

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 8, 2018**

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

M. Xiong arrived at 4:40 p.m.

SEAB: A. Hoffman

Staff: Superintendent Gothard, M. Hoerth, H. Kilgore, N. Cameron, G. Ghere, I. Davis, L. Sayles-Adams, M. Dols-Klingel, T. Stewart-Downey, T. Battle, J. Turner, L. Cathey, M. Schrul, J. Engen, S. Koppen, J. Allen, F. Contreras, D. Hill, B. Putnam, E. Agbamu, C. Baker, S. Dahlke

Other: J. Verges, S. Salas, V. Hauth, J. Couillard, M. McShannock T. Lonetree, K. McCauley, J. Kopp, J. Nathan, J. Nathan, M. Gilbert

I. CALL TO ORDER

The meeting was called to order at 4:33 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with a recognition of National Teacher Appreciation Week. On behalf of the Board and the District, he thanked all teachers for their guidance. He also recapped the Governor's Press Conference on the emergency funding for education. The statement that was read at the press conference was then read at the meeting which summarized the budget shortfalls and the impact of the emergency funding to SPPS. It would be \$126/student emergency funding for our students. We need to advocate for this one-time funding as we look for a sustainable solution. The special education cross-subsidy task force begins next year. The \$6.5M is a bridge to have deeper discussions on what to do over time and to hold the state to the commitment that governs supports that our students deserve. He also provided an update on the strategic plan. The focus area teams are working together to deepen our work, sharpen our priorities, and lead us to a successful implementation of our plan. The teams are considering a number of objectives, which will include initiatives. Sustained implementation is a major focus in this work. At the June Board of Education meeting, the progress report will be shared. He also updated the Board on the referendum plans and feasibility study, and Springstedt is currently working to gather data. The goal is to inform staff before they leave for summer break so they know the work needed in September when they return. With the current budget, the recommendation is the much-needed referendum. Prior to the end of the school year, Superintendent Gothard will share his thoughts on the results of the feasibility study, which will help to shape the strategy. Send the messages to set the stage will be important.

QUESTIONS/DISCUSSION:

- How were the teams for those focus areas chosen? Answer: The teams were developed by functional areas and leadership opportunities, as well the time to commit to these projects. They are meeting weekly, sometimes more than once a week, to think about their work, and how it

connects with the overall needs of the District and the needs of our students. They are strong teams that are engaging its target stakeholders as needed, and developing initiatives and action plans. The objectives are currently being developed to guide the initiatives through targeted participation.

- Will there be any principals or teachers on those teams? Answer: They are not on these specific teams due to the time-intensive nature of these groups right now. They are involved in the Educator Advisory Committee, and were engaged earlier in the process, as well as the BFAC. The teams will also be reaching out to principals and students, as well as with community input, as a targeted approach.
- The current stage seems to be at the “think tank” portion of the process. Answer: Drafting objective that will then lead to initiatives – that work is seamless. It occurs in iterations.
 - Are the people then on a committee to form those objectives? Answer: There are five teams that are looking at each focus area. Part of their work is to look at research, and best practices nationally, regionally, and within the district, and opportunities to expand those ideas on a more systemic scale.
 - Who is on those committees? Answer: They are cross-functional teams, so there is representation from different departments, with many from central administration.
 - At this point, we don’t have representation from buildings? Answer: We do have representation through the input sessions, as well as the targeted engagement approach. The information from the Educator Advisory Committee will also be important in the initiatives stage.
- It was noted that these current teams are researching teams and brainstorming ideas before adding more to the strategic focus areas. The timeline is expansive, and will allow time for others to also be involved in the process.

B. SEAB Update

SEAB Member Hoffman provided a quick update on SEAB. Fliers and applications have been sent to schools and the process for the new SEAB members will continue over the summer. Project proposals are now open for submission, and the group is looking forward to hearing more. Lastly, the academic honors proposal was brought before the Policy Work Group (will be detailed later in the meeting.)

QUESTIONS/DISCUSSION:

- Director Schumacher noted that we take a look at how we’re doing, what’s working for students, and for them to be able to craft student voice in a meaningful way, and also to evaluate the relationship between SEAB and the Board so as not to overwhelm them with this important work, while also offering them the opportunity to implement student voice with Board decisions.
- Director Brodrick noted that the academic honors proposal was brought to the Policy Work Group, and the general consensus was that we will need more engagement conducted on this topic. It’s important that we have a broad amount of engagement from principals, teachers, counselors, parents, and students. Honoring students is important, and if we make a change in the way we do that, it may take some time to engage and decide on the next steps.
- Director Vanderwert also noted that it will be important to use English language for the honors (with honors, high honors, etc.) instead of Latin in this proposal.

C. Legislative Update

Session Status

- Two weeks left – Sine Die is May 21
- Omnibus bills passed in House and Senate; no conferees appointed yet
- Governor has sent letter requesting no policy in omnibus bill
- Governor waiting for taxes, supplemental budget, bonding before he’ll negotiate
- Governor announces —1 time 2% increase in formula

The Numbers

	House	Senate	Governor
2% increase form	None	None	\$124.1 Million
SPED	None*	None	\$17 Million
Safe Schools	\$18 per pupil	\$19.88 per pupil	\$18 per pupil
FY 19 Total	\$30.223 Million	\$19.814 Million	\$163.96 Million
PREK in FY20-21	\$57 Million**	None	\$57 Million
FY20/21 Total	\$111.6 Million	\$11.8 Million	\$136.1 Million

Major Revenue Provisions

- Formula-emergency increase — \$6.5 million in FY19 — Governor only
- SPED — \$17 million increase — \$777,000 FY19 Governor House funds SPED in FY22
- VPK — House and Governor — Fund base for FY20/21
 - 300 plus seats for SPPS
 - House includes portability requirement
 - House includes Governor's Mpls/St. Paul own region
 - Senate — adds no funding — requires 40% mixed delivery
 - Senate/Gov — allow children in protective services and homeless eligible without income verification

School Safety – House

- \$18 per pupil safe school revenue — ongoing \$700,000
- LTFR — expands uses facility safety improvements
- School linked mental health grants — \$5 million
- Physical Security Audits Grants — \$1 million
- School resource officer grants — \$400,000 grants
- Threat Assessment Teams — \$300,000 grants
- \$25 million in Bonding bill — \$500,000 maximum grant

School Safety – Senate

- \$19.88 safe school aid in FY19, \$779,000, \$3.65 ongoing
- Physical Security Audit Grants — \$1 million in public safety bill
- Mental Health Grants \$4.5 million adds telemedicine
- Threat Assessment policy and process consistent with MN safety center recommendations and training

School Safety Continued

- House Senate and Governor
 - Non-exclusionary Disciplinary policies and procedures, some differences — no funding
- House and Senate
 - Suicide prevention training — \$273,000 for on-line training

PELSB

- Adds new offenses for license revocation
- Adds background checks for school personnel
 - House — every five years
 - Senate — every three years
- Both align bus drivers to their licensing requirements

- Tiered Licensing Implementation — Board requested 1 year
 - House — earlier of draft rule or January 1, 2019
 - Senate extends from July to September 2018

Controversial Policy

- Five Star/Summative Rating System
 - House requires MDE to develop a scoring system from 1-100 primarily based on MCA proficiency in FY20
 - Senate provision removed from policy bill on the floor
- Academic Balance Policy — Senate only, amendment to remove failed
- In God We Trust — Senate provision to display motto — permissive

Provisions of Support

- Special education task force
 - House — large stake holder group
 - Senate — legislative working group
- Highly mobile and homeless transportation for intermediates — both bills
- Senate language for teacher residency and teacher of color programs
- Clean up language for Board Approved and Local Option Revenue — Senate and Governor

Other Provisions and Unfunded Mandates

- Civics Test — Requires credit in 11 or 12 grade and posting of scores — House only
- Dyslexia Screening
 - House — K and all kids not at grade level
 - Senate — All students K-2 and any others not at grade level
- Lead testing and reporting — both bills, prefer Senate
- Disposal of drugs — Senate only provision
- Data/technology provisions — both bills
- Legislative Audit — study revenue to school site

Tax Bills

Total tax conformity — state will collect \$460 million in FY19 and over \$1 billion in next biennium

- House bill passed 90-38
 - Overall result in \$104.8 million reduction in FY19
 - Mixture of individual and corporate tax cuts
 - Includes complicated ballot language
- Senate tax bill — passed 34-32
 - Includes 529 conformity for private school tuition (\$10K)
 - Automatic reduction in taxes if there is a surplus
 - Overall reductions \$171.4 million

TRA and St. Paul Teacher Pension

Omnibus Pension Bill

- Includes funding for both St. Paul Teacher and TRA Employer Contribution increases
- Includes \$5 million direct payment to St. Paul Teacher Fund
- Other reform provisions benefits and earnings assumptions
- Passed Senate 66-0
- House — still in committee — scheduled Monday

Other Hot Button Issues

- Constitutional Amendment — Transportation
 - Different provisions in House and Senate
 - Supported by Labor and State Chamber
- Gun legislation — limits on background checks, loop holes for sale, age limits failed
- Bonding — House bill out \$850 million, half the size of Governor; Senate next week

- Transit — no bonding for Metro Transit in House or amendment

QUESTIONS/DISCUSSION:

- Director Schumacher noted that while radon testing is not included in the legislative bill, SPSS is overwhelming above other districts in terms of testing for radon and to ensure a safe space for our students.

D. Policy Update

Sweatshop Free Purchasing – Policy 713.00

- Minor amendment of the policy
- Adjust purchase value from \$1,000 to \$5,000 or greater
 - Rationale:
 - Current \$1,000 limit is too cumbersome for schools making small purchases
 - Adjusting to \$5,000 is in alignment with Purchasing department levels.
- Work Group recommendation: Advance to three reading process

Unpaid Meals Charges – Policy 534.00

- New policy that is required to meet updated USDA requirements
- Policy covers:
 - Payment of meals
 - Free/Reduced price lunch applications
 - Notification of negative balances and responses
 - Communication of policy
- Work Group recommendation: Advance to three reading process

Holiday Observances – 603.02 / Religion – 609.00

- No changes to Religion policy
- Rescind Holiday Observances policy
 - Our district values the diverse cultures of the students in our district
 - Holidays and celebrations are learning opportunities
- Work group recommendation: Advance rescission of Holiday Observances to three reading process

Class Rankings – 510.03

- Amendment recommended by SEAB with support from Policy and Office of Teaching and Learning
- Discussed moving from top ten recognitions to system of achievement designations
- Work Group recommendation:
 - Conduct targeted engagement with students, teachers, principals, and grad advisors – Determine timing for transition

QUESTIONS/DISCUSSION:

- Director Foster noted her support for rescinding the Holiday Observances policy. In talking about values as a District, we need to be effective in bringing them into schools, with parents and students, and staff to celebrate in our community. The current Holiday policy does not support diversity in the community and acknowledge them in our classrooms.
- Director Vanderwert echoed this response. Culture is important to the healthy development of the community we want.
- Director Brodrick noted that he is in favor of rescinding policy 603.02, and discussed where we would be able to encourage celebration of the multicultural diversity of the District. If we rescind this policy, do we make a statement to send out to all families and communities about the values we have and if people have ideas in terms of observances? Answer: Our values are included in policy 602.01 where we encourage the multicultural learning in our schools. “The Superintendent shall adopt and each school shall teach a multicultural, intercultural, non-racist, non-sex-biased,

gender and disability-fair curriculum in all subject areas. This curriculum shall integrate the existing course content of all disciplines' learning experiences, which include the history, culture, heritage, contributions, and perspectives of all peoples in an equitable and accurate manner. Instruction shall prepare students to live productively in a pluralistic society by engaging them in multicultural, gender and disability-fair activities that respect human dignity and enhance the development of self-worth of students and staff."

- Regarding the graduation recognition policy, Director Brodrick noted that in the idea of trying to be more inclusive, it changes the degree of inclusiveness to honor, and there needs to be very good criteria in terms of who is to be honored. At a certain point, there will be an arbitrary cut-off. It will be important to hear from principals and counselors, parents, and students to determine the honor criteria based on GPA or other criteria to determine excellence. If we change the Celebration of Excellence, which honors the top 10 students at each high school, we need to ensure we have a different event to replace that in terms of bestowing honor and a nice happening for those students to earn those honors. He is looking forward to the upcoming SEAB presentation on this topic.

E. S-Term 2018

Summer Term (S-Term) Goals

- Grades K-8: Prevent summer learning loss
- Grades 9-12: Credit recovery
- Grades K-12: Alternative Curriculum & Instruction
 - Learn academic and social emotional skills
 - Develop college and career readiness
 - Stay on track to graduate
 - 95% of Teacher/Administrative Survey Participants "agreed" or "strongly agreed" students benefited academically from attending S-Term 2017.

S-Term Dates, Sites, and Staffing

- Dates: S-Term 1 runs from June 18-July 12 (18 days); S-Term 2 runs July 16-August 9 (19 days); Six-Week Programs run June 18-July 27 (29 days); Multi-District Programs have varying schedules during both S-Terms
- Site: 9 Elementary; 1 Middle School; 5 High School; 4 Six-Week Program sites; 6 Multi-District Program sites
- Staffing: Total of 29 Site Administrators; 900 total staff

Registration and Enrollment

- Kick-Off: March 12: Who's invited, and who qualifies?
- Grades K-8: Online using iUpdate OR paper form mailed to Student Placement Center
- Grades 9-12: School Counselors
- Priority Deadline: April 13
 - Registration continues throughout S-Term

S-Term 2018 Enrollment Goal: 13,500

- Total: 13,500
- Charter Schools: 300
- Multi-District: 600
- Six-Week Program: 800
- 8-12: 7,300
- 5-7: 1,100
- K-4: 3,400

Grades K- 4 Elementary

- Projected Enrollment: 3,400

- Locations: American Indian Magnet, Benjamin Mays, Chelsea Heights, Dayton's Bluff, Expo, Farnsworth Lower, John A. Johnson, Mississippi, Riverview
- Features (in addition to Math and Literacy)
 - Movement/Yoga/Health, Economics, Social emotional skill building, Use of iPads (new), use of FAST data (new), Wilderness Inquiry (new)

Grades 5-7 Middle School

- Projected Enrollment: 1100
- Location: Central High School
- Features (in addition to Math and Literacy)
 - Students choose Applied Academics classes (grades 6 & 7) (new)
 - Applied Academics: Music Production, Culinary Arts, Computer Coding (new)
 - Other Applied Academics: Agriculture, Lego Robotics, Art, Leadership, Why Try, Transition to Middle School, Instrumental Music
 - Use of iPads (new)

Grades 8-12 Secondary

- Projected Enrollment: 7300
- Locations: Gordon Parks, Harding, LEAP, Saint Paul College, Washington
- Features •
 - Transition to High School
 - Online Learning (ages 16+)
 - Mobile Jazz Project elective credit (new)
 - Credit Recovery @ LEAP (new)
 - Navigators to support graduating seniors
 - Writer's Institute for Levels 2 & 3 ELL students

Six -Week Programs

- Projected Enrollment: 800
- Programs
 - BELL Power Scholars (165 - grades K -4)
 - Hmong Karen Youth Pride Program (135 - grades K -4)
 - CDF Freedom Schools (500 - grades K -8)
- Features
 - Core academics (math and literacy)
 - Culturally affirming curriculum and
 - Development of leadership, pride and persistence

Extended School Year (ESY)

- Early Childhood Special Education – June 18-July 20 at Rondo; 100 students
- K-8 Grades – June 18-July 13 at Benjamin E. Mays; 200 students
- 9-12 Grades – June 18-July 13 at Focus Beyond; 100 students
- K-12 Grades – June 18-July 13 at Bridgeview; 100 students
- ESY services also provided for students who qualify at their S-Term sites
- Features: Focuses on 2-3 priority IEP goals for individual students

Quality S-Term 2018 Programming for SPPS Students

- Equitable student-focused opportunities
- Academic and social emotional growth
- Implementation of best practices
- Student and family voice and choice
- District-wide departmental collaboration
- Safety, security, and positive school climate
- Frequent communication to families

- Course recovery leading to August graduation
- Strong partnerships with community organizations
- Supporting students to stay on track for graduation
- Practice skills within the student's IEP

QUESTIONS/DISCUSSION:

- What is the trend in population of students every summer? Is it continually increasing? Are there different age groups? Answer: It is leveling off. In the future, the trend could be increasing, especially in middle school. The goal is 1,100 students, and we currently have 1,300 enrolled. With the different levels of communication at the secondary level, we are also expecting those numbers to increase as well. CDF Freedom Schools are increasing. Last year there were 654 students, and our goal is 500 students, and we have already surpassed that number.
- In terms of the data and different reasons that students attend S-Term, is there anything that indicates the changes to the student population? Answer: It has been remaining steady over the past five or six years. There are not huge spikes in the elementary or secondary level.
- If a parent or family misses the April 13th deadline, are they still able to register? Answer: Absolutely! We take students through the beginning of S-Term depending on availability. We would rather see kids attend than not attend if there is room. It does become more prohibitive at the secondary level where students cannot miss more than 3 days to receive credit. We are open and welcoming.
- How do families understand that if they missed the April 13th deadline, and if there are still openings? Answer: If families register by May 18th, they are sent information for S-Term with transportation information, the site and dates enrolled. Oftentimes, students who are enrolled after that date can still receive the information over the phone. Parents and families are also able to register their student on site. In our S-Term guide, it explains that we continue to accept students despite the priority deadline. That is used primarily to enroll for specific programs and a deadline for us to send the confirmation postcard. There are two levels of mailed communication, with one of them containing the transportation and site information.
- About the seniors that are missing credits, what percentage of the pool are they and is that number increasing or decreasing? Answer: Two summers ago we had 135 kids graduate at the end of S-Term; last year there were 142. There is not an indication of a huge spike of enrollment at this point, and will likely be at the same level for this year.
- It was also discussed that 19,000 students were invited to S-Term determined by ELL status, homeless, and those behind a year. It's an astounding number.
- LEAP is a new site with credit recovery; prior to this year it was supportive classes for ELL students; all kids at this level are recovering credits. There are currently about 100 students who are taking supportive classes.
- Are there no secondary students taking enrichment classes? Answer: Correct. During S-Term, applied academics or enrichment classes are done at the K-8 level. At secondary, it's credit recovery at those sites.
- How do we measure progress or success? How are we gathering data? Answer: Our practices are data driven and we look at data points. At the elementary level, there is a math curriculum with positive data, and over multiple years that shows Moving with Math is effective. Reading is also measured. In Freedom Schools, there is a NCDF evaluation and a basic reading inventory with a pre- and post-test. We have integrated the reading curriculum in order to close the gaps in reading with students. Our data has also shown that our students have a positive increase in character-building skills. In the survey for parents, the majority said this program has benefited their child, as well as improved the skills as parents to be involved in their child's education. Our students are making tremendous gains which are carried over into the school year. At the elementary level we also have data points on the Words Their Way, which involved a pre- and post-test, as well as the economics curriculum through the Council of Economics. At the middle school level, there are data points on the math curriculum. At the secondary level, we are digging deep into the aggregated data on classes and corresponding grades of students.
- How are sites for Freedom Schools selected? Do they offer breakfast and lunch? How does that work? Answer: Sites are selected by the number of students enrolled, and we are choosing sites

that are air-conditioned. The flagship has been the Capitol Hill complex, and has been expanded to the East Side at Hazel Park. There are hot lunches that are nutritious for our learners, and breakfast-to-go allows the students to take their breakfast to their classroom and eat with their peers.

- How are we using S-Term to help those students who are deficient in credits in 9th and 10th grade to ensure they will be able to graduate in 12th grade? Answer: We like to be more proactive and put kids in a place that when they go to 9th grade they are not failing and needing those credits. We have dug deeper into student focus groups and to increase and market the middle school program, particularly in the 8th grade. We are purposefully enriching the 8th grade curriculum to ensure that students are not going to the 9th grade and failing classes. They can make up to 12 credits in summer session, which doesn't make up for the entire year however.
- One of the aspects of CDF is the Junior Servant Leader Intern, which provides teenager the opportunity to volunteer and a paid experience in serving CDF Freedom Schools. They are mentored by the community and provides information on how to be successful with positive role models, and provide teaching on soft skills that employers need, while developing a love for academics, social service, advocacy, and mentoring other younger students. Dr. Battle also went on to mention that in addition to preventing the loss of those credits, it's also important to find out the reasons freshman aren't earning credits. High school has higher stakes, and credits matter. It's also about looking at those root causes and putting interventions in place to address them.

E. FY 19 Budget Update

Superintendent Gothard that introduced Chief Financial Officer, Marie Schrul, to provide an update on the FY2018-2019 budget to the Committee of the Board.

FY2018-2019 General Fund Preliminary Big Picture

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$ 521.4	\$ 528.0	\$ 6.6
Use of Fund Balance	\$ 0	\$ 0	\$ 0
Expenditures	\$ 521.4	\$ 545.2	\$ (23.8)
Projected FY19 Shortfall	\$ 0	\$ (17.2)	

FY2019 Proposed Revenue and Expenditures Summary (All Funds) General Fund Projected Revenue

	Estimated Beginning Fund Balance	Revenue	Expense	Revenue Transfer *LTFM	Expenditure Transfer *LTFM	Estimated Ending Fund Balance
General Fund	\$ 94,155,55	\$ 534,680,998	\$ 534,680,998	\$ 22,382,590	\$ 22,382,590	\$ 94,155,556
General Fund Fully Financed	135,083	34,038,527	34,038,527	0	0	135,083
Food Service	6,495,786	28,938,889	28,938,889	0	0	6,495,786
Community Service	2,641,736	23,228,773	23,228,773	0	0	2,641,736
Community Service Fully Financed	720,597	7,409,063	7,409,063	0	0	720,597

Building Construction	40,900,000	69,682,590	88,582,590	(22,382,590)	(22,382,590)	\$22,000,000
Debt Service	64,109,584	37,860,000	51,592,123	0	0	50,377,461
Total All Funds	209,158,342	735,838,840	768,470,963	0	0	176,526,219

FY2018-2019 General Fund Big Picture - Expenditures

Area	FY18 Adopted	FY19 Proposed	Change	Percent Change
Schools	\$ 247,365,968	\$ 248,454,701	\$ 1,088,733	0.4%
School Service Support	180,513,043	186,702,116	6,369,074	3.5%
Districtwide Support	90,033,697	95,948,310	5,914,613	6.6%
Central Administration	3,533,366	3,575,871	42,505	1.2%
Total	521,446,074	\$534,680,998		
Increase in Districtwide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	0	\$11,616,862	11,616,862	
Total w/LTFM addition	521,446,074	546,297,860		

FY2018-2019 Budget Timeline

- The budget timeline was then reviewed with the below upcoming actions:

Date	Description
May 4, 2018	School budgets returned Program budgets returned HR Staffing worksheets due
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

Board Engagement Information

- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website (<https://www.spps.org/business>)

FY19 Budget Allocations (Review)

Board members then reviewed the budget allocations by school and program, as well as the full time employee comparisons.

- FY19 FTE Comparison (Regular PreK-12 sites)
- FY19 Site Allocations (Regular PreK-12 sites)
- FY19 Program Allocations

QUESTIONS/DISCUSSION:

- Schools can utilize different positions and trade for others, and different classroom support. The general fund is allocating only less 3.25 teachers this year. Schools receive a supplies budget of \$140/student each year, while they also may qualify for FRL, compensatory dollars, and discretionary dollars. Stipends are for extracurricular activities. The budget was also shown for the allocations to other districtwide programs, such as IB and AP. Title 1 allocations were also shown. The school budget process at a school level were also reviewed. There is \$1.9M in restorative practices allocated by building.
- Executive Director of HR Laurin Cathey stated that there are 117 positions slated for cuts, however most of those employees will move to a different location. This includes a mix of special education staff, as well as EAs, TAs, and paraprofessionals, as well as clerical staff.
- The comp ed. discretionary is allocated to which schools? What is the criteria? Answer: The school can use those funds to support whatever needs are in the school – class size, EAs, TAs. They qualify based on what the school generates as revenue, and we pass the revenue directly back to the school. We fund certain positions with compensatory funds, and pass that revenue back to the school. School comp ed. dollars can change based on resources in ELL services, class size, or their poverty rate dropped.
- If the numbers are down, they look like they are getting less overall. It's difficult to understand. We need to think of these as non-salaried leftovers for the additional needs of the building beyond the basics. These are dollars to invest to do additional things with students. These are additional dollars that give the school ability to invest in class size, EA or TA support.
- Comp ed. is based on the poverty rate of the school building last fall. FRL count is from October 1st. October 1, 2017 funds this upcoming budget year.
- The budget doesn't depend on if the school is popular, it depends on the economy of scale and other factors? Answer: Correct. We want each school to generate the revenue to balance their budget. It depends on the students at the schools, the programs offered, and the cost to educate them. It is tying academics to finance, and measuring that.
- There are also laws around Title 1 to follow, and we factor in the Title 1 concentration factor – 1.0 for free lunch, and 0.5 for reduced, as well as the concentrated poverty index. The district cut off is 40%. By law, we must serve when schools hit 75% or greater, and SPPS serves at 40% to spread the resources to building in order to provide the most schools with resources for students. Two schools fell off the Title 1 list for next year. If we served at 50%, there would have been a loss of 10-12 more schools. In the strategic planning process, if we choose to go down a different path and allocate funds differently, there will need to be discussion to look at the ways we tie academics to finance, and a different tool to allocate.
- In looking at allocations, imagine if we were funded the way we should be, and the way the laws were developed in the 1960s to help those schools experiencing poverty and improve the education of those students.
- How are administrative interns different from an AP for a schools? Answer: John A. Johnson had an AP until the end of the school year. There is still need to provide assistance in that school, and the change was too drastic and too immediate without an AP or administrative intern in order to provide a better way to serve students. More detail can be sent on this. It is based on if the assistant superintendent decides there is a need for administrative help and the criteria for an administrative intern.
- Director Marchese noted that he would like to understand more about the 117 positions referred to earlier. It would be helpful to know more details, including bargaining unit, licensed/non-licensed, paraprofessionals, etc. It would also be helpful to have a high level understanding to know where it is coming from in terms of budget and decisions. With these 117 positions, is it due to a reduction in the budget, grant funds, or performance? Answer: That information can be sent. The 116 are due to budgetary reasons. That report can be sent. The majority of them do have bumping rights.
- The Office of Leadership supports PD for leaders to implement the new strategic plan, coaching support for new principal leaders, Dare to be Real program at the middle and high school levels, and the bulk of their work includes the capacity for leadership development for the district to have the support to implement at the high level of the strategic plan. For a long time, it was work

supported by a grant, and the grant has no gone away, while we continue to want excellence that is expected of our leaders. We can build strength from within, and build a community here to provide professional learning. If we go out and seek this development elsewhere, it becomes fragmented and is not brought back to the group to address the local competencies. It is instructional leadership, and changing the ways we teach, as well as staying current in topics. It was a longstanding budget within the Office of Teaching and Learning, and we are utilizing the two resources differently.

- In PreK support administration, this budget was formed with opportunities received from voluntary PreK and PreK resources. The referendum will allow us to utilize the funds differently.
- The cost of the contract with Teachers on Call has not increased; it remained consistent. The utilization has increased for the number of substitute teachers on an average basis. We continue to believe it is still cost effective to outsource this pool of substitutes at this time.
- We monitor the Teachers on Call teachers daily for the first 2 years, and they have come in significantly above expectations. They have a guarantee of 95% daily fill rate, and if they fall below that, we can expect a reduction in billing. Their demand for services has increased significantly, and with the overall shortages in teacher populations, as the demand grows, the pool shrinks, and we are trying to increase that pool.
- Do we have statistics or data on absenteeism for teachers going back 5 or 10 years, particularly in younger teachers? Those are the folks who may wind up walking to their car in tears after a stressful day, and I'm wondering if that's part of the problem to substitutes. We wouldn't need substitutes if every teacher comes into work each day all year. Answer: Currently, that information is not tracked specifically. There are many factors to look at as a whole. It's important to look at the data and use that to better support our teachers. We talk about induction support for the first 3 years, and ways to provide the most support for them in years 1 and 2, and start to gather data to help the efforts to streamline who is in the greatest need and save teachers early on in their careers.
 - Director Foster echoed this concern in that we need ways to measure and understand to ensure SPPS is a great place to work, and what is keeping staff here, and looking at that data that drives our work to ensure we build systems in place. It can be included in the focus area of Positive District and School Culture.
- In regards to the SUTR program, we have exhausted all previous funds, and are now looking at other ways to support this program. There was an expectation of state funding that we didn't get, and we didn't receive notification until after the start of this new cohort, where people's lives have been changed who entered the program. It will be funded as it has been, but there may be cuts going forward, with resources and supports that may not be there. We will work through how we continue this program.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:48 p.m. The motion passed by acclaim.

IV. WORK SESSION

The Board then moved onto a work session to review the budget for the Board of Education for FY2018-2019.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk