MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 15, 2019

PRESENT:

Board of Education: Z. Ellis, M. Xiong, J. Foster, J. Schumacher, J. Brodrick

S. Marchese arrived at 4:45 p.m.

M. Vanderwert arrived at 6:11 p.m.

SEAB: M. Raymond, K. Ali

Staff: Superintendent Gothard, K. Burns, C. Baker, D. Ginther, H. Kilgore, M. Hoerth, K. Arzamendia, S. Williams, K. McCarty, S. Schmidt de Carranza, S. Koppen, S. Grey Akyea, K. Thao, K. Wilcox-Harris, D. Watkins, W. Forbes, J. Delich, B. Chan, A. Collins, M. Gilbert, K. Randall, M. Doud, S. Carlstrom, V. Shirley, J. Connell, S. Reyes, P. Matamoros, A. Taylor, T. Parent, A. Vreeland, K. Kimani, R. Dolata, C. Moody, M. Shepard, A. Schilling, K. Cordes-Sween, M. Schrul, J. Engen, S. Dahlke

Other: K. Smith, J. Verges, K. Glover, M. Wall, E. Dickinson, O. Apber, Members of the Latino Consent Decree Parent Advisory Committee

I. CALL TO ORDER

The meeting was called to order at 4:34 p.m. by Ms. Ellis.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by recognizing Indigenous People's Day and spending time in and with our community to honor this day, and school community events, such as at American Indian Magnet. There were representatives from across the state who attended, including Governor Walz and Lt. Governor Flanagan. It was impressive to see students from across the district, especially AIMS and Harding, and from Minneapolis and across the metro to march in solidarity to Indian Mounds Park, especially with the four bald eagles that flew above during the formal presentation. It was a special event to see students and representing themselves and their identify on those scared grounds and it was great to be a part of that. There were news stories also told about this event, and showcases how every day our students deserve to be seen and heard and our values. There were also proclamations by the City to honor this day.

He then recognized our principals for Principal Appreciation Month, and provided an update on their weekly professional development, and what it means to be a successful, transformative leader of 2nd order change, and a plan to achievement in SPPS. It's not easy work, and he is most appreciative that they come together and problem solve, and push to greater knowledge together. He also recognized Mr. Taylor from Maxfield, who is a principal student and attending for observations and is the glue to the school community and working with stakeholders and thanked him on behalf of all principals for incredible service and serving the community.

B. SEAB Report

SEAB Member Raymond and SEAB Member Ali then provided an update on the work of SEAB. They meet on Tuesdays, and welcomed new SEAB members. Recently, a new facilitator joined SEAB and students are meeting him and getting to know him. They added information on how SEAB will work under the Office of Equity and there are questions from SEAB around that.

Chief Baker went on to provide more information, including that Jesse Ross is the new facilitator, and we are talking with Myla Pope, Director of the Office of Equity, to transition that to student leadership and SEAB fitting in there to that role and support. Myla, Jesse, and new Administrator to the Board, Kaying Thao, will partner together in support of SEAB and provide more details into the structure. Questions involved if Jesse Ross is staff in SPPS or new to SPPS, and he is a consultant with a sense of work in student leadership, and we are excited to have him here to support SEAB. SEAB Member Raymond then shared that they have a feeling of not knowing where they fit in and lost connection with the Board, and look forward to working with Kaying and maintaining and building connections.

C. SPPS Achieves Strategic Plan Update: Measures for Success – Year 1

Superintendent Gothard introduced Stacey Grey Akyea to present the SPPS Achieves Strategic Plan Update. Handouts for performance measurements were also provided.

Measure for Success: Performance Management

- Means to assess and adjust our organization's direction and the fundamental decisions and actions that guide our work
- Long-term student outcomes; 37 metrics
- Five-year targets
- SPPS Achieves Year 1: 2018-2019; Year 2: 2019-2020; Year 3: 2020-2021; Year 4: 2021-2022; Year 5: 2022-2023

Strategic Initiatives – SPPS Achieves

- The five strategic plan focus area and corresponding strategic initiatives were reviewed, including Positive School and District Culture, Effective and Culturally Relevant Instruction, Program Evaluation and Resource Allocation, College and Career Paths, and Family and Community Engagement.
- Implementation stages were also reviewed, including Exploration, Installation, Initial Implementation and Full Implementation

After Year 1 of a multi-year strategic plan, what is the appropriate way to interpret the long-term student outcome status?

- Adaptively
- In context of
- With neutrality
- Without summative judgement

Increase Achievement of English language Learners

- Metric: 4 metrics, decreases across all metrics
- Status: Year 1 metrics status suggest the district prioritize strategic initiatives towards impacting this outcome.

Increase Achievement of Students Receiving Special Education Services

- Metric: 3 metrics; slight decreases in reading and math; slight increase in science
- Status: Year 1 metrics suggest the district prioritize strategic initiatives towards impacting this outcome

Improve Kindergarten Readiness

- Metric: 3 metrics; increases in all 3 metrics; one metric at the level of the five-year target

- Status: Year 1 metrics status suggest the district is prepared for impact to this outcome through strategic activity.

Increase Academic Growth in Reading and Math for all Students
- Metric: 5 metrics; slight movement both ways
- Status: Year 1 metrics status suggest the district prioritize strategic initiatives towards impacting this outcome.

Prepare All Graduates for College, Career, and Life
- Metric: 8 metrics; slight movement both ways
- Status: Year 1 metrics status suggest the district continue strategic initiative activity towards impacting this outcome.

Decrease Disparities in Achievement Based on Race, Ethnicity, Indigenous Culture, and Identity
- Metric: 14 metrics; increases in some, decreases in others
- Status: Year 1 metrics status suggest the district prioritize strategic initiatives towards impacting this outcome.

After Year 1 of a multi-year strategic plan, what is the appropriate way to interpret the long-term student outcome status?
- Prepared for impact
  - Improve Kindergarten Readiness
- Continue strategic initiative activity towards impact
  - Prepare all graduates for college, career, and life
- Prioritize strategic initiatives toward impact
  - Decrease disparities in achievement based on race, ethnicity, indigenous culture, and identity
  - Increase achievement of English Language Learners
  - Increase achievement of students receiving special education services
  - Increase academic growth in reading and math for all students

QUESTIONS/DISCUSSION:
- Superintendent Gothard noted that this report was compiled cross-functionally and has been impressive. With results like this the next questions will be how are we going to use them? It speaks to a system overall and to have a baseline and specific initiatives aligned to outcomes will be important and gives us a progress report.
- It was noted that the initiatives that are prioritized, and we can see areas that need to be prioritized based on this data or prioritized based on consideration and the things the community would like to see? Response: In a system as large as ours, and in analyzing the initiatives, and how they align or clash, we will go in a precise way to determine what will remain, what will be new, and what will be stopped by that prioritization process. The K-2 literacy initiatives were shared and the importance of phonics materials. The LibraryGo program was also highlighted which ensures every student has access to library materials.
- It's important that as we're finding out more from teachers and staff that we're ensuring the feedback loop, which has been built-in.
- What is the difference between typical or aggressive growth? Response: It is based on the measurement for how far away from average it is. Typical growth is closer to the average, while aggressive is further away and based on the standard deviation.
- The metrics for ELL and SPED baselines were reviewed. In ELL, it was language acquisition assessment in four areas with a composite, and proficiency is a combination of those areas, which is also used as an exit for EL services, and the reason for the other three metrics. Once a student is no longer considered ELL, there is follow-up.
- It was noted that achievement in math, science, and reading is form the MCA scores.
- How do we continue to track, contrast, and compare when we've made dramatic changes and compare outcomes? Response: The content-based allows us to compare across time, and standards-based aligned with standards and measuring acquisition of grade level standards across time with

complications because there is not only change and transition, but the implementation timeline and lag. We need to do this work with intentionality.

- How are we assessing the effectiveness of curricula in areas? Response: Within the review cycles, there are stand standards that change, and we do have progress monitoring with reliable and valid measures. For phonics, the curriculum is based on MN standards, and the change was in materials, change in PD and change to get to those standards. It was the same with math and science and curriculum review cycles, and we are cautious not to adopt ahead of review cycle.
- What are the reflections and what went well within the first year of the strategic plan, and what are 1-2 items that we've identified that we could change or have been challenging? Response: We continue to look at vision and transforming the system to meet the needs of students in those 37 outcomes. There were many structural changes for support in schools, including the Learning Leads. Structurally, there is also more time for teachers to plan throughout the day. Time is an incredible resource to make changes, or new practices and look at how our students are doing. Within support, we have equipped leaders with the right skills and resources to adequately supervise and empower teachers and support staff. Within accountability, these are the metrics and implementation guide to do this work to align to SPPS Achieves. Negotiations proposals are aligned to the plan and are on the same path to student outcomes. There is excitement for professional development and aligning it to the strategic plan, including great message on 6th grade as a focus area and knowing their principals believe in their teachers and supports are in place and structured to do this work. This presentation shows what we're measuring and what we're asking everyone to work towards, and built structures in system to make course corrections and we can be adaptive. Challenges include the way organized that can't be the same everywhere, there are some courses and some decisions to have autonomy. One example is that every school can't have the same pathways in career, but are supporting paths available at each school and how do we support the system into that work.
- It was noted that in the future, we think about a combination of qualitative and quantitative discussions that will be helpful. Seeing the numbers is helpful, but also a summary fashion. We don't want the message to over focus on the numeric side, but they are not relative of the experience of students, staff, and community, and we can give a more well-rounded view of that. Implementation doesn't speak to the efficacy, and a feedback loop of numbers, and what was new as a results and reflections on course corrections.
- How does this align with the new state standards around understanding success of students – not just MCA scores. How will this evolve based on those? Response: There is a system of accountability at the federal level that trickles down to the state accountability and the district accountability. The federal accountability is broad in what we want to see, and the state determines the assessments that will be used to measure. As a district, we can look into how we will be self-accountable and ways to measure or determine if schools are meeting or progressing to student outcomes and every level has an outcome, every outcome has a target with structures and guidelines; also that there are consistent measures used that are valid and reliable.
- There has been vibrant conversation nationwide about how we talk about achievement and the numbers are what is shown, but doesn't translate to how successfully prepared our kids are for their post-secondary career. Response: Through triangulation at levels, across measures and gaps, that does lend guidance to where we prioritize strategically.
- It was noted that in thinking about communication, that we are transparent and clear, to ensure the entire community understands the data, and how we simplify and tell that anecdotal data and the challenges we are finding and how we are adapting to those needs. It's important that the terms and phrases are comfortable for folks.
- The personalized learning plan for K-12 as a meaningful pathway was discussed, so that as students and parents navigate through the system, there are places to understand together and the impacts.
- Currently, the team is looking at the strategic initiative work and where we are with implementation and the focus areas. There is a lot of gathering information in the 5a initiative, and one way we may prioritize is the 5a initiative with effective programs and looking at resources and collecting data and analyzing it to look at alignment to long-term student outcomes.

D. 2020 Legislative Agenda

Superintendent Gothard then introduced Mary Gilbert to provide an update on the 2020 Legislative Agenda for SPPS.

Session Preview
- Supplemental Budget Year
- Governor Walz — committed to repaying the budget reserve with any surplus
- Bonding Bill — main focus
- Policy Issues get more time
- All State and Federal House and Senate Seats — Up for Election
- Education Finance Task Force Convened

Important Dates
- November Forecast (early December)
- Session reconvenes February 11th
- February Forecast (end of February)
- Supplemental Budget will follow forecast
- Sine Die May 18th

Stabilize Education Funding
Increase Diversity of Teacher Workforce
Enhance Taxpayer Equity
Enhance Local Control and Reduce Mandates
Provide Resources for Child and Family Stability and Support

Special Education
- Eliminate $707 million cross subsidy, estimated $817 million by FY21
- State average cross subsidy $757 per ADM
- St. Paul Cross Subsidy $1,002 per ADM
- Charter School Cross Subsidy $95 per ADM
- Allow districts to recoup unreimbursed fees charged by Intermediate districts and Co-ops
- Address district of residency for foster care and long term open enrollment
- Allow district to close special ed programs under open enrollment
- Provide mental health aid for all level IV programs
- Enhance Medical Assistance Reimbursement for social work services
- Allow functional behavioral assessment as a stand alone evaluation

General Education
- Link the basic formula and local option revenue to inflation —Formula should be $855 higher with CPI
- Link the extended time revenue to the inflationary increases in the formula — this formula has been frozen
- Stabilize compensatory funding — to address under counting
- Include 4000 PreK seats into the base for future years
- Reduce English Language Learner Cross Subsidy — $17.1 million in SPPS
- Allow boards to renew existing referendum
- Continue school safety funding increase
- Continue funding for early middle college students

Increase and Diversify Teacher Workforce
- Increase funding for teacher residency programs at both the Masters and Bachelors Level
- Clarify that grant distribution should align with program calendars of proven programs
- Increase funding for mentoring for teachers of color and high need licensed areas

Enhance Taxpayer Equity

- Increase equalization of operating referendum, local option and debt service levies
- Oppose taxpayer subsidies of private education through vouchers, tax credits or scholarships

Reduce Mandates and Enhance Local Control

- Oppose any new unfunded mandate
- Reduce and streamline the reporting requirements for any underfunded or unfunded mandate
- Repeal compensatory set aside for extended time programs
- Allow required referendum notices to be mailed before early voting begins

Provide Resources for Child and Family Support

- Support additional resources for highly mobile and homeless families
- Increase school linked mental health grants and other child and family support services for at risk families
- Support high quality after school programs, including Ignite

QUESTIONS/DISCUSSION:

- There were clarifying questions on the school safety funding and surplus that could be re-allocated to fund the school safety bill, and if SPPS can expect funds. Response: There was a provision in the bill if there was at least $63M surplus, then there would be an allocation of $30M allocated for school safety which would be distributed on a per ADM basis. These are funds that would be distributed all in the fiscal year, and are one-time funds and allocation of about $1.2M in one-time money to use to make safety improvements in facilities or safe schools levy. Board members encouraged to continue to advocate at the state level to continue to fund the school safety levy, which is frozen at $36 per ADM.
- More information was requested on investments to diversifying our workforce, and more details were provided including that the education bill provided money for teachers to grow-your-own; the higher ed. bill contained increases in grants, teachers to qualify for loan forgiveness, money for student teaching and SUTR candidates who applied for grants and allocations. Because the increase and allocation for $40M for PreK used the target funds, this was left on the table, and will be better in a supplemental budget year with a high priority and alluded to the Gruz-Guzman lawsuit currently filed, and the importance of increasing the number of teachers of color, and will be important to show the legislature the great work of our SUTR program.
    - It was also noted that this push is primarily for those who have their bachelor's degree or master's in teaching, and wondering what we could do to use the residency model towards a bachelor's program and maybe for those who do not have a degree or an associate's degree or credits toward graduation. We imagine students taking classes on Beginning Teaching or similar and fast-tracking them to graduation in 3 years and thinking about models that are effective for time and money, and looking at CIS programs currently in SPPS. Residency models can be expensive because of the stipend, and we need to be looking at current students or recruiting employees with credits as well for a similar program.
    - This was important to note as well because we are experiencing teacher shortages and how we can be creative about how we increase teachers, and specifically teachers of color, in the work force. Saint Paul is one of the most diverse districts in the state and we need to look for innovative ideas to recruit and talk about education and the teaching profession. It important to diversify the teacher workforce, but also for students to have teachers who look like and speak like they do and resonate with them. Many students dream to become teachers and it's important that we look into how to support them.
- Another question centered on future budgets and how we should think about them for next year, and surplus or deficit dollars. A lot will depend on the elections and the economy, and last session's numbers for the K-12 bill differences between the House and Senate were shared; we should assume current law as far as funding and make assumptions for reasonable inflationary in the general ed. formula and will have a better idea in February.
- It was noted that with one-time funding and nervousness around that, how we consider those areas as a District and mindful PreK funding, which is a priority for us; VPK is especially important and a bigger pull for us and need to prioritize.

- It was noted that the School Finance Task Force will have a big job to do and that special education formula will be a topic, and how we can all collaborate with priorities for funding, and hope elections will allow those people who want to invest in education to serve.
- It was also noted that board members collaborate with MSBA and the delegate assembly to pass resolutions, and to build coalition with more than just SPPS or MPS, and it's important that we are both equipped to advocate in that form and align our work with other entities such as AMSD and MSBA and to ensure we are leveraging the combined impact of those organizations and the districts they represent for everyone to go in the same direction.
- It was also noted that board members are able to assist in many different way whether it's through contacts at the legislature or how we should think about how to educate larger community about key points and discussing the impact of the ongoing underfunding of education and when questions arise about why a specific item is no longer being provided, which is due to the $800 less in inflation for the past 15-16 years, and all districts, even those who are more property rich, are struggling with the same problems.

E. Policy Update

Superintendent Gothard then introduced Chief of Staff, Cedrick Baker, to provide information on a policy update.

510.03: Class Rankings

Why are updates being proposed?

- At the May 22, 2018 Board of Education meeting, the Student Engagement and Advancement Board (SEAB) presented on the inequities of the current policy.
- They recommended that SPPS, "Implement consistent recognition of academic achievement by updating policy 510.03."
- They proposed for the district to:
  - Celebrate academic success of more students
  - Remove the verbiage, "the top ten students ranked by grade point average of each high school's senior class will be identified and recognized in alphabetical order" from the current policy
  - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors

Changes to the policy include:

- Removing "the top ten" verbiage (currently paragraph two)
- Adding this language (proposed paragraph two):
  - *2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.*
    - *High Honors with Distinction (Summa Cum Laude) — Cumulative GPA average of 4.000 and above*
    - *High Honors (Magna Cum Laude) — Cumulative GPA average of 3.75 to 3.99*
    - *Honors (Cum Laude) — Cumulative GPA average of 3.3 to 3.749*

Implications of proposed changes:

- The District will no longer host the "Celebration of Excellence" which honored the top ten from each high school
  - The cost savings from no longer hosting the "Celebration of Excellence" will be used to buy cords and help to support individual high schools' celebrations
  - High school principals have requested for Board members and Senior Leadership Team to have a presence/role at their school-level celebrations
- High schools that do not currently have the GPA cutoffs for honors, high honors, and high honors with distinction as stated in the proposed policy, will have to update their internal systems and practices and communicate those changes to students and families.

- Because we are doing away with "top ten" - who have been acknowledged in newspapers historically - the District will need to find a new way to best recognize students publically that appeal to newspapers

QUESTIONS/DISCUSSION:

- It was noted that principals are in agreement with this change and excited about the changes. Celebrations are planned at their school where students and families have those connections.
- More details on the number of students who would be recognized were shared with the 2019 class, there would have been 979 students who graduated with honors and a big increase; those students were well-distributed across schools and represented 49 different home languages; proportionally it would have been about 42% of students graduating with honors.
- The Board recognized SEAB for this recommended change and began with the cohort from 2018. This is the type of co-creation to their work with the Board that is reflective of students and the community. Many students work hard to ensure they succeed, and this policy change will honor them and celebrating top honors students and scholars. By expanding and adopting to changing to this honors system, and expanding scholars to celebrate another win for the school district. Thanks to SEAB members who aren't currently in the room and led the charge and excited about ensuring this has a 3rd Reading and is part of our permanent policy.
- What graduating class would this change take effect? Response: There has been conversation around that and we have heard back from buildings that they would like for this change to happen as soon as possible. With that, it means we're changing things potentially in the middle of the school year, and we heard from principals that they are comfortable with this taking place this school year.
- The allocated funding which currently funds the Celebration of Excellence was reviewed with details that the funds would be used to purchase adornment cords, and distribute the remaining funds to the high schools for their honors events.
- Board members also encouraged ways to honor those student leaders who have a great deal of impact to school climate and each school has a different way of honoring that, and they make a difference to that school, which may not be academic, but ways to lift those students as well.
- What would this policy change look like at Gordon Parks, LEAP, and summer graduation? Response: It would be similar and those schools and programs are on board with this change.\
- The Board also had questions on the weighted grading system and how that would work for different sites and programs. Principals are willing to work through that and providing the honors structure to students in collaboration with counselors and others, and also willing to determine how we honor lots of areas at their school sites. They are willing to work together through the process.
- Board members also noted that with the extensive discussion on access to advanced classes, and if we are going to uniformly move everyone to a weighted system that it's an important opportunity to advanced classes that give students to be on the weighted grading system at 4.0 and above with AP, IB and CIS classes; want to ensure that is happening in tandem. It was also noted that SEAB brought forth the recommendations and insight to access to advanced classes, and that both need to be in parallel.
- Overall, there was a general consensus to move this policy to the 3-reading process beginning at the October 22, 2019 Regular Meeting.

F. SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council

Superintendent Gothard then introduced Heather Kilgore, Director of Family Engagement and Community Partnerships; Pablo Matamoros, Coordinator Latino Consent Decree (LCD); and Sara Reyes, Latino Consent Decree District Support & Cultural Specialist; as well as members of the LCD PAC Members to provide the administrative response to the 2018-2019 LCD Parent Advisory Council Annual Report and Recommendations.

Background

Recommendation 1: Principal's Guidance on LCD

- Professional Development for School Administrators and Key School Staff
- Coordination of Instructional Program

- LCD Roles and Responsibilities
- District Coordination

Recommendation 2: Community Partnerships and Program

- Continue to develop partnerships for Latino families in SPPS

Recommendation 1: Principal's Guidance

- A chart showing the Executive Leadership, LCD Team Leadership, and School Based Staff was shown.
- Create an LCD Leadership Team, as a way to coordinate expectations and support across multiple departments and divisions.

Guideline 1: Professional Development for School Administrators and Key School Staff

a. Training before or by November 30, 2019 and establish an annual training date in the fall
   - Dr. Efe Agbamu, Assistant Superintendent assigned liaison to LCD

b. Provide 1:1 training at the school site

Guideline 2: Coordination of Instructional Program

a. Develop training materials and support documents

b. Gather feedback about the tools and supports needed by principals to carry out the expectations

Guideline 3: LCD Roles and Responsibilities

a. Develop a communication plan to publish LCD roles and responsibilities

Guideline 4: LCD Contact Person

a. If feasible, establish an LCD stipend for school staff who are not designated as LCD staff.

b. Conduct a job study for the current LCD Cultural Specialist.

Guideline 5: District Coordination

a. Convene a quarterly meeting with the Leadership Team and/or other designees

Recommendation 2: Community Partnership and Programs

- 2019-2020 Programs for Latino Families
    - LCD Parent Training – LCD and OFECP – Fall 2019
    - LCD Parent Academy – LCD and OFECP – Fall 2019
    - Sexual Health Program – LCD and CLUES – Winter 2020
    - Latino Leadership Program – LCD and Wilder Foundation – Spring 2019 (McKnight's board of directors approved a two-year, $150,000 grant)

QUESTIONS/DISCUSSION:

- There was confusion and discussion about the LCD person of contact and their role, and not understanding why there needs to be an investigation and waiting to 2021 to look for a person for this role. We need people to be in the classrooms and as a role model for educational personnel. Response: It's not sufficient, and while there are visions for expanding more bilingual staff and bicultural staff of color in all areas, and with the SUTR program, there are expansions occurring, and this will allow us to fill that gap while also looking to hire more staff. It is not intended to be the solution, but to fill that gap temporarily.
- For guideline 2, what is the timeframe in developing materials? Response: Materials do exist and guidelines for counselors. Much of this will occur right away or has happened as we worked on the response over the summer and fall. Some pieces will take longer, and the intent is to have a full course built out for this leadership team.
- Board members questioned why guideline 5 notes that there will be quarterly meetings, and why not more often? Response: The full team plans to meet quarterly, and will reassess if they need to be more frequent; a similar structure will be used as is used in other big groups, such as the big group meeting all together quarterly, and sub-committees and homework in between.

- More information was requested on the content of the training and for principals and counselors. Response: Initially the intent was to have everyone on the same page about LCD and the guide that the work council brought before for the last few years, and the reminder of the systems and support behind those expectations for staff. One of the great things is the LCD gives the topics of training, including English language services, transitional program to English language, and also bilingual education, what it means to be bilingual.
- Director Vanderwert noted that she visited CLUES and their YA! Program. Members of the LCD PAC noted that their family members have been involved and there is collaboration with CLUES and information sent so everyone is aware of events, and they also have a great tech center for students.
- Transportation for families was also noted, with CLUES hosting their meetings at the District office and they provide funds for transportation and food and is a great collaboration with them.
- Clarification on the structure in place at schools was requested and the contact and work in schools. We need to develop it, and currently it's more ad hoc the way the LCD centrally communications with the school through principals and cultural liaison. The suggestion is to study the stipend and position to systematize and have a job description for that role.
- How would it be decided which school need that position? Response: In the previous report, the Council presented a list of schools and prioritized where there isn't staff; this is meant to fill that gap.
- There was further details requested about the contact person, and frustration in that over the years there have been recommendations that come to the Board and Administration and there isn't a real straight-forward answer. The response that it will be investigated is one that has caused frustration over the years because it is not straightforward and leaves it open. Response: We do have a district wide contact and also have 63 schools and one person cannot effectively fill all the gaps presented to schools that don't currently have an LCD contact person. The reason for the study is to develop an effective system while also building bilingual, bicultural staff.
    - Members of the LCD PAC noted this is not okay. This is not the first time they have spoke in regards of the needs of the students in the classrooms, so when they hear the District will investigate and find a stipend, it's not okay. Not okay for the kids, community, families or needs. When there are movements and staff are moved, the character in the schools and community is different in what it represented to the community and their needs. We need to look for that each time a staff member is reassigned to a different building or new staff. These are the needs of our children, families, and students
    - It was also noted that we want to avoid false promises; nowhere in the stipulation does it mention a stipend. We need to find common ground. How long can be maintain a stipend before we fall into another false promise? There are 16 bilingual EAs on the LCD who can fill the role of the contact person, and the problem is that the ask is for all other schools to fall to the liaison, and there needs to be a study on what a person can really do.
    - There were also questions on if the stipend would be for a staff member already working in the schools and would receive the extra money for their extra role? Or a whole new position? What has happened in the past is the LCD status was attached to the person, and when that person moved or retired, that position went with them. It needs to be an actual position at the school – like a principal or literacy coach. Response: Right now, we are still studying those questions. The intent of the proposal is to fill the gap, and know the ideal state is LCD EAs and teachers, and counselors, and however to fill that gap in all schools; this is short-term compromise proposal and the first job will be to come back to the Council with feasible options.
- Board members thanked Pablo, Sara, and Heather for this work to ensure parents are heard and there are not false promises that cannot be accommodated.
- We can do better, and in looking back at the decree and the creation of it to ensure academic success for Latino students, our Latino parents have student sin buildings and stake in this issue and drive the work we need to do to give their student opportunities to succeed and they are currently disappointed in the structure set forth. At this point, parents are looking for the next step as they advocate for their students and are feeling very frustrated; what they are asking for aligns with SPPS Achieves. How are we going to talk about and set structures and look at achievement for their students and fight for our Latino students? Our parents are passionate and want concrete next steps and feel like we are not able to provide those next steps to see the end of the tunnel and they need a concrete

timeline. Response: We understand the disappointment. Our parents and stakeholders are showing up for their students. This is a temporary solution as we look into what is the long term strategic solution to address the systemic issues at the root to ensure our Latino students receive the well-rounded education we strive to offer to them.

- Director Foster noted this reinforced the conversation about the language and articulating things for folks. There isn't a timeline in this response, and others may know details in their heads and in their hearts, and others would like that same information as well and thinking about how information is sent out.
- As a District, we need to look at this and align with our work as a school district. We need to address this together and not rely solely on the Office of Family Engagement and Community Partnerships and the importance of resources for that team in helping to implement these initiatives.
- Members of the LCD PAC also shared their perspective and feelings, and thanked staff for their work in educating their students and embracing their kids and families and community. The LCD PAC in SPPS is a great family and feel proud of the work you do every day as human beings. They are focused on the well-being of kids and families, and they want to help to do that.
- Superintendent Gothard thanked parents and families for their engagement and willingness to work together with SPPS. He heard loud and clear the frustrations around this, The LCD began in 1998, and there are changes and moving pieces, and a way to look to the future. He will meet with this team to discuss what was heard and a plan forward.

G. SPPS Sustainability Summary and Future Framework

Superintendent Gothard then introduced Tom Parent, Director of Facilities, to welcome Rosemary Dolata, Project Manager, Capital Project Delivery; Angela Vreeland, Indoor Air Quality Coordinator, Environmental Services Group, and Chair of the District Energy Team; Chelsea Moody, Environmental Specialist, Environmental Services Group; Marissa Shepard, Environmental Specialist, Environmental Services Group to share more about sustainability in SPPS.

The presentation was grounded in this work and photos of the Youth Climate Strike held September 20, 2019 at the Minnesota capitol in Saint Paul.

What is Sustainability?

- United Nations Definition
  - "Sustainable development . . . meets the needs of the present without compromising the ability of future generations to meet their own needs." (United Nations' World Commission on Environment and Development, 1987)
- Sustainability is more than green or eco-friendly.
- Sustainability is balance. Balancing present and future needs. Balancing environmental, social, and financial needs.
- Sustainability requires collaboration

Three Pillars of Sustainability

- A venn diagram showing the three pillars was shown, including people (equity), planet (environment), and profit (economy), which all overlap towards sustainability.
- A graphic showing the intersections of energy and water with health and resources was shown, and examples for each, such as indoor air quality, embodied energy, stormwater management, and safe drinking water.
- Convert existing stand-alone efforts and technical expertise into collective, comprehensive, and strategic problem solving that benefits the whole district.

ENERGY

- Burning fossil fuels (natural gas and electricity (coal)) → greenhouse gas emissions → climate change
- SPPS spent $7.7 million on energy, generating the equivalent CO2 emissions as 10,335 cars

Energy Reduction Strategies

- Waste – Conservation (Occupant Behavior, Temperature Set Points, Turning Off Lights), Efficiency (Preventive Maintenance, Lighting Retrofits, Equipment Upgrades)
- Source – Renewables (Solar (photovoltaic or thermal), Wind, Geothermal), Greening of the Grid and on site

Energy Reduction Pyramid

- Energy Conservation – Tier 1: Largely based on behavioral and operational practices; best return on investment
- Energy efficiency – Tier 2: Purchasing and installing efficient equipment and processes
- Renewable Energy – Tier 3: When the system is modified to use efficiency, less renewable energy is needed

Energy: To Date

- Collaboration: Facilities (ESG, CPD, Trades) with Xcel Energy
- Goal: Reduce Energy Use, Earn Utility Rebates, Reduced Maintenance, Improved Comfort and IAQ
- Outcomes:
  - Projects - interior and exterior LED lighting retrofits, steam trap replacement, boiler upgrade, energy efficient design
  - Over $2 million in rebates
  - Xcel Energy Recognition of Excellence Award 3 years in a row
  - Energize St. Paul Award
  - A graph showing SPPS Energy Use Over Time was shown based on percentage change from 2009 baseline to current year.

Energy: Near Term Plans

- Xcel Energy's Partners in Energy (PiE) Program
  - Approved at September BOE
- Create a District-wide Energy Action Plan
  - Collaborate with key stakeholders
  - Establish achievable energy goals
  - Clear path to energy efficiency
  - Implement a behavior change initiative with assistance from our MN GreenCorps Member
  - 2-year program, will pave way for ongoing community involvement

Renewable Energy at SPPS

- SPPS Solar Energy webpage
- SPPS as a Consumer – No responses to 2018 RFP; no available land in adjacent counties
- SPPS as a Producer – 2 existing arrays; 1.7% of roof areas feasible candidates

- Energy Priority - It is far less expensive to save a kilowatt of energy than to produce a kilowatt of energy; saving energy requires District-wide collaboration.

RESOURCES

- Banning of single use plastics was discussed, and how we are targeting this waste
- A line graph showing SPPS Waste Diversion Over Time was shown, with SPPS generating 5,949 tons of waste in FY2019
- A timeline of the background of recycling in SPPS was shown, beginning in 2005 with the "food to hogs" program, organics, recycling, compostable trays, and Zero Hunger, Zero Waste study throughout the years to present

- Breakfast to Go – portable, lots of packaging, plastic waste; waste management is challenging; breakfast to go increases food security in our high-need district and with breakfast in the classrooms, it ensures there is more access to more students

Zero Hunger, Zero Waste Initiative
Collaboration: Nutrition Services and Facilities with Ecoconsilium
Goal: To develop an environmentally preferable purchasing plan.
Outcomes:
- Identify opportunities to reduce and reuse *before* recycling and composting.
- Identify products or supplies that have excessive or unnecessary packaging.
- Explore opportunities to eliminate waste from vendors.
- Identify opportunities for B2Go waste collection in schools

Data Collection: Sept 2018-Aug 2019
- A process chart showing the B2Go Shipping and Receiving was shown between Nutrition Center and Schools.
- Photos showing the packaging from foods, example a pallet of bananas, was also shown and discussed.

Waste
- Upstream – Nutrition Services (Purchasing, Packaging)
- Downstream – Facilities (Recycling, Organics, Trash) (Students, Staff, Parents, Community)

10 Actionable Goals
- Reducing, Reusing, Recycling
  - Recyclable Plastic Juice Cups
  - Recyclable Plastic Fruit Cups
  - Reusable, Custom Plastic Pallets
  - Reusable Plastic Juice Crates
  - Reusable Breakfast Bags
    - Switch from single-use plastic breakfast bags to reusable bags – in collaboration with Nutrition Services, Environmental Services, GOATOTE, school nutrition staff, custodial, principal, teachers, students, staff, and parents
  - Decrease Breakfast Rounds Plastic Wrapper
    - Decrease the size of the single-use plastic food wrapper the Smart Round is packaged in at the Nutrition Center – in collaboration with Nutrition Center staff
  - Reusable Baskets instead of Cardboard
  - Redesign Food Rescue Program
  - Nutrition Center Collection System
  - B2Go Waste Collection System
    - Launch a best management practices trash, recycling and organics collection system in schools for breakfast – in collaboration with Nutrition Services, school nutrition staff, custodial, environmental services, waste hauler, principal, teachers, students, staff, and parents

- Priority is to feed all students while diverting as much waste as possible, and to evolve our stand-alone efforts to connected, collaborative actions.

WATER
- Domestic: water that comes from the faucet
- Sewer: water that goes down the drain
- Stormwater: water that comes from the sky
- Groundwater: water from large reserves underground

Domestic
- SPPS use 70 million gallons of domestic water a year
- SPPS spends $783,000 a year
- Opportunities include a piloted Tricon meter program at 7 sites that tracks water in real time, automation track issues and plumbers to find and fix problems, and behavior change opportunities

Impacts of Stormwater

- Photos showing stormwater issues across sidewalks and playgrounds were shown and the impacts
- Photos from the raingarden at LEAP High School were shown and the success of implementation
  - Corrected water intrusion and drainage issues
  - Added outdoor space for students and teachers
  - Included native prairie plants and pollinator plants
  - Can be included in the curriculum
  - Students, teachers, and community can take ownership over the success of the garden
  - Builds a culture of sustainability

- **Success depends on collaboration.**
- **Convert existing stand-alone efforts and technical expertise into collective, comprehensive, and strategic problem solving that benefits the whole district.**

Support the Board of Education Policy Work Group to define a policy on Environmental Sustainability

- Examples from school districts across the country were provided.
- Align policy with SPPS Achieves strategic initiatives of 5a: Assessing Program Effectiveness and 5c: Strategic Allocation of Resources
- Holistic SPPS policy to include People, Profit, and Planet – all aspects of sustainability at all sites and departments
  - People: involve many stakeholders, create a clear governance and implementation structure; stakeholders were reviewed, and included multiple groups across the District, Community, and State
  - Profit: guiding resources
  - Planet: set district goals and define achievement metrics

QUESTIONS/DISCUSSION:

- More information was requested on the chart showing the energy usage change. The dramatic changes can be attributed to the exclusion of larger construction sites or change in occupancy. It is weather normalized data, and accounts for the weather and makes adjustments in data which can be complex. The whole tem pours over this data and there are a lot of factors that play into energy and leverage success to build on. the total energy and natural gas and electricity for all buildings is combines into KBTUs and divided by square foot of building and normalized for conditions and depends on how much square footage is heating/cooling/powering or added square footage – this is the adjusted total number based on those factors. For the schools excluded from the data, there were 7 major projects underway. A key performance indicator is total instead of increases or decreases, but does show the trends. This chart also showed that while we didn't meet the 10% reduction goal, which is fairly aggressive, our energy usage is better than the average school district.
- For solar energy, 3 of 73 buildings were identified as good candidates. What buildings are they? Response: Eastern Heights, Four Seasons, and Galtier – based on a number of factors, including age of roof, size of rood, interference of roofs, and orientations, and structural integrity factors.
- It was also noted that energy conservation and efficiently working on these items will bring more opportunity and we will work up to renewable energy, which is more complex and strategy to tackle conservation and efficiency before pursuing renewable energy through behavior change and efficiency through continued efforts. It is advantageous to start at the bottom of the pyramid and to renewable energy, which has more cost involved, while working with staff to change behaviors.
- Why can't we do both at the same time, especially if we put solar arrays on rooftops and they do not cost us? Response: We can and should be tackling all facets and prioritizations and how organizations prioritize those items that have the biggest impact. Solar energy's return is longer than most energy efficient strategies, and see great environmental impacts from changes that lead to project with capital involvement. Solar is an interesting prospective model for SPPS, and SPPS can create a solar array, and there are neighborhood and community groups that would use the roofs and lease costs, there is an opportunity cost with that and we need to think about the value that would provide and is a strategic

decision to make as an organization with a fast-changing market and wanting to understand when the right time to invest in a long-term solution with a cost to do it ourselves or value to another party. It was noted that we wholeheartedly agree renewable energy is a part of the response, but is one of many.

- There were also questions around those 3 buildings, when there are other buildings that are much larger. Are their roofs not strong enough? Response: There are two main factors that eliminate solar, including roof membrane age, and structural capacity. With buildings that are 90 years old, they are structurally sound, but the design is lighter load on the roof because snow weighs less that people and the level of load that the roof was designed to hold.
- How do we imagine the energy usage graph will change as we change our design of newer buildings? How will we measure that? Will we design buildings with roofs that will be able to sustain solar? Response: There are two pieces – we do have roof work in the ten-year and five-year plan and factored into analysis. We replace a roof about once every 25 years, so about 4% is our cycle rate. It's that cycle that we don't see percentage growing or shrinking enormously and not economically advantageous to replace a roof before we have to. Excel does help with energy design and conservation plans, to model and develop sustainable strategies, and pushing the need as far as possible in building projects to provide the most efficient system with the longest life cycle, cost benefits, and carbon advantages – a lot is around fans, motors, lights, and pieces about building operations where the trend benefits are seen.
- Our goal is to be as energy efficient as possible, and the Board has heard from folks who say solar is the answer, and wondering why we are not doing it – one is that some of the buildings will not work for solar - a high percentage of our building portfolio is not conducive to solar energy, and also suggesting to use our energy into making other changes and investments.
- Director Brodrick requested an executive summary with more information on solar energy use in SPPS and Facilities' response to common questions. It was noted there is a lot of community interest in solar energy, and there is a place for solar in SPPS, and to paint a more nuanced picture of solar opportunities for SPPS, but is not the universal solution, and there are opportunities to have ongoing means of dialogue with industry leaders and schools and community when we're at the tipping point where it makes sense for the organization and to build a deep conversation around that. The website also has more information and details. This builds a roadmap for this work in progress and it is difficult to boil this down to return on investment and viability and assurance on burden, and we are not quite there yet and struggling with how to do it and do it well to ensure this is the right investment in the long term, which is very complex.
- As to what the Board can do, developing a policy on sustainability and setting mandate, and examples of other policies from school district across the country were provided. Also, legislatively, the Board can help to implement these, and we did not receive responses to potential groups because the energy does need to originate from a contiguous county of where it is being served, so any county that touches Ramsey County, and that is a real impediment and roadblock for urban areas to do large scale solar energy de to land opportunity. State law currently prevents that, in the last legislative cycle the contiguous county provision was almost removed, but changed very little.
- There were also further questions on compostable trays and how to track and clean reusable B2Go bags. For the most part, reusable trays are used, but when they cannot compostable trays are used. GOATOTE will own the bags and launder them and track them through a number inside the bag. They will be able to note which bag numbers are missing and educating students and teachers to place the bags bag together.
- It was noted that as an educator, the tracking of the reusable bags may not be high on the list of priorities within the classroom. Response: This will be an opportunity for elementary school students to have leadership skills. At Highland Park Elementary, they are using reusable bags and there is a different color for each classroom, and students help to keep track of the bags, and collected. It's an opportunity for students to have a role for the day.
- Do most schools use silverware or plastic utensils? In trying to be efficient with water and energy – does it make more sense to wash trays and flatware than use compostable trays and plastic utensils? Response: The difference is in breakfast and those meals served in the cafeteria. Silverware is used more for lunch. Reusable is our first choice. Director of Nutrition Services, Stacy Koppen also provided more information on the switch to compostable trays (from Styrofoam which may have been

in schools that didn't have a dishwasher) and the complete switch away from Styrofoam, and the rice bowls are also compostable. There are real trays at lunch with silverware. If there are staffing shortages, then trays and silverware are discussed that morning, with the priority to feed our students.

- The details of the GOATOTE memorandum of understanding were discussed, including that they are looking at a zero waste program, and they are a new company that recently moved to the Twin Cities and cleaning options for the bags based on usage and research. They are made from recycled materials, and at the end of the bag's useful life, they will be turned into another type of product, such as decking.
- It was also noted with the amount of bags that are moving, and how it will work and responsibility of teachers to ensure they stay in the buildings. It will be an opt-in program to initially start and making it fit with each school and working with principles to get buy in from staff. We ultimately envision a classroom role of a student to count and bring the bags to the cafeteria before the next morning and will roll out a plan that includes details for each site.
- Director Vanderwert noted that she wonders if single use plastics could be eliminated from the 360 building and see if it could spread?
- Composting is done by Walter's and is sent to the Mulch Store, MPS compost also goes to Rosemount facility.
- It was noted that behavior change and how we plan to integrate these changes into curriculum and talk about collaboration and formalizing through a policy collective beliefs in ownership role in the natural world. Response: It happens in schools and classrooms and the cafeterias, with programs, videos and education from staff from Facilities, Ramsey County, and in schools helping students to sort their waste into the right spots. Creating a culture around that with support from principal and teachers. There is no opt-out of recycling and sustainability for buildings.
- The possibility of solar arrays at E-STEM were requested. It is a 19 year old building with an original roof, and a large percentage of the property is wetland.
- In tying this with the FMP, will we prioritized more energy efficient opportunities? Response: Part of the prioritization that does factor that in in deferred maintenance, and energy use intensity of square foot. Global Arts Plus Upper was an example where the energy usage decreased by 90% and replacing the 80 year old mechanical system. At Johnson, which has the ventilators that don't provide fresh air, are either too hot or too cold, and we are looking into a geothermal system for that site, so the natural heat of the ground will provide heating and cooling – there are major milestones to support systems like that and implement items like that to relive and create better learning environments.
- Is SPPS still doing the Food to Hogs program? Response: We are now doing the compost program. Food to Hogs only accepted food waste, and the new organics systems allows us to capture more items like napkins and paper towels into one program.
- Policy examples were presented, and what it means to districts to have voices heard and community members and staff to break down sustainability, and have committees dedicated to air, water, and sole focus to improve the district in that area was noted in other districts.
- It was noted that sustainability is covered in Physical Science in 9th grade, and also addressed in elementary school. Board members noted energy use and sustainability in 9th grade is too late. More details can also be provided to elementary learning in environmental health and PreK.
- Director Marchese noted that in regard to the policy, is there a proposal on the way to move forward to ensure there is community involvement and more than simply emulating another district's policy. It needs to be more organic to Saint Paul to make it something people will do and have it be successful especially if they are involved in the origin of the policy. In working with the Policy Work Groups, and talking about who should create that, and to start from the ground floor and also highlight items that can be done currently.
- What are the opportunities for electric buses and availability of funding from the diesel settlement? Response: We did look into that, but buses need to be less than 20 years old and we also had to have a place for the charging station, which our facility did not qualify. Based on the state assessment on metrics and bus age, SPPS did not qualify. Board members also encouraged the district to contract with bus companies that require a certain amount to be electric.
- Opportunities for other rain gardens, similar to LEAP High School, were discussed.
- Members of the pubic also addressed items such as the waste generated from Breakfast to Go and cooperative community solar models.

H. Final FY19 Budget Revision

Superintendent Gothard then welcomed Chief Financial Officer, Marie Schrul, and Senior Budget Analyst Kimberly Cordes-Sween to present information regarding the Fiscal Year 2018-19 final budget revision.

FY19 Final Budget Revision

- Figures for All Funds – Revenue Changes to the General Fund, General – Fully Financed, Food Service, Community Service, Community Service – Fully Financed, Building Construction, and Debt Service were reviewed and shown for the Adopted Budget, Previous Revision, Final Revision, and Revised Budget for a total of $739,043,255.
- Descriptions for the revenue changes in the General Fund, Food Service, and Community Service and the respective amounts were also shown.
- Figures for All Funds – Expenditure Changes to the General Fund, General – Fully Financed, Food Service, Community Service, Community Service – Fully Financed, Building Construction, and Debt Service were reviewed and shown for the Adopted Budget, Previous Revision, Final Revision, and Revised Budget for a total of $848,493,958.
- Descriptions for the expenditure changes in the General Fund and Food Service were also presented.
- The All Funds – Fund Balance Re-appropriation in the General Fund was also discussed.
- Fully Financed Fund – Revenue and Expenditure Changes were also presented, and reflects the approval of grants under $500,000 that were not adopted in FY19, as well as revisions to adopted grants.

RECOMMENDED MOTION: Ms. Foster moved the Board of Education approve the Fiscal Year 2018-19 final budget revision as presented. It was seconded by Mr. Schumacher. It passed by acclaim.

QUESTIONS/DISCUSSION

- Is this indeed the final revision of the budget? Response: Yes.

III. ADJOURNMENT

Ms. Foster move to adjourn the meeting, and it was seconded by Mr. Schumacher. The motion passed by acclaim. Meeting adjourned at 9:26 p.m.

IV. WORK SESSION

The Board then conducted a work session to discuss plans for onboarding of new board members.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk