

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 23, 2010**

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

Absent: Director Kong-Thao

Staff: Superintendent Silva, Suzanne Kelly, Michael Baumann, Jaber Alsiddiqui, Joe Raasch, Kate Wilcox-Harris, Hitesh Haria, Rebekah Doyle, Luz Maria Serrano, Denise Quinlan, Matt Mohs, Christine Wroblewski, Dr. Mike McCollar, Sharon Freeman, Heidi Bernal, Pablo Matamoros, Alejandra Bosch

Other: Doug Belden, David Wilmes, Nancy LeTourneau, Joel Franklin, Dr. Robert Schiller, Greg Pattersen, Herlio De La Torie, Patricia De La Torie, Alejandro Rios, Veronica Pardo, Maria Lozado, Martha Rodriguez, Esther Alarron, Juanita Ores, Patricia Perez-Jenkins, Claudia Peirez Inzuiza

I. CALL TO ORDER

The meeting was called to order at 4:40 p.m.

II. AGENDA

A. Saint Paul Youth Services Presentation

The Superintendent introduced Nancy LeTourneau, Executive Director of Saint Paul Youth Services (SPYS). Ms. LeTourneau stated SPYS has, for 35 years, worked with families and the community to redirect youth who are starting to get in trouble at home, at school or with the law. Their interventions are less intense and less expensive than the next intervention step when youth move into the Juvenile Justice System and/or mental health treatment.

They have been involved over the greatest amount of time in "pre-court diversions;" with the goal of providing restorative alternatives for youth who have been arrested for the first time. Their referrals come from the Saint Paul Police Department and Ramsey County Corrections/Attorney's office. They serve over 400 youth (and their parent(s)) each year. Their results have indicated that 92% of the youth worked with were not arrested for a subsequent offense after a six month period.

Their Children's Crisis Response Program is a 24/7 in-home intervention for children/youth in crisis. This is run in partnership with Ramsey County. This service offers assistance to families in resolving a crisis involving a child in order to reduce youth involvement in the Juvenile Justice System. The services is available to any family living in Ramsey County that requests assistance. On a yearly basis they have had 500 in-home responses to over 400 families. 90% of the crisis are resolved without removing the child from the home. About 25% of their referrals come from police who call them in after a response to a 911 call.

The "All Children Excel (ACE) Program:" is a long-term intensive intervention for children who are likely to become chronic violent offenders. The goal is to minimize risk factors and build protective factors for children who are living with issues such as chronic poverty, violence and criminality. These are primarily children who are identified with delinquent

histories before the age of 10 (research has identified this group as the chronic violent offenders of the future). SPYS is currently serving 70 youth and their families and the case workers stay with the family and child until they reach 16. They have had excellent results with 69.5% of the children not having had a chargeable offense by their 13th birthday (compared to 17.3% for a control group). ACE has a significant impact for society through working with the most at risk kids in the community. They work to get stability in the home then work with the child and the school to be sure the child is in the right programs, receiving the right services and succeeding in school. This program has the most intensive involvement with the schools and is a federally recognized model program.

The Behavior Intervention Program grew out of the SPPS Safe Schools Healthy Students grant. This program involves one-on-one accountability and support provided to students who are involved in inappropriate behavior in the schools. The goal is to address the needs of students with behavior problems so that they can succeed in school and, at the same time, minimize disruptions for all students. SPPS schools involved in the program are: Battle Creek, Cleveland, Hazel Park, Humboldt and Washington Middle School. The program works with students who are referred by the Assistant Principal for violent or disruptive behavior. Funding for the program comes from the five schools served, the Minnesota Department of Public Safety and private contributions. This program has a very strong presence within the schools with personnel at each school on a full-time basis.

In the 2008-09 school year 131 students were provided with one-on-one interventions. 66% of these were male, 98% were students of color (77% African-American) and about 49% were 7th graders and 47% 8th graders. The program targets youth who have not been identified as special education (as these individuals have programs and services directed specifically toward them). Behavior intervention deals with kids who otherwise would have no support provided to them. SPYS addresses a student's return to school following a suspension or directly with kids being disruptive in the schools in real time by providing interventions which helps students toward understanding their behavior and learning new behaviors.

Outcomes have shown that about 83% of parents are somewhat or highly involved. 82% of students show improved behavior, 63% of students show improved attendance, 50% improved their grades and 61% improved their connections to positive activities. Behavior, attendance, grades and positive activities are the four main areas of focus. The program has shown it can change the atmosphere of an entire building.

At this point Dr. McCollar, Washington Middle School, offered input on the significant reduction in referrals, dismissals and suspensions the program had made in his school..

The newest program is called Community Connections and was started in 2008. It was launched to implement St. Paul Youth Services vision of a community that offers high hopes to all youth. It offers training, consultation and community forums for libraries, parks and recreation, schools, social service professionals, neighborhoods and youth. In the last 12 months the program has provided forums and trainings to over 1100 people and works with the Invest St. Paul Program in the neighborhoods. Its focus is implementing community change.

Two new initiatives are planned for 2010; the Ambassador for Youth Academies and alternatives to the School-to-Prison Pipeline. Ambassadors for Youth will work in the "Invest St. Paul" neighborhoods, offer eight weeks of training to community members on skill building and connecting with the at risk kids in their area. The School-to-Prison Pipeline will begin a community dialogue on community alternatives which might be available on this issue.

QUESTIONS/DISCUSSION:

- Dr. McCollar spoke to his positive experiences at Washington with Youth Services. The have utilized SPYS for professional development for staff as one of a number of different strategies. What it is all about is good instruction and positive relationships with students. This ties into the PBS model (positive behavior). The common expectations for all works but there is also a need to provide intervention when students don't meet expectations. SPYS has a connection with families and community especially in knowing how to get kids to engage and see education as important and what skills, attitudes and behaviors are needed to be successful in college.
- Thanks were extended for the work SPYS is doing with the youth of St. Paul.
- Can you put the work SPYS does into a broader context. How does it support the bigger framework around student achievement with regard to student behavior. Response: Students need to be engaged in academics, they need to be motivated to learn. For many kids who are struggling academically it is easier to be seen as naughty rather than stupid. Students who are not academically successful know how to find ways to get themselves out of class. Schools need to find ways to support/reinforce good behaviors. These students need support in class to learn ways to be successful. It is a whole system of behaviors, not just one thing.
- With the ACE program, what has been learned about the environmental realities of the homes these children come from? Response: When ACE becomes involved there is a target, the child, but it is also involved very much with families, parents/guardians. Staff help in finding various other services for the families such as housing, mental health services, job skills, other community services. With both Behavior Intervention and ACE whatever it takes to solve what is going wrong for the child is addressed.

MOTION: Ms. Carroll moved, seconded by Ms. Street-Stewart, the Committee of the Board recommend the Board of Education accept, with thanks, the report provided by the St. Paul Youth Services.

Motion passed.

B. Second Budget Revision for the 09-10 Budget

The Chief Analyst for Budget presented the second revision to the budget for FY 09-10. He indicated the primary changes were to the Fully Financed budgets due to updates for grants. Two revenue increases were recommended to the General and Community-Service Fully Financed budgets for a total of \$6,428,601. The same changes were recommended in expenditures along with one additional reduction in expenditures (General Fund) of \$311,736. This was the winter adjustment for enrollment counts. He indicated there are two enrollment revisions to schools each year, one in fall and one in winter.

QUESTIONS/DISCUSSION

- When grants are received are they put into the fiscal years they affect? Response: No, grants that cross between fiscal years are recognized in the year received.
- The \$3.6 million decrease in expenditures by year end, why is this not in this report? Response: Those changes will come up in the quarterly budget update. This report is for revisions only.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the winter revision to the budget for fiscal year 2009-10 as detailed in Exhibit A. Motion seconded by Mr. Hardy.

Motion passed.

C. Quarterly Financial Report

For the quarter ending December 31, 2009 projections show revenue will be unfavorable by \$3.1 million, expenditures will be down from budget by \$7.6 million for a net improvement over budget of 8.12%. This puts the projected unreserved, undesignated fund balance as of

6/30/10 at \$28.1 million or 5.3% of current year expenditures which is within the guidelines established by the Board of at least 5%.

A brief review of details for all of the fund budgets was provided. This included Fully Financed General Fund; Food Service Fund; Community Service Fund; Fully Financed Community Service Fund; Building Construction Fund and the Debt Service Fund.

QUESTIONS/DISCUSSION

- Under Designated Fund Balance there are no amounts shown for Next Year's Operations or Program Changes, why? Response: Fund balance will not be used for 2010-11 and Program Changes has no carryover. The \$1.4 million Site Base carryover is the maximum allowed carryover for schools from one year into the next. The \$663,683 was carried into 09-10 and will all be spent this year.
- The \$3.6 million reduction included one piece of revenue enhancement and a shift from operating capital to the general fund. These are included in the projected expenditures; in the \$460.4 million.
- Why is there an increase in labor expenditure in the Food Service Fund? Response: The program has been so successful they are serving at a much higher percentage than was being served previously so labor reflects the increase needed to meet the demand. The Nutrition Services Director can provide more detail. It was suggested that it be looked at on a cost/per student served basis; this should be reduced.
- The fund balance for the building construction fund, is this an appropriate fund balance? This balance is a question of timing, it is what it is, it can fluctuate from high to low even to negative depending on timing.
- Are all of these "other" funds completely distinct from the General Fund? Response: Yes, in fund accounting every stream of revenue which has a specific purpose for which it must be used has its own fund. The fund monies are ear-marked for specific use and there are many restrictions on use of these funds and, for the most part, these funds cannot be transferred for other uses. Everything that remains after these funds are accounted for is the General Fund.
- If we can charge for space, do we? Response: Yes, custodial overtime and for space.
- If food was sold to other entities could those funds go to the General Fund? No, the money stays in food service fund.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the Quarterly Financial Report as presented. Motion seconded by Ms. Carroll.

Motion passed.

D. 2010-2011 Budget Assumptions

The Budget Guidelines are the operational guidelines that Finance and Administration use to construct and prepare the budget and develop the process for budgeting. The Chief Business Officer reviewed the 2010-11 Budget Guidelines Summary with explanations of each area considered in building the budget.

QUESTIONS/DISCUSSION

- The base budget being the adopted, this is not the revised budget but the one adopted last June? Response: It is the budget adopted in June, 2009.
- Why not the revised budget? Response: The revised budget is not final until close of business at fiscal year end. The budget process started in October and uses the adopted budget as the base, these are firm figures from which to work. At year end there will be an actual figure which will include all adjustments. However in order to do the planning you need set figures from which to build.
- When coming up with the estimates from which sites do their planning and the dollars rolled to them, how are adjustments made so they reflect the reality they have to deal with versus the reality of October? Response: The estimates and planning

assumptions done are in a constant state of change throughout the budget process. There is a need for a predicate on which to build; it is never precise until the process gets underway. In terms of a process of construction there must be a basis to start with. The adopted budget is that basis then all the change is tracked and reported back to the Board in the quarterly report process. It is never absolutely precise until year-end close out and then the audit goes on top of that to validate what the year-end close out was and that the financial obligations were met with fidelity. Therefore, when schools are given their allocation for SY 10-11 that is what they must work with; it is not changed within the time they are working on it. When school starts in September and enrollment numbers are calculated, then reality is known over projections and at that point adjustments are made for the schools and then an adjustment is made again in December following enrollment counts. Those are the only two transitions the schools will see for changes in their school budget. What schools get in the April allocations is the money they have to work with to project for the next school year.

- By April when the building allocations are sent – are they based on number of students actually projected to be in school at a given time. Response: Estimates are done with best information. Legislation can change, staffing issues will arise, enrollment issues will arise so it is a constant process of update and evaluation. There is a projection of how many students will be lost to each individual school and that is the projection the Business Office uses to provide the funding for the school year 10-11.
- The District is operating now on the budget for 09-10; have there been any adjustments implemented recently that affect that budget? Will or have there been any cuts that will make that budget less expensive than when approved last June? Response: When the budget was projected for 2009 and 2011 the projection was based on zero increase in salaries. 85.4% of the budget is salaries. In the last few weeks a need to cut \$2.7 million has developed due to negotiation increases. In a previous COB administration presented a plan on how administration will attain the cuts/reductions which are being made to current budget. The projected budget cut totals \$3.6 million. All of the parts are cuts or reductions that are currently being done in this budget year.
- The cuts made in the second semester are related to what will need to be cut in the future. Realistically the flexibility to cut the current semester is very limited. Budget cuts for next year will show cuts to jobs which were not made in 09-10 so schools were not disturbed in the present year. The 09-10 cuts are focused in other areas than schools; they are reductions in services or lay off of personnel in areas other than classrooms. This was done for least impact on students so they can continue to receive the best instruction and the budget reductions were managed within other areas of the organization. Next year the hope is there will not be a need to cut instruction, however, 85.4% of the money is in salary and benefits the reality is cuts will affect what goes on in schools. SPPS must become a leaner organization and a better organization. The System needs to begin to think about how to get to next year and the next five years by re-inventing the way SPPS gives students an educational process that is what they need for the 21st century but may look different from what currently exists. This needs to be done without losing the perspective that it is about student achievement and providing the best education for all students. This is the time to start thinking creatively. Change has to come as the System can not continue to water down its offerings to students. SPPS must be reinvented to better serve students, to provide more opportunities and choices. The District needs to take the best, polish it and replicate it.
- What is the process used to make enrollment projections and does the process include looking at schools which are currently non-Title I which could become Title I schools? Response: Projections are done through very complex processes and mechanisms (State demographics, MN Dept of Ed data, past patterns, etc.). Is the District looking at students coming from closing schools? The District looks at what new Charter schools are being opened, what private or parochial schools are opening or closing. Those pieces are part of the projections. Title I schools are identified by the Title I free and reduced lunch count from the PRIOR year. So the projection looks at schools which were not Title I in the past year by looking at their free and reduced lunch participation and how that will reflect in the coming year. This is not factored into the projections.

Projections are numbers of students – that is one funding. Title I comes from a different revenue stream and is not related to projections but is free and reduced lunches from the prior year. There is a lot of fluctuation in Title I from year to year. Title I is the most secure funding because it has already happened. The same is true of ELL, Comp Ed and referendum dollars.

The Chief Business Officer then moved on to the Budget Timeline which reflected what had been done to date and also upcoming actions/events which included:

- In March, three Community meetings on the budget as well as SCIP/Title I information fairs.
- In April building allocations will be prepared and distributed to principals and centrally funded budget administrators. Help sessions will be scheduled for assistance with SCIP or budgets for schools.
- May will see schools submitting their SCIP documents to the School Quality Review and Improvement Planning Department; budget documents to the Business Office and staffing documents to Human Resources. The Board will meet to discuss the proposed 2010-11 budget.
- June 15 is the targeted date for adoption of the 2010-11 budget.

QUESTIONS/DISCUSSION:

- The Board Chair indicated Board members would be asked to look at their calendars later for opportunities for Board member engagement, if needed, within the process to stay on target.
- It was also noted clarification would be needed on Board participation in the community information sessions. Are these addressing both the budget and a review of the LLC audit/review? Yes.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education approve the report on the 2010-2011 Budget Assumptions which includes the 2010-11 Budget Guideline Summary and the Proposed 2010-11 Budget Planning Timeline. The motion was seconded by Ms. Varro.

Motion passed.

E. Administrative Response to the Latino Consent Decree (LCD)

The Superintendent reiterated the District goal for 2009-10 of at least 10 percentage point gains in both literacy and mathematics for all grade levels and all student groups. She then went on to discuss how these were being implemented relative to the points brought forward in the LCD Annual Report. The Annual Report focused on two academic initiatives (Points 1 and 2 below) and on one parent involvement and Latino community initiative (Points 3 below).

Recommendation 1 and 1.1: Implement a literacy block in Spanish language to support first language instruction and embed reading and writing in Spanish into the regular school schedule where LCD eligible students have the opportunity to receive first language instruction (this will include developing and implementing a 30-minute Spanish reading/writing block three times a week).

Response: Schools that currently have dual language programming provide instruction to all students in Spanish and English, including literacy instruction. It was found that district Spanish-dominant students were for the most part attending Spanish/English dual language schools and no other district schools met the threshold of 15 students that is used to determine LCD sites. The District will continue to monitor the distribution of Spanish-dominant students to determine if additional programming support is needed in schools.

The District has used a daily one-hour Reader's Workshop, a one-hour Writer's Workshop and a 30-minute Skills Block model for literacy instruction for the past six years. This year

the District initiated Mondo Bookshop materials in English to strengthen the Reader's Workshop by providing common materials and curriculum for all K-5 classrooms.

The District is currently in the process of adopting new Spanish reading materials that will complement and parallel the Mondo materials. These materials will be provided to all schools with Dual Language programs where Spanish literacy instruction is provided. In future, all school that have sufficient numbers of Spanish-speaking students to support a Spanish-speaking LCD teacher will also receive the new Spanish reading materials allowing them to align instruction within the Reader's Workshop model.

Recommendation 1.2: Provide Spanish books of all reading levels at all elementary schools so parents can support reading in Spanish at home.

Response: The District is committed to making books in Spanish accessible to its Spanish-speaking families. Efforts will be made to enhance and expand the collection on Spanish-language books and materials accessible to students in an age-appropriate, academic level basis. Further, a lending library of Spanish books will be available at each LCD PAC meeting so parents and children can select books to take home and read together.

Recommendation 1.3: Collaboration with other Latino organizations.

The District is working with the Mexican Consulate to ensure Spanish textbooks from the Mexican government are placed in all schools and that parents and staff in each building are made aware of their presence and have access to them.

Recommendation 1.4: Professional Development for LCD school staff and teachers in grades K-3.

Professional development will be provided to all teachers using the new Spanish reading materials so the materials can be successfully integrated into the Reader's Workshop to support native language literacy. The new Spanish materials will be purchased in spring of 2010 and implementation will begin in the fall.

Recommendation 1.5: Provide workshops at the district level (PAC) for LCD families on the importance of first language instruction and how this can help English language development in the schools.

Recommendation 1.6: Work with the PAC to implement this service.

In the past, several schools have offered literacy and math workshops for Spanish-speaking families at the school site. The District would like to offer these workshops at the district level and will work with the executive committee of the LCD PAC to determine the best time and venue for these.

Recommendation 2: Continue support for the development of concepts and knowledge of math in Spanish in elementary, middle and secondary schools.

Recommendation 2.1: All elementary schools should have a grade level classroom set of Everyday Mathematics in Spanish.

Everyday Mathematics is the district-supported curriculum for grade PreK-6. Math instruction occurs for 60 minutes per day and is delivered through a Math Workshop model. In order to assist Spanish-speaking parents in supporting their children's growth in mathematics, a set of PK-6 student materials in Spanish will be purchased in the spring of 2010 for all elementary schools. The materials will be located in the school library and will be available for both parent and teacher access. Additionally, the Home Links (Vinculo con el hogar) and Skills Links (Vinculo con las destrezas) materials will be purchased in Spanish for additional practice opportunities.

Recommendation 2.2: Provide access to Everyday Mathematics through the internet so families can support their children at home.

The District has chosen to purchase CDs for every school to use instead of purchasing the annual on-line access. There are a number of excellent websites which can be recommended for additional practice and these, and others as they are researched, will be shared with the Spanish-speaking families.

Recommendation 2.3: Offer and identify qualified bilingual staff to support this content in the classroom.

Leadership of each school decides which content areas need the bilingual support.

Recommendation 2.4: Provide professional development in math for LCD bilingual educational assistants in both elementary and secondary.

Although not all Spanish-speaking bilingual assistants work with students in math, they have all had professional development in working with the Everyday Mathematics curriculum and this professional development will continue on an on-going basis.

Recommendation 2.5: Develop and implement Everyday Mathematics workshops for Latino parents at the district level (PAC).

The District will work with the LCD PAC executive committee to determine the best time and venue for such workshops.

Recommendation 2.6: Work with the Mexican Consulate to provide extra math textbooks in Spanish to support students in middle and high school.

At the secondary level, Holt Mathematics is the textbook used to support the math curriculum. The District is committed to purchasing a set of all available student materials in Spanish for each school library. The materials will be purchased in the spring of 2010 and parents and students will be notified when they are available for use. Other possibilities to support student mathematics in Spanish will be explored.

Recommendation 2.7: Create more high-level elective courses for grade 7-12 secondary Latino students with opportunities to strengthen their academic skills in content areas that will better prepare them for college.

The District is working to create rigorous mathematics courses at all levels that will support students as they work to fulfill graduation requirements. The courses are continually evaluated for their ability to help students meet the high standards that are required by the Minnesota GRAD test as well as the high standards for course completion required by the State. The District will continue to support Spanish-speaking students in the secondary schools so they can make the expected progress in academic learning at the same time they are acquiring English.

Recommendation 3: Develop and support partnerships with Latino community organizations.

The District is currently working with the three community organizations mentioned in the recommendations and has expanded its partnerships to include additional school sites this year.

Recommendation 3.1: Family Project by Family and Children's Services: Roosevelt School

The Family Project is currently active at Cherokee West Side School of Excellence and at Prosperity Heights Elementary School. The program and school staff have worked together in both schools to develop tutoring programs around literacy and to close the achievement gap. In 2008-09, the program was implemented at Roosevelt Elementary West Side School of Excellence.

Recommendation 3.2: Learning Together Program/Programa Aprendiendo Juntos (LTP) by CLUES: Cherokee School

The LTP program will be expanded this year to include two schools: Cherokee West Side School of Excellence and North End Elementary. An additional site is being considered as well. For 2010-11, the District hopes to expand the program to six schools. SPPS is the pilot for this before it is taken nationwide.

Recommendation 3.3: Mental Health Program by the U of MN and Medica Foundation: Harding High School

The District continues to work on mental health issues for the Latina students with Dr. Carolyn Garcia from the U of MN. The program is being fully implemented at Harding this year and the District is exploring the idea of expanding the program to other high schools for the coming year.

QUESTIONS/DISCUSSION FROM LCD COMMITTEE/PARENTS:

- What happens at those schools that have fewer than 15 LCD qualifying students? Will they receive help? Response: The LCD stipulations state Spanish language support needs to be provided until they read to 2nd grade level and content support is provided until understanding of the content of main stream curriculum is achieved.. All students receive ELL support if they qualify for ELL services and a cultural component on culture and history has been added to the social studies curriculum; all students receive this piece. All who qualify are eligible for the services provided and offered the opportunity to go to the schools that offer that option. Six schools offer the dual languages option now.
- So only help is provided in the schools with dual language; if they go to a school without that program what happens if parents don't know about the immersion program what happens? We asked that this be implemented at every school in the district, not only those with immersion programs. Response: In this case students would receive ESL instruction which is nationally recognized for its quality. St. Paul ELL students do better than all other ELL students in the state. ELL provides support to students who speak 125 different languages. In the case of the LCD students they do have the opportunity to go to schools with immersion programs and busing is available to dual language schools and space is available at the schools. Information is provided to families through the Placement Center. The offer of placement at the immersion schools is one of the first things offered to families. There are bi-lingual staff at the Placement Center and they have been provided with information about LCD and their needs relative to it and which schools are most appropriate to receive the services. The options are available, families need to choose them.
- Will all students be able to go to those schools. Response: There are no waiting lists at the dual language programs so there is space available for students. Not all parents are interested or understand the importance of learning in their first language or some don't want instruction in dual language..
- Will math text books in Spanish be in all schools? Response: They will be purchased for all schools and parents will be notified when the books are available and where.
- The workshops for literacy in math, will they be available at all schools, in Spanish so parents can help at home. Response: The workshops for parents can be done. Again not in each school because not enough parents would attend to make it feasible but it can be done at some schools and the parents could gather at those certain sites for the program. Administration will work with the Executive Committee to find the best method

to bring these to the community. We are also thinking of developing a catalog of what offering are available to parents so everything is in one place and available to everyone within the district to take advantage of.

- We want to make sure our kids learn and it is very important that parents understand how to help them accomplish this learning. Response: Another option available for your students is Summer School. There has not been a high participation from the Latino community. Summer school offers three extra weeks of instruction and activities to help students develop vocabulary and abilities. We need your help to make the Latino community aware of these programs and the positive impact they have on learning. Summer school is not a punishment, it is structured to offer extra time to work on achieving success in their learning in both Spanish and English. There is no charge for this and it is done in cooperation with the City who offers additional programs through Community Education and the Recreation Centers.
- It would be a good idea if the person from the media would make an article on the benefits of attending Summer School and how to enroll.
- It is important to start the parent workshops as soon as possible; parents really need to work together to support the students. Can the Family Project be brought to Bruce Vento School? Yes.
- Summer school, we understood it was not available to our students. Response: No, it is definitely available for your students, in fact it is important for your students. It gives them an opportunity to attend rigorous, high standard programs at assigned schools to receive more education at different levels. We need your help to get this message out, that the LCD students should attend the Summer School. If your students are ELL they qualify for summer school. It is an opportunity to add weeks of literacy and math which will help improve their level of achievement.
- When will the district purchase the CDs for the math programs? How will parents get the information on the websites on math – how will information be provided to parents? Response: The plan for this has not been completed. This will not be the Everyday Math website but sites open to anyone. The list would be for sites that would support Spanish and English and that parents can understand and explain. The information will be shared with you. The District's future goal is to become a 21st century school district. We are looking at access to internet/technology so we can start thinking of new ways to provide information. It is a cost but it is an investment in the future.

QUESTIONS/DISCUSSION FROM BOARD:

- The question was asked if Summer School attendance depends on the student's academic achievement? If the student is doing exceptionally well in school.... Response: If you are an ELL student you are not doing exceptionally well. If you are no longer an ELL student you are doing exceptionally well. Then there are the students who have gone past the State limit for ELL, for funding. Are they still classified as ELL? Yes. Let's take the students still classified as ELL, who are doing well in school. Response: They will still be permitted to go to summer school. Is summer school appropriate for them? Absolutely, any opportunity to have an intensive three weeks of additional reading and writing or math instruction could bring them from one level to the next. They may be at standard but we want every kid to be above standard and this could be that little push that gets them to the next level.
- I like the responses in the report from administration, particularly in parent and community involvement and bolstering Spanish instruction at the secondary level. I think this misses two concerns, there are no specified measurements for measuring the success of the implementation plans and do we have a measurement from the administrative response from last year's report? Response: In the areas of parent involvement there are many ways to measure and we do; by participation, by when performance in the schools starts to improve, there are tests to measure this which we do. Everything takes time to do and measurements must be done over time to gauge improvements so that too takes time. The District is documenting because Title III, immigrant and refugee grants all require documentation on participation and progress. For the high school students the participation in NWEA testing at the beginning of the

year and progress to the second test and again at year end. The District has not done a lot of measurement, it has done a lot of things around compliance but only now is starting to measure results. Considering the budget shortfalls, the District needs to begin to look at what does not work and cutting that away. It is a different culture and the District needs to begin to look at performance based assessments for administrators. If goals are not set for each individual there is no measure of what has been accomplished.

- Would it be too much to request adding at least one or two measurements in this response? Response: Yes, right now it would be. Right now everything is being channeled into the budget preparation. At this point people need to be focused on that. The measurements could be provided at the end of April or beginning of May because they are not available now and it will require time to accumulate.
- As the budget for coming year is reduced, how will this affect implementation of some of these areas? Response: The LCD offers no choice, we must do this legally. What is being done will determine the cost and then we will need to find a way to do it. There are many things like this, they are mandates but they are not funded.
- The families who are being displaced at Roosevelt. Have most students ended up in the dual language program schools? Response: It has been a family choice; it is the decision of each family. The District provides information but does not encourage one program or another to families. As an ELL Department it is understood that if the students were in a bi-lingual program or a dual program the transition will be better. That is what is recommended to families. The Superintendent assured Board members that before school enrollment season closes the information will have been provided to families and the District will be looking at each individual student from Roosevelt and Longfellow to be sure all families applied to schools and what options they chose.
- When students are tested is there a conversation at the Placement Center about which schools would be a better placement for them? Response: When a student is proficient in Spanish but not in English the option is provided to families as it is a way keep the bi-lingual piece and research indicates it is best to go into a dual language program. This information is provided but families don't always make that choice. Most of the students at Roosevelt have moved to a higher level and recommendations have been made for dual language schools so their Spanish could continue.
- Please clarify the role of the Board with regard to the Consent Decree. The parent committee makes the request; administration responds. The request cannot be changed and administration must respond to that specific request. The Board must be careful about the role it plays. The Board has discussed, from a monitoring standpoint, tracking more carefully over time how all of these commitments evolve over time and where changes are and how the changes are communicated. Some things requested five years ago have been superseded or are not best practice. Sometimes more is provided because it already exists. Changes should be monitored over time and tracked longitudinally to better see where it goes. Both this and other relationships the District has with communities. This is Board best practice but it is outside of the LCD report.
- In the area of workshops for parents in math instruction, what opportunities can be pursued beyond the rubric of the LCD to find if there might be City resources (the library system) to connect SPPS resource centers with the City and County libraries to insure these materials are as widely available as possible. Even to the point that if they are available on the internet that the computer systems are available for a time that will match the program instruction requirements. How can that be done? Response: Public libraries have limited time access only if there is a waiting list. The District can talk with the City to arrange the best ways to utilize resources. The District could also look at making equipment available through SPPS resource centers and other spaces, such as CLUES, Neighborhood House, etc. so as many families can access the information as possible. Other locations can be researched as well. It was noted most libraries have "homework centers" for student use only where computers are available to them.

- It was noted that as the District and the City have severely reduced resource they will be forced to work together more and more. Discussion could be implemented to figure out how to provide services differently and it appears now is the time to have those conversations. Libraries are also looking at ways to provide services differently so this is a moment to have those conversations to be sure the students are at the center of what is being done.

MOTION: Ms Carroll moved, seconded by Ms. O'Connell, the Committee of the Board recommend the Board of Education accept the Administrative Response to the Latino Consent Decree (LCD).

Motion Passed (6 in favor, Director Hardy abstained)

F. Standing Item: School & Program Changes
No report.

G. Standing Item: Policy Update
No report.

H. Work Session

1. **BFAC/CEAC Candidate Search Process Discussion**

The document presented represented a draft process for applications to BFAC and CEAC as requested by the Board at the last COB meeting. This was requested in order to establish a clearly defined process for both staff and community.

The Board Chair provided some clarification that this is to provide a dedicated nomination season so applications will be submitted during that time period. This will allow Board members to make a decision on the full compliment of applications submitted at one time and to have the committees named and constituted prior to the start of the next school year. The number of applicants accepted for the committees is "up to" the maximum defined for each. At the end of the process consideration should be given to whatever applications are on time, complete and satisfactory. This will constitute the pool from which assignments will be made. There is not a "pure" number for either committee. Terms will start in September (beginning of the school year). There is still a need to address the issue of the composition of the committee so it is reflective of the expertise and the diversity being sought. Just because an application is submitted, it should not be considered automatically accepted/appointed. The new time line should provide an opportunity to assess expertise and identify skills/expertise which is missing in a particular area before the deadline closes.

QUESTIONS/DISCUSSION:

- Will there be an opportunity to review the applications prior to a COB meeting? That will need to be defined within the process.
- How does February look? Not realistic at this point, problem with a three year commitment, this might discourage applications. Perhaps the statement "it helps participants, the committee work and the Board if people can stay on the committee as long as possible (up to three years). Everyone should be encouraged to apply.
- Concerning the focus on diversity, a concern was expressed that this could open up a problem – perhaps if this is being done there should be a written policy saying "this kind of composition is desired for these committees." Diversity is not based on ethnicity, that is an operational directive, diversity can be a variety of skill areas, previous experience, etc. That is how it should be defined for these committees. If that needs to be a footnote, that can be done. Because there is no specific total number for individuals, there is not a quota but care should be taken the committees don't become too homogeneous based on a variety of categorizations, that is not wanted. The diversity piece is an appreciation that the District has an incredible potential and the need to maximize that.

- The process can be fleshed out and agreed upon, then if there are specific areas which need to be clarified it could be brought back.
- The check boxes on the forms have helped in this – there have been reports from staff on how members fit into the check boxes. What is needed is a data base which summarizes the various “points” so the Board has a quick look at how/where the diversity falls. The things important to the Board are to be put on the form so they can be reported back. The form becomes a tool.
- Terms? A one year term with the possibility of up to three consecutive years. Consideration has to be given to not having everyone go on and off at the same time.
- There should be a basic statement of eligibility, residency should be primary, interested in people across the range of background and experiences outlined on the form. The current one-third splits gives a balance.
- There is too much in February, move some of it into March
- The information that the Board wants tracked and documented on an on-going basis should align with application form.
- There was objection to Board only recruitment; recruitment should be active through a number of district entities so as not to restrict participation.
- In general there should be overlapping or staggered terms – one year with three years maximum. The term of service should be one year at a time.
- The July timeline must be held to. Things can be shifted at the front but not at the back!!
- It was noted the “charge/topic” has shaped and will continue to shape membership numbers, it may flex based on the charge.
- Recruitment communication should take many forms: school-based communication, the Mayor’s office, district councils, issues forums, etc.
- A statement needs to be designed to be inclusive including those who do not live in St. Paul or don’t have children in SPPS.
- It was also noted the committee should be kept from becoming too heavy with ex – employees or current employees of the district. Should there be a defined time away from the district if an ex-employee?
- With the pool created and appointments being made at one point in time, some of these issues can be addressed by making discretionary choices on appointments.
- A way needs to be defined on how go about asking members to return or not and a message developed if they are not reappointed or unappointed. Perhaps the statement should be “Members are appointed for a one year appointment with the possibility of reappointment for up to three years.”
- At the start of the application period people who are currently on the committee should be asked if they want to stay on the committee.

At this point the recommendation was made that a Task Force be assigned to bring back a recommended process to the Board.

MOTION: Ms. O’Connell moved the Committee of the Board recommends the Board of Education assign Keith Hardy and Anne Carroll to a Task Force to prepare and bring back a recommendation for the BFAC and CEAC process preferably by the March 2 COB meeting. Motion seconded by Ms. Varro.

Motion passed.

MOTION: Ms. Carroll moved, seconded by Ms. Street-Stewart, that the Committee of the Board recommend the Board of Education approve the proposed process pending final edits being prepared by the task force.

Motion passed.

2. Scheduling of Additional Committee of the Board meetings

MOTION: Ms. Street-Stewart moved, seconded by Ms. Varro, that the Committee of the Board recommends the Board of Education add the following Committee of the Board meetings to its calendar: Tuesday, April 13, 2010 4:30 p.m.; Tuesday, May 18, 2010 at 4:30 p.m. and immediately following the adjournment of the Board of Education meeting and Thursday, May 20 4:30 p.m.

Motion Passed (6 in favor, Mr. Hardy voted No)

3. Thursday Listening Session

The following individuals will be in attendance at the February 25th Listening Session: John Brodrick, Anne Carroll (will take notes), Keith Hardy (will act as facilitator) and Jean O'Connell.

4. Board Travel to Conferences

Past practices regarding Board travel to conferences was reviewed and a current situation was reviewed. The Chair clarified that current policy does not provide the right for an individual board member to have the option to attend any conference they may choose. She indicated the assigned representative to the organization (or alternate if the primary cannot attend) should be the ones to participate in the conferences along with the Superintendent (or designee).

Ms. Varro moved, seconded by Mr. Hardy, that the conversation be tabled to a future time. Following further discussion she withdrew her motion and made the following one:

MOTION: Ms. Varro moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of Education table discussion on board travel to conferences to a future time and that in the interim only designated representatives will travel to their designated conferences.

Motion Passed (6 in favor, Ms. Carroll Opposed)

It was suggested this be addressed at the July COB after the budget process has been completed.

5. Other Items

- The Chair announced Director O'Connell had been assigned to participate on the Planning Committee for the special Maxfield and Jackson Enrichment Zone.
- For the March 2 COB Board Work Session it was requested that the Board members bring the information they have gathered on what other school districts are doing with their deficits as part of discussion. The Superintendent stated it would be beneficial if the Board could provide administration with some parameters around what they are expecting in the 2010-11 budget; a vision of what they want the schools to look like as significant changes need to be made in the next two years.

III. ADJOURNMENT

MOTION: Ms. O'Connell moved the meeting adjourn. Motion seconded by Ms. Street-Stewart.

Motion passed.

The meeting adjourned at 9:55 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk