

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
March 7, 2017**

PRESENT: School Board: Mr. Schumacher, Mr. Brodrick, Mr. Vue, Mr. Marchese and Ms. Vanderwert

Absent: Ms. Ellis and Ms. Foster

Staff: Superintendent Thein, M. Schrul, H. Kilgore, E. Agbamu, I. Davis, J. Engen, J. Peterson, L. Sayles-Adams, M. Hoerth, K. Wilcox-Harris, A. Collins, T. Battle, L. Cathey, K. Sterns, J. Jonassen, J. Turner, Y. Vang, S. Jones, M. Pope, C. Mahaney, T. Wylie, J. Dums, S. Masini, A. Musachio, P. Matamoros, L. Cathey, S. Akyea, N. Bets, J. Allen, K. Her

Other: J. Verges, T. Lonetree, T. Dreker, K. Sterns, L. Zheng, A. Wilson, C. Jones, J. Bjoraker, M. Brandt, , A. Xiong, K. Thao, L. Vang, K. Chang, C. Yang, Z. Thao, G. Moua, C. Xiong, R. Her, J. Fang, M. Xiong, N Her, C. Lee, G. Moua, M Kong, N Yang, K. Yang, C. Thao, T. Yang, P. Yang, Y. Chang, P Yang, Z. Vang, X. Lee, P. Grafstrom, H. Ali, A. Mohamed, D. Mohamed, A Kard, A. Samatay, K. Mohamed, H. Yussef, M. Muhamud, B. Albulahni

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m.

II. AGENDA

A. 2017-18 Budget Guidelines

The Chief Financial Officer stated the proposed budget will reflect the District's Strong Schools, Strong Communities 2.0 (SSSC 2.0) strategic plan as adopted by the Board of Education (BOE). The budget is the District's financial plan that must sustain the academic plan. The District must maintain a stable financial system and effective operational practices, so that students and staff have the resources they need to succeed inside and outside the classroom. School and Program budgets will use the five focus areas: Racial Equity, Personalized Learning, Program Articulations and Alignment, Post-Secondary Preparation, and Infrastructure and Systems, in their budget preparations.

1. Preparing Budget Calculations

The Budget Model will be a modified roll-over budget method. Revenue will be calculated using current law. The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

The Office of Research, Evaluation, and Assessment (REA) will prepare District enrollment projections for 2017-2018.

A table detailing the average salary and benefits will be provided for budget preparations.

In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the BOE on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater.

2. Creating the Budget

For the Schools, a continuation of a refined blended Site-Based and Centralized funding method will be used for schools in 2017-2018. Most staffing allocations are criteria based and determined by enrollment and type of school.

Non-School Programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.

3. Compiling and Presenting the FY18 Budget

Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.

Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2017-18 school year will be included in the Adopted budget.

Other Resources Allocated to Schools will show up in the adopted budget document and will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

Administration will present a balanced budget to the BOE. The budget for 2017-18 must be approved by the Board of Education by June 30, 2017. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>).

MOTION: Mr. Brodrick moved the Committee of the Board recommend the Board of Education accept the 2017-18 Budget Guidelines as presented. Ms. Vanderwert seconded the motion.

Motion passed

B. FY 18 General Fund Budget Rollout

The CFO stated she was providing an overview of the preliminary FY 2017-18 General Fund budget and the timeline for the Board.

FY 2017-18 GENERAL FUND PRELIMINARY BIG PICTURE

	FY 17 Adopted (in millions)	FY 18 Prelim. (in millions)	Difference
Revenue (Current law)	\$518.2	\$514.2	(\$4.0)
Use of Fund Balance	0	0	0
Expenditures	518.2	541.5	(23.3)
Balance	\$0	(\$27.3)	

FY 2017-18 GENERAL FUND FACTORS IMPACTING PROJECTED SHORTFALL

Item	Amount (in millions)
Inflationary impact of "rolling over" FY 16-17 budget "as is" without any changes	(\$23.3)
Net revenue decrease due to enrollment and Compensatory Education	(4.0)
Total Projected Shortfall (as of 2/19/17 - subject to change)	(\$27.3)

FY 17-18 GENERAL FUND AREA OF CONSIDERATION FOR REDUCTIONS

Items	Amount (in millions)
• Reduced inflationary allocations in the areas of Fees, Supplies & Transportation	(\$2.6)
• Eliminate one time FY 17 Board allocations of \$85/pupil and SSSC 2.0 program additions	(5.0)
• Enrollment related service and staffing reductions	(7.5)
• Targeted or 1% Program reductions (Excludes MLL & SpEd)	(1.6)
• Vacant positions, staff attrition/retirements, negotiated contracts, potential Early Retirement Incentive (PERA)	(6.2)
TOTAL	(\$22.9)

FY 17-18 POTENTIAL REVENUE INCREASES:

- 1% Formula increase = \$3.2 million (Governor's proposal = 2%)
- Special Education state increase = \$1.2 million
- QComp (or ATPPS) - up to \$9.0 million

FY 17-18 GENERAL FUND PRELIMINARY BIG PICTURE OPTIONS 1 AND 2

	FY 17 Board Adopted (in millions)	Option 1 FY 18 Preliminary (in millions)	Option 1 Difference	Option 2 FY 18 Preliminary (in millions)	Option 2 Difference
Revenue	\$518.2	\$534.8	\$16.6	\$518.6	\$.4
Use of Fund Balance	0	0	0	0	0
Expenditures	518.2	541.5	(23.3)	518.6	(.4)
Balance	\$0	(\$6.7)		\$0	\$0

- Option 1 - Preliminary revenue with all potential revenue increases and no reductions to preliminary expenditures
- Option 2 - Preliminary revenue with 1% formula and Special Ed increases and all reductions to preliminary expenditures

The CFO presented the proposed FY 17-18 budget adoption calendar.

QUESTIONS/DISCUSSION:

- The Fund Balance is 5.8%. How much does the .8 represent? Response: \$ \$4 million.
- PERA – have they been contacted for discussion; No - when looked at this last year PERA is larger and not entirely dependent upon SPPS. They are hopeful SPPS will discuss this with them so they can, in turn, discuss with staff.
- Is St. Paul Federation of Teachers interested in SPPS applying for QComp funds? Response: They have indicated they have six conditions to be met before they will agree to enter into it.
- The options for reductions – SPPS has set up a budget advisory committee and asked them to provide feedback on reduction recommendations. The group's feedback will assist the Board in their considerations.
- For the areas for reduction – which will result in staff reductions in buildings or elsewhere? Response: Eliminating one time allocations - \$2 million went to supplies and one-time only funding. SSSC 2.0 program additions for the most part went for positions needed in different schools to offset FTE loss -- IB coordinator, Aerospace

coordinator, fill mandated programs, etc.) Enrollment related staff reductions will have staff reductions at building or program level. 1% program reductions will affect central admin budgets. Vacant positions attrition, etc. will involve staff. A Board member noted it would be helpful to unpack this a little to better understand this. When SPPSs has retirements (approximately 120/year) the individuals are at the top of their salary scale when they are replaced there is generally a lesser cost in salary. Negotiated contracts – HR is working on this process to allow for some savings; SPPS needs to slow salary growth somewhat over next couple years. SPPS is looking at significant staff reductions or holding the line so it is important when thinking about added revenue sources. An absence of additional revenue will lead to staff layoffs. SPPS is looking at protecting what is going on in the buildings as far as possible.

- Would the budget committee need to look at funding sources and designate what is considered important to the district and how to support those? Looking at it strategically.
- Need to make bargaining units aware of what is to come as there may be hard choices in the future for both the district and employees.
- On the SSSC items, we will get input from many; can this input be tied into SSSC considerations?. Yes.
- It was noted the SSSC funds offered additional support to magnet schools.
- SPPS and the Board need to be more strategic in budget discussions and reductions. We need to resolve inequities, etc within district also. We need more information on the SSSC program items.
- We should also have hopes/expectations about programs that could grow.
- It was stated SPPS hopes the community understands decisions made are for the common good and needs of all programs. There is a strong equity focus and concern that all children do well and budget reflects this.
- The Superintendent stated he is optimistic – SPPS is an excellent district with excellent people working for it. There is a need to talk about what the focus will be on and build on that. The district needs to be structurally sound. He stated 85% of every dollar goes for salary and benefits. SPPS knows enrollment is the way to grow revenue. The purpose of SPPS is teaching and learning. SPPS needs to develop partnerships with employee groups.

C. Racial Equity Spotlights: SPPS/NUA & Innocent Classroom

SPPS identified an achievement gap that was predictable by race. Academic results for students of color have historically been lower than those of white students and this is true regardless of income.

To address this SPPS has built a foundation based on Pacific Educational Groups "Beyond Diversity" training and their Courageous Conversations which utilizes the four agreements (stay engaged, experience discomfort, speak your truth and expect/accept non-closure); the six conditions (focus on personal, local and immediate, isolate race, normalize social construction & multiple perspectives, monitor agreements, conditions and establish parameters, use a working definition for race and examine the presence and role of whiteness) and the Courageous Conversations compass in order to engage, sustain and deepen interracial dialogue about race.

The District's desire was to move toward "culturally responsive instruction." However, the language was used widely, the term was used in very general terms and had no clear definition. The Office of Equity created a framework for Culturally Responsive Teaching and used the LEARN framework to identify programming that built on foundational training and developed learning environments which were engaging, rigorous, equitable and safe for all staff and students.

LEARN is an acronym for Lesson strategies and classroom practices (classroom action), Examination of data through a racial and cultural lens (matching the strategy to data), Awareness (putting up the mirror), Racial equity leadership (my role as an educator),

Navigating cultural competence and personal development (windows and mirrors). More in-depth descriptions of each letter was provided.

The learning cycle is building awareness and raising consciousness, shifting mind-sets and beliefs and putting it into practice. A definition of the "Vision of Equity" was provided in the presentation.

The programs used to reach this end are:

- Innocent Classroom - the program rebuilds the relationship between educators and students, particularly students of color. It guides teachers to uncover students' basic motivation and goodness and helps them channel that insight into learning and growth. This approach undermines the negative effects of societal stereotypes, low expectations and implicit bias.
- SPPS/National Urban Alliance (NUA)'s ground text is "The Pedagogy of Confidence" by Dr. Yvette Jackson and concentrates on five classroom focus areas: Increasing student engagement/motivation, situating learning in the life of the student, providing culturally responsive teaching, concentration on classroom climate and self-directed learning.

The Heights Community School provided a "spotlight presentation" on their use of Innocent Classroom. They created a strong community with focused instruction and critical partnerships that effectively met the academic and social needs of all students.

The process for developing this began in SY 2015-16 with two new administrators who utilized an assessment of culture and belief and an assessment of needs of staff as a starting point. The leadership team focused on representing all grade levels, use of specialists (SPED/MLL/Admin), ensuring a feedback loop, building shared leadership and building capacity around equity work (protocol tools and leadership retreats in 2015 and 2016). The Office of Equity collaborated with them by having them complete the Banks Survey, conducting sessions on "cracking the code," instituting the use of the AMAZE curriculum in PLCs and ensuring all staff were trained in Beyond Diversity.

Innocent Classroom is a natural progression in the process as it acknowledges racial diversity, provides tools to talk about racial equity and how staff see and talk about their students with the use of tools in connection to racial equity.

In SY 2016-17 the school continued building their leadership team, grew a Reflective Teacher Practice, continued their annual leadership retreat and utilized a book study for the leadership team of "Between the World and Me" and began connecting the work with IC, RC and AMAZE in their PLCs and referral process. All licensed staff has been trained in Innocent Classroom, Responsive Classroom and are sustaining IC in their work. They are utilizing the AMAZE curriculum and have connected their work with IC, RC and AMAZE in their PLCs and referral process. They are growing a Reflective Teacher Practice and continuing their leadership retreats. Learn about scholars and unpack their needs and desires

In SY 2017-18 they will work toward building a racial leadership team and then roll it out to all staff along with moving deeper into reflective practices. The school is moving toward an Innocent Classroom School three-year plan along with equity learning walks.

The school has seen shifts in school culture in relationships, a calm culture, bus referrals and ODR referrals. Evidence of success with Innocent Classroom: 53% reduction in weekly referrals reported since beginning the IC training; 81% of educators have a more positive daily outlook as a result of taking IC; 91% of educators have seen more academic growth than usual in students as a result of taking IC; 92% of educators reported an increase in academic mindset when they used IC strategies and 95% of educators are better able to redirect student behavior in a positive direction because of the knowledge, skills and practice gains from IC.

Bruce Vento staff provided an overview of culturally responsive instructional practice from NUA (National Urban Alliance). NUA is a supplemental curriculum based on the belief that every child should be given access to strategies used for gifted students. It values the concept that all students have the capacity to attain their innate intellectual potential, regardless of race.

Staff outlined Vento values.

- Collaboration and Relationships - knowing their students, families and colleagues, co-teaching at all grade levels and working in partnership with the U of MN.
- Racial Equity and Success - they are reflective regarding school-wide practices and beliefs and value an inclusive environment.
- Positive and safe environment - reflecting school pride/culture and consistency across the building
- Whole Child Development - NUA offers understanding how the brain works, culturally responsive teaching, multiple means of representation and being a trauma sensitive school.
- Innovation - an example being the Vento Community Garden and NEU model-college partnership.

Staff reviewed their equity journey from 2014 through 2017. Their instructional focus started with having NUA notebook when lesson planning, it is now embedded in daily instruction, pulling out resources as needed. It is "brain-based" training. It involves higher engagement utilizing culturally responsive NUA strategies.

In the 2015-16 school year the 5th grade had the highest proficiency they have ever had coming in. 23% of students made 10 or more points growth in both reading and math from the OLPA to the MCA; 41% of students made 10 or more points growth in reading or math from the OLPA to the MCA.

Evidence of success with SPPS/NUA shows 100% of survey respondents agreed or strongly agreed that the professional development helped them incorporate culturally relevant strategies into their teaching practices. 79% of respondents indicated they met with their colleagues on a regular basis to talk and share culturally relevant teaching strategies. 86% of respondents indicated they incorporate NUA strategies into their teaching practices more than a few times a week and 100% of respondents indicated they noticed an increase in student engagement since implementing the NUA strategies.

QUESTIONS/DISCUSSION:

- How did the program come to the Heights? Response: The school looked at options offered by Office of Equity to establish next steps. It is 3 year program. The Office of Equity used the Heights as a pilot program to see what the program is like when it goes whole school.
- Time commitment how does that work with staff over three years? Response: The first year was very intense. We looked at a timeline for staff development and put it into PLCs and other work.
- What are labs? Response: An IC presenter does a refresher and staff have conversations around specific students. This work helps in finding student's good and help them with academic achievement, self regulation and behaviors. Labs are important as they involve intensive engagement, individualized to students/teachers.

D. Hmong PAC Presentation.

The vision of the Hmong Parent Advisory Council (HPAC) is to develop and implement equitable practices for and with their students, their families, district leaders and community members. Its mission is to advance parent partnership with SPPS in the design and evaluation of district curriculum, policy and research.

Their successes include: support and resources for PACs, ad hoc committee for superintendent search, budget committee, hiring Dr. Yeu Vang as director of Multilingual Learning Department, allocating resources to support HPAC host council and district-wide events and continued support and growth for HDL.

Their long-term goal is to expand the Hmong Dual Language program so it continues to grow, thrive and provide equitable access to learning in both the English and the focused language and culture - Hmong, including district-wide busing, rigorous curriculum, strong family and community partnerships. They envision an individual building dedicated to the program available for the entire district.

Hmong PAC recommendations for the 2017-18 school year are:

1. HDL Transportation
Challenges are transportation is not available district-wide. Students are turned away from regional HDL program due to full capacity. HPAC recommends SPPS provide transportation across the district if the regional school's HDL program has reached enrollment capacity, Noted expansion of two charter schools that will impact SPPS enrollment. Lost families dues to new transportation guidelines SPPS implemented.
2. HDL Curriculum
The challenge here is HDL students do not have equitable access to curriculum and materials like mainstream classes. HPAC recommends SPPS provide more resources to develop and grow the current HDL curriculum. Resources have been developed by teachers and translated by them as well. Resources are very limited.
3. Hiring Vacant Jackson Principal Position
HPAC recommends SPPS hire a principal who is knowledgeable of the HDL program, immersion education and that a community partnership be built that is knowledgeable of the Hmong community, history and culture. Important to know new leader who needs to be culturally sensitive to value systems and support staff and teachers. Advocate to improve achievement gap and work with families and community to support the children and celebrate community diversity.
4. Hire Teachers of Color
HPAC stated SPPS teachers of color are not reflective of the student population and recommends SPPS hire more teachers of color for the schools that have a larger diversity of student population.

HPAC completed a survey of current HDL families (both Phalen and Jackson). Of 122 surveyed, 100 responses were received. The objective of the survey was to:

- Find how interested parents are in Hmong culture, language and literacy -- 83.67% were very interested, 16.33% were somewhat interested.
- How important transportation is -- 85% were very interested, 13% somewhat interested.
- What is the greatest determining factor for choosing an HDL program -- 59% curriculum, 15% program services, 7% class size and 19% a combination of the factors.
- How much exposure should a student have to Hmong language per day -- 33% (100% one-way immersion), 57% (two-way immersion) and 10% a combination
- How much support is out there for HDL one-way immersion program and/or school -- 67% very likely, 9% somewhat, 1% not interested and 23% other comments.

Conclusions reached from the survey were:

- Parents in HDL program highly value the Hmong culture, language and literacy
- Transportation is very important in choosing a school
- HDL curriculum is the greatest concern and value when choosing a program
- Parents want exposure to Hmong language between 50-90%

- Parents are most likely supportive of a one-way immersion Hmong language program or school
- Parents want choice of programs offered: one-way and two-way immersion.

HPAC's next step in requesting a written response from the Board (Administration) by March 31 outlining the intentions, plans and actions. HPAC needs better responsiveness in their requests for data. They have requested that SPPS be the first district to disaggregate MDE data. They stated they are holding the Board responsible to address Hmong PAC requests.

QUESTIONS/DISCUSSION:

- When looking at HDL programs if they were provided with citywide transportation that suggests the schools become citywide magnet schools? Response: Yes, citywide transport and/or one building for Hmong studies. The community wants to grow the program.

E. Somali PAC Presentation

The Somali PAC (SPAC) presented their 2016-17 recommendations to the SPPS Board and Administration. SPAC is a parent group supported and coordinated through the Office of Family Engagement and Community Partnerships. It was created in 2011 to encourage Somali families and parents to become active participants in their children's education. Somali parents and the Somali community value all levels of education and view education as an important step to success for integration and socio-economic advancement.

The Goals of SPAC are:

1. Somali Culture - create and implement Somali language and culture classes at school sites by providing a culturally responsive K-12 social studies curriculum. Provide Muslim/Somali cultural orientation that would showcase examples of Muslim/East African members as positive role models within the SPPS community.
2. Literacy - revise reading materials that are being used in the schools. SPAC found some books for children not appropriate for their community cultural values.
3. Recruiting/Retaining Somali Personnel (Support in the Schools) - Hire more Somali staff to support schools with Somali students (interpreters, bilingual EAs and teachers). Utilize Somali staff in the areas most needed rather than performing other tasks not directed at supporting students and families.
4. A Safe and Welcoming Environment -- reassure the Somali school community that the SPPS district will not tolerate bullying and intimidation against the Muslim/Somali community.

SPAC's next steps include:

- Continued work with the Office of Family Engagement and other SPPS departments
- Organizing monthly meetings to inform and educate Somali parents with education related topics
- Strengthen the collaboration among home, school and community.

QUESTIONS/DISCUSSION:

- What are the issues with the books? Response: They are books talking about gods, Greek mythology.
- Is the Somali community aware of SPPS and the Board's January statement about immigration and how the schools work with all children to keep them safe? Are parents familiar with policy? Response: Yes. This was followed by in depth discussion around bullying, harassment, etc. of Somali students in the schools.
- SPAC stated they need someone who understands their culture and language to help them work through the system at schools where there are Somali students. Teachers and administration's job is to provide someone to help them culturally and with language so their students can succeed. Lacking this, families will move to charter schools.

F. Presentation on Achievement and Integration Plan

The purpose of the presentation was to present the Achievement and Integration (AI) Plan for 2017-2020 school year and for the Board to approve the plan. The AI program is required by Minnesota statute section 124D.861 and 124D.862. The purpose of the program is to:

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities
- Reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds in Minnesota public schools.

In previous plan had very aggressive goals, the goals offered for 2017-20 are more realistic and more in line with what other districts are doing.

Goal 1 is Growth, to reduce the largest difference among student racial groups by three percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam. The baseline is in 2016 the largest gap was 12 points between Black students at 60% and Asian students at 72%. Interventions under Goal 1 included:

- Racial equity PD
- AVID PD
- Bilingual EA PD
- Preschool partnership
- Student field trips (Belwin and Planetarium)
- Classroom partnerships
- Summer programs
- Racial equity - Multicultural Resource Center
- Family engagement.

Goal 2 – Graduation goal is to increase the district graduation rates for all student groups of color by two percentage points by 2020, as measured by the MDE four-year graduation rates. Baseline 2016 rate was American Indian 50.0%, Asian 77.6%, Black 70.7% and Hispanic 71.8%. Interventions in this area include:

- AVID
- American Indian studies
- American Indian transition services
- American Indian supplemental services
- Student leadership and engagement programs
- HBCU college tour

Goal 3 is School Choice goal is to support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through 2019-20 (baseline is SY 15-16 - 195 events). Interventions under goal 3 included:

- Transportation services
- Magnet school FTEs
- Student Placement Center and Reflecting St. Paul
- Facilities Master Plan

A school is designated as a Racially Identifiable School (RIS) if its percentage of students of color is 20 points or more higher than the district average for schools serving the same grade level. The RIS(s) for SY 16-17 are: Mississippi, Obama, Phalen Lake, Riverview and Highwood Hills. Each school set their own Achievement and Integration goals.

The budget (\$16.2 million) breakdown/allocations according to category are 90% direct student services, 7% Admin indirect and 4% PD. By category (in millions)

- Transportation \$7.2

- Magnet school FTEs 4.5
- RIS school FTEs 1.6
- Student Placement Center 1.1
- American Indian Programs 0.7
- Racial equity PD 0.6
- RIS innovation allocations 0.5
- AVID 0.3
- Other 0.5

Next steps are to submit the plan and budget to MDE by March 15; to include the final plan and budget on the Consent Agenda at the March 21 Board meeting and present the final annual report for the current plan in December.

QUESTIONS/DISCUSSION:

- The committee that did the work on this – do you have a roster? The Board would like to see the makeup of the group before the March BOE meeting
- The Integration Task Force as it works on looking at things down the road, may have items with fiscal impact requiring programmatic changes. Can SPPS make adjustments to the Plan for FY 19? Response: Yes, we have built some flexibility into the plan.
- If Crosswinds joins the SPPS portfolio of schools it will have opportunity to play a part in the integration plan. Can that be built in for future years? Response: Yes, through the FMP piece.
- When the Plan is sent to MDE do they approve it? Response: They do, it may take some time (month to 6 weeks) to get approval or a response as to where changes might be needed. The Plan is put into the overall district budget.
- Has MDE not approved a plan? Response: They may have but it has not happened to SPPS.
- There is a lot of money directed at transportation. Does SPPS track it to see how effective it was. Response: That is tracked through one of the VisionCards in the data on how many students attending schools other than their community school, another community school or a magnet that meets students' needs. In Middle and High school many more students do attend their community/pathway school. For magnet schools SPPS wants to see fairly equal number of students from all areas. For community schools it wants a disproportionate number attending their community schools. It also looks at how those attending community schools stay within defined pathways.

MOTION: Mr. Marchese moved the Committee of the Board recommend the Board of Education accept the 2017-2020 SPPS Achievement and Integration Plan. The motion was seconded by Ms. Vanderwert.

Motion passed.

G. Standing Item: SEAB Statement on Policy -- See Policy Update

H. Standing Item: FMP Update - None

I. Standing Item: Policy Update

1. Policy 501.03 - Students - Dress Code

Revision of this policy was included in SEAB's December inclusivity presentation. The Policy Work Group met and developed amendments to the current policy. A draft of the changes was sent to all principals and SEAB for feedback.

Amendments included:

- The addition of cross-references to existing SPPS policy
- Addition of a statement restricting requirements based on gender.

The Work Group recommendation is to advance the revised policy to the Board for the three reading process.

MOTION: Mr. Marchese moved the Committee of the Board recommends the Board of Education bring Policy 501.03 - Students-Dress Code to the March 21 Board meeting for its first of three readings. Ms. Vanderwert seconded the motion.

Motion passed

2. Policy 801.01 - Buildings & Grounds - Name Selection
Revision of this policy was included in SEAB's December inclusivity presentation. The Policy Work Group met and developed amendments to the current policy.

Amendments included:

- The addition of cross-reference to the Racial Equity Policy.
- Addition of a statement with requirements for naming after a person.

The Work Group recommendation is the advance this policy for the three reading process. It was noted the SEAB does not agree with the Work Group's recommendations.

The SEAB representative asked "why did the work group leave it up to communities to advocate for name change rather than doing it administratively? Response: That is the way it has been set up through policy. The communities have a lot to do with schools and making decisions without community input on their feelings regarding a name change would not be acknowledging that involvement. SPPS is a public organization and a community driven process to change a school name should involve the school community. The existing process works well for groups most invested in the school community. SEAB could advocate with school but changing a school name should start within the school community.

The policy is clear to communities if there is interest in making a change and the process is in place to accomplish a name change and the process has worked well historically.

MOTION: Ms. Vanderwert moved the Committee of the Board recommends the Board of Education bring Policy 801.01 - Buildings & Grounds - Name Selection to the March 21 Board meeting for its first of three readings. Mr. Schumacher seconded the motion.

Motion passed

Upcoming policy agenda topics include working with the Special Education Advisory Council and the Office of Specialized Services on major updates to Policy 508.00 - Pupils with IEPs and working with the Wellness Committee on updates to Policy 533.00 - Wellness Policy to align it with new mandates in the Healthy and Hunger-Free Kids Act.

QUESTIONS/DISCUSSION:

- The graduation attire policy, where are we on that? Response: We are not making any adjustment to the policy but will pilot the proposed process at two schools.

J. Standing Item: SSSC 2.0 Update - None

K. Work Session

The Board spent time reviewing the selection and interview process as outlined by the Design Team and the consultants. A Board training session will be presented by the consultants on the process.

III. ADJOURNMENT

A motion was made to adjourn the meeting by Mr. Marchese, seconded by Ms. Vanderwert. The motion passed.

The meeting adjourned at 9:47 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk