

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

PRESENT: Board: J. Schumacher, J. Brodrick, M. Vanderwert, S. Marchese, C. Vue (arrived 4:40 p.m.)

Absent: Z. Ellis (Ill), J. Foster (Injury)

Staff: J. Turner, E. Agbamu, I. Davis, H. Kilgore, N. Cameron, A. Collins, J. Allen, H. Ott, L. Sayles-Adams, T. Battle, T. Stewart-Downey, K. Her, A. Mobley, P. Barton, M. Holscher, T. Burr, S. Gray-Akyea, S. Walsh, L. Riggs, M Pope

Other: C. Morris, T. Lonetree, J. Verges, L. Rays, L. Favor, P. Hemmen, R. Teshous, E. Gayle, G. Thaw Moo, J. Somerville, K. Curry, M. Johnson, M. Walker, M. Brazil-Sawyer, B. Moore, Rev. Dr. D. Hill, D. Newman, T. Dreher, N. Faber

I. CALL TO ORDER

The meeting was called to order at 4:35 p.m.

II. AGENDA

A. Update on Superintendent Search with Ray and Associates

A representative of Ray and Associates presented an update on the SPPS Superintendent Search. He outlined the status of the project to date. The commitments for engagement and community input have been honored. There were correlations between the Board survey, the Design Team meetings, on-line surveys and comments. There was significant student participation. There have been over 34 contacts or inquiries on the position as of 1/25/17. The combined data will inform the profile, recruitment, survey II, semifinalist assessments, finalist selection and future work by SPPS.

Ray and Associates stated that St. Paul is the only district they have ever worked with that asked for demographic information which they presented to the Board. A few interesting facts stood out.

- Students made up 47% of the survey respondents
- Of the students that took the survey, 55% identified themselves as students of color
- 2,370 people took the survey - the best response to any SPPS survey in recent memory

The survey had a total of 2,370 (2,351 English, 9 Spanish, 3 Hmong and 7 Karen). By group: parents 557, students 1,115, classroom teachers 243, school staff 238, non-school staff 77, community member/taxpayer 87, community member/business 10, other 43.

Survey results indicated the following top ten qualities desired in the next Superintendent:

1. Demonstrates a deep understanding of racial equity and how it impacts teaching practices and student learning.
2. Is a strong communicator; speaking, listening and writing.
3. Is willing to consider different perspectives before making decisions.
4. Is strongly committed to putting students first in all decisions.

5. Demonstrates the ability to enhance student performance and narrow achievement gaps between student groups.
6. Demonstrates a commitment to the community by working with a broad range of community groups and organizations.
7. Demonstrates ability to engage families and increase involvement in their child's education.
8. Has knowledge of emerging research and best practices in curriculum and instruction.
9. Can make challenging decisions that may not be popular with everyone.
10. Has experience in the management of district resources and knowledge of budget procedures.

Next steps will be:

- 2/8/17 - Print and post flyer – flyer is collateral information with profile imbedded in it.
- 2/8/17 - Active recruitment/acceptance of candidate application materials
- 3/7/17 - Status report
- 3/8/17 - Application close date
- 3/9/17 - Review of pool and selection of most qualified based on surveys and results
- 3/22/17 - Finalist selection

Selection of finalist will be as follows:

- 3/20/17 - semifinalist candidate (9-13) information will be shared with Board, Human Resource Director, Administrator and Attorney
- 3/22/17 - Consultants will solicit input from each board member
- 3/23-25/17 - Board will issue a public announcement disclosing the names of the three finalists and specific schedule of community review and engagement meetings with each candidate.

QUESTIONS/DISCUSSION:

- Is this just from the survey? Response: Yes, the survey offered during community meetings plus thematic information from the Design Team. All are interconnected in that the community is looking for a leader who can inspire support from staff, family, community and government.
- Should Board members provide information on potential candidates to Ray & Associates? Response: Yes, they can also be referred to the website and to Ray & Associates.
- Once applications are received, what are the next steps? Response: The consultant will take a look at candidate backgrounds, talk with previous employers, staff, associations, associates, etc. They will interview individuals around the 10 points and vet around capabilities, etc. SPPS is going into the search with a lot of data out front, that will facilitate the search
- The Board members were reminded they should not recruit individuals but promote the search.
- What is the process with semi-finalists? Response: The consultant does the initial search of all applications to them bring down to the best 8-13 people. Those materials, on the 8-13, will be provided to the Board no later than March 20th. Board members will review all materials on each candidate and will use an assessment tool provided by the consultant to provide input on the semi-finalists in order to arrive at the top three. The consultant will collect and assess the information Board members provide and let the board know the finalists. During this process the consultant will meet with Board members independently. Board members will be provided an opportunity to independently review the information on the 8-13 semi-finalists. Board members will provide their assessment information to the consultant who will coalesce the information to arrive at the top three.
- Announcement of the three finalists will be via press release.
- The selection will be based on a defined process. The Board will be informed individually who the top three are prior to the press release of names.

- So there are no Board meetings planned to discuss the semi-finalists? Response: No, the semi-finalist information will be review independently by each Board member, reviewed with the consultant independently, the Board will be informed of the final three independently and the top three will be released to the public via press release.
- The Board will need a clear narrative on this process so it is clear to the public.
- Staff noted the Design Team is still working on the public interview process following selection of the final three.
- The semi-finalist information provided for Board review, what will it consist of and what will Board members have access to? Response: Application materials – their vita, a consultant report on findings, references, supplemental materials from the candidate, consultant recommendations pro and con, any concerns or potential for adverse impact that may crop up along with a short video from each candidate in which they respond to a set of questions from the consultant.

B. Gender & Sexual Diversity PAC

The Gender and Sexual Diversity PAC works to build a strong community and improve the learning and social environment for LGBTQ+ students. They make recommendations to the Superintendent and Board to improve the success of the students, families, schools and district. They increase accessibility of opportunities for parent, guardian and caregiver engagement, advocacy and leadership.

The GSDPAC mission is to build a strong partnership between families with gender and sexual diversity and SPPS. They serve as a forum for providing input, making recommendations and advocating for key policy issues pertinent to LGBTQ+ student achievement academically and socially.

The GSDPAC vision is for all students to achieve academically, have safe and welcoming learning environments, learn about gender and sexual diversity and build the skills to succeed in life. They strive to improve LGBTQ+ student support services and provide parents, guardians and caregivers confidence in their ability to advocate for their children.

The group reviewed GSDPAC accomplishments and activities in 2015-16 and 2016-17.

In 2013 10% of SPPS 9th and 11th graders identified as LGBQ, in 2016 17% of SPPS 9th and 11th graders identified as LGBQ and 3.5% identified as transgender. The data shows similar percentages across race/ethnic identities.

SPPS LGBQ students are facing much higher levels of challenges than their heterosexual peers and lower levels of assets. 10% LG reported experiencing mental distress, 8% are bullied, 8% are bullying others and 8% report being victims of school violence. LGBTQ+ students are more likely to drop out of school and they experience higher frequency and severity of discipline. Supports need to continue to grow in size and complexity. Programs, services, training and data collection have not scaled up with the need. LGBTQ+ families are leaving SPPS in search of support, community and success.

Equity is critical. Race, gender and sexuality are all interconnected within systems of inequity. The same systems that contribute to poor outcomes by race also impact LGBTQ+ students and families. Racial equity work in SPPS is essential for LGBTQ+ students and must be LGBTQ+ inclusive, representative and supportive. GSDPAC strongly supports restorative rather than punitive practices.

GSDPAC presented their equity framework.

1. Stability
 - Identify students
 - Survey SPPS families
 - Share resources
 - Focus on finding the "right fit"

- Address school/district flight
2. Safety
 - Accessible facilities and better interim solutions
 - Designated LGBTQ+ contact staff in every school
 - Training for all teachers/staff: policy, strategy, concepts
 - Age-appropriate health education
 3. Support
 - Information on OFE programs distributed to all students/families
 - Formal networks for families to connect and access resources
 - Scale resources and staffing to meet need
 - Collect demographics
 4. Success
 - Focus on equity
 - Safe, supportive classes
 - Restorative discipline
 - Ask families (and students) what is needed
 - LGBTQ+ supportive and inclusive curricula across SPPS

The group then moved to its critical issues/asks:

1. Need a funded staff training plan for Gender Inclusion Policy on district level. Not everyone know how to support the policy. Currently there is very limited accountability or enforcement of policy and procedures. *How will district ensure that ALL staff have training to support Gender Inclusion Policy and Procedures. Who has authority to hold people accountable?*
2. Lack of intersectionality in curriculum. Need to expand multicultural and gender-fair curriculum across disciplines and grade levels (SPPS Policy 602.01). LGBT-inclusive curriculum has the strongest positive impact on student outcomes. Students have better academic and social outcomes when they are represented. Multicultural curriculum is limited. *How will the district be responsible for addressing the disparity in outcomes among its marginalized students through curriculum?*
3. Uncertainty around long term existence of Out for Equity (OFE) Program. Racial equity work is critical to the success of all students. LGBTQ+ equity is critical to student success. OFE encourages understanding of the intersectionality of racial equity and LGBTQ+ equity. OFE programs are critical to addressing disparities and building life skills of all, not only marginalized students. Kids need the program, it is an issue of equity for all students. *How will the district be responsible for ensuring there is continuing (and increasing) budgetary support for OFE programs and staff?*
4. There is need for a better way to communicate with parents and there should be an opt-in process and form that is distributed to all families. Most families are not aware of GSDPAC and its work (or other PACs). Recruitment and communication are not automatic. Currently there is no direct way to identify or reach out to SPPS LGBTQ+ families. Families need an easier way to identify interest in receiving communications about issues that affect the children/families. Parent need to learn about opportunities to learn, participate and advocate at a district level (in any/all PACs or other district-wide opportunities). *How will the district ensure that all families are aware of opportunities to participate in PACs and other district-wide engagement/advocacy opportunities?*

QUESTIONS/DISCUSSION:

- What happens after the name/gender change form is submitted? Response: It goes into the SPPS system administrators/teachers have access to district wide. It becomes part of a student's official record.
- Does PAC have answers/ideas to the questions posed? Response: We are having discussions but we do not know where to go with questions. We need to start a dialogue to reach solutions. The curriculum needs to be inclusive of a wide spectrum reflective of SPPS's broad variety of population/demographics.

- There is not an opt-in form that allows access for all families. The curriculum is being worked on and fed into the process. We need to assess the effect/success of the Gender Equity Policy – assess how it is working. We may need to require teachers to do some basic sensitivity training. Dialogue is critical.

C. Karen PAC

The mission of the Karen PAC is to help their children and strengthen a partnership between home and school. Its vision is for the PAC and SPPS to improve educational programs and services for all Karen students. The group meets monthly to share and discuss ongoing issues that affect Karen students and parents. Their ultimate goal is turning dialogue into action to better educational experiences for Karen students and parents in SPPS.

The PAC reviewed the history of their group, provided some background information on the Karen population and outlined their key activities over the past year.

The PAC then moved on the outline its concerns regarding:

1. Academics

- Middle and high school students are prematurely promoted into mainstream classes
- Despite the majority of Karen students being Students with Limited and Interrupted Formal Education (SLIFE) appropriate services/supports are not accommodated in learning content areas. Having the same programming levels in all schools is vital. ELL class sizes are too big.
- Many Karen students graduate from SPPS with limited preparation for post-secondary education particularly in the ELL population.

2. Language and Culture

- Karen students stop speaking Karen language at home, thus creating conflict and misunderstanding between students and parents.
- Karen students are aggressively recruited by charter schools some of which provide Karen language classes.

3. Staffing

- Karen student to Karen staff ratio is high
- Karen staff are working at entry-level positions and are very limited in their roles to support schools, students and parents
- Karen EAs are being over-utilized in various roles in the school buildings minimizing their effectiveness to help students in the classroom.

The PAC's recommendations included:

- Systematically evaluate/assess Karen students for their readiness before mainstreaming; provide essential and adequate support to newly promoted Karen students in mainstream classes.
- Create after-school Karen language and culture enrichment programs.
- Increase or balance Karen staff to Karen student ratio. Allocate adequate resources to address the needs of Karen students.
- Create opportunities for Karen staff for career advancement (i.e., a Karen bilingual position in the Office of College and Career Readiness (OCCR) to work with Karen secondary students).
- Regular meetings between KPAC, BOE and district administrators.

QUESTIONS/DISCUSSION:

- The PAC indicated a substantial number of ELL students need remedial classes as they enter college. This number is particularly high for SPPS.
- Do you have any data on charter school impacts? Response: Do not have data on charter school enrollments in St. Paul

- What concerns and issues do you have for Karen students, goals for growth? Response: Create a longer path to graduation, retain kids to allow them to get more education until they reach 21 especially for all ELL students who are SLIFE students. Provide for different levels for reading, writing, math, etc. Promote students to the next level only when competent at their current level.
- The PAC noted that all Karen students who came to the US at an older age went through camp schools where education was marginal. These students are graduating with limited skills to move forward with.
- The Board asked staff to respond to each PAC recommendation in some fashion to the Board as to what exists and where they see this going; provide an update with background and impacts, issues, opportunities.
- Concern was noted on how effective PACs are in engaging with the district and Board. The district may need to review policy on engagement with PACs and how much involvement they have in the decision making process.
- Board understands the PAC's concerns but there is a need to define what it can or cannot do.

D. Special Education Advisory Council

Minnesota law requires school districts have a Special Education Council that includes parent representatives and is part of the special education system plan. The purpose is to increase involvement by parents of children with disabilities in district policy making and decision making.

SEAC membership is made up of parents, caregivers, special education teachers and staff, special education community members and a student. Membership goals for the upcoming year are to increase the number of students, community members and parents to the St. Paul Public School SEAC. SEAC strives to include members that represent the diverse community in Saint Paul Schools.

Special Education Family Groups are monthly meetings where Special Education Families can meet other families, learn and gain knowledge on topics of importance to their children. These meetings are held once a month and presentations are offered in different languages.

SEAC members help support the Special Education Family Groups. Members have given input on topics for the groups and attended the groups to meet other Special Education families. SEAC members offer assistance when needed and work to recruit new SEAC members.

During the 2015/2016 school year Special Education Family Groups served over 362 parents/caregivers and 186 children. The presentations covered the following topics: Behavior, Advocacy, Assistive Technology, Resource Fair, High School Transition and Sensory Strategies. The SEAC recruited a new member from the Special Education Family Groups in 2015/16.

Of the 38,538 SPPS students, 5,8903 (15%) qualify for Special Education under 13 different disability categories.

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| • Specific learning disability | 1,303 |
| • Speech or language impairment | 1,209 |
| • Developmental disabilities | 966 |
| • Other health disabilities | 658 |
| • Emotional or behavioral disorders | 578 |
| • Autism spectrum disorders | 473 |
| • Developmental cognitive disabilities - mild/moderate | 247 |
| • Deaf or hard of hearing | 210 |
| • Developmental cognitive disabilities - severe/profound | 128 |
| • Severely multiply impaired | 82 |

- Physically impaired 74
- Blind/visually impaired 29
- Traumatic brain injury 20
- Deaf-blind 6

The population's race/ethnicity is: American Indian 178, Asian 1,284, Black 2,138, Hispanic 850 and white 1353.

SEAC's 2015-16 recommendation to the Board were:

- Continue to aggressively respond to negative and slanderous comments about Special Education.
- Ensure there is a parent and student Special Education voice on all committees, task forces and all other forums, including the search for the new Director of Special Education.
- Refine policy to immediately stop suspending students with an IEP for disability related issues. Instead, work to address the underlying issue and help students learn to self-regulate.

SEAC then moved on to review its 2014-15 recommendations to the Board which had not been presented previously.

- Continue to support collaboration and communication between Special Education and General Education to provide the most inclusive environment for all learners.
- The District needs to take an active and vocal stand on public discussions of SPPS Special Education students.
- The District needs to take the position that the Federal government is to fully fund Special Education.
- The District should support more identification and testing for FASD (Fetal Alcohol Spectrum Disorders) as well as teacher training to best support students.
- Support Special Education parent training and advocacy.

SEAC then briefly reviewed the plan for building positive school climate and support for kids with challenging behaviors.

- Develop trauma informed classrooms – relationships first and safety second
- Develop a Social Emotional learning program tied to curriculum (perhaps English language arts)
- Utilize mindfulness and movement to assist students in managing behaviors
- Shift discipline practices to understanding what kids are trying to say through their behavior (insecurities/fears)
- Family & Community partnership – get parents on board to achieve together

QUESTIONS/DISCUSSION:

- It was noted that sometimes staff/administration does not look at driving issue until a 2nd or 3rd incident occurs. A brief discussion on manifestation determination occurred.
- A lot things discussed here are intersectional and similar to other PAC recommendations.
- It was stated that being in a Board position, the Board should take a stronger stance on protecting students from negativity.

E. Parents of African American Students Advisory Council

A brief history of PAASAC was provided along with a summary of the events PAASAC supports regularly.

The discussion then moved to the future of PAASAC and its relationship with the SPPS Board and leadership. PAASAC stated that going forward it expects to be treated with equal respect and consideration as the PACs with legal consent decrees. They expect to be

viewed as authentic consultants in the decision making process in matters that affect the education and lives of their students. This means inviting PAC members to the table at the beginning of the decision making process rather than notifying it on the district's plans and asking for feedback. Also to schedule meetings at times that are feasible for working parents.

PAASAC is committed to advocating for educational excellence. It makes annually a public acknowledgement of SPPS teachers and staff who are making significant investment in and progress with African American students. It is also to seeking grant funding for the following: 1) to support/implement supplemental educational programming such as literacy projects, STEM projects, arts projects, tours of African American museums, etc. and 2) providing scholarships to African American students.

Expectations have not been realized for African American students, families and communities. SPPS has failed to deliver quality education for African American students who are devalued in many ways. It is SPPS's responsibility to make the system function. Serious concerns were expressed concerning systemic practices such as not hiring African American staff in all program areas. Concerns were noted in the area of diversity training, not having mandatory cultural learning opportunities district-wide and in the area of improving relations with staff members. Also of concern is the fact SPPS has no policy and practice for external organization audits. And of SPPS ignoring early indicators that show issues and problems. Finally the fact that institutional racism is woven into the entire culture.

There was discussion on the cognitive needs of students with ADD/ADHD and EBD. The need for transition services to prepare secondary students for college, careers and independent living and the importance of increasing advocacy opportunities for SPED students/parents through ARC. The need for access to services that are individualized for each student and the need for students to participate in after school and summer school options available to all students with the inclusion of necessary accommodations needed by the student. There was also a brief discussion on new research findings regarding cognitive impairment.

PAASAC noted specific missed opportunities for SPPS Board and administration.

1. For SPPS School Board:

- Have an externally conducted evaluation of Systemic Racism in the SPPS District (by an organization such as MNEEP)
- Be knowledgeable about and committed to utilizing best practices and clear communication regarding expectations of students, parents and personnel.
- Mandate that NAAPID will be observed on its annual date of the 2nd Monday of February and ensure that the purpose of NAAPID will be honored and upheld. SPPS School Board Members and Leadership be present during NAAPID Events at SPPS school sites
- Implement a policy where of African American teachers match the ratio of school demographics (i.e. if 50% of the student body is African American then 50% of the Teachers must be African American).

2. For SPPS Leadership:

- Utilize Best Practices from the most successful high schools in graduating African American students from across the SPPS district and across the nation
- Implement mandatory year-round services:
 1. For Extended School Year (ESY); by March of each year school sites have identified which students require ESY services - students should able to utilize all of the same services they receive during the school year while attending summer programming
 2. For Homeless students; students should able to utilize all of the same services they receive during the school year while attending summer programming

- Clear communication with Parents /Guardians informing them of how to request services and access resources within the district such as extended services during the summer
- Re-introducing vocational programming within the SPPS district as a city-wide option so that busing/zoning will not be a barrier for African American students who are interested in this career path
- Implement training to develop Parent Advocates; taking it beyond Parent Academy, parents should receive training on: subtle changes and updates to mandates with transparency, the appropriate chain of command within the SPPS district, how to teach their children to handle classroom conflicts with adults
- Place African American Navigators at every school site (i.e. Culturally-matched Parents/Community Members in classrooms at every school site district-wide) *Note: This has been piloted at Ramsey Middle School
- Increase the graduation rate of African American students so they will be ready to be successful in college and careers and eliminate the gap that has existed for decades.

QUESTIONS/DISCUSSION:

- The Board noted this is a long list of recommendations. Response: These have been on-going.
- Staff noted Crossroads is in intersession on 2/10 when NAAPID was celebrated so they observe it on a different date.
- PAASAC stated SPPS needs to change, the old way of doing traditional business has not gotten the district anywhere. SPPS need to be innovative and take on new initiatives to serve families of SPPS.
- St. Paul has not been doing good job of serving all students, the PACs want to get involved and inform the process. They feel SPPS has not been intentional. Actions require timeframes and new, different actions
- SPPS needs to meet parents where they are at.
- A community member noted she is working through 4H to set up an urban garden to be developed in a cooperation between students and SROs. She requested Board/District support for the effort.

The Board extended its thanks to all PAC members noting the PACs growth over the years. As to the recommendations, as the Board and administration move forward prioritization of the recommendations into immediate, short and long term would be beneficial. The Board did hear common themes that need to be addressed based on policy, procedure and budget. The Board is interested in moving forward in a realistic way considering priorities and budgetary limitations.

It was suggested the Board, having created geographic divisions for school events, do something similar with the PACs to allow for Board member representation at their meetings.

F. Racial Equity Spotlight (Innocent Classrooms) – This item was moved to the March COB agenda.

G. First Budget Revision FY 2016-17

The SPPS CFO presented a review of the first budget revision for FY 16-17.

1. The **FY 17 General Fund Assigned Fund Balance Re-appropriation** details:

<u>Assigned Category</u>	<u>Amount</u>	<u>Description</u>
Encumbrances	\$1,519,615	Open purchase orders from FY 16 carried over into FY 17
Professional Growth	398,658	Contractual balances from FY 16 carried over into FY 17

Site & Program Carryover/ Fall Adjustments	1,157,169	FY 16 carryover balance of non-salary items in school & program budgets/Fall 2016 enrollment adjustments
<u>SSSC 2.0 Initiatives</u>	<u>711,200</u>	Allocations to schools and programs
Total Assigned Fund Balance		
Re-appropriation	\$3,786,642	

2. **FY 17 Budget Revision - Fully Financed Funds - Revenue & Expenditure Changes.**
The revision on Fully Financed reflects the approval of grants under \$500,000 that were not adopted in FY 17 as well as revisions to adopted grants.

Description	Amount
General Fully Financed Increase	\$13,476,500
Community Service Full Financed Increase	988,821

3. **FY 17 Budget Revision - All Funds Revenue Changes**

Description	Amount
General Fund Obama Voluntary Pre-K	\$604,000
Nutrition Services Equipment Grant	15,300

4. **FY 17 Budget Revision - All Funds Revenue Changes**

Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$518,180,440	\$604,000	\$518,784,440
GF Fully Financed	42,881,752	13,476,500	56,358,252
Food Service	28,846,700	15,300	28,862,000
Community Service	23,387,295	0	23,387,295
CS Fully Financed	6,041,846	988,821	7,030,667
Building Construction	45,862,122	0	45,862,122
Debt Service	38,940,000	0	38,940,000
Total Revenue	\$704,140,155	\$15,084,621	\$719,244,776

5. **FY 17 Budget Revision - All Funds Expenditure Changes**

Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$518,180,440	\$3,786,642	\$521,967,082
GF Fully Financed	42,881,752	13,476,500	56,358,252
Food Service	28,846,700	15,300	28,862,000
Community Service	23,783,689	0	23,783,689
CS Fully Financed	6,041,846	988,821	7,030,667
Building Construction	44,448,000	0	44,448,000
Debt Service	51,669,000	0	51,669,000
Total Revenue	\$715,851,427	\$18,267,263	\$734,118,690

QUESTIONS/DISCUSSION:

- Does this impact the fund balance? Response: No, not at this time.

RECOMMENDED MOTION: Ms. Vanderwert moved the Committee of the Board recommend the Board of Education approve the revised budget for FY 2016-17. Mr. Marchese seconded the motion.

Motion passed

H. December 2016 Quarterly Report

This report was an update to the Board of Education on the current fiscal year 2016-17 budget and includes a projection of Revenue, Expenditures and Fund Balance as of June 30,

2017.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked three times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the seven funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by Federal USDA regulations.

The General Fund includes the five fund balance categories which were defined on the financial definitions sheet provided.

General Fund revenue is projected to decrease overall by \$3.0 million due to the net effect of a projected decrease in State Aid of \$3.0 million due to enrollment decline offset by increases in Special Education revenue of \$2.7 million, Miscellaneous revenue of \$1.7 million, Levy adjustments of \$1.0 million and Voluntary Pre-K funding of \$.6 million.

General Fund expenditures are projected to be under spent by \$4.8 million in the areas of Intraschool \$1.3 million, various programs & sites due to a fall adjustment for enrollment decline \$2.6m, and operational savings of \$.9 million.

These changes result in a projected unassigned fund balance of 5.7% which is within the 5% Board of Education policy.

In the General Fund, Fully Financed: The Fully Financed fund must have revenue that equals expenditures. Revenue and Expenditures are under budget by \$5.1 million due to lower expenditures in Title II of \$.9 million, Title I \$2.2 million, Special Education \$1.3 million, and other grants of \$.7 million. No change in fund balance is anticipated at this time.

For the Food Service Fund revenue is projected to decrease by \$.5 million due to a decrease in meals served (1.4% for breakfast and 2.2% for lunch). Reimbursement rates have increased by slightly over 2% to assist in offsetting the decrease. Expenditures are projected to decrease by \$.6 million in labor, food and supply costs associated with the decrease in meals served. Fund balance is projected to increase by \$.04 million.

Revenue in the Community Service Fund is projected to decrease by \$.1 million due to a decrease in tuition from patrons. Expenditures are projected to decrease by \$.4 million due to reductions in labor and benefits from programming changes. Fund balance is projected to decrease by \$.1 million.

For the Community Service, Fully Financed revenue is projected to decrease by \$.5 million due to reductions in Federal aid of \$.3 million and local sources of \$.5 million which are partially offset by State aid of \$.3 million. Expenditures are projected to decrease by \$.5 million. Fund balance is projected to slightly increase by \$.04 million.

The Building Construction Fund revenue is projected to increase by \$.4 million related to a premium received on the 2016A GO bond issue. Expenditures are projected to decrease by \$3.0 million as the first Facilities Master Plan projects begin. Fund balance is projected to increase by \$4.8 million due to timing of the projects.

The Debt Service fund balance is projected to increase by \$24 million due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditures.

QUESTIONS/DISCUSSION:

- What are Intra school funds? Response: Funds, collected by the schools, kept separate in separate fund for specific use by schools. Each school has a separate account.
- The CFO noted the debt service fund is scheduled to be spent, it is just a matter of timing.

RECOMMENDED MOTION: Mr. Marchese moved the Committee of the Board recommend the Board of Education Accept the Quarterly Financial Report for the Period Ending December 31, 2016. Ms. Vanderwert seconded the motion

Motion passed

I. Re-Starting School Start Times 2016-17 Discussion

The Assistant Director, Strategic Planning & Policy provided an update on the work to develop a plan for a change to school start times beginning in the 2018-19 school year.

SPPS administration has had coordination meetings with several community partner agencies including: Metro Transit, staff from Mayor Coleman's office, St. Paul Recreation, Saint Paul Library and Sprockets. Purpose to discuss plans and concerns.

Expanding public transit access in the east metro was the topic of the Joint Power Tax Authority Committee (JPTAC) in January. Concerns of SPPS were discussed with: St. Paul City Council members, Ramsey County Commissioners, the St. Paul Mayor and staff, a Metropolitan Council Representative and a representative from Metro Transit. There is a shared understanding there is a need to expand access to public transportation in St. Paul, particularly on the east side. SPPS is working on legislative opportunities with Metro Transit.

A Community Start Time Steering Committee for school start times has been formed similar to the 2014 committee. The 20-person committee includes many individuals who will contribute fresh perspectives to the issue. These include: transportation experts (internal and external), students, parents, principals, teachers and other school staff and administrators from various departments. The committee is tasked with examining new ideas and developing a plan to recommend to the next superintendent.

The proposed timeline for next steps is:

Feb-March	Community Steering Committee meetings
April-June	Committee recommendation(s) fully vetted with internal and external community stakeholders
July	Committee recommendation presented to incoming superintendent
August	Superintendent presents recommendation to Board and SPPS community
August-Sept.	Board receives comments from SPPS community
September	Board votes on proposal (decision made prior to 2018 school choice season)
Oct.-Sept. 2018	Community engagement: student, school, staff and family support. Planning and preparation with internal and external stakeholders. External partners appreciative of time given to prepare for upcoming change.

QUESTIONS/DISCUSSION:

- The Board asked to be kept informed if there are legislative opportunities for them to solicit support.
- What is Metro Transit willing to ask for in order to help SPPS? How can it be made a joint effort with Metro Transit? Response: That is part of the discussion.
- Has there been discussion regarding childcare related to start time changes? Response: Most of this will be through Discovery Club. We will need to expand

locations to accommodate changes. There are issues with finding staff. There will be a need to expand yet keep costs reasonable.

J. FMP Update

The Director of Facilities stated he would review the design process and how it impacts budget, provide a financial impact update and review upcoming presentations and Board actions.

Project budget and scope becomes more accurate over time. Year 1 involves detail refinement and bidding climate. Years 2-3 is in-depth investigation of building systems and estimations on inflation. Years 4-5 involve system scoping of major buildings, alignment of instructional space and additional estimations on inflation.

SPPS's first round of projects does not have the benefit of multiple years of investigation and budget adjustments (13 months of design in one budget cycle versus 18 months of design over three cycles). The benefits of long range planning are starting to be realized, commitments to communities allow for enrollment campaigning/enthusiasm. There has been an enormous amount of stakeholder engagement and commitment of time and resources in the process to date.

Virtual reality is now part of the design process and of community involvement. Technical expertise is a great asset for SPPS with internal experts in building and trades. Incorporating insights from staff and students to develop the buildings and transform the sites is another strong asset.

The Director of Facilities then moved on to provide a financial impact update. To date, all work included in the 5 year plan has current cost estimates factored in. Facilities will shift/reprioritize work as part of the 5 year plan update looking at decreasing costs/adding efficiency. This is the first time RiverEast has been combined into the overall taxpayer impact. It was previously presented as a separate tax impact statement.

SPPS's representative from Springsted stated the expected tax impact is expected to drop. SPPS has made excellent choices during 2016 as interest rates were at a 45 year low. SPPS has refinanced \$10 million in savings through bond refinancing, shifting past bonds to pay as you go and is working at finding ways to keep the tax impact as low as possible. SPPS/Springsted are anticipating increases in interest rates and new debt coming on. Charts comparing 2016 and 2017 estimated tax impact were provided; the figures were based on very conservative numbers and are flat in the four years out of the five year plan showing a \$10/year reduction. There are options available to SPPS should interest rates increase, it can change the structure on how it bonds, lengthen time of bond, etc. SPPS and Springsted have been planning for and finding ways to keep costs down.

SPPS is proposing the following schedule of bond sales: February-March meetings with Springsted, Bond Counsel and SPPS will take place. A set sale resolution will be brought to the Board in April, the bond sale will occur in May (with Board approval) and receipt of bond sales will happen in June.

The Director of Facilities then provide an update on RiverEast. The original budget (\$24 million) was built with theoretical land acquisition and prep costs. It assumed a 68,000 sq. ft. building (the current design is 71,106 sq. ft). Facilities is now, considering construction costs, revising the budget estimate somewhat. The project will involve multiple prime contracts (31 individual contractors) and utilization of a Construction Manager as advisor. Costs have been offset with anticipated rebates through Xcel Energy's EDA (\$57,000) and a DEED grant (\$175,950).

Upcoming presentations to the Board will include:

- March - demographics (projected enrollment and capacity) update and an update on progress regarding the New Area A middle school.
- April - the first official update to the 5 Year Implementation Plan will be provided which will reflect planning and guidance from the 65+ person FMP Committee. Facilities will also road map its workforce diversity and inclusion goals.

Upcoming Board action requests will include:

- February - contract approval for Adams (partial) and RiverEast. PLAs - 2 IAQs and 1 Fire.
- March - contract approval for Adams (partial), Highland Park Elementary, Horace Mann, Humboldt, Linwood-Monroe Upper, St. Anthony Park
- April - contract approval for Linwood-Monroe Lower

QUESTIONS/DISCUSSION:

- Will labs be updated? Response: Science labs will be upgraded, Facilities has some limits as to what can be purchased with its funds as to equipment but upgrades will occur.

- K. Standing Item: SEAB Report -- None
- L. Standing Item: Policy Update -- None
- M. Standing Item: SSSC 2.0 Update -- None

N. Work Session

1. **Addressing Public Comment** - moved to March work session.
2. **Implementation of SEAB Recommendations for Inclusivity**

SEAB's five recommendations were reviewed and discussed.

1. Create comprehensive student communication plan including district-wide mechanism for reporting and taking actions on issues important to students.
 - Communications was asked to work on ideas for a comprehensive plan in conjunction with plans being formulated currently for a Communication and Survey Plan.
 - It was suggested once a plan is in place, SEAB can pilot it and then perhaps it could be opened to adults as well.
 - It was noted SEAB would like to see the "resolution" for submitted issues
 - The Board stated it was open to some form of "listening locker" but would like to see a more comprehensive plan which is being developed by IT and Communications.
2. Require schools to eliminate dress codes that are gendered and/or objectify by updating the Board Dress Code Policy.
5. Implement a new Board policy that prohibits, and reverses, naming SPPS facilities after people who have violated human rights through: enslavement, internment or genocide.
 - These two items will be addressed in a policy update at the March 7 COB meeting.
3. Increase staff and student training on micro-aggressions and cultural humility.
 - There was in-depth discussion on this item. The Board felt SPPS should have a clear plan developed over a period of time so it is driven by student and staff expectations, perhaps tied to SCIP plans. SPPS should assess what is available, what works well (existing modules) and perhaps include it in student/staff orientation session. SPPS needs to be judicious with available resources, balance priorities and be realistic in its response.

4. Intentionally build inclusive physical spaces for students to gather and build community.
 - The FMP is creating such spaces.

The Board and staff discussed SEAB's request regarding graduation attire. The consensus was to pilot this at one or two schools this year and then assess results.

III. ADJOURNMENT

The meeting adjourned, by consensus, at 11:10 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk