

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

March 30, 2017

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m.

II. ROLL CALL

PRESENT: Mr. Schumacher, Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Ms. Polsfuss, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Schumacher moved approval of the order of the Main Agenda, Ms. Ellis seconded the motion.

The motion passed with the following roll call vote:

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

IV. NEW BUSINESS

A. Interviews with Candidates for the Position of SPPS Superintendent

1. **Joe Gothard**

1. What is your leadership style? How would you build consensus and develop teamwork among those individuals and groups you serve?
 - My leadership style is being in the present, a supporter, understanding issues before making recommendations, consideration of perspectives, being sure individual groups are part of the process. Building consensus, providing opportunities to lead as well and bring in perspectives - basically a distributive leadership model. I am open to making individual decision but find it more beneficial to work as team to move forward.
2. How do you define racial equity and what examples can you provide that support how your have been able to implement that definition in your current or previous work. What were the outcomes and challenges?
 - Racial equity is when students are achieving at the same rate, however gaps are apparent throughout a wide spectrum. To implement great change one must look at the data and implement systems of support for students, staff and the community. There should be a network of steps and supports (a system) to improve outcomes for all student groups. You must also look at culturally proficient systems. A system should value diversity, assess its cultural knowledge, adapt to diversity and involve families providing them with

information on how the system works and how they can support their students. We need to minimize and mitigate gaps between students.

- Racial equity in SPPS, there has been good work done. In looking at the data – some schools show positive progress and those should be assessed for systemic implementation across the district. We would need to discuss and analyze the work being done in a very precise manner to find areas of success and how to sustain that over time as well as move out to entire district..
3. Cultural sensitivity in our schools has always been a goal of this district. As we have worked to this end, the terms "equity" and "equality" have been misunderstood by many of our stakeholders. Could you please speak to these terms as they pertain to school house culture and student behavior?
 - When you look at student behavior, equality means having a consistent way to address all student behavior. Equity is the influence on individual students and being sure they accomplish at their maximum potential. Key is to be sure there is understanding, have supports in place and continue looking into data so you don't create disproportionality.
 - Regarding school house norms - there should be an agreed upon standard or norm in terms of that culture, in the expectations adults have re: students, students re: adults, adults to adults, students to students, etc. - this needs to be known and acknowledged as an entire school. There needs to be a welcoming, inviting and safe environment. We need to help students reach the level of expectations that are there; a culture for all.
 4. What would you do to positively impact student achievement? Please discuss in detail successful efforts to narrow or close the identified opportunity gaps in your current or former district.
 - You have to clearly know student data to guide classroom practices, focus on test scores when there are other opportunities to use assessments in other ways to understand how students are doing so adjustments can be made to individual student achievement. Common assessments provide value in a professional learning community as well but may need to be adjusted to meet the needs of students. It takes time to coordinate that but is work essential to school improvement planning and needs to be supported by the district. The district needs to make sure students are exposed to rigorous opportunities and given the best chance for success. If you don't assess frequently you may miss opportunities for better achievement.
 5. In your role of Superintendent, how will you advocate for public education? How do you encourage and maintain relationships with our community partners?
 - I have been involved in this work on the executive level through various organizations; networking is very important and this provides districts with a voice in legislation in the state. It takes many voices to show strength and to bring about substantive change in education.
 - Encourage relationships – being visible, aware, present, in contact with and knowing how organizations are working together. St. Paul is a caring place and puts children at the center of action in advocating for education.
 6. Declining enrollment is perhaps the major challenge facing our district. A huge number of St. Paul families representing all of our diverse communities have opted to send their children to private, charter and surrounding school districts. School climate, safety, lack of discipline and general poor learning environment have often been cited as reasons. As specifically as you can, please tell us what you would propose to reverse this public perception and to increase enrollment.
 - You need to make sure positive stories are being told about the district, making that the narrative for SPPS. Beyond that you have to invite people in, make them welcome and provide them opportunities to experience SPPS. A majority of

time it is the students doing a great job of promoting the schools but the perception needs to be tempered by positive things happening in schools. PR helps, meeting with groups to show the great work going on in schools. Creating opportunities to inform the community of the great things going on in schools, sharing positive stories.

As Sup how would you personally go about speaking to the public to counteract perceptions?

- A number of ways could be found to do that, use of social media, sharing good work being done through PR, school visits, etc. Stories can be told in multiple ways, through multiple media but the best way is person to person. SPPS needs to embrace all its champions and be sure it works with communities to disperse what is going on.

Enrollment, there is a focus on perceptions of schools, school options, locations, what thoughts do you have about what SPPS can do to increase opportunities in SPPS?

- Look at the data, learn how to reach out to community members, understand how perceptions are fueled and counter that discourse. Be measured about what is promised, concentrate on what can be measured and sustained. Think strategically so what is done lasts over time.
- Great things are going on in middle and high schools and in higher ed. We need to develop future ready students and make students understand what is needed to address their futures. There are work skills shortages so we need to look at matching programming and setting students up for success. There may be other paths than college. We need to do what we can to offer college credentials at the high school level, we need to deepen and expend that area.

7. Research has shown that children who attend high quality early childhood programs enter kindergarten with the skills they need to be successful. Please tell us how you have promoted early childhood education both in your district and in your community. What is your philosophy about building a high quality early childhood education program?

- Early childhood programs are essential. Kindergarten readiness is an important maker and starts students out on the best possible foot. SPPS needs to explore many different ways to present opportunities to families. In my district, we have opened space in elementary schools by adjusting grade levels to open space for PreK. PreK builds community in the schools so those families stay in that school community. You need to build around having high quality in a number of different settings that fit the needs of families and to be sure you can support those efforts over time.

Have you been tracking kids in early childhood?

- Not in a quantifiable way but we have looked at participation. This is something that needs to be done.

Do you have collaboration in your community (Headstart, etc) to improve their quality?

- To a limited degree, we don't have a lot of those partners in our community.

8. How have you built strong working relationships with your current board?

- We have had a two board member turnover. Time is the biggest element. We do have one on ones, I am always available to the Board chair and we have a group to work on agenda development. We have held a number of retreats especially when we have gone for a referendum. The retreats focus on single topics so we can spend time in deeper thought on how to work together to represent the entire school community. The Board is given great support in their work. We make sure there is an understanding of the role of governance in district.

When there is a conflict with a board member how is it handled?

- When there is a conflict/misunderstanding through a phone call or meeting to help to resolve whatever the issue is. I always make myself available and resolve issues through talking about it. Understanding through communication.

What is your understanding of the relationship between the Superintendent and the Board?

- A Board is comprised of seven individuals. You need to take time to understand who they are as individuals, how they work together, keep focused on the strategic plan and the work being done together. Also, work on Board development and in finding ways you can work together better.

9. How would you balance decision-making between schools and district?

- Having a clear definition in working with buildings, provide information for school leaders to be effective in their jobs. Use of administration as the first line team and having opportunities for feedback. Giving information in the best way to schools so they are ready to do great work. Schools need decisions provided with very clear precise information and an understanding of timing. Providing support to principals so they can lead high functioning teams in their schools. It must be a reciprocal model where the district supports schools and schools support district directions.

10. If you become our superintendent, putting on your student hat, what would you do to learn about the district, our programs, our schools, our staff and our students?

- Develop a community conversation protocol to go out and meet with the school community, staff, etc. It would be focused around questions – what they are proud of, what are the challenges, are there solutions out there? Take a look at how students focus on aspects in their lives. Use information from surveys, index card surveys, what excites you, what worries you. Asking staff for input. Learning about the district is ongoing as things change quickly. There are many variables that as Superintendent you need to understand along with how it might/will impact buildings. Develop ways for community, staff and student engagement.

The Hmong population is the largest in St. Paul yet they feel the conversation is centered around black and white voices and that they are not at the table. What do you know of the Asian minority and what would you do to reach out to this group?

- I have worked in diverse districts, you need to allow groups to share deeply on what impacts their communities. You need to start culturally specific parent groups to be sure you are meeting the individual needs of various groups. You need to look to the PACs and others to inform you of areas needing to be improved on.

11. How have you involved parents/families in the classrooms and schools where you have worked? How important to you are community ideals and parent/community input into District decision making? Do you have ideals/examples on how you can increase parent participation within the schools?

- Through family involvement in rich educational experiences. I have had success with a number of parents from different ethnic groups participating in various areas within the schools and district. Greater participation happens when they are allowed to change practices, change times of meetings, etc. We offered Adult ESL in schools and found enrollment increased and parents were engaged.

Community is very important. Parent entrust us with their children, support us through taxes, have pride in our schools and want them to do great things. How would you encourage that in St. Paul?

- Convene meetings, meet with families and communities where they are at, where they feel comfortable discussing ways to improve schools. Increase parent participation in schools though that varies with grade levels; find for other ways to involve secondary parents. Develop/convene district-wide, regional,

neighborhood meetings to be hear input. It is important to provide response back to parents and the community regarding their concerns.

12. How will you facilitate the flow of information from the District to parents and community and the flow of critical feedback from parents and community stakeholders back to the District?

- First inform board members of any feedback. I have always believed in sharing information with the Board with thoughts on how to respond, to keep the Board present in conversations so the community feels heard and valued. I would also expect the Board to share with me so there is consistency in engaging communities. The same would be expected of staff as well.

Family engagement in your district, how are parents engaged in efforts to improve school climate and address the needs of kids it is not working for.

- In my current district those efforts are usually school based with conversations taking place there. I have not been involved directly unless a group feels it is not having its needs met. Parents feel free to communicate directly with me. I will write back, refer them to the appropriate person at the building as that provides the best perspective of what is happening and offering myself as willing to support work where needed. There are opportunities to bring together larger groups in SPPS. Minnesota students have a lot to say about their values and belief and they want to be respected and responded to. I believe in empowering leadership.

13. Describe your beliefs and perspectives concerning school safety and discipline.

- It seems over the past there has been an automatic punitive response for misbehavior which has severe effects on students and families. Now, it is important to find the root cause of behaviors. We have partnered with the community to offer restorative practices as a tool to apply to students exhibiting low level behavior to deescalate that behavior. The work has been helpful; students want to be accountable to each other. When students can process feelings opportunities open up. Staff needs training in this as well in order to be able to allow them into restorative circles with students. This all takes time. This practice has also led to a student based justice court and has led to a different school culture. It has affected school climate. There will always be events needing consequences. We need to mitigate behaviors but not at the expense of students' ability to learn or teachers to teach. Understanding base causes, supplying supports, mitigating events with a system focused on relationships can build that culture and climate.

How do you view SROs in secondary schools? What is their appropriate role in buildings?

- It comes down to a partnership. There needs to be a memo of agreement on services provided that ensures both sides are comfortable. SROs have a duty different from staff. Staff needs to deal with attendance, behavior and achievement. We have now put staff member in middle schools in place of SROs. In partnership we have to come together to tackle areas needing work or showing disparate outcomes for different groups. Mental health needs are increasing and we need ways to address that.

14. As a superintendent, how would you delegate authority while maintaining accountability? Please explain the actions your would take in detail.

- Delegated responsibility comes from understood relationships, developed trust and a sense for how teams work to maintain accountability. It is difficult for a superintendent to be responsible for every decision made and to maintain accountability. You need to ensure staff reporting to administration has information and the support needed and understands the value of communication and can think about the steps ahead. You need to anticipate how a decision might impact groups, various levels of the organization need to be prepared to

communicate a decision. Trust, clear definition, a supportive belief that those working on the team will do a great job in exercising their role leads to responsibility/accountability.

15. What do you believe is the proper role for the superintendent in the budget process?
- To bring in a recommended budget there is a community role to be involved in the process, it also allows staff a say. You have to be prepared to make incremental shifts in what is being funded from year to year. It is the Superintendent's role to work with budget directors, provide guidelines and provide community engagement to seek input from the community so when a recommendation is made it has been vetted throughout the community.

Have you used any structures to facilitate the community process in budgeting?

- I have not as superintendent. A Finance Advisory Task Force is a way for advocacy and to provide community information on the budget process. When you look at budgets, you ask what are priorities and then assess the rest of the budget. 85% of any budget is staffing, so you need to look at staffing models to meet expectations of buildings, contracts, etc. There are many givens one doesn't have a say in so you need to look for areas where you can leverage resources, combine programs/services across a number of schools. What is the gap, what are the parameters of the Board and how can you engage administration to balance the budget.

16. Share some thoughts about short and long-term strategic planning. How do you prioritize required programs vs. innovative opportunities?

- We went through a strategic planning process as we put a referendum effort in place. We obtained feedback from various groups, outlined a long term strategy with short term goals. In order to work efficiently we had to be sure goals and outcomes were carefully considered, we had to network with the community in many ways (forums, surveys, etc). Long term plans were around what and how to develop excellence for all student and how to place priorities on successful practices and financial sustainability.

How have you reported on strategic outcomes, list some of the most effective ways.

- We established a set of key performance indicators including student engagement and outcomes. We formed a student performance committee to report on this.

SPPS has an existing strategic plan, what is your overall sense of that plan and might you use it to develop your own vision.

- I think it would be a sound decision to use the existing plan as an entry plan to talk with stakeholders about what is their belief in the plan, strengths and weaknesses within it, what things to move forward and what to eliminate. Involving the community to move it forward as a plan that can be successful and that the community can believe in.

17. Give us some specific ideas on how you judge your own effectiveness as a superintendent and how the board should evaluate your work?

- One way I judge my effectiveness is to watch how leaders work to succeed and do great work in the schools; to feel a sense of support and trust within schools. I have a track record of mentoring leaders (particularly of color). It is key to our profession to always increase diversity and develop leaders. I try to provide existing leaders space for their own development knowing the challenges they have to meet. We have developed a Leadership Academy for this. The Board will evaluate my work and they need to share with me what they want me to be accountable for and how they want me to work toward that.

18. If we were to talk to your biggest critic in our district, what would that criticism be and how have you responded to it?

- I have someone who wants outcomes to arrive tomorrow, there is great urgency around that. My response is it takes time, we have to be realistic about what we are asking students to do, review assessments, communicate what is expected of staff. We have shown some gains and stability and have put systems in place that will see results. We need to provide meaningful and relevant education opportunities for students, offerings they are excited about. We have increased graduation rates for all student groups.

19. What have you learned from personal experiences and travels that inform your approach to education?

- I am the first and only one in my family to graduate from college. It was a personal journey I would not have experienced except for the community support and the mentors I had in my life. I try to be sure always to look for the good in students, I don't give up on students as there is always tomorrow, each child brings something special to the world and we need to help them realize that. Excellence is my goal for all students, but it will look different for each.

20. Why are you interested in leaving your current position and how do you see St. Paul Public Schools in the arc of your career?

- I was drawn for a number of reasons, your community input listed a lot of traits I possess. Leading a larger system is near to my heart. In the arc of my career, I have a long time to work and to look at how much of an impact I can make on a district. Time is not part of the equation. I am excited to keep building on the pride so many have in this district.

21. What is your vision for St. Paul Public Schools? What do we need to do to accomplish it?

- I would like to unite the community around creating excellent education opportunities for all students. Unity has to be practiced, you need to be sure you understand what agreements and disagreements there are out there and find ways to maneuver through them. Unity is important so you need to know your leaders and stand up for them and for the children. When decisions are made they need to be in the service of the children and their community.

I would want to continue building on your racial equity work. Dealing with those beliefs, values and assumptions in the work with children and what we expect they can achieve in the classroom will take time; assumptions don't change overnight. We need to look at what the current level is, find areas of success to replicate and promote, increase capacity in the district and find ways for new staff to "catch up". Data will guide the work and we need to be clear on what data we want to look at and what is most important to ensure things are working and effective.

Partnerships are important and lead to greater outcomes for students. The best approach to work with the community is to set common goals, implement them and evaluate success frequently then make adjustments as we move forward. All this takes time and direction, intentional leadership and ensuring partnerships are thriving.

We need to ensure schools are safe and welcoming for students and staff. Student leadership is an important part of that. We need to provide opportunities and space so their voices are heard.

We need to develop programs that are sustainable and offer opportunities for the future. We need to expose students to and allow access to pre-college programs that will lead to a technical or four year degree. We need to partner with sources who can provide workplace experience for students in the district.

We need to change the way students view education, to make it meaningful and relevant and personal to each student and allow for student decision about their future; that is for all students. We need to identify future needs and start moving students to consider their future earlier and earlier. We need to be sure students have every opportunity to self determine their future.

Thank you for allowing me to be part of this process. It was rewarding to meet staff and parents engaged in the process.

2. Cheryl Logan

1. What is your leadership style? How would you build consensus and develop teamwork among those individuals and groups you serve?
 - Fortitude and grace – fortitude on how direction and vision are clearly articulated and connect strategic actions back to that. Grace in how to treat people, all the people I work with have respect for leadership and I have respect for them. In some instances I am a follower allowing others to lead under direction as a way to empower other leaders and amplify the effectiveness of a leadership team. A leader is only as good as those around you and as strong as the weakest link. I think about having all schools defined by the best school and have that as a form to move forward from. I listen to all voices on a team and decisions are executed as their own once finalized. Decisions are built through consensus, bringing everyone important to the table, then think about what perspective might be missing, what I have not heard and include others if necessary. Consensus needs to permeate the entire organization.
2. How do you define racial equity and what examples can you provide that support how you have been able to implement that definition in your current or previous work. What were the outcomes and challenges?
 - Racial equity as opportunity – it is opportunity for children to have experiences that will lead to the best outcomes. Racial equity means success in class, extra support as needed, parent support, student support and encouragement. There are many instances where a child is placed in class to check a box but do not have long term success. Racial equity, in order to achieve for generations beyond, has to be systematized and monitored, its importance needs to be understood by those holding the keys to the gate. We need to sow seeds of expectations of schools and for future generations and provide supports for schools, students and parents.

SPPS has history of work in racial equity – what do you know about the SPPS work and how would you evaluate next steps in the work?

 - SPPS worked hard to promote equity in opportunity, inclusiveness, etc. The work has set an imperative for the next steps, the foundation has been laid on why it is important to have racial equity. You now need to address what opportunities students are missing, review policies that might inherently promote bias and address them.
3. Cultural sensitivity in our schools has always been a goal of this district. As we have worked to this end, the terms "equity" and "equality" have been misunderstood by many of our stakeholders. Could you please speak to these terms as they pertain to school house culture and student behavior?
 - Equity is giving what is needed, equality is having the same as someone else. Schoolhouse culture – student need to be held to high behavioral standards, not to do so sets them up for life experiences where they do not have that accommodation and they are not prepared to function as well as needed. You need to be careful of consequences and supports, to know who you want the students to become at the end of their educational experience.

Do you believe in a set of agreed upon norms for behavior for all students creating a schoolhouse culture?

- Absolutely in a single school culture, being very detailed in how school leaders create conditions so there is an ethic of care on how everyone treats each other. Expectations need to be clear, few, broad and narrow and there needs to be opportunities to talk about expectations when those things don't happen. Schools and the district both need to buy in to show how students treat students, adults treat students and how admin treats staff, etc. Everyone agrees that the expectations are the best way to go forward and hold each other accountable for the agreed upon expectations.
4. What would you do to positively impact student achievement? Please discuss in detail successful efforts to narrow or close the identified opportunity gaps in your current or former district.
 - Student achievement has multiple ways of measurement, summative assessments, other performance assessments, ELL growth and access and progression, special needs IEPs. It is about setting individual goals for kids, for classes, for schools and for the district. You need to look at alignment of curriculum in terms of standardized assessment, be sure the curriculum is aligned and teachers are using the standards to drive instruction. Early literacy should focus on teachers first with PD and then work with literacy coaches who provide support to teachers on implementation of strategies. Improvement of the literacy environment, how teachers implement the curriculum, how students are progressing, etc. On the student side measure performance every 6-8 weeks – fluency and reading. As you move all readers to a higher level the gaps narrow as students move up the continuum.
 5. In your role of Superintendent, how will you advocate for public education? How do you encourage and maintain relationships with our community partners?
 - Along with community work with key stakeholders (philanthropic business, faith) establish coalitions advocating support for public education. These can come from all sectors of education. Advocacy work with legislators, the City and nationally with advocacy organizations such as CGCS. National and local funds are at stake. Encourage relationship with community partnerships – make time to align support with district efforts, time must be found to offer time to the partners. You must bring value added to the district to move in the direction you want to move.
 6. Declining enrollment is perhaps the major challenge facing our district. A huge number of St. Paul families representing all of our diverse communities have opted to send their children to private, charter and surrounding school districts. School climate, safety, lack of discipline and general poor learning environment have often been cited as reasons. As specifically as you can, please tell us what you would propose to reverse this public perception and to increase enrollment.
 - This is an issue everywhere. One strategy that is most successful is to work with school leaders to maintain their enrollment in the schools; they are in the best position to do this as they have a local context. Look at offering programs that draw the community in and increase enrollment in those schools. Increase safety work to make schools safe and communicate good news stories of what is going on in the district. Control the narrative internally, not from external sources. Plan to ensure schools are safe, establish consistent expectations across the district so families gain confidence that this is the norm. Regain the trust of community (not an easy task). Use the power of school leaders to help with declining enrollment, a dynamic school leader is a game changer for a school. Support their work so they have what they need to make schools safe. Provide a consistent framework on how to view student safety in all schools. Restorative practices is part of the equation, the goal is to prevent an action from happening. Provide a climate that is conducive to learning.

Talk about what strategies you would use as superintendent of this district to send a message out to the public?

- I would invite the public into the schools on as many occasions as possible, make sure opportunities are there for the majority of people without students in the school to come in; to volunteer, to mentor, to participate in some way with schools. Community service by students is valuable so they can tell the story of their school. There needs to be some branding and marketing, a strong communication strategy for controlling the narrative about what is really happening in schools, positive stories. Telling and controlling the narrative is vital. Reframing how schools are perceived in terms of what sort of schools students deserve and weave that into advocacy and expectations that all schools will feel the same as the best schools in the district. Show school leaders ways in which they can improve perceptions of their schools.

Find innovative ways to respond to family concerns as they look for other options in the community. Know and promote opportunities. There are a lot of specialized programs in SPPS be sure families are aware of those opportunities. Allow schools to do outreach, provide time and space for that. The school story is told best by teachers and students of the school. The superintendent's job is to provide opportunities for community contact to occur and ensure the message is consistent when delivered. Have love and tell your own story.

7. Research has shown that children who attend high quality early childhood programs enter kindergarten with the skills they need to be successful. Please tell us how you have promoted early childhood education both in your district and in your community. What is your philosophy about building a high quality early childhood education program?
 - Early childhood is the foundation on how kids do in kindergarten. Work with community partners to standardized what high quality programs are – work with providers on skills students need, help with transition to Kindergarten in testing and other services. Early childhood is an opportunity to equalize children's exposure to books, literacy, it is foundational. The teacher/student ratio is important and you need to know how to leverage to bring literacy in.

Do you have any data on the effectiveness of programs?

 - Yes, we have a lot of data, research and evaluation are part of all that is done. Work with private providers such as Head Start for PreK instruction. PreK also helps students in attendance so they are better in Kindergarten and grade one, with better literacy concepts as a starting point.
8. How have you built strong working relationships with your current board?
 - It is important to have clear expectation of the superintendent's role and the boards' role. Communication is very important, no surprises is important communication must be both ways. Establishing a level of trust and respect for both roles is very important. If there is a conflict, have ways to work it out together as a team on a regular basis. Being informed, having opportunities to participate in as many school functions as time allows, having advocacy opportunities together with the philanthropic community. Sharing the same goals and vision for the district, one that is shared and promoted by all.

Discuss a time when you resolved a conflict with the Board.

 - Philadelphia has different set up. When there is a conflict or potential for crossing lines, those areas are addressed right away. Have strong communications with the board, understand how decision making happens when there is an incident needing follow-up, etc. Address any problems clearly and often.
9. How would you balance decision-making between schools and district?
 - Understanding why a decision is made is important. There should be consensus in some decisions and executive decision in other cases.

10. If you become our superintendent, putting on your student hat, what would you do to learn about the district, our programs, our schools, our staff and our students?
- Talk to kids first, they are the ultimate consumer and know what is going on better than anyone. Visit all schools, look for opportunities to learn from administration for broad overviews of programs. Learning from students can only be done with direct contact, visit PACs, see kids outside of school at events, follow a student for a day and allow staff to provide input, talk with school staff.
- There is a large Asian student population, the students feel left out of discussions.,. How would you reach out to get to know the community?
- There are ways to participate in social activities to meet a community informally that can promote a chance to communicate in a more personal manner. Find all the ways you can to learn about communities. Attend faith services in different communities to observe and understand how a community interacts. Provide opportunities for dialogue at regular intervals. Work with community to understand their agency, gather information and provide information so parents understand it. Schools need to reach out to communities as well.
11. How have you involved parents/families in the classrooms and schools where you have worked? How important to you are community ideals and parent/community input into District decision making? Do you have ideals/examples on how you can increase parent participation within the schools?
- You need to understand what they like and what changes they want to see, to understand what the community wants and why. I would work with a school advisory council and work with parents to train them so they understand the situation.
- How would you increase parent participation?
- I would ask for a resolution that all schools must have a school advisory council with set structures, to help schools recruit and to train parents how to support schools, to provide input to principals, to establish goals/activities/opportunities as to what they want to see for children.
12. How will you facilitate the flow of information from the District to parents and community and the flow of critical feedback from parents and community stakeholders back to the District?
- Creating a feedback loop through technology, websites, e-mail and phone communications, use social media for flow of feedback – keep conversations civil and as general as possible. Set protocols on who to go to first in situations and ask to adhere to that flow chart and respect input of the person most involved. Provide forums for parents to get input on policies to find how they are being experienced and what are expectations on how they should be implemented. Provide opportunities for students, staff and parent to provide input.
- Work with parents to support their needs. There are families with overwhelming needs. Find ways for behavioral help, one-on-one support for the student. Support to parents is complicated – make referrals when issues are seen in the home. Your most important responsibility is to the student.
13. Describe your beliefs and perspectives concerning school safety and discipline.
- School safety is about systems and structures – when those are in place you see decreased misbehavior, when expectations are communicated regularly and understood. They should be simplistic in nature, reinforced regularly to see best outcomes. Systems and structures have plans in place to address incidents, deployment, etc. This is foundational as is an excellent academic program, because when students are engaged in classes there is less time to misbehave. The two work together to produce a safe environment. Discipline sometimes gets a bad rap. There need to be means making sure children are safe, that they understand the norms for their conduct. There may be times when you may

have to remove students, for their safety or for the safety of those around them, in a judicious way and that provides an opportunity for them to learn from behavior and restore and make amends for their behavior. Kids can't learn in chaos.

SPPS is having ongoing conversation about the presence of SROs in the schools.

- In Philadelphia we have a school police force (unarmed). We work with the police department to have officers present at times but officers are not assigned to schools regularly. We have gone to a pilot of having SROs in plain clothes and doing other kinds of work with students around leadership, working with students who need early intervention, etc. We work with the police department on a diversion program to keep kids out of the pipeline. Staff is being trained in de-escalation and restraint.

14. As a superintendent, how would you delegate authority while maintaining accountability? Please explain the actions you would take in detail.

- Delegation not abdication, the superintendent is ultimately responsible for actions of staff. You need to be clear about expectations on outcome and accountability and have a check in schedule. You need to recalibrate as necessary and you may need to insert yourself if needed but you need to trust those delegated to. Hold them accountable and if expectation is not being met, make them aware of it. Be sure to delegate to the right person to do the work.

15. What do you believe is the proper role for the superintendent in the budget process?

- It is the superintendent's role and along with staff to determine budget priorities based on goals of the district and available funds. The superintendent works with the board to establish priorities, ensure the budget is fiscally sound and that it maintains the district's priorities and allocation of funds,.

When you look at a budget how do you evaluate it as to what needs to be done?

- You think about outcomes, what have been the outcomes and trends based on how money was allocated previously. There should be community input in the budget process - when schools initially get the budget they should schedule a meeting with their community to discuss it and establish goals for the school. Staff builds the budget together in its parts, it is brought together for adjustments in the divisions and ultimately approved by the board.

16. Share some thoughts about short and long-term strategic planning. How do you prioritize required programs vs. innovative opportunities?

- Short term planning is 2 years long-term is 5-10 years. Short term planning is for immediate steps to put into place and how to measure those steps to accomplish the goals. The long-term plan has a stabilization phase, a focus phase and a transforming phase. Long term addresses important or difficult issues. You need to have foundational elements in place, a way of prioritizing innovative opportunities. You need to have a way to know quickly if promising practices have a valued added for the schools/students.

SPPS has a strategic plan in place, as you look at the plan how would you assess it.

- A strategic plan is the superintendent's/board's vision along with the collective vision of the school community on how the system wants to move forward. You want to see progress to date, fidelity of implementation and evaluation of outcomes on things done so far. Wins along the way have to be clearly articulated to help momentum in order to sustain the plan. The collective responsibility needs to be clearly articulated.

17. Give us some specific ideas on how you judge your own effectiveness as a superintendent and how the board should evaluate your work?

- I judge my effectiveness around did I do what I said I was going to do. Then I think about did I do it in the way I said I was going to and how was it recalibrated along the way. Who did I engage to help and if I have not engaged the right

people to help then who else is needed to move it along. The Board should evaluate my work similarly – set goals for performance expectations, look at if I did what I said I would do and did it produce the results expected.

18. If we were to talk to your biggest critic in your district, what would that criticism be and how have you responded to it?
 - I am always my own worst critic. I guess I would talk about testing perception that there is a use for scores in ways they are actually not used.
19. What have you learned from personal experiences and travels that inform your approach to education?
 - Fortitude - she described her family and their experience and difficulty in traversing the world as educated people viewed as second class citizens. She holds herself to high expectations that has driven her work and she feels the need to have students to take education seriously. Her experience with her parents has informed her approach to education. You don't help people by making excuses, you need to be compassionate but hold to high expectations, while not being judgmental.
20. Why are you interested in leaving your current position and how do you see St. Paul Public Schools in the arc of your career?
 - Wants to be a superintendent, has prepared herself and her experience has led her to a point where she feels she can be a successful superintendent Her interest in St. Paul is about the fact the needs of students here match skill sets and insights she can provide from variety of perspectives. She feels St. Paul would welcome her and she brings specific strengths and skills to the community to help it unfold.
21. What is your vision for St. Paul Public Schools? What do we need to do to accomplish it?
 - That every student graduates college, career and life ready. That the community understands the value of diversity and the skills everyone brings to it. That there is a steadfast commitment to achieving results from every part of the community and to demonstrate what is possible when everyone works together. The foundation has been laid and now SPPS needs to deliver.

V. FUTURE MEETING SCHEDULE

- A. Action to Schedule Special Board of Education Meeting for April 11, 2017 at 4:00 p.m. for the purpose of deliberation on superintendent candidates and to Reschedule Start Time for Committee of the Board Meeting of April 11, 2017 from 4:30 to immediately follow close of Special BOE meeting.

MOTION: Mr. Schumacher moved the Board schedule a special Board of Education Meeting for April 11, 2017 at 4:00 p.m. for the purpose of deliberation on superintendent candidates and that it reschedule the start time for the Committee of the Board Meeting of April 11, 2017 from 4:30 to 6:00 p.m. (time certain). The motion was seconded by Mr. Marchese.

The motion passed with the following roll call vote:

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

VI. ADJOURNMENT

MOTION: **Mr. Marchese moved the meeting adjourn. Ms. Ellis seconded the motion.**

The motion passed with the following roll call vote:

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

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
Marilyn Polsfuss
Assistant Clerk,
St. Paul Public Schools Board of Education