

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
April 9, 2019**

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

M. Xiong arrived at 4:49 p.m.

Staff: Superintendent Gothard, M. Hoerth, H. Kilgore, K. Lacher, R. Biel, J. Sims, C. Carlstrom, Y. Vang, M. Doud, S. Dahlke, K. Wilcox-Harris, C. Long, C. Baker, J. Turner, E. Agbamu, L. Sayles-Adams, L. Erickson, K. Randall, L. Cathey, K. Burns, H. Ott

Other: K. Ackera, W. Moore, D. Presley, J. Weigum, B. Yewhalawork, K. Craven, J. Kolls, N. Kruse, T. Dreher, J. Nathan, N. Bolen, C. Allen, P. Hendricks, T. Jones, T. Lonetree

I. CALL TO ORDER

The meeting was called to order at 4:36 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by welcoming everyone and hoping that everyone had a great spring break and noted concerns about the upcoming weather. We have a nine-week push to end the school year as well as possible, and we have a lot of work to do still. He hopes everyone had a good break and off to a good 4th quarter. He also prepared a statement about the learning lead proposal and to improve long-term student outcomes in our district. He recapped his learnings in the past two years, and knowing to create a structure for continuous improvement in schools. Learning leads are 1.0 FTE teacher positions and SPFE members who will work with staff for professional development. The building principal will hire these positions, and these positions are not supervising staff. Learning leads will work together with staff and district leaders. In the initial proposal, learning leads are funded from a combination of Title I and ESSA funds that are targeted for school improvement in targeted schools and build districtwide support for our schools. We plan to redistribute these funds so that funds go to the schools directly. We do not have enough of these funds to fund a position at every school in SPPS, but we offer the ability to do this by creating a match of Title dollars and General Fund dollars to grow this network across schools. The roughly \$110,000 per learning lead is the same average used for all teacher positions in SPPS, and includes salary and benefits. We are required by MDE to create a plan for comprehensive support and improvement (CSI) and targeted support and improvement (TSI) schools. SPPS has a number of schools on these lists currently, and we want to move them off those lists. We need to create a sense of urgency and do so in a systemic manner, and Title and ESSA funds are appropriated to support the identified schools. These will not be another layer or redundant staff position. We currently lack a system of this work; schools have used discretionary funds towards positions like this in their schools for improvement. We need to create a system that the district can support. Learning leads are targeted and must be used to support school improvement. What has led us to this system - we have persistent gaps in student achievement, and Superintendent Gothard recapped the reading scores and the proficiency of subgroups as evidence of these gaps. He also recapped qualitative evidence and conversations with families, PACs, staff, and community to create a system for students to succeed. Our students, families, and advocates are demanding action to improve long-term student outcomes. This needs to be a system change. We are going to build a structure to identify problems of practice in student learning and to support them to create

new actions aimed at improvement. He also shared quotes and research from leading experts in student learning and school improvement – the *repeated practice* part of the research is very important. We all have a very high standard for our students. This need for improvement is also articulated in SPPS racial equity policy 101.00 section 2C on teaching and learning. Learning leads will organize the work of professional learning that is job-embedded and does not take teachers out of schools. He then shared another quote of research on professional development for teachers and improved long-term student outcomes. We want to be a district with a system of school improvement and to create a school-based model of school improvement; learning leads will collaborate and share with district leaders and staff. We are building momentum for SPPS Achieves. He will continue to advocate and fight for every bit of support for SPPS. He is recommending additional resources beyond learning leads, more than 2/3 allocated will go directly to schools and there will be requests for added positions. This is based on the direction to improve long-term students outcomes for the wonderful children and families in SPPS. He has tasked administration to build a system for learning leads that eliminates the need for general funds for next year, and target to CSI and TSI sites. It's important to reflect on how this plan was proposed, but will not back away from the importance of these positions in improving student outcomes in our district.

QUESTIONS/DISCUSSION:

- One of the big questions is about this not being another level of redundancy, and what is the role of learning leads versus our current coaches and TOSAs? Response: There are a lot of different roles in buildings, and without a system, we may not know what each and every one is doing. To create a system that is supported and is approaching challenges in each building in a systemic manner. There are positions that we need to do a better job of allocating and use of discretionary funds, which they shouldn't have to. These should be positions that are supported at a district level in a systemic way.
- Within the current structure, we are creating new positions and thinking about the use of resources and three-years of budget deficit, why this route? Response: With the final recommendation, it would no longer use general funds for the learning leads positions, and use Title dollars to target CSI and TSI schools and to build the knowledge we plan to gain from this model.
- That kind of intense professional development will build our teachers. How will it ensure what we are doing is different and better? Response: We have almost 40 KPIs in SPPS Achieves plan that the Board will hold the Superintendent accountable for, and when we come back and look at those key performance indicators, he will demonstrate that we are meeting goals set forth in the strategic plan.
- The position has been created for the learning leads role, with a description, and track staff and teachers who are best prepared, and buildings will have a role in the selections as well as district staff.
- For the criteria, will they be more senior staff in the district already, or will they be internal and external staff? Response: Folks having knowledge of SPPS will utilize the skills we have here will be the first and best option. It's a process to determine who will be the best fit, and from there, we will open it to external candidates as well. It would be the preference to utilize this as a position for our staff to embrace, and for a teacher to have a new leadership role.
- For reporting back and tracking, is there a set schedule – what will that look like? Is that quarterly? What is enough time to get data back to tell us how it's going and what will need to be reconsidered? Response: As a system, we need to do reporting on school improvement especially for CSI and TSI schools. It will be to make sure we have the right information in front of us, and distill it down to data bites that are effective to demonstrate we are making progress. These practices are happening in buildings, but not overall as a system for improvement. We have resources and people working hard. A learning lead is to support our teachers at a building level and to lift their voice.
- To follow up, we have heard from principals and teachers an interest in having a cohesive set of priorities and structure from the district and a system to move forward with priorities and structure. This is critical. It's challenging too. We need a system in place to evaluate, and this is a critical time for our district to move forward, and there is confidence this is the right way to move.
- It's also critical to with this new system, to have flexibility with each site, so that we are not creating additional problems with sites because of the way items are at each site. A base of what the district is providing, which is critical, and also have the flexibility to work with principals and staff to have successful visions for each school. It's important that principals feel confident they will have budget and programming to move forward for a successful learning environment.

- How many CSI and TSI schools are there? Response: There are 28 total combined. The planning work would begin in the summer, for us to be prepared for next school year.
- In listening to initiatives and plans, and all are aimed at creating a district where students, teachers, administrators, parents, and the community are working together for success. Every time in listening to presentations, the presenter has said the key words are relationships, trust, and collaboration. How will this lead teacher position help us to do a better job in relationships, trust, and collaboration? Response: At a high-level, it's a big and important questions. School needs to be organized to do this – there has to be teams established, norms for teams, and communication is incredibly important to how to build cohesion and success, and build trust. People need to feel a part of it, and this lends itself to relationships. Everyone is a leader at the school – in terms of what they are doing on a daily basis to affect student achievement and working with the district. We need to be organized for that effort. A key item is that they learning lead does not replace the principal or a principal-like position – a principal has a very different role in 2019 than it did years ago. A successful school system cannot be built on the backs of principals. By managing school improvement with the staff and district, trust will be built because they will be a part of it, and have voice and choice. There are examples of this all over the district, but not one system of how we do this in SPPS.
- A board member noted that he feels confident with the time and talent in this decision, and this is a methodical and logical plan to do this, and how it will work with kids and teachers, and principals.
- Within the context of budget, and how it fits into the overall plan – we are clear that the revised proposal is for 28 learning lead positions at TSI and CSI, and is different than what was reported earlier. It's also important to note that only Title dollars will be used, not general funds, and for reasons on restrictions of federal funds, and using Title I and ESSA dollars appropriately for school improvement, and they are districtwide Title I, not allocated to schools, and that we are not taking away dollars from schools based on pupil count or poverty level.
- It's important to emphasize that these are 28 positions, which would be 28 times the average teacher salary - there is nothing unusual for this position versus traditional averages, with some summer PD built in. There will also not be net changes to the budgets of individual schools such that they would lose funding for other programming for support? Response: In terms of per student funds, no, but we will check into the districtwide supports given to schools directly.
- In choosing to go this route to increase achievement, other choices were not made. As we have heard from the community in issues about classroom support, how do those supports fit in with what we are trying to accomplish and propose overall? Is there an opportunity to increase those supports in the budget? Response: Yes, there are opportunities to increase those supports. Also go back to having a system. We need a system to place various positions. This is the underfunding of MN schools, and going back and forth all the time, and develop a cadence. The challenging part of this discussion is choosing one over the other – we'd like all. To build a system to evaluate effectiveness and look for ways to improve, and to have a system to base that on is an important next step.
- For the Title I funding, want to understand the districtwide funding for these positions versus using Title I funds for other supports. Response: Title I funding as the extra layer, supplemental to state and local dollars. Federal dollars cannot fund the basic education. We've heard questions about why they can't buy social workers, and those positions are part of the contract. At that point, those are required positions, and necessary for a basic education, and are no longer supplemental, but part of the core requirements. It may vary by districts, and relates to how SPPS already creates support and uses general funds to do that.
- If we wanted to increase the number of supports, could we use Title I funding for that? Response: We would need to be very careful in how we do that because we are already demonstrating that those positions are necessary, and to say we are adding and differentiate that these were already part of the core.
- If we were to change ratios of number of students to support staff, would it change the calculation? Response: We have already established the fact that these are necessary positions and funded at the state and local level, that changing the ratios wouldn't change the fact that these are the core expectations.
- It would make it difficult to use Title funds for these positions, and there is already a precedent of using state and local dollars, that using Title funds wouldn't be supplementing. It's more to do with the

category of the position, and not the number of FTEs. This is a category that is now contractual, and not supplanting.

- At the school site-based Title funding, and if they want to purchase an additional support role with those funds, they would be able to with their Title dollars? Response: With the EA, don't know there is a contractual piece. We ask schools to use funds in a different way because there is a contractual basis.
- There is the allocation of Title I to buildings and allocation to district level. Currently the learning leads funding will be from districtwide funding, and buildings will still receive their Title I school allocations? Any limitations will remain the same? Response: Correct – it's also important that billing allocations have changed due to FRL count, and enrollment, so their dollars change. If schools are seeing a reduction, there are several factors – such as fewer FRL students, and pupil count allocation is lower, the overall base of where starting at is lower, because the federal allocation is about 15% lower than anticipating and starting more conservative.
- If schools see a change in the Title dollars, it is not a result of the learning leads position, but as a result of poverty level shifting in the individual buildings. These are 28 net new positions in buildings, and increase in headcount in buildings. This is a part of other additional funding with additional support and staffing.
- It was also noted that social workers, counselors, nurses, and support staff are incredibly important in improving long-term student outcomes. Ensure that there is great value for those positions, and this is about a systems and persistent racial achievement gaps in this district.
- Support that we know learning happens in relationships, and a child's most important relationship is with the teacher, and this is to build a teacher's capacity to address those racial inequities and the achievement gap that we see. If done right, and data to show we are making progress. That will be more important than other relationships in the schools. Schools organized with this work are pulling data to use in bites for teachers to use to inform us for improvements. Teachers pour over the data and noted how important it was for their teaching.

B. Raising the Tobacco Sales Age to 21 in Saint Paul

Superintendent Gothard then introduced William Moore from Saint Paul-Ramsey County Public Health; Kristen Ackert from Association for Non-Smokers MN; and Damone Presley from Aurora Saint Anthony Neighborhood Development Corporation to present on youth tobacco use, background on Tobacco 21, e-cigarettes/vaping, and community support.

Minnesota Youth Tobacco Use

- Youth tobacco use has increased for the first time in 17 years
- Cigarette use dropped but e-cigarette use increased dramatically
- A graph showing the percent of high school students who used various tobacco products in the last 30 days was presented, and showed the decrease of cigars, smokeless, and pipe, a slight increase in cigarettes, and spike in e-cigarettes from 2014 to 2017
- A graph was also shown that depicted youth tobacco use in Ramsey County comparing tobacco use among Ramsey County's 9th and 11th graders in 2016
- Statewide, over 17% of 11th graders use e-cigarettes, while only 8.4% use cigarettes and 5.1% use smokeless tobacco

Reasons to Raise Tobacco Sales Age to 21

- 95% of current adult smokers started before they were 21
- Human and economic cost of tobacco use
- Many youth get tobacco from older peers

The Epidemic of Electronic Cigarettes

- Photos showing the evolution of e-cigarettes were presented
- Nicotine harms brain development as teens grow; youth nicotine exposure has negative implications for learning, memory, and attention span
- The brain learns addiction; nicotine can change brain chemistry, making youth more susceptible to addiction

- The earlier the exposure, the greater the risk
- Nicotine addiction can happen quickly
- The tobacco industry targets youth and spends \$117.8 million on marketing each year in Minnesota

Community Support

- Saint Paul District Councils with T21 resolutions include North End District Council, Fort Road/West Seventh Federation, St. Anthony Park, and Union Park; others are considering as well
- Thirty-one Minnesota cities and counties have raised the tobacco age to 21

Recommendation

- Saint Paul should join the growing list of Minnesota communities raising the tobacco sales age to 21

QUESTIONS/DISCUSSION:

- A board member noted that she has had multiple conversations with students, who have raised concerns about what they have seen in their schools concerning vaping and tobacco use, and policies and initiatives to address this. She also noted the photos in the presentation of how similar these items look to soda and candy brands, and are such a huge target for younger people, and thanked the team for their work and its importance.
- For people under 21 who are trying to quit, one argument is that they will no longer have access to these types of things – does it show that it helps to get kids off cigarettes? Response: Since these devices and products are so new, there is still a lot of research being done. With combustible cigarettes, there are decades of research that shows the detrimental effects of them, and people are looking into the effects of e-cigarettes as well. They are not an approved cessation device by the FDA. There are other ways, including patches and gum that are approved that 18 year olds will still have access to. We prefer that people don't start, and don't start on another device. The nicotine in these products is alarming.
- Someone who wants to quit cigarettes, and turns to one of these devices and get them off tobacco, are any of these nicotine free? Response: A lot of times, they may say they are nicotine free, but because they are not federal regulated, there can still be trace amounts. Research shows that there is not any product that doesn't contain nicotine. In the community, we are able to share this knowledge and use education around that conversation, and education is so important and the framing of those conversations. There are not federal regulations in what goes into this fluid, and we don't know the long term effects. Survival is the most natural instinct, and if we can educate people on what can harm them and the risks, more often people will choose survival.
- What are we including in our health curriculum around this topic, and at what point are we talking about smoking? Response: It is included in elementary health conversations and curriculum includes this topic, as well as others such as safe and healthy relationships in primary grades, and including e-cigarettes, vaping, smokeless tobacco, drugs, and alcohol, and work to revise on a regular basis and are added along the way.
- What is the best understanding of when this reaches a tipping point or when the state legislature, instead of bit-by-bit or in other states? Response: The first Midwest state to pass it was Illinois last week. In the past legislative sessions have included this push to make it statewide. From the map, the 31 communities include outside the metro, with the goal to be statewide. It passed through the House this year, but is not included in the Senate health and human services wellness omnibus bill. The process is underway, but feeling it is unlikely this year, but working towards that and working on the local ordinances for that momentum.
- Without Saint Paul, about 26% of the population of the state of MN is covered – if Saint Paul joins, it will be increased as well.
- Another board member recounted his personal experiences of the amount of information and mis-information, the most powerful messenger is friends and peers. He knows of people and the peer pressure and mis-information and in the age category of 16-20. He applauds this effort and thinks it's important to support. If we are about the health and well-being of our children, we need to be about this as well. He thanked the team.

- The procedure for the draft resolution and text was also provided. Draft text will be provided, and if decided to move forward at the regular meeting, there would be a resolution as part of Old Business. Next steps will also include sending the signed resolution and letter of support to the City of Saint Paul in support of them voting on this at the City.

C. Social Studies in SPPS

Superintendent Gothard then welcomed Rebecca Biel, Social Studies Supervisor, Office of Teaching and Learning, and teachers to present on social studies in SPPS and experience in classrooms in teaching social studies.

District Social Studies

- SPPS Social Studies Mission: To provide responsive instruction and relevant content to meet the learning needs of SPPS students.
- SPPS Social Studies Vision: We strive to provide quality learning of historical thinking, geographic inquiry, civic inquiry and economic analysis based on MN State Standards for Social Studies, multiple narratives, absent narratives and counter-narratives for students K-12.

ESSA, ELL and Social Studies Academic Language

- SY 17-18 Develop Discourse, Sentence, Vocabulary for each unit for each course
- SY 18-19 Making the invisible visible - PD and implementation of discourse, sentence, vocabulary for each unit for each course (Government and Economics under construction)

Bdote - Grade 5 Early Americas History

- All Grade 5 students are expected to learn about the Dakota as a complex society (5.4.4.16.1) and MN as a Dakota place (in the classroom and with an out-of-classroom learning experience)
- Training the Trainer model for Grade 5 teachers
 - CEC funds training on Bdote sites with Dakota elders
 - Social Studies and OIE constructed before-during-after lessons
 - Social Studies budget covers bussing
- 80% of elementary schools participate each year

History Day

- National History Day is an inter-disciplinary research project for students in grades 6-12. History Day teaches students to:
 - Conduct in-depth research
 - Use primary and secondary sources
 - Read a variety of texts
 - Analyze and synthesize information
 - Write and present historical content
- All students in American Studies 7 and general education HS U.S. History participate in History Day
 - Teacher Guide created by SPPS teachers
 - Unit with Lesson Plans created by SPPS teachers
 - Emphasize process over competition
 - Support from MNHS Education Department

Partnerships

- The wide range of partnerships were reviewed, which included MN Historical Society, MN Civiv Youth, Ramsey County, MN Council on Economic Education, Mitchell Hamline College of Law, MN Children's Museum, League of Women Voters, Every Child Matters, Ever-Fi, Center for Equity and Culture, Office of Multilingual Learning, and the Mayor's Office with support from East Side Freedom Library, U of M, MDE, Echoes and Reflections, and World Savvy.

Elections

- What Social Studies Does Every Election Cycle

- Voter Registrations
- Kids Voting
- What is new?
 - Ramsey County Civics Project
 - Initiated by Ramsey County Commissioners and Ramsey County Elections
 - Partnership between U of M CEHD, Ramsey County Elections, MN Civic Youth, SPPS Social Studies
 - A teacher liaison in each high school recruits students to be election judges (16 years old, citizen)
 - Approximately 300 SPPS students were election judges
 - Respectful Conversations in four high schools
 - PD for teachers and students
 - Two RC before the election
 - One RC post-election
 - All school mock voting with ballot counting machines (RC schools)

Respectful Conversations

- An overview of Respectful Conversations was discussed, including the count of schools, racial/ethnic identity, and preferred pronouns
- 113 students trained to be RC leaders; 14 teachers trained; 20 classes participated

Core Content Courses – Transformation

- Cohort of Teachers work together once a month
- James Banks model of curriculum reform
 - Synthesis of multiple narratives, absent narratives and counter-narratives into curriculum
 - Perspectives, frames of reference and content work together for a deeper understanding of Social Studies
 - Frames of reference - systems of power, resistance/resilience, race, racism, institutional racism, social construct of white is normed
- Dr. Keith Mayes works with teachers on content
- SPPS Culturally Relevant Curriculum Continuum
- Plans for courses in 2019-2023 were shown

Current State Studies Courses

- Four unit, one semester courses
 - Identity
 - Systems and Power
 - Narratives of Resistance and Resilience
 - Transformation, Continuity and Change
- 7/9 high schools offer at least one Studies course
- Focus Beyond offers Deconstructing Normal: Abilities Studies
- Hmong Studies being developed
- Social Studies Supervisor is Project Owner for Studies courses
 - Constructing a business case of current state, opportunities and risks to address SEAB recommendations
 - Project plan developed from business case
- The studies courses scheduled to be implemented were also reviewed, including Abilities Studies, African American Studies, Asian American Studies, Indigenous Studies, Latinx Studies, LGBTQ Studies, Women's Studies, and Hmong Studies

Growth since SY13-14

- A graph showing the includes in offerings was shown. Offerings have doubled over the past 3 years.

Opportunities for Alignment with SPPS Achieves that Could Accompany Department Growth

- Current state: All content, programming, projects, professional development, partnerships, working with K-12 teachers supported by 1.0 FTE supervisor
- Opportunities with Department Growth
 - Focus on Elementary Social Studies
 - Grow implementation through support for classroom teachers/PLCs
 - Grow content knowledge and pedagogy through professional development, resources and materials
 - Alignment with Literacy blocks
 - Serve student learning
 - Ensure ALL students are equally and equitably prepared for middle school
 - Students make connections to what they are learning
 - Coaching, work with PLCs and support for new teachers
 - Accelerate Infusion work

Kudos

- Steve Jents, 3M Rising Star in Economics award in 2018; Molly Keenan and Eric Erickson, Teacher of the Year Nominations in 2019

QUESTIONS/DISCUSSION:

- The Board thanked them for their work. In thinking of the different studies courses such as Latino, African American, how are you making it relevant and realistic to challenges to what is in books and not in books? Response: In the teacher's class, she noted that she does not use textbooks, and instead uses primary resources, and has created a culture of trust with her students. A lot of students taking her courses know that she gets their perspective and allows them to voice their perspectives. It is that relationship of trust, and in her courses, she and students do not shy away from talking about race and issues. Students can call her any variation of her name, and that comfort level created, and so they know they can view or express what they need to. SEAB also pointed out that how do we get "woke" teachers – and how we keep growing that mindset for teachers.
- What tools are we using, and Saint Paul is community-rich in leaders that can bring lived experiences, and tapping into the community to enhance. Response: Yes - we have a substitute teacher who grew up in Montgomery during the Civil Rights Movement, and she is requested to speak in different classes. Students know her and have a relationship with her, and learn from her.
- With many of the historic books that paint a skewed version of the world, how are we looking at everything we are doing, and books available and making them more accurate. In working with staff, we bring a lens and looking at books about how they are culturally relevant with students, and the critical lens to look at some of those books. Also, looking at new books. Hoping that in 2021, we shouldn't have to buy textbooks with Schoology and resources, and developing that critical lens that is an important skill.
- Are you purging books in libraries? Response: Some books are pulled, and we work closely with media specialists and libraries to ensure teachers have what they need and are requested, and types of books that students request. A lot of students are looking at a book, and are asking questions about why it is still offered, and talking to the library to get it off the shelf, and looking at items through their own lens and questioning.
- A board member noted that in hearing terms like "woke teacher" and "mindset" and purging books from libraries, he feels uneasy. Response: We expect teachers to bring a critical lens, and to discuss voices on who's being heard and not heard, and a follow-up to talk about voices showing and those not showing. The critical lens to ask questions is important.
- In talking about critical lens, we have a difficult time defining a personal bias. How do we talk about competing biases? Response: In talking about professional development, one of the topics is sympathy versus empathy and resources. Developing the critical lens for this narrative, and others that go along with it. In 3a, it will also be covered.
- "Woke" and "mindset" have been controversial. Does SPSS and Social Studies team have a definition of these words? Response: In going along with SEAB conversations, what are they talking about in "woke" and what makes their learning a rich experience, and getting to tease out what is it about what's

happening to make school a safe and comfortable place to learn. We need to do further probing, and to have SEAB members tell us more about what they mean.

- It's important to infuse this learning throughout all our courses, and studies courses end up a place to park information, where it needs to be embedded in all courses. There is an aspect with SEAB, also important about how we give power and voice to students to articulate their lived experiences, and context and sharing that. It's important to speak to people's experiences, and also work to do around creating space to share the power with students and community members with experience and knowledge to create that with students and teachers. It would be interesting to hear more about Ethnic Studies in future meetings.

D. Update on E-Stem Magnet Middle School

Superintendent Gothard then invited Jocelyn Sims, Principal of E-STEM Middle School to present the update on the new school and its offerings.

Experience E-STEM

- Students at the following Eastside Elementary Schools have learned about E-STEM through a personal visit from Principal Sims:
 - Highwood Hills, The Heights, Phalen Lake, Dayton's Bluff
 - All Eastside Elementary schools were offered a visit from Principal Sims
- Tuesday, February 12th from 9-11AM, 1-3PM and 5:30-7:00PM: 28 families attended the Showcase. Families came from several different schools including Expo, Four Seasons, Nokomis, Highwood Hills, Battle Creek Elementary, Frost Lake
- Enrollment Projection for 19-20: 200 students. Currently at 173 students.

Planning Update

- Twenty staff have been hired
 - 17/20 staff are experienced, highly qualified teaching and/or support staff
 - 3 teachers are new to SPPS
 - 2 teachers are from the Metro State School of Urban Education Program
- Construction has begun
 - Main Office Remodel
 - Secure Entrance
 - Gender Inclusive Bathrooms - 6th grade
 - Removal of half walls in open classrooms
 - Enlarges classroom to meet class size requirements
- Course schedules were reviewed, including core classes, and exploratory

Professional Development Plan

- Four Teachers and Principal Sims attended the "E3: Excellence, Equity and Education Summit in California over spring break.
- E-STEM Leadership Team is meeting twice a month to begin planning for Election to Work Agreement over the summer. The Leadership Team is made up of 8 E-STEM staff and Principal Sims.
- All E-STEM staff will engage in 4 week of Professional Development this summer.

Exciting E-STEM News

- Applied for Foundation for Governors' Fitness Council's 2019 DON'T QUIT! Campaign Grant which if granted, would support a \$100,000 state of the art fitness center
- Applied for and rewarded with a \$15,000 grant from Verizon for two Project Lead the Way courses. One will be used as a STEM elective course and the other as an integrated art course.
- Working with SPPS College and Career Readiness department to start a Middle School "College and Career Readiness Center"
- Beginning communication with 3M regarding STEM support and partnership opportunities

QUESTIONS/DISCUSSION:

- A board member noted the gender-neutral bathrooms and their importance.
- Superintendent Gothard noted the middle school model since he began, and it needs a jolt of excitement and a showcase of who we can be. This is the kind of energy and excitement that all families and students need to have, and we need to find a way to do this within the confines of our current buildings, and he thanked Principal Sims for her work.
- In going back to the professional development, and those teacher were able to know each other over the summer, and it was great to come together to work together with someone known over the summer. Response: The first two days will be teambuilding, and we are thinking of ways to do that. They may begin with an escape room as an E-STEM activity and thinking outside the box. The other component to teambuilding is the restorative practices piece, that can sit in the circle and get to know each other – the other great thing is that these teachers do know each other and connecting with each other. The dream was to hire the people to do this, and we are excited for the people hired.
- Will families of staff be included? Response: We have gone to school PTOs and have a list of families that will be a part of this, as well as students, and to get that voice in the planning portion.

E. FY19 Budget Revision

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer, and Kimberly Cordes-Sween, Senior Budget Analyst, to present information regarding the FY2018-2019 budget revision. He also thanked the Finance team for their hard work.

FY19 Budget Revision

(General Fund – Assigned Fund Balance Re-Appropriations)

Assigned Category	Amount	Description
Site & Program Carryover	\$2,014,767	FY18 carryover balance of non-salary items in school & program budgets
Professional Growth	\$255,192	Contractual balances from FY18 carried over to FY19
Total Assigned Fund Balance Re-appropriation	\$2,269,959	

FY19 Budget Revision

(General Fund – Revenue Changes)

	Revenue Item	Amount
1	LTFM Revision to General Fund from Building Construction Fund (State reporting requirements)	\$22,382,590
2	General Education State aid revenue increase	\$4,599,478
	Total	\$26,982,068

FY19 Budget Revision

(General Fund – Expenditure Changes)

	Expenditure Item	Amount
1	LTFM Revision to General Fund from Building Construction Fund (State reporting requirements)	\$4,340,668
2	LTFM Revision in General Fund	\$11,616,002
3	Special Education budget revision	\$5,065,712
4	Fall 2018 Enrollment Adjustments	\$(1,571,688)
5	Other School & Program Adjustments	\$3,633,148

Total	\$23,083,842
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FY19 Budget Revision

(Building Construction - Revenue and Expenditure Changes)

- Revisions on the Building Construction Fund reflect Certificates of Participation (COP) expenditure increases for 6 school construction projects (including 3 that were approved by MDE in December 2018) in the FY19 plan. The budget revision also includes carryover of fund balance from FY18.
- Revenue is revised to \$15m for Capital Bond issues only.
- LTFM Expenditures and Revenue has been revised to the General Fund.

Building Construction	Adopted	Revision	Revised Budget
Revenue	\$37,382,590	\$(22,382,590)	\$15,000,000
Expenditures	\$51,003,599	\$46,049,244	\$97,052,843

FY19 Budget Revision

(All Funds - Revenue Changes)

Fund	Adopted Budget	Revision LTFM	Revision	Revised Budget
General Fund	\$534,731,107	\$22,382,590	\$4,599,478	\$561,713,175
General Fund Fully Financed	\$44,099,990		\$14,474,420	\$58,574,410
Food Service	\$28,938,889		\$2,575	\$28,941,464
Community Service	\$23,187,476		\$88,678	\$23,276,154
Community Service Fully Financed	\$8,671,763		\$ (2,654,787)	\$6,016,976
Building Construction	\$37,382,590	\$ (22,382,590)	0	\$15,000,000
Debt Service	\$40,455,800		0	\$40,455,800
Total Revenue	\$717,467,615		\$16,510,364	\$733,977,979

FY19 Budget Revision

(All Funds - Expenditure Changes)

Fund	Adopted Budget	Revision LTFM	Revision	Revised Budget
General Fund	\$534,731,107	\$2,269,959	\$4,340,668	\$560,084,908
General Fund Fully Financed	\$44,099,990			\$58,623,620
Food Service	\$28,938,889			\$28,941,464
Community Service	\$23,332,956			\$23,421,636
Community Service Fully Financed	\$8,671,763			\$5,958,062
Building Construction	\$51,003,599		\$ (4,340,668)	\$97,052,843

Debt Service	\$59,190,396			\$59,190,396
Total Revenue	\$749,968,700	\$2,269,959		\$833,272,929

QUESTIONS/DISCUSSION:

- Chief Schrul noted in revenue as a context, the final column of \$734M, and our expenditures of \$833.3M – why does it appear that are we spending more? We have planned fund balance from prior years, and the main areas of planned fund balance are in building construction, and had a large carryover of certificates of participation. We are not spending more than we are taking in – we had planned fund balance in that area. We also build our debt service higher with ESCROW accounts in which we do have fund balance, and we are mindful of that when adopting the budget. It is planned spending that we have dollars set aside for in fund balance, and planned for in FY18 closing statements, and we are budgeting in the next fiscal year in which those activities are taking place.
- In looking at the FY18 budget, that fund balance would be in those reports? We use a portion of fund balance. It could be found in the financial statements.
- In the other components, there is debt service – and see a revision of \$0. We bring in revenue of \$40M into adopted budget, we are mindfully planning for back last June for refunding. There is \$19M in ESCROW activity, and it was already built into the original budget, and there is not a revision on that one. Fully financed budgets also have a revision, and only come to the Board with adopting grants, and additional grants come into the district since June 18, 2018, and we adopt grants that have sought, been awarded, didn't know about, and come throughout the year. They will be ongoing, and ranges – that's the other large piece. The general fund has assignments of fund balance as well.

RECOMMENDED MOTION: Ms. Foster moved, seconded by Mr. Brodrick and Ms. Ellis, to approve the revised budget for fiscal year 2018-2019. The motion passed by acclaim.

F. FY20 Budget Update

Superintendent Gothard then thanked the Finance team for their work, and re-introduced Chief Schrul to provide an update on the FY2019-20 budget and timeline.

FY2019-20 General Fund Projected Revenue

Projected Revenue Changes	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 1% increase on formula)	\$3.1
State Aid decrease (due to enrollment decline)	\$(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	\$(5.5)
Other revenue changes	\$(0.5)
Special Education	\$2.2
Total FY20 Projected Revenue Increase	\$9.7

FY2019-20 Projected General Fund Revenue Increase & Projected General Fund Expenditure Changes

- A graph was then presented to show the \$9.7M in FY20 General Fund Revenue Increase, and the relation to the \$6.3M FY20 Additional Funding to Sites, \$8.0M FY20 SPPS Achieves Phase 1, and \$10.4M FY20 General Fund Inflation Expense, with FY20 revenue including a 1% increase in General Ed. State Aid formula.

FY20 School Budget Timeline

- Sites received budget toolkits on March 25
- Principals Budget Fair took place on March 27
- Budget planning meetings with sites beginning April 8
- More information sent to principals on April 8 on Budget
- FAQs & Budgeting 101 video
- Budget Rollout to Programs on April 15
- Joint Meetings with Leadership, Program Administrators, and Accounting Staff
- Budget FAQs Communication guide

FY20 Budget Hearings

- The purpose of the budget hearings is to provide opportunities to learn about the District's FY2019-20 budget and to provide input
- Week of April 29th – Budget Information Session and Hearing – 360 Colborne
- Week of May 13th – Budget Information Session and Hearing – Site TBD

QUESTIONS/DISCUSSION:

- With the \$10.4M for inflation, and the \$6.3M for additional funding to sites – is that counting the additional staff? Yes – that is the additional staff and rounding, and also the sites are receiving a little over \$9M in accommodation for \$6.3M, and close to half that. We wanted to ensure SPPS Achieves is separate, and sites also received half the SPPS Achieves funding.
- For the \$3M deficit, where do the referendum dollars fall into that and how do we make that up? Response: It's made up by planning for inflationary reductions, and also planning on opportunities we have with additional revenue of the 2%.
- The additional funding to sites noted and its important to talk about it in a broader way. Response: This year, we have made allocations to sites knowing that we wanted to make sure funding for class size, but also capacity in the schools, and allocating teacher FTEs differently than in the past. This year we rounded up to the nearest quarter of FTE by grade level, and allowed an allocation up to the nearest quarter by each grade at every school, and allocated for the sites. We don't want to set schools up to buy additional because the flexibility within a school is limited to add on teacher FTEs, and funding at whole FTEs or half. We want to ensure for planning and funding FTEs appropriately. It also allows for flexibility within a school and to eliminate class size splits for planning purposes. In doing so, that whole process with a projection of 513 students down, overall, when we finalized the K-12 teachers with prep, including our comprehensive school improvement sites with allocating resources at the sites with targeted needs, we increased bottom line teacher by a little over 38 FTEs, and that's where seeing half of the additional funding there. In addition to that, we are investing funds in other areas to sites, in areas of MLL teachers (by 15) – contractual and important to note, also investing in the middle school model – increased the prep time and 5/7 period day that is also within the \$6.3M, which is a little over \$1.5M to fund additional support in middle school. There were investments that were mindful and criteria based. It was what the district prioritized in this Phase 1 of the rollout, and what was prioritized with the referendum, and where we deem priority instead of inflation.
- Want to be clear about the numbers to the buildings – teachers, classrooms support, allocations, also the SPPS Achieves – more counselors, increase in regular education, work coordinators, also more PreK staffing. Understand the amount and the nature, and it would be helpful in documentation to clarify that. It will be very helpful to the community to understand how much is moving and where it is moving, and purposes for that movement to understand in totality, and what they will see different next year compared to that year. It will be helpful for people to understand that.
- In terms of timing, there have been moving pieces. A board members expressed concerns about the timing of the budget, and talking about the earlier process, and slid to a different place. It's important for time for the community to understand what we are projecting and doing, and want to see the community enough time to understand to have effective conversations at these hearings. Think all board members be present with listening and in reviewing what is proposed, take in information from all sources. It will be important to note the dates. A board member also noted maybe moving out the hearing to another school site versus 360 Colborne, and how to balance it at maybe Central or west

part of the city. Response: On the timing, from a finance perspective, it has been a lot to put together and kudos to the team; there were many changes in decisions and moving parts, and because these budgets went out three weeks earlier, and to be flexible in a year with a strategic plan, and being able to roll out before spring break is doable that also relies on an academic team to make critical decisions. To do that knowing an upcoming budget that will have reductions, and be mindful of operations within all areas. There are a lot of moving pieces. Chief Schrul thanked the team who has gone above and beyond.

G. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to present an update on two policies. Chief Baker also thanked Will Forbes, Jada Wollenzien, and Jamie Jonassen for their work, as well as Tisidra Jones.

Policy 713.00 Equal Opportunity Procurement

- New proposed language:
 - 3. The District's Purchasing Department shall endeavor to procure from local small ~~and protected~~ ~~class~~ businesses.
 - 4. The District shall maintain a **race and gender-neutral small business enterprise (SBE) and micro-SBE program** for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same **annual aspirational goals** of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be **evaluated annually** to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.
 - 5. The District **shall collect and maintain data** from all eligible vendors or consultants doing business with the District relating to such **vendor or consultant's race, gender, veteran's status, and geographic location** of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. **The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.**

QUESTIONS/DISCUSSION:

- What is the difference between a SBE and micro-SBE? Response: SBE is dealing with revenue coming to that business, such as \$1M. A lot of the programmatic approaches in other jurisdiction do it by business code. It needs to be industry specific. The micro-SBE is a designation within that code that is called out as additional goal towards. One of the reason for the micro-SBE decision is in synthesis of other jurisdictions is segment made up of 68% of business owned by women and people of color. Those are industry designations.
- In the case of a SBE or micro-SBE subcontracting to a larger entity that is handled as it has been traditionally? Response: Yes – right now we don't have visibility beyond the prime contractor. Eventually we'd like to account that date towards the goals, because they are essentially our dollars, and know folks that we'd like to target are tiers below subcontractor level. It is still district funds, and a way to capture that data will be important. We will work with the procurement office to move that forward.
- The consensus is to move it forward to the reading process.

Policy 415.00 Discrimination, Harassment, Violence and Retaliation

- Promotes positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.
- Why are Updates Being Proposed?
 - To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition);
 - To provide clarity in reporting and investigation procedures;
 - To expand and clarify the retaliation prohibition; and
 - To ensure we are aligning with our new resource, the EEO Director.
- Significant Updates
 - Eliminates the need for separate procedures
 - Clarifies that discrimination is prohibited by this policy
 - Requires reporting of policy violations within 1 business day
 - Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration
 - Explains that District personnel who fail to report violations of the policy may be subject to discipline
 - Significantly expands the retaliation prohibition

QUESTIONS/DISCUSSION:

- In a situation where an employee comes to another employee and says this is what happened, but don't tell anyone right now; what is the clarification on failure to report? How will that work its way out because it may discourage people from reporting if staff tells them they need to report it? Response: With any HR investigation, we use discretion. The purpose is to have staff report firsthand if they see something happening. From experience, there is template language shared, and to do it in a respectful way to share with Executive Director Cathey or Megan Sheppard.
- A board member also noted the framing in 4f and in 4e. The concern is that not all incidents are clear, and concerns about potential disciplinary issues for a staff member who may have some reasonable ambiguity or concern related to a complaint or concern – maybe the situation wasn't clear *visa vi* that employee. If you see something, say something intent, but the consequence part, and this can get murky for people to figure out, and wind up having conversations about what that person knew, and who has it based on what people see and know. Worried about it becoming a rabbit hole about what people did or didn't know, and would be better to say "if you see something, say something" without the disciplinary, which is different from that of a responsible administrator who has a clear responsibility of a report, and elevates it a level. Response: Part of it is district liability, and when we know something we do something. It is making people feel safe in saying something because it is required by policy. The other part is in order for it to have discipline, it would need to meet the policy definition of harassment. In a situation where people are describing what happened, we can't see discipline coming from that or incomplete information. Because this policy hasn't been enacted, there are situations where someone said they thought they saw something, but research and investigation was done, and something else came out of it.
- There will need to be conversation with bargaining units about disciplinary consequences, and the obligations employees are asked to take on. Raising the point, and supportive of things heard in this process to be receptive from feedback from bargaining units.
- The flip side – does it also open the potential for a situation where a couple people are engaging in a behavior that someone else feels is inappropriate that is hostile or bad, and they complain, and we now have people on administrative leave because someone else didn't agree? Are we opening it to potential investigation? Those investigated will have a stigma because they were investigated, even if unsubstantiated. These are points to ensure we are clear where this draws the line. Sometimes what ends up being investigated, and there may be more there, as long as it doesn't turn fertile ground for disciplinary processes – that is not the purpose though. The purpose is to be supportive, and deal with harassment and discrimination. Don't want staff to feel like it becomes vehicle for enforcement on them, or policing one another. Response: Currently, the policy is that if I see something and fill out the

415 form. The difference is the language – I can, I should, I must. Under the current procedures, they must report it.

- What do we gain by adding that “you must”? The new thing is the disciplinary consequence. It could put people on edge about what that means. Response: In this process, we will follow the same process and reach out and get feedback to bargaining units and groups, and to hear from them.
- The consensus is to move to the reading process, with the caveat to receive feedback from bargaining groups.
- A board member noted that we keep in mind that the purpose of this policy is to create an environment free of discrimination and harassment, and since this policy is so detailed, to not have a separate procedure beyond the policy.
- Concern about outreach and advertise this policy so that people understand this policy is intended to do that – create a climate almost free of those things and that we are conscious of administration implements the policy we need to be aware that some people may be disappointed in the outcome, and deal with that for staff morale. The intention of this policy is to ensure that staff feels secure, supported and protected.
- Another board member noted this policy included a more robust retaliation prohibition, which is important, and 8 is the plan for ensuring that folks know about it, and is included.
- Another note with the conversation for bargaining units being discussed in an intentional way, and getting feedback is appropriate. Informational and educational for people in the bargaining units, this is a policy that is good for us to put in place, and only good if everyone knows we have it and ready to implement it in the fairest way.
- The training piece is important, and a significant amount on 415 at the beginning of the year, and so people are aware of the process. There’s another piece where getting input from unions on discipline piece, and be clear about not bargaining on this policy. State law requires it. It’s fair to have discussion, but not a subject of bargaining. We need to live up to this policy and ensure those implementing are informed.
- There are items that don’t fit squarely within the policy, and administration is still working to ensure within the support of buildings, what we are doing that doesn’t necessarily to fit in this policy, but still gets to a supportive work environment, and will be separate from this policy to see the culture we want.
- What does “membership or activity in a local commission” mean? Response: Under the MN Human Rights Act that says that if we have an employee that participates in a commission that decides charges of discrimination, we can’t discriminate against them based on participation. It is created ordinance, such as the Saint Paul Human Rights Commission. It’s great to see this all in one piece.

III. ADJOURNMENT

Ms. Foster motioned, seconded by Mr. Schumacher, to adjourn the meeting at 8:54 p.m. The motion passed by acclaim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk