

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 6, 2009**

PRESENT: Board of Education: Elona Street-Stewart, Anne Carroll, John Brodrick, Kazoua Kong-Thao, Tom Goldstein, Keith Hardy

Staff: Interim Superintendent Kelly, Joe Raasch, Lynn Gallandat, Michelle Walker, John Atkins, Nancy Stachel, Jeremiah Ellis, Kristin Keller, Valeria Silva, Rich Valegra, Su Gutbrod, Teresa Rogers, Theresa Nistler, Joyce Victor, Christine Wroblewski, Michael Baumann

Other: F. Candice, Eve Harper-Godderz, Doug Belden, Greg Pattersen, Ching Vang, Kathy Korum, Jody Yungers, John Kumerow, Daniel Keller, Mary Tarek, Alejandro Rios, Esther Alcarcon, Veronica Pordo, Priscila Olivera, Kendall Brull, Martha Rodrequez,

I. CALL TO ORDER

The Chair of the Committee of the Board expressed appreciation for the work of the advisory councils. She stated the work is essential; providing a hands-on bridge of involvement between functions of the district and needs of community.

The meeting was called to order at 4:36 p.m.

II. AGENDA

- **Report from Community Education Citywide Advisory Council**
- **Latino Consent Decree Report**
- **Department of Information Technology (IT) Audit Report**
- **Financial Update 2008-09 Final Budget Revision**
- **AYP Implications for 2009-10 and 2010-11 School Improvement Plan – Open School & Roosevelt/Longfellow Update**
- **Standing Item: Superintendent Transition**

A. Report from Community Education Citywide Advisory Council

The Superintendent expressed the District's thanks for all the efforts the Community Education group put forth in assisting with summer school and the Community Ed camps. She stated this cooperation represented the best of the seamless education system the District is striving for. She encouraged them to look for new opportunities to push the envelop. She then turned the meeting over to the Community Education Council for their report.

Community Education was established under Minnesota law "to make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community by establishing a community education program." Community education is funded separately from K-12 through a combination of aid, levies and fees.

The Community Education Citywide Advisory Council must function, in cooperation with the community education director, in an advisory capacity in the interest of promoting the goals and objectives of Minnesota Stat. §§ 124D.18 and 124D.19. It also acts as a sounding board for community needs; represents viewpoints from other site council boards in

Community Education (ABE, ECFE, Adults with Disabilities) and acts as a steward of accountability.

The mission of St. Paul Public Schools (SPPS) Community Education is to seek to improve the quality of life by providing lifelong learning opportunities for all members of the community. Lifelong learning is based on the belief that people are learners at every age and pursue educational opportunities that are meaningful to them.

The purpose of the Community Education Citywide Advisory Council is to foster and support the concept of community education throughout the district and community and to advise the Board of Education and administration of the district on policy, progress, programs, budget, legislation and other related matters.

Community Education programs in SPPS include:

- Early learning and parent support programming – Early Childhood and Family Education (ECFE)
- Youth development programs: School age childcare (Discovery Club); Service Learning; 21st Century Community Learning Centers and Youth Enrichment.
- Adult learning programs: Adult Basic Education (ABE); Adults with Disabilities (SEED, CLEAR and Culture Club); adult enrichment and senior programs.

Community Education is in the process of performing a series of needs assessments (internal and external) to identify service gaps, find best practices and collaborations to meet community needs more effectively.

An internal survey was conducted to find out what Community Education staff knew and understood about the full scope of the program's services and what opportunities there might be for collaboration within the community. The survey results will help the program understand how community education operates and assist in the utilization of the community's physical, financial and human resources to meet community needs and to help in the next phase of mapping.

Community Education's focus will be on supporting P-12 initiatives and seeking out partnerships to prevent duplication of effort as well as maximization of resources. To this end, it has sponsored a training session entitled "Leadership at all Levels" for all Community Ed staff. It has also increased and deepened participation on community-wide forums including the Second Shift Commission, the Minnesota Community Education Association and District Councils.

Community Education is working to revitalize its marketing, outreach strategies and products to stress its relevance to the community.

A final aspect of the Council is advocacy through hearing and supporting the SPPS legislative agenda in their various interactions with legislators. The Council is planning to provide more training to its members and staff in the area of advocacy.

The Council will continue with its needs assessment work at a partner level (key stakeholders and servicing agencies in the schools and the county who may have overlapping missions/programs) to explore opportunities to share and collaborate and to find:

- Where the gaps are
- Where there is duplication
- If there are activities or practices that need to be revisited or eliminated
- Where there are opportunities for collaboration.

Further areas for consideration for SPPS mentioned by the Council were:

- That, for many, particularly those who do not have children, community education is the primary way they stay connected to SPPS.
- That the District, as it makes hard decisions about facilities and space, ensure access and appropriate space for unique learning needs in all parts of the district.
- That the District keeps in mind that learning happens beyond a certain age in life or time of day and that it all contributes to student success and community livability.
- That the adults, the children and the “village” are all connected and anything that happens for the adults will also benefit the children.

The report closed with the statement that the Council is putting the child and the family in the center of the “circle” surrounded by the school district and then by community services (Community Ed, Parks and Rec, libraries, non-profit partners, etc.) These will help support the work of the school district.

QUESTIONS/DISCUSSION:

- Speak to how the Council is going to improve the “brand” especially regarding perception issues. Response: From the advisory council perspective, they have challenged the Community Ed staff to look at the current materials they use, evaluate them and find ways to improve them. The Ramsey County Workforce Investment Board Youth Council has noticed the work force centers have seen triple the number of users in the past few months. More outreach to the workforce is needed and there is a need for the broader community to recognize the work of Community Education and its role in delivering some of the adult basic education programs that can tie to the work force centers. This is in dialogue and a lot more work can be done in that area.
- Administration stated it had learned the need to communicate things more clearly as it enters into or revises programs. Information needs to be provided in a number of ways in order to communicate it clearly to users and teachers/staff.
- Community Ed needs to do more work to ensure its entire staff understands all of the programs and the inter-relatedness of the work.
- Regarding the internal survey to determine awareness and best practices that was done -- what were the results, what was learned, what is being done differently? Response: Within Community Ed, each department understands its own department and its areas of expertise but they are not embracing the entire umbrella of community education. They need to learn more about all components of the program areas. This will help guide professional development for the group.
- City and county collaboration – how can this be driven? Response: ECFE is now working on a public health initiative to improve the physical activity of children. Healthy eating and physical activity is being incorporated into the ECFE programs where they exist (WBL, SPPS and Ramsey County). The effort to integrate this into the ECFE program as a pilot is being continued. That is one example that affects systems, it’s integrating new things into an existing program. St. Paul is very lucky that it has great partners on the Advisory Council. A great deal of collaboration happens but the Council needs to enhance those efforts and collaborations. The Advisory Council members represent a variety of agencies, are connected in the community in a variety of ways and have made commitments within each person’s own organization to do community education work.
- What is the timeline for the third phase? A survey tool is being developed for the partners. There is a need to do facilitated training so focus groups can be conducted. The actual tool has not yet been determined. This second phase should be completed by the end of the school year. The next assessment tool for users will probably be developed during the following summer (Phase 3).
- What is the current user access to programs (fees, time and service) has it expanded since previous years? Response: Administration will provide this information in the Weekly Update.

- Also provide the different users -- categories of users (adult, retirees, ELL, etc).
- Community Ed has been nimble with its programming in order to meet the needs of the current economy. There have been programming changes. Data is also being used to address and change services to meet needs.
- Interest was expressed in system integration and community leadership development. How to institutionalize community leadership development both for parents and community partners (lay people) for leadership development in governance so that all of the work done has more effective advocacy with greater diversity in the individuals participating. Some communities have a "parent institute" where people actually take part with curriculum, a measured approach to gaining information and practically monitoring effectiveness. Could this be considered? This issue is "hovering" in a number of collaboratives but there has not been a way to bring it all together because it is difficult to address issues of integrated governance. Clarification on scope was requested. Would this focus around youth or more governance. Governance. It is known the County is also interested in progressing in this area.
- How does the District actively recruit members of the community to do functions – instructors, volunteers? What do you target goals around? Response. The ELL and GED program at the Hubbs Center make extensive use of volunteers so that is a good place to start.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the report of the Community Education Citywide Advisory Council with gratitude and appreciation for the excellent work being done. Mr. Brodrick seconded the motion.

Motion Passed.

B. Latino Consent Decree Report

The general purpose of the Latino Consent Decree (LCD) Parent Advisory Committee (PAC) is to serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS. Their function and responsibility is to review/provide information and input as well as to make recommendations to the Superintendent/Board of Education on the needs of Hispanic students in the district.

The LCD PAC has seen a positive change in the involvement of Latino parents who attend the monthly meetings over the past three years. During the past year, 1,364 Hispanic/Latino people attended the monthly PAC meetings, which is a 49% increase in the participation rate over the past two years. There were several reasons for this increase:

- A sharper focus on educating Latino families about the topics that are most important to them and their families
- The incorporation of a collaborative approach which includes various departments and programs within SPPS (ELL, Special Education, Early Childhood Education and Family Involvement).
- New staff at the LCD have provided district-wide support for Latino families, have developed partnerships with community organizations and worked to connect Latino families with Latino community organizations and leaders (CLUES, the Family Project, the Wilder Foundation, etc.).

The report then moved on to the recommendations being presented to the Board of Education. These recommendations were for the:

- **Implementation of a literacy block in Spanish Language to support first language instruction.** That academic services for reading and writing in the Spanish language be offered to LCD eligible students and to those whose family request the service at all

of the elementary schools in SPPS. Several suggestions for implementing this were offered.

- **Continuation of support for the development of concepts and knowledge in math in Spanish in elementary, middle and secondary schools.** That all elementary schools have access to the Spanish language version of Everyday Mathematics Kindergarten through 6th grade to allow the parents to help the children better understand mathematics and support what the teachers are providing in school.. This is a standards-based mathematics curriculum developed by the University of Chicago School Mathematics Project. In addition, that Spanish mathematics textbooks which align with district standards be researched by SPPS to support students in grades 7-12. Recommendations on how to accomplish this were provided.
- **The LCD recommended SPPS continue to work and collaborate with Latino community organizations and programs.** These organizations include: CLUES, Learning Together Program (Programa Aprendiendo Juntos), Family Project and the Mental Health Project being run by the University of Minnesota and Medica Foundation. The LCD indicated they would like to see these programs implemented at all of the elementary schools and have support provided by the District for the schools without Spanish speaking staff so they can promote the programs among the Latino families at their school sites. This would ensure equal access to these programs for Latino families.

The LCD stated it believes that together, parents and district staff can implement the recommendations, make a positive impact on the Latino students and community in SPPS and improve the achievement of the Latino students within SPPS.

QUESTIONS/DISCUSSION:

- Is there separate funding connected to the LCD? The LCD funding is through the ELL Department. A portion is set aside to provide resources to meet the expectations of the law.
- There is a large gap between Latino and white students, what is being done? Administration indicated the issue is being taken seriously and will, as part of the budget discussion, look at ways supplement what is being done to close the gap.
- Administration stated it will provide its response to the recommendations in the next couple of months.
- It was noted mental health is an issue across many families especially with the current economic conditions.
- Comments were made on the State's ethnic disparities for mental health supports for families in crisis.
- The question was raised if more and specific textbooks are provided under the LCD does this obligate the district to do the same for the other ethnic groups? Administration indicated it would check on this aspect with the General Counsel particularly in terms of the LCD.
- How can these recommendations be implemented without depending on more funding? The LCD stated it was asking for 30 minutes of language arts sessions at each school with a Spanish-speaking student group. The books would be donated by the Mexican Consulate and since staff is already working in the system perhaps they could provide the instruction.
- The books are being donated? Yes
- Comments were made that the request is, again, for a 30-minute language arts period. Not all schools have Spanish sections, not all Spanish-speaking parents can help their kids with the work. Some schools are bilingual, some not. If the books were in the libraries of the non-bilingual schools for use, it would be a good help to parents and students. There should be a requirement that the books be used by teachers. If the books are obtained from the Consulate what is the use of this if teachers do not utilize them?

- Concern was expressed that some schools use the bilingual materials; other schools have a bilingual population but are not getting help.
- Is it possible to get the outside organizations the LCD works with to help in the schools? Do they have funding from other areas that might be accessed?
- The desire was expressed for the LCD and the District to work as a team so the children can succeed. This is a legal right the LCD has to ask this for the children. When the children's achievement improves, it is better for the district.
- Concern was expressed about the 30-minute block and staff time? The LCD wants a teacher to give the classes; it is a district responsibility. Bilingual aids are already working with families so this might be a possibility to work with students in the 30-minute instruction periods.
- The LCD was asked if it saw the implementation of their recommendations helping students and would it lead to increased enrollment in the schools? The LCD responded positively.
- Concern was expressed that a mental health component is needed to support the Latino students to help improve their perceptions of themselves.
- It was stated that, in order to do well in English, students must have a firm base in their mother language.
- The Board requested that in the administrative response administration (1) put requests and response in context within immersion, bilingual, ELL and other related programs; (2) Look at the law and its effect on the district relative to other ethnic groups; looking for equal results. The LCD is proposing very specific methods to achieve results, in the administrative response please put this within the context of all the strategies SPPS is using for all students who are below where they should be. How do the Latino students fit into the bigger picture? What is being done for all the groups of kids?

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of the Education accept the Latino Consent Decree Report.

Motion passed

C. Department of Information Technology (IT) Audit Report

The Superintendent commended the Operations Department for examining each area of operations for greater efficiency and effectiveness in order to determine how to better support schools.

The Information Technology Director stated the purpose of auditing Information Technology was to understand the current state of key aspects of IT at SPPS, to discover strengths and weaknesses as they relate to staffing, applications, infrastructure and service delivery and to recommend high value actions.

Mercer's (the audit firm) review of SPPS IT functions uncovered opportunities for improvement in several areas including two high priorities: IT strategy and governance. To develop and articulate an IT strategy and adjust its resources to deliver the expected value to the organization and to formalize an IT governance model IT will need to shift its approach from reactive and transactional to a more proactive and strategic approach. Outcomes from this shift would include:

- Restructuring IT to provide schools with deeper subject matter expertise to improve IT system selection and maintenance
- Better leverage with existing and future technological solutions
- Decrease the number of stand-alone, work-around solutions that have been implemented to support particular school/business needs, including increasing the use of limited self-service applications and defining related workflows.

Improvements in governance, security, service delivery and an overall IT strategy will address the most important findings of the Mercer study.

Development of governance for IT must answer: how to ensure effective management and use of IT (budget, standards, key vendors, capital allocation); who makes these decisions and how the decisions will be made and monitored. IT governance should include: principles, architecture, infrastructure, business application needs and prioritization of investments. Developing and following a comprehensive governance structure and process around design, management and operations of the IT function can reduce financial, legal and reputation risk, minimizing surprises and improving organizational effectiveness.

Current SPPS IT governance practices are inconsistent with best practices. Historically there has been limited or no integrated or central ownership of systems except for the Oracle and PeopleSoft solutions. It is not clear who owns individual applications other than the broader Oracle and PeopleSoft solutions and there is no autonomy among schools in regard to business processes. Best practices provide for clear ownership of system functionality and systems changes must be approved by a resource that is intimately familiar with the integration implications. There should be clearly defined business processes with elimination of unnecessary uniqueness where possible. There should be a clear business case documentation for systems changes or additions which demonstrate alignment to strategic priorities. Common and established migrations dates need to be planned annually at a minimum (with the exception of critical production defects).

A comprehensive security policy is key to maintaining information security. The employee/student right to privacy must be protected and users must have access to data they have a need to know. Multiple categories of security can be implemented though typically super users have access to all data. The key is to have a comprehensive security policy and ensure that it is followed across all systems and understood clearly by all. Data privacy and security is everyone's concern.

IT Service Management is philosophically centered on the customers' perspective of IT's contribution to the district. It focuses on providing a proven framework to structure IT-related activities and the interactions of IT technical personnel with business customers and users. The current structure is not effective in this area.

Technology should serve as an enabler, not an order-taker. It should effectively break down silos. Under a best practices approach business needs are the driver, technology is the enabler within a strategy that is aligned with and optimizes the service delivery model.

A technology strategy has traditionally been expressed in a document that explains how technology should be utilized as part of the district's overall strategy. The district's spending on technology should exploit it in ways that create value for the organization; provides for full integration of technology-related decisions with the district's strategies and operating plans in a way that no separate technology strategy exists other than the de facto strategic principal. It is through the IT strategy process that the overall direction of the department and district is set.

A proper IT strategy will contribute to student and district success by being agile and forward thinking; providing a core infrastructure that is stable, available and secure with core administrative systems the focus. Service should be a priority and the value of the district's IT expenses should be maximized.

QUESTIONS/DISCUSSION:

- What does this mean to the district; how will it be affected? Response: SPPS has aged systems that need to be upgraded to meet the needs that are out there. Reorganizing work requires shifts in personnel to focus their abilities where they can be best utilized.

Standards will probably be the most difficult aspects as this moves forward with such things as establishing parameters that must be maintained. The intent is to make sure data is secure and that there is the infrastructure to do things in efficient and effective ways.

- Will records be consolidated and will student information be available to staff so they can access it? Yes.
- Did the audit address how technology is taught? No, this audit was conducted from an operational perspective. An academic audit is not currently under consideration but could be done at a later time.
- Does the audit include end users in the classroom? What is happening with computers in classrooms? Response: The audit was just district use not classroom use.
- The audit should be seen as an exploration of a positive way to use resources better.
- What will district look like in two years? Response: Flexible and adaptable would be two good descriptors. Flexible meaning being able to have systems and processes in place so things can be done correctly and consistently in an integrated manner when changes are required. Adaptability is being able to respond to new technology and integrate it into the system rapidly.
- Regarding decisions schools make on buying computers; there does not seem to be an overall plan across the district on buying computers, rather it seems to be done on a school-by-school basis. Response: This will be addressed as part of restructuring IT and revising the procurement process. It will address provision of the same types of resources to all locations; this may affect site-based decision-making to some degree.
- District business applications are antiquated; these will be updated to allow for better use of data.
- Will there be an inclusive and collaborative process that will involve sites/schools? Yes.
- As the District moves toward standards, structure and systemization how will it ensure it is facilitating learning and some of the unique and specialized needs in classrooms? How will nuance be dealt with? Response: IT has not been at the table when hard and software decisions have been made previously. IT is now an integral part of decision-making at the front end and it has begun to make a difference with smarter decisions resulting in positive impacts for academics.
- Instructional capacity will this change allow teachers to teach better? The process currently in place is everything is an exception instead of an exception which is managed. The exception is the norm. Creating a governance structure will allow for consideration of unique needs and how to address them. This has to be through a coherent process.
- Program outcomes are impacted by use of technology; in terms of actual software, will new markets need to be looked at? Particularly in the language specific and adaptive technologies. Response: Yes.
- Will the District get input from the end users so they know what is wanted? When vendors are hired, will they provide the support promised? Response: Technology will support academic needs by providing input and support to it and yes, vendors will be held accountable.
- How to better engage classroom teachers at the front end of the change process is a question the District is still trying to answer.
- Data privacy – SPPS is a government entity and has different privacy issues about what is legally public. There is also the issue of the ease of accessing it. Response: Data has not been classified within the District as to what is public and private and who has access to it. This is a governance issue that must be addressed.
- Technology as enabler, how does it tie into the strategic plan? Being an enabler aligns the District, the focus needs to be defined and then IT will look at technology to see how it would enable that focus. This presentation of the audit is the “big picture.” The next steps would be to define how it would be applied and what changes would be required. As the District moves into the next budget cycle, the question of “how does where we

need to go and what is recommended match up with what is feasible” needs to be addressed.

- Grant proposals have typically been written by individual schools to technology companies; will this change? Response: This is better done at the district level.

MOTION: Mr. Brodrick moved the Committee of the Board recommend the Board of Education accept the report on the IT audit. Ms. Carroll seconded the motion.

Motion passed.

D. Financial Update 2008-09 Final Budget Revision

The Chief Financial Officer provided a recap of fiscal year 2008-09. Expenditures exceeded revenues by \$2.9 million. The General Fund Unreserved, Undesignated fund balance shows \$27.3 million which represents 5.2% of the general fund expenditures. The final figures will be presented in December when the audit is presented. No action is required at this time.

He discussed Exhibit B which showed the final budget revisions for the 2008-09 budget. This is a formality required by the audit to make certain that all revisions, especially those in the fully financed area for grants received late in the year, have formal Board approval.

MOTION: Ms. Kong-Thao moved the Committee of the Board recommend the Board of Education approve the revisions to the budget for FY 2008-09 as detailed in Exhibit B.

Motion passed.

QUESTIONS/DISCUSSION:

- Explanation was provided on the fully financed budgets and how they report out on the financial statements.

E. Standing Item: School & Program Changes

As noted at the September 4, 2009 COB meeting, school program changes will focus on schools identified as NCLB Stage 4, Pre-Restructuring or Stage 5, Restructuring. Two schools, Washington Middle School and Open School, are currently in Stage 4. The BioSMART program at Arlington and Humboldt Secondary School are entering year one of their two year restructuring plans.

1. Plans for Washington Middle School

Washington Middle is in the final year of the three-year federally funded BioSMART grant. As part of this grant, Washington Middle is an experimental design program. Students are identified as being part of the interdisciplinary BioSMART program or part of the control group. This provides for an evaluation plan for looking at next steps for the school. Some of the professional development has already been started.

The school is at capacity and this year has a waiting list. This is a change from its previous situations in which it was facing declining enrollment in addition to being at the Pre-Restructuring stage. Washington has many of the things the Federal guidelines talk about: the extended day program is already built in. They have changed their professional learning community structure to better address the need for interventions around literacy and math. They have increased their level of content coaches at the building level and added additional teachers to provide support in literacy and math. They are having common formative assessments in every content area; one per month and those assessments are used to provide additional academic interventions for students. They have put a great deal of emphasis on the social and emotional supports as well as the academic.

In terms of Washington, the District would plan to move forward to school-wide implementation of the interdisciplinary model. This is a research proven best practice model. There will be a need for additional professional development time this summer to bring the instructional teams at the site to bring this to full building implementation.

QUESTIONS/DISCUSSION:

- Do these plans meet NCLB requirements for what has to be done at this stage? The Federal guidelines as proposed? No. The guidelines are still under consideration at the Federal level; the District is waiting to receive the guidelines.
- Concern was expressed about this being an isolated 7-8 model. Administration was asked to bring back to the Board in the near future the extent of the impact of this as part of the challenges Washington is facing. Response: There is some sentiment for the exploration of a 6-8 middle school model. It is thought that moving back to that model might be more academically beneficial. Those discussions were paused until the discussion around Choice occurs.
- Is that also tied to conversations about what appears to be a 7-12 two-campus model? This has been positioned as an articulation between Washington and Arlington. As part of the sustainability once the BioSMART grant is gone, the District has talked about moving to a one-pathway lead that would work grades 7-12 and which would work for both campuses with the internship experiences, the job shadowing, the partnership, etc. The BioSMART program really does need to be combined and treated as a two-campus program in terms of some of those resources that would be very specific its sustainability.
- How were the additional teachers obtained? Through additional Federal money? As a Title I school they are able to add additional teachers through ARRA monies.
- The waiting list – what is the make up? First time on-time applicants, late applicants added to the waiting list and then out of district enrollment. Out of district enrollment needs to be part of the Choice discussion.
- What got the enrollment up at Washington? Response: A number of things: the BioSMART emphasis, the summer programming. One of the challenges at Washington was the construction period it went through, this had a substantial impact, as they had to reduce the number of students at the school for that period, there were teachers who left so the program has had to build back up from that point. All in all the enrollment increase was a fortunate blend of several factors tied in with timing.
- Schools in Stage 4 need to have letters sent to parents informing them they can move their children to other schools, were those sent out? Yes.

2. **AYP Implications for 2009-10 and 2010-11 School Improvement Plan – Open School**

Open School made AYP in all but one sub-group area and missed that AYP by 3 points. The philosophy when Open School started is very different from today's standard-driven age of accountability so it has been exploring the next natural step for the school as it defines itself.. Finding the right blend is the challenge the school has been facing.

Open School started exploration of the Expeditionary Learning model last year. The Expeditionary Learning representative presented information to the staff in January 09. Building leadership attended the national Expeditionary Learning Conference in March. Information regarding the model was presented to the Site Council in April. Two teacher leaders, including the SPFT Building Steward, attended an Expeditionary Learning three-day Planning Institute in June. There has been very aggressive efforts to engage the school's staff, students and families in the discussion on this model.

Expeditionary Learning schools are built on ten principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning and the culture of schools. The principles are:

- The primacy of self-discovery
- The having of wonderful ideas
- The responsibility for learning
- Empathy and caring
- Success and failure
- Collaboration and competition
- Diversity and inclusion
- The natural world
- Solitude and reflection
- Service and compassion

QUESTIONS/DISCUSSION:

- Where will the District get money for moving the school forward? Response: One of the next steps is to connect with the Expeditionary Learning representative to explore what the costs would be. There is funding relative to school change though funding for the school improvement grants are currently on hold pending issuance of the Federal guidelines. There is also money in the budget to support program changes.
- This is a potential program? Yes, it is being looked at for next school year.
- A request was made that Administration provide, in the near future, a plan on how it will sustain the long-term costs of a program such as this.
- Is Humboldt potentially similar? Response: Humboldt's program is an inquiry-based instruction as is this program, so they are similar in that respect. Humboldt can continue to sustain its program through its work with the partners it has in place (Hamline and U of MN) in the environmental studies model.

3. Roosevelt/Longfellow Update

The update for these two schools will be put in the Board's Weekly Update. A fact sheet on district initiatives was passed out to Board members. Administration was asked to include information on the LCD program specific to Roosevelt and what plans there are to place it elsewhere.

F. Standing Item: Policy Update -- No Report

G. Scheduling for a Closed Board Meeting for Expulsion

MOTION: Ms. Carroll moved, seconded by Mr. Hardy, that the Committee of the Board recommend the Board of Education scheduled a Closed Board of Education Meeting concerning one expulsion for October 19, 2009 at 4:30 p.m.

Motion passed.

The quorum for the meeting will be Directors Hardy, Carroll, Brodrick and Street-Stewart.

H. Standing Item: Superintendent Transition

The Board Chair stated HYA is moving ahead with recruitment and a number of applications have already been received. There have been questions from Board members regarding the criteria which need to be resolved. It was suggested discussion on this be held after the closed Board meeting.

MOTION: Ms. Carroll moved the meeting recess for the Closed Board Meeting on Negotiations to resume following the adjournment of that meeting. Motion seconded by Mr. Hardy.

Motion passed.

The Committee of the Board Meeting reconvened at 9:05 p.m.

It was noted all Board members were to have provided their input on the criteria to the Board Chair by September 25; however, concerns were expressed on the criteria which needed to be resolved. The concerns centered on there being no real, specific criteria being put forward. It was explained the more specific criteria were used as differentiators in the later interview sessions regarding candidates' past performance. Once there is an offer to a candidate, the more specific criteria become incorporated into the contract and subsequently as Board expectations to be considered in the annual evaluation process. There needs to be real clarity about expectations.

The Board Chair indicated she would provide the finalized criteria piece to HYA no later than the next day. She will also provide the expectations to them to utilize in the screening process. It was noted "demonstrated success" was a really big piece.

Concern was expressed on the length of time between the initial interview process and the screening of the final three candidates. The Board chair will contact HYA to explore moving the dates either forward or backward to shorten that time period.

III. ADJOURNMENT

MOTION: Ms. Carroll moved the meeting adjourn; seconded by Mr. Hardy.

Motion passed.

The meeting adjourned at 9:13 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk