

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 1, 2011**

PRESENT: Board of Education: Elona Street-Stewart, Jean O'Connell, Keith Hardy, Anne Carroll, John Brodrick, Kazoua Kong-Thao

Staff: Superintendent Silva, Suzanne Kelly, Michelle Walker, Jaber Alsiddiqui, Michael Baumann, Kathy Brown, Tim Caskey, Denise Quinlan, Mike Kremer, Ivar Nelson, Ashley Cannaday, Tom Delaney, Sharon Freeman, Barbara DeMaster, Leon Rogalla, Jan Spencer de Gutierrez, Tracy Gauer, Jackie Turner, Joe Munnich, Andrew Collins, Matt Mohs, Howie Padilla

Other: Doug Belden, Daarel Burnette

I. CALL TO ORDER

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

II. AGENDA

The Chair announced a change to the order of the agenda with items B, C and D becoming A, B and C and Item A then becoming Item D.

<p>MOTION: Ms. Kong-Thao moved approval of the agenda with the changes indicated. Motion seconded by Mr. Hardy.</p> <p>Motion passed.</p>
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A. Quarterly Financial Report

The Chief Budget Analyst provided a quarterly update of the current year's financial situation.

In the General Fund, revenue is below budget by \$2.0 million as a result of loss in special education revenue. Expenditures are projected to be below budget by \$4.6 million due to lower expenditures in transportation contracts of \$1.9 million and other non-salary items of \$2.7 million. The undesignated, unreserved fund balance is projected to be \$28.5 million or 5.4% of current year expenditures. Savings from the Educational Jobs Fund will increase the fund balance by \$4.5 million. This amount will be designated for next year's operations.

The District received the Educational Jobs Fund monies. The total was \$9.0 million in one-time money from the Federal government to be used to prevent loss of staff or to retain staff. The money carries from the current fiscal year through September of 2012. One-half will be used this year to increase the balance in the undesignated fund for future use in SY 2011-12.

For the General Fund Fully Financed (grants) revenue and expenditure always match. Total revenue and expenditure will be under budget by \$10.4 million in the following categories: Federal grants (\$7.0 million); State grants (\$.6 million) and other grants (\$2.8 million). The remaining balances in the grants will be carried over into FY 12.

In the Food Service Fund, revenue is projected to exceed budget by \$1.3 million due to increase in participation in the Fresh Fruit & Vegetable Program (FFVP) and Breakfast to Go Program. Expenditures are projected to exceed budget by \$.9 million due to increase in food

supply costs which resulted from higher participation in the FFVP and Breakfast to Go Programs. The net results will be a fund increase of \$.4 million.

For the Community Service Fund revenue is projected to exceed budget by \$.1 million due to increase in fees from patrons. Expenditures are project to be below budget by \$.4 million mainly due to moving staff cost to the ABE fully financed program. The net results is an increase to the fund of \$.5 million.

For the Community Service Fully Financed Fund revenue and expenditure will be under budget by \$.4 million as several Community Service grants will carry over to the next fiscal year and the Non-Public Schools Fund revenues are expected to be under budget by approximately \$.1 million.

It is anticipated there will be no balances in either revenue or expenditures for the Building Construction Fund resulting in no net change to the fund balance.

In the Debt Service Fund, total expenditures are projected to exceed budget by \$6.0 million due to the maturity of 2001A QZAB escrow on 2/1/2011. This will result in a negative fund balance in the amount of \$5.5 million. This negative fund balance will be adjusted through the certified levy passed for FY 2011-12 bringing the balance back into sync.

QUESTIONS/DISCUSSION:

- Again, what is the Educational Jobs Fund? Response: It is one time money from the Federal government to be utilized by the receiving districts to retain jobs, prevent loss of jobs or create new jobs. SPPS will be using the money in that manner. The funds will be used over two twp fiscal years to prevent loss of jobs for next year. A portion was used in FY 10-11 to rehire of laid off staff.
- Projected revenue and expenditures in the Debt Service Fund what is it? It is the fund used for debt service and state aid equalization. Expenditures from it pay the principal and interest on debts. The levy increase approved this year will cover the FY 11-12 negative balance and bring the fund back into balance.
- The \$4.5 million carry over to next year, was some used this year? The total of the jobs money totaled \$9 million. SPPS used one-half in FY 10-11 and will use the balance in 11-12. It was used in FY 10-11 to rehire and equalize staffing needs. The balance has been put into reserve for next year and will be used to avoid cuts to staff in FY 11-12.

B. Second Budget Revisions for the 10-11 Budget

The winter budget adjustments reflect the following change in the General Fund:

- Recognition of an additional \$4.5 million in revenue from the Federal Education Jobs Fund. This represents 50% of the total allocation. The remaining 50% will be allocated n FY 2011-12.
- Keeps expenditures at the current level to generate a savings of \$4.5 million in the Unreserved Fund Balance.

Changes to the Fully Financed budgets reflect the latest changes in grant awards (\$10,646,413 general fund and \$1,923,666 community service)

Overall revenue increased from \$12,570,079 to \$17,070,079. There were no expenditure changes to the general fund and a total of \$12,570,079 in expenditures to the fully financed funds (general and community service)

Revenue Summary for revisions to date are:

Adopted Budget	623,392,504
Fall Revisions	12,321,885
Winter Revisions	17,070,079
Revised Budget (2/2011)	652,784,468

The Expenditure Summary for revisions to date are:

Adopted Budget	623,808,289
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Fall Revisions	15,759,508
Winter Revisions	12,570,079
Revised Budget (2/2011)	652,137,876

MOTION: Ms. Kong-Thao moved the Committee of the Board recommend the Board of Education accept the Quarterly Financial Report and approve the budget revisions to the 2010-2011 SPPS budget as presented. Motion seconded by Ms. Carroll.

Motion passed.

C. 2011-2012 Budget Priorities and Guidelines

The Chief Business Officer gave a budget planning update which provided a macro forward look at FY 12. He entitled this portion of the presentation “Living Within Our Means.” This presentation addresses Goal 3 of the District’s Strategic Vision Plan.

1. **State of Minnesota Economic Overview**

He opened the presentation stating the “economic storm has not passed.” He indicated the challenge for SPPS will be weathering the storm. It will need to be, as much as possible, creative, innovate and self-sufficient.

The State is expected to face a \$6.2 billion shortfall and no significant Federal funding is anticipated to assist the state. All accounting shift political tactics were exhausted in the last budget cycle and no new options are available to the current governor or legislature.

Some anticipated legislative actions include SB #56, which calls for a wage freeze for all public school employees. The Governor’s budget will be released on Tuesday, February 15 and the February State forecast will be released Monday, February 28. These two items should provide greater insight into where the State budget is headed.

2. **Ramsey County Unemployment and Foreclosure Situation**

Unemployment in Ramsey County is down to 6.4% from a high of 7.3%. Foreclosures are very high in the metropolitan area with Ramsey County having approximately one in every 539 housing units being foreclosed upon. This creates stresses on social services and great human challenges to families and the community.

This situation also creates a loss in local tax revenue, increases pressure on the State budget through greater need for social services. For SPPS it represents a potential loss of student enrollment as people leave in search of work and results in less distributed levy burdens which can antagonize constituents of SPPS.

3. **SPPS Finances FY 12 “Austerity and Hope”**

The projected FY 12 revenue is \$454.8 million; projected FY 12 expenditures are \$474.6 million leaving a projected shortfall of \$19.8 million.

Goal 3 – Sustainability requires the following of the District:

- Operating with a balanced budget and fund balance
- Operating with a preference of effective employment stability over layoffs
- Seeking to minimize reduction/elimination of needed programs and services
- Utilizing a modified zero-based budgeting approach
- Implementing/expanding partnerships with the City and County
- Changes to business practices related to financial management

The Chief Business Officer reviewed the 11 departments and four programs that will pilot the zero-based budgeting process for this year. Additional departments and programs will be assimilated over time.

4. FY 12 Budget Guidelines

He then reviewed the Budget Guideline Summary that outlined 14 areas that would be addressed during the development of the FY 12 budget.

QUESTIONS/DISCUSSION:

- A board member expressed appreciation for the focus on the budget process and its content serving the goals and strategic plan, that the goals drive the budget. And, that a point was made to connect to students, families and community at large. Also that the long-term, picture is addressed.
- Zero-base budget – how can you use the base budget if you are using zero-based budgeting for 11 groups? Response: This will be a challenge to staff. The District needs to make planning assumptions at a strategic level so at a strategic level assumptions will need to be made about those 11 budgets and that number will have to be adjusted over time. The pilot is to learn process-wise how to manage this issue.
- Appreciation was expressed that a format is being built over time which the Board recognizes and understands. And over time a budget which supports the students. So in a presentation format, on issues of cost reductions and resources allocated to schools – would it be best for the Board to recognize, on annual basis, what dollars were sent to the schools and what was actually spent or to see more frequently the dollars held in balance at the schools in the whole of the various revenue sources? Response: Either can be done. You are asking for a method or opportunity for administration to provide to the board a view of school expenditures and disaggregate that into revenue sources. This is done as matter of course through school accounting. The information can be provided and would not add labor to staff except providing a format for the Board. Superintendent response: The Board will see how data is being used differently. Currently it is used after the fact. The District is now moving to use data in current time. How schools are spending money is looked at at different points of the year. Administration is doing a check and balance with schools in a more proactive way to see how monies are being used or not used in order to find better use of monies within schools by managing dollars toward implementing managed instruction. This would be to spend the right amount of money at the right time.
- A preference was expressed to have this information provided at a mid-year and end of year review (twice a year)
- In the process of using a zero based budget system is there an opportunity to utilize community expertise to advise on use of zero-based budgeting. What training is being provided? Response: The design of the process for the pilot is specifically focused on a deliberate staffing process. The budget administrator for the particular budget identified is going to get training on how the process works. They will be able to see in graphic terms what the construct process is. This is a highly analytical process with series of very specific questions about the operation which need to be answered that derive how business practices function and number of people and technology needed. Then all of this needs to be linked to student achievement; how does that help advance student achievement? The answers will then be reviewed by another team of senior leaders with oversight responsibilities in the district who have the ability to review the analysis with a critical eye and the interests of the strategic plan at heart. Then once approved it goes to the Superintendent for approval. The intent of the process is to be rigorous and to connect funding and operation to student learning. It is a time consuming process.
- Where will the training and knowledge come from? Response: The Chief Business Officer indicated he had experience in this process. Learning will be going on as the process evolves – the focus of the training will be on the process based on what is known while remaining open to ideas and concepts. The Budget Review Team has named individuals from the district. Superintendent response: This is being done differently with a different perspective and with the justification of expenditures to align with the strategic vision. Investment may be made initially in one area but those investments may change over time. The District will invest and reinvest depending on needs and challenges as they occur from year-to-year. It is not static application of

funds (once you have them they stay there) but is very fluid and will be applied according to need.

- A suggestion was made that consideration be given to looking across departments rather than within departments in order to provide a different perspective, leverage expertise which may result in better ideas. Response: The District is looking for shared opportunities, for cost reductions. The District should look to external partners, internal partners and departments to work together.
- It would be beneficial to the Board if information could be provided on seeing how the dots are connected, how the funds are being used or how changes were made to fund use to better achieve the strategic initiatives and goals. Make the connection back.
- It might be wise to look at how zero-based budgeting provides a look at what is being done and how it is related and what happens if it is not done. In other words, both ways.
- It is helpful to establish a routine and expectations in approving the guidelines it would be beneficial to see this in a similar fashion next year and then use it consistently as move forward. For clarification on Item 1 – base budget – what is the base budget figure? Response: It is the 10-11 adopted budget figure (just the general fund).
- The process and business practice changes – is there a plan to take ideas and link to IT project prioritization process? Response: Yes, there is a plan and IT is moving on it. IT is only one component; there is a lot of condition setting needed to optimize the process. Administration is working to shape a deliberate governance process for IT in the district at macro and at business operations and department level on the micro level. The work cannot be done without deep analysis and needs assessment to evaluate efficiency of changes and how to measure them to ensure that the original intent is being attained and that money is not being wasted. There are other efficiencies that can be achieved but that must be done at all levels and across levels to eliminate duplications of efforts at cross-purposes. The effort needs to be accelerated in this area to make the strategic plan successful.
- From an operational perspective, transportation is the only group included in the zero-based budgeting process. What is the logic in not including more groups from operations perspective? Response: From a capacity perspective and learning opportunity for the district, there are many other things going on and staff cannot be consumed by one thing. This will help the organization learn. The concept of working with departments instead of silos is being done to maximize staffing though use across departments. The District is looking at previous practices and the better utilization of staff and money for service to families. Including Transportation should provide a clear picture of where and why money is spent and how to maximize efficiencies.
- A request was made for a FAQ sheet on the process of Zero-based Budgeting.
- Back to the Budget Review Committee – it sounds like this will use past practices in terms of composition and educating people about what can or cannot be touched in the cutting process. Response: It will be the typical process for educating them.
- At a high level when will the new internal audit function will be involved in the process? Response: The Internal auditor is already engaged, the charter and plan for the next six months has been advanced. The focus is on internal compliance and learning about that process. As it is tied to budget development there will not be so much involvement unless there is modification of the charter or plan.
- Item #1 – the District is facing the prospect of cutting \$19 million. How will that factor into the ZBB process this year. The concept is that there will be no increase and there will be a balanced budget the District can stick with. The language in #1 does not reflect those commitments. Response: Should this be modified with language and bring back to board? It does not reflect what is actually being done in full form but creates an impression that contradicts some of the things being done. There needs to be greater clarification in #1 with additional descriptive. There needs to be clarification about the general fund and underlying concepts of not looking at budget increases. Clarification: The base or adopted budget serves as a starting point of calculation, with state funding and revenue predicated on enrollment so year to year there will be changes. This is looking at optimizing dollars and getting it within a framework of what the current projection of shortfall of \$20 million shows.

MOTION: Mr. Hardy moved the Committee of the Board recommend the Board of Education approve the 2011-2012 Budget Priorities and Guidelines with clarifying language as needed. Motion seconded by Ms. Street-Stewart.

Motion passed (Five in favor, one opposed (Ms. Carroll))

DISCUSSION ON MOTION:

- So with 10-11 as a start point for 11-12 #6 states the district shortfall of \$20 million?
Response: Yes, you start with the base budget, have planning assumptions, which are applied and projected out which, will have variations based on law or directions from the board. There is an inflationary factor put in as part of the calculation.
- If there is a shortfall, doesn't the budget have to be smaller than the last year?
Response: Expenditures increase due to inflation and other factors so the process becomes one of starting with 10-11 budget add increases, adjust for enrollment and assess/adjust for expenses. You then look for efficiencies but those happen within the projected budget. Historically the District has tended to stay within 1% of actuals for the last several years.
- Bottom line is that if the District does not make drastic changes in how it does business or the district will become unsustainable.
- The suggestion was made that #4 fills all conditions of #1 in concept and #1 is encapsulated in #4. It was suggested to eliminate #1 and substitute #4.

The maker of the motion was asked if he wanted to change his motion to include this suggestion. He replied no, the motion could stand.

D. Discipline Trend Data & School Climate

The Chief Accountability Officer stated the data covers the first quarter of the year, and second quarter has just finished so that data should come soon. The data was disaggregated for suspension by possible, not possible and not recommended. There is only one full year of data comparing trends in that manner as based on the student handbook adopted in 2009.

Suspension rates have significantly declined since SY 08-09. Junior high students are far more likely to be suspended than elementary or senior high students. African American and American Indian students are consistently suspended at far higher rates than other students. Too many suspensions are for event types that do not call for suspending the student; 28% in 2009-10.

There was a successful effort to decrease suspension rates during 208-09. In 2009-10 suspension rates continued to decline slightly or stabilize. Junior high students are consistently suspended at far higher rates than other grades.

African American and American Indian students are consistently suspended at far higher rates than other students are. The efforts to lower suspension rates during 2008-09 showed dramatic results across all racial/ethnic groups. The groups with the highest suspension rates continued to decline during 2009-10; the other groups experienced very slight increases.

Based on first quarter data for SY 2010-11 the decline in suspensions appears to be reversing. Junior high students continue to be more likely to be suspended than elementary or senior high students are. One-quarter of suspensions are for event types that do not call for suspending the student. Elementary students have a higher suspension rate than two years ago; junior high students did not increase as significantly as the other two age groups but continue to have the highest suspension rate. While the 2010-11 first quarter suspension rate has bounced back to 2008-09 levels district-wide, the increase is inconsistent among racial groups. African American and American Indian students have the highest suspension rates in 2008-09 and decreased the most during first quarter 2009-10. These groups have, however, increased by the largest amount during first quarter 2010-11.

African American students have suspension rates that are far higher than their enrollment; so do Latino students but not by as much. Low Income, Special Education and Male students have higher suspension rates. Asian American, Caucasian, ELL and Females have lower suspension rates.

Event types where suspension is not a recommended outcome results in over one-quarter of the suspensions during the first quarter of 2010-11. Students suspended for events where suspension is not a recommended outcome account for a higher percent of total suspensions at the elementary level than in higher grades. Students suspended for events where suspension is not a recommended outcome increased as a percent of total suspensions for elementary and senior high school students during the first quarter of 2010-11 relative to 2009-10.

On-going monitoring and reporting include:

- Annual Reporting
- The Quarterly Discipline Reports (District and Schools)
- Secondary Assistant Superintendents do data reviews of the schools and address issues which come up as part of on-going monitoring
- The Superintendent has requested Monthly Discipline Report to monitor certain trends

Other supports schools have in place to address these trends include:

- District-wide Positive Behavioral Interventions and Supports (PBIS) Coaching
- Leadership Development - assistant principals, administrative interns and Behavior Specialists are being trained in a new leadership development framework that includes PBIS at its core. Additionally, PBIS staff are establishing student and school data systems at their schools (SWIS) to improve decision-making and services and establish school-wide PBIS teams.
- Early Risers (a behavior skill program for students and families. Beginning in fall 2011, six school sites will become demonstration sites for early elementary (K-2) focused behavioral prevention and supportive interventions.
- PBIS implementation at Obama Elementary has resulted in a 44% decrease in suspensions and dismissals and a 33% decrease in referral of students to the office for discipline from November 2010 to January 2011.

QUESTIONS/DISCUSSION:

- The comment was made it is troubling to see African American and American Indian students suspended at such high rates. Is this data speaking to actual behavior or indicative of soft bigotry and cultural misunderstandings? Response: It is a combination of factors – cultural proficiency plays into the area of where suspensions are not recommended. Looking at rates for both, it is not just specific events types so there needs to be further exploration of this area.
- As the District looks for reasons for suspensions, will some of that information be brought to the attention of PTOs, site councils, and parent groups for suggestions on how to reduce the numbers or provide support for students? Response: If kids are not in school, how can they learn? The new cultural proficiency training goes to an entirely different level from what was presented last year. Staff needs to learn to relate to students, adjust, and consider cultural background. Special education suspensions are very high so the District needs to find what is being done that is not working. The District may need to try something totally different to address special education issues. We need to look to the students to provide information on what they need in order to address their problems. The District needs to look at things differently and look at who is being educated and find a way to keep them in school, wanting to be educated.
- Slides 3 and 4 – Is the data reflecting different kids or many of the same kids being repeatedly suspended? Response: It does not show students being double counted.
- The comment was made relative to Slide 8 and 10 that it would be of value to identify multiple levels of issues, add schools and programs and tie to event types and then tie back to avoid double counting. It would show which kids are doing the same event types (age, location, etc.) and those not being suspended for the same events. It will bring to

light where it is being done right and where it is not being done right and then provide targeted interventions for both kids and staff. The cross tabbing is important, it shows which kids where are being impacted.

- Slide 8 is not cross-tabbed. With the data presented at district level, and even when school analysis is done, there is a fine line between what is presented and attention called to and the schools taking ownership of their data and addressing issues that have come to light. The ownership must be at school level. The power of looking at trends district-wide is it brings to light trends which are causing concern and need to stop. The schools need to identify those issues which come to light and address solutions for them. The value comes when the data is presented in ways that draw attention to issues and forces a conversation.
- The statement was made that a positive school climate is the ultimate goal. That is a climate conducive to education and a place where students and staff like to be. Dismissal, suspension, expulsion are last resorts in addressing issues. What specifically are the strategies being provided to staff and students so everyone can learn how to behave in a manner conducive to learning. What strategies are there to develop relationships which avoid the last resort of dismissal, suspension and expulsions? Has school climate been improved? If disruptive behavior will not be tolerated, you need to understand why the behavior occurs in order to mitigate it.
- A brief overview of PBIS was provided.
- What is being done with the re-entry of students? Is there an environment with intervention with phase in or re-immersion? In addition, what are the alternative interventions/decisions? How can schools engage student leadership in shaping climate? Response: Reentry – most schools requires the parent/guardian to come with student for conference to bring them into the conversation along with the teacher so a look can be taken at what happened and how it can it be resolved? Principals are taking a strategic look at the data; correlations are being made about occurrences. As to student leadership – administration is working on a plan for next year for students needing a higher level of supports to implement leadership programs for them on how to develop leadership within the schools (peer support). Alternatives to suspension – this is being brought back to a problem solving process to lower/eliminate the probability of repeats of the incident.
- The mentoring component, having a buddy system, peer pressure or a circle of influence. Students hearing from their peers should be considered.
- There has to be accountability with parents/guardians. SPPS teaches behavior at school but this needs to be reinforced in their home. Parents/guardians need to be engaged in the conversation. How can we bring positive role models forward for students and parents/guardians? Response: Parent Universities are being developed. This is a training for the Parent Institute for Quality Education which is a model program from CA. The program has shown improvement in achievement, attendance and a decrease in suspensions along with improvements in testing. The first SPPS cohort will run in the spring. It is a seven week curriculum done in the native language. One whole section is on behavior and the expectations on behavior in and out of school.
- Request – when the conversation on the second quarter data comes up, it would be good to hear stories of successes and what brought it about.
- Request – Regarding the schools' implementation of PBIS, it would be beneficial to see comparisons of schools where PBIS has been implemented for some period of time compared to district averages or other schools with similar demographics. Is it working?

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the Report on Discipline Trend Data & School Climate with thanks. Motion seconded by Ms. Kong-Thao.

Motion passed.

E. Standing Item: Strong Schools & Program Changes

1. **Strong Schools, Strong Communities**

The Superintendent stated it had been twenty-one days from the introduction of the Strong Schools Plan. She extended her thanks to the staff for their support in providing

information on the plan to both staff and the community. She went on to say the intent was to design a long range forward thinking plan that will maintain quality, improve achievement and narrow the achievement gap in a time of diminishing resources. Efforts are being made to work together to a make plan which provides ownership for both the district and the community.

The Superintendent then reviewed the various changes which had been made over the past few days to the plans for Four Seasons, Open World, Creative Arts and French Immersion.

She provided clarification on:

- Pathways – which is information that would be helpful in planning K-12 educational progression based on a family’s home address – there are no guarantees associated with pathways.
- Articulations – will be guaranteed by Board Policy. These illustrate how a student would articulate through a course of study in Grades K-12. Articulations include Language and Culture (American Indian & Hmong studies; French and Spanish Immersions) and Academic (Arts, International Baccalaureate, Science and Montessori [K-8 only]) as well as
- Pairings for IB and AP in regional high schools which include:
 - Areas A & B – AP (Johnson); IB (Harding)
 - Area C – AP (Washington); IB (East of 35E Harding, West of 35E Central)
 - Area D – AP (Humboldt); IB (Highland Sr.)
 - Area E – AP (Como); IB (Central)
 - Area F – AP (F1 – Como, F2 – Humboldt); IB (F1 – Central, F2 – Highland)

The Superintendent noted one additional update with Adams and Highland 6th grades moving to Highland Junior High in 2011-12.

QUESTIONS/DISCUSSION:

- When will cost numbers for retro-fitting buildings, moving equipment, approximate percent of increase in moves and transportation costs, etc. be available?. Response: The Superintendent stated she had been cautious about how costs are talked about purposely because these changes are not about costs it is about student achievement. It is not only to save money but mostly to be able to serve students with an academic program to make them more successful. Numbers will be provided in the next few weeks but there is a need to be cautious about how that will affect the perception of the plan. There is a need to be aware of how changes will affect population. Another thing being looked at is what can be done with changes to the start time for middle and high schools. What is adding to the plan, apart from improving student achievements and instruction in the schools, is the fact neighborhood schools will gain. The results will require time to change and gain the trust of the community that the plan is working and bringing all the stakeholders and partners on board. It will take two to three years to reach all students. The data piece will assist in this by helping to provide a clear picture of how things are working.
- The work needs to bring community, city, county and partners into it and they need to realize the work is mutual and involves everyone.
- Is there a goal being put out to schools that needs to be achieved by a specific point in time? Response: 75% of students proficient by end of the plan.
- How will the best programs be implemented in other areas? Response: The one-half mile transportation for the achievement plus schools which are a successful model should help. This is being replicated into Franklin and Jackson with an expanded one hour of programming. The extra hour at Humboldt and Washington has been well received. Expanding successful programs is being looked at. Como’s Montessori program is being given an articulation into middle school. There will be a refocus of resource and training for arts at Mississippi and Franklin-North End so these become “arts true magnets.” It is about lifting certain programs and taking them to a new level. It is about equity across schools for programming.

- To enlarge, expand or replicate there must be students, increasing enrollment. or the possibilities become less.
- The preferences concept for community schools – when will that be available in writing to refer community to? Response: Clarification has been provided on the regional concept. The community schools are simpler than many think. Proximity will be used to determine all elementary community schools boundaries. The boundaries will be established only after the plan is approved. Clarification in pathways was needed in area F for community schools. For example, Expo students living north of Randolph have a pathway to Ramsey and Central. Those south of Randolph the pathway is to Highland and Highland.
- What are plans between now and the 22nd to check in with people who have registered early and may have made a choice which will mean their child will have to move? Response: The Placement Center is looking at who has signed up. They are working on keeping staff informed to help people make correct choices. They are working with the City of get information out to residents. They are working with advisory groups to get information out. The Student Placement Office has internalized the plan and are flagging applications where there is a progression which will not work long term.
- What about French Immersion? Response: Information gathering is in progress. There are two choices, stay where they are or move to Longfellow.
- Please revisit the definition of a magnet school. Response: It is a school offered in one or two places but which is difficult to replicate due to depth of focus, specialized training needs for staff, certification requirements from outside agencies, a proscriptive curriculum and/or materials, high costs of equipment needed to carry program out, culturally specific programs.
- Where magnets have increased diversity because of where they are located if it loses its magnet status will it lose diversity? Response: There is only one school where diversity would decrease by a significant amount but the entire plan tends to increase diversity and integration in most schools.

F. Standing Item: Policy Update

1. **Renumbering of Policy 602.00: Multicultural, Intercultural, Non-Racist, Non-Sex Biased, Gender and Disability Fair Education**

The Chief of Accountability, Planning & Policy indicated that with the adoption of the new policy 602.00 (Curriculum Development, Instruction and Accountability) it became necessary to renumber the old policy 602.00 (Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education) to become number 602.01. She indicated Legal Counsel felt the numerical change to be a non-substantive change which could be made administratively.

G. Work Session

1. **Liaisons to District Councils & Legislative Agenda Assignments**

The Chair asked if anyone would like to change their assignment as liaison with the District Councils. Everyone felt they would remain as assigned. The three positions vacated by Ms. Varro's resignation were filled by Director Hardy to Battle Creek/Highwood, Director O'Connell to Dayton's Bluff and Director Carroll to Capitol River.

The Legislative Delegation contact was discussed. It was decided it would be beneficial to have a list compiled so when there is a need to contact the delegation there would be a specified board member to contact specified delegation members. It would be for Board process only; it would not need to be communicated to the delegation members. Assignments were made.

Director Brodrick brought forward a suggestion made about contacting freshman legislators and inviting them to visit the schools so they could get a better idea of what is being done in the St. Paul schools. The Chief Accountability Officer indicated a plan was in place to do this. House committee members have been invited to visit the schools on February 14 and 16. Board members were asked to let Joe Munnich or Mary Gilbert know

if they would be interested in participating in these events. It was also suggested the City Council members should be informed of the plan.

2. CEAC Applications

The Chair indicated four late applications had been received for CEAC. The Board Chair indicated she had talked with the current chair of CEAC who indicated the committee work was moving forward and he had concerns about having additional people join the process at this point in time. He noted particularly the added difficulty posed with the school changes being proposed.

The Assistant Clerk was instructed to notify the applicants thanking them for their interest and indicating their names would be put in the pool for the following year though each might be asked to provide more information on their applications when the process opens again.

3. As Information: Upcoming Conferences

Director Hardy indicated he was attending the NSBA Leadership/FRN Conference over the coming weekend. He asked board members to let him know if they wanted a particular point made or question asked as he had an opportunity to talk with the Minnesota legislators.

4. Interview Process

The Board Chair reviewed the time for the second interviews on February 2. Discussion was held on how to handle the selection process and a consensus was arrived at in regard to this.

III. ADJOURNMENT

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

The meeting adjourned at 10:33 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk