

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE COMMITTEE OF THE BOARD MEETING
May 3, 2011

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

Staff: Superintendent Silva, Suzanne Kelly, Denise Quinlan, Michelle Dahlen, Heidi Bernal, Zena Stenrik, Sharon Freeman, Hai-Yen Vo, Jackie Turner, Marie Schrul, Tim Caskey, Michael Baumann, Kathy Brown, Michelle Walker, Pablo Matamoros, Jackie Turner, Matt Mohs, Patrick Bryan, Jaber Alsiddiqui, Lynn Gallandat, Jean Ronnie, Barbara DeMaster, Andrew Collins

Other: Veronica Parda, Nicole Ostendoff, Pierre Cejudo, David Kirchner, Sarah Gering, Doug Belden, Daarel Burnette, Roberto Moreno, Adriana Castro, Luisa Diaz, Maria Lozano, Helio De La Torre, Patricia Peerez-Jenkins, Priscila Olvera, Esther Alarron, Potsicia de la Torre, Martha Rodriquez, Rev. Loyall Foreman

I. CALL TO ORDER

The meeting was called to order at 4:35 p.m. The Vice Chair recognized May 3 as being National Teachers Day.

II. AGENDA

A. Latino Consent Decree Report

The Superintendent introduced the subject of the Latino Consent Decree. She stated St. Paul Public Schools (SPPS) has been selected as the 15th best school in the U.S. for Latino education. She went on to say that the Latino population is the largest growing group in the U.S. and will continue to be until 2050.

The Latino Consent Decree (LCD) Report was prepared by the LCD Parent Advisory Committee (PAC) in accordance with the by-laws of the advisory committee. The LCD PAC serves as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS.

The report covers three major areas: Identification/Assessment/Placement, Instructional Programs and Parental Involvement. The LCD PAC stated it is important that the recommendations be seen as a whole within the LCD stipulations.

1. Placement

It was asked that SPPS develop and implement a comprehensive communication plan that informs LCD families about their child's placement in the LCD program. Parents may refuse permission (in writing) for their child to be in the program. It was asked that LCD elementary and secondary LCD Educational Assistants (EAs) be provided with data regarding LCD eligible students so they can inform and follow-up with parents at their school sites. A further request was made that schools with no bilingual EAs be required

to contact the ELL department and the Office of Family Engagement for assistance and support relative to their LCD students.

2. Instructional Programs

a. Academic Support

It was requested that, to ensure strong collaboration between parents and schools, that the LCD PAC and LCD parents meet regularly with all LCD EAs in the district. This interaction would be an important vehicle to convey meaningful communication with parents, students and the community.

It was suggested they meet three times a year with one general meeting during opening week to meet LCD staff and share goals for the school year. The second meeting (before 11/11) would be to check LCD students progress and hear updates, issues and concerns that parents need to work on to support their children's education and the school. The third meeting (before 3/9/12) would be to follow-up on progress made from fall conferences.

b. Bilingual Content Support

It was asked that schools ensure multiple opportunities for LCD families to engage in specific school curriculum activities that leads to educational support at home, especially in the content areas of mathematics, social studies and science. It was suggested that language specific sessions for LCD families be offered in the areas of mathematics, social studies, science, reading and writing. Further, that schools without bilingual staff be required to contact the LCD parent program at the district level for assistance and support for the LCD families.

c. Middle (6-8) and Secondary (9-12)

It was noted that many Latino parents feel there is a gap in engaging families on required and elective courses for their children; communicating the required courses for graduation and the availability in high schools of advanced courses valid for post secondary education. It was suggested the middle and high schools implement an effective communication system among parents, school counselors and LCD secondary EAs to inform parents on the appropriate placement for their students. Further that

- Planning meetings be implemented in the early fall to make Latino parents aware of the requirements and descriptions of high school courses, advanced courses and programs (MEP, AVID, IB, AP, etc.).
- That all school counselors be trained on LCD programs. Counselors need to coordinate with LCD staff the schedule for Latino students eligible for LCD (this is a part of the LCD stipulation).
- That a strategy be developed to guide, motivate and support LCD secondary students in taking advantage of advanced courses, and
- That a Spanish component (language specific) be added to the 2012 Thinking College Early Fair as well as encouraging colleges and universities to provide bilingual staff during the event or for the District to have interpreters available throughout the event.

d. Latino Culture

It was requested that, in order to equip Latino students to successfully integrate into the diverse American society, Latino students be provided with a solid knowledge and understanding of their cultural heritage and ethnic backgrounds. It was felt that without this knowledge, Latino students will lack a deeper sense of identity and a sense of belonging to a particular segment of society. It was suggested that multi-cultural school nights be implemented in every school; that guest speakers who can bring the values of the Hispanic/Latino culture and its contributions be invited to classrooms and school events. Also that Hispanic heritage month and other Latino origin celebrations be used to increase awareness of Latino heritage.

The request was also made that Latino Culture Studies courses be re-established at the middle and secondary levels. It was understood that the courses might vary in nature and time but it was felt they are necessary to meet the educational needs of a global society and student. These classes should be available to any student who wants to increase their knowledge of other cultures.

e. **Materials**

It was asked that some way be found to increase the awareness of Latino families of the Spanish materials distributed to schools and that increased use be made of these materials in the schools. It was suggested that school academic nights, open houses and parent-teacher conferences be used to inform families of these materials. Additionally, that schools without bilingual staff be required to contact the LCD parent program at the district level for assistance and support. That schools be monitored on the use of these resources for parents and that at the beginning of each school year or when new learning resources are added, that this be communicated to LCD staff and the LCD PAC.

3. Parental Involvement

a. **Recruitment of LCD Staff – Community Participation**

It was recommended the District include parents of Latino students or a community member on all hiring committees for a bilingual education teacher or LCD EA. This would help assure that the teacher or EA is able to converse in Spanish with considerable proficiency in order to effectively communicate regularly with parents on school matters. It was suggested members of the LCD Advisory Committee be put in contact with the HR Department and that it recruit parents of Latino students to serve The on hiring committees and to assist and educate administrators and PTOs in the hiring process of LCD bilingual staff.

b. **Collaboration with Organizations and Community Programs**

The continuation of collaboration with Latino-based organizations and programs (CLUES, Wilder's Latino Leadership Program, the Mexican Consulate and the parent academy [PIQE/SPPS]) was recommended as well as taking it to the next level.

It was also suggested the District develop and expand its partnership with Dr. Carolyn Garcia (U of MN) who collaborated with SPPS partners to develop and implement a home visiting outreach program at Harding.

The report then went on to provide an update on family attendance/participation which continues to grow. Strategies to continue and sustain family engagement were reviewed and include:

- Educational topics-based meetings
- A welcoming and respectful environment
- Strong collaboration and partnerships with Latino-based organizations and members of the community (Wilder Foundation, the Mexican Consulate, St. Paul CLUES, etc.)
- Collaboration between departments, programs and schools (ELL & Special Education)
- New educational district initiatives for parents (PIQE/Parent Academy)
- Existing parent programs (Learning Together Program by CLUES)

The LCD Chairperson stated the LCD PAC is committed to working with the Board and the Superintendent to provide not only the best education possible but to provide a safe and healthy environment along with cultural diversity for the harmonious growth of all children and young people. She stated they are willing to work hard for this and hope that, with the changes being implemented under the SSSC Plan, all children will benefit. She went on to say she hoped that within the next few months matters will become even better for all Latino

students. She stated all of the LCD recommendations are for the benefit the students and that the recommendations are based on parent, student and LCD experiences.

QUESTIONS/DISCUSSION:

- In looking at the recommendations for staff, in some schools there are students at various levels of ability in speaking Spanish and comments heard from staff indicate it is a challenge to help those students keep up academically and still grasp the language (whether Spanish or English). Is that the experience within the Latino community? Is the LCD recommendation to have sufficient staff to help with remedial Spanish or English? Response: Staff stated that utilizing best practices there are a number of different options for all ELL students. LCD students speak Spanish as a home language and do not have the English skills to be mainstreamed into a regular classroom without support. They are entitled to ESL services, content support, cultural background and history content along with a strong parent involvement component for support. All of those pieces have been used to inform ELL programs across the district. The bilingual content support, the cultural and historic background content and parent involvement have all come from the LCD and enrich ELL programs across the district. In addition, the LCD's main goal is to help LCD students achieve parity with English speaking students, graduate at the same rate with the ability to go on beyond the 12th grade into higher education or career opportunities. Spanish is not the goal of the LCD program, it is a tool to help students achieve English and academic proficiency. There are a number of bilingual or dual language immersion programs for all students but especially for Spanish speaking students. SPPS has found training must focus on one language as the primary language (if the student comes from English and knows some Spanish, the main language will be English and the students will move to learning Spanish). They have to have a main language in order to develop the second language. SPPS must be sure parents understand how best to develop the dual language skills.
- Is there enough staff to provide remedial education when called for? Response: Resources are tight at this time. SPPS can provide a great education for kids and it is getting better at targeting kids for assistance earlier especially in reading and math in order to be sure they are making the progress they need to make. If they are not making that progress, interventions are being put in place to help them. SPPS does have enough staff but it could always use more.
- Parent Response: With respect to recommendation #1, the lack of communication with parents about what LCD is. The problem is the parents do not know the benefits of the LCD and there are students in secondary programs that are classified as LCD students just because they have a Spanish last name but who do not actually need the program. Some students say they do not need the LCD programs but their parents insist on their participation. High school students particularly think they are being told by parents to take LCD classes and that they may be missing other important opportunities by taking them. It is the position of the LCD that all parents should know the components of the LCD and what the benefits are and what services the students are receiving. The problem is that the LCD is not being managed in the best way possible and that parents are not understanding what the program is and how it should be used. Also there is a need to work not only with parents but with SPPS staff in the area of understanding the LCD.
- There is a need to bring resources already there, the EAs, teachers and other personnel together during early August to make them aware of what the expectations of the decree are and convey the feelings of parents and students in order to maximize resources.
- A comprehensive communication plan that incorporates not only parent support and district staff is critical. The rationale should be to begin with what is required by law and with a communication plan that is comprehensive for the full school calendar year but that is also oriented in a horizontal way to say there are effective ways to affect the understanding of staff about the requirements as well. If successful strategies are designed for the LCD, they will work for all other cultural groups in the district. THE LCD report is important because strategic opportunities are being identified, it is a collaborative communication which is parent-originated and which is directed at elements

they suggest need to be addressed and which district staff will need to find a way to deliver. With the report today, it would be valuable, if after administration responds, this document would become an essential reference at every building with the expectation that staff know it is there and have taken the time to review it. Perhaps in next year's report to the Board, it can be determined what percentage of the reports have been signed off as having been read and discussed with LCD parent representatives to the school. Whatever communication plan is developed has much potential for the entire district.

- LCD Lawyer: You have the consent decree; the counseling piece is within the decree and it has not been being done. There is a whole section on how the communication needs to happen between the LCD and the district, it has not been effectively done but is required and that is why it is being brought up again.
- This year's report is tightly tied to the decree stipulations and that helps everyone by providing a framework and reference point. The purpose of the program is to bring Latino students up to the same level of performance as native English speaking students. What is desirable as the plan moves forward over the coming year, would be clear measurements all along the way as to whether it is being done and what difference it is making. You need to see the measures along the way by looking at implementation and if it is helping. If it is not then everyone needs to find another way to address the issue. If it is helping then more can be done along that line. This would ensure families understand the differences between ELL and LCD and other programs. There is tremendous potential for more aggressive measurement for outcomes and if it made a difference.
- Metrics are critical for improvement both for LCD and for district staff. Metrics need to be identified and students and staff measured to see if this is helping them do better.
- On the issue of high school students not feeling the need to be in the LCD program and that it is possibly holding them back, once a parent has signed to say that they are identifying their child as LCD eligible, is that asked each year, when they change schools, can it be revoked? Is there an opportunity for choosing different options? Is there an intervention point? Response: In the secondary program there are a number of different options for Latino students. In all of the high schools there are Spanish speaking content licensed staff who could provide content courses. The problem is that a critical mass to enable the holding of the class may not be achieved. In that case a bilingual EA is put into classes to assist students in math and content areas. There is also a Spanish for Spanish Speakers class, a Latino culture class and there are advisories with the option of clustering LCD or Spanish speaking students around a teacher. A notification of ELL services is sent every year an LCD notification is not. The ELL provides a higher bar than LCD. Students can opt out of ELL services and an opt out for LCD can be provided as well. No one is assigned as LCD based on their last name. Staff always look at the home language and assessments on language and other tests to qualify students for LCD.
- Parent Comment: As a parent, to opt out of a program they need to be aware of what they are opting out of. That means they have to have an awareness of what the LCD is so they can make informed decisions.
- The questions becomes Is ELL a benefit or a loss? By providing ELL/LCD services does the child get more in some areas or less in others? Does an LCD student get lower quality educational services because they are classed LCD; that should never happen. That is the question that needs to be answered. Part of the process of opting out must ensure it is for the right reasons. When it is communicated what it means to be LCD qualified, it has to be clear it is not a requirement, it is an opportunity and be sure it about academic skills and that the child is achieving to best of their abilities.
- Parent Response: Parents need to understand the benefits of being in the LCD program so they have to opt out or say yes because their child needs the program. Parents in elementary, when they go to conferences, teachers explain to them what level the child is at. There are occasions when the child is at a high level of English proficiency but still in the LCD program without needing it. This is what should not happen. The program provides good benefits for students who need it but those that do not need it should not

have to leave a class they DO need to attend a LCD class. What parents need to know is that they can opt out of the program but they also need to be sure they understand the benefits as well and whether their child is at a point in their education where it will be a benefit to them to opt out of the LCD.

- The strategies within the communication plan. The monthly meetings provide huge opportunities to inform families. The report addresses the issues of EA's and counselors which is another way to inform parents. Can the District pilot using technology (a phone in line with recorded steps) to address issues of parent understanding. Perhaps create a script and update it as needed. Perhaps multiple questions to help parents. Maybe a CD would work or provide a multiple of ways to do this.
- The Board has asked in past meetings about a recap of the previous year's recommendations and whether those recommendations have been implemented or met by the district. Has that been done and when can the report be expected? Response: That list has been reviewed in preparation for this report. The information is available and can be shared. Perhaps when administration provides its response that aspect can be addressed. Parent Response: One issue was addressed under materials. Many parents are not aware there are books in the schools which are available to them to help their child in various subject areas, particularly math. There has not been much communication between the schools and parents on this which is why the LCD made the recommendation again this year. All parents need to know about these materials so they can all use the resources.
- Parent Response: In regard to the materials, it was recommended academic nights (i.e., math night) be established to spread information about materials and also inform parents of the materials. Thanks were extended to the District for making Everyday Math in Spanish available and to the Mexican Consulate for the Mexican textbook program. It is part of the LCD PAC's responsibility to get the message out to parents so that when they have the information they can utilize the materials. It was requested some way be devised to monitor use of these resources.
- Parent Response: It is not only parents who need to use the materials but it is also important teachers and bilingual assistants know the materials are there for use by parents. There need to be communications and tracking opportunities.
- Are there any other things which need to be followed up on? Response: The Superintendent indicated when the administrative response is done a summary of last year's will be included. The response will be done in the next month or so, probably July.
- It was noted that this year's report builds on what has been recommended in previous reports and an understanding of where things are in implementation from previous recommendations and builds on that so things continually move forward.
- The committee asked to have another meeting to talk about recommendations from last year. They have been working on a report and need a final deadline to be sure the recommendations from last year are being followed through on. It does not make sense not to fulfill old recommendations and then impose new ones on top of them.
- Information Request from Board member: Administration was asked to provide more background information on Dr. Garcia's outreach program at Harding – what was involved, what the results were.
- The Math textbooks you not only want to look at an increase in the number used by parents, but does their use improve student achievement.
- It was noted that sometimes it is a program like the LCD that make students more successful, then they are pulled out of it and their fail. Everyone needs to be careful to avoid moving students in and out too quickly and that transitions are made thoughtfully and carefully so students are successful all the way along.
- It is important that kids be motivated to take higher courses, we want for them to say "yes I can".
- A request was made from the parents that the District make sure counselors support LCD students and encourage them to take advanced courses so they can have a university career. The parents assured everyone they want to work as a team -- parents and counselors - to ensure students can be professionals.

- The parents requested the report be viewed holistically as a way to bring professional understanding of the Latino background. It was also noted the importance of providing role models to students so they can see professional achievements are achievable. It was noted that the counselors are key to keeping students on track.
- It was also noted that it was important to provide students with an understanding of their cultural background so they can develop a sense of belonging and integrate into society.
- The committee assured the Board and administration they want to collaborate to meet District goals.

RECOMMENDED MOTION: Ms. Carroll moved, seconded by Ms. Kong-Thao, that the Committee of the Board recommend the Board of Education accept the Latino Consent Decree Report with thanks.

The motion passed.

B. Quarterly Financial Report for Period Ending March 31, 2011

The Chief Budget Analyst provided an update on the budget for the period ended March 31, 2011. In the General Fund, revenue decreased by \$2 million and expenditures also decreased by \$5 million (primarily transportation and non-salary items) for a net projected fund balance on June 30, 2011 of \$64.7 million; the reserved portion is \$7.2 million. The projected unreserved fund balance is \$57.5 million; with a designated portion of \$30.1 million. The unreserved, undesignated fund balance is estimated to be \$27.4 million in the General Fund. This represents 5.2% of current year expenditures which is within the limit of current Board policy.

The projected UFARS General Fund expenditures for the year are \$522.8 million.

The designated amount of \$6.0 million for next year operations represents the savings from recognizing 50% of the Education Jobs Fund and \$1.5 million from the undesignated fund balance.

In the Fully Financed General Fund (Grants), the Federal revenue will be under budget by \$9.5 million due to expenditures lower than expected for the following programs: Title I (under by \$3.9 million), Special Ed federal grants are under by \$.2 million, Titles II, III & IV programs are under by \$1.9 million and new grants not spending yet have \$3.5 million budgeted. State grants are under by \$.8 million due to expenditures lower than expected for one grant. Private/miscellaneous revenues will be under by \$2.6 million due to expenditures lower than expected for several budgets. In expenditures, salary and fringe benefits will be under current budget by \$4.5 million. Supplies, equipment and contractual expenses will be under current budget by \$8.4 million.

Food Service revenue shows an increase in fund balance of \$400,000 which represents no change from the last report.

In the Community Service Fund there is an Increase in fund balance of \$400,000. All of the fund balance is reserved within the dedicated fund for individual programs as specified.

The Community Service Fully Financed Fund shows no change.

The Building Construction Fund shows an increase of \$24.8 million which reflects money received from bond sales to support the SSSC initiative. The entire amount goes to building construction/capital projects.

The Debt Service Fund shows a net increase of \$6.6 million which is primarily the result of issuing a refunding that is being held in escrow until paid out in February 2012. This fund's balance is based entirely on timing so balances can vary substantially from one time or another.

Following the completion of the quarterly financial update the Controller provided an update on new Government Accounting Standards Board (GASB 54) rules which will affect district reporting in FY 2011.

The Government Accounting Standards Board Rule 54 will change the requirements for reporting the fund balances and will affect to FY 11 financial reports and the upcoming audit.

GASB 54 is entitled "Fund Balance Reporting and Governmental Fund Type Definitions." The rule was issued in February 2009 effective for FY ending June 30, 2011. This new statement provides new fund balance categories and definitions which enhances the usefulness of fund balance information. This will result in fund balance classifications which will be more consistently applied and will also clarify the amount of fund balance that is available for spending in future years.

Currently SPPS has three categories Reserved, Designated and Undesignated. This will change and become five categories in a hierarchy: Nonspendable (restricted intangibles such as inventories and prepaid expenditures), Restricted (reserved categories such as health and safety, operating capital, etc.), Committed (this fund balance must be approved by the Board and includes such things as next year operations, severance, retiree health insurance, etc.), Assigned (the Board would designate an authority to assign fund balances to these categories – i.e., professional growth, school carryover, etc.). The last is Unassigned which is made up of undesignated unreserved funds.

Disclosures, things which need to be put into new policy, would include:

- Committed fund balance – the policy would need to state the highest level of decision making within the District (the Board) and the formal action would be to establish and modify a fund balance commitment within the Committed category.
- For Assigned Fund Balance the Board needs to designate the body or group who will assign the amounts to a specific purposes within the category and a policy would need to be established by the governing body pursuant to which that authorization is given.
- Encumbrances come off the balance sheet and will be disclosed as notes to the financial statements if they are significant. This has not been finalized by MDE so treatment has not been defined at this point.
- There will need to a committed fund balance policy into which all the disclosures need to be embedded along with an order of expenditure of funds.
- The District's fund balance policy must be revised prior to June 30, 2011 and it will be an agenda item at the June Board meeting.

One of the challenges is that MDE has not come forward with guidance on this but the District is moving forward to fast track the policy in spite of this.

QUESTIONS/DISCUSSION:

- On encumbrances, doesn't this make things less transparent? It basically categorizes it but yes. SPPS will see to it that footnotes are provided so specifics are still being reported. Basically this just reorganizes the report so the manner of reporting is much more standardized and uniform across entities. If MDE doesn't make the footnote a standard, the District will impose that as a requirement of its reporting.
- Does the District receive Federal grants in full amount when granted? No, Federal grants are generally handled as a reimbursement of actual expenses.
- Why does the Debt Service fund reduce so much? The Debt Service Fund should not have a big fund balance. The revenue is held in escrow and is used to pay off debts service costs in the following year.
- The Unreserved Undesignated Fund Balance, will it be kept around 5% in the coming year? Yes.

MOTION: Ms. Kong-Thao moved, seconded by Ms. Carroll, that the Committee of the Board recommend the Board of Education accept the Quarterly Financial Report for Period Ending March 31, 2011 as well as the update on GASB 54.

Motion Passed

It was noted the Executive Team would establish the manner in which all of these policy changes would be brought forward.

The Vice Chair recognized Michael Baumann as the WCCO Veteran of the Month.

C. Site Council Discussion

The Superintendent indicated the presentation would include the true site council philosophy, a re-examination of roles to align with the SSSC plan. It will also include how community engagement through site councils can be provided and how the district will face the new normal of the budget and the budget process along with the role of the site council's function relative to budgets. Basically, how to continue with the work, the decision-making process and still align with SSSC.

The Principal on Assignment to Leadership Development stated this was the beginning of a longer conversation around Site Councils. That this discussion would include thinking about the purpose and role of site councils and begin to articulate how to get meaningful parent, community and staff involvement in schools in order to meet the needs of families and students within the schools. He indicated the Office of Family & Community Partnerships have plans evolving which also need to be considered in this context as well.

The Office of Leadership Development provided an overview of what site councils do – what they are required to do, what they are not allowed to do and examples of site council work in each of the the following areas:

- SCIPs
- Budget
- Staffing
- Climate
- Communication
- Evaluation
- Enrollment
- Family & Community Involvement
- Building Planning

QUESTIONS/DISCUSSION:

- This will be helpful to clarify things. Looking at it from a parent perspective however it appears to be written entirely from the district perspective. What it should do is to have what they can do and what they can't do but with the focus on examples of opportunities as the second column. This should be piloted with people active in site councils to get at what they are losing, what is really changing, what is expected of site councils so people understand it. It should be a set of expectations not requirements, what they are supposed to do from the site council perspective.
- At what point will this conversation include people currently on the site councils? It should include the history of what site councils used to do, then this is how the new site councils will be empowered in the implementation of SSSC. It needs to get them excited to continue working on the site councils. In marketing this document you need to spin it differently to encourage involvement.
- Clarification was provided indicating that the role of Site Governance Action Teams can be used as a vehicle to explore this discussion and make the connections on the level of implementation teams occurring within the broader framework of the SSSC implementation. There are a lot of ways for cross connections to occur and part of the

definition is part of the marketing piece but also a stronger alignment of the vision within SSSC.

- What would be helpful, would be a “manual of engagement” with sub-chapters with site councils, advisory groups, Board advisory groups, PACs, etc. It would be helpful if under the subcategories there would be a history and a way to show support of SSSC while still being very specific as to appointment/election/selection procedures, terms of office, etc.. It should also include “rules of governance” which cover what various groups can and cannot do so everything falls within the context of these being opportunities where the district engages individuals from the community in roles within the district.
- The goal is to become more standardized within the SPPS system – accountability and creating standards and some degree of standardization at every school. This would meet some of the expectations of parents as to information they can expect to receive, activities which various grades will be involved in, things which are minimal to every school. The minimal expectations should be there for site councils as well (what they should be doing) with the maximum creating the uniqueness of the school. This will also contribute to the avoidance of inequities. This is a culture change so it will take time.
- What is the district's succession planning to ensure parents are engaged? How is information/orientation handled for new parents (parenting education)? Where is the accountability to ensure schools are addressing the equity piece, that they have some basic standards within schools? Is there sharing of best practices on how to engage parents? How can realistic expectations and goals be established? What are the means/methods for engaging the diversity of district?
- A basic question parents have is what is the difference between a site council, a PTO or a PTA. We need to provide clarification of purposes, responsibilities and clarify levels of responsibility and whether there needs to be one, two or all. Who represents the building?
- A revision on an earlier opinion was expressed regarding the amount of information needed. There needs to be a tiered process -- required and expected. This would reduce variation between site councils by establishing basic expectations and then other things such as special projects which have been taken on. Requirements need to be clarified. The site council is a function of the school, it can't recruit itself so school administration must have an active part in the process. What authority site councils do have needs to be defined and made very clear.
- That is what the “Manual” might provide, a clear definition of lines of authority with consistency. The district needs to get to a point where it is not discussing what site councils were, the district is redesigning site councils so there needs to be discussion on the future for site councils. Once definitions are made then move forward on it. It will also clarify how the Board acts on various pieces which come to it from various entities.
- This chart, is this where we are today in regard to what site councils do? Response: The document was created as an advisory document for existing site councils. Two revisions were made to it which were curriculum was removed as a category for consideration and that site councils no longer approve budgets.
- Will the Board be asked to look at something like this and approve it? Response: The Board will need to make some governance decisions relative to site councils in order to meet legal requirements and those will be brought forward for consideration as necessary. The Board will be kept informed on the redefinition process as it evolves but it will not be required to approve documents such as this.
- What is the timeframe for roll out? This will be covered under the SSSC update.
- We are talking about centralization and right now it is around the financial pieces. It needs to be clear that centralization is most importantly around providing equitable outcomes for kids. There does, however, need to be a mechanism where, if it is not working at schools there is a way for site councils to communicate that something is not working right, to someone. New lines of communication need to be defined.

Thanks were extended for the work done on this process.

D. Standing Item: Strong Schools, Strong Community Update/Program Changes

The Chief of Staff provided a review of the Strategic Implementation Process and Roles, the overall timeline and the graphic on reporting structures which had been presented at the last meeting. She indicated the report for this meeting would provide an update on the implementation process for the various action teams which are being established under the SSSC Plan. This area addresses goal #2, alignment, throughout the system.

She indicated the Chief of Accountability, Planning and Policy had been assigned responsibility in this area and asked her to present additional information.

1. Site Action Teams

The charge for the Site Action Teams is to focus on changes to a specific site occurring in 2011-12. The teams will be led by the principal and assistant superintendent (and/or program manager). The schedule for the team will be determined by the site. Some work has already begun at the various sites.

The types of changes occurring in this area for 2011-12 include:

- Co-locations
- Expansions, relocations, repurposing
- Addition of programs
- Changes in grade configuration, and
- Full-service schools (schools with reduced transportation and extended day) these would be the Achievement Plus schools and the Promise Neighborhood schools

2. District-wide Action Teams

There are nine District-wide Action Teams. The charge will be specific to each team. Board representation will involve two board members per team. Each team will be led by two chairs (one staff and one community). The meetings will be monthly on either the Tuesdays that are not BOE/COB meeting dates or Thursdays. There are specific recommendations for Board member representation based on prior interest and participation, the need for diversity of perspective and balancing the team membership.

QUESTION:

- Why not Monday or Wednesday for the meetings? Response: Wednesdays, for many, is a church night so the district tries to avoid scheduling anything on Wednesday nights. Friday evenings are notorious for low participation. That leaves Monday, Tuesday or Thursday. The Tuesday meeting would be once a month and Board members have all Tuesdays blocked out already so that makes it easier to get Board participation.

The Chief of Accountability, Planning and Policy went on to outline the nine District-wide Action Teams:

a. Achievement Gap Team

The charge for this team is to understand the impact of race on achievement, identify effective practices within SPPS that are closing the achievement gap and to propose a plan for bringing successful practices to scale across the district. Board representation was left open on this committee so board members can attend as available.

b. Transition to Middle Grades

The charge is to identify issues of implementation from student, staff, curriculum and operational perspectives and to define priorities for ensuring a smooth transition for students. Recommended board representation: Brodrick & Kong-Thao

c. Managed Instruction

The charge is to help communicate clear expectations for components of managed instruction and to propose a system for consistent and sustained implementation and monitoring of key instructional practices. Recommended board representation: Brodrick and O'Connell.

- d. Specialized Academic Programming
The charge is to clarify articulation of specialized programs (Secondary G/T articulation, Immersion, Montessori) to ensure consistent and equitable access. To identify areas where specialized academic programs are not aligned with managed instruction practices and propose solutions to address this. And, to monitor how programs meet learner needs and to propose solutions when they do not. Recommended board representation: Carroll and Street-Stewart
- e. Integration/Choice
The charge is to revise the SPPS integration plan to align with SSSC goals. Also to define attendance areas, transportation zones and student placement criteria to ensure equitable education across the city and for all students. Recommended board representation: Hardy and Street-Stewart.
- f. Partnerships
The charge is to develop a comprehensive partnership framework which will align partnerships with learner needs and measure the quality of aligned partnerships. Recommended board representation: O'Connell and Risberg.
- g. Shared Accountability
The charge is to align processes for monitoring and reporting on SSSC progress and to maintain commitment, communication and coordination across diverse stakeholder groups. Recommended board representation: Hardy and Risberg.
- h. Site Governance
The charge for this group is to define the role of sites in SSSC implementation and to propose capacity building to develop support from site staff, families, students and community members. Recommended board representation: Carroll and Kong-Thao.
- i. Budget and Finance
The charge for this team is to track the budgetary implications of SSSC implementation and to propose solutions to align resources with SSSC goals. Board representation has been left open on this committee so board members can attend as available.

The timeline for the District-wide Action Teams is to form the teams in May; to develop recommendations between June and December, with recommendations to be presented no later than December of 2011. The time from January 2012-June 2014 would involve the transition to standing implementation and monitoring systems.

The timeline for the Site Action Teams is to prepare for implementation of the 2011-12 changes between now and September. Beginning in September to implement and monitor what has been put in place. For the changes occurring in 2012-13 this would be the beginning of the preparation process.

The immediate next steps (by May 13) would be to confirm the staff co-chairs, invite community co-chairs and launch the application process for broader team membership following the BFAC process. By May 20 the full team membership should be in place with a first meeting for all teams to take place no later than May 27. Training of the teams (utilizing the Promise Neighborhood Model) would occur in this time period as well.

QUESTIONS/DISCUSSION

- Concern was expressed on the shortness of time for the Site Action Teams. Response: Some of the work is already happening. The work for the individual committees is only for the 11-12 school year and most of it has to be done by September. Some sites that who are changing at the later times (12-13, 13-14) have already begun work as well. It was asked that further clarification be made in this area relative to other special programs that are undergoing changes at a later point. Those groups should have the same support as those who need to accomplish their charges this year.
- It was noted that, for specific programs, a letter needs to come from administration indicating and defining the next steps.

- The K-8 schools, is anything being done to bring the groups together to talk about how to use specialists among themselves. Response: There have been four meetings between American Indian and the Ames site on how to collaborate with use of staff and elective staff to minimize cost and maximize impact. The same is occurring at Highland Junior with Highland Elementary and also at Adams Spanish Immersion. For Museum Magnet and Benjamin Mays both principals looked at the budgets to be sure of economies of scale and ensure all of the key elements are in place. The process has worked well with all of the schools making changes.
- Open and Creative Arts is a bit different as an ALC site is co-locating with a regular education site so funding sources are different. This is partly about how to build the process and acknowledge the division of the site as a main artery in articulation for arts. There is a need to build a strong foundation and take advantage of staffing efficiencies. The conversation will continue and they will continue to plan and collaborate with ALC to mesh the process and bring together efficiently and viably. These are two very different programs to serve a broader vision of what art education and enrichment will look like in St. Paul.
- How will this be accomplished within such a tight timeline? Response: By May 13 the staff co-chairs will be confirmed as there are strong recommendation in place already. At this point there are individuals who have expressed an interest in participating as Community co-chairs as well. This is an aggressive timeline. The biggest challenge is around the broader team membership. Application for this will follow the BFAC process and there are some resources already out there. The full compliment has been left to the end of the month and this should be possible. The size of the teams is being looked at and for most of the teams the community compliment would be no more than 10. It was noted the application process can immediately.
- It was noted the BFAC and CEAC applications need to be revised to get more specificity from the applicants. It was suggested that for this year, since BFAC addresses the area of budget, that it be merged into the budget and finance team.
- It was noted there needs to be a defensible criteria for selection.
- The application process, will it be on the website? Who decides on committee representation? Response: Administration will decide based on the selection criteria. There is an Accountability Website and the Action Team information will be posted to that and it will also be linked the SSSC site on the home page.
- How will people know the application is there? Response: All available avenues will be used to get the information out to the community.
- If a person is interested in more than one action team, can they serve on more than one? Response: No, a person can serve on only one action team. This allows for broader participation/representation.
- It was stressed that the key word for the teams is "action." That is why the size is kept small, why the charge is clear. The teams need to make solid recommendations around what needs to be done. The structure of committees is important and it critical to define their role as committee members and also the role of persons attending the meetings but not actually on a team.
- It was suggested that there be Intentional recruitment among high school students and the retired community.
- Relative to the charge of the committees and the development of the charge. Will it be detailed? Who is doing that and will it be available for the applicants? Response: The overall charge for each team has been identified and noted in the presentaiton. Some room was left for the committees to round out the charge as well as how they operate.
- Deliverables would be useful; you need flesh that out a bit. Response: The ultimate deliverable is a recommendation in the particular strategic area. Co-Chairs will be leading the work and they have expertise in the area and can provide additional understanding of what the work is and what capacity is while allowing for the visionary work of developing a recommendation.
- The Boards role, what is it specifically? Response: Board members are not chairing, they are members of the committee. It is an opportunity for board members to be participants and work through the issues with other members of the committee. On the

- two open participation committees care needs to be taken that the perception of board action be avoided. There will be a reporting mechanism and requirements for each team.
- It was suggested that care be taken to communicate the level of interpretation and translation (language) which will be available to committee members.

E. Standing Item: Policy Update – No report.

F. Work Session

1. Budget & Finance Advisory Committee (BFAC)
2. Capital Expenditure Advisory Committee (CEAC)

The question was raised if Board members would like to change the process for filling these committees to include an interview process. The consensus was no.

It was suggested a statement be added to the applications that the application will be returned if there are any incomplete sections and also that whoever receives the applications is authorized to return them to the applicant with a letter stating “we have received your application, it is incomplete. Please be apprised the board will not consider incomplete applications. I am returning the application to you to provide you the opportunity to complete it.” It was suggested the statement on the application state “Incomplete applications will not be accepted or considered and will be returned for completion”. It was suggested that 100-150 words per answer be suggested in order to gain more information about the applicants.

The deadline for CEAC applications was extended to a July 31 deadline.

MOTION: Ms. Carroll moved, seconded by Mr. Risberg, that the Committee of the Board recommend the Board of Education merge BFAC with the Budget and Finance District-wide Action Team for FY 2011-12 and use the Action Team application process and timeline to accept applicants.

Motion passed

MOTION: Ms. Carroll moved, seconded by Ms. Street-Stewart, that the Committee of the Board recommend the Board of Education revise the application form for CEAC with an application deadline of July 31 and a first meeting of the committee in October.

Motion Passed.

III. **ADJOURNMENT**

A motion was made to adjourn by Ms. Street-Stewart, seconded by Mr. Risberg. The motion passed and the meeting was adjourned at 8:35 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk