

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 9, 2010**

PRESENT: Board of Education: John Brodrick, Vallay Varro, Anne Carroll (departed the meeting at 7:06 p.m.), Elona Street-Stewart, Kazoua Kong-Thao, Keith Hardy

Absent: Jean O'Connell

Staff: Superintendent Silva, Kate Wilcox-Harris, Mary Gilbert, Andrew Collins, Barbara DeMaster, Cheri Reese, Matt Mohs, Suzanne Kelly, Tim Caskey, Joe Munnich, Sharon Freeman, Jean Lubke, Jackie Turner, Michelle Walker, Marilyn Baeker, Mary Kelly, Denise Quinlan, Michael Baumann, Jaber Alsiddiqui, Kathy Brown

Other: Doug Belden, Felicia Widi, Kathy Wilke, David Cournoyer, Angie Thornhill, Ryan Fairbanks, Daniel Keller

I. CALL TO ORDER

The Chair called the meeting to order at 4:56 p.m.

II. AGENDA

- 2011 Legislative Recommendations/Update
- Report on Initial Revisions to 2010-2011 Budget
- Administrative Response to American Indian Education Parent Committee Resolution of Concurrence Time
- Standing Item: Policy Update

A. 2011 Legislative Recommendations/Update

The Legislative Liaison reviewed the results of the 2010 elections and the process for a recount in the governor's race should one be required. The new session will begin January 4. She stated with Republicans in control of both houses expectations would be no tax increases, government would shrink starting with legislative committees and the budget would be balanced without raising taxes. Reductions would be made to K-12 education in the area of \$525 million and would be disproportionate affecting cities of the first class and other districts with high poverty or ELL to a greater extent. All in all achieving a budget will be very complicated. She also noted the everyone would be running again in two years so politics will be in play.

Considering the above factors, SPPS has focused its legislative agenda on more practical things that would cost the state little or no money.

She then moved on to look at the budget forecast noting the February forecast projected a \$5.8 billion deficit that is estimated at \$7 billion when inflation is factored in. Net non-dedicated general fund revenues totaled \$3.412 billion during the first quarter of fiscal 2011, \$55 million (1.6 percent) more than forecast after adjusting for action by the 2010 Legislature, which results in the biennial revenues being \$22 million below forecast according to the October Update. The October update indicated that the recession is over but job growth is still very slow.

The Legislative Liaison stated that despite the economic crisis, the district must work with the new administration to pursue adequate and stable funding and flexibility, while maximizing opportunities for federal matching revenue. K-12's piece of the state budget continues to shrink from approximately 45% to less than 38% in this coming biennium. Education funding,

adjusted for inflation, has dropped by nearly 14% from FY 2003 to FY 2011. She then moved on to the SPPS legislative recommendations for 2010-11.

In the area of High Achievement, the State should stabilize, provide flexibility, enhance federal revenue and modernize education funding to give all students the opportunity to meet or exceed state and federal expectations. The State needs to recommit to funding education and in addition:

- Maintain current funding, including categorical and discrete bonding authorities.
- Allow school boards to renew an existing referendum by a majority vote of the school board at the current level and term.
- Repeal the maintenance of effort requirement (for all positions for all funds) for the safe schools revenue.
- Eliminate the \$25 per pupil penalty for not reaching a contract settlement by January 15th.
- Allow districts to make fund transfers from capital operating or food service for the next two years to the general fund to allow flexibility on limited basis.
- Fund or equalize local option levies for pre-kindergarten and all day kindergarten. State funding for early childhood programs should ensure that parents have access to quality school-based programs as an option.
- Allow immigrant students that are new to the State as secondary students and enroll by tenth grade to continue school until age 23 in an Area Learning Center or Alternative Learning Program
- Seek federal approval to waive the 3rd party-billing requirement for billing Medical Assistance (MA) for health related MA services. (SPPS does a lot of medical care.)
- Modify the MA and MnCare form to provide consent for sharing data for the purposes of billing MA.
- Require MDE to provide districts with on-line curriculum based on state standards at no cost to schools.
- Require the state to establish interstate contracts for care and treatment and corrections placements so that Minnesota schools are compensated for services they provide.
- Redraft the care and treatment language to make it clear that the district that is providing the services for both regular education and special education students is eligible to bill under tuition billing for both regular education, ALC revenue and special education revenue. Further require the care and treatment facility to have a tuition agreement with resident school district for out of State students.
- Modernizing the education funding formulas to allow schools to target dollars for use in researched based programs that will provide proven, measurable results.
- Allow local boards to "opt out" of any new state mandate that is not adequately funded or not tied to student achievement or student safety.

Relative to the Integration Rule and Revenue the goal of any changes must be to:

- Maintain and fund existing inter-district plans that have been developed over time with the community that provide choice and reduce segregation.
- Maintain flexibility for local districts to develop a plan best suited for their community, which also recognizes a broader definition of diversity that includes all demographic groups (African descent, Hispanic, Native American Indian, Asian Pacific and White).
- Intra-district plans with voluntary and non-contiguous districts should be jointly developed and mutually beneficial with racially isolated districts.
- Promote collaboration with MDE for approval and implementation of plans that promote integration activities that also acknowledge the changing context of schools within communities.

In the area of recruiting, training and enhancing effective teachers and leaders changes should:

- Require teacher and administrator preparation programs to include tools to effectively use data to improve student instruction and evaluate both teachers and principals as part of their curriculum and mastery.

- Require all teacher and administrator preparation programs to provide training in cultural competence.
- Direct MDE to develop and implement a comprehensive longitudinal data system to help personalize student instruction, enhance professional training and evaluate the effectiveness of teacher and administrator training programs.
- Remove ineffective teachers and principals—through due process but without inordinate delays.

In the area of State testing and/or NCLB reauthorization the legislature should support moving to high school end of course exams for math, language arts and science if the assessments are:

- Developed using research-based assessment principles and designed to be of direct assistance in making instructional change.
- Aligned to a specific set of nationally adopted “power standards,” so that the expectations are clear for both educational institutions as well as students.
- Administered after students have had the opportunity and resources to master the material. This may include extending the day and/year, AVID, appropriate funding for compensatory and ELL programs.
- Tied to “shared stakes” in which the system (state and districts) is accountable for results. Any exam may not be implemented as a “high stakes” test without the necessary educational supports for all students based on the individual students’ needs.

In addition: Districts must be appropriately resourced in technology to support the next generation of assessments across all grade levels.

With regard to NCLB reauthorization the State should:

- Maintain commitment for formula funding at least equivalent to FY 2010 for Title I (Education for the Disadvantaged), Title IIA (Teacher Quality), and Title III (ELL); increase funding for new priorities
- Reduce mandates on Title I set-asides allowing districts to reinvest funding from demonstrably ineffective requirements such as school choice and supplemental educational services into direct services for students
- Reconfigure NCLB accountability mechanisms to focus on student growth; focus improvement efforts on the most underperforming schools in a state or district; and recognize improvement.

In the area of meaningful connections the legislature should:

- Amend the compulsory attendance law to require students to attend school until they obtain a diploma or reach the age of 18.
- Support stackable career track programs that create “blended instruction” programs that allow ABE students to master basic and job-specific skills leading to post-secondary credentials.
- Increase the funding for adults with disabilities that has been frozen at \$60,000 for ten years and the need for services is growing.

In the area of respectful environment, the legislature should:

- Support option for local governments to provide health insurance for domestic partners.
- Provide a significant increase in the school safety levy.
- Provide transportation, within the attendance area, to the address designated by the parent or guardian.

QUESTIONS/DISCUSSION:

- The item about counselors and not retaining them how does that reconcile with the fact SPPS is under the number specified in national figures. Is it just about flexibility? Response: It is about flexibility and the fact that if a district is laying off staff it might come down to a decision requiring the layoff of teachers rather than support staff in order to maintain national standards.

- Tenure and the difference in requirement for cities of the first class; is this about alignment or change? Response: One option would be to align with the date in the Statewide Tenure Act. Another would be to see what Dayton might propose.
- On providing transportation in attendance areas, should this read “within the school district”? Response: The key is the district needs to be allowed to identify attendance areas and parameters in order to allow transportation flexibility. Comment: The District needs to be clear what it is asking for to avoid unintended consequences.
- In the area of new state mandates and boards being able to opt out; the priority is actually around having adequate revenue for all new mandates and if that is not provided then giving the Boards the option to opt out. Correct? Yes
- The Legislative Liaison was asked if she was looking for the Board to provide ranked choice on these items or is the plan to present all of them to the St. Paul delegation? Response: Normally if the agenda is adopted bills would be drafted as part of a coalition or put into the budget recommendations from the Governor, which is preferred. It is not necessary to rank the items, it is recognized that some may have difficulty moving forward given the current situation. However, if there are priorities input would be welcomed.
- Is there a need for Board members to be more present relative to specific areas or times? When would it be beneficial for Board members to be present? Response: There are many new legislators so there may be relationships with some of them and Board involvement might be beneficial in those cases. Work is being done on firming up a date for a joint delegation meeting. Previously new members were invited and paired with Board members for school tours. There is a definite need to expand the District's reach by talking to and educating new members as there are a lot of misconceptions about the schools. The District needs to develop a many-layered strategy to blunt some of the potential legislative action. It might be beneficial to invite the entire chamber and pair with Board members and do tours, review the strategic plan, etc. It would also be beneficial for Board members to align with fellow school board members around the state so districts speak in one voice.
- It was noted a similar discussion took place at AMSD and the consensus was to move forward with the full legislative agenda to reflect the organization's priorities and the reality of the current situation's impact.
- Lobbying is an on-going negotiation with legislature and staff. It is generally best to agree on the big path and let particular items move forward as the process evolves over the next several months. It needs to be agreed to have regular updates on the situation as it evolves.
- It was also noted it is important to work with a wider scope and align with organizations such as MSBA, AMSD and other districts to enhance the overall impact.
- This is an opportunity to be very thoughtful about key issues affecting K-12; however there doesn't seem to be anything related to how kids are received into and sent off from the district and how this impacts the work force. What is the plan on the work being done within that continuum? Response: The District has ideas on this but it is not specifically defined in the Legislative Agenda. It was agreed that this area needs to be looked into and included in some manner.
- How will the new legislature affect SPPS? Response: Because of who is in the leadership, etc it will make SPPS's work difficult, the district will be “playing defense.” It is entirely possible there will be big disproportionate cuts to SPPS.
- A request was made to move discussion on Board member involvement in supporting the Legislative Agenda to a work session of an upcoming COB.

MOTION: Ms. Carroll moved that the Committee of the Board recommend the Board of Education approve the 2011 Legislative Agenda with the understanding that reports will be made back to the Board on a regular basis in order to move this forward together. The motion was seconded by Ms. Kong-Thao.

Motion Passed.

B. Report on Initial Revisions to 2010-2011 Budget

The Chief Budget Analyst stated the fall budget adjustments reflect an increase in enrollment of 432 students for a revised total of 37,905. This results in revenue for the District of \$2,117,385 all of which went to the school sites. Additional increases to the General Fund at district level included:

- Re-appropriation of outstanding encumbrances (to allocate for payment of previous year's purchase orders) of \$2,269,852.
- Re-appropriation of professional growth (designated fund balance) carry-over of \$181,636
- Re-appropriation of sites carry-over \$958,664.

There was a total increase of \$5,527,537 to the revenue budget.

Increases at the school level included: enrollment changes (\$2,515/student); site carry-over; reallocation of referendum 10% holdback contingency (based on fall enrollment); re-appropriation of encumbrances and professional growth (based on actual school records) and reallocation of compensatory education revenue from closed sites (Roosevelt & Longfellow) as the dollars followed the students. The total adjustment for schools was \$6,529,060. All regular education sites had a positive adjustment and all new revenue was distributed to the schools.

Revisions to the Community Service Fund include use of \$27,471 of the School Readiness fund balance to support a .5 FTE Parent Educator position. It was noted each component of community services has its own fund balance. There was also an increase of \$469,068 in the Adult Basic Education state and federal revenue. This was due to an increase in the rate per learner hour from the previous year (half went to ABE Consortium and half to hourly teachers).

Revisions to the Fully Financed Funds reflect the latest changes on grants for both General and Community Service Funds. \$7.4 million of the total increase is new and revised budget allocations. The remaining \$2.3 million is carry over from previous year.

- Increase to General Fund Fully Financed \$8,469,663
- Increase to Community Service Fully Financed \$1,265,769.

The revenue increase of \$12,321,885 resulted in a new budget figure of \$635,714,389. Changes in expenditures of \$15,759,508 resulted in a new budget figure of \$639,567,797.

QUESTIONS/DISCUSSION:

- Clarification was asked for on carry over. Schools that don't spend all of their budget in a given year where does the money go? Response: The money goes into the fund balance which, by Board action, needs to remain at 5%. There is an allowable carryover for schools (\$10,000 for elementary, \$20,000 for middle schools and \$25,000 for high schools). Anything beyond this goes into fund balance. If the fund balance is significantly over 5% the overage goes back to schools in the following year.
- The .5 FTE Parent Educator position is this a new position? Response: No, it was moved from one area into the Family Involvement Office for better alignment of responsibilities.
- The community will hold the District more accountable for its expenditures in justifying expenditure amounts to the community it would be beneficial, going forward, if more detail would be provided to justify the expenditures are appropriate.
- How do grants this year compare to those last year at this time?

MOTION: Ms Kong-Thao moved the Committee of the Board recommend the Board of Education accept the report on the initial revisions to the 2010-11 budget Motion seconded by Ms. Street-Stewart.

Motion passed.

C. Administrative Response to American Indian (AI) Education Parent Committee Resolution of Concurrence

The Executive Director for Curriculum, Instruction and Professional Development was asked to present the report. She opened the meeting up to dialogue from the Parent Committee relative to the response.

1. The administrative response in the first major area of concern "**American Indian Studies**" included several areas. The first was the issue of bullying. Administration met with the American Indian parent group at their regular meetings and together they arrived as seven solutions which would be implemented over the next year. Administration also addressed the situation of one particular student who had been subject to ongoing bullying. Staff and administration have put bullying, including racial harassment, at the top of their priority list for the 2010-11 school year. Students will be informed of the consequences of bullying which may include, but not be limited to, communication to parents, holding a parent/student meeting and if the behavior continues, more severe action such as detention, Saturday School, suspension/dismissal. Staff will also be asked to be more aware of bullying within the school along with professional development sessions on dealing with bullying.

IEP was the second area of concern relative to one student. A meeting was held on this issue and resulted in a change in procedures relative to notifying parents of potential changes to a student's schedule as a result of MCA II test scores prior to the actual change of schedule.

Counselors and assistant principals have change protocol for the AIS classes and have allowed them all to be co-ed in order to meeting the needs of American Indian students/families.

In the area of cultural professional development, steps have been taken this school year to begin learning and opening discussion around what staff need to know about their students. A panel representing all cultures talked to all staff and mentors working at BCMS in regard to information necessary in order to best meet the needs of all the students.

Staff turnover was another concern. Staff have been cut several times due to budget issues. The AIS position has been posted as one requiring dual licensure in either K-8 or 5-12 social studies AND in American Indian Language and Culture.

The American Indian students at Battle Creek Middle School saw the highest growth in the MCA II's compared to any other subgroup; a 13 % increase in the MCA II Math scores and a 9% increase in the MCA II reading scores. There was a 6% decrease in the number of suspensions/dismissals of American Indian students from 2008-09 to the 2009-10 school year and there was also a decrease in the number of days absent for AI students.

QUESTIONS/DISCUSSION

- Concern was expressed regarding the Principal's response regarding cultural harassment and seeing it reduced to native on native. The committee was trying to address cultural harassment and the suggested parent committee solutions implementation. Bullying is still an issue and it is a cultural/racial harassment, not just standard bullying. Response: Discussions will be held with the principal and assistant superintendent to find ways to resolve the issues.
- A commitment was made by the Executive Director of Curriculum, Instruction and Professional Development to come to the next Battle Creek parent meeting to explore further resolution of the issues which have been brought up.
- The Superintendent committed the Chief Academic Officer and the Assistant Superintendent to setting up a meeting within the next seven days with the principal and the parent committee to have a discussion on the issues which had been mentioned.

- The question was asked if there was bullying in other locations? Response? No
2. In the area of **follow-up on previous Administrative Agreements** the following was noted:
- Increasing attendance:
 - o Attendance/GPA letter – The Office of Accountability and Academics will continue to send out the Attendance/GPA letter and template to identified schools.
 - o Attendance and TIP/FTIP Goals – the District continues to work with Ramsey County and the Family Truancy Intervention Programs with a .5 FTE at the seven senior high schools to assist with monitoring student attendance and implementation of the TIP guidelines. Quarterly attendance reports are provided and goal setting is done with sites not meeting goals.
 - Increasing academic support:
 - o Response to Intervention was initiated in 2009 with the aim of identifying and providing additional support to students who are not proficient in reading and math. Specific curricula in reading and math were implemented with more frequent assessments to monitor student growth.
 - Decreasing AI suspensions:
 - o SPPS is in its second year of Positive School-wide Behavior Model (PSBM) which provides clarity to staff and students about behavioral expectations and has shown good results to date.
 - o The Rights and Responsibilities Handbook is provided to students and/or their families in hard copy as well as being on-line on the SPPS website. Staff also review the Handbook and procedures.
 - Inclusion of American Indian history, language, peoples and cultures in District curriculum:
 - o SPPS does not currently have end-of-course assessments in social studies. A staff person has been hired to develop these assessments.
 - o The Center for Curriculum, Instruction and Professional Development continues to provide professional development training for teachers in both culturally responsive teaching and the Native American curriculum in order to increase implementation of the required/Anchor lessons. An outreach coordinator, part of the Multicultural Center, is responsible for bringing the curriculum and learning kits to the classrooms.

QUESTIONS/DISCUSSION:

- The Response to Interventions, what is the timeline for implementation? Response: Implementation was started this fall in the elementary schools with one-half hour every day for strategic interventions in math and reading. At the secondary schools there are the GRAD classes to help students move forward. The first focus was on strengthening core curriculum and now Tier 2 interventions are beginning for kids who are struggling.
- When will it be fully implemented? Response: For the first time the district has started to use an assessment which was given at the beginning of the school year to K-5 in reading. In addition MAP testing in grades 3-9 has been implemented this year across the board. The data is provided right away to teachers to allow for readjustment of instruction so students can improve their learning. The assessments provide information on what is being done well and where work is needed. The District has become much more prescriptive with schools on the use of curriculum and what is expected from its use. The District is looking for fidelity of implementation of the curriculums through individual classroom observations by the assistant superintendents and school administration.
- When will the District get to Level 4 full implementation? The committee asked this so they would have an idea if it is working and what the goal is so they could make an appropriate assessment. Response: This is a cultural change and a change in the way teaching is done so it does take time to get everyone on board. The goals is 80% implementation (with fidelity) this year though each school may be somewhat different depending on their starting point.

- On increasing attendance and truancy intervention, the goal setting for students missing seven or more days, is the attendance letter incorporated into that goal setting? Response: The letter is sent out to schools to alert schools about potential troubles with attendance when it is noted. Results are being seen in this area.
- The letter was implemented last year and must be part of the SCIP plan and accountability is required. There have been good results with a diminishing number of students missing school. The Office of Accountability (as of January 1) will provide the Superintendent data on attendance, suspensions, class success, etc for each school.
- Administration is also working on transportation issues in order to address some of the missed class time issues.
- Administration is monitoring the use of the PBIS school-wide assessment survey. The survey not required at this time but it will be required of all schools in the near future. This is a program to improve student behavior with expectations of everyone. Most schools are implementing three to four of the key expectations and by 2011-12 there should be full implementation within the schools. These expectations are for adults and students both and are proactive to student learning. This again is a change of culture within the school and differs by each individual school. The middle schools should be fully implemented at the end of the school year. This will be an ongoing effort over several years.
- End of course assessments, the committee asked for copies of them in the previous resolution and now it appears these have not even been developed yet. Response: These are being done through the Office of Accountability; the first subject being addressed is math. It is hoped social studies assessments will be completed yet this year. These assessments will help in achieving rigor in the classroom. The assessments are being developed by a committee of experts/staff within the subject areas so there should be buy-in on the critical areas which need to be addressed within the subject area. They should also help in providing equity in the way courses are offered/presented.
- The committee asked how they can stay engaged on the issue of end of course assessments so they can monitor when the unit of American Indian history is being taught in the classroom, how anchor lessons are being presented, if the end of course exams make the presentation more consistent.
- Clarification was sought on what was actually said in last year's resolution relative to the end-of-course assessments.
- Concern was expressed that the anchor lessons are not being taught – administration indicated they would monitor when the anchor lessons are being taught and that information would be provided to the committee.
- The question was raised relative to what happens to the students who don't pass end of course exams? The students are being held accountable for having learned the materials, but what about the teacher who didn't provide adequate/correct instruction? Response: This is new, the District has never monitored the passing rates. It now has a system that can electronically define who is passing and who is not. The information is being assessed and interventions can be implemented at an earlier time than in the past.
- End of course assessment process is an organic process where teachers develop the assessment instrument on what is felt are important elements of the courses. There will be more buy-in on behalf of teachers on what is the "important" areas to be covered within a specific course..

3. **Special Education Identification**

- School social workers have provided an update on the referral process documents for AI students and on the revised "Indian Education City-wide School Social Worker Work Plan. The referral process document was publishing in The Bridge and in the Special Education newsletter.
- Areas of concentration for allocated resources were identified as pre-referral level intervention and special ed evaluation reporting and allocation of resources where AI populations are higher.

- AI data from 09-10 was provided to the Parent Committee and will be reported annually.
- Professional development needs of staff in the areas of bullying, racial harassment and ending racial disparities will be discussed.

QUESTIONS/DISCUSSION

- The biggest concerns are the global issues relative to African American and American Indian boys. How can the District help those kids pass the tests and graduate. This is an area of crisis, it is a community and countrywide issue. The District is coming at this issue in a variety of different ways.
- It was suggested that instruction of “boys” be considered as a separate issue.

4. Inclusion in Discussion on **District Reorganization and Upcoming System-wide Changes:**

- Several options for reorganization area being explored in case the American Indian Studies program moves to reorganization in 2011-12. Administration will meet with the Indian Education Parent Committee by April 2011. Review of the AI program at the middle school is being reviewed in an effort to increase participation.
- The Supervisor for the American Indian Program will be included in conversations about large scale system change for 2011-12 and be updates as needed about plans for changing the Indian Education program.

QUESTIONS/DISCUSSION:

- The election was a “wake-up” call to everyone – there will not be more money for a while. Everyone needs to look at contracts, transportation. The committee stated they wanted to be at the table when the difficult decisions are being made. They want to address the “tough stuff.” They want to offer their support in any way that makes sense. Response: The Superintendent stated the district is in the process of developing a plan to move forward which will be rolled out in January. The information will be provided to the various groups who will be included in the discussion.

QUESTIONS/DISCUSSION (GENERAL)

- Concern was expressed about bullying and cultural stereotyping, a Board member stated it would be beneficial to move from general to actual examples from specific situations. Perhaps establishing a list of “taboos” (name, hair, mascots, Thanksgiving, etc.) which can be used to help inform staff. This could be rolled out to all cultural groups having them provide references for sensitive issues/areas in order for more effective recognition by staff of derogatory remarks, etc.
- The reasons for the focus on social studies is because in the community the absence of information about the American Indian community is blatantly there. Reference to the American Indian community and their impact on the State of Minnesota needs to be captured within the social studies curriculum and also incorporated within other areas as well. The content needs to be presented by grade level and address items specific to Minnesota, the various tribal communities, etc. and not always in the past tense. Education has to be relevant and the assessments have to be relevant. The American Indian community is alive and well and has impacted the development of State of Minnesota. It is critical to talk about this in all other disciplines, there is a cultural perspective missing (i.e., the system of numbers and how numbers have been identified across cultures); this is true not only of American Indian culture. The perspective needs to broaden beyond just a “western cultural perspective” to something deeper and richer. Must make sure the American Indian culture is not just objects of a curriculum piece. Once it is realized how to do this for the American Indian community it can be rolled out to other cultural communities. It is to make education relevant to the students within the school. Look for communalities and celebrate them.
- Recognition was verbalized about the committee's concerns and they were complimented for their on-going concern for their students and for serving as models to other communities.

- Bullying/cultural harassment, what happens in the high school? Why is there less? Response: It has to do with maturity; in high school students are preparing for their future. Middle schools are separate, it is an immature population. In high school students celebrate who they are; in middle school they are trying to fit into something, they are not celebrating who they are. Every culture is brought to the table in the high school situation.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education accept the Administrative Response to the Indian Education Act Resolution of Concurrence 2009-10 and that periodic “check-in’s” on progress be provide to the Board during the following year. Motion seconded by Mr. Hardy.

Motion passed.

- D. Standing Item: Operational Planning Update -- No Update
- E. Standing Item: School & Program Changes -- No Report
- F. Standing Item: Policy Update
 - 1. **601.00 Educational Programming**
 - 2. **602.00 Curriculum Development, Instruction and Accountability**
 - 3. **403.00 Performance Management and Accountability**

The Chair stated Policies 601.00 and 602.00 are required under Minnesota Statute so that drove the policy development. He reviewed several questions which he suggested should be kept in mind as the policies were reviewed.

Administration provided copies of the proposed policies and stated they had been developed in response to the Superintendent's desire to have policy in the areas of Accountability as well as to fulfill the statutory requirements. Educational programming, curriculum and instruction are addressed in policies 601.00 and 602.00. 403.00 moves accountability to all staff.

601.00 and 602.00 are an attempt to bring clarity and language to show the District is supportive of state statutes around having standards, around specific outcomes for education and graduation outcomes as well as system processes and procedures for making curriculum and instruction function. Details will be provided within specific procedures. The policies can be viewed as anchors for more specific procedures.

QUESTIONS/DISCUSSION:

- Graduation requirements, why are there two areas “Blocked” and “Non-Blocked” schedules? Response: This policy is for the current system. There is currently one high school with a four period day and using the quarter system. In 2011-12 all high schools will use the same basis for credits and schedules.
- The policy addresses the number of credits earned while in school but says nothing about passage of high stakes tests coupled with credit acquisition. Response: The details of graduation requirements will be addressed in procedures along with specific testing required by the State at any particular time.
- The language in 1A was intentional where it states “required tests” as tests may change over time.
- What about Walking at graduation? Response: It is addressed in Policy 510.00 which is the other piece of graduation policy.
- Honorary degrees, what about those? It was addressed a couple of years ago, the actual details will need to be researched.
- Regarding quarter credits is Johnson prepared to get on board with the proposed changes? Response: The timeline has been provided to the school and a committee has been established to design a recommendation on high school scheduling (with semesters recommended).

- Other than complying with Minnesota statutes, what is the plan to vet the policies? Response: The three reading process provides a built in procedure to provide for changes to the policy before final approval. Comment: It might be a good idea to advertise the proposed policies so input can be provided.
- What about alternative education and the growing interest in on-line education options? In 601:00 where it talks about academic standards, should something be said about providing a variety of educational opportunities? The District needs to look forward when choices are made around gender specific education, on-line, Saturday school. The District should be able to refer back to policy for the justification for making the changes/additions. Is there something within alternative opportunities and the District pursuing innovative opportunities for education. The idea that education is changing based on resources and technology and how can that be addressed within the policy and the ability to be more adaptive in education.
- Sometimes the alternative learning programs piece is equated to ALC which is actually a subset. The “alternative” in the State language is something different from classroom-based education in the sense of “unusual, something different from, unconventional.”.
- It was noted “parents” needs to be changed to “parents/guardians” for consistency.
- No. 4 bullet 1 when it says grade 12 should be there be a caveat for ALC of beyond 12 with reference to age 21?
- In response to a question on a specific bullet point, it was noted the language was there to provide flexibility in case initiatives or directions come from the district that would be cause for the curricular review process to come into play or something which might result in changed, added or deleted courses.
- It was noted policy and procedures are there to give guidance to people who have to make decisions
- There is a need to clarify dissemination procedures for the Policy Manual.
- The Pre-K-12 language is primarily from statute listing areas a district must make available.
- On 403.00 – this is a policy to establish a “management culture”. The word administration can be changed to staff to broaden the coverage.
- 403.00 is primarily policy language; the procedure will spell out what the performance process is and how it would work.
- Concern was expressed about the policies already in place being so detailed it is hard to pick out policy.
- 403.00 the second bullet – Policy cannot over ride contract language. The policy creates targets for all staff and states the responsibility for getting the work done falls to all employees.
- 403.00 aligns with the District’s vision of accountability.
- The “District Curriculum Advisory Committee” does it exist? Response: Administration is in the process of putting together a committee that will meet the requirements. Members will be primarily parents, community members, SPTF and SPPS staff.
- It was noted that a Professional Development Advisory Committee is also required.

MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education move forward Policies 601.00, 602.00 and 403.00 (with revisions noted) to the November 16 Board meeting for first reading. The motion was seconded by Ms. Kong-Thao.

Motion passed.

4. **Review of Procedure for Board Monitoring of Existing Policy and Procedure (Procedure: 209.00.1)**
The Board was reminded there was already a policy review process in place.

G. Work Session

1. Standing Item: Upcoming Conferences – A list of upcoming conferences was provided for information.

III. ADJOURNMENT

MOTION: **Ms. Kong-Thao moved the meeting adjourn, seconded by Ms. Varro.**

Motion passed.

The meeting adjourned at 8:58 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk