

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 7, 2018**

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

Staff: J. Gothard, M. Hoerth, B. Richter, J. Kelly, A. Eelkema, H. Kilgore, A. Schilling, M. Schrul, M. Hayley, C. Long, C. Baker, K. Wilcox-Harris, M. Gilbert, T. Battle, A. Collins, L. Cathey, H. Ott, K. Cordes-Sween, K. Burns, E. Agbamu, J. Engen, S. Dahlke

Other: J. Kopp, K. McCauley, J. Verges, T. Lonetree

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 celebratory announcement. He congratulated everyone in the work of the referendum election. It was truly a team effort for us to come together and identify the compelling reasons as we asked our city's taxpayers to increase the per pupil funding for all children of Saint Paul. In looking at the early results, they were high, and he kept looking to see if it would stick. As the night went on and being in the community, it was amazing to see how many people were involved with SPPS having a successful referendum. It was a lot of people who shared great information about District, held sessions for school sites, presented and hosted fundraisers. When we come together, we put the compelling needs of our District at the center. He made a commitment that the funds will go to increase the outcomes of every student to experience, and we have a lot of work to do; our students and what we hope and dream and want them to achieve. With the support of our community, we are in a better position to do that today. He is extremely grateful to the Board of Education, staff, and everyone's contributions to our success. He especially thanked our voters and taxpayers. Last night showed the values and beliefs of children in community.

Board members then shared their thoughts on the successful referendum election. Director Marchese thanked Dr. Gothard for bringing the recommendation and being the leader and public face of the District, and for the opportunity to be out in the community and rally around the leadership and work. There should be pride in the results, and that we are asserting the needs of our kids and put those opportunities out to the community. This has been a product of a lot of people's work and it is important to acknowledge that.

Director Vanderwert noted that she is happy with the outcome of the referendum and that the message is that we care about our kids and our schools and their needs. Information was provided by staff in my forms, and in visiting principals and schools, and delivering flyers and information, and door-knocking for advocating for the community. The experience was meaningful in talking to 16 different groups of people, and talking about funding situations and schools, dreams, experiences, and suggestions for improvement. It enabled us to have new relationships in different communities. Outreach in long-term relationships is important in all work, and we will continue to have conversations as we move forward to implement the strategic plan. Our community wants our kids to have opportunities to explore and develop, to have support services and mental health supports to be provided in schools, and to have teachers and staff to have the

support and resources to be comfortable and effective. She also talked with alumni of SPPS and they were grateful for what they received in SPPS, and want to keep their involvement and support in meaningful ways. The community knows there are challenges, and they share and care about them and commit resources to meeting them. She has an optimistic view of our future work and grateful to the District and citizens of Saint Paul in confidence and solidarity.

Director Schumacher acknowledged the work of the Vote Yes committee and our partnership with SPFE. We relied on them for support and door-knocking, the teachers were out in the community and supportive of the referendum work, as well as the leadership group that came together for the campaign, and acknowledges all the work and volunteered time. We came together to make a big effort in a short period of time for successful results. He has much appreciations all around. In talking to the Mayor, this represents the city coming together to acknowledge the importance of education of our kids, and to be a part of the conversation about how we can do that in best way, and to have the Mayor out as much as he was and elected officials, to have them come together to be supportive, and have an exciting potential unlocked in the best way possible. It is exciting to look to our kids to the future, and he thanked everyone that played a role and is looking forward to what comes next.

Director Xiong noted that she is a true believer in door knocking and calling until the last minute in order to reach people that are contemplating going to vote. She recounted a story about door knocking the previous night and a single mother asking about her polling place. As they were driving there, the mother shared that she is a single mother of four children in SPPS and in talking about the referendum, the mother said she would do anything for her kids and their education. That is a common theme of what we saw last night. The city came together and pulled together for the future and investment in our future leaders of the city. She thanked the committee and voters in Saint Paul, and noted that we need to invest in our kids, and last night was a testament to that.

Director Ellis noted that the community came together for our kids for the referendum. She thanked everyone for their time and efforts, in door-knocking and donating. She is grateful to the volunteers for their time and hours in this work, and the labor, and educators. She is excited for the future, and knows that today is not the end; there is still a lot of work to do, especially with the upcoming legislative session. What we do as a District and State for education is important, and there is still work to accomplish.

Director Brodrick noted that he is thankful for the trust of the citizens of Saint Paul for Saint Paul Public Schools. He knows this district will work hard to live up to that trust shown to us yesterday. Thank you to the citizens of Saint Paul.

B. Legislative Update

Superintendent Gothard then introduced Mary Dougherty Gilbert, Legislative Liaison, to provide an update on the upcoming legislative session. She is involved in the referendum as well. Mary then congratulated the Board.

- The DFL held all constitutional offices, picked up both Senate seats, and kept 4 in metro area. District 8 did flip.
- House has a 75-59 majority in the special election in the Senate, didn't flip; Senate will remain by 1 vote margin
- House caucus will appeal and organize to do new committee structure for Chairs and the like, as that comes out, it will be organized. There is a possibility they may split education into a couple committees.
- Election will impact 2019 session. New players must pass biennial budget.
- Election will determine control of Executive Branch and House/Senate structure and committees
- November forecast – shape budget decisions
- Session convenes January 8th
- Governor must present budget by February 19th
- Sine Die – May 20th

- Legislature must adopt a balanced budget by June 30, 2019

SPPS 2019 Legislative Agenda Topics

- The proposed legislative agenda includes the following:
 - Stabilize funding for schools
 - Fund critical programs to close achievement and opportunity gap
 - Increase taxpayer equity
 - Ensure safe schools
 - Enhance local control
 - Testing

Stabilize Funding

- Fund inflationary increase in the formula; automatically adjust for inflation
- Commit to phase-out state special education cross subsidy
- Provide ongoing funding for all current VPK slots
- Index local option revenue to account for wage differentials
- Allow local boards to renew existing referendums
- Provide school trust lands director to maximize earnings from the trust fund to benefit Mn Schools

Fund Critical Programs: Close Achievement Gap

- English language learner cross-subsidy
- Extended time revenue to the formula, allow extended time revenue to be used for “boost” classes during school day
- Teachers of color and high need areas
- Increase access for VPK and fully fund program requirements
- Teacher and principal development for all districts
- Stabilize housing, other student and family support
- College, career, internship and apprenticeship programs
- Fund metro transit to allow our high school students to utilize metro transit

Increase Tax Payer Equity

- Increase equalization revenue for referendum and local option levies
- Oppose tax payer subsidies for private education through vouchers, tax credits or scholarships

Enhance Local Control

- Repeal unfunded or underfunded mandates and oppose any new unfunded mandates
- Allow school boards to have the same levy authority as cities and counties

Safe and Secure Educational Facilities

- Expand and provide flexibility for Facilities and Lease formulas to include safety improvements
- Increase the safe school levy to allow districts to hire additional counselors, social workers, and other support staff

Testing

- Require state to implement testing program that supports student and district needs.
- Pay ACT Test and CLEP Exams
- Provide flexibility for districts to administer assessments
- Continue use of multiple measures including growth models
- Provide resources to support district use of formative assessments
- Require that testing vendors align upgrades with district device operating systems
- Continue work with higher education institutions to develop a multiple measures system for placement into college level course, such as GPA, grade on certain course work, and student survey of skill area

QUESTIONS/DISCUSSION:

- How does the trust fund mentioned work? How does that money get into the schools? Response: It is wooded land that can be harvested and schools can then profit from those sales. It has been around \$38 per pupil in funds. For FY 18, the district received \$1.4M in revenue, which goes into the general fund. It is calculated in the revenue, and has been in the formula for the past few years. In talking to people that deal with the trust, the DNR uses the money generated to maintain the logging roads, and part of it is sorting out what the DNR has been using, whether they are managing adequately. Part of it is getting the director to come in was to see what the DNR is doing and how they are managing it, and to make sure whether the director to have more authority to work with the DNR to manage the trust. There is also a legislative committee that oversees the trust, which has been stepped up over the last few years. MSBA has also been involved. In terms of how much is in the trust and what is generated, the corpus is quite large, and more information can be sent about that.
- In talking about “boost” classes, would those be during the day or when would they be? Response: At Johnson, the students had a quarter of year as an elective. Sometimes in teaching one subject, they need some background, or they may have a hard time learning a concept, and with a boost class the instructor could do in a different way. They had good outcomes at Johnson. Washington has the ability to do it at the end of the day. Students qualify for a multi-tier system of support that qualify for weighted funding. There were barriers if it could only be during those defined times, and the use the funding for extra resources is important. It could also be enrichment at the end of the day, with core content available. It’s an equity issues because not everyone can stay. It was going well, and the area learning centers objected because they thought students would not be sent, and became an issue amongst adults.
- With the 300 kids on the PreK waiting list, are we going to address that? Response: If the student does not show up for PreK or leaves, the Placement Center is letting those families on the wait list know about the openings. More information can be sent on where the current numbers are currently. We want to get those kids into our programs, especially those kids for a scholarships or VPK slot. We continue to target EL, Special Ed, and those who qualify for free and reduced lunch.
- The Board thanked Mary Gilbert for her work in the referendum, especially in fundraising.
- Dr. Gothard noted that we are currently underfunded for \$42M in special education services, and the part of the omnibus bill that failed, and part of it was a bipartisan committee that looked at creating recommendations for relief over period of time. Senator Pratt did convene an E12 committee to look at review opportunities. Was the purpose of that to bring recommendations to start the session, or will we start over hoping for a plan? Response: Senator Pratt is the Chair of the Education Policy Committee. He did put this forward, he has been trying to focus not on the formula, but other ways that would help districts to try to save time or money, or to streamline paperwork, which is an ongoing issue. We did use it to talk about the formula and changes, and the team working on it is excellent. They walk through the formula, which is complicated, and made recommendations on things they could change, focusing on the formula updates, districts hitting cap, tuition billing, which is the greatest area of growth and area we have no control over. He will be trying to create recommendations around, and last hearing, issues such as paperwork like redoing behavior assessment without redoing IEP were discussed. Our district taking is lead on Department of Human Services on Medicaid reimbursement, with a focus on mental health and social work area. There will be interest in that, which is a bipartisan issue. The only issue would be if the federal government put in a cap on Medicaid. We won’t be starting from scratch. There are concerns about the legislature and other states that don’t fund special education. There are cross-subsidies going on, and there are issues with the lag in the formula. Everyone is interested in working on the special education, and it will be powerful to work in a coalition with maybe average per pupil spending and a formula where everyone has a part in it.
- What is the prospect in next session around Q-Comp, and has our governor-to-be talked about it in any way about how program might change or be funded? Response: He was initially endorsed by Ed Minnesota and is a teacher, that had Q-Comp. We don’t think he has given thought to it yet. In putting together a budget though, if every percent of the formula is \$60M, and Special Ed and PreK, which is priority, that’s a lot of money. The last couple of times it’s been discussed to take cap off Q-Comp, with some districts on the waiting list, they do normally come in and fund those. The last time

they went to repeal the cap completely, there was a committee that suggested to combine teacher evaluations and Q-Comp and merge them together, we thought there was an agreement and get an amount, EdMN said that they prefer to keep Q-Comp separate with a provision that districts negotiation their Q-Comp plan with the bargaining unit, and we don't see that that will change.

- There's a ongoing fund, they just didn't make a decision to include anyone else. It stays the same? Response: Normally, when there are this many on the list, they decide they have to fund it. It appears to other districts that they will fund it for those on the waiting list, other districts jump into the que, and it costs more. That's what happened the last time with the waiting list. It is still worth pursuing.
- And what's changed with the House being flipped to DFL – how will that change how they consider it? Response: There are a lot of districts and unions that have agreed to a Q-Comp plan, and they have various iterations of it. In Minneapolis, the money was put to teacher evaluations and professional development. There are plans in place for individual districts and their teachers and they range, and run the gamut on how it's spent. We wouldn't imagine the governor would crack down on the flexibility to develop an individual plan with district and teachers that would limit that ability to focus on teacher evaluation and professional development. MREA has been meeting with districts to talk about how to submit their plan. Some districts that built Q-Comp into salary schedule are wondering if they will be able to sustain it, if revenue is falling flat and enrollment is declining. More districts have chosen for it to be part of evaluation and professional development because it doesn't lock the district.
- What does that cost us on an annual basis for teacher evaluations? Response: It depends on whether what's included are cost of professional learning communities, PAR program, teacher evaluation and all PLCs it's about what we would get for Q-Comp. That information can be provided. It's about \$12.1, which included PAR, PLCs, achievement of tenure (including mentor/mentee program).
- Director Marchese also noted the upcoming MSBA Delegate Assembly on December 1st and encouraged board members to fill the available spots. This is an opportunity to meet colleagues across the state, form relationships, and exchange ideas.

C. Board Update: Parent Advisory Councils (PACs) 2016-2017 Recommendations

Superintendent Gothard then introduced Heather Kilgore, Director of the Office of Family Engagement and Community Partnerships, to present on Administration's response to PACs recommendations.

PACs Overview and History in SPPS

- Various groups that regularly meet to advise district
 - Federal and State mandates eg. Indian Education, Community Education
 - SPPS mandates eg. Latino Consent Decree (LCD), Budget and Finance
- OFECP's network of PACs
 - Built and strengthened between 2010 and 2013 responding to:
 - Department's creation and the restructuring of family engagement,
 - Racial Equity Policy 101, and
 - Strong Schools Strong Communities strategic plan

Membership

- Varying practices to meet each community's needs
 - Annual transitions of members and leaders
 - Staffing has been largely consistent
- Districtwide Parent Advisory Council (DPAC) included members from each of the network PACs
 - Modified since this original plan

Reporting and Recommendations

- Practice has varied over the years
 - Formal annual reports to BOE and Administration – Latino Consent Decree and Indian Education Councils
 - Occasional reports to BOE - Special Education Advisory Council (SEAC)

- Informal conversations with BOE and Administration at monthly meetings and other events
- Six PACs presented in February and March 2017

2017 Recommendations

Ms. Kilgore acknowledged that the advisory councils gave heartfelt and deep conversations, and recommendation. The things they talked about reflected the vision of equitable schools for kids. It was a powerful time to be in the room with parents and leaders, and they continue to meet monthly and sometimes more often, including the Superintendent Search, strategic planning sessions, and Listen and Learns. She provided a brief update of what has happened to date, and also in alignment with the strategic plan.

- Priority areas for 2016-2017 and their alignment with SPPS Achieves strategic plan were shown for Gender and Sexual Diversity PAC, Hmong PAC, Latino Consent Decree PAC, Somali PAC, Karen PAC, and Parents of African American Students Advisory Council.
- A summary, progress and alignment with SPPS Achieves strategic plan was shown with priority areas that include:
 - Hiring and Training
 - Engagement
 - Curriculum and Materials

Hiring and Training

- Six PACs, 12 recommendations
 - Hire and place more bilingual staff and staff of color
 - Provide more training for all staff, to support improved relationships with students and families

Engagement

- Four PACs, six recommendations
 - Improve and continue programs and communication

Curriculum and Materials

- Four PACs, five recommendations
 - Expand curriculum and program offerings, specifically to support students' identities, languages, and cultures
 -

Program and Practice

- Five PACs, five recommendations
 - Update policy, specifically regarding Special Education and suspensions
 - Make specific improvements to programs in EL and Special Education, and for students experiencing homelessness

Equity

- Three PACs, three recommendations
 - Monitor internal and external messaging about students and their families and communities
 - Systematically evaluate institutional racism in SPPS

Transportation

- Three PACs, three recommendations
 - Ensure city-wide transportation for select programs:
 - Hmong Dual Language and
 - Career and Technical Education
 - Improve families' access to American Indian Magnet

Decision Making

- Three recommendations from three PACs
 - Ensure parent voice in key decisions
 - Implement structures to engage and share information

Funding

- Two recommendations from two PACs
 - Stability of funding for programs

Conclusion

- SPPS Achieves will include a robust community engagement plan
- Initiative 8a will review and update our community engagement process – how we continue to engage with PACs is a part of that conversation, not exclusive, included surfaced issues brought forth from the community to bring attention to them; it's important that that work continue and to be sure PACs are knowledgeable about the strategic plan and to be engaged in the extent they would like to be
- PACs continue to meet regularly – eager to get going on next stuff and dig into recommendations

QUESTIONS/DISCUSSION:

- In recent experience with different groups in the community through the referendum efforts, it was noted the importance to be where the community is rather than to invite them here, with issues such as transportation. It would seem that to help PACs with community engagement, to have meetings occasionally in the community, and that the Board would be interested in such a project. The Board could split up. There are good conversations and to surface the kinds of items that groups may not have a full understanding of items within the school district, but interested in being a part of it. Could that be implemented on a regular rotation? And the PACS could also be a part of those meetings to get an idea on feedback, and there is a real thirst for it in the community. Response: Absolutely, the team is currently also doing this. It is a challenge that we wrestle with each year in communications. With rotation, there are PAC meetings in each area, an inevitably, someone misses the communication and that feels bad. Or there are transportation issues for those folks on the other side of town from the location. It is something we continue to work on. The Family Engagement department can work with the Board Secretary to alert the Board when the PAC or staff will be at a specific location, and it doesn't need to be a formal meeting.
 - That's also on the Board, we're interested, and poke us and let us know of opportunities and not in a way that's arbitrary. To have a schedule and to build those relationships
 - Sometimes PACs also want to meet with themselves and in affinity. It's an important part of them being able to bring things to Administration in an authentic way.
- Has there been a suggestion for a rotation of presentations to the Board? Currently the default is every other year PACs present to the Board at a Committee of the Board Meeting and every other year, Administration presents on the initiatives or those requests. Perhaps there could be a process implementation for the recommendations. Response: We are deferring to the team working on this initiative. Their engagement plan in gathering other perspectives is very important. We are eager for their plan.
- Do we have a standardized approach of orientation for students at the start of each school year around these issues of race, gender, consent, etc.? Does each school do it in their own way or is there a formalized approach? Response: At the elementary level, student rights and responsibilities are shared through handouts, broad based access the building, and in conversations with parents, and sit down with families and walk through it. It's also educating parents and leaders about changes making in those rights and the process within each building. In high school, there are grade level meetings with assistant principals and counselors. Teachers also share expectations in class in classroom expectation meetings. There are also specific advisory groups that set expectations for students. Hardcopies are available as well as electronically. Other dimensions also include committees that look at systems and structure within the building and talk

about these artifacts, modeling, and teams. All administrators visit classrooms on students rights and responsibilities in a kid-friendly way and having conversations with classrooms teachers. There are also newsletters that take goals or snippets of the guide. When involving the implementation, it's often not for good reason, and there could be some real challenges to overcome and a need to have a clear way to engage in a proactive, ongoing way of expectations to keep students safe and accountable. It's important to have a standardized way, especially as families maybe move to a different school. PBIS is part of the strategic plan and will be district-wide, and a helpful tool.

- What are the goals for the Office of Family Engagement and Community Partnerships and the guiding principals? What is it we believe about families and parents, and how do we develop our programs around that? Response: The goals are in alignment with the strategic plan. It's an exciting thing to see the focus area of family and community engagement in the strategic plan, and exciting to the work of administration. Our core values are developmental as we learn together as adults and share with families and families share with us. We learn from parents all the time. The strategic plan will allow us to systematize and be stronger together. Another core value is that notion that things are interactive, and developing programming and in language that families wish for, and native speakers in content experts and cultural experts. It's an exciting thing to see and build. Deep engagement in decision making is also so important. Whenever and however we can the community should have a voice in decision making, and feel strongly about the relationships in PACs and other parent volunteers who are working with us to see schools do better for our kids.
- Director Vanderwert noted that in family engagement it would be helpful to define whether engagement is with the schools or with their children; with development, our work with families could be developmental. She is so excited for the course offered for parents in middle school for parent education. In looking at different ways of parent engagement in PACs, and decision making in those different areas.
- She also noted her personal experience in being a single mother, and how the schools were the source of support and education. She could have used someone to ask how she was to provide support in roles as parent, and person. Our schools could provide a larger way to connecting parents to services, and to other people who would care about them. It would cost money to have family advocates. Parents are crucial to our kid's success, and when we support them and go to them, and ask what they need and how we can help, that partnerships will benefit our kids in amazing ways.
- Director Foster noted that in thinking about kids in the classroom and Parent Academy, and how we are practicing a two-generation approach to ensure students are successful and parents are successful, she recapped her experience at the LCD Parent Academy Recognition where she heard stories about parents for the first time are having conversations about college, and preparing for college and career, and are learning through SPPS. How that is elevating our students. Thinking about that, parents are investing their time in the PACs, and when a parent makes a recommendation to the Board and to ensure honoring the time they put into that, and what they expect to understand, and to be clear on how we are utilizing that information to be clear on that and the time and effort they put into it.
- She also noted that accessibility, and in thinking about getting into places and spaces and we are full-heartedly be prepared and ready to be in spaces. In the referendum efforts, there were some parents that didn't know about the opportunities to engage. Those are gaps we are missing, and working with leadership to catch those folks and taking opportunities to reach them. Parents want their kids to learn. Education is the heart of it, and parents want their kids to do better. Hope is measurable and it is measured by the outcomes of our kids. Families are putting their hope in the leaders of the District and staff to let the community know that we are continually work to progress in this area.
 - Administration will ensure that the initiative includes to define expectations from the PACs and that we are purposeful and meaningful in our responses.
- Director Xiong noted that she saw the presentations in 2017 as a community member and was moved by the testimonies brought forth, and the background to these issues. Their vision about what they want for their kids and how to make their education for their students relevant in SPPS. How are we communicating these plans to families? Are we paraphrasing the initiative for them in different context? How are we addressing what they have asked for? We have recommendations and initiatives through the strategic plan to address these recommendations and how are we communicating them to parents with themes of conversations and relating them back to

the initiatives and including them to give feedback and be a part of the work to address the initiatives? Have we communicated back to families on how we are planning to address these? Response: Immediately after the presentation, staff followed-up with PACs about the feasibility of the recommendations and the timelines. We needed to gather colleagues in other department to implement the recommendations and planning decisions about the district improvement team, and PACs are part of the strategic plan, and we are primarily communicating through PAC meetings. We are looking to initiative 8a about what is ongoing community engagement moving forward, and first we are defining. PACs continue to be engaged and it's critical to share their good work in meaningful ways.

- The Board stressed that it is important in how we are looping back with families and what it means for policy and that parents give further input to further advise and guide us as a District. The communication back to parents is so important so that we can work together to guide the District forward, and continue to have this conversation and to recommend a path forward.
- How are departments utilizing the expertise from family engagement groups? Response: There is not a standardized method, and we are using 8a to identify that. There are a lot of tools that are proven to be successful, and are different from group to group. There are also informal ways to connect with PACs through celebrations and out at events in the community. If there are issues that arise, we are available, and Ms. Kilgore informs staff that there is a request or a group that would like to meet about a specific situation. There is room for improvement. The number one priority is to define engagement and partnership and methods. Chief Schrul also added that when the Budget and Finance Advisory Committee first started, we were engaged with PACs and Ms. Kilgore to ensure we were engaging on membership to the committee in that way and presented to each PAC with budget presentations, and engaged in that way for the budget process and giving information to each of the groups. It was also noted that PACs also have separate projects, similar to SEAB, and they may not have time in the agenda for additional requests, and that will continue to be okay. Initiative 8a will define that all voices are involved and how we can go to PACs and a mechanism that is maybe brought to their executive board and be added to their agenda.
- The Board also noted that they have heard from PAC members that they do not want to be a “rubber stamp”. A lot of people are passionate about the right things in education and for students, and dedicated efforts, and how are we ensuring that we have dedicated efforts and utilizing their expertise in life and lived experiences and contributing to the school district to ensure we need the needs of all students? Response: We are also cognizant of parent volunteer time and are mindful that we do not want to replicate a system of reliance on free labor or for a task that we need to hire more staff. We are cautious of asking too much. The Board agreed, and also noted that we must continuously ask for feedback and engage communities on what we are missing and where there are struggles, with a plan to be practice and to honor the time of our parents and families and take their recommendations and expertise seriously. We need to maximize the expertise of our parent communities and take all recommendations seriously and not “rubber stamp” system.
- Director Marchese noted how we work with PACs as experts in areas that relate to parts of the strategic plan, including how to increase enrollment in communities, and to think in advance and reach out to PACs and community members for their information and knowledge already in lived experiences and the community to help the District answer questions and concerns. There is a concern that if it is put into initiative 8a, it makes it look isolated, and not intentional, and a visual effect. It's important that it permeates across all parts of the strategic plan, and how others are looking at other people as resources as well. We talked last month about a strategic plan advisory committee, and that could bring all perspectives to the strategic planning and how to be implemented, and come up with a radar screen that we might not be aware of and raise it up to reflect back on what is heard and where it will fit. PACs, and the DPAC, need to feel like there will be communications across all PACs and build information and power.
- Director Brodrick noted that it would be helpful to continue to the conversation at a regular Board of Education meeting, because many of the PAC members were not in the room to hear the questions and dialogue.
- Director Ellis noted that in the recommendations from PACs, there was little communication on how they are being done, whether they were being done, the timeline, and how we would circle back. As we're thinking about moving forward and how PACs present, we need to be mindful of their

recommendations, the time for them to be implemented, and expectations to be purposeful in the information to PACs. She doesn't want the things they are asking for to be lost, and that their time was meaningful, and to respect and collaborate with the district as partners. She noted that the Board is listening and wants to know the work that is being done of things brought before us, and we need to have a framework forward from this. She thanked staff for the presentation and emphasized that we are working to the recommendations and expectations.

- The Board also noted that we need to be intentional with information that is presented, and filter and ask questions on areas to focus on or where we need help. We need to be in deep relationships with all.
- Director Brodrick also suggested the Board have a deeper relationship with the Facilities Governance Committee. He also noted that historically, the Director of Facilities came together in collaboration with members of the group so there was no suspicion of items being filtered out before it went before the Board. With the number of people that have continued with the group throughout the years, there would behoove us to have a representative to reinforce the ultimate responsibility lies with the Board.
- Director Marchese also noted that we want to be clear about who is responsibility for the what, where and how of the recommendations and the governance committee's role in advising administration, and the process. It's important that the work goes through administration structure to create the plan and present to the Board for approval. In the PAC recommendations, administration takes those recommendations and acts upon them, and in partnership with the Board who heard and witnessed the recommendations, to be knowledgeable about the decisions and administration then has the responsibility to put a plan of where we're going, and how we're following through, and a plan to make it happen.

D. Final FY18 Budget Revision

Superintendent Gothard then introduced Chief Financial Officer, Marie Schrul, to present information regarding the Fiscal Year 2017-2017 final budget revision.

FY18 Final Budget Revision (all funds – revenue changes)

Funds	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$ 521,446,074	\$ 0	\$ 2,848,569	\$ 524,294,643
General – Fully Financed	39,944,369	11,126,254	2,821,689	53,892,312
Food Service	29,366,500	0	54,050	29,420,550
Community Service	23,563,001	0	0	23,563,001
Community Service Fully Financed	7,409,063	1,188,622	(18,329)	8,579,356
Building Construction	30,994,856	0	136,223,855	167,218,711
Debt Service	37,860,000	0	0	37,860,000
Total Revenue	\$ 690,583,863	\$ 12,314,876	\$ 141,929,834	\$ 844,828,573

FY18 Final Budget Revision (all funds revenue changes)

Description	Amount
General Fund Increase due to Comp Ed regular & extended time revenue and also MLL revenue *MLL revenue supported additional FTEs at sites	\$ 2,848,569
Food Service Increase due to two grants for nutrition services	\$ 54,050
Building Construction Increase due to issuance of 2017C Certificates of Participation (COPs), 2018B COPs, 2018C COPs, revision to 2018A cap bond amount, and the Long Term Facilities Maintenance Transfer (LTFM) as designated by State UFARS project coding requirements	\$ 136,223,855

FY18 Final Budget Revision (all funds – expenditure changes)

Funds	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$ 521,446,074	\$ 6,597,531	\$ 2,242,068	\$ 530,285,673
General – Fully Financed	39,944,369	11,126,254	2,821,689	53,892,312
Food Service	29,366,500	0	54,050	29,420,550
Community Service	23,878,458	0	3	23,878,461
Community Service Fully Financed	7,409,063	1,188,622	(18,329)	8,579,356
Building Construction	57,618,661	0	140,120,982	197,739,643
Debt Service	51,592,123	0	0	51,592,123
Total Revenue	\$ 731,255,248	\$ 18,912,407	\$ 145,220,463	\$ 895,388,118

FY18 Final Budget Revision (all funds expenditure changes)

Description	Amount
General Fund Increase due to changes in revenue and adjustments to sites and programs	\$ \$2,242,068
Food Service Increase due to two grants for nutrition services	\$ 54,050
Building Construction Increase due to issuance of 2017C Certificates of Participation (COPs), 2018B COPs, 2018C COPs, revision to 2018A cap bond amount, and the Long Term Facilities Maintenance Transfer (LTFM) as designated by State UFARS project coding requirements; Use of fund balance from Capital Projects Fund 06	\$ 140,120,982 \$ 136,223,855 \$ 3,897,127

FY18 General Fund Final Budget Revision (fund balance re-appropriation and transfers)

Fund/Program	Amount	Description
Capital Projects/Facilities	\$ 3,897,127	FY17 restricted fund balance re-appropriation for the amount remaining in both capital bonds & the 2017B COP issue for Rivereast. (*The adopted budget included use of fund balance)

FY18 Fully Financed Funds Final Budget Revision (revenue and expenditures changes)

- Revision on Fully Financed funds reflects the approval of grants under \$500,000 that were not adopted in FY18 as well as revisions to adopted grants

Description	Amount
General Fund Fully Financed Increase	\$ 2,821,689
Community Service Fully Financed Decrease	\$ (18,329)

RECOMMENDED MOTION: Mr. Marchese moved the Committee of the Board recommend the Board of Education approve the FY 2017-18 final budget revision as presented. The motion was seconded by Ms. Foster and Ms. Xiong.

The motion passed.

E. Council of the Great City Schools Annual Conference Summary

Lastly, Board members provided a recap on their experiences at the Council of the Great City Schools Annual Conference from October 24-28, 2018. This was an experience for board members to meet with colleagues across the country in similar size districts for an opportunity to share the transformative ways they are using in their schools, and how we can replicate them, and share our experiences. It was a valuable time and useful in professional development for those members. Board members recounted their learnings from sessions involving social/emotional health, youth voice and choice and our LGBTQ+ community. Sessions reiterated the work we are doing in our strategic plan and emphasized that it takes time to move through the process that will be sustainable in the long-term. Other districts are looking to SPPS in our transformative work with student of color, ELL and MLL learners. There is still time to debrief and take the outcomes from the LGBTQ+ session to schools and Office of Equity. This professional development is essential to the role of the Board to meet with others outside the community and bring back that knowledge and use in programs. Another board member noted the learnings from sessions on teacher evaluations, and health activities. She truly believes that healthy students are better learners, and suggested looking into how we can integrate health into all activities and educate parents on the importance of health. Boston has an Assistant Superintendent of Emotional Learning and Wellness, which is an interesting concept. She also mentioned that in New York City, there are wellness initiatives, and the relation of academic and physical education. In terms of communication, Baltimore is proactive in promoting the positive things happening in the district and promoting it daily in social media, and internally to parents. Another session that stood out to board members recapped the marketing aspect that Philadelphia is doing in their district, with creating messages to the community and families in innovative ways. The hallmarks of philosophy in other districts include confident and honest, while being approachable and avoiding acronyms. There was also a mental health session, with some districts doing regular screening for anxiety, which might be something for SPPS to consider. Another board member stressed that it was very important professional development for the Board and a perfect venue with being the second largest district in Minnesota, and we are leading the work for our neighbors. It was helpful to health more

about challenges and opportunities in education across the country. One session that stood out was in LA County, they have made it their mission to ensure every student is bilingual, and they prioritize dual language in their district, which was powerful, and is a community-based effort. Another session that was mentioned was the governance session, in school district board's role in governance and was an opportunity to talk with others and generate ideas and amazing things that school districts across the country are doing and what we can bring back to SPPS. The student panel was also inspirational and the Board is inspired and prepared to go to the legislature to advocate for education

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:57 p.m. The motion passed by acclaim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk