

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

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

Staff: Superintendent Gothard, M. Hoerth, H. Kilgore, C. Long, L. Sayles-Adams, T. Battle, J. Turner, L. Cathey, M. Schrul, J. Engen, A. Collins, H. Ott, C. Baker, M. Watkins, W. Forbes, B. Putnam, E. Agbamu, S. Dahlke

Other: J. Verges, T. Lonetree, R. Wilson, B. Lau, L. Pantoja, P. Hendricks, F. Bloron, S. Powers, A. Alexander, S. Selb, A. Gardner, D. Gorski, L. Hargety, R. Blockton

I. CALL TO ORDER

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

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with an update on Admin Academy on August 8th, where we welcome administrators back for the year. We are excited to provide them with updates and direction for the school year. Throughout the summer, there have been many building updates, and buildings to repair. He thanked the buildings maintenance team, as well as Facilities for their hard work this summer. We will also introduce new principals, assistant principals, and administrators soon, and there will be a reception for them later this month. There are many new places for folks, and am excited to introduce them to the community and support them.

B. Summer Programs Update

Superintendent Gothard, as well as with Beth Putnam, ALC Director, then provided a brief recap on the summer programs for SPPS. An expansive presentation was shown to the board in the Spring, and these are high-level updates. There were 9 elementary schools, 1 middle school, and 5 high school sites for summer programs. There were 4 six-week program sites, 6 multi-district program sites, 6 charter school sites, with 25 SPPS sites and 6 charter schools overall. It is almost half our district in size and scope. He then listed the specific sites by name. We try to access those sites with air conditioning. Student enrollment figures for S-Term 1 and S-Term 2 were discussed. Our goal was 13,500 enrolled by onset of S-Term 1. At onset of S-Term 1 we had 14,800 students. At the onset of S-Term 2, there were 10,600. These numbers were anticipated. There were significant enrollment increases for grades 5-7, 8, and six-week, multi-district, and charter schools. Enrollment for K-4 decreases, with more families sending students to six-week and multi-district programs. Enrollment for 9-12 was similar to 2017. Depending on programs families accessing, it could shift numbers. K-12 average daily attendance for S-Term 1 and 2 combined was for elementary 2200, with middle at 1,150, high school at 3,800, six-week programs at 800, multi-district at 850, and charter schools at 750. The average daily attendance was 9,600 students in 2018 for S-Term 1 and 2. There is approximately the same number of students from S-Term 2017. Overall, there was an increase. He also shared the types of innovate ways that students learned at S-Term across the district, enriching their learning with staff. These are courses designed for

high-interest, and high-need, to energize learners for success and meet them in their learning needs, as well as make up for gaps

In terms of staffing, there are 29 site administrators, with 850-900 S-Term staff. In terms of staff, that is the size of many MN districts, in what we do in the summer time. There is also an ESY program for our students in special education. There were 100 students in early childhood at Rondo, 200 in grades K-8 were held at Benjamin E. Mays, and 100 students in grades 9-12 at Focus Beyond, as well as students in grades K-12 at Bridgeview. They focus on 2-3 IEP goals for each student. As a community, we should be proud for what we have to offer, and thanked ALC, transportation, nutrition services for their hard work and support.

QUESTIONS/DISCUSSION:

- How do we evaluate the success of these programs? Response: While there isn't specific data for program efficacy, S-Term is included as part of SPPS' student monitoring of academic success and any time to attribute to those extra services in summer school to decrease the "summer slide" for students.
- Given the timeframe of S-Term, it may be difficult for staff to get to know the kids. Have there been thoughts around making it a full summer program, or ways to make it more effective? Response: Summer for many families is a time of activities outside of SPPS, so there are opportunities for different configurations and courses to best offer that balance. There needs to be engagement, agreement, and a goal-generated purpose around S-Term coordinating and timing.
- Since the majority of S-Term for high school students is to retrieve credits, how many credits were retrieved? Also, how many students began S-Term with needing to make-up credits, and how many were successful? Response: Early numbers show that highest daily attendance was 4,000, with about 3,800 on average. That data emphasizes that we are retaining students with authentic class work. Data from the state will be sent after the first of the year for total hours at those levels of engaged instruction and the credits earned, including how many were attempted and how many were earned. From that data, we can then find ways to adjust curriculum.
- Was there a 5% absenteeism rate on any given day? Response: That is what the data is currently telling us. A lot of students made up credits based on attendance, and those numbers will be provided from the state.
- The Board noted that it would be interesting to look at data on the number of students who are short on credits at the end of the school year and by how many credits they are short. It leads to the questions of are we having far too many kids losing credits during the school year? Is there a way to prevent that? Response: There are programs, such as Focus on Freshman, that emphasize to ninth grade students about credit accrual and the foundation to build on for their future, including graduation and GPA. That data will be important to review how we are doing.
- For summer graduation, how will students know if they made up enough credits to graduate at the end of the summer? Response: Counselors and navigators will guide and track the progress to ensure they do retrieve enough credits to be able to graduate at the August graduation ceremony.
- In terms of equivalency of hours and the content of those S-Term courses, there are differences? Response: During S-Term for the 9-12 grade students who are earning credits that were already attempted, learning has occurred, and there are set hours of engagement; students have the ability to make up to 12 credits per S-Term, with one class at 2 quarter credits. We prioritize certain standards for curriculum, and what the state requires to consider it completed. It's a combination of credit recovery and what has already been done and work completed during S-Term, which adds up to passing with the same material and credit.
- If total high school enrollment is 12,000, is it accurate to say that 1/3 of those students are going to summer programs? Is it consistent with patterns? Response: It is consistent with last year.
- The Board noted that it is concerning that 33% of high school students are spending some time recovering credits during S-Term. Are there reasons for that, including attendance or test scores? They noted that they are glad there is solid attendance at S-Term, with the hope that it wouldn't require so many students trying to recover credits in the summer, and try to accomplish that during the school year. Response: There are many factors that prevent students from earning full credits during the school year, and the overwhelming feedback was that teens simply have a lot going on.

For some of them, it was losing one credit, due to asking so much of them, their workload, working at jobs, and extra curricular activities.

- It was also noted that the data does not reflect a 1:1 ratio in terms of SPPS enrollment. We are the district on record for all summer programs, including private schools and charter schools, and for those students not enrolled in SPPS during the school year. More data on the number of SPPS students within those 4000 students in S-Term versus other schools can be provided. There is credit recovery going on for those students not enrolled during the school year.
- Are those ninth and tenth grade students, are we tracking how many have been through S-Term before, and tracking those trends of those who regularly need to make up credits in the summer, so that they don't fall behind every year, or how they think about year-round school? How do they cope with that? The Board also requested a demographic for all students who are in summer school from K-12 – a breakdown of who is here.
- What is our relationship with charter schools? Response: Charter schools cannot access extended day funding the same as public schools without a state-approved alternative program. Charter schools do not receive reimbursement per hour or per student; instead it is better for them for us to run their program to use our resources, HR, and payroll, to facilitate programming at their schools, and we collect those ADMs from students in those programs – it is a good situation for the both of us. They use their staff and leadership.

C. Referendum Update

Superintendent Gothard then provided a review and update on the referendum.

Timeline of Referendum

- July 17 July BOE Meeting; Board approved to pursue a referendum
- Late Aug/Early Sept Training for Referendum site teams
- November 6 Election Day

Our Commitment

- Provide our 37,000+ students and our community with world-class learning opportunities
- Create safe and welcoming learning environments for our students and staff
- Hire and retain high-quality staff to deliver on our commitment to students, families and community

Our Community

- Residents overwhelmingly agree that strong public schools are linked to the well-being of our community and strong property values
- Nearly 60 percent grade the district with an A or B
- Our community supports the vision being outlined in our Strategic Plan

Our Challenge

- Funding these commitments requires resources
- Federal, state and local funding is not keeping pace with increased educational needs and costs
- We have cut more than \$50 million in the past three years – and approved cuts of more than \$17 million for this year

State Basic General Funding per Student

- If state funding had kept up with inflation since 2003, SPPS would receive nearly \$620 more per student, or a total of \$21.6 million more this year.
- There is a funding gap between actual SPPS state funding of \$6,312 and state funding adjusted to inflation of \$6,930

Voter-Approved Operating Levies – 2018-19

- Saint Paul is on the lower end of the voter-approved operating levies in the metro area at \$705, with the metro average at \$1,022.

- Saint Paul Public Schools (SPPS) is the second largest school district in Minnesota, but has one of the lowest voter-approved operating levies when compared to the state's ten largest districts and SPPS neighbors. These levies provide critical funding for classrooms, instruction and other operating costs.

Operating Levy Request

- On the November 6, 2018 ballot:
 - Increase our operating levy by \$475 per student
 - If approved by voters, this would generate approximately \$18.6 million per year
 - This levy would extend for ten years with annual inflation increases
 - The estimated tax impact on our average homeowner (\$175,000 value home) would be approximately \$11 per month or \$136 per year

If Voters Approve the Request:

- Invest more in schools and student needs at all grade levels
- Implement the district's Strategic Plan to increase achievement for all students
- Increase mental health and social-emotional supports for students
- Create middle schools designed to meet the academic and developmental needs of this age group and set them on a solid path for high school and beyond
- Provide some flexibility for emerging needs and new educational best practices
- Limit additional budget cuts

If Voters Do Not Approve the Request:

- Continued multi-million dollar budget cuts
- Cuts to programs that help students struggling with basic academic skills
- Cuts to staff and academic programs in all schools
- Cuts to the number of classroom aides, administrators, and clerical, custodial and other support staff throughout the district
- Severely limit the district's ability to implement its new community-supported Strategic Plan

Summary

- November 6 ballot request to increase our operating levy:
 - Invest more in schools and student needs at all grade levels
 - Implement the district's Strategic Plan to increase achievement for all students

Superintendent Gothard also noted this to present information, rationale, and reasons on what the votes will mean for SPPS.

QUESTIONS/DISCUSSION:

- The Board noted that they support these efforts. Are we able to quantify improved schools with how it will impact the entire community? Can we extrapolate that we'd have safer streets, fewer health concerns, less mental health needs? Is there a way to claim that there will be wider benefits to the community with the passing of this referendum? Response: In working with MDE, school administrators, and the North Star rankings, we are meeting on what this will mean, and a new way for Every Student Succeeds Act to report to the community of how we are doing, ways to look at what schools do, and change on the value of education. The report will focus on analytics and quantitated measures in looking at what the schools mean to community and families. There are so many things that are necessary for a community to be successful, and there are comprehensive ways to address this through the strategic plan to help overall long-term student outcomes.
- It is necessary to understand how the district will look different with the presence of the referendum versus without it to give the community a sense of how it will be different. Are there models or examples to show the need for funding, including on what it will mean for our middle schools, to understand on a tangible level? It's the need for revenue, and the historical underfunding, budget deficits, and we need to provide concrete examples of what we will be able to accomplish with this funding, and how the referendum will have tangible differences for their kids, their neighbors, and

kids across the district. Everyone will be touched by this and feel the impact. Response: Nine of the nineteen strategic initiatives have been planned with time over the summer, and as leaders and staff come back to our buildings, there will be more specific information shared as they are developed. They address a lot of a different areas and efforts that we are working on, and have ways and system to prioritize, to look at programs and efforts that are working and to stop those that aren't working. Those are tough decisions to make, and the initiatives have a student focused outcome, and we owe it to the community.

D. Supplier Diversity

Superintendent Gothard then introduced the Small Business Inclusion Program presentation, which was started before he began as superintendent, and is very impressed and excited for their work with the community to look at practices and find ways to be inclusive with all entities in business. He introduced Jackie Turner, Monika Watkins, and Will Forbes to present their information, with the community member group. The timeline will be reviewed, as well as the work of the council, answering of board member questions, and talk about the policy and implications, best practices, with the action of the Board to be to accept the report.

Why Does SPPS Need a Small Business Inclusion Program

With almost 38,000 students, many students of color within the demographics, this program will positively impact the community. With many resources going to the FMP over the next ten years, there are opportunities with the 5,000 small businesses in the community, which are many times women- and minority-owned businesses About 1.2 million employees are in the small business community. They are out there, and the need is there. It will help the community, and the time is now to do something to help incorporate small businesses into our plan.

Small Business Inclusion Program: Timeline

- BOE Directive Winter 2016-17
- Start Initiative August 1, 2017
- Research & Analysis August 2017 – July 2018
- CAC Meetings
- Entities Interviewed
- Existing Programs Evaluated
- Report Drafted
- Program Development August 1, 2017 – July 2018
- Report Presentation to BOE August 7, 2018

Process Overview

- 18-Member CAC created → Internal Assessment of spends, policies, and practices → Research to establish legal foundation → Assessment of regional practices, programs, and trends → Creation of proposed amendments based upon legal foundation and regional trends
- The Office of the General Counsel, Finance Office, and Purchasing was also acknowledged for their work
- There has been extensive community engagement on this subject. The 70-page report is information and documentation that was done as a team.
- It is about disturbing a piece of the pie of contracts to small and emerging businesses.
- We have learned over time of the importance of supplier diversity. This will allow SPPS to move in a different direction and brand SPPS to provide opportunities not see in the past in moving forward.

Acknowledgements

- Community Advisory Council
 - Business advocate, business inclusion

- Representative overseeing similar programs
- Community Action Partnership (non-profit)
- Contractors, suppliers
- Trades, labor unions
- Compliance, Financial, Legal
- Facilities Department and Purchasing leaders
- Consultants
 - Powers Consulting
 - Strong & Starling Consulting, Inc.
- Governmental Entities
 - City of Saint Paul
 - Ramsey County
 - City of Minneapolis
 - Hennepin County
 - Minneapolis Public Schools
 - Minnesota Department of Administration
 - Metropolitan Council

BOE Questions Regarding Program

- Is it legal?
- What will the program cost?
- What will the program look like?

Existing Policy Support and Legal Foundation

- SPPS Policies Supporting Equity
 - Policy 713.00
 - Policy 101.00
 - Policy 102.00
- Legal Foundation
 - Compelling Government Interest
 - Narrowly Tailored
- Types of Programs
 - Race- and Gender-Conscious Programs
 - Race- and Gender-Neutral Programs
- Disparity Studies
- Case Examples

Regional Practices were also presented including these areas:

- Procurement
- Vendor Inclusion
- Workforce Inclusion
- Data Management
- Outreach

Proposed Small Business Inclusion Program Overview

- SBE Program
 - SBE and Micro-SBE Goals
 - Member of CERT Collaborative
 - Conduct Disparity Study
 - Direct Quote Options under \$100,000
 - Compliance Monitoring

Policy 713.00 Amendments

- Race- and Gender-Neutral Program
 - Proposed Amendment

- Applies to all construction projects
 - 10% SBE and 15% micro-SBE goals
 - Annual evaluation of aspiration goals
 - Staff dedicated to enforcing compliance
 - Rationale:
 - Program that can be created without a disparity study
 - Regional practices support need for staff to lead this work
- Disaggregation of Date
 - Proposed Amendment
 - Collect and maintain vendor and consultant race, gender, veteran's status, and geographic location data
 - Rationale:
 - Maintaining timely and reliable vendor and consultant data allows the District to:
 1. Increase contracting transparency
 2. Increase efficiency in contracting

Revisions to Practices

- Procurement – unbundling work scopes
- Vendor Inclusion/Certification – join CERT Collaborative
- Workforce Inclusion – Adopt 32% minority and 20% female workforce goals
- Increased Outreach and Marketing – contractor meet-and-greets, procurement fairs, engage local SMWBE associations
- Compliance and Data Management – update existing systems and forms, explore compliance agreement with the City of Saint Paul

Potential Departments Impacted

- Facilities
- Purchasing
- Technology Services
- Finance
- Legal
- Racial Equity Office

High Level Implementation and Potential Cost Analysis for Year 1, Year 2, and Year 3 were then presented, with the four different options' cost (included in the report).

Next Steps and Key Decisions if the Board Wants to Move Forward were also presented, beginning with the Board Policy Work Group to discuss the proposed amendment to Policy 713.00, and the September, October, and November Board of Education Meetings for the first, second, and third readings of the draft revised policy.

QUESTIONS/DISCUSSION:

- Is the expectation that the working group would look at the recommendations after the revision of the policy by the Board? Response: After the discussion of the amendment has started, Administration could then continue their work. It would be good to continue to have support from the community and the Board to move forward. We should make a decision around the disparity study, and to continue to work on, to gain interest from other entities across the state because the costs will differ based on the number of organizations that want to participate in the study and results. We would be working in parallel. We should know by November of the other organizations that was to participate in the study. This work could begin in the next 30 days in the disparity study and with the city and the CERT collaborative. We will continue to work with the community partners. There are internal items that we need to do to put on the right track.
- What should we be focusing on in terms of the options? Will it appear in the budget? We want to give the collective work to move forward and bring the best recommendation to us. Response: First we would like the Board to accept the report. Secondly, we'd like the Board to move forward with

discussions on the amendment to Policy 713.00. Administration will bring forth recommendations on the different options. In the event that there needs to be governance or policy revisions, or impact to the budget, that would then be brought back to the Board. How the policy is drafted will impact the elements of the program and the costs. That direction will signal to the group on implementation and analysis.

- In beginning to talk to about the change in policy, many policies are supported by procedures, where many of the details are found. The Board noted that what the Board Policy Group does in terms of the policy will affect the procedure. Is it the Board's direction to note the policy we'd like to see, while calling out the disaggregation of data and cost implications? Response: First it is "if we are a go" and a direction as the Board would like to take, through the policy. That process kicks off discussion for the policy. Administration and the Board will not be working alone in this; Legal will also be helping. As for the suggested timeline, Administration wants to put this on the radar of the Board, and if it goes into September or October, that would also work, as we want to continue to see the work move forward, while also working around the Board's calendar.
- What is the nature of the disparity study? In some ways we have identified the disparities – it's an 18 month study. How will that help inform and why will it be 18 months? Response: We know, but we haven't sufficiently proven out through a disparity study. It will look at more than our data set; it will look at our market as a whole, options, historic utilizations, and if we are underutilizing businesses. That evidentiary foundation will serve as the compelling governmental interest in addressing the disparity. The 18 months is a standard in the industry. The good news is that there is data from the previous disparity study that could be handed off. It may end up being less, but is an estimate. It is evidentiary foundation to say that we, as a government entity, need to address a historic disparity.
- Is there a protocol that's used for the disparity study? Is the policy built after the disparity study, or is it around setting parameters? Response: Yes, the policy will set parameters. We could get to the disparity study and find additional policies than the ones we have here, but this is a place to begin. We can't jump to setting goals for minority- or women-owned businesses without conducted evidentiary foundation. In showing the number of businesses in the city, we can start to improve the numbers without waiting for that evidentiary data. It's starting the process.
- The effectiveness of what we do is key, and making sure Administration has the time to do it. They would prefer to wait to ensure they have the necessary time to have a robust, thought-out, and effective small business initiative that is inclusive enough to make a difference. They recommend to start with that, what is the impact, and be worth the effort and impact.
- Is the previous data sufficient to give us an idea of where we are? Administration also noted that the disparity study would be in depth and comprehensive. They are doing a 5-year drill down on businesses, and who has achieved work, why aren't they hearing about it; they go to the details. They look at the people who won't bid, and drill down to information. It is official documentation that supports the decision. We know there is a disparity, and this would be documentation. Procedural changes help to open the doors. It's an interesting idea of what is impactful. Once the Board decides to go forward, that process of improving the numbers could start.
- They also noted that the policy changes are not starting from scratch, but we have sample language and best practices. It is about finding those policies that pertain to small business, and what we are required to follow, and can it tie into the disparities language.

RECOMMENDED MOTION: Mr. Marchese moved to accept the report, and was seconded by Ms. Foster. It passed by acclaim.

E. Organizational Chart Update

Superintendent Gothard then presented and discussed Phase 1 updates to the Org Chart. The work of the District will happen as we work together as a team around creating the necessary changes for us to improve student outcomes. These changes are based on form and function. Updates include Chief of Staff, which will include legislative affairs and key supports, grants (development and management), the new position of Equal Opportunity Officer (this role will receive complaints and discrimination, and represent the superintendent in matters of complaints to be the person on record and use standard procedural

investigation practices – we are dealing with people, policy, and pressures) (will be a director level). Equity will report to the Chief of Staff as well, while also working with Office of Teaching and Learning. Director of Family and Community Engagement will also report to the Chief of Staff. Research, Evaluation, and Assessment will report directly to the Superintendent, while working collaboratively with all departments. It will be the single point contact to establish routines. Deputy Chief of Technology Services will report to Operations. Department of School Culture and Climate has been divided into two entities and will report to the Chief of Academics. Alternative Learning Programs will report to the Office of Teaching and Learning. Chief of Schools is a new position that will work with assistant superintendents and the Office of Leadership Development to ensure we are coaching and holding administration to the highest standard. Legal is also shown as a dual-reporting role to both the Board and the Superintendent. These changes will ensure there is clarity for our leaders and clear direction on their roles and responsibilities. The positions of Director of Communications, Marketing, and Development and Director of Specialized Services are still open and ongoing right now to find the best talent for those positions.

QUESTIONS/DISCUSSION:

- A board member noted that there should be a direct line from the Board to the labor negotiations manager, whether it is a direct line or an assumed line because they will be directly negotiating for the Board in deciding contracts. Response: That will be considered as feedback, and will talk with other. We can check into the practice of other districts, including CGCS and share with the team.
- The role of the Chief of Staff was also discussed as well as the groupings of the org chart.
- A board member also noted their concern about the personalized learning role in technology, and is now in a different grouping.
- Another board member questioned why Human Resources reports to the Chief of Staff. Response: there are a few reasons; one of them is a recommendation based on several organizations, and there is a lot that is managed by this team. This way will allow there to be a point of escalation because right now, a lot of the HR concerns are sent directly to the superintendent. It will create a difference culture with different levels of support for staff or others before it goes to the superintendent.
- The role of REA was also discussed, and data sharing in both directions in form and function. It is a collaborative role, while also being close to the superintendent to respond to needs for district-wide information. Superintendent Gothard noted that they believed this was important to ensure he was working directly with REA on information so critical to the strategic plan. In other districts of our size, this is how it is organized in 90% of those districts. This department is a direct report to the superintendent, while working with all departments on the routine and reports generated and collaboratively built for many programs. Accountability function works cross-functionally, and it makes sense to be a direct report to the superintendent and bring that information forward
- A board member noted that she thought SEAB should be included on this org chart.
- The role of the Chief of Schools was also discussed, with the importance to flesh out the functions for the questions that are asked in the community and schools. Response: This will be a central role in the cabinet to respond to different information about schools, and to coordinate coaching with our assistant superintendents and leaders, and a quality method of coaching and support. This role will also be responsible for direct different work in schools and support assistant superintendents to be a central, coordinated place for school success. This will allow us to have a structure in a timely way. We will also work together to problem-solve and relay information to stakeholders and educators.
- Office of Leadership Development was also noted, and how leadership development is a critical piece to have a consistent and coordinated way for the department. It is helpful to help find creative ways for leaders, as well as lifting those aspiring leaders as well.
- With the new positions, the Board also noted the budgets for those roles. There is money allocated for those positions; the jobs are different and the budget exists for them. There was money for the transitions and there has been deliberate actions in not filling them until now. Also, not all positions are general fund positions – there are other categories. The Board noted that it would be helpful to learn the and understand the fiscal impact on the net cost, and using existing resources. A summary of what has changed would be helpful in understanding the fiscal impact to relay that information to constituent questions. It was also noted that these are priorities in terms of hiring, and Phase 2 and Phase 3 will be at a later date in later years.

- A board member also noted that there was confusion in who reported to whom, and this is a big step forward in clarity on the responsibilities and positioning that we are adding that are important and settling us down to know the roles and how to move forward. She thanked Superintendent Gothard for his work on this, and it has her support because it will help the District.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:24 p.m. The motion passed by acclaim.

IV. WORK SESSION

The Board then conducted a work session to discuss two topics. The first was the attendance of board members at the Council of the Great City Schools Annual Fall Conference in October. It was decided that six board members would attend this year to learn and collaborate with other large urban districts across the country. The second topic involved the Board's submission of project proposals for SEAB. Ideas included the transition supports for students, as well as student engagement in the legislature. Overall, the Board agreed that SEAB could lead these topics into directions that they define if these topics were chosen.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk