

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
April 10, 2018**

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

SEAB: M. Omar, E. Rypa

Staff: M. Hoerth, H. Kilgore, H. Ott, N. Cameron, G. Ghere, I. Davis, L. Sayles-Adams, M. Dols-Klingel, A. Collins, T. Stewart-Downey, T. Battle, T. Tran, C. Babadjanian, P. Busta, C. Malaney, C. Baker, S. Dahlke

Other: D. Walters, J. Verges, T. Lonetree, T. Dreker, J. Kopp

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 few announcements. It has been fun to see photos and hear stories as students and teachers were on Spring Break. He noted his gratefulness for staff, many of whom were working and organizing during Spring Break. He is excited for 4th quarter, with the budget and strategic plan progress, as well as the day-to-day work and learning. There is great work ahead of us in the 4th quarter to propel us into the future. He also mentioned Director Marny Xiong's campaign party on Saturday night, and it was great to see the Hmong community and Saint Paul community welcome her onto the school board. It was wonderful to see how much this experience meant to her family and the community, and was grateful that he was able to join in the celebration. Superintendent Gothard also shared that Nancy Cameron, general counsel for the District for the past 25 years, has announced that she will be retiring this summer. The transition planning has started. Her role is dual-reporting – both to the superintendent, as well as the Board. We will be coming together to plan the transition, and allow Nancy to retire knowing that her work will continue and thanked her for her meaningful contributions to SPPS.

B. SEAB Update

SEAB Member Rypa and SEAB Member Omar provided an update on the current work of SEAB. They are continuing their work on analyzing the lack of diversity in advanced classes, and working through the question of how they can diversify advanced classes in schools. SEAB members have split up into subcategories to further analyze their data, including meeting with MLL students and department, as well as teachers and counselors. Recently a survey was sent to teachers, and that primary input included comments from teachers and counselors and their work to diversify and encourage students of color to take classes, reasons for dropping classes, etc. Another proposal from SEAB is to discontinue the Top 10 students and instead implement the Latin honors system, similar to colleges and universities.

QUESTIONS/DISCUSSION:

- Director Vanderwert noted that the Latin honors recognition is a great idea and would allow for more students to be recognized at graduation.

- Director Xiong also stated that the Latin honors recognition is a brilliant idea, especially in that it aligns with higher education and we would then be able to celebrate a different variety of students on multiple levels, and celebrating the many levels of student success.

C. Mathematics Overview

Superintendent Gothard welcomed the math coaching team, as well as Paul Holm, Assistant Director, and Hans Ott, Assistant Superintendent from the Office of Teaching and Learning.

- A video showing teachers and students engaged in math across the District was shown.
- Conceptual understanding leads to procedural fluency. An example of determining the area of a 3D rectangle was presented to show different conceptual ways of understanding, which leads to procedural fluency.
- Math curriculum is based on the foundational pieces, and each class adds a layer to that understanding.
- Student voice is also important in understanding math.

Mathematics in SPPS

- Curriculum – SPPS K-12 mathematics curriculum
- Instructional Model – SPPS Math Review, Math Workshop Model, Number Talks/Strings, Making Sense of Mathematics through Task, Question, Evidence
- Materials – SPPS Math Review, Everyday Mathematics, and Holt

The Mathematics Team of Ishmael Robinson, Thanh Tran, Christina Babadjanian, Patti Busta, and Collin Malaney were introduced.

The math focus is grounded in ESSA – Every Student Succeeds Act. Accountability measure include:

- Academic Achievement
- Progress toward English Language Proficiency
- Academic Progress
- Graduation Rates
- Consistent Attendance

Under the new model in MCA III: Grade 8 Math Proficiency there are two additional demographic groups, including Native Hawaiian or Other Pacific Islander and Two or More Races, in addition to Black, Hispanic, Asian, American Indian/Alaska Native, White, ELL, SPED, and FRL.

MCA Math Achievement

- MCA III: Grade 8 Math Achievement 2017
 - Exceeds: 11%
 - Meets: 24%
 - Partially Meets: 21%
 - Does Not Meet: 44%
- The breakdown of demographical groups that meet or exceeds was then shown, with SPPS All Students at 34.3% compared to the State All Students at 58%. All groups fell below the State percentage, except ELL which was at 15.7% compared to the state of 14.2%.

MCA Academic Progress

- MCA III: Grade 8 Math Academic Progress
 - Low: 33.7%
 - Medium: 43.5%
 - High: 22.8%

- The MCA III: 8th Grade Math growth comparison for SPPS and the State was presented. SPPS has seen 3 consecutive years of accelerated growth, while the State has seen consecutive years of decline.
- The MCA III: 8th Grade Math growth was then broken down by All Students, FRP, ELL, and SPED students for low, medium, and high growth as compared to state data.
 - Data by racial group and 8th grade math growth was also presented compared to state data.
 - The key is growth and how to move quickly up that ladder.

SCIP Alignment (School Continuous Improvement Plan)

- Strategic Professional Development
 - Involves a Comprehensive Needs Assessment, Improvement Planning, and Review
 - We use our own data, MCA data, and develop goals for literacy and math
- Professional Development
 - Scope and Expectations
 - Foundational Professional Development
 - Strategic Professional Development
 - Focused Professional Development
 - Strategic Professional Development begins Opening Week, and throughout the year in November, March through the Summer; discourse and conceptual understanding moving toward procedural fluency is stressed to allow our teachers and students to engage in math in different ways, and supporting the adults to get to that point
 - Practice profiles, roadmaps for solid and instructional practices in schools
 - Evidence-based, and instructional roadmaps are embedded in SCIPs and work in the school
 - Make sense of mathematics using Task, Questions, and Evidence

Focused Professional Development for Pilot Sites

- Opening Week, October Cohort Day, November, December Cohort Day, and March
- PLCs and individual teacher learning is important
- There are 14 pilot sites
 - 25 hours per year for every grade level
 - 2017-2018: 14 sites, 89 classrooms across grades 3-9
 - Unpacking a course in SPPS was reviewed. Year 1 involves revisiting scope and sequence, and developing quarterly interim assessments. Year 2 involved data driven instruction, SPPS Math Review, and number talks/number strings. Year 3 involves adapting instruction based on student needs and reflecting on instruction.

Building on Our Success: Pilot Site Example

- An example of how the quarterly assessments has helped was presented to guide and focus the instruction, and in terms of benchmarks. Each year, another piece is built onto the foundational pieces.
- We need to ensure students are retaining information and building upon what they have previously learned.
- Through these pilot sites, we are able to see where further instruction is needed based on the pre and post percentage data. It is clear what supports are required, as well as strategic ideas. Teachers can check in with their colleagues to determine what is working well.

QUESTIONS/DISCUSSION:

- How does math apply to career paths as they are developed, and how does that look? Answer: In all stages of math, certain lessons are tailored to real world applications and each level has benchmarks to tie to the real world. As we change in growth to career pathway models, students will know they will explore finance math exploration or technology math exploration based on their high school choices. OWL, for example, went to the state capital to present their data research on

addressing homelessness. They presented their research to state representatives with their math models and asked them if the math aligns with their beliefs. They are interacting with real world issues for social change.

- In those career pathways that are starting earlier than 8th grade, what does that look like as we expand the pathways? Answer: In IB and PYP, units of study connect to bigger projects. Authentic math tasks are built into the lesson plans to highlight career pathways. We also connect math in younger grades. For example, at Mississippi, there are plans around sequencing in teaching shapes through artwork, or using dance to choreograph shapes. Another example is at Murray and their work with the Raptor Center and data on lead in the environment. We need to think about the different sites and partnerships and work to enhance those pathways within the complex picture.
- In thinking about PreK to second grade and learning the concepts of math, and then testing in grades three through nine, how are we teaching our students to learn to like math and concepts of math versus simply learning it for testing purposes? What are we doing in PreK through 2nd grade to prepare our students? Answer: We are doing math supports in those PreK through second grades, however we know in our youngest learners the assurance for success is reading by grade three, and therefore, PreK to second grade is primarily composed of literacy strategies. Professional development with PreK to 2nd grade teachers is tailored to literacy. Teachers have capacity to do so much in a year; the emphasis is on literacy. There is PLC work in math and there are supports from the team for math for those teachers as well. The same tools and data are available, but the intensity is towards those 3-9 grades. There are two constraints as well – the size of the team and the number TOSAs.
- When we say “8th grade math proficiency,” does that mean knowledge of algebra? Answer: 8th grade math emphasizes algebra the most, and is a heavy component of the benchmarks for 8th grade. Data and statistics, numbers, and geometry are also measured.
- How does the data line up between the quarterly assessments versus the data from FastBridge? How do both come into play for teachers to understand their students, as well as when are our kids learning versus doing well on test scores? Answer: The focus on FAST is in literacy this year; the math assessment has had a soft launch. Math will be coming online in the next year or two years. Benchmark assessment are being driven out of pilot schools, and that data will be available in the next 12-18 months to be able to align there. We also know that state standards will be re-written and we will need to look at the curriculum again and along the way.
- How can we use literacy to support math and vice versa? One observation from Headstart is that they are looking at the social-emotional skills in kids who are low in math, and wondering if we should be working on that too; are we missing something else when looking at math skills? Answer: Data points are helpful. It’s great to have creative thinking in the comprehensive needs of our students, especially in literacy and math connection. We have seen improved scores in math when literacy skills are improved and vice versa; there is a tight connection between those two areas. There has also been resources from a 3M grant that aligns literacy, science and math where students read a specific book and build a play store around the book to connect with numbers and prices, while connecting the cost of one item with another and looking at math in that way. Schoology also allows teachers to connect to those benchmarks and core materials, as well as to learn from each other in ways to connect literacy and math through information and discussion boards to build collaboration and curate those collections. Math concepts can also be built into music and dance, with beats and choreography as examples.
- What are the math options in high schools? We know Algebra is in 8th grade, what classes are in 10th and 11th grade? Answer: The general progression is algebra, intermediate algebra, geometry, algebra 2 – state standards require students to excel through algebra 2. Following those classes are functions, stats, and trigonometry, with pre-calculus, calculus, AP calculus, AP statistics, and it goes on after that. It was mentioned that in talking with teachers, some of them really encourage their students to go onto the next level of math. In going back to if there a limit to math – we are here to dispel that notion. Math is not a limit to success, and it will not be a gatekeeper; math is a subject that will open doors for our students.
- Is there data to show that math skills have increased due to resources in technology? Answer: The data we do have in terms of technology is how students communicate with math. It’s incredible to see the video collections of our younger students learning math. Students are creating authentic

work about math, with how they are learning and presentations, tools, and models. It will also be incorporated as part of evaluation in the strategic plan.

- Why are we using state benchmarks versus purchasing other curriculum? How are we supporting advanced math? Thanks for the MCA data – how do we rank in the state as a district in terms of MCA math scores. Answer: For the MCA data, that information can be sent. On the benchmarks versus buying materials, no materials bought align to what our teachers need to teach directly. They are generally composed for the larger states who adopt the materials for the whole state. The publishers publish materials, and we take those materials apart based on the state standards and align to the curriculum as to what the state is requiring us to teach. We re-shuffle materials to align to curriculum. We look at what each benchmark means, and the depth of knowledge that is involved in each benchmark, and the materials that will best support that and be responsive to our kids. We look at the curriculum as to what we need to teach our kids, and at what level. The legislature also sets forth what students need to learn. In keeping with the advanced math classes, we want our students to be eligible for college credits in that advanced coursework in the early college model.
- The data shared at the beginning show that the numbers are discouraging and have been for a consistent period of time. In talking about the curriculum, instructional model and PD, that is all appreciated. There are concerns about the sense of urgency and the outcomes that are not converting to acceptable numbers. At what point of materials or models do we determine it isn't working, and move to try something new? Is that something we will hear or will be part of the strategic plan? Answer: The process for that is the curriculum review cycle, where we are working on that model each year on what we are investigating and those big change moments. We need to measure the order of those big changes, as well as affordability. We believe the data from the pilot studies is highly leverage-able. It is allowing us to analyze the mindsets of how our educators teach, and how students are approaching math. It is using that data to bring the measures up on our 38,000 kids. We are trying to measure those changes at the appropriate speed. There are some pieces that can move faster, especially with digital resources where students can learn independently and self-accelerate. We are in the innovation phase to move towards change and want it to align with the district strategic plan, and state standards. It's challenging when the system changes though, and we need to be prepared with teacher buy-in.
 - We appreciate that we are not throwing everything out the window when standards change. However, we still have proficiency levels below what is acceptable and has persisted over periods of time. The intent and expectations needs to remain the same, regardless of what MDE says in terms of standards. We need to make a statement about how we will achieve and develop those next steps, which will require some real change. We are at the moment where we can change in a precipitous way.
 - That clear focus on those key priorities, and when we allocate resources can help us to make those significant changes. We are ready to engage, and encouraging teacher innovative in the pilot sites, so that if we are to make major jumps, we have a vision on where to go to make sustained changes.
- A board member noted that we have a responsibility to ensure our kids are successful, and we will need to communicate to our students, families, and staff what it will take for our kids to be successful and those supports and resources necessary. We need to be clear about this message, our vision, and our plan for what we need to do.
- How does the data align horizontally across the district? For schools that are doing well, how do we share those strategies and techniques? Answer: It is important to find those teacher leaders where strategies are succeeding. There are PD development days, breakout sessions, and more traditional routes of sharing that knowledge for teacher leaders to offer their support and expertise. Cohort days are also an opportunity for teachers to share their experiences and resources, to ask questions, and to find out what equitably works across the district.

D. Integration Task Force Report - Discussion

Vice Chair Marchese provided an introduction and background information on the Integration Task Force, and their report, which was presented to the Board at the February 13, 2018 Committee of the Board Meeting. The task force was created as a joint effort with SPFT, SPPS, and the Board

from the previous labor agreement. Community members care about this topic, and have done a great job in the overview and in recognizing that there is more to address than in the presentation. This is an opportunity to have a conversation about the report and the next action steps related to the report, including hearing responses from the report, ways to think about incorporating goals into the strategic planning process, working with the NAACP, and well as the Superintendent's review of the report and his areas of next steps in this work. The task force would like to see their work led forward.

Board members noted their appreciation for this report. It is a long overdue focus in our district. It is humbling to read about the ways in which the task force transitioned to pointing a way forward in this process. Its purpose was to look at integration and segregation within the district and make recommendations to move towards a more integrated district. The language was broad enough that the task force had flexibility in how to get to that place. The report summarizes the best efforts of this group to provide definitions and to look at models, and provide direction and bring it back to the Board and SPFT. This report anticipated that this report is part of the process, not a final step.

The goal of the task force was to share a definition and value statement, and recommend to the Board the specific goal strategies to align with the shared vision. There is a definitional aspect, as well as the visionary aspect. There are three critical findings they made, including that integration promotes increased academic achievement, can improve life outcomes, promotes important civic and social benefits, and that segregated schools are associated with lower academic achievement. They've also identified values on the definition of integration.

A board member noted that it was challenging to have multiple definitions of integration, both according to the state and to MDE within this report. He appreciated the definition as a starting point to set goals as to what we want our schools to look like. At the beginning, the definition wasn't clear on what integration meant. This is an attempt to overcome that, however it is challenging to look at the language and information and not be clear what we're talking about in terms of understanding, and are those terms accepted beyond the district, including with MDE. It's difficult to be grounded in this.

Another board member stated that as she read it, she thought our schools are diverse already. It seems like it is saying that our students are going to integrated schools, and they actually are not, since there is segregation within the building. Our work in equity is very important. The integration of our students living and working together is more important than them physically being in the same building. There is work beyond the physical movement of folks, and it is important work for us to do.

Another board member explained that as we plan we need to ensure the district is inclusive during the process, and noted that there may have been different viewpoints from the task group if there was more diversity in the committee members, and was more representative of the demographics of our district. The conclusions and perceptions may have been different. We also need to look at the other aspects of integration, such as transportation, and ensure we are working on those as well. How are we ensuring inclusiveness throughout the entire process from beginning to end? Another board member also stressed the importance of inclusiveness in this report and this process. At all points, we need to be working with our families, kids, and community stakeholders. We need to look to the resources beyond the district, including at the legislature.

This report continues to bring issues to the forefront and the impact on our students. We talk about integration and according to the report, the responsibility falls to SPPS to go above and beyond in compliance and accountability. That's a big question that groups of people are examining. We talk about including family and student choice and voice and how we're guiding the new direction to meet the families and students we are serving. We need to change our practices on how we are shaping and guiding our district. This speaks to the institution of Saint Paul Schools, and that is the mode we need to get out of. We need to define what integration is between different groups,

communities, transportation needs, and the options for schools for our families and students to attend.

Superintendent Gothard went on to thank everyone for their input and work in this process. We want to be a partnership with the community in this work. He reviewed the success of integration in our schools, including positive students experiences, removing barriers, and what integration should achieve. Integration is far more than school demographics, it is how schools feel. Work in our strategic plan and Reimagine Minnesota is also underway. We need to be intentional in our understanding, while other programs are moving simultaneously. We need focus in our resource deployment and focus intently on those areas mentioned and others. In looking at the recommendations and action steps, the strategic plan framework, and prioritize, assign, and align resources to understand and achieve outcomes. There are four categories that the recommendations and action steps can be divided – short-term, medium, long-term, and items that we will not do due to being outside our bandwidth or control.

A board member stated that many of the action items are consistent with the needs of other districts as well. He noted that in a larger way we need to focus our efforts to be inclusive. It would be interesting to research the integration efforts of other districts across the nation. Transportation is also a big piece of integration work, and we need to build programs that parents want. It is great to get a broader look and to mesh with the work of Reimagine Minnesota, and other groups out there so that we are not working in isolation; it needs to be brought out into these other entities for all perspectives. This report also needs to be vetted with other diverse groups to gain their feedback as well, or an enhanced task force could review.

Another board member noted that these are helpful points to make and are not inconsistent with what the task force expects. They recognize the limitations, and felt they were clear about where they don't feel like they were qualified to go, or should be going. It is respectful of the district and us to bring back to others the responsibility for taking it forward. In going back to the inclusion of perspectives, they were aware that there were things they did not know in recognition of the absence of others in the room. They acknowledged that they needed to produce a report, and then bring back the conversation that everyone needs to have. We don't need to make hard decisions about the fifty goals right this minute, but if we want this vetted in a bigger group, we need to be willing to go back to the group or an enhanced group for their assistance. If there are specific things to incorporate into the plans, those should be determined with administration and the strategic plan. They are willing to participate in furthering this work.

Superintendent Gothard also noted that in the contract negotiations with SPFT, they have established different ways of collaboration that was clear in the letter of intent. He will also be meeting to NAACP to discuss this work. There are dozens of actions steps to further discuss both with the group, as well as administration, and he is curious and excited to hear their responses as well.

A board member emphasized that many of the action items are great steps to be included in the strategic plan process, and can be included as strategic initiatives. There was a facilitated session with Assistant Director Allen on the strategic plan framework as well.

Chief Turner added that the task force will spend time prioritizing within those areas of short-term, mid-term, long-term, and they realize there are items that the District will not be able to do due to resources, capacity, or staffing. We will be there as staff to continue to support them, and they are open to continuing their work.

Finally, another board member requested that we bring these items to the new city administration and mayor's office to be included on an upcoming agenda. One of the task force's goals is to present these items to the city council and Ramsey County to partner with our community, as well as the Superintendent. One of the priorities for the city administration is education, as well as housing stability and economics, and we are hearing similar priorities within this report. Vice Chair

Marchese and Chief Turner will be at the meeting with NAACP and will provide feedback. It's important that we consolidate and narrow down. Operationally, we need to think about these recommendations as a district to provide direction to administration, and in coming back together, how we work in collaboration and communication with 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, including an update on the general fund budget, school & program budget, and the budget adoption calendar.

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) | |

FY2018-2019 General Fund Projected Revenue

| Projected Revenue Changes: | Amount \$M |
|--|---------------|
| General Fund Levy Increase (revenue restricted to specific levy items) | \$ 5.3 |
| State Aid Increase (mostly due to increase in per pupil funding amount) | \$ 2.1 |
| Compensatory Education Decrease (based on 10/1/17 Free & Reduced lunch count) | \$ (0.8) |
| Total FY19 Projected Revenue Increase | \$ 6.6 |

FY2018-2019 General Fund Projected Expenditures

| Projected Expenditure Changes: | Amount \$M |
|--|----------------|
| Inflationary impact of "rolling over" the FY 2017-18 Adopted salary & benefits budget | \$ 23.4 |
| Inflationary impact of "rolling over" the FY 2017-18 Adopted non-salary budget | \$ 0.4 |
| Total FY19 Projected Expenditure Increase* | \$ 23.8 |

*Assuming all FY2017-18 budgeted expenditures are rolled forward to FY2018-19.

Staffing the Schools

General Budget Information

- The budget meets contractual obligations
- FY19 Revenue budget based on current law
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title 1 follow the students on a one year delay (previous Oct. 1 count)

- Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated
- The FY2018-2019 School Staffing Criteria were reviewed, with the six different site configurations, and staffing categories for each site.

2018-2019 MOA Teacher Class Size Cap – Higher Poverty Sites

| Grade | FY19 Cap |
|-------|----------|
| PreK | 20 |
| K | 25 |
| 1-3 | 26 |
| 4-5 | 30 |
| 6-8 | 36 |
| 9-12 | 38 |

2018-2019 MOA Teacher Class Size Cap – Lower Poverty Sites

| Grade | FY19 Cap |
|-------|----------|
| PreK | 20 |
| K | 27 |
| 1-3 | 28 |
| 4-5 | 31 |
| 6-8 | 38 |
| 9-12 | 40 |

General Fund Budget Categories

- Schools
- School Service Support
- Districtwide Support
- Administration

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 | TBD | | |
| Districtwide Support | \$90,033,697 | TBD | | |
| Central Administration | \$3,533,366 | TBD | | |
| Total | \$521,446,074 | | | |

FY2018-2019 School & Program Budget Update

- School allocations were sent out on April 9
- School budget meetings over the next 2 weeks and due back April 27

- Program allocations will be sent out on April 16 and due back April 27

FY2018-2019 Budget Timeline

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

| Date | Description |
|---------------------------------|---|
| April 9, 2018 April 16, 2018 | Distribute school allocations Distribute General Fund program allocations |
| April 9-20, 2018 | Joint FY19 Budget, Staffing, Enrollment meetings (Principals, Asst Supts, Human Resources, Finance, Title I, Student Placement) |
| April 16-26, 2018 | Districtwide School Budget Presentation timeline for all principals to present budget information at their sites |
| April 27, 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>)

Chief Schrul also commended the Finance Office team, especially Curtis Mahaney, Arleen Schilling, and Jim Engen for their work during this budget time.

QUESTIONS/DISCUSSION:

- Would it be possible to look at these numbers in terms of personnel for schools, school service support, districtwide support, and central administration? Would it be possible to receive information on the number of FTEs for each of those 4 areas? Answer: Yes, that information can be provided to the Board.
- Could you please provide more information on the survey? Answer: It was created to ask principals when their community budget meeting will be held, how many people attended, and feedback including if the presentations were helpful, to gain feedback on the video, etc. It is a short survey.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:01 p.m. The motion passed by acclaim.

IV. WORK SESSION

The Board then moved onto a work session for policies regarding holidays and celebrations. This included a background on the current policies, as well as the recommendation to bring this policy to the Policy Work Group for further review.

The Board also participated in a facilitated session on input for the Strategic Plan.

The Board also discussed the upcoming 2018 graduation calendar and board member participation in those ceremonies.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk