

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
February 13, 2018**

PRESENT: Board of Education: S. Marchese, Z. Ellis, J. Schumacher, J. Brodrick, M. Vanderwert, M. Xiong, J. Foster (arrived at 4:39)

SEAB: M. Raymond, A. Jibicho

Staff: Superintendent Gothard, C. Baker, N. Cameron, M. McBride, K. McCauley, T. Stewart-Downey, H. Kilgore, M. Hoerth, A. Collins, M. Gilbert, J. Turner, B. Bass, E. Agbamu, Y. Vang, K. Wilcox-Harris, L. Sayles-Adams, J. Engen, M. Schrul, J. Williams, D. Carmichael, M. Dols Klingel, G. Ghere, S. Walsh, S. Dahlke

Other: T. Lonetree, J. Nathan, J. Nathan, S. Wastvedt, J. Kopp, D. Wolters, J. Sommerville, R. Barr, G. Reynolds, J. Hilbert, C. Howatt, M. Ranson, C. Chatmar

**I. CALL TO ORDER**

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

**II. AGENDA**

A. Superintendent's Update

Vice Chair Marchese started the meeting expressing thanks to both the District's negotiating team, as well as the negotiating team from SPFT. Both teams worked together on an agreement. In addition to the labor contracts, this is an opportunity to educate the community on issues that the District is facing, especially the fiscal challenges. In reflection of last week's press conference, all parties involved set the tone to work together as a community to leverage capacity to do what's best for our students. In developing the joint agreement, there were challenges and developing the resources for the contract within parameters set by the Board to meet the needs of our children. Thanks to Superintendent Gothard for having spent many hours with board members in closed board meetings, as well as board administrator, Cedrick Baker, Chief Turner, Laurin Cathey, and administrative staff that helped in negotiations.

Superintendent Gothard reflected on the day, and the difference of where we were last week in terms of negotiations and the potential strike by SPFT. It has impacted us in different ways. As the leader of this organization and a parent, today was a symbolic day. It felt good to be a member of SPPS today. He also expressed his thanks. One of the aspects that has been made clear through the negotiations has been how people have noticed and appreciated the Board's role in this work. There are seven different people and having collective values and guidelines to do this important and challenging work. It has set the tone for administration to have conversations and seek engagement that can sometimes be challenging, but have the support of both the Board and Superintendent. We all support each other, and that has been so important in the challenging aspects of negotiations. To our community, the encouragement and support has been fascinating to take in, as well as the feeling of these past two weeks. We join together for our kids and staff, and it is important for SPPS, and we value the great work of everyone involved. In times of emotion,

the emotion is channeled to the great work of our educators for our students. We continue to move forward in a collaborative way. Greenway Strategy Group was planned to be here tonight, and we thank Assistant Director Allen and GSG for being nimble with planning during this time. The presentation will be rescheduled, as we are at the crux of Phase 1 and Phase 2. Greenway will share with us what they have learned about SPSS to shape our engagement for Phase 2 as we go into the community to formulate our strategies.

#### B. SEAB Update

SEAB is currently working on exploring the lack of diversity in AP and IB classes and where that is happening.

Most recently, they have been working on also expanding the model of student voice to ensure all voices are being heard, and it is a new model of student engagement. The structure will require many components, similar to SEAB, including inclusivity, shared power, and engagement in a safe space. A survey was sent out to administrators and most of the responses stated that in order to have an expanded model of student voice in their school, they will need time, training and support, consistency, and most importantly, a flexible model to allow each school to choose what works for them. Students are part of the strategic plan, and student voice will be included in the plan as a place where everyone thrives.

#### QUESTIONS/DISCUSSION:

- Could you please expand on the survey and who it was sent to and the responses? Answer: It was sent to a mix of 55 building leaders in a variety of schools. While we are not exactly certain the role of the people responding, it was sent to administrators and principals. It was sent to 55 school buildings, and of those, 22 responded.
- The responses to the survey said they will need time, training and support, consistency, and a flexible model. Did they give more information? Answer: For time, they were asking for timing for staff and designated time within the school day to expand student voice in their school.
- In order to expand student voice, would they integrate those practices into their relationship with students, or would there be extraordinary practices to receive that voice? Answer: One of the components of the plan they need will be flexibility. The structure will be different in each building, for example, elementary students will need more guidance in expanding their voice. On a larger scale, programs will need to be integrated and connected in order to communicate between all different groups as a whole.
- Some other high schools have a structure for student voice set up. During your process, were there conversations on the successful models that exist in the District? Answer: In the survey, experts on student voice were interviewed. Currently, Johnson High School has an amazing model of student voice. The goal is to have a program like SEAB at every school
- From your proposed model, is staff absolutely critical to facilitate? Answer: Each school will need to have a flexible model. Staff will need to be present in some groups, but that also means taking time out of their day in order to make a safe space for students. Staff is not running the group, but are helpful. There needs to be flexibility depending on the model.
- What are the next steps? Answer: There will be pilot program at Maxfield. Both Chelsea Heights and Maxfield have models in the works. The biggest current challenge is connecting them and staff time to connect. There was a conversation with Chelsea on an inclusive welcome process, and they are asking for a more comprehensive way to support. The time required to be authentic to work with students is important. Both schools are trying different models.
- As you think about how the programs will work, do you see that there's guidance that could be provided to buildings? For example, some of the issues to address from the student government side are focused on narrow concerns that may be circumscribed. Is it proactively representing what students really care about? Answer: The important aspect of having a flexible model, but also the guiding principles for each group will be the leading factors. SEAB's guiding principles include inclusivity, shared power in a safe space, etc. By connecting the different groups within schools, we will be able to build off each other's concerns and components. There are issues

within SPPS that students may be dealing with, and we want to keep the lines open so they can amplify their voice around those issues. We want to keep those connections, at both the individual level, as well as building level.

- Of the 22 surveys received back, what is the breakdown by high school, middle, and elementary? Answer: SEAB will get back to the Board on specifics. There was not a majority of one type of schools that responded; it was a variety of types of schools.
- What are the next steps after the review of the survey? Answer: The hope is to implement the feedback into the strategic plan in order to create an atmosphere for students to thrive, and a measurable factor. Through implementing policies and working with the Board, SEAB aims to bring a new structure of student voice into schools across the District.
- How will you know if it is successful? Answer: Having programs district-wide that resemble SEAB will indicate success. SEAB was started because there was a lack of student voice, and the overall goal is to improve the lives of students in SPPS and to amplify their voice to create the school environments in which they want to learn and grow. When we start to see change, we will keep going with continuing to amplify student voice.

### C. SPPS/SPFT District Integration Committee Update

Vice Chair Marchese started the presentation with a brief recap of his involvement with the SPPS/SPFT Integration Committee as a member. The Integration Committee began as part of the last contract with SPFT as a joint endeavor between SPPS and SPFT. As a member, he is impressed by the work they are doing, their report is thorough and helpful, and he is excited for the presentation tonight and work that lies ahead.

Chief of Operations, Jackie Turner, then went on to introduce the Task Force and described the different perspectives and connections that allowed the Task Force to bring awareness and discussion to the topic of integration in Saint Paul Public Schools.

#### Task Force Background

- Members: 14 people from the community and SPPS teachers, principals, central office, parents, and one student
- Leadership: three representative co-chairs
- Duration: 20 meetings held over 14 months
- Final Report: 37 pages, submitted 12/31/2017
- Host Institutions: SPFT and SPPS

#### Purpose

- The task force shall recommend to the Board shared definitions and values related to the school integrations, as well as specific goals and action steps reflective of those values.

#### Critical Findings

1. Integration promotes increased academic achievement and improved life outcomes for all students.
2. Integration promotes important civil and social benefits for all students.
3. Segregated schools are associated with lower academic achievement.

#### Definition

- Integration is the inclusion of different racial, socioeconomic, and ethnic groups to remove the legal and social barriers that perpetuate disparities in student achievement.
- Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and district that serve the purpose of eliminating education inequities.
- Integration is more than just diversity and racial desegregation (count the people); it is inclusion and belonging (the people count).
- It is foundations for equal and equitable access to education resources for all students.

### Values

- The Task Force identified eight values by which integration could be recognized in individual schools. These values include student achievement, student experiences, demographics, staffing, curriculum, governance, resources, and community.

### An Integration Model

- The Task Force began work on a model to document integration characteristics on a school by school basis so indicators of integration could be identified and measured.
- Rather than limit measurement to “integrated” or “not integrated,” the Task Force model sought to identify:
  - o Schools trending towards integration
  - o Schools closest to meeting the conditions of integration
  - o Schools trending away from integration
- Task Force members did not reach full agreement on which characteristics could be measured.
- Task Force recommends the District engage a variety of stakeholders in the development of such a model.
- Two case studies in Saint Paul are worthy of more study (included in the report)

### Goals and Action Steps

- The Task Force identified goals and corresponding action steps in these general categories:
  - o District, Parents/Families, and Community
  - o Demographics
  - o Parents and Families
  - o Title 1 Schools
  - o Accountability
  - o Diverse Workforce
  - o Student Placement
- The Task Force then presented highlighted goals and action steps from the report, including increasing public awareness of the positive value of integration for all students , ensuring that all future initiatives are measured in light of possible impact on school integration, aligning District and schools with Task Force’s shared definition of integration and values, and monitoring the factors that contribute to a strong sense of inclusion for licensed staff of color.
- The action steps set forth by the Task Force include:
  - o Expand integration work to include secondary schools
  - o Extend integration categories beyond race to include at a minimum English language learners, students in poverty, and students with disabilities
  - o Engage the wider community in further discussions on school integration

### Conclusion

- The integration of our public school system is the work of every citizen of our community.
- Future work on integration must engage the same diversity as our student population.
- Successful integration requires “outside the box” thinking and elimination of “silos.”
- Our future depends not on what is “lost,” but what is “gained.”

### QUESTIONS/DISCUSSION:

- How were the members of the Task Force chosen? Answer: The Task Force assignment was presented to both SPPS and SPFT. Each party had a designated number of seats on the task force. As SPFT and SPPS collaborated on the members, both groups realized they had similar names. The names of everyone invited and those that attended meetings are included in the report. Those that became the core group are denoted with an asterisk. The group represents and has connections with many different perspectives from different demographics. They represent the future of our children. It was powerful to talk together on integration within SPPS. It enabled the Task Force to invest deeper in trying to understand issues more, and to not view issues through the same filter as the past. It is important to include a broader selection of community so all groups have the opportunity to participate.

- What might schools look like if all recommendations and considerations were used to create the “ideal” district according to your research? Answer: The Task Group thanked Chief Turner for her contributions to the group. She kept the task what is realistic and institutional goals of our children. In terms of what schools may look like, our schools would not look much different than they do now, but more reflective of the community at each school. Integration is more than demographics; it is sharing responsibility and sharing leadership, sharing who is involved, and parent involvement. We need teachers that reflect our community, and curriculum that reflects our histories. It is a vision of inclusiveness and reflective of the system we currently have. It is not how we look, but rather, how we feel, and it is important to make all families feel welcome in SPPS.
- A board member noted that as we move forward with the strategic plan, it is important to keep in mind that as we are engaging with the community, how we are being accessible to our families and communities, and to be inclusive. In community engagement, we need to be open to listing sessions, school zones, community centers, Parks and Rec sites, libraries, and other areas where our community is present. We need to seek how to get to them, instead of asking them to come to us. We need intentional, absolute, outreach to all stakeholders in our community.
- What are your plans to increase public awareness? Answer: The first step has already been taken in convening a joint task force to begin the process of how to explore parameters. Public awareness begins now and carrying it forward to leverage on our actions. The time is now. The question was raised if there are other districts like us that are also talking about this and engaging in similar questions. While that fell outside of the charge for this group, it is a great question. SPPS is different than Anoka and Minneapolis school districts, and we need to look for our own unique Saint Paul pathway. This work could put us on the map nationally. There are exciting partnerships possible. What may work for others may not work for us.
- One of the important aspects in community dialogue is engagement in a safe space with a willingness listen and understand.
- Another board member noted that it is exciting to hear from the student member. She also encouraged the group to expand on the student voice in integration work. The experiences of a student in one high school may be different from another in another part of the city. We need to include their experiences as well in the dialogue. Another piece in integration is seeing our current findings and which of those finding perpetuates segregation and the reasoning behind the achievement gap in students. These findings will be the charge of the next steps to re-evaluate the District. The current work has just scratched the surface.
- A board member noted that while we are doing great work, we need to keep inviting others to the discussion. We need to invite others before the table is set. We need all possible at the table by intentionally inviting others and asking them what we need to go in order for them to join us.
- Another board member noted that he appreciates how integration is beyond counting the people – it is in believing that the people count. He appreciates the discussion in report and thanked the group for their work. In taking a deeper look at the data, we can start to take action steps, and a culture change about how schools operate, both qualitatively and quantitatively. We need to be brave enough to say we’re ready and up to the task, and we are going to do this in an inclusive and authentic, collaborative, and problem-solving way. It is well-timed with the strategic planning process.
- Superintendent Gothard noted his thanks to the committee. This is the right conversation at the right time. We have work to do, and we cannot use fear as a barrier or an excuse. It is important to address this work every day. The strategic plan will support this, and the far bigger group that makes up SPPS. This needs to be movement with the city and county, and within our partnerships with other groups. SPPS can be a leader in the work, and we need everyone to be responsible and accountable for this great work.
- Former board member Chue Vue was recognized for his persistence in this topic. He thanked the committee, and seconded that we need to be more inclusive and encourage others to join

in this work to move forward. It is encouraging and we need to sure the work does not end here.

#### D. 2018-2019 Budget Guidelines

Chief Schrul reviewed the overarching budget guidelines for 2018-2019. Key points include:

- This year will be a transition year for FY19. This will be the last year we will see Strong Schools, Strong Communities 2.0 language in these budget documents. We are transitioning as we develop a new strategic plan. FY20 will include new strategic plan and will be referenced.
- In preparing the budget calculation, we will use a modified budget rollover method. We will have some baseline figures, and roll over some of the budget within programs. Schools basically start from scratch with projected enrollment.
- For revenue projections, we use our current law. For FY19, we do have the per pupil increase by 2%. We will be using current law for basic aid, which is \$6,312 per student. There are other formulas that go with that, such as Title 1, etc.
- For expenditure projections, we will project salary and f benefits from actual salary and benefits amounts from the contracts. The finance team does look at contracts when they are settling. They will add that information if know, or assumptions if they are not settled yet. Other assumptions added are for steps, lanes, and COLA.
- COLA was set at 1%, and that is added as a given. We have been very transparent with the COLA number on the website. It is not only COLA increase, but also steps and lanes, which can be between 3%-5% in salary cost. Benefits are then above and beyond that.
- For enrollment, Finance will receive detailed by school and grade from REA in mid-February. Once that is received, the school budget models will be started. We budget for schools first, and then programs second.
- A table of average salaries by site level is provided.
- For fund balances, we abide by the policy set by the Board to retain the unassigned fund balance of 5% or greater.
- For creating the budget, we do a blended site-based and centralized funding model.
  - Most staffing allocations at site-based level have criteria attached by school categories.
  - For non-school programs, there are 3 categories: administration, district-wide support services, and school support services.
- For compiling and presenting the budget, there will be information presented by school and program categories in preliminary document in March. Next week, the high-level will be presented at the regular Board of Education meeting.
- We also have fully financed budget, also known as grants. Any of the grants that are \$500,000 or greater are included in the adopted budget.
- Also included budget document will be other resources allocated to schools, such as grants, and special education funds. Schools see full budget allocated, to make decisions at site level.
- Last is the adopted budget by statutes and law. We will present budget through June, and it will need to be adopted no later than June 30, 2018. There will also be documents posted on website on an ongoing basis.

**RECOMMENDED MOTION: Ms. Vanderwert moved, seconded by Mr. Brodrick, to accept the 2018-2019 budget guidelines as presented. The motion passed by acclaim.**

#### E. FY2019 General Fund Budget Update

Chief Schrul then provided a high level, preliminary review of the FY2018-2019 general fund budget and timeline.

#### 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)
<b>Projected FY19 Shortfall</b>	<b>\$ 0</b>	<b>\$ (17.2)</b>	

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)
<b>Total FY19 Projected Revenue Increase</b>	<b>\$ 6.6</b>

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
<b>Total FY19 Projected Expenditure Increase*</b>	<b>\$ 23.8</b>

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

The FY2018-19 budget timeline was then reviewed. This presentation is about a month early so we can move forward with the budget and get the information out to schools and programs earlier if possible. We do know items in budget could be one time only, and this is assuming we are rolling everything over in current FY18 budget as is. The compensatory education decrease in revenue is due to the October 1<sup>st</sup> count, which is always lagging a year behind and fund the FY19 budget. We are seeing more reduced lunch rates compared to free lunch rates, which means Saint Paul is seeing a change in economy. There will be a deep dive of the budget in March; the numbers presented are high-level for now.

QUESTIONS/DISCUSSION:

- Could you talk about this year compared to years past? Answer: In past years, the expenditures has increase significantly. A big piece of this is the rising cost of health insurance and increase contributions to retirement costs from the District.
- It was noted that if there was a 2% COLA, the projected expenditure increase would be higher than \$23 million.

- It was also noted that these numbers will change as we review the final projected enrollment. Revenue could change and high-level estimates will reflect that as we receive more information. Numbers change as the budget is fluid. The Finance department is awaiting final enrollment projections, and then they will be able to run a deep dive on school allocations.
- It would be helpful to have a school budget presentation night, where we designate a night to have parents and families know a specific night to attend a budget presentation that is uniform across the District.
- Chief Schrul noted that we are moving in the right direction.
- Vice Chair Marchese recapped the BFAC meetings which are comprised of a robust group of people from administration and the community. We need to seek more members from the parent side of the community. The Office of Family Engagement is reaching out for more to join.
  - The legislative update will be provided at a future meeting. Future topics could include revenue topics, and a deep dive into academic return on investment, and how we spend dollars and tie them to achievement.
    - A board member also stressed the importance of having this group reflective of the community in diversity, different neighborhoods within the city, and the inclusiveness of students in these budget discussions.

### **III. ADJOURNMENT**

It was motioned to adjourn the meeting at 6:44 p.m. The motion passed by acclaim.

### **VI. WORK SESSION**

The Board then conducted a work session to decide member assignments to external partnerships, committees, and school areas.

Respectfully submitted,

Sarah Dahlke  
Assistant Clerk