

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**

April 24, 2018

I. CALL TO ORDER

The meeting was called to order at 6:11 p.m.

II. ROLL CALL

Present: Ms. Foster, Mr. Brodrick, Ms. Xiong, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Superintendent Gothard, Ms. Cameron, General Counsel, and Ms. Dahlke, Assistant Clerk

SEAB Member(s): A. Jibicho, M. Omar

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

IV. RECOGNITIONS

BF 31256 Acknowledgement of Good Work Provided by Outstanding District Employees

Becky Pedersen, principal of Groveland Park Elementary School, was recognized with the Leadership Achievement Award by the Minnesota Elementary School Principals' Association. The award honors principals whose exemplary leadership and sustained efforts have "made noteworthy contributions to the operation of effective school learning programs." Becky was recognized by colleagues statewide on Feb. 8 during the annual statewide convention of Minnesota's elementary principals.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Foster moved approval of the Order of the Consent Agenda with the exception of item C1 – Renewal of Innocent Classroom Contract 2018, which was pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 20, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of March 20, 2018 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of April 10, 2018

At the April 10th Committee of the Board meeting, Superintendent Gothard began with a thank you to students and staff for sharing their experiences and work over Spring Break. He went on to note that it was wonderful to join in the celebration for Director Xiong at her campaign party. Finally, he also stated that Nancy Cameron, General Counsel, will be retiring this summer, and the transition process is currently underway.

The report from SEAB stated that they are continuing their work of analyzing the lack of diversity in advanced classes. They are meeting with students, teachers, and counselors, as well as sending a survey to school leaders to gain their input on this subject. They also introduced a proposal to move to the Latin Honors system for students at graduation, similar to colleges and universities. Board members welcomed this idea to allow students to celebrate multiple levels of student success.

The Mathematics Overview was then presented to the Board. The results of 8th grade math achievement data were shown for SPPS overall, as well as by student groups. School Continuous Improvement Plans were also reviewed, and focused on professional development and pilot sites, as well as math benchmarks for students to build upon each year. This sparked discussion with the Board on linking math with other subjects, real world experiences, and career pathway options for our students, as well as the different math classes available. The importance of benchmarks and curriculum were also points of conversation, as well as data and experience sharing amongst our teachers. The changes in math achievement are in the innovation phase, with the goal to align to the District's strategic plan.

Next, the Board led a discussion on a recap of the Integration Task Force Update from the February 13, 2018 COB Meeting and the next steps. Board members shared their appreciation for the report and the work of the task force, as well as their challenges, in this important work. The need to continue to be inclusive of all our students and families was addressed, as well as vetting this report to a larger group or enhanced task force. Many of the action items are great steps to be included

in the strategic plan. Superintendent Gothard responded that the recommendations from the task force can be divided into four categories, and the next step will be to prioritize the recommendations.

The Chief Financial Officer provided the Board with the fiscal year 2019 budget update, including school staffing criteria with site configurations and staffing categories for each site, as well as teacher class size caps. The current budget timeline was also reviewed with the fiscal year 2018-19 budget to be adopted by the Board at the June 19, 2018 regular meeting. Budget engagement materials and options for parents, families, and staff to learn more were also discussed. This presentation sparked questions from the Board including data on personnel for the four staff category areas, as well as information on the budget engagement survey.

Finally, the Board led a work session on policies involving holidays and celebrations, with the recommendation to bring these policies before the Policy Work Group for further review. A facilitated session for input on the Strategic Plan with the Board of Education was also conducted. Board members also coordinated participation in the upcoming graduation ceremonies during the work session.

MOTION: Mr. Marchese and Ms. Foster moved the Board accept the report on the April 10, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

VIII. SUPERINTENDENT'S REPORT

A. Advanced Course Success

Superintendent Gothard introduced Hans Ott, Assistant Superintendent, Office of Teaching and Learning, to lead this presentation.

The goals of the presentation include understanding of advanced coursework offerings, reviewing student participation and success in advanced coursework, and to highlight AVID supports in schools. Students having the opportunity to take rigorous classes is paramount to their success. AVID Teacher Kristen Butler, Principal Doug Revsbeck, student Abigail Vang, and SPPS graduate Jesus Flores will share their experiences and stories during this presentation.

Advanced Courses Include:

- 6-12
 - Accelerated level courses
 - Honors
- 9-12
 - Career and Technical Education
 - Concurrent Enrollment
 - College in the Schools
 - Advanced Placement (AP)
 - International Baccalaureate (IB) Diploma Program
 - Post-secondary Educational Options

Advanced Course Participation

- In SY 2016-17, nearly half of all students in grades 6-12 completed at least one advanced course. The 48% of students in advanced courses is not the final goal; our goal is to have every student take at least one class by graduation, and for many students 12 credits by 12th grade.
- A graph was shown that represented the trends of student racial and ethnic groups in grades 6-12, as well as SPPS overall. This is challenging data as the gaps are clearly visible between white students and students of color. We are striving to interrupt these patterns in order to do better for all our students.
- Data on all advanced course participation, credits, and grades/scores was also shown. Over 71,000 advanced courses have been taken in SPPS. Data was also shown on Advanced Placement specifically, with 7,772 AP grades, and over 2,000 AP exams taken. For IB courses, there have been over 14,000 IB courses taken.

Kristen Butler, District Director for AVID from the Office of Teaching and Learning, has been involved in AVID since 2007. AVID has been in SPPS since 2005, and is currently in 16 of middle and high schools, and serving over 1600 students. AVID students are students in academic middle, can take advanced courses with support, typically have average to high test scores, many are first generation to go to college, low income background, or underrepresented populations at colleges. Student apply for the AVID elective and are accepted.

Increasing Advanced Coursework Participation

- AVID Courses
 - AVID Elective
 - African-American
 - American Indian
 - Hmong
 - AVID Co-Taught
 - Specialized Services
 - English Language Learners
 - Schoolwide AVID – every school has an AVID site team, which determine schoolwide strategies to increase participation in advanced courses and be college and career ready.
- Outcomes
 - Outcomes for Middle and High School include organization, gaining confidence, connecting with families, study skills, tutoring, attendance, visiting college, exploring future careers, and advanced coursework
 - Outcomes for juniors and seniors include college applications, college life preparation, FAFSA, applying for jobs, resumes, ACT preparation, scholarships and grants
 - Scholarships: Last year, over \$5M in scholarships were earned by AVID students; 11 AVID students received Dell scholarship (\$20,000 over four years and laptop, and textbook credits); one AVID site has earned over \$2M in scholarships
 - Abigail Vang, senior at Harding, shared her AVID story and IB story
- Our AVID students are:
 - Black: 38%; Asian: 37%; Hispanic: 14%; White: 9%; American Indian: 2%
 - Eligible for FRL: 81%
 - Receiving Special Ed Services: 11%
 - English Learners: 27%

Tara Dobbelaere then presented more information on advanced courses. She also introduced Lauren Reckinen, AVID coordinator, AVID Teacher, and College in the Schools teacher at Humboldt to share her story as an AVID leader at Humboldt.

Participation and Success

- 73% of AVID Students in grades 6-12 are enrolled in at least one advanced course, with 98% of those students passing at least one advanced course. There are two Department of Education

grants that will allow SPPS to increase the number of courses and support for students. The Focus on Freshman also allows staff to monitor the progress of freshman students. The work of SEAB is also important in expanding the diversity and amount of students in advanced courses.

Next, Theresa Campbell, TDAS Program Manager, then presented the outcomes of AVID. She also introduced a SPPS graduate, Jesus, to share his experience as an AVID scholar at Washington Tech.

AVID Outcomes

- 90% of students receiving special education services are passing AVID electives
- AVID students have an average GPA higher than non-AVID students.
- In Fall 2017, college enrollment rates for AVID students were 78% compared to the SPPS overall rate of 63%.

Next Steps

- Celebrate advanced coursework articulation and participation; by celebrating we are empowering the current youth to encourage the next generation of advanced learners; AVID graduates are recognized at graduation ceremonies, as well as honors students
- Interrupting inequity in student participation
- Build additional connections to career pathways
- Capitalize on AVID supports; how we can come together to do more to support this work

QUESTIONS/DISCUSSION:

- Within the different groups, we are starting to disaggregate those groups, when will we start to see the disaggregation in our research? Answer: That is a big process; we are part of the pilot group to investigate this. It is forthcoming with the support of the state. We can send information on the exact timeline. The pilot study has raised more questions that answers at times, and we are working on how to effectively and respectfully work with families. It's important to share those results and hold integrity to the process. The definitive on the timeline can be sent.
- SEAB members stated that AVID tends to accept students who are determined and motivated. In looking at the data that says AVID students have higher GPAs and graduation rates, it seems like those results are expected. Is there research that shows that AVID works for students? Answer: There is a body of research from the national conference of districts that shows data with similar student bodies to SPPS, as well as different and even more diverse. We are able to take the students who are able to meet the criteria and move them on through the program. Specific research can be sent to SEAB. It's impressive to see different districts across the nation having similar or greater success.
- Who is in our current student body that is enrolled in AVID? What are the criteria to be accepted into AVID? Answer: (the previous slide with AVID student data was reviewed) It is targeted to students who are new to looking at post-secondary options. There are 1600 students in AVID elective. Students must apply, be interviewed, and accepted into the program. The criteria is vague to allow schools to manipulate the criteria depending on the student body. They must be in the academic middle of 2.0 to 3.5. Students with average to high test scores, and participate in advanced courses with support. Schools often look at their student population and their academic middle, and base it on those GPAs. It is advertised to all students, and targeted to those academic middle students who would best fit into the program. It also applies to students with special circumstances. There is an application, and teachers reach back out to students to recommend the program and to encourage them to submit their application. Next is the interview, where staff listen to the student's story and is good practice for them to speak and advocate for themselves.
- Gail Ghare, Interim Director of Specialized Services, also spoke about students in special education and their involvement in AVID. The capacity of special ed. teachers was increased and they attended AVID conferences to learn more. Co-taught classes were also implemented. They also apply and go through similar requirements. There are currently 180 students with disabilities in AVID. The diversity of students in special ed. and in AVID is similar to the diversity across the district. Next year, we will be doing recruiting to be up to 14-17 co-taught classes. Depending on the grade level and course, we have between 15-24% students within those classes in grade levels.

- To Superintendent Gothard, how does our AVID program compare to other districts? How will it be included in our strategic plan? Answer: It was visible in our student speakers tonight who were confident speaking in front of a large audience. The self-advocacy piece is really important, as well as developing the desire and access to skills to be excellent. Retention in AVID is important. Students that begin in 6th grade and stick with it over time are important to the success of AVID and the resources. Within the strategic plan, there is a college and career focus, and the exposure to these resources and expectations of their future are important. AVID and AVID learnings are used across schools in positive schools and district culture ways and in new ways that our students need to excel.
- What about the students below the 2.5 GPA? Answer: We offer a variety of programs that support students below the 2.5 mark. We have acceleration classes in the middle schools that are behind in different areas. We partner with different teams to support students. AVID is embedded within programs. Extended day is another resource for students. We can do better in reaching more kids and moving them at an aggressive and accelerated pace. It starts at the elementary level. That is part of the continuing pathway. Those interventions accelerate the supports we have at those sites as well. We can definitely grow and do better.
- Board members noted their appreciation of the information and the AVID teams. To review, 48% of students are taking advanced courses, and the racial disparity gap is large in these classes. We need to ask when do we switch tactics to how we are going to move into a different space. Are you anticipating some shifts in strategy? Answer: We need to interrupt those practices and look at what's working best, and think about how we allocate resources. We are engaging as a collective team in a way that is exciting with MLL and Specialized Services. Our REA office is working to provide us resources in where we're successful, how we're successful and how we can really analyze to do better. When we look at programs and decide how to budget, and decide our priorities we can do better. Our schools are amazing at doing everything, but it may be better to focus on key areas. We prioritize and focus on all aspects of the district. We need to go deeper and understand what needs to stay in the system and resource it. That is the next step of the strategic plan. Our community is asking to be part of what we do and involved and engage to help out students achieve more. We can partner with them in many ways. If we determine we have programs to highlight the results we are happy about, we need to be able to sustain it. Our strategic plan will help us to make those decisions, to do them well, and to do them over time.
- SEAB members questioned how many students of color are signed up for tests, and how many of them are passing? Answer: We will work to get that data to you.
- Director Xiong noted the tools and strategies that students take with them from AVID. If part of the strategic plan includes college and career readiness, when do we come back and focus on the rest of the students? Every student is capable of success in college or career, and it is our responsibility to ensure they leave our schools ready to succeed. In looking at the criteria for eligible students, all students are eligible. As a national program it has its limitations, in going back to interrupting our system, we need to think differently too. If we know AVID works, when do we share those tools and strategies with all students? Answer: We are currently engaged in school wide AVID where the same principles are applied to all students. AVID also hosts a national conference and we encourage all staff to attend. AVID has added a new school wide certification process in order to maintain that status. We recognize the power of AVID within the metro area and encourage all schools to attend AVID training. At Humboldt, over 90% of staff have taken the AVID training. We talked about the GPA requirement, and that is one of many targets for AVID student. That individual determination for AVID elective class students is the most important. They fill out application, we talk to their teachers, and if they are willing to approach staff and fill out application, chances are they are in the program. The criteria opens it up to all students. Secondly, the school wide piece of AVID is critical for schools. AVID has a booklet for criteria, and there are school wide criteria. Our teachers have the training to use AVID study groups with their students. They have the training to bring in the AVID strategies to their classrooms.
- Director Marchese noted that AVID can be used as a series of tools that can be used in a holistic way. Criteria can mean rationing. It may be resource-related We need to provide access and enable our students in order to interrupt the current inequity in advanced classes. We should look broadly and see AVID as a mode of how to allow students to see themselves be able to do advanced work and that system of beliefs and understanding our students. How are we doing this

work? Answer: In talking about the mindset and collective beliefs of the adults who all want our students to succeed, that is AVID. We look at the interrupters there are, mainly training, so that we provide guided support at the building level. Our teams lead coordinated meetings, and learn from and with each other, and challenge each other building wide, not just in the electives. School wide is new. Staff that we are able to train through grants are taking advantage of their time to coach their buildings. REA is creating new data reports for AVID student success, but also advanced course offerings in a clear way. We need to do things differently, and we are beginning to. AVID National has come to us, and we have helped to interrupt their practices. We give them feedback on their gatekeeping. In SPPS, AVID is not an exclusive group – it is inclusive. It's also designed to support kids with determination, and our responsibility is to encourage that determination in all students. It's a collective to get this done, and the next journey is on school-wide instead of elective.

- Who are the AVID teachers? Answer: AVID is a place of breakthrough. When we talk about that early journey of our equity work, that's core to what we do. We need to build relationships with all staff and all students. There are ways to make intrinsic connections that we want to promote, with a diverse group of teachers. In recruiting teachers, we look at those who have the same determination – those that want to be in the AVID program. If there is a desire to work in this program, we will try to have that person work in AVID; first within the site team, and ease into elective teaching in future years.
- Director Xiong noted that AVID is a vehicle and strategies to use to support students to achievement. She looks forward to us moving from ideas to change and action. If we see and have data for success on students, how do we use that across the rest of the student body.
- What is the youngest grade level for AVID? Is there an AVID elementary model that we currently use? Answer: At the beginning of the journey of AVID, we had an influx of dollars to explore all avenues of AVID. We strategically focused in on the needs of our kids with the resources we will have going forward. Students can begin AVID in grade 6. We have had elementary AVID in the past which is a different model – it is a school wide model. We have hung onto those practices in our schools. It will be part of the program evaluation and resource allocation as we determine what really works in our schools.
- Director Foster explained that it is encouraging to hear that we believe each student has strengths and we need to look at each of those strengths. It is a huge task in mindset, classroom, and schools. It is our attitudes and access that will provide opportunities for students that will have a lasting impact. She thanked everyone for her work and to keep moving forward. We need to embrace the acceleration of our youth. The number one aid to student success is the teacher/adult mindset.
- What is the budget for AVID? Answer: That information can be sent to the Board.

B. FY19 Budget Update

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, to present the FY19 Budget Update.

FY2018-2019 School & Program Budget Update

- School allocations were sent out on April 9
- School budget meetings are in process and budgets/staffing worksheets are due back Apr 27
- Program allocations sent out on Apr 24 and budgets/staffing worksheets are due back May 4

Staffing the Schools

- The budget meets contractual obligations.
- FY19 Revenue budget based on current law.
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites

- School enrollment affects the dollars allocated
- Schools receive FTE allocations that include projected inflation amounts for salary and benefits

FY2018-2019 School Staffing Criteria

- The six site configurations were reviewed, as well as the staffing categories.

2018-19 MOA Teacher Class Size Caps

- The size caps for higher poverty sites, as well as lower poverty sites were also discussed. Higher poverty threshold is the top 30 schools per the teachers' contract.

FY 2018-19 General Fund Budget Preliminary Big Picture (Feb)

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$ 521.4	\$ 528.0	\$ 6.6
Use of Fund Balance	\$ 0	\$ 0	\$ 0
Expenditures	\$ 521.4	\$ 545.2	\$ (23.8)
Projected FY19 Shortfall	\$ 0	\$ (17.2)	

Closing the Projected FY19 General Fund Budget Shortfall of \$17.2 M

- Limited inflation allocations to Programs
- Additional 5% Reduction to Targeted Programs
- Additional Targeted Reductions to Programs
- Eliminated 1x only allocations that are for FY18 only and do not carry over (fall adjustments, for example)

General Fund Budget Categories

Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)
Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)

FY2018-2019 General Fund Big Picture – Expenditures

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference	Percent Change
Schools	\$247,365,968	\$248,454,701	\$1,088,733	0.4%
School Service Support	\$180,513,043	\$186,550,116	\$6,037,073	3.3%
Districtwide Support	\$90,033,697	\$96,100,310	\$6,066,613	6.7%
Central Administration	\$3,533,366	\$3,575,871	\$42,505	1.2%
Total	\$521,446,074	\$534,680,998		
Increase in District-wide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	\$0	\$11,616,862	\$11,616,862	
Total w/ LTFM Add.	\$521,446,074	\$546,297,860		

Why a \$6M Increase to School Support Services?

- Chief Schrul then broke down the \$6 increase by those program areas that had an increase, including:
 - Investments in Special Education \$4,693,886
 - Investments in MLL \$2,426,314
 - Substitute Teachers \$800,000
 - Indian Education \$95,249
 - Office of Leadership Development \$142,015
 - Transportation \$1,057,857
 - All other programs did not have an increase

Why a \$6M Increase to District-Wide Support Services?

- Chief Schrul then broke down the \$6 increase by those program areas that had an increase, including:
 - Long Term Facilities Mtc (LTFM) General Fund \$5,989,000
 - Utilities & Custodial \$522,445
 - SUTR Program \$1,000,000
 - Employee Benefits (Districtwide) \$179,852
 - Insurance \$300,000
 - Safety & Security \$81,384
 - All other programs did not have an increase

FY 2018-19 Budget Timeline

- The FY2018-19 budget timeline was then reviewed, with the adoption of the budget at the June 19, 2018 Board of Education meeting.

Budget Engagement Information

- Principal toolkit includes: budget worksheet with supporting documentation
- School budget presentations (April 16-26)
- Budget and Finance Advisory (BFAC) Meetings
- Business Office website (<https://www.spps.org/business>)

The Comp Ed report was also reviewed. This is an official report from MDE. The link will be posted for everyone to run their finance reports on the state website. These are official numbers from the state, and we follow the concentration factors from the state. This is the formal compensatory education report that is published annually. Column E provides the concentration factors – that is what Title 1 funding is driven by, any site with 40% or more is where Title 1 funding is included with the school. More information on Title 1 will be included on the website.

QUESTIONS/DISCUSSION:

- For the breakdown of school supports, it would be interesting to see the percent of change, as well as to know what is the percentage to those budgets and other programs as well. Answer: Those details can be sent to the Board.
- In looking at the special ed. expenses and the general fund, and mandates and requirements for those services with our current budget, is there a way of looking at special education and those services in a different way? Answer: Special ed.'s request for funding originally came in a few million dollars higher. We asked the department to put in requests and we know we have core services; we asked staff to put in their requests for FTEs and allocations for buildings. We have key areas and areas that must be funded. In working with them, we were able to decrease \$1.9M of requests overall. Additions also made to promises that we made to the union that we are honoring which was a little shy of \$1M. There are also items that we must meet those areas, in doing so, we also need to meet maintenance of effort. It is a balancing act that we must do. There is also an increase in early childhood programming, which we also must meet.
- Superintendent Gothard also noted that the screening procedures are better; more children are identified earlier, which is a good thing. We don't control the amount of reimbursement from cross-subsidy to charter and non-public schools. It's a significant portion of \$42M; upwards of \$10M of reimbursements. When it comes to requests from departments, they are the experts in the legally mandated services for children. That is the current process.
- Is there going to be an adjustment for fall as in years past? Answer: Yes, we have a contingency plan. We have set aside contingency dollars planned in budget, and anticipate the adjustment for the contingency; it is planned. It is \$2M.
- Director Marchese noted that he hopes we can look at more opportunities to what we're doing as an organization and ensuring that we are doing them in the most efficient way. We have an annual increase on the transportation budget, and we need to ask questions about that. Is it a service and mode, and manner that we can afford? That is an opportunity to make decisions in an operational way.
- It was also noted that the Board is interested in hearing back from sites on the impacts of the ways the allocations work. We need to ensure families are learning about the budget and understand the aspects of the budget.
- Is the concentration factor something that is part of the statutes in terms of allocating funds? Answer: It's part of what Title 1 utilizes in their poverty factor. Free plus half of reduced lunch count. The statute comes into play where schools must be served at 75% or greater; the district serves at 40% or greater. We are reaching way lower than that statute in terms of funding schools with Title 1 dollars. It is a ranked process in terms of concentration. The money doesn't follow the student, by Title 1 law. It is the rank order.
- Do we have a school allocation chart? Answer: That will be added. A community dashboard will also be added to the website. The community can input a school number and data will show for that school.

C. School Choice Update

Superintendent Gothard then introduced Chief Operations Officer, Jackie Turner, to provide the school choice process and update.

Admission Priorities

- The admission priorities table for PreK, Elementary, and Middle/High School were presented. Reflecting Saint Paul is a collaborate program in the efforts to integrate some of lowest poverty

schools. The goal was to allow students and families in higher poverty areas greater access to lower poverty schools. Families learn if they qualify through their address and are then led through the information and process. Siblings are prioritized within each category.

Lottery and Placement Facts

A lottery occurs anytime we have more requests than seats are allocated for a school or grade. Students are assigned based on priorities. For schools or grades where we have ample seats, it is more of a placement process.

- Completed March 26, 2018
- 5,890 on-time participants (similar to last year)
- 3,093 reserved seats (for families for PreK to K, 5 to 6, and 8 to 9 grade; families within their pathway do not need to fill out an application)
- 385 late applications (270 placed)
- An Applications by Grade bubble chart was also shown, with the majority of applications in 6, 9, K, and PreK, with grades 1 and 3 slightly higher than the other grades.

Kindergarten Lottery Results

- 1,645 participated (on time and late)
 - 92% received their 1st or 2nd choice (last year was 95%; numbers above 90% are great to honor those requests)
 - 138 with no placement; we are working with those families to find alternation schools (last year was 80 students)

Grade 1-12 Lottery & Placement Results

- 2,840 students with a reserved seat
- 3,357 additional students participated
 - 78% received their 1st or 2nd choice
 - 1,104 are new/re-enrolling to SPPS (not a current enrollment record last year)

Pre-Kindergarten

- 1,526 students participated
- 84% of students placed (increase over last year)
- **Pre-Kindergarten – Rondo Program**
 - 61% continued with reserved seat to community school
 - 39% applied to a different SPPS school
 - 100% of those PreK students will be enrolled in SPPS next year
- 73% full day seats filled
- 65% half day seats filled (18% open are for ECSE students)
- 250 students on waiting list (59% priority (FRL, special ed., bilingual at home), 41% non-priority)

Reflecting Saint Paul Sites

- There are 1,007 seats available (about 20%) at 11 sites across the district.
- 119 applicants
- 70% of students placed received their first choice
- 78% of seats filled; those seats we hold until June 1st, then we release a few more, and a few more each month

Schools with Waiting List (schools with 50+ students on waiting list)

We work within our team and Facilities to see if there is anything we can do as a team to increase capacity. There are several reasons why families do not get into their choice schools, and most revolve on facility and program capacity. In some buildings, we don't have enough physical space to accommodate more students. The Facilities Master Plan involves more gathering and support spaces; not around increasing capacity by a large amount of students. Every site has its story. We do try to increase capacity where we can to accommodate additional families.

- Elementary

- JJ Hill (75)
- Nokomis North and South (72)
- Expo (66) – a school new to the waiting list
- K-8
 - Capitol Hill (355)
 - Farnsworth (73)
- Middle
 - Highland Park Middle (93)
 - Open (89)
- High School
 - Washington (216)
 - Highland Park Sr (118)

Waiting List Rationale

- Facility capacity
- Program capacity
- Equitable enrollment distribution
- Projections
- Class size
- Reserved seats

Post-Lottery: What's Next

- Phone calls
- Site-based outreach
- Late applicants
- Managing incoming waitlist, walk-ins, online and paper applications
- A graph of recent applications by day was shown, with 4/13 saw the highest number of recent applications

Enrollment Best Practices

- Early childhood screening offered at School Choice Fair
- Early acceptant to kindergarten for students applying to their community school
- PreK students at Rondo have reserved seats at their community school
- Community-based education program partnerships

QUESTIONS/DISCUSSION:

- What is the deadline for applications for reserved seats? For example, if a student at Farnsworth decides to go somewhere else, is there a deadline for that? Or do we know they are not attending Johnson if they don't show up? Answer: In November, all families that qualify to go from one grade to the next, they receive notification of their reserved seat. If they choose to go to that school, they do not need to do anything. If they choose to go to a different school, they are encouraged to go on open houses and attend the School Choice Fair. The applications to change the school are due late February. For every school for every grade, we use historical retention rates. We work with schools and Placement Center, and principals to over-place those schools based on the retention rates.
- Some families are disappointed if they don't receive their first choice, and definitely if they don't receive their second choice. Families may wonder what criteria prevented them from being accepted into the school. How are we able to explain to families in terms of criteria of why they didn't receive their first or second choice? Answer: Our system has a scientific algorithm that bases it on the information, as well as the staff computing the information, based on the map in the system. Families receive the priority based on the zone. If a family checks that their child is a current sibling at that school, staff verify that information. The system then places students based on the criteria. We have worked with this system for the past 7 years and can work each of the

6,000 applications in less than three minutes. Previously, staff were working each application by hand individually. This program is a partnership with a Saint Paul parent.

- There is a computerized, scientific way of evaluating the criteria. Can we do a good job of explaining the criteria process? Answer: We do a good job of that, but can always do a better job of explaining that to them. We should be taking the necessary time with families to hear them when they are disappointed that they did not receive their first or second choice, and that information will be taken back to the Placement Center to spend that dedicated time. In the event that families have the same priority, once we get to a number of applications, the system assigns an arbitrary lottery number, and that is an aspect that families challenge. It is a random number assigned by the system, and we can do a better job of explaining that.
- Has Reflecting Saint Paul been a source of controversy? Answer: We do hear from some families that do not qualify that they feel it is unfair. Once we can talk through the district priorities and equity, and that all SPPS schools are for all families, it does help. We have initially reserved 20% of available seats. We define available seats by all siblings, all families in the area, and then we place teacher's bargaining group. There are several areas of priority prior to Reflecting Saint Paul within the schools which may change each year; they are assigned by free and reduced lunch rates 20% below the district average are the schools in which the seats are saved.
- How long have we been doing Reflecting Saint Paul? How is it trending? Answer: Six years. The data is showing there are increasingly reduced applications, and we are able to accommodate fewer percentages. One it says families are okay with community school options. It also indicates that as we have fewer first seats available, there will be fewer and fewer applications to accommodate. We anticipate this number to go down as we continually see a decrease in projected enrollment, and caps on class sizes. We hope that with the new strategic plan, we will be able to do program evaluation to determine if we are meeting the needs of the target audience, and if not, redesign.
- Those seats saved for August, do they generally get filled? Answer: We are strategic in looking at releasing seats and the waiting list. We tend to release seats based on priority and criteria, and may be less depending on the waiting list. We manage those together and align them together. We work closely with high school principals to be flexible.
- As we start to do student count in the fall, do we call back families on the waiting list to move to their first choice or second choice school if there is space that is open for them? Answer: Yes, we do honor the waiting lists until the third or fourth week of September. As seats are open, we fill. We are also flexible within the month. Once families have connected in their sites, very few families are interested to leave at that point. We sometimes need to make 6-7 calls to fill that 1 seat.
- Are we maximizing enrollment of buildings where we have capacity? Are we filling all seats available to families? There are ongoing concerns about waiting lists and some schools are magnet programs. Are we filling all the seats that we can? Answer: Yes, we are based on the criteria and rationale. If a school is at capacity, to be safe we can't continue to put more and more students in some of our schools. In some cases, we could put more students into a classroom, however, we have also worked to have class size caps. In some schools, we can fit 30 extra students, but we don't have one additional classroom identified for those kids. They would need to be interwoven into those other classrooms. In addition, it comes to a budget reason. If we fit 2 more students we don't need to allocate another teacher; in the event that we put all students together in a classroom, we need another teacher for that class. One way we can do this together is to sit with community, teachers, families, and administrators, to say that if we have a school we really want to grow, let's work together to get more students into a particular classroom. This is working in schools with low enrollment as well. There is a process within the teacher's agreement on class size to have that conversation. It's best to happen at the school level. We also will reserve seats for early childhood special ed. or special ed. students, since they sometimes enroll later. It is not our intent to purposefully hold a school down. We need to make sure we have programming that is equitable. We need to be able to run and manage all sites and provide the distribution of those students. We are also in a tight budget time to provide the programs for families.
 - We have told our families this is a choice system. The criteria will dictate who gets preference. There are concerns about how people coming into the district will be allocated. If families are not choosing a building, it is a message we need to think about the sustainability of the program. If a program is popular, there are messages that we can take

– that is revenue, and an opportunity to duplicate what those programs offer. Why wouldn't we fill the buildings that are in demand with the families and their children who want to be in the building to maximize those opportunities when there is still space? Why would we not want to have kids filling seats if there is capacity? Answer: If that's what was heard, that was not the intention. It has to be a collective decision together. We shouldn't be too hard on ourselves – 92% of kindergarten families with first or second choice is amazing. I don't know if there will ever be 100% in a choice system – that could occur in a non-choice setting. It is the hope that this will be part of the program evaluation that will determine the effectiveness and sustainability of programs. In tight budget constraints, we can't have it both ways. There is still time and opportunity to work with school communities to accommodate. School teams are phenomenal in accommodating families and working through the waiting lists.

- Are you saying right now that every school with a waiting list is filled to handle as many students are in it? Answer: Washington Tech is full, as well as the Highland schools; OWL is also full based on school community. The Capitol Hill program is surrounded in heart of city, and incorporates the full day PreK program at Rondo. We have phenomenal programs, and the largest Discovery Club is at that site. Ben Mays is another a great magnet program that almost made the presentation list as well. Ben Mays has a waiting list for kindergarten. We'd like to put another kindergarten class there. We have four sections of PreK at that program. Right now, we feel we are at capacity to provide all programs access, and that all are important to us. Can Capitol Hill take more students? Yes, they can they can take more students within current allocations, it's about working with us to take more within those classrooms, that we're not adding another physical classroom to that program. We want to be able to allow more families, and more students, while also being fiscally responsible as a model. Another scenario would be to allocate more staffing to them, and working with the Finance office to determine where we'd then take those funds from a different area. Those are decisions we can make as a school community.
- At LMAP, the 4th grade is leaving to move to the other campus. What sort of expansion are we looking at with those classrooms? When do parents on the waiting list find other whether there is space? Answer: Typically we will move seats again in early May, after the K registration day. That will give us a good indication of who will be there. Schools are great about calling those parents who did not attend. We will then move the waiting list. Early May, early June, early July, and early August, and then right before school starts. Those are the biggest waves.
- On that list, along with Ben May, is in fact LMPA with 39. Was that taking into account the extra room at the lower campus? Answer: Those details will be sent to the Board. In general, we are also accommodating at the lower campus also PreK as well as early childhood programming, which will take up some of the space.
- When Capitol Hill was originally placed at its location, neighborhood preference was given to that school. With the previous strategic plan, that neighborhood promise is no longer in effect. Would that be a good idea to give the preference back to the neighborhood, knowing that the student would still need to qualify for GT services. Answer: There hasn't been discussion about that; the belief around that decision is that magnet schools are supposed to draw from all parts of the city, and integrate curriculum, and use a particular curriculum, and also to support integration. It is not the intent of the magnet school to draw from one part of the city; the beauty is that it should be diverse. If that was the decision to be made by the community it would not along with the national best practices around magnet schools. If we were to consider doing that for Capitol Hill, we should consider that for all magnet schools.
- If we decided to do that, would that be a consistent with what we try to do with Reflecting Saint Paul? Answer: Reflecting Saint Paul aims to diversify a particular school. That decision would increase priority to families within that neighborhood, and in looking at the demographics of neighborhood around that schools, it would not produce an integrated school community. Reflecting Saint Paul has been one of the main reasons to provide integration for Capitol Hill. In tracking their consistent increase, it aligns directly to introduction of Reflecting Saint Paul.

D. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period March 1, 2018 through March 31, 2018. Ms. Ellis seconded the motion.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

IX. CONSENT AGENDA

MOTION: Mr. Marchese approval of all items within the Consent Agenda with the exception of item C1 – Renewal of Innocent Classroom Contract 2018, which was pulled for separate consideration. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

A. Gifts

BF 31257 Helen Podruska Donation

That the Board of Education authorize the Superintendent (or Designee) to allow Capitol Hill Gifted and Talented Magnet School to accept this gift from the Helen Podruska Trust.

B. Grants

BF 31258 Request for Permission to Submit a Grant to the ECMC Foundation – Full STEAM Ahead

That the Board of Education authorize the Superintendent (designee) to submit a grant to the ECMC Foundation for funds support Full STEAM Ahead; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 31259 Request for Permission to Submit Grant Application to McCarthy Dressman Education Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the McCarthy Dressman Foundation to fund the Core Words Project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31260 Request for Permission to Submit a Grant Application to the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Bush Foundation for funds to support Re-envisioning Family Engagement in Education through Restorative Practices: Enhancing the journey to improve school climate within St. Paul Public Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31261 Request for Permission to Submit Two Grant Applications to the City of Saint Paul's VISTA Program

That the Board of Education authorize the Superintendent (designee) to submit two grants to the City of Saint Paul to host two AmeriCorps Vistas; to accept grant, if awarded; and to implement the project as specified in the award documents.

BF 31262 Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to support Family Guided Routines Based Interventions; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31263 Request for Permission to Submit a Grant to the ECMC Foundation - Academy of Finance

That the Board of Education authorize the Superintendent (designee) to submit a grant to the ECMC Foundation for funds to develop summer internship opportunities for students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31264 Request for Permission to Submit a Grant to the Minnesota Department of Education – McKinney-Vento Homeless Children and Youth Education Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to serve students experiencing homelessness; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31265 Request for Permission to Submit a Grant to No Kid Hungry

That the Board of Education authorize the Superintendent (designee) to submit a grant to No Kid Hungry for funds to increase summer meals participation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31266 Request for Permission to Submit a Grant to the Minnesota Department of Labor and Industry

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Labor and Industry for funds to create business partnerships and internship opportunities for district health care programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31267 Request for Permission to Accept a Grant from the Confucius Institute

That the Board of Education authorize the Superintendent (designee) to accept funds from the Confucius Institute to support Jie Ming Mandarin Immersion Academy in SPPS; and to implement the project as specified in the award documents.

BF 31268 Request for Permission to Submit a Grant to the National Education Association

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Education Association for funds purchase books; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31269 Request for Permission to Submit a Grant Application to the Saint Anthony Park Community Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Anthony Park Community Foundation for funds for funds to purchase books; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31270 Request for Permission to Submit a Grant to the Minnesota Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to develop and pilot a school-based agriculture project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31271 Request for Permission to Accept a Grant from Allina Health

That the Board of Education authorize the Superintendent (designee) to accept funds from Allina Health to create a Chill Zone at Harding High School in SPPS; and to implement the project as specified in the award documents

C. Contracts – pulled for separate consideration

D. Agreements

E. Administrative Items

BF 31272 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period February 1, 2018 – February 28, 2018.

(a) General Account	#689288-690748	\$69,921,184.28
	#0002868-0002880	
	#7002684-7002718	
	#0002156-0002243	
(b) Debt Service	-0-	\$15,500.00
(c) Construction	-0-	\$5,412,030.62
		<u>\$75,348,714.90</u>

Included in the above disbursements are two payrolls in the amount of \$38,493,967.27 and overtime of \$260,270.23 or 0.68% of payroll.

(d) Collateral Changes

Released:
None

Additions:
None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending July 31, 2018.

BF 31273 Facilities Department FY18 Purchases over \$100,000

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$100,000.

BF 31274 Replacement Deed - 1619 Dayton Avenue (formerly Gordon School)

That the Board of Education authorize the Chair, Clerk and Treasurer to sign a Quit Claim Deed transferring the District's rights in the subject property to Family Tree, Inc.

F. Bids

BF 31275 Bid No. A213801-A Highland Park Elementary Building Renovation – Mechanical/WS-23A

That the Board of Education authorize the award of Bid No. A213801-A Highland Park Elementary Building Renovation to Thelen Heating for the lump sum base bid for ~~[\$895,200.00]~~ \$895,000. [Amended Bid Amount]

BF 31276 3170-18-01 Rondo Education Center Chiller Replacement Project

That the Board of Education authorize award of the 3170-18-01 Rondo Education Center Chiller Replacement bid to SVL Service Corporation for the lump sum base bid for \$498,818.00.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31277 Renewal of Innocent Classroom Contract 2018

Director Brodrick noted that he pulled this item for separate consideration in order to provide progress of the program for the community, as well as to acknowledge the work of Myla Pope, Assistant Director, Equity/Office of Teaching and Learning, for the organization for the recent Equity Summit.

Director Brodrick recapped his experience with Alex Pate, creator of the Innocent Classroom, and noted his admiration of both the program, as well as the creator. He requested more information on how it has been working, and wondering whether his will be a program that can be expended to other schools.

Chief Wilcox-Harris provided more information. Innocent Classrooms allow us to look at students in a different way. We have been working with the Innocent Classroom project since 2015. There are 28 schools and around 500 staff members who work with this program. We also have community partners who would like to see this work expand. District staff have met and conversed with Alex Pate about relationship building, and the authenticity of relationships. This is a program that occurs in the classroom. Teachers have had their mindset "irreversibly shifted" in the belief of children and the ideas that there is an innocence and goodness for every child.

Director Brodrick also questions how soon we will see concrete data that indicates how the success of this program. He believes in this program and a way to stress the relationship between the teacher and the learner.

Myla Pope, Assistant Director, Equity/Office of Teaching and Learning, then provided more information. This work is a spin-off with equity in the classroom. We discovered teachers needed to mediate conversations and how to use protocol to begin to implement that in practice. Teachers help build stronger relationships. It's also about school culture. Data points include that innocent technologies assessment showed that there was a 53% reduction in weekly referrals since beginning of training; 81% more positive daily outlook; 91% of educators found more academic growth as participation result; 92% educators report that there was an increase in students' academic mindset; 95% of educators found they are better able to redirect student behavior. We are somewhat expanding, and we are because buildings have noticed the need address professional development with staff. We want to provide the educational assistants, and teaching assistants, as well as others that were other not able to take training to have the foundational training to build in the development of that work.

Director Vanderwert also questioned how Innocent Classroom and integrating research in trauma are integrated into program. There is the belief that all behavior has meaning, and when kids act certain ways, they are trying tell us. How is the Innocent Classroom helping us to determine what they are trying to tell us? Answer: The program operates under the guide that many people are inflicted with trauma, and how do we create an environment and techniques to determine individual good that surfaces below the trauma that people experience. As far official information, those details could be provided after research. In experience, talking about how we experience and find and identify that good and grow together for the success of everyone. This program operated in elementary through high schools in 28 sites.

Director Schumacher noted the possibility that small groups could observe the Innocent Classrooms, if board members are interested.

Chief Wilcox-Harris noted that at a recent conference in decreasing suspensions, that the Innocent Classroom was one of the first programs mentioned. The state is using this program as an evidence based practice to help our district.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to contract with Innocent Technologies for the 2017-2018 school year to deepen and expand SPPS' racial equity development and equity in the classroom offerings to staff in SPPS. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

X. OLD BUSINESS

BF 31278 Strategic Plan Framework

Superintendent Gothard went on to introduce Jackie Statum Allen, Assistant Director of Strategic Planning and Policy, and Martha Greenway, Greenway Strategy Group, to present the final framework of the strategic plan.

Project Overview

- The steps, goals of each step, and timelines were shown and reviewed. Phase 1: Analysis occurred in November through January. Phase 2: Strategy Development occurred in February through June. Phase 3: Action Planning is scheduled for June through December.

Strategic Plan Components

- **The Direction**
 - Mission: descriptive statement of purpose; what we do
 - Long-Term Outcomes: specific, measurable results to achieve
 - Strategic Focus: areas that must be addressed to achieve long-term outcomes
 - Strategic Objectives: choices about how to address the strategic themes
- **The Methods**
 - Strategic Initiatives: significant projects to implement the objectives
 - Action Plans: how to get the projects done

Kernels of a Good Strategy

- A diagnosis, guiding policy, and coherent actions are kernels of a good strategy in Phase 1, 2 and 3, respectively.

The strategic planning process was shown, with the different steps of Phase 1, Phase 2, and Phase 3, with communication throughout the process. We are currently in Phase 2: Identify and Train Strategy Team Leaders, Orient Team Members of the process in order to develop objectives, measures, and initiatives (which will happen through June 19.) After June 19th, Phase 3: Action Planning will begin.

Community Input

- There were 729 participants, 44 input sessions, and 66 facilitators. It involved 7 weeks of engagement and 912 hours of discussion.
- A chart of community input sessions by groups across the district was also shown.

Draft Framework for Community Input

- The previous draft strategic framework was shown that was presented at the engagement sessions. This is the original draft before the edited version.

Frequent Comments for Focus Areas

- **Focus Area 1: Positive School and District Culture**
 - Intersectionality needs to be addressed
 - Students need social-emotional learning supports, and mental health support
 - Support of restorative practices
 - Safety
 - Respect
 - Teachers' relationships with students and parents
 - More communication needed between schools districtwide
- **Focus Area 2: Effective and Culturally Relevant Instruction**
 - Need more teachers of color
 - Need more experimental learning
 - Concerns about students being passed along when not really ready
- **Focus Area 3: Program Evaluation and Resource Allocation**
 - Staffing concerns, need more counselors
 - Resource allocation concerns
 - Budget concerns
 - Middle school organization
 - Accountability for teachers and administrators
 - Educational Assistants (EAs) getting pulled out of classes too much
- **Focus Area 4: Effective and Culturally Relevant Instruction**
 - More college prep needed
 - Mentoring, apprenticeships and career days
 - Career after high school support needed
 - Helping students who are not on-track to graduate
 - Life skills

- **Focus Area 5: Family Access and Opportunity**
 - More support from community organizations
 - Clarification and support for kindergarten ready
 - More parent involvement needed; family support needed.
 - Interpreters neede
 - Better communication from district/teachers/admin to families
 - Home visits
 - Support for homeless families

Comments related to the strategic plan framework included that special education is missing, it singles out American Indians, it is missing arts and areas other than math and reading, and the concerns on the 3rd grade and 8th grade benchmarks.

Proposed Revisions Following Community Input

- Revise SPPS mission statement
- Develop district value statements

An updated strategic framework with proposed revisions following community input was then presented. Comments to be addressed during the strategic planning process include that we need to determine the sources used to measure and evaluate, teachers need professional development, too vague and unspecific, and no innovation.

The next steps in the process timeline were then reviewed.

QUESTIONS/DISCUSSION:

- Director Vanderwert noted that she likes most of the changes. She'd like to change the wording to "engagement" instead of "involvement". Involvement seems more like a message to community and families that we want them to be in our schools to help them – it is more of a "can you come and help us?" Engagement seems more like we want the community and families to be engaged in the decision making, and to be engaged in their child's lives as well; that we are supporting their relationships within their families. Answer: That is a good revision. We will need to be careful in communication that we are saying that is what the district will do, and not just the Office of Community and Family Engagement. That is a communication task to take on.
 - Superintendent Gothard questioned if it seems that engagement needs a formal invitation or can it be something that is happening all the time, and it's an expectation on our part? Or do we take any opportunity to involve our community? Answer: Initiating that interaction with them, instead of requesting that they come to us will be important in this day and age.
- Director Marchese noted that he appreciates the revisions that make it broader in math and reading. These are still important topics tied to outcomes and he doesn't see those items that relate to our kids' education that are beyond testing would measures. He worries that our outcomes are assessment focused, and as a result our metrics will be assessment focused, and that will fuel just focusing on assessments. The kinds of student we are hoping they will become will be more than what assessments will measure; they will be more than performing well on test. We don't want to lose the well-rounded education, well-rounded students, and well-rounded adults, that we will get if we don't focus beyond those assessment results.
 - Superintendent Gothard thanked for that insight. If we move it long-term student outcomes and move it to the strategic focus areas, that might be beneficial. We might find social-emotional learning under positive school and district culture and knowing that will affect long-term outcomes. We might be measuring long-term outcomes, but by driving through the well-rounded child. Also, culturally relevant instruction is also something we hear consistently as well. That might not be a long-term outcome, but we know increasing and action plans that will be a way to drive the long-term outcomes.
 - Director Schumacher also noted that with the new state guidelines and how we evaluate and social-emotional factors, that needs to be part of our process, and how we codify and

evaluate that. He looks forward to seeing that. Our parents and students are also unclear about that since it's relatively new; it needs to play an important role in that as well.

- Chair Ellis questioned if English language learners and students with special education could have their own specific long term outcomes. Answer: Assistant Director Allen noted that the way in which we provide those services they are usually paired together. Also, they are both striving to increase a student group that makes up a significant portion of our students. By improving the achievement of each of these groups, that would be improve the overall district achievement. Superintendent Gothard also noted that in reporting, these data are reported in that way. By putting them together, we are reducing the focus of the plan in looking at long-term outcomes, but also as a value statement that we are addressing them together and not separate.
 - Director Xiong also raised this question as well. Many times, when these two groups are put together, one becomes an afterthought because we have seen in state reporting. These two are lumped together, and then one somehow always attached, although they are so different with different needs. In looking at the EL population, they make up one of the top 10 school districts in state. The needs are so different between the two student groups. She also appreciated the changes to the strategic framework.
 - Martha Greenway encouraged the concise on strategic focus areas of articulating those concepts to be focused and over necessary areas. It will not matter if they are split up. They are different groups of individual students who require different approaches. If it makes more sense to the Board, there is no technical reason why that would be a problem.
- Director Schumacher also noted that the mention of folks feedback on “putting meat on the bones”, and that's what it come to. People are interested in hearing about the “meat”. The sooner people get understanding of the specific or direction, the happier people will be.
- Director Marchese also observed that one of the things missing and demands strategic attention is the sustainability in our finances, enrollment, programs, and options and configuration. He appreciated the fact that is the plan is instructional in focus and with specific metrics to follow outcomes. There are operation issues that the district faces that will impact the ability and capacity to deliver on instruction promises we are making here. If it is not specifically addressed, it does not get focus by administration and staff. How do we create a sustainable model that discusses how we create a sustainable “business model” to deliver on the outcomes we want. These items will demand significant attention, and it can exist on the side, abut do not want to get lost. We need to have intentionality to those things as well to have on instructional model. That is fundamental in running our district; it will need to be somewhere. Answer: The focus area on program evaluation and resource allocation, will be the opportunity to create structures internally to improve the process. The tools to have those decisions made and informed lie in the strategic theme. There will be initiatives on creating that capacity within the district and the implementation. Superintendent Gothard noted that he has contemplated also creating an operation plan, which may not make sense. The program evaluation and resource can be internal focus. There are different operation plans going on across the district. The one thing we need are the internal systems to drive and inform us to do our work, and to achieve the success we want. We will need to be intentional in our work on the concerns, and the strategy for them to fit.
- What is the process to create the mission and those guiding values? Answer: We will develop engagement with the community to do that. Until we get more “meat on the bones”, it will start to play out and give more life. It is important to develop consistent vernacular to internalize it, and also to market it to show our best to our community and to be proud of it. A specific method to be designed on the mission and values will be happening.
- The three changes are to the framework are:
 - Add a bullet point to separate the increasing achievement of EL learners
 - A separate bullet point for increasing achievement of students with specialized services
 - Update to “Family and Community Engagement”

MOTION: Mr. Schumacher moved that the Board of Education approve the Strategic Plan Framework as presented, with the three changes mentioned. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

XI. NEW BUSINESS

1. Resolution to Form a Joint Powers Entity and to Enter into a Joint Powers Agreement

Superintendent Gothard then introduced Chief Turner and Erica Schumacher, Ramsey County Attorney's Office, to present on the Community Innovation Project: Improving the Way We Work Together to Serve Our Youth. The vision of this project is to improve youth connectedness to school, community, and caring adults to avoid contact with the justice system. They thanked our partners in this work, including Third Sector Capital Partners, Ramsey County, the City of Saint Paul, Wilder Foundation, Ramsey County Attorney's Office, and Marnita's Table. A timeline of the history of this project was reviewed, with the beginning in 2014.

Barriers: In Systems and Communities

- Systems
 - Silos – unable to share data
 - Resources often buried deep within systems
 - Lack coordinated, proactive prevention and intervention
- Communities
 - Increasing numbers of youth exposed to violence and other trauma = increasing needs
 - Adverse Childhood Experiences impact brain development and increase risk of negative life outcomes

Community Innovation Project

- Goal: To transform the way our public systems work together by developing a new triage referral system that uses data-driven decision-making to:
 - identify underlying causes of behavior
 - systematically connect children with comprehensive resources to address their individual needs
 - redirect resources to prevention by funding successful outcomes

What Could This Look Like Going Forward?

Integrated data-sharing platform acts as early alert system →
Enables centralized outreach to families with voluntary offer of help =

- Better identification of youth with unmet needs
- Earlier connection to resources
- More streamlined, effective service delivery
- Leveraged resources

Next Steps

- Execute a Joint Powers Agreement among city, county, and school district/s in Ramsey County to create a new joint powers entity to enable data-sharing going forward to better serve children and families

QUESTIONS/DISCUSSION:

- Director Brodrick noted that in serving on several external committees with the City and County throughout the years, that we are all serving the same families and the same children. This certainly

sounds like something we need to do to combine efforts of the three entities to serve the same families.

- Board members also noted concerns about the folks at Public Comment, and that in dealing with data about individuals we need to be careful to have the proper firewalls in place to prevent that information from leaking to others. How are we going to be ensuring the data is safe? Answer: This opportunity is with the National Council on Crime and Delinquency. It was founded over 100 years ago to do research specifically on preventing kids from interacting with the justice system. They have 100 years of experience and 25 years on predictive analytics. The technicalities about protecting data have been discussed and there have been conversations on the data. The County is willing to store the data on its server and incur the expenses. The safety and storage of the platform of data will need to be determined by the joint powers board. All staff and NCCD are committed to protecting that data. There are also specific tenants in the agreement that would hold them liable for any breach under their care.
- Director Foster reiterated that the purpose of this agreement is to be proactive and take money usually spent on the backend once kids are interacting with the justice system, and instead move those funds to the frontend. We need to ensure how youth and families are involved in this process, and the design. Who will be sitting at the table for those discussions? If we enter into the agreement, and we don't feel it is working, what is the process for pulling back? Answer: There is a process within the JPA that if a single entity wishes to withdraw, the remaining entities would still work together. If all wish to withdraw, then it's done. Families can be involved within the joint powers board students. Each entity will have three representatives of the board. Members of the board will work to govern moving forward. Through that process, there is also a process to appoint staff to manage this work on a day-to-day basis as well as to determine community engagement. It will really be up to the members on the joint entity board to determine how that will look.
- What other work like this is being done in Minnesota in this particular area? Answer: We don't know of another similar model in Minnesota. There are programs in other districts that work with the county, and have county workers inside the schools to provide support. As a team we have seen other successful joint powers agreements in other parts of the country in models in primarily working with Juvenile Detention Alternatives Initiatives. They are working well and seen as country's best practice models. Our partner school district in Minneapolis has an agreement with some entities around serving and supporting students with difficulties in truancy, corrections, and alternative to detention. There is a center in Minneapolis known as the Juvenile Supervision Center that is working with a similar model. There are models with multiple agencies working together.
- How will this project limit the access to this information? Answer: There will be non-disclosure or contract with NCCD, and there are terms in the agreement of exactly who has access to the data, what purpose, when they have access, storing the data, and when the data needs to be destroyed are included in that agreement.
- Is there any understanding or rubric in thinking to guide this work to best serve the students we are trying to reach? Answer: This first step will be the legal mechanism to share the data; this is the foundation. This will allow the integrate and match data to cross systems, with predictive analytics in order to create an early alert system to show the factors in common. It will also us to have a centralized outreach to families and connect them to resources. What that looks like has not been decided yet, but are examples of what it could enable us to do through this agreement. Examples of working with families include through the work at the Student Placement Center and through a series of questions, determine if a family may be interested in additional supports that a student could benefit from day one.
- How will we monitor this process to ensure this work is about how to best work with students? Answer: There was extensive community engagement that focused on this process and that it needs to be student centered, multilingual serves available, a centralized place to turn that is not the police during mental health crises, and the support for those services. This is an exciting opportunity take the first steps to have those conversations and think about how can better direct resources to help those families and connect them with those services. That work will be guided by the Joint Powers board, and the board members will have representatives to also help guide this work. We will also need additional engagement opportunities with the community.
- Director Xiong noted this is an exciting project to support families and preventive work.

- In thinking about the students and families who are undocumented, in sharing data, if a student or family is alerted as being undocumented, how does that process work to ensure their status is not shared? Answer: Enforcing immigration is a federal requirement, so that information would not be maintained with Ramsey County. None of the data we're interested in sharing relates to immigration. Entering into this does not open this data to all governmental employees. The joint powers agreement only allows data sharing within the entity, and the entity would need to determine what that looks like. Access to a database will be restricted to only those who need to access it for this project; it will not be open to all employees within those organizations.
- Director Vanderwert noted that she is excited for this work. It will be an opportunity to provide early interventions for kids and to do that as soon as they are showing the need for it. If we can prevent these interactions, our outcomes will be better. It is the hope that this will build systems effective for families relevant to them, and also with adequate support to be self-sufficient and stable to do well.
- Director Schumacher noted that he acknowledges there are concerns about moving forward. We need to trust the government processes and entities involved or think of another way to approach this subject and provide the systems that are so desperately needed. We need to support this work, monitor it, and understand that we have a responsibility. We are not taking this topic lightly and we appreciate the work of everyone and to know that we can make a difference.
- Has it been considered to bring in different perspectives from different communities not currently in this joint powers agreement? How will we communicate with parents about this, should they want to opt out or not share information about their student? Answer: Both will be decided by the joint powers board, and through community engagement with staff and the community. It will be up to the board to determine and implement these options.
- It was also noted the appreciation to Nancy Cameron, General Counsel, as well as Jackie Turner, Chief Operations Officer, and the partnership with staff in this work.

BF 31279 Resolution to Form a Joint Powers Entity and to Enter into a Joint Powers Agreement

RESOLUTION TO FORM A JOINT POWERS ENTITY AND TO ENTER INTO A JOINT POWERS AGREEMENT

WHEREAS, the City of Saint Paul; the County of Ramsey, through its Social Services Department, its Community Corrections Department, its County Attorney's Office, its Sheriff's Office and its St. Paul-Ramsey County Public Health Department; Intermediate School District 916 – Northeast Metro 916, and Independent School District 625 – Saint Paul Public Schools desire to form a Joint Powers Entity and enter into a Joint Powers Agreement for the purposes and reasons set forth in the proposed Joint Powers Agreement; and

WHEREAS, the Joint Powers Agreement is made pursuant to the provisions of Minn. Stat. §§ 471.59 and 13.02, subd. 18;

NOW, THEREFORE, in consideration of the covenants and mutual agreements contained in the proposed Joint Powers Agreement and pursuant to Minn. Stat. §§ 471.59 and 13.02, Subd. 18, the Board of Education of Saint Paul Public Schools does hereby agree to approve and adopt the attached Joint Powers Agreement.

MOTION: Ms. Vanderwert moved that the Board of Education approve the Resolution to Form a Joint Powers Entity and to Enter into a Joint Powers Agreement. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

2. Resolutions Providing for the Competitive Negotiated Sales of Bonds and Certificates of Participation

Chief Schrul then introduced Kelly Smith from Springstedt to provide an overview on the resolutions for three finance issues. We will be going out for sale on May 22nd. The first, 2018A, is an annual issue that District has made for facility maintenance. The second, 2018B, are a second installment of the MDE desegregation plan – renovating building and adding on. This is to finish the work on five buildings. The third, 2018C, is for the purchase of Crosswinds Middle School. (There has been a previous reimbursement resolution that will pay the District back for the funds that were fronted for the purchase of that facility.) With the successful passing of these resolutions, the sale will occur on May 22nd, and will then be approved at the May 22, 2018 Board of Education meeting. Proceeds would be available on June 21st.

MOTION: Mr. Schumacher moved that the Board of Education approve the below resolutions:

- **Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2018A; Covenanting and Obligating the District to be Bound By and Use the Provisions Of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds**
- **Resolution Providing for the Competitive Negotiated Sale of \$53,065,000 Certificates of Participation, Series 2018B, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Certificates**
- **Resolution Providing for the Competitive Negotiated Sale of \$18,025,000 Certificates of Participation, Series 2018C, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Certificates**

The motion was seconded by Mr. Marchese.

BF 31280 RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF \$15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2018A; COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE BONDS

BF 31281 RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF \$53,065,000 CERTIFICATES OF PARTICIPATION, SERIES 2018B, COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE CERTIFICATES

BF 31282 RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF \$18,025,000 CERTIFICATES OF PARTICIPATION, SERIES 2018C, COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE CERTIFICATES

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Chair Ellis provided an overview on the Superintendent's Mid-Year Review which occurred during a closed board meeting on Thursday, February 1, 2018. Overall the Board of Education expressed their support of Dr. Gothard's direction with the District, and looks forward to his progress to ultimately help all students succeed. The Superintendent's Annual Review will occur during the summer.
- Chair Schumacher also noted his visit to Como Park Elementary and the book program initiated at the school. It's evolved to the Como High School honors students collect books and take them to Como Elementary, and kids get to take the books home. It is also working at Hamline Elementary and working with the university there. It is a great way for high school students to be connected to the elementary students. It was a great experience, and one for all board members to consider as they visit their schools.

XIII. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (6:05 unless otherwise noted)

- May 22
- June 12 | Special Meeting | Non-Renewals
- June 19
- July 17
- August 21
- September 18
- October 23
- November 13
- December 18

B. Committee of the Board Meetings (4:30 unless otherwise noted)

- May 8
- June 12
- August 14
- September 11
- October 9
- November 7
- December 4

XIV. ADJOURNMENT

Ms. Ellis moved the meeting to adjourn, and Ms. Foster and Mr. Schumacher seconded the motion. It passed by acclaim.

The meeting adjourned at 11:24 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by

Sarah Dahlke
Assistant Clerk,
St. Paul Public Schools Board of Education