievement and equity.

Under Targeted Supports and Interventions recommendations included:

- Seeking legislative support for all-day Kindergarten, pre-Kindergarten and school aid delay repayment
- Assessment of allocation of discretionary “viability” dollars to determine how much is needed and take appropriate action
- Evaluation and support for the intervention process (reading, math, extended day)
- Support for intentional, targeted transition activities for students entering middle schools and high schools, including the parents
- Implementation of data analysis and intervention models and advanced differentiation and acceleration models.

Under Professional Development recommendations included:

- Solidification of the roll-out for the District Equity Transformation plan
- Funding Teacher Collaboration (PLC) at every site during the student day
- Designing professional development to more carefully match specific teacher and administrator learning needs, and
- Monitoring aligned learning implementation for consistent implementation across the district.

Areas needing further exploration included:

- Investigations of online K-12 school options

- Development of excellent Pre-K and All-Day Kindergarten programs in all elementary schools to give all students the opportunity to begin school ready to learn.
- Providing a consistent assessment tool and/or skill measurements to determine whether students are prepared for each specific program
- Interdisciplinary teams in the four core content areas (depending on sufficient student enrollment, advisory with an identified curriculum, consistent across all sites).
- Providing resources to support unique needs of specialized programs (language, arts, music, etc.)
- School day/calendar and professional learning time (aligned learning, achievement gap, transition to middle grades) dependent on negotiations (middle school needs to support interdisciplinary teams)
- Financial commitment for on-going PEG racial equity work, Positive Behavior Intervention and Support (PBIS) and other support systems – dependent on cost and timeline
- Ability to implement achievement gap recommendations linked to implementation of aligned learning recommendations as well as any new efforts in terms of partnership coordination and stakeholder engagement.
- Full district implementation may not align with timeline recommended by the action team
- Monitoring and feedback on instructional alignment with right instruments in place.

Recommendations for Goal 2: Alignment included two themes: Partnership Coordination and Stakeholder Engagement. Expectations by 2014 include having in all schools academic specialists, nurses, libraries, classroom technology, family and mental health supports. Enrollment and class size targets. A better choice system that offers community and magnet options that is streamlined, has regional transportation with magnet schools that follow defined criteria. In addition, a clear pathway from elementary to middle to high school.

Under the theme of Partnership Coordination, recommendations include:

- Creating area partnership coordinators who could facilitate area-based asset scans, stakeholder analysis, grant/partnership priorities and student success supports.
- Commitment of financial resources (commitment already made in Partnership staff position)
- Emphasis on academic supports, not just social supports.

Under the theme of Stakeholder Engagement, recommendations included:

- A Parent Academy roll-out plan that aligns to support the middle school transition
- Emphasis on home-school communications and relationships
- Giving direction to site councils for this school year, including designated point person(s) through the Budget and SCIP processes.
- Publicizing steps to resolve issues and raise questions.

Areas requiring further exploration include:

- Partnership Advisory – whether it is better at area or district level
- Need to determine how district-wide programs interact with area-based systems
- Policy support for attendance areas and placement priorities
- Need for infrastructure to support new placement process – computer-based system completed by January, 2013
- Determination on how PEG Equity Transformation aligns with recommendations to provide community a defined process to engage with schools and the district
- A student success support framework was outlined along with a framework for systemic equity transformation.

Under Goal 3: Sustainability three themes emerged: Revenue Enhancements, Outreach and Marketing and Performance Management. By 2014 it is expected resources will be invested in those proven programs that clearly demonstrate results for students. Zero-based budgeting will be used for departments to assure equity and efficiency in design and central allocations of instructional funds will be done to better serve all schools.

Recommendations moving forward under Revenue Enhancement include:

- Seeking legislative support for all day Kindergarten, pre-Kindergarten, school aid delay repayment
- Exploration of additional resources through individuals and expanding community partnerships
- Streamlining the Free and Reduced Lunch application process

Under Outreach and Marketing:

- Marketing neighborhood schools collectively
- Partnering with local businesses to build community
- Surveying parents for feedback to obtain information on what is working to retain families/students
- Ensuring equitable recruitment for Specialized Academic Programs through a public outreach program to include proactive parent education to enable informed decisions.

Under the theme of Performance Management:

- Promoting Talent Management Practices, continue and increase support for principals and administrators to fully utilize in-house talent, improvement of employee morale and productivity and mitigation of institutional knowledge loss
- Monitoring aligned learning implementation for consistent implementation across the district
- On-going assessment of anticipated cost savings from district alignments with appropriate action.

Areas for further exploration include:

- Marketing – One Thing I Love – depends on continued commitment from external sources
- Social Media – Policy/Procedure
- Regional Parent Fairs
- Corporate advertising opportunities.

The Superintendent then went on to make site-specific recommendations:

1. LNFI will continue to be configured as a K-5 at dual campuses (Ames and Prosperity) effective SY 2013-14. Reasons for the decision were fiscal viability and enrollment sustainability.
2. The recommendation for the J.J. Hill Montessori is that it will continue in its current configuration and change to Pre-K-5 as designated in the strategic plan with articulation to the new Montessori middle school which will be opened.
3. Future Board actions may include Policy revision/development (advertising, social media/IT usage, equity policy and attendance areas), contracts and budget/funding.

QUESTIONS/DISCUSSION:

- How much of this report will participants in the DAT teams receive? Response: Communication was sent to all action team members that this response would be presented at tonight's COB and at the February Board meeting. The presentation will be posted on the Action Team website. The Superintendent noted that all DAT members were surveyed with a good response showing overwhelming support for the process. Communication will continue to be provided to team members as the process progresses.
- What is the timeline on the amber items? Response: No timeline was included for these items. This presentation is the initial response. The Cabinet is in the budget review process and many of these items have a financial aspect that ties into the budgeting process and that timeline. Timelines for individual items will come out as the

work is moved forward in specific areas. The bulk of the items will come forward once administration has a better idea of the budget position. Updates will be provided periodically.

- Could the timeline be placed on the DAT website? Response: That will be taken under consideration.
- Under Site Governance, there was a note about a commitment to provide information to site councils this year. What about recommendations around the evolving role of site councils? Response: The recommendation was that site advisory councils be developed at the schools and that their efforts be primarily toward two-way communication at the site. The desire is to get representative voices from the entire school community. The question remains as to what is the appropriate role for site entities. There are the issues of equity and having equitable voices on the teams, what the appropriate role for a site entity is and does administration want site entities engaged in engagement work and what would the requirements be? The PEG Framework looks at parent engagement at the school site level for engagement and empowerment. The District needs to see if that framework would meet that need.
- Comment relative to the Budget and Finance Team – the multi-year budget was specific for two years out. It should be understood that the District is doing multi-year forecasting out three years (biennium plus one) it is not doing only one year.
- On the recommendation for LNFI, explain enrollment sustainability? Response: The concern is what the on-going commitment of students currently in grades 4-6. Historically there is a fairly large movement of students from those groups into home area schools, charter schools, etc. The process has been very involved and many different factors were considered in making the decision. Looking back, SPPS has not lost a significant number of students in other splits.
- K-5 vs. K-8 can more be accommodated if the school is K-5? Response: Yes
- Is part of the issue that the articulation of immersion and Montessori does not have a curriculum completely developed for middle and high school that materials, both basic and deepening, aligned with an overall curriculum are not there yet? Response: Yes. SPPS is committed to the articulations, baring major budget issues, by having it defined within the SSSC Plan. The District is committed to providing materials, space, staff and capacity in these articulations. These details will be worked out over the next two years and will be there when articulation occurs.
- Comment: Both Montessori' and LNFI have waiting lists, will those on the waiting lists be able to move into the schools under this plan? Response: The expectation is there will be space when the sixth grade moves out of Crossroads. With LNFI in two buildings, an additional class can be added.
- As specialty programs and with three Montessori schools (Crossroads, JJ Hill, and Nokomis), will all be on board for 6-8 Montessori regardless of training/methods? Response: Montessori is one philosophy. SPPS will need to develop what the 6-8 classes will look like and it will need someone who knows how to build the program to carry the program forward so that it does fit.
- A question was raised on the possibility of having Pre-K at French Immersion. Response: At this point families would have to pay for it, as there is no money for it currently. This does not preclude pre-K in the future.
- Administration noted there are multiple issues with pre-K: operational aspects, possibilities of sliding scale fees, the under served population as there is not sufficient space available. All of these and more will need to be explored further.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the administrative response to the DAT recommendations with tremendous thanks to all of the stakeholders who contributed to the process and to staff for its excellent work. Ms. Doran seconded the motion.

The motion passed.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education support the Superintendent's recommendation for a K-5 grade configuration at L'Etoile du Nord French Immersion School effective SY 2013-14. The motion was seconded by Ms. O'Connell.

The motion passed six in favor, one abstention (Hardy)

B. Standing Item: Policy Update

1. **Policy 716.00 Advertising In The Schools**

The revisions made to the policy were noted and the new proposed policy reviewed.

QUESTIONS/DISCUSSION:

- Administration stated it had tried to be sure consideration was given to promoting, permitting and prohibiting.
- Two concerns were expressed: (1) this policy can lead to furthering and supporting commercialization of the academic lives of students. (2) The removal of language that insists on equitable distribution of funds.
- An additional concern was expressed about opening the district to advertising and the need to ensure equity, ensuring funds are distributed equitably to all schools.
- It was noted there are also opportunities created by pursuing advertising.
- It was also noted this is a policy about commercial advertising and will ultimately target those who can afford to purchase items advertised.

MOTION: Ms. O'Connell moved the Committee of the Board recommend the Board of Education move the policy forward to its first reading at the February Board meeting with two changes. (1) In #8 "must" will be replaced by "will" and in #9, "should" will be replaced by "will." The motion was seconded by Ms. Doran.

The motion passed.

C. Second Budget Revision for SY 11-12

The Chief Budget Analyst indicated the General Fully Financed Fund increased by \$7,165,245 and the Community Service Fully Financed Fund increased by \$342,169. The changes in the general fund represent \$3.7 million in new grants and a \$3.2 million revision on current grants. The Community Service Fund changes reflect \$.2 million in new grants and \$.1 million revision on current grants. The total of all funds at the end of December totaled \$649,221,538 for revenue and \$675,245,394 for expenditures.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the second budget revision for SY 2011-12 as presented. Mr. Hardy seconded the motion.

The motion passed.

D. Quarterly Financial Report

The Chief Budget Analyst indicated the results of operations in the **General Fund** as of December 31, 2011 show a favorable budget variance of 11.27% (\$6.9 million). Revenue was up \$1.4 million and expenditures were down \$5.5 million. The unreserved, undesignated fund balance is projected to be \$31.4 million or 5.9% of current year expenditures.

QUESTIONS/DISCUSSION:

- A question was raised on whether the \$1 million in Assigned-Site Based could be used to the benefit of the schools. Response: Schools have spent 97% of what is available to

them in non-salary areas leaving a cushion of \$1 million spread across all schools and programs.

- It was requested that at the next update assurance be provided that this \$1 million is not concentrated anywhere that would cause concern. Response: Administration stated the Assistant Superintendents oversee school budgets. They monitor whether money is available and if there is a need, the money is utilized. Administration's goal is to get this figure down to a 1% level of cushion for the schools.
- Concern was expressed about having the 5.9% in fund balance; could the extra money be utilized in some manner. Response: Contract negotiations had not been settled when this was put together so it was a comfortable balance. Additionally, there are expenses coming up under the SSSC Plan that will need to be purchased/obtained.

In the **Fully Financed General Fund** Federal revenue will be under budget by \$11.5 million due to expenditures lower than budgeted. (Title 1 programs are under by \$5.4 million, Special Ed federal grants are under by \$2.9 million, Titles II & III are under by \$2.2 million all due to some late approvals from MDE. The Title programs hope to reallocate funds so they can be spent closer to allowed carryover amounts.) State grants are under budget by \$.5 million due to expenditures lower than budgeted for the Alternative Special Education Delivery program, which was also awarded late by MDE. In expenditures, salary and fringe benefits were under current budget by \$4 million; supplies and equipment under budget by \$4 million and contractual expenses are under current budget by \$4 million for the same reasons as noted under revenue.

The **Food Service Fund** shows a change in both revenue and expenditures of \$400,000 due to an 18% increase in participation in the Breakfast to Go Program.

The **Community Service Fund** has a decrease in revenue of \$100,000. The revenue decrease was due to a reduction in Adult Basic Education state aid. The projected reduction in expenditures is due to ABE salary and benefits.

The **Fully Financed Community Service Fund** revenue will be under budget by \$.3 million because the Day Care Programs and the ABE Learner budgets have a fund balance from last year that will be used to offset expenditures this year. Expenditures are projected to be close to current budget with some possible variation between line items.

The **Building Construction Fund** shows no increase or decrease in revenue or expenditures.

The **Debt Service Fund** revenue remains level. Expenditures have a net increase because of scheduled debt redemptions and refundings that have restructured debt payments to retire principal earlier and reduce long-term interest expense.

MOTION: **Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the quarterly financial report as presented. Ms. O'Connell seconded the motion.**

The motion passed.

A motion was made to recess the meeting; the motion passed. The meeting recessed at 6:56 p.m.

The meeting reconvened at 9:00 p.m. in a work session.

E. Work Session

Board members conducted a review of Robert's Rules of Order and discussed the internal workings of the Board.

III. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn. Motion seconded by Ms. Doran. The motion passed.
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The meeting adjourned at 9:37 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk