

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
April 2, 2013**

PRESENT: School Board: Ms. Doran, Ms. O'Connell, Ms. Street-Stewart, Ms. Seeba, Mr. Hardy, Mr. Brodrick, Ms. Carroll.

Staff: M. Baumann, M. Walker, M. Mohs, E. Agbamu, J. Allen, T. Caskey, J. Turner, C. Osorio, D. Fry, K. Wilcox-Harris, M. Schrul, J. Alsiddiqui, K. Brown, D. Abrams, P. Xiong, P. Vu

Other: J. Lee, K. Duchschere, K. Carson, K. Sterns, L. Perez, M. Koumplova

I. CALL TO ORDER

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

II. AGENDA

A. Overview of SY 2013-14 School Selection Season

The Chief Engagement Officer indicated the enrollment lottery was completed on March 20, 2013. 9,231 on-time applications were looked at, 739 late applications were received and 300 have been placed the remaining will be processed on first-come, first-serve basis.

The Kindergarten lottery had 2,074 participants. 97% of students were placed and 89% received their first choice. Only 71 students need follow-up.

The first through 12th grade lottery had 5,631 student participants, 69% were placed in their first or second choice.

Pre-Kindergarten had 1,526 students of which 74% were placed. There are 443 on the waiting list (22 more classrooms are needed). The list continues to grow.

All schools have waiting lists, those with the largest include:

- Elementary: St. Anthony Park (44) and Highland Park (44)
- K-8: Capitol Hill (468) and Farnsworth (115)
- Middle: Highland Park (87) and Murray (43)
- High School: Central (104) and Washington (540)

Reflecting St. Paul had 549 choices. 69% received their first choice with 23% of seats filled. (Goal was 20%). To qualify for Reflecting St. Paul criteria include living in a high poverty/high need neighborhood, having a first language other than English along with falling short of meeting MCA score requirements in reading and math. SPPS schools with populations that do not reflect the overall district demographic had 20% of their seats set aside for these students. These schools include: Capitol Hill, Chelsea Heights, Expo, Groveland, Highland Park, Horace Mann, JJ Hill, L'Etoile du Nord, Randolph Heights and St. Anthony Park.

Work will continue with the processing 700+ late applications, school site training, phone calls and e-mails to families as follow-up. Site-based outreach is being encouraged at schools so they reach out to families attending schools. The District is asking families to commit to their school by April 12 so work can begin on reducing waiting lists as appropriate. 69% of families supplied their e-mail addresses making communication with them easier and more direct.

The new enrollment systems allow schools access to a great deal of data about children enrolled for the year facilitating planning and outreach to a much greater degree than was possible previously.

QUESTIONS/DISCUSSION:

- Are the schools listed the only ones with waiting lists? Response: No, almost all schools have a waiting list; the schools listed simply had the largest numbers on their waiting lists.
- Highland High School, a Board member indicated she had heard some families did not receive information on the critical transition times, mass mailings or neighborhood mailings. This was a family attending a non-public school. Response: SPPS can reach out to the community through media, mass mailings, and neighborhood mailings/contacts. SPPS does hold the data on all students in St. Paul regardless of what school they attend, however there is an agreement in place that SPPS cannot utilize the data from private/parochial schools to do direct marketing for enrollment purposes. It is all part of the Privacy Protection Act.
- K-12 what happens to those who are not placed? Response: If students have applied to schools with large wait lists and they do not get in, they still have a reserved seat at their current school or their pathway school if they are at a transition point. It was noted the Placement Center has processed about 15,000 applications in total.
- Pre-K – are there a certain number seats set aside for first time applicants and who gets first call? Response: Pre-K is primarily for St. Paul residents; they pay for it from referendum dollars. At registration, applicants will have to prove residency in St. Paul with some form of identification. All Pre-K applicants are first time applicants.
- How does SPPS make appropriate contacts with non-public schools that have students at transition points (e.g. a charter school that does not have middle grades)? Response: SPPS has an agreement that at transition grades SPPS can attend their school choice events to make the families aware of options. SPPS is currently meeting with various charter schools to secure this relationship at transitional grades in order to streamline the process of transitioning for charter families. There is a good degree of cooperation between charters, private and parochial schools and SPPS.
- April 12 is set as deadline for committing to a school, what if a family does not call if they are not attending their school of choice. Response: Schools will be “over-booked” by about 10%, as that is the typical no-show rate. Schools also do an intent to return letter to all families. If families do not show up for registration, schools assume they will not be attending. Registration at schools runs from April through May.
- Pre-K opportunities due to referendum dollars, how do they compare to demographic data? How will SPPS refocus on significance of early childhood in St. Paul and how will it match it with population? Response: SPPS is working to find as many funding opportunities for Pre-K as possible and has great cooperation from current partners. 85%, who attend Pre-K will be ready for kindergarten. SPPS will find the space if it has the resources to accommodate more students in Pre-K.
- Because SPPS is moving 6th into middle school, has it calculated a Pre-K class to take over space the 6th grade leaving? Response: No. SPPS has increased Pre-K classes where there is space. Pre-K is a priority at schools, space is not the issue, funding is.

B. Talented Development & Accelerated Services Update

The Acting Chief Academic Officer and the Director of College and Career Readiness stated the department, formerly known as Gifted Services, is now the Department of Talent Development and Acceleration Services (TDAS). The name was changed to be more inclusive of all SPPS children as they all have talent(s) to nurture. TDAS is also aligned with the SSSC Plan and supports the District’s commitment to equity and excellence.

The update began with the following details regarding gifted and talented (G/T) identification and advanced course work.

- White students have been G/T identified at a rate of 4 to 1 with African American, 3 to 1 with Latino and Asian and 2 to 1 American Indian.
- White students compared to their peers in advanced courses

- There is a 37% gap between white and African American students taking AP classes
- White students earn 3 or higher on AP exams at a rate of 49% higher than African American students and
- White students score a 4 or higher on IB exams, 28% more than other racial groups.

In 2012-13 TDAS

- Created the position of Articulation Specialist for the Capitol Hill to Highland Park Senior pathway.
- Assisted in the coordination of the PYP and MYP International Baccalaureate Program at Hazel Park Preparatory Academy and MYP coordination at Harding High School.
- Adopted a new student learner and G/T identification assessment (CogAT7)
- Revised the portfolio review process making it standards and performance based.

To provide more equitable learner opportunities SPPS is moving from G/T Identification to student learner profiles and gifted identification.

From 2001-2011 SPPS used the Naglieri Non-Verbal Assessment Test (NNAT) and NNAT2 assessments. Discrepancies in G/T identification rates for students were apparent each year along racial, ethnic and linguistic lines. During the 2011-12 year, TDAS staff researched various other assessments and their impact in school districts nationally. They proposed moving to the Cognitive Skills and Abilities Test, seventh edition (CogAT7) and this was approved by the Board on September 18, 2012.

2001-2011 trend data shows the NNAT and NNAT2 identifications in Kindergarten & second grade as

	<u>K Identified</u>	<u>2 Identified</u>
American Indian	1.7%	1.5%
Asian	20.0%	28.0%
Latino/Hispanic	11.6%	12.3%
African American	10.5%	15.1%
White	56.0%	53.2%
FRL	34.0%	52.5%

The NNAT2 measures only one type of learning (visual/spatial), is non-verbal (language free), is based on a cut score using national norms and provides no instructional support. The CogAT7 utilizes three batteries measuring three learning styles, uses picture analogies (language free), provides an ability profile with interventions, uses local norms and through the ability profiles provides instructional support.

The CogAT7 offers multiple ways of knowing to be recognized. It consists of three batteries (verbal, quantitative and non-verbal) -- picture smart, math smart and spatial reasoning smart. The assessment creator utilized experts from various areas in education to create an assessment that is as culturally fair as possible. Benefits of the CogAT7 include the ability profile that gives teachers and parents, recommended strategies to improve student performance. It acknowledges there are multiple ways of learning and knowing for students. It uses local norms comparing SPPS students to each other rather than a national sample and students are identified in every school for acceleration services.

The CogAT7 supports the three goals of the SSSC Plan through

- Offering multiple learning styles and ability profiles to help with differentiation and student learning strategies (achievement)
- Aligning with the SSSC and District equity goals through the use of CogAT7 data in school PLCs to impact instruction for students (alignment) and
- Riverside Publishing has entered into a partnership with SPPS over a three-year period to provide materials at a flat rate and assist with the evaluation of data (sustainability).

Pathways for identification for acceleration services come from District Norms (top 10% in each battery district-wide (verbal, non-verbal, quantitative), building/community norms (top

10% identified for each school) and through the portfolio review process. A chart of the logic model was provided.

The impact of the CogAT7 (2012-13) shows:

- 6,510 students tested across all grades with 1,278 (20%) identified for acceleration services
- A total of 324 (25%) were identified with the verbal battery (all grades).
- 394 (31%) identified (all grades) from the quantitative battery
- 558 (44%) were identified (all grades) in the non-verbal battery.
- The impact of using the CogAT7 in 2012 show 718 students were identified for acceleration services that would not have been identified using the NNAT2.

The results of the CogAT7 provided SPPS staff with a wealth of data for each student with a completed profile. Families receive information from the assessment that will allow them to collaborate more closely in their child's learning process. While the racial demographic outcomes did not vary greatly from the NNAT results in the nonverbal portion, students whose strengths lay in the quantitative and verbal areas were also identified for acceleration services.

Challenges that became known during the first administration of the CogAT7 include:

- The longer amount of testing time needed (90 minutes to two hours or more) requiring schools to use additional resources
- It is very challenging for kindergarten students to stay focused and engaged
- More training is necessary for teachers or those who administer the assessment for the first time
- More consistent use of testing practices and materials and
- Administering the assessments with fidelity.

Goals for the future include:

- Supporting the alignment of accelerated services district-wide to provide foundational offerings with fidelity for all students
- Continuation of the use of multiple measurements to illustrate and enhance student talents and gifts through the talent development model
- Encourage the use of ability profiles during PLC meetings to inform differentiation needs for students
- Address concerns raised around administration of the CogAT7
- Provide CogAT7 directions for students in Hmong, Somali, Karen and Spanish languages
- Expand the technology scholars and student mentoring pilot programs to assist more students of color in their successful completion of advanced courses
- Deepen elementary and middle school opportunity pathways to increase student preparation for rigorous honor courses
- Engage communities in the development of culturally relevant practices to enhance student academic success.
- Evaluate use and impact of COGAT7 after 2 and 3 years and
- Continue the quest for equity and excellence for all students

QUESTIONS/DISCUSSION:

- Looking at Kindergarten and Grade 2 averages, the averages get closer to district averages at Grade 2 – why? Response: The difference seems to come down to the fact that at Kindergarten many students have no previous school experience so are less aware of how to deal with what is being asked of them. It was noted that once a student is identified for TDAS they remain identified through their entire school career so they do not need to be reassessed and so do not show up in the Grade 2 sample
- Equitable representation, what is being done to move it to where everyone would like it to be? Response: SPPS is working with gifted specialists and teachers to align with equity work, there is consistent talk about practices and where various areas needing change lie. In addition, development is needed in how to utilize the data and convey the use of it.

- You are only testing at Kindergarten & second grade, what about equity for the others? How do you catch kids later on? Response: If they have not been identified through standard testing they can be nominated to take the assessment at Grades 1, 3, 4 and 5.
- What about secondary students? Response: SPPS does not identify kids at the secondary level. If they show ability, they are encouraged to take advanced classes and if they do well are encouraged to take more. In addition, parents can ask to have the child take the test at any point.
- In the goals for the future, you state “engage communities in culturally relevant practices”, what is that? Response: SPPS is in conversation with Dr. Gentry about piloting of her identification practices in St. Paul. SPPS is also working with other experts on how to utilize data and how to look at it through the equity lens. College and Career Readiness is also doing an outreach campaign to talk about college readiness and working to identify kids for accelerated services.
- What sort of prompts do students need? Response: Peers provide guidance so they continue to focus on tasks and students are encouraged to participate in all activities through observing, listening and doing and SPPS is working toward doing more intergenerational processes in learning.
- Kids are identified at K and 2, what is the impact on those kids who are identified and those who are not? Response: With the CogAT7, each Individual student tested receives a profile, which provides information on how that student can best learn. SPPS is working toward the point where every teacher can get a classroom profile showing who is a visual, verbal or quantitative learner so they can do lesson plans to address the various learning styles. The TDAS identification remains with the student until they graduate.
- To clarify the request, what does it mean and what services are offered to address what each particular student needs. Response: SPPS is aware of access issues. The NNAT was primarily used for admission for Capitol Hill in the past. In the shift to CogAT7, the assessment becomes part of the fabric of every school in meeting the needs of all students. It also provides for a shift in mindset in looking at the approach to gifted services and embedding them in all schools so the approach is more universal. SPPS needs to revisit practices and what has been put in place and assess the value of service provided in order to find how to best serve as many as possible.
- What if a student does not meet measurements for TDAS. What can be shared with parents on how to help their students to move to accelerated services? Response: The student profiles will help offer differentiation at every school. It will help define what each student needs in all schools and how that can be provided.

MOTION: Ms. O’Connell moved discussion time be extended by 10 minutes. Mr. Hardy seconded.

- How can parents understand what is available for TDAS, is there a G/T gap between schools? What is being done about specialist support? Response: SPPS does not have the answer right now. It is a matter of resources and prioritization around what can be accomplished with limited resources. This includes professional development for staff and ensuring this becomes part of the way of doing business. There is a multi-tiered system of support relative to daily practices. Information is available and used to support talents and needs of students. It is becoming a part of the general approach taken with students, but essentially, it is a move away from the “pull out” concept model and toward looking at serving all learners. The CogAT7 is only valuable if student data is used to provide better instruction to students.
- Is it possible/feasible to have schools within each area focusing on kids with a need for particular acceleration? Response: Each building has their top 10% above the 10% already identified at district level. School building averages will make a difference among schools. The Board asked for talking points on this area so they can address the issue if it arises.
- It was noted the process is not about just for Capitol Hill but about complexity and various styles of learning and the need to balance conversations and perspectives. SPPS needs to address students real needs and what will benefit them the most. It needs to

accelerate where a child needs it, to move away from a score defining intelligence and that intelligence is fixed.

MOTION: Ms. Seeba moved the discussion be extended an additional five minutes, seconded by Ms. Carroll.

- How is SPPS dealing with current kids in upper grades that have not been identified?
Response: This falls into the area of College and Career Readiness. The goal is to move toward early college models, to open access to more rigorous courses and supporting students in pursuing these efforts (e.g. AVID, IB, etc.) The “technology scholars” is an example of the way this is moving. SPPS will implement as it goes along with best practices at the foundation.

C. Multilingual Learning

The Acting Chief Academic Office and the Director of Multilingual Learning presented the update. English Learners (EL) are students whose home language is not English. These students are assessed with W-APT and meet criteria for EL services. SPPS identification for EL services is not limited to those eligible for EL funding. 36% of SPPS students are EL and account for 18% of the entire EL population in Minnesota. In Fall 2012, the EL population dropped to 30% largely due to a change in exit criteria. Students exit the program when they have scored proficient in ACCESS, MCA Reading or GRAD.

SPPS saw a large increase in its EL population in the late 1990's due to establishment of a director level position and a better identification process. Over the past three years, SPPS has experienced a decrease in the number of EL students it serves. SPPS students speak 130 languages; however, the five most common languages are spoken by 90% of EL students. Hmong continues to be the most common primary language in SPPS. Spanish, Karen, Somali and Vietnamese are the next four most common languages.

There are five defined service levels within EL (definition/criteria provided): 1) Entering, 2) Beginning, 3) Developing, 4) Expanding and 5) Bridging.

Over the past four years, SPPS has seen a dramatic increase in the percent of students receiving Level 1 and 5 services. The spike in Level 1 is due to the closing of the Karen refugee camps in Thailand; the percent of EL students that are Karen has gone up 211% since 2008. The spike in Level 5 is due to including years in U.S. schools in the level calculation so that students who have been here longer will not be placed in lower levels (e.g. student who have been in US schools more than three years cannot be placed in Level 1).

EL students are highly likely to come from low-income families with approximately 87% of EL students eligible for Free or Reduced Price Lunch. 13% of the EL population receives Special Education services with the most common disability codes for EL students being LD and Speech/Language that make up 60% of EL students who are also Special Ed. This is lower than the SPPS placement rate of 20% for all students.

In nearly all grades, there is an increase in results as the level increases. This suggests students are being correctly placed in levels and teachers, with the help of EL staff, are differentiating to meet the needs of the students. This shows that as EL students approach Level 5 they are either catching up with or exceeding non-EL students. After one year of exiting the EL program, students are on par with the non-EL peers.

The number of years students participate in EL services increases with age, as older students require a longer time to gain academic English language proficiency. After one year of exiting the EL program, exited students in grades 7 and 8 are on par with their non-EL peers. Grade 9 exited EL students are very close to their non-EL peers. Older EL students take longer to achieve grade level mastery.

SPPS's EL graduation rate is 13 points higher than the state EL graduation rate and slightly higher than the total SPPS rate. Level 4 and 5 EL students are passing the GRAD writing

test at a higher rate than non-EL students and a surprising number of level 1 and 2 students are passing the GRAD writing test. Level 4 and 5 students are passing the GRAD Reading at a higher rate than level 1-3 students are. There is a gap between the non-EL and EL students.

EL students have very low pass rates on the GRAD math test. Level 4 and 5 pass the test at higher rates than lower level students do. The curriculum for Level 1-3 students concentrates more on language acquisition thus they lag in math proficiency when compared to their non-EL peers.

In nearly every grade SPPS EL, students outperform state EL students on the MCA Reading and the gap between the state and SPPS increases in the higher grades. In grades 5-8 for the MCA Math, SPPS EL students are either equal to or exceed the state in EL performance. Math performance decreases as the grade level increases. In grades 6 and 7, the performance of SPPS EL students exceeds the performance of the state EL population.

In the SPPS Language Academy (LA) grades 1-6, a majority of enrollment is currently in grades 1 and 2. SPPS exited 40% of LA students in the Fall of 2012 due to test results and the two-year cap. The majority of these students continue to receive EL services. SPPS exited 25% of its EL students in the Fall of 2012

There are three objectives in the Annual Measurable Achievement Objectives (AMAO):

1. Progress toward English Language Proficiency
2. Attainment of English Language Proficiency
3. Academic Achievement and Success in reading and math.

SPPS made AMAO for FY 12 for the first time in five years.

In the area of attendance, in all but grade 12, the attendance rate of EL students is higher than or equal to the attendance rate of non-EL students. ELs make up 36% of the SPPS population yet only 13% of given suspensions. The highest rates of suspension of EL students are in grades 5, 9 and 10. In grades Kindergarten, 1, 3, 4 and 12 EL students accounts for less than 10% of the suspensions in each grade.

Conclusions drawn from the report show the characteristics and needs of the SPPS EL population are changing. The EL picture is nuanced with needs ranging from language acquisition to academic support to special education services. SPPS EL students are making the gains needed to be successful academically once they exit EL services. On most EL indicators, SPPS EL students are leading statewide EL students. There is still work to be done to narrow the gap between EL and non-EL populations but the data shows the EL program is heading in the right direction.

QUESTIONS/DISCUSSION:

- Can SPPS reverse the loss of having a second language for second-generation students? Response: SPPS was the first district to offer Hmong language and culture so Hmong students can reclaim their heritage. SPPS hopes to encourage students to stay in world language classes beyond two years. This was part of the reason for changing the name of department, to highlight the value of languages to students and the community as well as being able to access all aspects of a multicultural system.
- Are there alternative programs for secondary EL learners? Response: Yes, there are some alternative programs.
- For EL, students identified for Special Ed as well, with 130 languages are the numbers lower than the general population. Is SPPS under-identifying because of language differences? Response: That is being looked into.
- So SPPS made AMAO and there are other immersion programs under EL as well. How is SPPS using this to market EL services to a greater extent? Response: That is why the name was changed, to redefine the value of languages in all iterations.
- Will a video be developed highlight EL? Response: It could be considered.

MOTION Ms. O'Connell moved the Committee of the Board recommend the Board of Education accept the three reports received: Overview of School Selection Season, Talent Development & Accelerated Services Update and Multilingual Learning Update. Ms. Carroll seconded the motion.

Motion passed

D. FY 14 Budget

The Controller indicated she would provide an overview on the FY 14 General Fund budget in preparation of releasing the general fund budget allocations to the schools. The numbers will continue to be refined as the budget process progresses.

The **overall General Fund Revenue budget** (including \$9.0 million of referendum funds) stands at \$494,776,150. This is \$11,064,235 increase over FY 13, a 2.3% change. Factors impacting revenue include:

• Adopted General Fund Revenue	\$483.7
• Enrollment Increase (364 PU)	3.8
• Loss in Integration Revenue	(7.7)
• OPEB Levy Reduction	(2.9)
• New Referendum Increase	9.0
• Special Education Revenue Trend	5.6
• Third Party Billing Trend	2.2
• <u>Other</u>	<u>1.0</u>
• Total	\$494.7

The big picture **General Fund Expenditures** (including \$9.0 million of referendum funds) shows:

	FY 14 (\$ millions)	Change From FY 13	Percent Change
Schools	\$242,766,252	\$ 5,633,774	2.4%
School Service Support	178,475,029	15,551,408	9.5%
District-wide Support	87,483,446	1,411,789	1.6%
Central Admin	<u>4,212,106</u>	<u>(272,053)*</u>	<u>(6.1%)</u>
Total	\$512,936,833	\$22,324,918	4.6%

* The reduction results from decrease in interest borrowing cost.

Factors impacting expenditures include:

• Adopted for FY 13	\$490.6
• Rollover & Adjustment Cost	7.8
• New Additional Support for SSSC	
o Cost of Opening New Buildings	\$1.3
o Loss of Prep Time	.2
o 7 Period Day Implementation	<u>4.0</u>
• <u>New Referendum</u>	<u>9.0</u>
• Total	\$512.9 million

The **Fund Balance** shows (in millions):

• Projected Revenue	\$494.7
• Projected Expenditure	(512.9)
• Projected Use of Fund Balance	(18.2)
• Available Unassigned Fund Balance	29.6
• Percent of Unassigned Fund Balance	5.4%

Fund Balance is residual assets over liabilities (equity). It can be part restricted and part unrestricted. Additional revenue will increase the fund balance while additional expenditure will decrease it. The Fund Balance plays an essential role in mitigating current and future risk. Unrestricted balance level is crucial in long term financial planning. Credit agencies

monitor unassigned fund balance to determine creditworthiness. They favor increased levels of fund balance. It is highly recommended by the Government Finance Officers Association (GFOA) to establish a formal fund balance policy. The SPPS Board Policy sets unassigned fund balance at 5% of General Fund expenditure. GFOA recommends a minimum of two months of regular operating expenses. This translated to \$85.6 million or 16.6% of General Fund.

Budget direction and impact has had a racial equity lens applied to it and it is also embedded in staffing criteria. The FY 14 budget focuses foremost on funding to implement SSSC:

- Additional support to schools
- Embedded Professional Development
- Enhanced staffing in certain areas
- Additional money for SSSC initiatives

Staffing the schools

SSSC Class size ranges are:

	<u>Target Ranges</u>	<u>FY 14 Projected Avg. Class Size</u>
Pre-K	20	20
KG-1	24-27	23.9-26.5
2-3	24-28	24.0-25.5
4-6	26-30	25.0-28.1
7-8	30-34	29.5-32.2
9-12	32-35	31.9-35.0

Sites configurations are: PreK-5, K-8, Dual Campus, 6-8, 6-12 and 9-12 and include criteria for each configuration. Staffing categories are: principal, assistant principal, administrative intern, Clerk (minimum, additional 10 month, mobility and attendance), learning support and intervention specialist.

Other influencing factors taken into consideration include the Governor’s proposal, legislative actions, sequestration and third quarter projections.

The proposed budget adoption schedule is:

- April 2 – FY 14 budget update II to COB
- April 5 – Distribution of school budgets
- April 8-24 – Presentations to principals, teachers’ union, DPAC and community
- April 12 – Distribute tools and worksheets to General Fund programs
- April 25 – School budgets returned
- April 29 – General Fund budgets returned
- May 7 – Budget presentation to COB including Budget Book
- June 18 – Budget adopted by Board of Education.

QUESTIONS/DISCUSSION:

- The \$18.2 use of fund balance, can that be sustained over coming years? Response: It is not sustainable and therefore SPPS will have to be careful and pay attention to what purchase and revenue situations are. Other factors to watch include growth rates of salary and benefits, the revenue stance for the district was built using current law. Conversations underway seem to indicate the State may put more money into education. The National situation is unknown; sequestration is having an adverse impact, at least currently. The deeper the use of fund balance the less there is to augment a short fall. The worst-case scenario would be having to make cuts again; this is all dependent upon current/future political situations. That is why having a fund balance policy and maintaining it is so important. The Deputy stated he would caution against going below the defined 5%.

- Is Central's not having a seven period day a budget issue? Response: The Superintendent's analysis of curriculum and instruction is that what Central has is best for that school.
- The racial equity lens re: staffing and criteria. What criteria are being looked at in terms of racial equity? Response: In the macro view, in differentiation for staffing SPPS wants to shape the district so it has a baseline and then differentiate above that. The focus will be on what can be accomplished under current circumstances. It is being looked at from an administrative view between buildings – are they high or low in poverty, what is the mix of staffing for administration, specialist support, intervention specialists, etc. The Assistant Superintendents are working with principals to get the right blend for each school while recognizing that not every school is the same. The sites are being configured looking at the function of instructional entities to get student achievement. Under the micro view, the area being looked at hardest is that of intervention specialists. The poverty factor has been weighted in, consideration given to whether the school is a focus or priority school needing more support, if there are specialized programs, special ed needs or other additional supports. The District needs the feedback from principals to ensure it is meeting the needs of each individual school. Racial equity is being looked at from the perspective of getting the correct staffing into schools that are below the bar as opposed to the race of employees within schools.
- What is the overall hiring plan? Response: The overall HR plan is recruiting and retaining using a much stronger racial equity lens. A better plan is in place as SPPS goes through the hiring process this year.
- It was noted it is Important that the slide including debt reduction specify that this includes reduction of borrowing costs.
- Does staffing criteria include a way to address some of the above the bar measurements in student suspensions and behavior. Response: Yes, there are multiple ways of doing this in schools where that is an issue. Looking at what the capacity of administration is in that building and allocation of the financial capacity to hire the kind of support needed. This would also include consideration of PBIS, leadership, use of data to bring other assets to bear on the problem, etc.
- The SSSC Plan is based on the premise that no matter what school a child is sent to there should be confidence that child will receive a good education at that school, how does the budget help address the perception or how does administration make sure that decisions made for struggling schools are done in such way so as not to create a perception certain schools are inadequate? Or conversely, the perception that certain schools are the district's "fair haired children?" Response: As SSSC is implemented, configurations and demographics can shift. Variation can occur so the District needs to be precise and deliberate in establishing a baseline for elementary, middle and high schools on how staffing is done. You establish a baseline for staffing necessity then differentiate in staffing to address specific issues, which are apparent within particular schools. By year 5, this should all be much clearer. SPPS is in year 3 under a strong implementation of the plan. It is being more precise and deliberate about what is being done; it is not being driven by variation but it is driving the change. Changes are intentional not accidental.
- For the April 11 Board listening session it would be helpful to have information on what budget implications are, where referendum dollars are being used and more specifics on the decrease shown for central admin. Even more detail will probably be needed for the second session on the 24th. Please see the Board of provided with talking points and details prior to the 11th.
- The average class size chart, it is good to see SPPS is projecting to be within the ranges. However, in narrowing the range, it seems the least is being done in high schools; is this connected with the 7 period day and if so, why? Response: This is a combined effect of the 7 period day and staffing. The District monitors class size very closely but it needs to find a way to communicate more effectively about what class sizes actually are. It needs to counter the impression created by early counts, which are generally high at the start of school but balance out later. Class size ultimately comes down to a function of funds and space.

E. Standing Item: Policy Update

The Chief of Staff indicated there were currently no policies under direct consideration. The Equity Policy is being developed and should be brought, as a draft, to the next COB. Staff is working on procedures related to the new Wellness Policy as well as other procedures. The schedule provided earlier is still on track and administration will resend it for the Board's information.

F. Work Session

1. **Board Check-In**

- The check in addressed the graduation representation schedule completion and a discussion on process for future scheduling. Board consensus was to do it in person at future meetings and members were asked to resist "favorite schools".
- A question was raised regarding "walking at graduation". Administration indicated information on procedures/process would be provided to board members.
- A request was made to have a discussion at an upcoming COB regarding administrative reports made between COB and Board meetings, where, when and for what purpose.
- A request was made for information on how Board Listening Sessions are being promoted.

2. **Metropolitan Learning Alliance Update**

Information was provided on the current situation at the MLA and possible outcomes. Board will be kept informed as the decision process moves forward.

3. **Board Agenda Structure (Recognitions, Consent Agenda, Public Comment)**

A report was provided to the Board on research done with various other districts on their public comment process. Board input on the purpose of public comment was garnered and agreement was made that a recommendation would be brought to the May COB meeting for Board consideration.

III. ADJOURNMENT

MOTION:	Ms. Street-Stewart moved the meeting adjourn, seconded by Mr. Brodrick
----------------	---

The motion passed.

The meeting adjourned at 8:47 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk