

- That the AIS budget and program management be within either the Office of Professional Development, as a separate program from Indian Education, or continue in the Office of Education Equity.
- That the 4.2 FTE staff (.8 in the District budget) within Harding High School and Battle Creek Middle School remain at that level for the 08-09 school year and that a plan be created for the transition of the .8 back into their budget for the year after. The Committee desires a commitment from the district that funding will continue.
- That Harding High School enrollment concerns be addressed.

Administration responded:

- Outlining the collaborative efforts that have been made to market all three AIS schools.
- Resources have been allocated to align the curriculum of the three programs and the Office of Community Relations has assisted in development of a marketing plan
- Restructuring of staff time and locations is ongoing in order to support the vision behind the AIS program with the AIS principals actively involved in finding ways to collaborate, support and market the program in the American Indian community and the community-at-large. A work plan is established each year and this guides the direction of the work and improvements.
- An evaluation of the effectiveness of the AIS efforts is currently underway.
- Recognizing that language classes are those American Indian students specifically like and want, administration will consider increasing the Lakota and Ojibwe classes from one section two, offering greater opportunity for more students to enroll.
- Ongoing professional development is provided to staff through opportunities to attend the Indigenous Language Symposium in Duluth each year.
- Ojibwe and Lakota language teachers meet every other month to do curriculum mapping and to align the language curriculum with standards.
- Ways in which student accomplishment is being recognized was reviewed
- Efforts are underway to address attendance problems in the district.
- The AIS budget will be placed within the Office of Professional Development separate from the Indian Education Program.
- Administration is exploring the possibility of pulling AIS staff out of the school budget and into a budget of their own.
- Administration has addressed enrollment concerns through two changes: consistent enforcement of requirements that ALL high schools hold a set amount of space for late arrivals and mobile students and the removal of all "wait lists" after a set date.

The Superintendent noted the district is working systemically in three areas which dovetail into the American Indian Parent Committee areas of concern: chronic absenteeism, suspension/disruptive behavior and training and support in cultural responsiveness is being provided for staff. Efforts in these areas should benefit all students in SPPS's diverse population. It is in everyone's interest to do a better job and find better ways to be engaged and target areas of concern. She did note it is sometimes hard to target specific areas and still provide choice to families/students.

- **Increase American Indian Student Attendance**

The committee described various efforts underway to address the attendance issue but indicated that administration, in its response to last year's resolution, indicated they would be implementing a new initiative that would support the District's existing attendance policies and procedures and the work of the Attendance Action Committee. To date, the Parent Committee has not been informed of the work of this initiative or any progress of the Attendance Action Committee. They are therefore requesting:

- A response to the request for inclusion of an attendance initiative within some schools' SCIPs
- An update on the District's work surrounding attendance and truancy issues, especially as it pertains to American Indian students

- That the Office of Fund Development work to include the Indian Education Program in grants that specifically include student truancy as part of the grant.

Administration responded:

- Principals with a higher percentage of American Indian students have been directed to include specific attendance goals for American Indian students within their SCIP. The School and Program Audits Department will require an issue-specific response, outside of the SCIP process directing identified schools to provide specific plan for how they intend to address the attendance issue and provide the schools with a report template to facilitate the process. The Office of Accountability will be collecting and monitoring the plans and there is daily American Indian attendance data available for American Indian Education staff.
- An update on the District's work surrounding attendance and truancy was provided. It was noted that Community Relations is developing a "belief campaign" directed at keeping students in school and is moving forward on the "Go to School, Stay in School" initiative.
- Specific accomplishments in funding for 2007-08 were provided.

Clarification was made regarding the unique position of the American Indian population and how identifications for various programs impact them.

- **Increase American Indian Student Academic Support**

The committee requested an indication of how schools with low American Indian student achievement are addressing the academic needs of American Indian students in their attendance groups.

Administration responded:

- The District is working to maintain current programming and support new programs that have a proven record for closing the achievement gap.
- Efforts are underway to strengthen student achievement through increased academic rigor, content relevance, community-wide relationships and student awareness of the world around them.
- The Office of Fund Development continues to work with the Supervisor of Indian Education to identify and develop additional funding opportunities with the Office of Indian Education.
- Specific accomplishments for 2007-08 were outlined.

- **The District's curriculum must be more inclusive of American Indian history, language, people and cultures.**

The Parent Committee requested:

- An update on the District's process of identifying appropriate professional development approaches to American Indian curriculum as mentioned in last year's response.
- If and how individual schools provide professional development in culturally responsive teaching and training to their staff.

Administration responded:

- District academic coaches and subject-area managers continue to work on American Indian curriculum topics as a core component of the overall SPPS curriculum coordination project.
- The Land Tenure Grant supports an American Indian curriculum and instruction coach who is available to teachers for consultation on these issues at teachers' request.
- District social studies coaches are also available to teachers for consultation on these issues
- The District's Multicultural Resource Center now has seven completed K-12 American Indian Cultural Curriculum kits available for checkout and use by any SPPS teacher.

These materials are in alignment with District curriculum goals and cultural and curricular goals of the Indian Land Tenure Foundation.

- The District is currently collaborating with the Minnesota Humanities Commission on a grant that would support the training of additional teachers in additional American Indian curriculum topics and approaches to teaching
- The District uses a job-embedded coaching and professional learning community approach to professional development. Clarification on how this would incorporate American Indian curriculum was made.
- Other initiatives to address cultural competency were outlined as well.

- **American Indian Suspensions**

The Parent Committee requested a report of American Indian student suspension offenses. Administration provided the relevant data.

Additional areas of discussion included:

- A desire to begin planning now for future funding of American Indian Studies to ensure the continuation of the program (particularly the funding of the .8 FTEs)
- The possibility of bringing the Indian studies money out of school budgets into a separate budget
- Recognition that budgets at school level are strained and that high schools in particular need to be creative about staffing assignments
- The pro's and con's of school level funding vs. central funding and a desire to balance capacity, on the ground wisdom and ownership in order to continue a successful collaboration among the programs.
- Discussion on suspension, cultural misunderstanding and a need to educate staff on parameters of definitions within statute.
- The fact that, in many cases, violations leading to suspension or worse are such that they are beyond the control of the District and fall under statute which invokes an entirely different set of outcomes for the violator.
- A need to make students/families aware of results if they cross the line into behaviors falling under statute and outside the governance of the District
- Clarification of the status of the three American Indian programs within the district, their funding structures and how they relate to each other.

MOTION: Ms. Carroll moved that the Committee of the Board recommends that the Board of Education accept the Parent Committee of the Indian Education Program Resolution of Concurrence for the 2007-2008 school year and Administration's response. The motion was seconded by Mr. Hardy.

Motion passed.

The Board extended its thanks to the parent committee for their involvement and their very complete report to the Board.

2. Latino Consent Decree Parent Advisory Committee Report

The members of the Latino Consent Decree Parent Advisory Committee presented their report to the school district. The report included an overview of the Latino Consent Decree purpose, function and responsibility; the committee's accomplishments, concerns and recommendations to the District.

Accomplishments over the past year included:

- A 44.13% increase in Hispanic/Latino family involvement from last year
- Informing the community about gang and youth violence prevention workshops
- Monthly meeting topic areas chosen by parents which raised participant interest and were beneficial for the enrichment of the community, and

- Due to the acceptance shown by the Hispanic/Latino parents of the topics presented, members of different organizations and groups were very interested in participating in the meetings.

The report was divided into four segments: culture, safety, support for families and results of a parent survey. The concerns and recommendations included:

- A need to embed Hispanic/Latino culture into the curriculum of SPPS and the most obvious place is the social studies curriculum.
 - Integrate Latino cultural curriculum into after-school programs where students from all cultural backgrounds have the opportunity to participate.
 - Teachers receive additional professional development to provide teachers with information about Hispanic/Latino countries, heritage and cultures
 - A report on how the 2006 K-3 Latino curriculum has been implemented in schools
 - The development and implementation of a similar curriculum in grade 4-6 and a series of elective courses for grades 7-12.
 - Provide professional development in the area of Latino culture for school staff
 - Need for a cultural specialist to collaborate with the committee to develop, organize and implement the Latino cultural curriculum
 - Expand awareness of the Hispanic culture for all citizens through more multi-cultural celebrations, more exhibitions of Latino culture, more school displays and decorations

It was noted that if students learn about a culture young they connect more with that culture and form a commitment to it. Additionally, providing cultural relevancy helps students develop self-confidence and a personal pride in their heritage.

- Safety, specifically gang-related activities and safety of students during school and on the school bus. The committee expressed concern about a perceived lack of supervision for students on arrival at school, in the halls and restrooms and evidence of gang related activities at some school sites. The committee expressed a desire to work in collaboration with the district to ensure better and safer places for children. Their recommendations included:
 - Continuation of the annual participation of St. Paul Police Gang Unit as part of LCD Family Night Meeting with the goal to educate and inform families across district.
 - A request that SPPS provide information and/or specific data on the number of gang-related activities and/or the number of Latino students being affected by this issue and
 - That SPPS support of the LCD initiative of educating Latino parents across the district, through administrative reinforcement in schools, of the importance of Gang Prevention and Education the committee is trying to promote
- Support for Families: the committee reviewed the services provided and indicated they value all the bilingual staff does. They expressed concern about gaps in communication due to a lack of bilingual staff in some schools. They recommended:
 - That the District continue recruiting and retaining competent and proficient bilingual staff
 - That the district work with the schools that do not have Spanish speaking home-school liaison so hiring bilingual staff is a priority when funding is available.
- District-wide Surveys were conducted by the committee to gather opinions of Latino parents regarding the education of their children in SPPS. The surveys covered: academic instruction, school environment, school responsibility and parent involvement. They have a 10% return rate on the survey.

It was stated that more bilingual support will mean more engagement by the community. Additional areas of discussion included:

- Characteristics of the most effective schools, are they in the area of greater concentration of Latino community or are some schools just doing a better job in communication
- The value of having someone who speaks the language as it allows parents to have a connection with the school, know and understand events/communications/issues and greater involvement with the academic life of their students.
- How staffing allocation through ELL is accomplished
- How LCD is defined for services and to whom and when are they provided and funding relative to the need for support and length of that support.
- What schools are best practice and incorporation of those into recommendation to help families.
- Ways in which parent volunteers can bring culture to the schools and the value of what they can provide
- The contribution enhanced cultural knowledge can provide to the learning of students and making them a more involved and better learner
- Whether Board action is needed as opposed as to involvement directly through the school

Administration indicated they would be providing an administrative response in the next few months. The Board extended their thanks to the committee members for their report and involvement.

MOTION: Ms. Kong-Thao moved that the Committee of the Board recommend that the Board of Education accept, with thanks, the report of the Latino Consent Decree Parent Advisory Committee. Motion was seconded by Mr. Brodrick.

Motion passed.

3. CEAC Recommendation on Capital Bonding and Administrative Response

The Superintendent stated there were demographic changes within the district as well as a fluctuation in needs and economic conditions impacting the district and the state. Administration is bringing together diverse pieces of information (birth rates, traffic flow, community development, etc.) to create a larger discussion on changes within the district to begin a discussion on comprehensive, district-wide changes needing to be made to address the structural deficit. The capital bond process is one small part of many other parts being looked at in order to best provide facilities and operational supports to the academic programming.

The Chief Operations Officer stated the district is initiating a Facilities Condition Assessment and Educational Adequacy Study which will look at space utilization, capacity, operational costs, current conditions in the buildings and suitability of those buildings for academic purposes, the current condition of major systems (roofs, HVAC), etc.. Operations would like to utilize the data gathered for use in evaluating future capital investments. It was noted, CEAC expressed a wish that information had been provided to them earlier and they recommended the process under discussion as a way of addressing this as well as providing a more equitable process for capital investment.

John Krenik, CEAC Chair, stated this issue was brought up at the April CEAC meeting as a new way of looking at process for capital bonding. There has been a great concern with the current process about needs and wants and the process around that. The concerns included the process being arbitrary, political and without clear guidelines. Fairness was looked at as well; some schools submitted lots of requests while some really needy schools made no proposals at all. Using the proposed study as a concrete baseline as to where district is now, what the needs of the district are and to build the capital improvement requests on that study. In meantime, while the study is in process, that the previous capital process be stopped and that the District go forward with administrative proposals (i.e., technology updates, various special education program expansions, the 1930 Como storehouse renovation as examples). Further that, proposed projects for 2008-09 be based on identified needs as defined by

administration. Excess uncommitted dollars can be carried forward for the next year's capital bonding process when the study is available and there can be a targeted, meaningful use of the capital bonding monies. He reviewed the committee motion on the issue for the Board's information.

Additionally, CEAC will move forward with work on development of a new process to use in conjunction with the Facilities Condition Assessment and Educational Adequacy Study for future capital bonding proposals.

He indicated there was very intense discussion on this issue along with the issue of needs vs. wants and the equity issues involved with that. The Facilities Condition Assessment and Educational Adequacy Study will provide a definite needs assessment and define issues needing to be addressed so the money can be spent in the best way possible to promote educational programs, address safety issues, etc. . . .

The Superintendent stated the new process will align facts about the reality of where the district is going against demands for capital improvements and potential future changes arising from changes in demographics and enrollments. Thought needs to be made as to what the future system should look like, given the issues facing it, and what other issues might need to be addressed to get a comprehensive view of the district and align that against the right investment for capital improvements.

The District needs to move forward in addressing the structural deficit without continuing to invest in areas which might not be the best investment while at the same time developing a larger picture of all the demographic issues, facility needs, academic and performance issue for the Board on how the district is evolving. Administration stated the recommendation is the responsible way to move forward and will help in making the best decisions for the long term.

An overview of the CEAC recommendation was reviewed with the Board.

The Capital Expenditure Advisory Committee (CEAC) recommended a new, strategic, district-wide approach to the capital bonding process which included:

- A Facilities Conditions Assessment and Educational Adequacy Study of all District buildings (this is in process)
- Capital bonding requests from sites will be suspended for school year 2008-2009
- The 2008-2009 school year will be used to design an appropriation process for future proposals using the Facilities Conditions Assessment and Educational Adequacy Study as guidelines and that
- Capital expenditures for 2008-2009 will be used toward the District's highest priorities as recommended by administration and CEAC. The remaining capital monies will be added to next year's allotment.

The improved approach will more efficiently and effectively determine how capital resources are allocated.

The next steps in the process will be the determination, by administration and CEAC, of capital projects for 2008-2009 and completion of the Facilities Conditions Assessment and Educational Adequacy Study. Administration reiterated its support for this recommendation.

Additional areas covered during the discussion included:

- The lateness of the decision, loss of site-based control and the local perspective.
- How clearly defined guidelines might mitigate some of problems that currently exist.
- Support of the strategic direction and the fact it allows time to develop a new proposal and that decisions will be based on something concrete and defined
- The validity of the CEAC group given site-based management and the facility study

- It was strongly suggested that the Board begin the process of building the committees (CEAC, CBFAC, etc) much earlier to allow time for the studies they are asked to undertake
- What is encompassed in the technology upgrades
- The Board requested that CEAC minutes be e-mailed to them following each meeting.
- The difference between capital bonds and alternative bonds was explained
- How the proposed changes are being communicated to staff
- The Board requested they be supplied with talking points regarding the change in the capital bond process.

MOTION: Ms. Carroll moved, seconded by Ms. Kong-Thao, that the Committee of the Board recommend that the Board of Education accept the recommendation of the Capital Expenditure Advisory Committee (CEAC) and administration to suspend capital bonding requests for 2008-2009; to use some portion of 2008-2009 bond allocation only for highest priority capital expenditures; to carry over uncommitted bond funds to the 2009-2010 school year; and collaborate with school communities to design a new process in 2008-2009 for 2009-2010 rollout that aligns with District's long-term strategic priorities.

Motion passed (Six in favor, Director Conlon voting No)

4. Quarterly Financial Report

The Chief Business Officer began her presentation with recognition of her staff for their work in pulling the quarterly financial information together while at the same time working on the proposed 2008-09 budget.

She then moved into presentation of the Quarterly Financial Report for the period ending March 31, 2008 stating it reflected administration's projection of the District financial position on June 30, 2008, taking into consideration all financial transactions occurring to date and projecting them to the end of the year. Each fund statement began from the revised budget, as approved by the Board on February 12, 2008, and projects what the June 30, 2008 revenues, expenditures and ending fund balance will be.

The non-general funds showed minor fluctuations of revenues and expenditures, but no major change in financial position has been anticipated. The General Fund is projected to show revenue down \$3.0 million from the revised budget. This will be offset by a \$7.7 million under expenditure of funds. The revenue decline reflects fluctuations in various revenue areas, most driven by decline in enrollment. The expenditure decline is fluctuations in various budget codes, the largest being about a \$2.5 million under expenditure in salaries and benefits. (Copy attached.)

The undesignated, unreserved fund balance at June 30, 2008 is projected to be \$28.2 million or 5.3% of the current year's expenditures; well within the Board guidelines of 5%.

5. Presentation of 2008-2009 SPPS Budget (including Referendum Report)

The Superintendent expressed thanks to all staff who worked on the budget. She stated it is another tight year and difficult decisions have been made. The presentation will focus on the changes in the budget from 2007-08 to 2008-09, highlighting the following factors:

- Changes to the Pupil Funding Formula related to Key Elements
- The impact of enrollment decline on district resources
- The proposed plan to address the \$10 million shortfall for 2008-09. (It was noted this is a structural deficit due to declining enrollments and will impact the district not only this year but potentially over the next four years at minimum.)

She stated the district is currently working on initiatives directed at keeping kids in schools and working toward drawing more students into the school; however the impact will not be felt

immediately. The budget presented is balanced and moves some very important initiatives forward and set the stage for continued improvement.

The Chief Business Officer then moved into the presentation of the 2008-2009 budget. She noted the budget is proposed at this time allowing time for the Board to review it, the community an opportunity to comment on the budget and for administration to bring forward a resolution of acceptance in June so the budget is in place on July 1, 2008.

She then moved on to working through the budget book beginning with the Executive Summary which provides a district overview and a quick overview of the budget. It also provides financial statements for all of the funds with explanatory footnotes on particular items. The book then provides supplementary information, particularly school budgets and what is driving the changes in those budgets; information on centrally funded budgets along with a discussion on the reduction plan and finally appendices which provides additional background information.

Enrollment Trends:

The district is now in a period of enrollment decline, this accounts for 70% of the budget shortfall. The decline began with smaller incoming kindergarten students in the late 90's. Elementary and middle grade enrollments have already seen most of their likely decline but senior high enrollments are projected to drop dramatically over the next five years and will plateau at approximately 2,000 fewer students than today. There are two reasons contributing to the decline: there are about 6,000 fewer school-age students living in St. Paul than there were in 1999 and charter schools are competing for public school students. Non-public enrollments are declining at approximately the same percentage rate as SPPS enrollments. This is a national issue but is impacting St. Paul more dramatically than at the state or national levels. Increased immigration may slow the decline but will not likely reverse the trend. Affordable housing remains in short supply in St. Paul, so immigration produces little net gain in total numbers of children. The impact is particularly heavy as high school students bring in more dollars for the district.

The Chief Business Officer noted the deficit does not show up in the budget numbers as it has already been accounted for by reductions across the district so that the budget as presented is balanced.

Budget Shortfall

The assumptions utilized putting together the budget were: a 1% increase in General Education Revenue in current law; a 2.5% increase in inflation and the continued enrollment decline with a growing number at the secondary level.

The plan to address the shortfall includes: utilization of \$3 million set aside in fund balance to reduce the shortfall to \$7 million; implementation/continuation of cost saving measures in 2007-08 to preserve fund balance and splitting the budget reduction requirements 50/50 between schools and programs (centrally funded budgets). The Chief Business Officer stressed that centrally funded budgets does not mean central administration, it means centrally monitored, funded programs that support schools (ELL, special education, technology).

Changes seen in the budget documents include:

- In school allocations:
 - Increases or decreases in enrollment
 - Increases or decreases in poverty
 - Including of Johnson High School in Title I
 - Changes to the pupil funding formula (viability, comparability)
 - Decline in enrollment at the secondary level
 - General allocation up from 53% to 58% to give schools flexibility to cover Key Elements.
- Changes in centrally funded program allocations:

- Changes in accounting procedures for Special Education tuition billing
- Reallocations to distribute additional funds from the 2007 legislative action that were held in contingencies
- Expansions to reflect categorical funds provided for technology
- Reductions to balance the budget

Impacts to particular schools were reviewed to clarify the structure of the charts within the book.

The Reduction Plan

- The schools, working with their Site Councils have determined the reductions at schools. Those cuts include staff, supplies and contracted services.
- The centrally funded program reduction plan (detailed in the budget book) includes a \$1.52 million reduction in academics; \$1.47 million reduction in operations and \$265,000 reduction in other areas.
- A one time only allocation from fund balance of \$2.3 million was established for 2007-08.
- \$1.57 million is unspent as of 6/30/08 and is proposed to be carried forward to 2008-09 as noted earlier.
- A proposed contingency plan has been included in the budget in the event the legislature provides more funding to schools.

Additional discussion points included:

- Per pupil allocation and why it is so different from school to school (as well as additional expansion of detail)
- The differences between reduction and reallocation in centrally funded budgets
- Central administration costs
- The 5.3% fund balance
- Impact of student enrollment on the referendum
- The budget deficit recommendations
- The fund balance
- Proposed contingency plan

The Chair noted the district budget reflects the economic conditions of the community and the impact of costs related to health care, economy, housing and mortgage issues. The needs of families are reflected in the school needs and highlight the need for support in the community as well.

Referendum Report

The Chief Business Officer reviewed the Report on the Referendum and the projection of how monies from the referendum were used by the District (final details will be put into the SPPS Annual Report when final figures become available at year end). She noted fully two-thirds of the referendum revenues went directly to schools and the other one-third went indirectly to schools through ELL, special education and technology. She noted the referendum revenues are based on number of kids so with the reduction in enrollments referendum revenue will also be reduced.

Next Steps

The Chief Business Officer indicated there was no action required of the Board at this meeting, the budget was simply presented to the board. A community input session on the budget has been scheduled immediately following the May 20 Board of Education meeting; additional clarification and discussion time has been allocated at the June 10 COB and a resolution of acceptance will be brought to that meeting with the final approval set for June 17 Board meeting. The Board is required to have a budget in place for the following year on July 1, 2008.

The Board extended their thanks to staff for work on budget. The Board also requested that the Budget Book be put on line for access by public.

6. Work Session – Public Engagement Process

The Chair stated the purpose of the work session was to pursue, strategically, its interest in working with the community and its groups.

Administration stated that over the past several months it has been working to coordinate a variety of community engagement and family involvement activities across the district. This effort is focusing on three stakeholder-centered engagement strategies to address current gaps in engagement by: aligning work across stakeholder groups, responding to stakeholder groups and working together on common goals to find a solution.

There are four primary contact points at which SPPS seeks community engagement: the Board of Education, District Administration, site/school based and at the student level with direct support from individuals or organizations.

Administration has begun to outline the full context for current and developing SPPS engagement and a chart was provided which summarized engagement at the four points of contact, including how the Board's work dovetails with the District's overall community engagement activities. Board engagement was outlined as follows:

- Public Comment – on-going at board meetings
- Advisory Committees – CBFAC, CEAC, LCD, Community Education and American Indian Education and Studies
- Forums – budget (May 20 for the 08-09 budget)
- Hearings – annual Joint Property Tax Hearing (12/08)

A full chart of engagement was given to the Board for their review.

The Board, having expressed a desire for more in depth public engagement opportunities, was offered suggestions for two types of Board forums:

- Board assigned specific roles which might include open microphone, consolidation by key themes (hearing and response); Board Chair debriefs with directors and additions to COB agendas as appropriate for follow-up.
- Topic-based forums aligned with Board planning for the school year (i.e., spring = budget)

Administration indicated they would share what they have been working with on public engagement. Any engagement event should have a purpose for occurring, input should be taken and something should be done with it.

Administration defines community engagement as a means to: (1) help citizens understand complex problems, (2) Involve those who are normally excluded from policy debates, (3) promote productive public and leadership dialogue, (4) create momentum for change by building common ground, managing differences and creating new partnerships and (5) building capacity with families and partners to support the district's mission, vision and goals.

The overarching purpose of community engagement for SPPS is to support the mission of providing a premier education for all and the Board's long-range goals.

There is a spectrum of community engagement which include; informing the public, consultation, involvement, collaboration and empowerment (which is possible within parameters and which must be carefully defined).

Administration distributed a handout from the International Association for Public Participation which provides techniques for sharing information along with what can go right or wrong within any of the various techniques.

The Superintendent noted that public engagement has been an on-going discussion for the Board over the past several years. Administration indicated this was an opportunity for the Board to define an infrastructure for its engagement and once that is established, any subject can be plugged in. It was also suggested that it would be beneficial if the infrastructure were defined and in place before the next school year. If this is accomplished, everyone can be made aware of it and it can be utilized to address any issues which come up and require public engagement of one form or another.

The Chair indicated the board needs to make a focused effort to decide where it wants to go and give itself some flexibility along the way. A commitment has been made and if the start of school is the defined time in which this needs to be accomplished that gives the Board three months to accomplish this. Administration indicated the community and partners want a consistent manner in which to engage.

The Chief Community Relations Officer stated the District has been doing “distributed” engagement for a long time but it has not been comprehensive with one set plan with the Board as a part of it. There has been a more concentrated effort to draw this together into a more cohesive whole over the past year. A second piece is partnerships who have been engaged more comprehensively in the past year, but they too have indicated they want a more cohesive, on-going relationship with the District. This is being addressed through the development of a Partnership and Grants Management System to help coordinate within the district, both at district and school level. This will assist in engaging that particular portion of the community in a more consistent manner.

The Chair indicated Board members should become familiar with the materials handed out, if there are additional items they want to have included be sure to make them available. A format needs to be determined to address the issue of what still needs to be done and the big picture.

Statements made by various Board members during discussion included:

- Engagement is an important piece of what the Board does, but more pragmatically the community can become an adversary if it is not engaged therefore it behooves the Board to get in front of issues and have a way of letting the community know, in advance, of upcoming issues so they don't feel they have been blindsided. In general, the Board has to look at how it will determine what the public want to engage the Board in, what issues concern them and then direct engagement toward those issues.
- A description of the MSBA Phase IV program which focused on meaningful engagement. Of particular noted was the “listening session” utilized by the Robbinsdale District which provide stakeholders a way to voice concerns or raise issues in a dialogue with the Board. This is subsequently reported back to the public at a formal board meeting. It was suggested this might be worth looking into further, at least for the public comment piece.
- The key piece to engagement is “what is the purpose?” It is fundamental to good engagement. What is the public's role, what needs to be accomplished, then stakeholder analysis and then design. The purpose needs to be defined and agreed upon within the group.
- Two pieces underlay engagement: central is the promise to the public and then it must be kept in order to keep the public faith.
- There needs to be a set of core values that tie back to allowing the stakeholders to be engaged in determining the engagement process. They have to contribute to what the issues are, topics are, what the methods are as well as how the Board is going to report back to them what was heard in order to make it valid and authentic.
- It was noted there should also be a discussion on how these efforts should be sited.
- The Superintendent noted where it becomes difficult is when administrative recommendation runs up against a variety of opinions/beliefs within the Board or of a Board member. It is important to keep this in mind when a decision has already been made or administration feels it has obtained enough input to move forward on making its best

recommendation. There might then be a push for more or a different outcome which can derail the process. There has to be a means to address this, inside a process so that once a decision is made, it is final and the process is adhered to.

The Chair said it was important to move forward recognizing the environment and the nature of the community. This is a good time for the Board to be working on engagement as a number of other organizations are addressing similar issues. The Board has built assets across the community so that the groups which have been provided for under represented voices are now engaging other areas of the community and partners on their own. This is developing a pool of empowered community members who work toward the benefit of their constituents or the community as a whole. The Chair stated engagement will come back on an agenda soon for further discussion.

7. Other

- **Board Development Matrix** – there has been an addition to it and there will be more discussion on it at an upcoming meeting. The Executive Team will schedule this discussion on the calendar.
- **SRO Contract** – a request was made for a copy of the St. Paul Police Department policy on taser use prior to the decision at the May 20 meeting. The Superintendent indicated it would be provided in the Thursday Board mailing. The only change was when a taser is used they must call the EMS immediately and she noted tasers have never been used within the district at this point.
- **Celebration of Excellence** – a roll call of who is attending was made. Mr. Brodrick, Mr. Goldstein, Mr. Conlon and Ms. Street-Stewart will attend. Ms. Carroll, Ms. Kong-Thao, Mr. Hardy are not available.

III. **ADJOURNMENT**

MOTION: Conlon. Motion passed.	Ms. Kong-tHao moved the meeting adjourn. Motion seconded by Mr.
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The meeting adjourned at 11:01 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk