

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 7, 2019**

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

Staff: Superintendent Gothard, M. Hoerth, K. Kimani, M. Doud, H. Kilgore, A. Schilling, M. Gilbert, J. Turner, K. Wilcox-Harris, C. Long, D. Watkins, C. Baker, P. Holm, K. Randall, K. Burns, S. Dahlke, D. Ginther, B. Lacina, H. Ott, SEAB Members, A. Collins, T. Battle, S. Walsh, S. Carlstrom

Other: T. Lonetree, J. Verges, T. Dreher

I. CALL TO ORDER

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

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with a thank you to our teachers for National Teacher Week, and recounted the teachers in his life that have made an impact. He also noted the celebration for Minnesota Teacher of the Year – where Saint Paul had two finalists and five semi-finalists, overall including Molly Keenan from Harding, Eric Erickson from Como Senior, Benjamin Lathrop from Harding, with Bernetta Green from Eastern Heights and Eugenia Popa from Harding moving on to the finals. It was a great event and an amazing celebration of all their accomplishments. We honor what all teachers do for our students, and recognize them. We are all very proud of the great job and of their work.

B. Legislative Update

Superintendent Gothard then introduced Mary Dougherty Gilbert, Legislative Liaison, to provide an update on the current legislative session.

Important Facts/Dates

- E-12 House bill passed: 78-55
- E-12 Senate bill passed: 37-30
- New Guidelines: First deadline missed
 - Conference committees appointed by May 1
 - Fiscal targets for conference – May 6
 - Conference committee reports to floor – May 13
- Adjournment – May 20th

The Big Picture

	Governor	House	Senate
E-12 Target	\$711 million	\$900 million	\$211 million
Formula	3% & 2%	3% & 2%	0.5% & 0.5%
Cost	\$520.5 million	\$520.5 million	\$94.83 million
Special Ed	\$90.6 million	\$117.8 million	No increase
Tuition Bill Reform	Yes	Yes	No change

Other Key Provisions

	Governor	House	Senate
VPK/School Readiness +	\$47.1 million	\$47.1 million	No funding
ELL	No change	\$4.48 million	No change
Grow Your Own	No change \$	\$7 million	No change
Teacher Mentor	\$4 million	\$3 million	No funding
Full Service Community	\$4 million	\$15 million	No change
School Safety	\$17.3 million	\$24.370 million	\$74.53 M for FY20-21

E-12 Target is Key – Need House/Gov

- Major Components add up to nearly \$700 M
 - Formula - \$525 M
 - Special Education - \$90-\$117 M
 - VPK/School Readiness Restoration - \$47.1 M
 - ELL - \$4.48 M

SPPS Revenue Comparison FY20

Over Base	Governor	House	Senate
Gen Fund	\$9.15 million	\$9.47 million	\$1.55 million
VPK/School - 266 readiness scholars	Included above	Included above	Not included*
Special ED	\$1.188 million	\$1.96 million	No Change
Other/school safety	\$0.45 million	\$0.735 million	\$1.48 million**
Total	\$10.79 million	\$12.17 million	\$3.05 million

Other Grants/Funding of Interest

- Promise Neighborhood - funding similar H/S/Gov
- Homeless supports - House and Governor
- CTE - House bill only, increase in FY21
- Student support, Trauma grants and para training - House bill only
- Concurrent Enrollment - House bill only
- Ignite After School Funding - House bill only
- St. Paul College Savings Account - House bill only

Policy Provisions

- Sexual Health Education
- PESLB Licensing Changes—especially Tier 1 and 2
- Student Discipline
- Civics Education and Test
- Lead and Radon Testing and Reporting
- ECFE/ABE teacher contracting/salary provision

Other Committees

- Family Medical Leave
- Safe and Sick Time
- Retainage Changes — Construction projects
- Bus Contractors — Unemployment Insurance requirement
- Pension Issue — multi-employer employees

QUESTIONS/DISCUSSION:

- It was noted that it will be difficult to predict if the session will be finished on time.
- The conference committee is meeting and going through information and looking at provisions, but are so far apart on the money.
- A board member noted that the Senate needs a short course on inflation. Response: At the beginning of the forecast with the built-in increases in K-12, and because we had an increase, those are carried forward to this biennium, and some changes to special education, so they are saying there is new money in the formula. It's money carried forward, but no increase in the general education formula. That carryover money is built on caseloads and entitlements which are in law that the state needs to fund. They don't want to increase taxes or do the gas tax, which they also oppose.
- The individual bills versus the per pupil funding formula – does that seem to be moving towards an end game where everything is together, and there is per pupil funding and don't support the bills, but instead give a lump sum and ask us to figure it out? Response: The education community is well-united around the formula special ed. and maintaining the 4000 readiness seats. Everyone has formula funding at the top because it provides the most flexibility and that money runs through all the other formulas. The Rural Education Association has VPK as their second in top-tier. There are a lot of Senate Republican members that receive money from that program, and Senator Nelson has suggested that districts will receive that money anyways, but we checked and clarified that that money is not directed to schools, and there is a provision that states it *cannot* be directed. That means it would need to go through a Pathway I scholarship and we're enrolling like other districts and hiring teachers, and those programs and seats will be taken. Part of the reason for Pathway is driving money to childcare and it's easier to access, and that's why we advocated for steady and constant revenue through VPK, school readiness plus, or Pathway II scholarships so it's predictable and we can enroll students. Schools receiving school readiness plus money are 80-95% FRL, high percentage of EL learners, and have a Level III EBD program, and we are serving within those populations those at risk. They make argument that someone outside those factors might access school readiness position, which is not true in Saint Paul, and Republican members want to split money to four regions in state, and some schools have less students who qualify for FRL that access those scholarships.
- What is the sense around the capitol around the opportunity? What is the sense of the Senate? Is there a point in which there will be a pressure put back on the GOP and Senate? Response: In recent history, they have not been this far apart. The Senate has been desperate in their target and provided examples of other years. On one hand they say we need to baton down the hatches and we can't spend money, and then in press conferences they talk about the surplus. It's incongruous around the capitol. The senate doesn't want much – some tax conformity and business and corporate tax relief, so it's easier for them to wait people out, and will be a matter of who loses the most if there is a special session or shutdown.
- Is there a sense of activity from other districts outside the metro, is there activity from school districts and rural and MSBA that represents those districts, and the constituents of those districts whose senators are pushing against the opposite. Is there activity there? Response: All education

organizations have done alerts to their members, including school readiness funding. We've done alerts and delivered letter to key leadership folks. Part of it is the fight through the rhetoric. With legislation, words matter.

- Has there been any other palatable discussions other than gas tax to raise revenue for education funding? Response: The gas tax is to fund the transportation proposal. The house tax bill includes taxing money with companies, and trying to repatriate money that is going off shore, and the senate has said they will not do that and we can't legally. There have been 12-14 states that have passed that. There are three big sticking points – one is the gas tax and transportation funding because the last session left a hole for transit and metro mobility, so they need to fix that; we also have the philosophical differences in the tax bill and federal tax conformity, the state has continued to allow to deduct against income, and will raise taxes for those above the limits, and might raise personal income tax; the House is interested in taxing more business and providing tax relief. They are fundamentally not on the same page. There is not a lot of property tax relief, except for more rural area school districts where they pull funding from the farm income. It's not statewide.
- It was also noted to urge folks to continue to keep the pressure on and thank the governor and House for holding strong, while we continue to work with education organizations as we move forward. Mary Gilbert will keep the Board and District informed of new information.
- The Board also noted that they are willing to continue to call and contact the decision makers and those key messages, or if their presence is needed at the capital and willing to help in any way to push these messages through.
- Have we sent a letter on behalf of the Board to the key decision makers? It would be nice if we could send something from the Board directly, and have the Exec Committee vet it and send it out. The superintendent did send an alert to staff about the current issues in the legislative session; board members noted that families should also be included in those alerts. It was also noted that when letters to key decision makers are sent, that it would be also helpful to copy the Saint Paul Delegation members so that all are aware.

C. Advanced Coursework Update

Superintendent Gothard then introduced Han Ott, Assistant Superintendent of Teaching and Learning; Ben Lacina, Supervisor of Talent Development and Accelerated Services; and Darren Ginther, Assistant Director of College and Career Readiness, to present an update on advanced coursework recommendations brought forth by SEAB at the end of the 2017-2018 school year to ensure more students access and are successful in advanced classes.

Strategic Plan Focus Areas

- Positive School and District Culture
 - Objective 2: Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes.
- Effective and Culturally Relevant Instruction
 - Objective 3: Increase our capacity to meet the instructional needs of each learner
- College and Career Paths
 - Objective 7: Provide career-focused, hands-on opportunities for all middle and high school students

Advanced Courses Include:

- Accelerated level courses
- Advanced Placement
- Career and Technical Education
- Concurrent Enrollment
- College in the Schools
- Honors
- International Baccalaureate Diploma Program
- Post-secondary Educational Options

9-12 Advanced Coursework Participation

- A graph showing the advanced course participation in senior high grades 9-12 was shown among students within ethnic groups and all students.

Gifted and Talented

- #1 – Clarify what gifted and talented means in SPPS and provide consistent services (in progress)
- #2 – Change the GT/CogAT test letter that is sent to families to be strengths-based, plain language, and fewer words (complete)
- #3 – GT services for all students K-5 (in progress)

Access and Success

- #4 – Create a cross-departmental team to drive increased participation and success in advanced classes for students of color (complete)
 - College and career paths
 - Actions: Short-term, Mid-Term, Long-Term
 - Common language in course guides & advising
 - Add student voice back to Advanced Coursework Committee
 - Create school-based committees to review advanced coursework data
 - Encourage student voice to promote advanced courses to other students

Multilingual Learning Support

- #5 – Develop a visual tool that clarifies options and resources beyond EL services (complete)

Recognition and Feedback

- #6 – Implement consistent recognition of academic achievement by updating policy 510.03 (in progress)
- #7 - Create a comprehensive student communication plan that includes a district-wide mechanism for collecting experience data from students (in progress)

QUESTIONS/DISCUSSION:

- A board member noted that in gifted and talented, which is an identifier and not necessarily a choice, and in thinking about families trying to understand their options for their children across the board, there's still a lot of education that needs to be done around what G&T means, and he appreciates that it is included, because many parents may see that as an identifier for kids that are advanced in a way, and understanding how it is evaluated and explained to people it makes sense, but is not understood districtwide. That's important because it becomes a negative concept for a lot of families, or one they feel their child needs to have or else they won't receive that high rigor education. It is important to be clear about what it means, and the terminology. Response: One of the largest things that we talk about is thinking versus skills, and kids' experiences. Part of talent development is having a wider look in that aspect in terms of rigor and thinking, and how we scaffold skills that might not be there. Skills are highly variable, and we ask families to tell about child's thinking and talents and interests, and in many times it's starting with the student and carrying the conversation from there. We can also inform parents and families to schools that will match their child's interests and background, and those conversations and listening is educating about the options are so important. We are working with teachers to also so this with students in their classroom, and it moves away from a label, and more towards the human being moving forward on their journey.
 - It also aligns with the goals at a statewide level to be clear on achievement, and how to measure potential and to show support for it. Moving forward, how do we talk about our kids from the standpoint of the skills, thinking, and potential they all have outside of this narrow and maybe incorrect lens of the GT label; to get beyond the perception that's the only way they will get what their children will need. We have confidence that staff at the Placement Center will be able to have those conversations with families so that we start to incorporate all we understand what makes kids achieve and have conversations with parents and families.

- It's important to think that as we look at culturally relevant instruction – every kid has strengths. Some families may feel that the only way for their child's strengths to be recognized are through GT, which is not the case. In speaking with teachers, and seeing student strengths, but they're not feeling it everyday in every space. We need to do better as a system as a whole, and 3a gives that extra "scoop." All kids need to be recognized for their strengths and moving towards that.
 - In our honors celebrations, it would be interesting to know how many of the students recognized at the Celebration of Excellence who are going on to colleges across the country at every level, and how many of them went through a GT program; and the perceptions around that and breaking it that there is only one route for parents is important.
- A board member noted that staff will be meeting with Reflective Science, who student executive function, and a way of measuring and supporting that; for our kids, executive function will be as important as knowing reading and math, and adding that to the measures will be interesting.
- What is the process for how students are placed into advanced coursework? How do students with parents who may not know the system and not asking about advanced coursework access these classes? Response: It's common thinking to link advanced coursework with the identifier of a test in kindergarten; we identify about 10% of students, but there is much more than 10% in advanced classes. Part of it building a model that is "yes and", and the analogy of a bus, and some students are on that path, but we can also order another bus to also put them on that path. We are learning with EL students, if they are engaging in choosing, and how do we as a system support that. As kids get older and discover themselves and their strengths, it moves them to choosing rigor. As long as we are saying yes and supporting students to succeed in those classes, and that support in executive functioning. The move towards social-emotional learning has long been a component of GT pedagogy, in thinking and observing differently and cognition and executive function. This is a wonderful opportunity to bring that into a kid's self-awareness and the more opportunities for kids to learn that, we turn the decision to them, as opposed to keeping those buffers and trajectory. We are always scooping more and more kids, and those who may join later.
 - Wondering about kids not as self-aware, and how are we moving those kids with the capacity to advanced classes? Response: There's that constant struggle and discussion. It's where counseling fits in, teacher relationships, and parents. There's also system pieces to work on for the trajectory, including in math and language arts and the trajectory of those classes for students that start in those classes earlier in their high school career. Courses that are chosen earlier on may provide the trajectory for other coursework, and one of the things in the committee is how different entry points are addressed, and one is common language in advising, and course registration; how we talk about access and options for students and common language in describing them to students; also the supports offered to them to make a choice to stretch themselves to take a course. We're also looking at the personal learning plan, and CAMPUS as a tool to map out the 4-year plan, and courses available throughout, and giving them voice and choice, and supporting them along the way including intentional advising, knowledgeable about courses, professional development and coaching up to be choice into it, and a more counseling up model with supports and wraparound supports. Personal learning and intentional advising, and common language, and professional development for counselors to model what's working well in one school and learning from another. We've also looked at schools across the state and what they are doing well and providing to students and staff to investigate.
 - Board members noted that they appreciated hearing coaching up and encouraging students to take those courses. AVID and acceleration courses also help to bring awareness and provide coaching. Outside mentors and advising, and support networks, both internal and external, also provide that mentorship along the way for students.
- In talking about systems and the "extra bus" and being proactive, if our systems are aligning, and students are interested, what happens when classes are full, and provide opportunities for students, and how do we not say no to that? Response: We sometimes have mid-year adjustments, and schools are scheduling a grade level course and honors course at the same place. If one is full, kids need to have a class, and if we have capacity to do that, and 3b in the action plan has ways for the committee and initiative to help the system be flexible for those situations and the best interest in our kids, and considering that students will continue with those next courses the following year.

- When can we expect GT services for all students K-5 and that timeline? Response: Strategic 3b's timeline has finding barriers and identifying barriers in gaps in services, and making recommendation by the end of the summer. Incorporating this work with core service, and GT services on top of that.
- Is it a SY21 timeline? Response: Recommendation comes forward in Fall of 2019, and the goal is over the course of next school year to do implement plan of the recommendations, and happen for kids in Fall of 2020. There will be milestones to get there. Regarding levels of service, there are services currently depending on building. The goal of 3b is the guaranteed baseline for all schools and all students, and how does each school personalize it for their community. All students have current access to differentiated instruction. Most schools are doing flexible grouping, and teachers can be responsive to needs, and instructional strategies to greater depth and strategy, and deeper thinking. We are building that base to build those differentiated services, and how we respond to the demonstrating. We need to build that capacity and understanding, and how we layer it on top of guaranteed access. The other part of 3b is capacity, and build capacity so that when implemented it works. A number of the schools have things going on that have not been articulated, and different programs, and it's not set up in away for all kids to have clear access. The model we have is levels of service, and articulated in the building and in websites and community nights, which is being wrapped up at the end of the school year. 3b with well-rounded will move us to another level of analysis of providing well-rounded education across the board. How we articulate and get tight at each site, and also engage students and families to access them. There's an intentional piece, and also an adaptive piece.
 - We have parents with a common misperception in order for students to be labeled GT or receive high rigor courses, they must enroll their students in 1-2 schools, whereas we know many schools across the district also offer this, and telling these details to elevate what we offer at different schools for high rigor education and enrichment and also how we talk about it. This is key and important to share more about the different schools about how they are challenging their student's rigor.
- In thinking about GT, and schools or situations that are teaching to comprehension, and in some ways, that idea it's different than GT but that they have the capacity to meet kids where they are, understand them, and move them up. Is some of that already evolving in what we do, or something that might be a pilot, or are we ahead of that in separating that approach? Is what we're doing now going to get us to teach to comprehension in a way that connects all kids and continues to move them up, or is it something that is a separate concept in a school or program? Response: In professional development, we are moving beyond comprehension. In read-aloud with students, teachers read above them; not what students will live up to, but what they will live into. In setting goals high and providing scaffolding and support, and teacher tools provide access to the language for all students, who all then have access to that thinking modeled by other students and the teacher. When we start from applying to real world situations, and where does your voice show up on stage, and building that stage, and why and how does your voice enter the space – it's building the inquiry and asking questions, and learning what we have discovered and its impacts on self. That's the enriched curriculum that gets us to a high level, and giving teachers tools to do that in the classroom with differentiated instruction. It's the collaboration with content, curriculum, and instructions where it all comes together
- In student voice and creating school-based committees, are those to review coursework data? Or are we talking about school-based committees around student voice? In talking about student voice, SEAB folks are clear they do not represent student voice – how do we get student voice, and onto those committees to participate? Response: We are working with schools, especially Johnson's and modeling that for authentic engagement; not looking to have one student represent on advanced coursework. Also, we want to re-engage some student voice, hopefully from SEAB or elsewhere, at the district level to have different views and perspective than staff. With student and family voice, and thinking about our families who may not experience advanced coursework, and the importance of advising and making calls home, and there's system changes, and also culture changed in how we communicate to families that we care and believe in their kids.
 - In adding student voice back to the committee, what does it mean to add it back? At each of the school-based committees, are there students involved in their local school community initiatives? It is important to use all methodologies to involve student voice, and engage students, and a group study at one school to another, and give input to each other. Response: That was part of the recommendation from SEAB, and what it looks like an amplifying student voice will be key.

- A board member noted that she does not like to categorize kids. If we call some students GT, it implies that it is a select few, where all our students are gifted and talented. Our instructional practices should be so exciting that every kid can excel, and be fun and engaging. The whole culture of what we do needs to change to be more fun and interesting and stimulating. Another board member noted that she also believes every student has gifts and talents, and how we bring those out is so important. It's also great to hear we are working across departments because we cannot operate in silos, and we do work in all areas and reaching to be aligned, and impactful in multiple areas.
- In recommendation 7, about the comprehension student communication plan, there are bits and pieces in different places, which is understandable because the plan encompassed different features. What connects it all together as a comprehensive plan, and how will students see it differently than what they see now? Response: Currently students receive personalized learning survey, or student engagement survey from their teachers on individual growth and development plan, internally from their school, etc. – there are lots of different ways to collect data. There is a saturation point where we will cease to get good data and really engage students in surveys that will lead to impactful and engaging data.
 - There is a whole subject of communication and engagement with students, that includes a communication and process. How are you going to knit it together across different areas? REA will be helping us in this work in this key priority, and implement it in a methodical way, and through REA and the initiative. It's bringing in the different pieces and putting them forth on prioritization, engagement, and evaluation. We're figuring out the puzzle pieces before putting it together.
 - Director Marchese also noted that our students have knowledge about how to best reach them and could give good insights, and encouraged staff to tap into that knowledge, because there might be parts missing where students can help us to think about that. Response: A couple of those places are Genius Squad, SEAB, AVID students, and our student leadership groups that are collecting information, as well as our principals, who collect data at the site level, and also district level. There are different strategies, including face-to-face contact, and what we need to ask, but also how.
- What is the timeline to look at the recommendation on recognizing student achievement? Response: It will be brought to the Policy Work Group at the end of the month with potential language. It would then follow the three-reading process once the language is confirmed.
- With participation in advanced courses, and strategies like counseling up, will that address the disparity of students of color in those classes? Response: Yes – that would be the charge to increase proportional representation. Also in counseling up, it's also up to the student and if they feel comfortable, so it's not only encouraging students to be there, but also how it feels, and how to support students once they are there. We need to keep supporting kids once they are there, and those layers that exist and need perspective to illuminate those.

D. FY20 Budget Update

Superintendent Gothard then introduced Chief Schrul to present the FY20 Budget Update, including the new format in looking at the budget as it relates to strategic plan initiatives.

Mission of SPSS

- **Inspire** students to **think critically**, pursue their **dreams** and **change the world**.

FY 2019-20 General Fund Budget | Preliminary Big Picture (as of 5/3/19)

	FY19 Adopted (in \$M)	FY20 Preliminary (in \$M)	Difference (in \$M)
Revenue (including LTFM)	\$560.8	\$574.1	\$13.3
Use of Fund Balance	0	0	0
Expenditures (including LTFM)	\$560.8	\$577.2	\$16.4
Projected FY20 Shortfall		(\$3.1)	

- Projected revenue assumptions are based on a 2% increase to per pupil formula
- Projected revenue amount includes Long Term Facilities Maintenance (LTFM) sources within the General Fund prior to any State UFARS required transfers to the Building Construction Fund

- Projected expenditures adjusted for inflation.

FY 2019-20 General Fund | Projected Revenue (as of 5/3/19)

Projected Revenue Changes:	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 2% increase on formula)	6.2
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Special Education	2.2
Total FY20 Projected Revenue Increase	\$13.3

Strategic Focus Areas

- Positive School and District Culture
 - Create a shared sense of community to build trust and collaboration within and outside our schools.
- Effective and Culturally Relevant Instruction
 - Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.
- Program Evaluation and Resource Allocation
 - Evaluate effectiveness of current programs and make informed adjustments and investments.
- College and Career Paths
 - Expose students to more college and career opportunities while in high school, including the ability to earn college credit, certifications and internships.
- Family and Community Engagement
 - Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

Budget line items were then presented in a new format, which demonstrated to the Board and the community how the budget items are organized for FY and SY and the strategic plan. Tying resources to the strategic plan is no easy task, while implementing a new direction for the District after a successful referendum. There has been a history of discretionary funding for schools and has been great innovation at school and classroom levels. When that discretionary funding is no longer available though – that is the challenge is sustaining these great programs and innovations, and the key lies in prioritizing and budget guidelines to ensure predictability, priorities, and a sustainable effort in order to reach the goals we want for each and every student.

The 35 line items were then reviewed, and questions answered throughout the presentation. Proposed budget recommendations can be found within the presentation.

QUESTIONS/DISCUSSION:

- In looking at budget recommendation 2, which is dedicated to providing PD to paraprofessionals, are they able to earn college credit within that training? Response: They can earn in-service credit for SPPS which offers lane changes. Earning of college credit would require collaboration with a higher education institute to offer in-house (similar to SUTR), and would involve working with accredited partners and finding the right partner to create a program long-term, with a strategic application and investment.
 - Board members encouraged administration to look into this option as we work to “grow our own” and creating a cohort. We have talent in our buildings with our EAs and TAs, and moving them forward and how we can make that happen. Board members also noted that in conversations with EAs and TAs, they are pleased to see this strategic plan investment in PD for those roles because

- we want to be ensure our paraprofessional staff are equipped with training for the situations in buildings.
- Further details were provided on the dollar amount, which is specific to this initiative and funds the hourly rate of pay to attend these trainings or earn in-service credit to further the pay scale. Another option is if principals are having PD at the building for licensed staff, and are encouraged to invite EAs and TAs at their hourly rate of pay if they choose to join.
 - In budget recommendation 5, is that technology for a vendor? Response: In the initiative to reach out with surveys, it would include technology and usage.
 - Superintendent Gothard reminded the Board and community that there will not be 28 new positions for Learning Leads, but those roles that are currently in buildings will be wrapped into this. It is about how we use Title I and ESSA for those positions. The training and guidance for the Learning Leads was then reviewed, with the main summer coaching institute in the summer, and cognitive coaching and adaptive schools training, as well as intensive focus on their school, program, and strategic initiatives based on programming in which they will be working. There will be should-to-shoulder coaching and supporting teachers in the building, and learning and leading from within, including professional learning communities, and how to build capacity and how they are aligned with school improvement strategies. Learning leads and principals will also work together and learn together, to dive deeper into pieces that can be grown into both individually and as a team.
 - There will also be reflective practices included for staff.
 - It was noted these are PreK-12 positions. A board members noted that early childhood coaching is very different in that it needs to be child-directed, environmental and less instruction-oriented. Specialists and Learning Leads will be able to help to support and deepen the support for all teachers. The importance of these positions at sites, as opposed to district-wide support was also noted, for those folks to understand and support in better ways.
 - The partnership of Learning Leads and principals were also noted, with principals looking at foundational elements and leadership for change, and aligning those to the Learning Leads role, and some side-by-side work together. Principals are the key education leaders, and Learning Leads are the addition supports to principals in identified areas of their plan, and align to SPPS Achieves that will be facilitated at those sites. The principal role in 2019 is very different than it has been historically, and with school improvement plans and growth, the Learning Lead will be a role that will work together with the principal to deeply know their plan and how to approach it.
 - Within the well-rounded education budget recommendations, is service to the community included within that initiative? Response: It is a part of the programming, within content, curriculum, and programs that are well-rounded. There is also an ecological service item included, and the science team is able to provide more insight into that aspect and where it appears in the curriculum. We want to first ensure that all requirements for World's Best Workforce are met and closing those gaps, and then to expand out and how we define a well-rounded education; first step is to identify those gaps, and provide the essential opportunities for students. Within the College and Career Readiness focus area, there are service-learning opportunities included in that and in other different initiatives as well. Board members encouraged staff to look at ways to do both.
 - A board member notes that in the arts, and how they fit into our plan and what we say, and believe in our different schools how students have access to the arts, and how they manifest in elementary schools and different areas, what SPPS believes is a well-rounded education is critical in our branding and in explaining that to students, parents, and the community.
 - Another board member noted that in speaking with a student who lives in her neighborhood, that he was inspired and motivated to go to school because of an upcoming field trip, so those experiences can be powerful motivators for students.
 - Regarding budget proposal 13, are K-8 sites included in the middle school model? Response: Yes, their schedules will change, if they already have not. K-8 sites will have counselors, and include schools such as AIMS, Capitol Hill, and OWL.
 - Regarding budget proposal 18 and the 7.0 Work Based Learning Coordinator FTEs, how will they work? Response: Some will be split positions, and others will be half time positions at some schools. ALCs also need support with internships, service-learning. This role will be assigned to coordinating internships, directing students and staff to resources, coordinating community-wide and school-wide career fairs in buildings, and school specific student services. These are things that students and

families are looking and what will set us a part in the kinds of investments that will allow us to maximize opportunities in the community. We know there are gaps in skills required, and these folks will give students an increase in their opportunities in college and career – we can be the first step in ensuring employment success for students, and that's a great aspect of this work.

- How can we market this work and inform the community about these opportunities? Response: Anna Morawiecki, from the Office of College and Career Readiness, happens to have experience in graphic design and will be helping to market these opportunities from OCCR directly, and it is aligning the district staff in their capacity and outward facing rebranding that will be critical. An example is the Academy of Finance, and the entire team that helped the student who spoke at the previous board meeting, and we need to be telling those stories, and marketing our capacity, team, and experiences across all high schools.
- A board member noted that many students, especially those at the Celebration of Excellence, already have enough credits for a two-year degree, and ways to do that. Response: Superintendent Gothard noted that the trend is absolutely worth looking into and the job marketing and understanding those jobs and stories in the community. Two-year degrees are incredibly valuable in today's market and in the community, and finding ways for students to earn those degrees in high school will be very valuable for them. Board members also noted that as many students go to colleges and universities such as Harvard and Stanford, that they will be able to save money if those colleges accept those credits. The previous statistic of high number of students who graduate with at least one class of college credit was noted, as well as students in ALCs who are able to earn associates degrees in high school. There are also conversations about hybrid courses, such as IB and concurrence, where students are able to take classes over a course of a year to make it happen.
- With some of our partners, such as the Children's Collaborative, and other programs with focus on specific groups, all of those partners have overhead costs, such as administration and facilities. Would there be ways to partner in different ways with those organizations to provide what they do in our schools rather than have them somewhere else, or make those programs available to more kids? Response: In resource-sharing agreements, we do bring them into our schools for educational and extra enrichment. For out of time school partners, and those partnerships, we have explored those options and sometimes they are not a great fit in our schools, where families may want to go to another affinity space and be more comfortable versus in a school. The structure of the Children's Collaborative helps to problem solve where we can bring something to the table – whether transportation, materials, or other items. One example is that we are working with HeadStart as partners to leverage our facility space to offer additional programming to families. While they are not enrolled as students in SPPS, we do share resources, in PD, space, materials, supplies, and experiences. Ultimately, the goal is to have them enroll in Kindergarten with SPPS, and articulation to K.
- There has been talk about a Karen immersion school – is that reachable within the next few years, or how are we thinking about that? Our dual immersion schools are successful – are we thinking beyond our current programs? Response: Right now, it is important to focus on creating the foundation for the plan and what it is set to do, and with 39 line items, there is a lot of work currently happening in new and different ways. With ongoing resource struggles and thinking about the challenge to sustain, efforts will be very real, especially in a culture of scarcity, even with the successful referendum and with the state legislature where it currently is. While it is early to think about committing to new programs, we will learn from these and opportunities, and through efforts of engagement and use for information going-forward, including what is successful and how to replicate those programs. We need to measure our capacity and the strengths we have in the District, and the possibility of those future items is important.
- A board member also noted that it seems in each school, there is a group of rabble-rousers in schools, and a small group of students who create negative energy or are not participating, and creating distractions. Can we think about a place where these students can go to help them figure out what their behavior means for them, and understand a new way of being? It was mentioned that Face to Face is a day treatment program, where there could be some more intense and different interventions, but would cost money and require creative thinking that could help? Response: In thinking about past experiences and places for kids, we find that there needs to be ways to change and differentiate based on student need; schools need to be flexible enough to serve the continuum of needs, and there are systems in place to address that. Board members noted that maybe in each school there needs to be some interventions and provide real support, instead of the occasional conference, for those students

whose lives need some redirection. Behavior specialists are able to assist, and the Facilities Master Plan is also helping to design spaces where those conversations and support can happen. Superintendent Gothard went on to note that we need to intervene before the point of rabble-rousing, and find ways to do that sooner, to allow students access to their education in a new way before it turns negative.

- PAR coaches and their support was discussed. Their focus is on first, second, and third year teachers, and give supports in areas of expertise, and listening to one another. After a review, teachers have opportunities to improve, which is the role of the PAR coach in helping to support them. In the first year, teachers have a mentor, who is the first line of support. In the second year, they may need support and also starting to grow into their role and PAR support in their confidence to be an effective teacher, and that second year is key. In the third year, there is gradual increase in other coaches and PD.
- The tentative reduction in substitute teachers was reviewed.
- It was noted that this will be an ongoing way to track what we do, measurements of success, and roadmap for the District. There will be metrics on how we are doing, and measure progress. These recommendations are a way to conceptualize each initiative and tie in the why, and measurements for success.
- There are ten initiatives in Phase 1; each will have a cost associated.
- The reallocation of funding from the assistant director of communications to project management in the program budget details was discussed. There have been a few positions that have been vacant, and in conversations, there are ways to still support those departments and still move forward without those FTEs.
- The Board and Superintendent noted that they are hoping the State will come through in the end.
- The Board also noted that communications to the community are critical to change the narrative and accuracy of the great things in the District, and appreciated the focus of Mr. Burns and his team, and their plan and support to ensure we communicate SPPS.

III. ADJOURNMENT

Director Foster noted that it is Teacher Appreciation Day, and that we so appreciate our teachers and their great work in the District.

Director Schumacher also noted that it is Nurses Appreciation Week, and thanked all nurses and school nurses for their very important work.

Director Foster motioned, seconded by Director Schumacher, to adjourn the meeting at 7:23 p.m. The motion passed by acclamation.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk