

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

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

Mr. Hardy joined the meeting at 5:11 p.m.

Staff: Superintendent Silva, Jill Cacy, Christine Osorio, Ivar Nelson, Michael Baumann, Michelle Walker, Jacqueline Allen, Marsha Baisch, Tim Caskey, Julie Schultz-Brown, Sharon Freeman, Andrew Collins, Willie Jett, Joe Munnich, Jackie Turner, Steve Unowsky, B.J. Eisen

Other: Nicole Brachy, Mila Koumpalova

I. CALL TO ORDER

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

II. AGENDA

A. St. Paul Children's Collaborative Compact for St. Paul Children & Youth

The Vice Chair said the Children's Collaborative was asking for a commitment on behalf of SPPS in support of the Compact for St. Paul Children and Youth. She encouraged the Board to support this on behalf of SPPS. She indicated Ramsey County and the City of St. Paul had already taken this under consideration and had signed the commitment. The Compact's vision is that St. Paul will be a place where all children learn, grow and thrive. Six goals relate to this vision:

- Learn: (1) That children will be ready for Kindergarten and (2) That children will be reading by third grade
- Grow: (1) That children will have health care coverage and (2) That children will be connected to one or more caring adults
- Thrive: (1) That children are safe and free from child abuse and neglect and (2) That children will graduate from high school.

The Collaborative will measure progress toward its vision and report to the community annually on its collective progress toward its goals. Beginning in 2012, the Collaborative awarded grants to community organizations focused on improving outcomes toward the goals. In establishing a common agenda, sharing outcomes and identifying priorities and specific action steps, it is hoped the lives of children and youth living in St. Paul will be improved.

MOTION: Ms. O'Connell moved, seconded by Mr. Brodrick, the Committee of the Board recommend the Board of Education extend its support to the Compact for St. Paul Children and Youth and direct the Chair to sign the Compact on their behalf.

Motion Passed.

QUESTIONS/DISCUSSION:

- If SPPS agrees to use this master planning process and shared indicators on decision making how will this impact the current SPPS decision-making process? Response: The

process for looking at SPPS VisionCards will be instrumental in the process; a way simply needs to be found to incorporate that into the process. The Collaborative funds a number of support services and programs for children and in particular students of color. In the last three years, the commitment has been support to African American and American Indian children. The process should not alter what is being done it enhances and strengthens the work being done together.

B. Update on SY 2012-13 Professional Development

The District focus is now on school readiness, as the students will be coming back soon. It is also on supporting teachers, principals and instructional staff who reach and teach all the kids. SPPS provides a wealth of professional development to this group. Opening Week has been lined up for this year with a wide assortment of offerings.

Opening Week is five days designated to bringing staff up-to-date; two days of District workshops and three days of in-building development and prep for opening day. The theme for this year is "Professional Development – Strong Core Instruction Anchored to Standards. There are 53 workshops including content areas, a data dig, racial equity training and departmental meetings. It will involve about 3,700 participants. The English Language Core Standards roll out this year and affect all major areas in the curriculum in some way. The District wants to make sure it is using resources to bring the focus back to the Standards, putting them front and center. .

It was noted the New Teacher Orientation is scheduled for August 22. This provides a welcome, overview and content specific work for new teachers.

New this year are two additional days of professional development for teachers of English Learners and Special Education around the common core and collaboration. In addition, an additional day of work is offered for educational assistants covering PBIS, school safety and business.

Highlights of Opening Week include:

- English Language Arts includes the rollout of the Common Core Standards. 120 teachers have been involved in unpacking those standards and writing the new instructional guides to go with the standards and the new sequencing guides.
- Literacy will include the Common Core Standards roll out with new pacing guides aligned to the Standards.
- PreK/K will concentrate on the alignment of Birth-Age 3 Standards and Common Core Standards with the newly revised curriculum that strengthens the math foundation and readiness.
- Math involved a great deal of work on alignment of high priority benchmarks and learning targets to Everyday Math (K-6) New tools to monitor progress, assessment items aligned to high priority benchmarks and learning targets (K-12) all aligned to Minnesota Standards.
- Social studies will again concentrate on the Common Core Standards blending skills and content with work moving toward planning for new Social Studies Standards coming in 2013-14.
- Science also will focus on the Common Core. There will be 40 offerings presented by 22 internal and external partners in the STEM area.

Participants will register in PD Express so recertification hours for teachers can be tracked accurately.

QUESTIONS/DISCUSSION:

- EAs are now getting special training, what about the TAs? Response: Educational assistants (EA) are at a different training level from TAs, they are in the classrooms earlier

than the TAs. Teaching Assistants are generally only in the classroom when students are so they are not working when this training takes place.

- Many of the Opening Week offerings are at the same time, how does a teacher know what sessions they must/should attend? Response: Generally, during an in-school meeting principals will walk their staff through the agenda and suggest/assign different trainings. All Leads plan the sessions and know which teachers are going to which sessions. Trainings are broken out over two days so there is the chance to pick up training on one or the other day. For the Racial Equity training, CIPD keeps a running record of who has not been through Beyond Diversity. For those schools assigned to attend Beyond Diversity, the Leads will provide the training sessions missed by those schools at the school so nothing is missed by staff.
- How should Board members indicate attendance for sessions? Response: Follow the usual protocol of letting the Superintendent and Board Secretary know which sessions you plan to attend. If you are planning to participate in all of a session, please register through PD Express. Leads will generally assume you will be bringing greetings and allow time for that if they know you will be there.
- What other things are happening beyond Opening Week & New Teacher Orientation? Response: Summer School is wrapping up and at this time, there is nothing significant to report there. As far as readiness goes, the district is in better condition this year than in any year in the last decade. Capital improvement projects, custodial readiness and infrastructure readiness are all being tracked up to the start of school. This is a deliberate tracking process covering many areas including such things as construction projects, cleanliness, HR readiness, etc.
- Will all capital improvement and construction projects be done on time? Are any lagging? Response: All projects have an estimated completion date and are being tracked as they move along. It is projected at this point that all major construction will be accomplished prior to the start of school. Schools will be opening ready meaning students and staff can operate safely in any area that received work.
- How are families being kept "in the loop"? Response: Prior to the first day of school families will receive a letter from the school with information on opening. These letters are becoming more uniform across district and include transportation information and other details needed by families to ensure a smooth start for their child. The letter arrives about three days prior to school start. A Back to School Newsletter with transition tips and helpful hints has also been developed and will be provided to families. Connect Ed will be utilized to get the message out as well. Specific efforts are being directed at 9th graders to ensure as few problems for them as possible. More detail will be provided in the August Superintendent's Report.
- It was noted district staff would be engaging with the community to a greater extent this year through such things as "Back to School Nights, distribution of door hangers on enrollment and school start to various communities. This will encourage greater ownership of the district and the SSSC plan within staff and will serve kids and families better by their knowing the district strong and reaching out to them.
- It was suggested the "National Night Out" would provide a great opportunity for staff to connect with community and boost enrollment efforts. Staff indicated plans were in place to work with Neighborhood Associations on that night regarding enrollment efforts and the referendum.

Board thanks were extended for the presentation.

MOTION: Mr. Brodrick moved, seconded by Mr. Hardy, the Committee of the Board recommend the Board of Education accept the report.

Motion Passed.

C. SSSC Update: Community School Zones

The Chief Engagement Officer stated these proposed community school zones were part of the recommendations coming from the Integration and Choice District Action Team. They are directed toward maximizing district resources and minimizing costs while providing the best possible customer service. The presentation was to provide Board members with information on the process used in the development of community school boundaries in accordance with the SSSC Plan. She noted the attendance areas, which required Board approval, were acted upon in November 2011. The community school zones within the attendance areas are established under administration directives and the DAT recommendations.

The DAT priorities and guidelines were to:

- Keep families in the same school
- Achieve racial and economic diversity
- Provide dedicated seats for under-represented groups
- Provide geographic proximity
- Avoid isolating ELL and Special Ed students and
- Ensure the maximum number of families receive first choice.

The DAT also recommended that an internal committee be created to develop the boundaries. This was done and the committee charge was to (1) develop a clear and equitable school boundaries plan that supports and aligns to the SSSC plan to go into effect for SY 2013-14. (2) Determine boundaries for all community schools, ensuring each residence is assigned one community school. It was noted this does not lock families to a particular school. families can choose among community schools within the attendance area, regional or district magnets.

The process considered the following:

- DAT recommendations
- Building capacity
- Number of students impacted
- Ease of use in school choice process
- Community School Zones will give one point of priority in the school choice process.

The process started with proximity data. Geographic boundaries were developed based on proximity data and were then adjusted to improve diversity. Drafts of the various maps were presented as information for Board members. There are 23 elementary community schools within the district. The school zones were designed to support integration.

At this point those schools are:

AREA A: Frost Lake, The Heights Elementary and Hazel Park Preparatory Academy

AREA B: Dayton's Bluff Elementary, Eastern Heights Elementary, Battle Creek Elementary and Highwood Hill Elementary

AREA C: John A Johnson Elementary and Bruce F. Vento Elementary

AREA D: Cherokee Heights Elementary, Riverview West Side Elementary and in the future Roosevelt Community

AREA E: Chelsea Heights Elementary, Como Park Elementary, St. Anthony Park Elementary, Hancock-Hamline Elementary and Galtier Elementary

AREA F: Jackson Preparatory Elementary, Maxfield Elementary, Randolph Heights Elementary, Expo for Excellence Elementary, Groveland Park Elementary and Horace Mann Elementary. The elementary schools in this area allow for following of identified pathways for Areas F1 and F2.

The next steps include a review analysis conducted by Teamworks to verify the accuracy of the process and data used and identification of any discrepancies that might have come up through newer data Teamworks has access to. The results of the review will be communicated to the Board and the DAT followed by a presentation to the various communities at community

meetings schedule through September into October. These meetings will provide families with the most current school information as the school selection season begins.

QUESTIONS/DISCUSSION

- The elementary schools align with the middle and secondary schools within the zones. Response: Yes.
- What is the longest time students would be on a bus? Response: 45 minutes is the standard longest length of ride, many will be less than that.
- This encourages walking and bike riding; will bike racks be available at all schools? Response: That will be assessed and dealt with.
- Since these maps are still "in process" what should be reported out at the Board meeting? Response: The Teamworks process will take two to three weeks to verify the results. It is recommended that a simple report of the report be made without showing maps, as they may change over the next few weeks.
- Once these go live, will families be made aware of restrictions on transportation and what their preference options are for registration and enrollment? Response: Yes.
- On the West Side, Roosevelt is proposed for future opening, will that be one year from this fall? Response: That is being reviewed but is likely in order to better serve the community and students.
- What is the maximum length of routes in terms of time? Response: No more than 45 minutes for any route from first pick up to arrival at school. That is the goal but, of course, circumstances can impact that at any given time.
- What about capacity? Will transportation improve the average capacity carried on any given bus? Response: SPPS is diminishing the number of magnet schools so more students will ride to closer schools. There may be situations where there are fewer students riding a given bus, it all depends on circumstances and choices.
- Will Board members know what the geographic boundaries will be relative to various middle and high schools? Response: The high school boundaries have been approved and are represented by Areas A through F. The high schools established the areas. High school students have already chosen their school according to the new boundaries. That was implemented for this fall. Any 9th grader for next year has already been assigned to a school. These enrollments went very well, A letter will go to 9th grade students indicating if they get transportation, their program and the school they are assigned to.
- It was suggested the Area F map be marked with a dotted line to indicate the boundary between F1 and F2..
- What is Teamworks being asked to verify and will it cost any additional money? Response: Teamworks has been asked to verify the data was accurate, that the models were based on the most current demographic and community census data and that the integration factor works for racial, ethnic and economic factors. Cost is covered under the current contract.
- When will this be done? Response: It is hoped in time for the August 21 Board meeting.
- Will the Board receive an update on these draft community school zones if the boundaries are subject to change? Response: Yes.

MOTION: Ms. Carroll moved, seconded by Ms. Doran, the Committee of the Board recommend the Board of Education accept the report on the Community School Zones.

Motion passed

D. Standing Item: Policy Timeline & Update

The Administrator of Policy, Planning and Intergovernmental Relations indicated there were a few policies that have been brought up for development, review or revision: The Tobacco Free Policy, the Environmental Policy, the Wellness Policy. These will all be impacted by changes to Federal law, rules or regulations. A new Equity Policy has been proposed and policies affected by the SSSC Plan will need to be reviewed. Staff is currently in the process of reviewing procedures and bringing recommendations forward to administration.

He indicated the newly approved policies will be disseminated during the discussions on the revised *Rights & Responsibilities Handbook* at the upcoming Principal's meeting.

He then presented the changes recommended by the Deputy General Counsel for Policy 501.00 Bullying Prohibition. The recommended changes were to:

1. Tighten the definition with the suggestion to go back to something similar to the Minnesota School Board Association model policy language. And,
2. To move sections of the current draft to procedure as much of the detail in the draft would be more appropriate in administrative procedure instead of Board policy. She specifically recommended the language specifying prevention, reporting and response should be moved out of the policy and into procedure supporting the policy.

He went on to indicate that no other comments or suggestions have been received on this proposed policy. He also provided the Procedure in support of this policy for review.

A work group meeting will be scheduled to begin addressing the Tobacco Free Policy and the policy timeline.

QUESTIONS

- It was suggested that a review be done to see if there are any policy issues that need to be reviewed relative to the VisionCards.
- It was suggested that language be added to all policies (perhaps as a footnote) that indicates the Superintendent (designee) will craft procedures related to the policy or that a cross reference be made to the procedures that have been developed where appropriate (and vice versa). This should make a coherent link between policy to procedure (or procedure to policy) without undo burden to the person using it.
- Regarding the bullying policy. A way needs to be found so kids feel empowered to say something if bullying occurs. Response: This piece will be addressed at the Principals meeting where the policies will be reviewed. They will be provide guidance on how to share the policies with staff and the expectation is that these will also be shared with students.
- Will there be a cross references about bullying among employees on this policy? Response: It is already there under the "Harassment, Violence... Policy". It was suggested that a notation be added indicating the Harassment Policy applies to adults. The Executive Director of HR indicated the Harassment Policy was always referenced for incidents occurring between employees in the district.

E. Standing Item: Referendum Update

The Board Chair provided a brief update on Referendum activities. She noted the ballot language had been forwarded to the Minnesota Department of Education and to the Ramsey County Auditor's Office as required by law.

The Vote Yes Committee has hired Sia Her as its Campaign Manager. She has put together a campaign plan, established a budget process and opened an office at 380 Lafayette Frontage Road. Fund raising is in process. Endorsements have been received from the St. Paul Public Schools Foundation and the St. Paul Federation of Teachers. Other endorsements are being sought.

The committee has participated in several community parades and will be much in evidence during National Night Out events providing information and materials on the referendum. As back-to-school events are scheduled they will be available to attend as well. Lawn signs will be provided to anyone requesting one.

F. Work Session

1. **Communication Processes**

The Chief of Staff presented a diagram of the suggested process on how public questions/comments to Board members will be handled. Following discussion the consensus was to proceed following this plan and work out any issues that arise as they come up.

QUESTIONS/DISCUSSION:

- It was requested that "Confidential" be placed on the tracking list for any items falling under that category
- The Board indicated it would like to see the initial communication from all community members.
- Board questions will continue to be sent directly to the Superintendent and will be responded to from there.
- Director Seeba requested the General Counsel call her regarding specific areas that are confidential particularly as related to employee issue, student issues, etc.

2. MCA Data Release

The Superintendent and Chief of Staff presented a brief overview regarding the MCA data release. The question was raised if there is data showing that in the lower grades the achievement gap is tighter than in the upper grades.

III. ADJOURNMENT

MOTION:	Ms. Street-Steward moved the meeting adjourn. Mr Brodrick seconded the motion.
Motion Passed.	

The meeting adjourned at 6:54 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk