

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 3, 2017**

PRESENT: Board of Education: J. Schumacher, S. Marchese, J. Brodrick, M. Vanderwert, J. Foster, C. Vue (arrived at 4:38 p.m.)

Absent: Z. Ellis

SEAB: T. Htoo, R. Schulz

Staff: Superintendent Gothard, A. Collins, Y. Vang, H. Ott, I. Davis, H. Kilgore, N. Cameron, J. Turner, E. Agbamu, L. Sayles-Adams, K. Wilcox-Harris, T. Battle, L. Cathey, M. Hoerth, T. Stewart-Downey, S. Walsh, J. Statum-Allen, M. McBride, J. Kelly, J. Engen, M. Schrul, K. McCarty, V. Alanis, M. Dols Klingel, G. Ghere, S. Dahlke

Other: K. Peterson, K. McCauley, J. Kopp, J. Verges, T. Lonetree; J. Nathen, C. Mooris, M. Waters, E. Queshi, M. Maloney, P. Grafstrom, R. Downing, T. Dreher, J. Nathan, A. Swarl, L. Sandoval, I. Garcias, E. Galeana, J. Sanchezx, I. Pinner,

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Superintendent's Update

Superintendent Gothard shared that the first Superintendent's District-Wide Administrator's Meeting was held, where the district's leaders gathered together, with conversations on school culture and shaping the conditions for our work with students and families. It was a great refresh with them, full of liveliness and positive energy where ideas were shared both in the group setting, as well as break-out sessions. It sets the stage for the future for us, including the strategic planning process to ensure we are finding ways to learn the underlying conditions that will lead to success for students and build engagement and culture in schools. The RFPs for the strategic plan have been received, and staff will be vetting those proposals with the preliminary goal to present them at the October 17, 2017 Board of Education Meeting.

B. SEAB Update

A refresher on SEAB and its projects and goals was presented. It is a team of 13 students, and their role is not to speak for students, but to develop and implement strategies that amplify student voice. Each year they work on multiple initiatives to increase student voice in decision-making at the Board and Administration level. Projects are proposed by the Board of Education, Administration, staff, and students; they may also design their own projects with input from the student body. This year, SEAB is working on four projects – two of which are completed already. Some of the projects this year focus on the renaming of Ramsey Middle School, increasing diversity in advanced classes, and the increase in student voice in elementary and middle schools. In their work, they affect change in policy, change in practice, and change in discourse.

QUESTIONS/DISCUSSION

- In the spring, will there be an opportunity to reconnect on the role of SEAB and the Board, to ensure that SEAB feels they have an effective role? Is there a calendar and schedule set up for SEAB for the upcoming year? Answer: Yes, there is a rough schedule involving the increase in diversity of advanced classes and elementary and middle school participation. The rethinking of the Board seat will also be worked into the calendar.
- Shaun Walsh, Community Education Program Manager, will also keep the Board informed on SEAB updated throughout the year. She will be presenting at the Council of the Great City Schools Fall Conference with a SEAB alum in October 2017, as well as the MASBA Annual Conference in San Antonio, TX.
- With other initiatives that aim to increase student voice, is there a comparison of how it relates or compares to the work of other districts? Answer: The work we are doing is very unique and not comparable to the work of others, which was the impetus for attending the conferences. This program was launched very quickly, so we are learning best practices around engagement.
- How does SEAB plan to provide updates on initiatives and projects? Answer: At the end of every project, the presentation will be helpful to inform the Board on the outcomes and overall results. Also, having a time on the agenda at each COB meeting of the current work of SEAB is helpful.
- The presence at Board of Education meetings was also noted, so the public and the community can be updated on the work of SEAB.
- Are there work plans on the for the strategies on these two projects? Answer: SEAB is still working out the details on the projects. They are brainstorming strategies about how to work with schools and speaking with elementary teachers on increasing student voice across different grade levels. They are currently working on a survey, which is the first step about the elementary and middle school outlets for student voice.
- SEAB's work on the renaming of Ramsey Middle School was presented to the Board. There may be some informal ways the group can continue to work on that project, but formally, it is in the hands of the Board. The first step will be to work with the school community, principals, and staff on the parameters around the renaming of the school.

C. Policy Update

Three policies were brought forth for revisions on behalf of the Board Policy Work Group. The first is Students with IEPs - Policy 508.00. There was a complete rescind and revision of the policy. It was developed in collaboration with the Special Education Advisory Council (SEAC) and the Office of Specialized Services (OSS). The policy was reformatted for improved understanding by adding a purpose statement, adding a definitions section, and using plain language throughout the policy. It was also organized into District, School, and Parent/Guardian sections. The work group recommends advancing this revised policy to the three-reading process.

The second policy to be revised is Wellness - Policy 533.00. Amendments were required in order to meet new requirement of the USDA's Healthy and Hunger-Free Kids Act. It was developed with SPPS nursing and wellness staff. The summary of amendments includes additional guidance on food and beverages in our schools, updates to the PE and Health education sections, and smaller revisions throughout the policy. The work group recommends advancing this revised policy to the three-reading process.

The third policy revision is Graduation - Policy 510.00. The revision would allow for identity adornments to be worn at graduation ceremonies. It was a SEAB recommendation in their inclusivity presentation at the December 2016 BOE meeting, and the Board directed that a pilot program be established to trail the process. Guidelines were developed with specific details for allowed designs and a process for pre-approval. Humboldt and Creative Arts were selected as pilot sites with great results. The work group recommends amending the policy to allow for wearing identity adornments at graduation ceremonies, and advancing this revised policy to the three-reading process.

QUESTIONS/DISCUSSION

- In reference to the revised policy on Students with IEPs - 508.00, the Board noted the improvements to accessibility and understanding and the outlining of the different roles within the system. How do we ensure compliance with the policy to ensure we are doing the things we state within that policy? How is it disseminated to stakeholders? Answer: Policy is the first step in communications regarding IEP programs. We also have a comprehensive booklet on procedures and their implementation in schools. Staff are trained on issues regarding IEPs and special education on a regular basis, and they would be notified of any changes within those sessions. In this policy, we are not making changes to the program, but a different way of communicating this policy.
- In regard to Graduation - Policy 510.00, how much input did we receive from principals and class advisors? Answer: At each of the pilot schools, we worked with principals and their direct reports. We met with the group a few times before graduation, as well as a debrief afterwards. It was all met with positive feedback.
- It was also highlighted that the procedure for the graduation adornments is very clear. They require pre-approval and a tag showing they were pre-approved by the graduation coordinator. There are clear, detailed guidelines for what is allowed and what is not allowed in terms of size, font, color, and material; there are about 10 qualities the garment must meet to be approved.
- A concern on the tradition of the ceremony was addressed and the feedback from principals and administration on this issue. Responses included that principals are aware of the policy proposal, and while it will be a change, it has not been met with strong concerns based on the feedback from the pilot program. Principals will be notified of the changes and the first of three-reading policy for this change in order for them to voice their concerns. This policy change originated with students and they led the interest in moving forward. The focus of graduation ceremonies is the students, and if they would like this change to take place in a respectful and valuable way, it will be the direction of the District to implement those changes.

D. Investment Report

Two investment reports were presented – one from Wells Fargo, and the other from US Bank. Wells Fargo OPEB Trust Investment Report:

- A high level summary trust funding for SPPS compared to other districts was presented.
- As of August 31, 2017, there was a market value of \$35 million.
- A chart of specific targets was presented, including investments in equity and fixed income, as well as real estate and commodities, was presented. Non-traditional and mutual funds were also discussed. The Investment Policy statement contains all of this allocation target information. Statute 356A was discussed as well as the possibility to diversify the portfolio.
- The current allocation is slightly over weight of equities due to the performance of the equity markets. The trust has been rebalanced a couple times over the year so far.
- The actual dollar increase is about \$5.1 million. The actual performance on rate of return is YTD is about 8.5% of net of fees basis.
- The inception number is under 5%. Most of the trusts are aiming for a 5% rate of return. This portfolio is very safe to hold the portfolio up in value. There is a reasonable amount of risk for a reasonable amount of return. Trends are up.

US Bank Short Term Investments

- We recently invested some cash that we have in our cash flow to mitigate in between payrolls to acquire interest in savings.
- Investment reports and returns were presented in a bound booklet that was handed out to staff.

- Short term cash is governed by state statutes; it's extremely safe because it's all in government agencies. The goal is liquidity and safety, not so much on the returns. The returns will not be of the stock market, but more of the very conservative government agencies.
- In the last three months, we were up 42 basis points. In the last 8 months, we were up 1.36. In one year, we're up 46 basis points, with the inception to date at a little over a percent. The key to this is liquidity. The numbers behind the percentages were also presented. The return for this year is 1.36.
- The fixed income summary was also discussed, with the current yield at 1.44% with 68 securities. The credit quality is pristine. It is a running 1 to 4-year ladder, that is really safe and liquid. As the Fed raises rates, the yield will continue to rise. The formulas are not changed, but it will stay straight since it is all a ladder.

QUESTIONS/DISCUSSION - None

E. School Start Times Update

A recap on the restructuring of school start times was presented highlighting the proposed plan, key challenges and working solutions, and the proposed motion for the October Board of Education Meeting. At this meeting, the Board will vote to adopt the administration's recommendation to change school start times, including moving secondary schools to a later start time with the understanding that there may be exceptions needed to align with changes under the District's next strategic plan. The Board will also vote to accept that implementation of this plan will begin in the 2019-20 school year to allow ample time for SPPS to inform and support families and staff, as well as work with community partners through the transition. The final list of schools and their prospective start times by October 2018 through the strategic planning process. This will allow families time with School Choice season to get the information early enough to align with the changes and school choice process for the following school year. It was also noted that this motion was put forth with the understanding that there may be exceptions to align with the new strategic plan. Our goal is to move all secondary schools to a later start time, but there may be minor adjustments with some schools to align with that strategic plan in order to best serve the school community. Once it has been structured, there will be a good assortment of school start times within communities for families to choose.

QUESTIONS/DISCUSSION

- With the earlier start times for elementary students, it was mentioned there would be safety measure put in place. Could you explain that a little further? Answer: Some of the safety measures include working with the local communities. In other districts, neighbors and communities work together to have eyes on those bus stops and participate in monitoring those stops where younger students are waiting. Informally, there could be a neighborhood watch for children in the morning. Formally, we could work with the police department for neighborhoods that may have less street lights and be darker in the mornings. The officers would be at those certain stops during the week. There is also the option for "walk-n-bus", where we would work with families on an informal basis where they would walk children to the bus stop and stay with them until the bus arrives or it becomes lighter outside. The best option is to work with the school community and each work with their community on proposals and support systems that will work best for each.
- How are we going to initiate these conversations to move forward with community planning? Answer: Once the Board takes action on this topic, we are prepared with a communications and implementations plan. We will meet with principals and their teams to take it from an individual school basis. The assistant superintendents are prepared to have these conversations. There will be individual school plans that will feed into a larger plan. Child care will also be captured within that plan.
- Will there be data provided from other school districts that have implemented a similar plan prior to the vote on sleep research for elementary students? The Board noted

their concerns in that parents in the community will have a difficult time putting their younger children to sleep by 7:30 or 8:00 pm. Were parents able to adjust and ensure their younger children are getting enough sleep? Answer: Research around elementary student sleep data is not as prodigious, and the plan for SPPS relates back to school choice – there will be choices for families. There is not a lot of scientific data on elementary students' sleep, but it is known that they are able to adapt to different start times. What is known are the effects of sleep on adolescents and young adults and how they need the later start times based on their development.

- The Board also highlighted and elaborated more on the revised motion with reasoning on the timing, planning, and alignment with the new strategic plan.

F. SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council

SPPS District & LCD Program Goals include:

- Create a plan for full implementation of the Latino Consent Decree
- Ensure that the Implementation Guide is create in a meaningful manner
- Go beyond compliance
- Have positive outcomes for our students and families

2016-2017 LCD-PAC Recommendations and Administration's Responses included:

- Update the LCD teachers' job responsibilities
 - Expanding beyond EL teachers, items 1-10 could be assigned as the responsibility of any licensed bilingual building staff, and responsibility #6 is in place at our Spanish immersion sites
- Prioritize recruiting qualified bilingual teachers
 - Identify current SPPS teachers who qualify for the LCD title, identify targeted recruitment, and monitor the demographics of teacher hires
- Increase the number of LCD bilingual EA2
 - Funding sources to hire more bilingual Spanish EAs, place EAs at school sites that do not already have Spanish bilingual teachers, review and re-align the secondary LCD EA schedules, require all MLL TOSAs to regularly monitor the alignment of the LCD EA schedules, and at the Hubbs Center, have a SPPS ParaPro Plus training class
- Re-write LCD job postings for all LCD EA2
 - Create and update, generic LCD EA2 description, and detail the work of a LCD EA2 (already in place)
- Create an LCD flag in the student information system
 - Work with REA and OTL to add an LCD flag in Campus, focus on the flag designation to ensure student flags are accurate and timely, and MLL's role in ongoing upkeep of LCD flags
- Continue to strengthen Latino parent engagement
 - LCD-PAC program, Parent Academy Program, sexual health education, Latino Leadership Program, SNAP-Ed, MLL Family Night, and Special Education Family Groups

QUESTIONS/DISCUSSION

- Is there a pathway for high school students work with LCD students? How do we recruit and support those students who are interested, but need that pathway? Answer: The pathway for students has not been created yet. It is something we can do – we would need to identify those schools to work with first.
- With some of the other needs that we have around employment for these programs, is there a pathway that supports high school students and positions along the way to be employed. Are we starting to think of ways to support our students all the way through secondary degrees or certification studies on a continuum to identify those students early on? Answer: While there isn't a pathway currently, there is information on the schools that students plan to attend after graduation. We could create partnerships

with those schools in order to create those pathways. One of the requirements for paraprofessionals is that they pass the ParaPro exam or have at least two years of college education before they are hired as a TA or EA. There is the potential to plant those seeds in junior and senior year and help to support them through that secondary process in order to create that pathway for them.

- In regards to early childhood programs, do we have extra support for families in that area? Are there outreach events where we go out to the parents and families? Answer: Yes, there is outreach support where we go out into the community at school sites and community based events. There is a great relationship between community and staff. In recent years, more of the focus has been on older elementary students; the strategic focus on early learning is definitely something that can be looked at for future years. We do take advantage of partnerships available to us.
- How can our engagement with families that may not be able to attend events and meetings be deepened and broadened to ensure that all families are receiving the support of the district and to ensure all their voices are also being heard? Answer: We have outreach strategies where we try to authentically be in the same space as our families. Our best strategy may be to also spend time at the school buildings to connect with families. In engaging with the district, most families' energy is on their individual school community. The Office of Family Engagement can inform the Board on information from the family liaisons and staff on where the gray spots are and the real energy, and that is where partners can be found more broadly.
- It was also noted that these initiatives are an ongoing project that will need support from the community and staff. Everyone needs to have accountability in their roles and responsibilities to succeed in completing these initiatives.
- How do we train, assist, support and empower parents and families in parent-to-parent conversations to increase the reach in that information flow? We need communal support, investment, and capacity. We need to ask our parents to increase the capacity because they are in the communities every day. Answer: We can figure out a feedback loop for that and a technical solution. We will continue to work together. Some was addressed with family engagement around the superintendent search.
 - Community members followed-up on this question with the fact that parents need to be the conduits of information for families. Training for these families would be wonderful, so that parents are trained to discuss and disseminate information appropriately without crossing lines and borders when representing the district.
- LCD PAC thanked the Board for the opportunity to be at the meeting, to listen to the responses, and to respond. It is a time to push forward and together with staff and community to ensure there are solutions for our children, and to find opportunities for them to grow and be at the same level as other students and to prepare them for college. The Office of Family Engagement sends information to all parents about the program and events.
- As parents of students in SPPS, they may be the ones to know people who are bilingual in Spanish and English and help to fill those roles in the district. What are the ParaPro resources at the Hubbs Center and what resources are available to teachers in the EL group that could also help to prepare those parents for the required criteria? Answer: There is a support class/workshop at the Hubbs Center to help parents and families who are bilingual to give them the necessary tools for the ParaPro test. There is an interest from parents and families to become TAs and EAs, but the test that was a barrier. While the test is legal requirement, we don't want it to be a barrier so the class and workshop provides the support for families and parents to give them the techniques, skills, and practice to have the confidence and knowledge to pass the test. We think that will increase our numbers.
 - Is the test given in Spanish and English? Answer: It is only given in English. An accommodation that had been made was additional time; unfortunately, our system does not allow us to offer the additional time. The class and

workshop is an effort to help prepare those in test-taking skills as well as the content.

III. ADJOURNMENT II

Chair Schumacher moved, seconded by Director Foster and Director Brodrick to adjourn the meeting. The motion passed by acclaim.

The meeting adjourned at 7:08 p.m.

Respectfully submitted,

Sarah Dahlke
Assistant Clerk