

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
September 10, 2019**

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

S. Marchese arrived at 4:38 p.m.

Staff: Superintendent Gothard, H. Ott, C. Long, J. Delich, A. Collins, B. Chan, P. Holm, K. Burns, M. Doud, E. Agbamu, C. Baker, M. Hoerth, H. Kilgore, K. McCarty, Y. Vang, J. Turner, J. Spencer de Gutiérrez, R. Lorenzen, M. Schrul, K. Kimani, S. Carlstrom

Other: T. Lonetree, J. Verges, E. Reechgott, A. Mirenda, J. McClure

**I. CALL TO ORDER**

The meeting was called to order at 4:31 p.m.

**II. AGENDA**

A. Superintendent's Announcements

Superintendent Gothard welcomed everyone to the meeting, and noted that with school starting a week ago, we had a successful first week with our staff, students, and buildings prepared for a great school year. He shared experiences from his time in schools, and thanked parents and families, especially those with their kindergarten and PreK students. He welcomed everyone back for the start of an exciting year. He also shared more about the time spent with new leaders, and letting them know about the support network in SPPS. It was a fun time spent with new leaders, parents, and riding a bus with new friends, and experiencing the change in start times, including new routines for staff and families. It was a successful first week with great weather. He also noted that we work hard together, and there is no solo work in this district, and we are all better in working together across the entire organization, and is grateful for the support of staff, families, and the community as we opened the 2019-2020 school year.

Superintendent Gothard also shared that Laurin Cathey, Executive Director of Human Resources for the past 6 years, is transitioning to a new role outside SPPS. We will miss him in many ways and wish him well. Kenyatta McCarty has been named the new Interim Executive Director of Human Resources, with 15 years in the District and a graduate of SPPS, she is involved and does a lot of outstanding work, and we are excited for her in her new role.

B. Arts in SPPS

Superintendent Gothard then introduced Jan Spencer de Gutiérrez, District Arts Supervisor, K-12; and Robin Lorenzen, Music and Arts Program Manager to present the Arts in SPPS.

**SPPS Arts Mission, Core Values and Strategies**

- The mission of Arts Education in Saint Paul Public Schools is to engage all students in a culturally relevant, student-centered and rigorously comprehensive arts education in order to inspire them to think critically, pursue their dreams and change the world.

### **SPPS Arts Mission, Core Values and Strategies**

- Visual Art & Music Mission, Core Values and Strategies came out of work with all Art & Music educators
- Theatre and Dance will craft theirs this year
- Handouts were provided with more details

### **Engagement in the Arts**

- Classes and Courses
- Performances and Exhibitions
- Arts and Community Organization Opportunities
- Partnerships and Field Trips
- Artist Visits
- Grant Projects

### **State Statute – MDE**

#### **120B.021 REQUIRED ACADEMIC STANDARDS**

- Public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and visual arts.
- Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.

### **K-12 Schools/Programs with Arts**

- A bar graph depicting percentages of schools/programs with arts was shown, including K-12 Music and K-12 Visual Arts, both at over 60%; and K-12 Theatre and K-12 Dance, each at 10%-15% of schools/programs.

### **Elementary Arts**

- General Music & Visual Art taught by licensed Arts specialists
- Instrumental Music, grades 4-5 through EDL
- Theatre & Dance opportunities available through Gen Ed teacher

### **K-5 Schools/Programs with Arts Specialists**

- A bar graph depicting percentages of schools/programs with arts specialists was shown, with the majority of specialists in K-5 Classroom Music, K-5 EDL Instrumental Music, and K-5 Visual Arts. Percentages were also shown for K-5 Instrumental Music, K-5 Theatre, and K-5 Dance. A video was also shown that highlighted Extended Day Learning Instrumental Music.

### **S-Term Instrumental Music**

- Middle School Students:
  - Piano/Keyboard
  - Guitar/Ukulele
  - Band Instruments
  - String Instruments
  - Percussion

### **Middle School Programs with Arts**

- A bar graph showing the percentages of middle school programs with arts was shown, with 100% offering 6-8 Music (one or more), and 100% of programs with 6-8 Visual Arts; 6-8 Choir, 6-8 Band, and 6-8 Orchestra were also noted, as well as 6-8 Theatre and 6-8 Dance.

### **High School Program with Arts**

- A bar graph showing the percentages of high school programs with arts was shown, with 100% offering 9-12 Visual Arts; the bar graph also showed percentages for 9-12 Music (one or more), 9-12 Choir, 9-12 Band, and 9-12 Orchestra, as well as 9-12 Theatre, 9-12 Dance, and 6-12 Music Tech/Production.

### **Art Pathway Schools**

- Continue to align programming from school to school, including Mississippi Creative Arts, Four Seasons, Global Arts Plus, and Saint Paul Music Academy to Creative Arts Secondary. A video showing Arts Pathway K-8 Art Exhibition was shown that highlighted student artwork.

### **Arts Steering Committee**

- 2018-2019: Music & Visual Arts Steering Committee begin analyzing the new standards, wrote new curriculum, looked at current resources, explored new resources, provided professional development overview of work.
- 2019-2020: Theatre & Dance Committee will begin analyzing new standards, write curriculum, look at current and new resources. Music and Visual Arts continue to write, begin roll out of new lessons, plan/provide professional development.
- 2020-2021: All Steering Committees continue work and provide professional development. Complete recommendations for new resource adoptions. New standards to be fully implemented fall of 2021.

### **Program Evaluation**

- K-5 Teachers are licensed to teach the Arts
- General ed teachers have access to Visual Arts lessons

### **Cultural Relevance**

- Lessons and resources aligned with SPPS Continuum of Culturally Responsive Curriculum (HATS)
- Continuum
  - Move Beyond
  - Heroes and Holidays (H)
  - Additive (A)
  - Transformational (T)
  - Social Action (S)
- An excerpt from a K-5 Visual Arts lesson plan was shown that aligned with the 2018 standards.

### **External Organization Relationships**

- A list of different arts and community partnerships was reviewed to better meet student needs.

### **Family and Community Engagement**

- Community partnerships with Ordway, Minnesota Museum of American Art, and Flint Hills were reviewed. A video showing highlights of the Honors Concert at the Ordway and Honors Visual Arts at the M was shown.

### **Creating Positive School and District Climate**

OTL Professional Development

- Developing Arts Teacher Leaders
- Coaching and Mentoring
- District and School Professional Development
- Cross District PLC Support
- NEW Teachers
- Arts Pathways
- Visual Art and Music Steering Committees

### **Grants and Awards**

- 2019-2020 NEA Saint Paul Folk Arts grant
- 2 US DOE Arts Model grants
- 1 US DOE Arts Professional Development grant
- Vega Productions
- Numerous awards and grants to teachers

- Mr. Holland's Opus

### **Ordway Center Partnership Activity**

2017-2018

- Programming Over 12,400 students & staff engaged
- Bus Reimbursement \$27,500
- Access tickets \$0.25 per ticket - 7 schools qualified, 650 attended
- Artist Residency program 250 students participated
- Dance to Learn Riverview & Frost Lake, 200 students
- Musical Theatre Residency CASS - 50 students
- Honors Concert - 700 students

2018-2019

- Programming 5,668 students attended performances so far
- Professional Development Rosy Simas Danse - American Indian focus
- Dance to Learn Cherokee Heights, 115 students
- Share the Rhythm Riverview, 150 stud.
- Musical Theatre CASS, 52 students
- Honors Concert
- Honors Visual Art Exhibition

### **Career Related Opportunity Example**

- Twin Cities Public Television originally partnered through DigitalWorks grant project
- Real world career exploration for CASS students
- Professional development for teachers at TPT

Teacher comments about the arts programs in SPPS were also reviewed.

### **QUESTIONS/DISCUSSION:**

- Board members requested clarification on high school requirements and middle school requirements and scheduling.
- Is there a requirement on hours? Response: There is not. The term "offer" is ambiguous in state statute. In talking to MDE, it means a year-long course and throughout the year for a total semester time.
- What does the Arts look like across the District? What can parents and families expect from every school, or what does every school have in common? Response: In elementary schools, all but a couple, there will be arts specialists. It will usually be visual arts or music during the school day. Students also have access to extended day learning music in elementary schools, and some middle schools if it's a K-8 school. For the schools with a music specialist and they want to have a visual arts, they have access to visual arts lessons written for generalists and are written for integration to ELA or Math, and teachers and plug them into their lessons because they align with the standards. In middle and high schools, most have at visual art and music.
- The decisions on which of the arts to have in their buildings? Response: They are from principals and building decisions. Does that involve parent groups? Response: Yes, absolutely.
- Director Vanderwert noted she loves the arts. She is struck at the lack of diversity, and wonder about the plan to get more kids of color into band and orchestra and choir. How do we do that? Response: We are currently having that discussion, and focused on with music teachers during opening week in how students can see themselves in music classroom, and how systems of music that have been teaching are Euro-centric, and flip that because roots of music are more indigenes. We are starting those conversations because they are important. There is equity issues and one of the challenges at the middle school level because they become diverse in mirroring at EDL for the 4<sup>th</sup> and 5<sup>th</sup> graders. In middle school, they are still considered beginners but don't have the opportunity for lessons or small groups. They are in a band class, and there are different levels. There are more affluent families that can afford to have lessons. There are a number of things we are looking at, and with the new standards – they are about the whole child being developed, and executive functioning. We are working on this. The NEA grant will also help us to approach arts differently from other cultures, and that will be a

resource for us too. We are building that out and writing lessons and looking for culturally responsive ways to approach lessons, and with the new standards will help to connect students to the world around them. Through College and Career Pathways, the Arts are sometimes seen as an elective, and what it means to have a career in the arts, and the roles associated with the arts, and as we develop those pathways where business pairs with arts, and computer and technology pathways – we see the arts as pairing with other subjects as a college and career pathway and aligns to AP and IB coursework.

- How is music integrated into the PreK program? Response: We are starting that. We are working to create resources for teachers in PreK and have conversations with staff in Early Education. There are traveling kits where staff come in during the prep schedule and see students delving into music and visual arts in the PreK classroom with the generalists. Students are being exposed to music and visual arts.
  - It's a big part of early childhood. We are starting to have an arts specialists in PreK.
- In looking at the offerings at the high school level, there are different levels of offerings at schools, and therefore we can't accurately say we have a consistent arts and music offering across the entire district. Consequently any parent deciding to enroll in any school and they are concerned about arts and music. If we do have an inequity across the District between individual schools in terms of what expectations are for arts and music, what are the primary obstacles for that individual school? What stops them? Do we have a high school program without a band or orchestra? If a parent or family finds themselves unable to find anywhere else to have their kid land but that schools that doesn't have that offering, that's the student that's liable at a suburban school. What are the obstacles that prevent a school to have the same well-rounded curriculum in this area, and how do we overcome these obstacles? What do we tell parents when we don't have these things at the school with their children? Response: There is a committee that is working on this, with a survey for principals to ask them what are the barriers for a number of content areas where they are not able to do something. Staff working on 3b in the strategic plan are reviewing data, and identifying gaps and going further to talk to principals to ask what they think some of the recommendations are, why are the barriers there. We don't have all the answers, but looking to principals to help us figure out in depth to answer this question. It's an entire SPPS looking at it.
- Director Brodrick noted that classes were offered, even with 6-7 kids to state that the class was offered at that school. Is there a way in the arts that if we don't have enough kids at the school based on size, etc. – can we have some sort of offering for that small group of kids to have that experience? Whether it's in a different class and an add-on? Response: There are a lot of different ways to approach this, in looking at the schedules and courses offered, we can look at the different ways to offer them. We are creating a list of opportunities.
  - Another example is if a kid in SPPS that doesn't have a hockey team, they have the opportunity to play hockey at another school. Can we find ways for students to access opportunities across the District? It's so important in talking about strong school and strong communities, and that every school was going to make the community stronger and helps to have all the programs. Response: That aligns with a well-rounded education, which includes the arts and the committee that is working on to address those barriers and find solutions.
- The idea is to have the same opportunity for every kid no matter what school they go to? Response: That's what we're looking at the initiative of 3b with well-rounded education and what it means – if it's the same at every school or if it's equitable offerings that are pertinent to that community. There are different implications and barriers to address to make that happen to what each school community might need.
- It was mentioned that there is no cost for instruments – is that just for EDL with 1300 4<sup>th</sup> and 5<sup>th</sup> graders playing instruments and S-Term with 300, for all our schools with instruments, are our students using those instruments for free during the school year and not have access over the summer? Response: They do have access to instruments. In the high school level, there are some students and families who own or rent their own instrument. No students is turned away because they cannot provide the instrument. There is an instrument loan agreement that has been vetted by Legal and if families can contribute, but it is not a requirement. Some families contribute more. No student has to pay anything for the instrument, repairs, supplies etc. at all grade levels.
- Director Xiong noted that it was mentioned there are 2 schools that currently offer instruments during the school day. What are those two schools? Response: Capital Hill and Saint Paul Music Academy.

- Director Vanderwert noted if we can contact some of the alumni who have participated in band and orchestra for support. She knows of one alum in particular who band was very important to and now has the resources to contribute and give back, and talking to alumni in those programs would be very helpful.

### **III. ADJOURNMENT**

Vice Chair Marchese motioned to adjourn the meeting at 5:35 p.m., and it was seconded by Mr. Schumacher. The motion passed by acclaim.

### **IV. WORK SESSION**

#### A. School Finance and Levy 101

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, and Mary Dougherty Gilbert, Legislative Liaison to present information on school finance and the levy process.

Respectfully submitted,  
Sarah Dahlke  
Assistant Clerk