

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 31, 2011**

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

Director Hardy departed at 7:40 p.m.

Director Kong-Thao departed at 8:17 p.m.

Staff: Superintendent Silva, Mary Gilbert, Jackie Turner, Kris Emerson, Denise Quinlan, Tim Caskey, Matt Mohs, Marie Schrul, Linda Gores, Jean Ronnei, Andrew Collins, Barbara DeMaster, Jaber Alsiddiqui, Ivar Nelson, Michael Baumann, Sharon Freeman, Joe Munnich, Julie Schultz-Brown, Mike Kremer, Harold Turnquist, Laura Olson

Other: Mary Cathryn Ricker, Doug Belden, Daarel Burnette

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. Director Hardy, standing in for the Chair, called the meeting to order and asked for introductions. Upon arrival of the Chair, the meeting commenced.

II. AGENDA

A. Legislative Update

The Superintendent stated the Legislature and the Governor have reached no compromise on the State budget, which could result in a government shut down. The District is being proactive and looking at various options, which might arise if there is a government shut down on July 1.

The SPSS Legislative Liaison presented the current end of session situation. She stated this was an unusual session in many ways being a difficult year relative to the budget deficit, 61 new legislators and partisanship. The Governor agreed to compromise with \$1.8 billion in new revenue. The Republicans are holding to a \$34 billion total budget and no more; this includes continued delay of school aid payment shift. Federal monies have confused the issues because once that is taken away there is not enough state revenue growth to address the problem leaving a substantial deficit remaining. Additionally, freshman senators and house members feel they were elected to make government smaller.

The Governor vetoed the tax bill and the session ended with no decisions having been made. If an agreement is not reached by June 30, government will shut down. This includes everything but agriculture budgets. Areas that are in current law will continue to be funded however; there may be no state employees available to process payments. A court appointed master could be selected to make certain determinations regarding essential services and employees.

The Governor is responsible for calling a special session. Once it is called however, the legislature is free to meet as long as it likes as it has adjournment power. The Governor has indicated he will not call a special session unless there is a firm deal regarding budget and exact terms of the session.

The Legislative Liaison reviewed the major provisions of the K-12 Funding Bill (HF 934) which was vetoed. She also gave an overview of the Omnibus Education Policy Bill (HF

1381/chapter 114). She indicated that if a special session is called it is expected that everything will be back on the table.

The Governor appointed a Commissioner's Working Group on Education Funding, which may become a factor during a special session. Major recommendations from the Task Force include:

- Investment in early learning, with resources targeted first to all-day kindergarten for students living in poverty.
- Rolling a portion (\$400) of referendum levies into the general education formula to provide a more adequate, uniform and stable funding base for all districts and charter schools. This would lessen reliance on local referenda.
- Establishing a uniform general education levy by consolidating and replacing existing school levies, including a portion of existing referendum levies rolled into the formula. There will be no increase in total school levies with a component of the levy spread on tax capacity and a component spread on referendum market value.
- Simplifying funding formulas and student accounting to make E-12 education funding more understandable and transparent.
- Reforming basic skills funding by rolling extended-time funding into compensatory education revenue targeted to concentrations of poverty and allowing districts flexibility in the use of an additional 10% of revenue.
- Refocusing integration funding by including it in the basic skills portion of the general education revenue. Funding will be based on the number of students of color in each district with each district receiving \$600 times the number of students of color enrolled in the district. Funding would be all state aid and some transition funding is recommended.
- Recognizing and rewarding growth by creating a noncompetitive grant program to recognize schools with outstanding growth in student achievement and disseminate best practices.
- Changing the Special Education Tuition Bill by sharing of excess special education costs between the resident school district and the serving school district or charter school for open-enrolled students.
- Recognizing regional cost differences by rolling a portion of referendum revenue into a new location equity levy for the seven county metro area and for non-metro regional centers.
- Restoring inflation-adjusted general education formula to FY 2003 levels by setting the formula allowance at \$6,290 for FY 2013.
- Reducing charter school lease aid as an offset to formula increases.
- Phasing in revenue increases and uniform general education levy to assure a smooth transition.

QUESTIONS/DISCUSSION:

- What can happen on July 1? On July 1, if there is no resolution, the Governor has told his Cabinet to prepare for a government shut down. The District would potentially continue to receive earned general education revenue. Between now and the end of the month there could be legislation acted on under special session. A "Master" could be appointed to define essential services which would continue. If none of that happens then what is already under law goes into effect. The worse case is a full shutdown, the money would flow but the people to pass that money on would not be there so there would be an impact on the District's cash flow, etc. There is no clarity at this point, as to exactly what will occur.
- Is there the potential that the District will ask employees to work without paychecks? Response: Administration will confer with the Board on what options are as more information becomes available.
- Is Administration checking out options on cash flow loans or lines of credit? Response: Yes, administration is checking options for a line of credit. To mitigate impacts it is felt this would be the best option working with a bank the District works with on regular basis and negotiate terms for the line of credit. The Controller is exploring this at this time. This would provide a contingency for the District. Another option is MNTAB (Minnesota Tax Aid Anticipation Borrowing) but this is on a different schedule. MNTAB is a

consortium of school districts who come together to get optimum interest rates on loans. The line of credit would work as stopgap before closure on MNTAB takes place.

- The Legislative Liaison noted there is little interest in a “lights on budget”. The point is to try to bring people back to the table to find a resolution. This would only be possible if there were some substantial agreements on the table along with major policy agreements. The Governor and agencies will provide direction as to what is happening regarding funding and data reporting, etc. as things move forward.
- As the District anticipates the worst-case scenario on July 1, only six weeks later the school year starts. What will be needed to start the school year and what availability of Board members will be necessary over that period? No response.
- What will actually happen in the process during the closed session? Will there be new legislation or only what was previously identified and/or vetoed? Response: A special session is a whole new session. Once there is an agreement, they may assign a work group to work on new legislation which will then be introduced as a new bill (i.e., Special Session Bill No. 1, 2, etc.). The agreement around that type of session is that there can be no amendments. There would need to be global agreement about what would happen once the legislators are called back. Once the Governor calls the legislature back it can meet as long as it desires; it is the legislature’s job to adjourn. Once the legislature is back in session it must meet every 3 days or they could agree to recess the session and go back home. In this case, they are generally working from what had been worked on previously.
- Furlough, this can be done because the elected body has direct financial authority to do that. The District cannot furlough because it has the money there. Correct? Response: Yes. The District does not have the option of not having people come to work. The money is technically flowing but disbursement mechanisms are not there. There may be some legal option, but staff is not aware of what it would be. The other issue is the ability to pay bills, credit ratings, and other such impacts on the District.
- Why is there any hope there can be reconciliation? Response: This situation has occurred before; shutting government down does create pressure to act. There is potential for a limited number of taxes, surcharges, etc to come up for resolution. Shut down will provide impetus to resolve the issues. The District is caught in the middle and more information will be provided to them. The situation will just play out over time.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the Legislative Update Report with thanks. Motion seconded by Mr. Brodrick.

Motion passed.

B. Early Retirement Incentive (ERI) - Action on the Revision to Wording

The Chief Business Office noted the results of offering the ERI was that a total of 119 individuals took advantage of the proposal. The documents are being revised to reflect the appropriate titles of all who are participating (principals, assistant principals, teachers and educational assistants).

The Chief Budget Analyst reviewed the figures relating to the plan comparing the initial projections to the actual. He noted the District needs to track the backfill of employees for actual final numbers. He also noted severance is one time only based on contract and accumulated sick leave is also one time only. Health insurance is an additional cost over 5 years. The rollover/replacement savings will depend on which positions are actually filled, when and by whom.

COST COMPONENTS	FINAL NUMBERS	ORIGINAL PROJECTION
Payout (5 years)	5,890,361	6,840,776
Severance (1 year)	1,229,823	1,404,925
Vacation Pay (1 year)	47,911	0
Health Insurance (5 years)	4,971,856	5,208,573
TOTAL COST 5 YEARS	12,139,951	13,454,274
Rollover/Replacement Savings (5 Years)	13,354,714	15,074,210
NET SAVING/COST	1,214,763	1,619,936

QUESTIONS/DISCUSSION:

- If, as an example, principals were not replaced there would be more savings? Response: Yes.
- Vacation pay, why was that not projected? Response: In the projected figures, vacation was included with severance; it is broken out now that final numbers are known.
- Health Insurance how does that play out? Response: The figure is the District's share of health insurance over five years. It was looked at on a current basis on what they are entitled to based on the current plan and what district would pay. This reflects a higher cost as there are other factors which may play in over time (turning 65, etc.).
- Will these 119 reduce the number of probationary employees being released? Response: Current estimates are that there will not be the need to reduce as much as the District has in the past. It was noted there are also 75 people who chose to retire prior to the time the ERI was brought into play.
- Will the Memorandums of Agreements be signed off prior to the Special Board meeting? Does administration want approval on this added to the June 7 Special BOE meeting agenda? Response: That is the Board's decision. (The item will be added to the June 7 agenda per Board consensus.)

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve all three Memorandums of Agreement. The motion was seconded by Ms. Street-Stewart.

Motion passed.

The Board extended congratulations on the success of the ERI strategy and its impact on the budget.

C. Continuation of Discussion on FY 12 Budget

The Chief Business Officer indicated the budget discussion would be directed at answering specific areas of inquiry from Board members and then would be opened for other questions on the budget.

1. Information Technology Budget

The impact of the reductions in this area reflects over three budgets:

- Management Information Systems was reduced by 22%
- Technology Infrastructure was reduced by 8%
- Technology Infrastructure (Referendum) was reduced by 11%

The Management Information System reduction totaled \$365,055. This is a reduction of 1.25 FTE, a reduction to department (internal) training and professional development and a reduction to departmental technology equipment purchases (within the IT Department itself after an evaluation of need vs. want).

QUESTIONS/DISCUSSION:

- Do these reductions create an inability to stay on the leading edge of IT through IT staff helping building staff deliver the best education to students? And, secondly, does this put up a dam limiting what really needs to be done? Response: All of the budget reductions do impact everything and it will impact in some way the schools. It will impact replacement of equipment in an appropriate cycle. The strategic plan was the priority and reductions were made to minimize the impact on the plan.
- What is the impact on kids and learning? Response: The District will continue to provide what is provided today and the capacity to do more innovation will be limited. Pilots will be impacted unless dollars are found to support those elsewhere. The reductions were done based on what would affect kids the least.
- \$207,000 of the reduction is a reallocation, what is that? Response: It is staff moving from IT to HR and the Business Office. It is a personnel shift issue.
- These reductions are internal to the department and were done after a careful assessment of what the priorities need to be and how much can realistically be done. There is an impact on their ability to stay on the "leading edge". The leading edge is defined as the ability to optimize goal 1. So, if staff is positioned to do that, they can be effective and successful. It would be nice to be able to do more but the current situation precludes that. However, there is a plan in place to address those "nice things" as funds become available. These reductions set the conditions for FY 13 which will be more difficult than FY 12.
- The 1.25 FTE reduction, there appear to have been current problems with support in the schools with technical assistance. Will this further reduce service levels? Response: The new ticketing system for service requests has been reviewed and has shown a definite improvement in service response and closure on issues. The centralization of IT staff has improved the abilities of IT staff and their service. The ticket system has increased their ability to respond faster with a first response rate less than 8 hours and closure within 48 hours. The FTE reductions were vacant positions that will not be filled.

The reduction in technology infrastructure totals \$462,010. This is a reduction of five FTEs and a reduction in department training and professional development.

The last reduction, referendum technology, totals \$54,475 and is a reduction in non-instructional materials and is impacted by enrollment numbers.

The largest chunk of money comes from the department training and professional development. However, the department is exploring alternative ways to address that development through more web-x type seminars. Overall, it will offer a minimum reduction in services due to service delivery efficiencies, a reduction in ancillary applications with Campus becoming the sole source of data support, and the IT governance framework to manage demand on the department that will ensure new tasks directly impact the three goals of the strategic plan.

QUESTIONS/DISCUSSION:

- It was mentioned there is a plan in place for future IT development contingent on funding, is that actually in place? Response: Yes, there is a long-range plan for partnering closely with instructional technology to become a leader in that area. HR and Financial are merging under a single system. The most important part is IT governance nesting around the SSSC plan with its three goals as scaffolding. This represents a shift to optimize information technology utilization incorporating instructional technology to leverage new technology for learners and to bring in organizational leadership to look at those curricula. There are also the administrative processes to sustain and leverage training that can be done over the internet.
- Will there be both training and sharing of information with other agencies on a cooperative basis with City, County, other agencies? Have integrate systems been discussed? Response: SPPS has had too many different sources for collecting information and IT is moving to maximize cooperation between departments and to

minimize disparate applications. With data privacy rules, the District needs to be careful but they do make it difficult to serve families better. The District is working with agencies to create a database to inform and give more service to families within legal boundaries.

2. **Print Copy Mail Center (PCMC)**

The Director of Nutrition and Custodial Services provided some background on the change being made. She indicated that River Print has an online ordering system similar to Amazon.com. Customers will set their own access with user name and password, which allow them to order standard items or to request custom work. There will be a learning curve and to this end, an SPPS staff member will be provided through August 30 to assist customers and to facilitate a smooth transition. Training sessions have also been planned for August and have been broadcast through *The Bridge*. Methods for payment of invoices are under consideration. Delivery will be facilitated through the use of Nutrition Service trucks picking up orders and distributing them or individuals can pick up their orders directly.

QUESTIONS/DISCUSSION:

- PCMC staff have a depth of knowledge on how things were done. How will some of that knowledge be preserved/transferred? How will the District monitor and evaluate if River Print is meeting District needs over time? Response: Having Corinne Juve to help with the transition to make it as seamless as possible will help with transfer of knowledge. Print centers are familiar with custom work and can generally provide input on the best way to achieve the desired result. Evaluation will be through customer feedback. With regard to volume, SPPS is small in comparison to other volumes they handle. SPPS is encouraging River Center to consider SPPS employees who may apply. River Print employees are civil service so there is a specific process for hiring.
- Will data about past print jobs which might be kept electronically be transferred? Yes
- Evaluation monitoring, the hope is there will be a formal way to evaluate and track internally to assess what is or is not working. Response: Thanks were expressed for the idea.
- The cost saving – how will this impact cost of services, etc? Response: There are operating costs for SPPS right now and that is where the most potential benefit is if service is provided as expected. Other benefits/savings include such things as reorienting the use of current equipment to a learning opportunity for students, sale of other equipment pieces, energy savings and savings in FTE reduction.
- Current costs for an order will it be comparable? Response: Administration has not seen final cost sets. Based on meetings with the City there will not be a radical shift.
- Will this increase costs to schools? What about the school aspect? Response: River Print needs to be competitive. Additionally there are now printer/copiers in school buildings and the trend is to move away from more elaborate print equipment. Therefore, it is probable that school printing needs will reduce and be done more off the printer/copier and less through print centers. Under the current situation, everyone has to do the same with less so schools will have to adapt.
- How many FTEs are affected here? Four FTEs.
- Why PCMC employees vs. some other area? Response: What is shown is not the whole picture so there will need to be a break out in more detail to clarify this.
- What is the plan to move away from needing so much printed material and moving to more on-line? This would demand a shift in training and applications available to staff so that would need to be studied as to what options might be available relative to printing. The challenge is not purchasing and licensure but getting good training.
- The cost for printed goods are already in department/school budgets and were not cut. The cost currently being expended for order was being recharged department by department. The costs here are those that were not allocated based on formulas? Response: Yes. The cost of running PCMC is offset by two different budgets. The costs of running the shop that is offset by schools paying for what

printed? SPPS should save money on the front end and other in terms of salaries and equipment.

- How much more will it cost the schools to buy services through River Print? Will SPPS wind up spending more on printing than when it was run internally? Response: It is a complicated situation and not easily evaluated. There are various levels of projects over time, SPPS has done its best to price to cover projected expenses. Space, energy, replacement equipment costs are costs not factored into what has been charged back. Going forward replacement of equipment will be avoided, there will be no need for management and personnel and printing is becoming more technology driven so SPPS is at a place where a decision needed to be made whether continuing is in the best interest of the district. Prices from River Print have been competitive and they have good reason to keep prices competitive.
- It was noted River Print is an In-house service of the City under an enterprise fund.

3. **School Formulas and Secondary Schools**

The proposed schools budget contains a total contingency amount of \$2.5 million. \$0.5 million is dedicated for three secondary schools: Open, Humboldt and Washington and are in the process of being finalized. \$2.0 million will be available to all sites based on the needs of the schools and the enrollment changes. In the fall, after third week enrollment counts are finalized, the District will have the final assessment on allocation needed for enrollment changes and other school needs.

Formulas were created to cover elementary, middle and high schools. Humboldt and Washington are unique because they are 7-12 and have extended time. Open is also 7-12 and is a small high school. The contingency was established because these three schools were hurt in the transition to the new formula.

QUESTIONS/DISCUSSION:

- Is the \$0.5 million currently being discussed with the schools as to how they will allocate those funds? Response: The schools are working on details on how to finalize the numbers. Washington and Humboldt as close to a final allocation. Open is still in the finalization process.
- Did principals get the numbers? Response: Washington had four priorities: reinstatement of extended hour was priority 1. That has been covered by the contingency allocation along with providing a small discretionary fund available for support of the extended hour or for additional PLC time for teachers on task. The prep will be according to union contract.
- Humboldt, the issue facing Humboldt is they have a SIG (School Improvement Grant) grant to pay for the additional extended hour. The grant funds cannot be supplanted. The crux of the issue at Humboldt is viability. They want to be good stewards of the money and live up to programmatic commitments made to the students and the community. There is a wide diversity of students needing a wide variety of offerings. The economy of scale is minimal and there are fractured FTEs. They are looking at how to provide a high quality, competitive program. They are trying to create efficiencies wherever they can so the contingency will be used to meet these needs.
- Does Open have its numbers? Response: There are currently 155 students grades 6-12. Again, the school is trying to provide a viable program as committed to. Additionally, this is a major articulation point for arts that needs to be built in a very viable and strong way. There will be reduced electives and there have been conversations with Creative Arts High School. The District is bringing two programs together on the front end so staffing efficiencies are being looked at while at the same time providing timely accurate information. Patience is needed in the process in order to get to a level of clarity over scheduling and staffing. This is a new process; the District knows that it wants to build this as a major point of arts articulation and build a strong foundation at the beginning so it is taking more time to be intentional in the planning and implementation of the vision. The end expectation is that there will still be two schools within a building.

- Because of Humboldt and Washington demographics the way monies are distributed (Title I, Comp Ed, etc.) they were hit harder than other schools in terms of decrease of funding available yet still need to provide those services, correct? Response: This did not affect Special Ed, Title I or ELL funding. The formula monies are general fund dollars and the issue for these two schools is the extended time. The extra hour is worked by everyone so it costs more over a smaller ratio.
- The Humboldt AP classes how are they affected? Response: The issue is to try to avoid cutting back AP classes in core content areas. The major impact at Humboldt is it is a small school so you simply need more dollars to run the school; there is less economy of scale. The District is building the programs to gain more students over time.
- The point was made that it is valuable to take the time to address these complex issues and staff was complimented for doing so.
- Washington adds grade 11 in the fall, how many students are there? Response: They will add 300 students between grades 7 and 11 for a total of 1,487. The impact was a reduction in certain staff but not in core staff. The contingency money restores seven FTEs for teaching and running the extended day program.
- The \$2 million, what are the criteria for allocation of that? Response: It will be used, following final counts in the fall, to address enrollment changes and school needs. It is available for all schools.

4. **Transportation**

Transportation will go to a three-tier system with a reduced number of buses utilizing more route trips of shorter time. The changes have been made utilizing the VersaTrans Management Information System. These changes should save approximately \$1.9 million for FY 12. This savings is contingent on the economic situation and fuel costs. There will be extensive monitoring of this.

QUESTIONS/DISCUSSION:

- What criteria were used to decide about start and end times? Response: This plan has been studied in the past and it is known it will work. It is based on three tiers, one hour apart with a maximum route length of 45 minutes. The longest time a student will be on the bus next year will be 15-20 minutes less than last year or previous years. It is an improvement for students but also allows more trips per vehicle. This is a very complex scheduling process.
- The criteria were not based on particular schools but on where schools are and where kids are located, correct? Response: Yes. The structure gives the most protection from bad weather situations and minimizes obstructions. It is a bottom up process that starts with outcome-based criteria.
- As these changes are communicated to students and families it will be very important for them to know this is based on where kids live and where schools are.
- More route trips, shorter time? Please provide more clarification where are the savings coming from? Most people are concerned about the number of buses on the street and the amount of fuel they are burning. Response: The current route structure that has been run for a number of years constrained many routes to two trips with some idle time. By going to three set times and making trips a maximum length of 45 minutes allows 15 minutes for making combinations. This shortens routes and puts more trips on the street. There are more three-run combinations. The mileage is similar, idle time is down, dead time between trips is eliminated and the number of buses is reduced by approximately 27 buses.
- It was noted economics and energy costs could affect savings. Administration is looking to get this as lean as it can get while keeping it efficient, effective and safe.
- What is the VersaTrans system? Response: Route planning is a very complicated issue involving many scenarios being developed to arrive at a final route plan that is efficient and effective. VersaTrans allows the District to make decisions in a shorter timeframe. It shifts the timeline in decision-making and customer support for the community to an earlier point in time. Another benefit is fewer people are needed to use the system cross-functionally so response time is faster if changes need to

occur. It saves time, improves service and responsiveness. It allows changes to be made for students who move frequently during the year in a much quicker and more efficient manner.

- Clarification on more trips and how it will save money? Response: The major cost is putting a bus on the street. Currently SPPS is getting about 2.2 trips per bus twice a day. What this does is by shortening the routes and establishing three tiers most buses do three runs. This takes vehicles off the road. More trips per bus reduces the number of buses on the street.
- What is the impact on SPPS-owned buses? Response: The SPPS fleet runs continuously during the day. The buses serve community-based programming after their elementary routes are over.
- What about extracurricular trips – field trips, etc.? Does this make it harder to run field trip between route trips? Response: It will be more difficult to run these trips between route trips. The bus contractors have assured SPPS they should be able to handle the extracurricular trips under normal conditions. SPPS pays for these trips either way so there should be no cost increase, there is just somewhat less flexibility.
- After school programming, will it be impacted? Response: At this time, an impact is not anticipated. The ALC and extended day come off the route combinations; there is a clause in the contracts that allows a vehicle to be put on the street for p.m. use. There should be not additional cost.

5. Other Budget Questions:

- What are the effects on boys and girls athletics? What about revenue generation? Response: Due to the fact it is late in the year the reduction was very small and can be handled within what is currently there. The discussion on revenue generation will come about after the FY 12 budget finished. SPPS is looking to maximize its dollars through innovation and new ways of doing things.
- On Referendum funding, what is the secondary part, how will it be used? Response: It is primarily math and science specifically because that was an area of promise. Another \$2.5 is allocated to other secondary programs other than math and science. The secondary referendum dollars are put into a pool for secondary schools – those dollars are split between schools and if they did not exist, schools would have fewer dollars for programming. In the past schools have used it to expand AP classes, to add more math and science, for teacher development, etc.
- Where a reduction in referendum funding is shown, is that a reduction in enrollment? Yes.
- It was noted that previously the Board got a better idea and closer look at specific cuts and changes in positions by department. How many jobs will be lost, how many positions that provided specific services and what were those services? Is there a plan by which certain services can be provided in a different way? What is the impact on jobs and programs? Response: The Superintendent indicated this is still in progress because of realignments and reassigning responsibilities. And, it all finally depends on what happens with the State budget. To date FTE changes by budget department allocation has been used to indicate changes made to specific areas.
- A request was made that on the Program Budget Pages (Tab 5) an FTE column be added to those charts showing net impact to the department.
- A Board member reiterated he was looking for what the impact of the cuts to positions will have on services/programming provided. Response: The focus on Goal 1 moved the budget discussion to looking not only at dollars but to being sure the impact is on the priority of students and their success. This focus, the economic situation and decisions for efficiency brought the budget into sharper focus. The challenge is whether implementation will be successful.
- A request was made for a brief on the use of staff resources in the SSSC redesign. A then and now brief on strategic changes being made at all levels of the organization and how it will yield strategic goals. This should be a strategic perspective in a format that can be shared with stakeholders. How decisions being made under this budget will yield Goals 1, 2, 3, a big picture overview.

- A comment was made that in reality, there may be certain services that can no longer be provided.
- It was noted it is important to evaluate the decisions made and to track the cuts, decisions, etc. overtime to assess whether they were appropriate and how things have evolved over time and whether things need to be reassessed as the plan evolves over time.
- The TIP Program what is the status? Response: This is a shift in organization, a realigning of services moving TIP to Family and Community Involvement. There needs to be a change in the way absenteeism is looked at. Parents need to be educated on the impact of absenteeism. The move maximizes resources by moving it to a department that has bi-lingual staff, Parent University and that can work with schools and parents to address the issue. It is about prevention rather than intervention. SPPS will collaborate with the County Attorney's Office on the program and explore ways to address the problem.

D. Work Session

1. **Purchase of Board Timing Device**

MOTION: Director Street-Stewart moved the Committee of the Board recommend the Board of Education purchase the timing device. Motion seconded by Ms. Carroll.

Motion passed.

2. **Review of Revised CEAC Application Form**

The form was reviewed and format changes suggested. The Board Secretary is to make the revision and submit it back to Board members for review prior to release.

3. **Resolution Regarding Redistricting**

The resolution was reviewed and discussed. Revision to the resolution was made.

MOTION: Ms. Carroll moved, seconded by Mr. Risberg, that the Committee of the Board recommend the Board of Education approve the Resolution on Redistricting, as revised, and move it to the Special Board meeting of June 7 for final action.

Motion passed.

MOTION: Ms. Street-Stewart moved, seconded by Mr. Risberg, the Board act on the recommendations from the May 31 COB meeting at the Special Board Meeting of June 7.

Motion passed.

The COB Chair reviewed items on the agenda for June 14 COB meeting. They include:

- Policy on dangerous weapons relative to ROTC
- Bullying -- policy and procedures
- Continued discussion on the budget

III. **ADJOURNMENT**

Mr. Brodrick moved, seconded by Ms. Carroll, the meeting adjourn. The motion passed and the meeting was adjourned at 9:01 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk