

June 10, 2025 BOE Meeting

Agenda with supporting documentation and presentations: [June 10, 2025 Meeting](#) The meeting is held at the Central Office. The meeting starts 25 minutes late.

Superintendent Reports:

Legislative Update

Trane

Academics

Board Member Norms – Marston reads the adopted [Board Norms](#).

Approval of Agenda – Agenda is approved.

Approval of Minutes – May 27, 2025 work session minutes, June 2, 2025 board retreat minutes, June 3, 2025 board retreat minutes, and June 3, 2025 special meeting minutes are approved.

Announcements: Student/Staff Recognitions

Dr. Collins-Adams recognizes the SLPS community's strength and commitment. Though the traditional school year has ended, the work serving students has continued. On June 2, Camp SLPS launched, providing thousands of students with continued learning, enrichment, and support over the summer. She thanks everyone who brought this program to life.

Dr. Collins-Adams recognizes our community's resilience in the wake of the May 16 tornado. The impact was felt across the City. Many families and staff members experienced real loss. Yet, even though they had their own challenges, so many in this district stepped up to help others. That kind of compassion is what defines public education at its best.

Dr. Collins-Adams shares the BOE recently completed a two-day retreat facilitated by MSBA. This was a collective, thoughtful experience bringing us together and reaffirming our shared mission of providing meaningful educational opportunities for every student. She is grateful they were able to find time to work together. She thanks the BOE for its continued service, its passion, and belief in what's possible. We look forward to the work ahead.

Dr. Borishade recognizes someone who represents community, creativity, and quiet leadership, which are qualities we aim to nurture in every SLPS student. Pacia Anderson, a teaching artist with Springboard To Learning, was recently named the St. Louis Poet Laureate. Her coronation was held June 2 at City Hall. This personal milestone also reflects something bigger: the depth of talent, passion, and purpose found in the educators and mentors who serve our students every day. Through her program, "Voice and Verse," Anderson bring poetry and performance into SLPS classrooms, reaching a new school each semester. Her lessons encourage students to speak up, share their stories, and find meaning in the written and spoken word. Her journey, shaped by spiritual mentors and a deep love of language, has led to her work being featured in Crossing the Divide, Humans of St. Louis, All the Art, and Drumvoices Revue. She's also served as a mentor and lead teacher teaching artists with several art education programs. In 2020, she was named Community Impact Artist by the St. Louis Visionary Awards. We are proud to have her as part of

the SLPS family. Her work reminds us of what is possible when we support creativity, affirm identity, and lift student voices.

Dr. Borishade recognizes someone who reminded us beautifully that insight and investment can come from anyone at any age. At the June 7 Reimagining SLPS session, we were joined by 7-year-old Cameron who attended with his parent. During the interactive portion of the meeting, Cameron listened carefully and then shared his thoughts about the district's future alongside the adults in the room. His reflections were thoughtful, clear, and full of care. Every voice matters. Our students aren't just the reason we do the work but thoughtful contributors as well.

Dr. Borishade wants to center us on what must remain our focus going forward: Portrait of a Graduate, the foundation of our academic vision, the lens through which every improvement must be evaluated. As we align DESE CSIP and MSIP6 requirements, it is critical every school-based and district-level presentation speaks directly to how we are building attributes to our Portrait of a Graduate.

Upcoming dates: June 11 Reimagining SLPS at Compton Drew; June 16 second round of transportation assignments sent out; June 27 last day of Camp SLPS.

Legislative Update – Steve Carroll, SLPS Legislative Lobbyist

No visual presentation

Carroll provides an end-of-session report. This is the 28th year he's given this report to SLPS and the BOE. It is an honor to represent this district and the children we serve. He is a former legislative member, serving for ten years out of Hannibal. He concentrated on public education, budgetary matters, healthcare, and civil and criminal law. His favorite clients are public education. He has represented this district since 1998.

At the beginning of the legislative session in January, there was a lot of unknowns. We were coming in with a brand-new governor, House Speaker, Senate President Pro Tem, 52 new House members and 7 new Senators. We did not know what the Republican Freedom Caucus was going to do. In the past, they pretty much shut down the Senate and did not get much done. There were almost 2,700 bills filed, the most in the legislature's history. We were monitoring approximately 400 elementary and secondary public education bills.

The session started off pretty well. There were arguments and filibusters in the Senate but they were more or less playing nice with each other. Then during the session's last week, the train ran off the track. On Wednesday, they called a PQ (*"previous question," a procedural move used to force a vote on a pending bill effectively ending debate and preventing further amendments*) in the Senate which has hardly ever been done. Never in his 40-year history has he seen two PQs back to back, which is what happened. Why they did it is unknown. This is why we are in special session now. He's headed back to Jeff City tonight to attend tomorrow because the governor did not get his sports facility package through. Once the PQ dropped, the Democrats shut down the Senate for the rest of the session. The only thing the House could do was take up whatever Senate bills were sent to them without making any changes. They only had 12 bills to deal with so they took care of those on Thursday and adjourned a day early. It ended on a bad note. Democrats have threatened

to retaliate next legislative session. We're not sure what that means yet, but we'll find out because they haven't taken that action in the special session yet.

Regarding public education, we killed a lot of bills which would have harmed traditional public education. So many tax cut bills were out there, but we need to fund services and take care of our kids. One bill would have done away with all income and corporate taxes for \$11.5B. You can't fund public education like that. The only bill we could not kill was the income tax on capital gains taxes, which will have a \$200M price tag, but it is something the state can afford right now. We did away with a bad CRT bill, DEI legislation, statewide expansion of charter schools, and HB711, the open enrollment bill. Almost every public education organization came out against. It did pass the House, but Carroll ensured there was an exemption for SLPS so this BOE could vote every year to opt out of it since we were part of the desegregation settlement agreement. When the bill moved to the Senate, it was made even worse, including letting charter schools be part of open enrollment. A republican senator from Springfield, who is a staunch public education supporter, offered an amendment that caught the other side by surprise, although Carroll knew it was coming: open enrollment will not take place in a year when the state did not fully fund the formula, fully fund the transportation formula, and did not fund the minimum teacher salary grant program. That sent the other side's lobbyist scrambling to find no votes, but it passed. The next amendment was offered to strip the charter school language out. When that happened, the bill's sponsor laid it over, and the bill was dead for the rest of the session. We live to die another day so to speak.

Regarding the budget, the governor stated he wasn't going to fully fund the formula by \$300M. At the same time, he was going to give \$50M to the ESA tax credit voucher program, which has never been done before. It is a tax credit program. Last year, SB727 raised the tax credit amount to \$75M. The problem is, no one is utilizing it. There have only been \$17M in tax credits issued. Education choice groups went to the governor and said they needed to get some general revenue into this program to get it off the ground because no one really wants it. The governor agreed. The House passed that version. In the Senate, the same Springfield republican senator said we're not doing that. We are going to fully fund the formula and meet our commitment from SB727 before putting the \$50M in there. He also wanted to fully fund the transportation formula, which is very important to SLPS.

We kept our \$2.5M line item appropriation for our reading literacy program. It wasn't in the governor's recommendation even though DESE recommended it. It is on the governor's desk. Since he didn't recommend it, we aren't sure what is going to happen, but with Karla May and Steve Roberts voting for the stadium package, Carroll's sure they got some things in return. We are hoping the \$2.5M is one of the things they requested. We are going to meet with the governor's staff to try to keep it in. This is the fifth year for this funding. This is the largest single line item appropriation for any school district in the state.

Even though the governor did not recommend to fully fund the formula, under the Missouri constitution, article IV, section 26, Carroll does not believe the governor can veto that appropriation. If the money is in the budget, he can withhold it under article IV, section 27, but he cannot line item veto it. Right now, Missouri is sitting on a \$4.1B surplus. Moving forward, we are in special session. He hopes that finishes up tomorrow.

Every year we've had a legislative platform. Carroll encourages the BOE to continue that practice. When he was first hired, they didn't have a legislative platform. The second year, he recommended making one and put one together because we ought to know where we stand on things we support, things we oppose, and even legislation we want to draft and try to pass. They approved that approach. Every year since, we've had one. We've had a lot of success which the state has duplicated on what we have offered. For example, an early issue was too many vacancies for certified teachers. We came up with the idea of allowing retired teachers to come back and teach for up to two years, sign a separate contract, and let them keep their retirement benefits. We passed that. Five years later, the state liked it so much, they passed it. The dropout age used to be 16. We said we need to keep our children in school as long as possible and raised the dropout age to 17. Three years later, the state did the same thing. Carroll talks about working with the BOE legislative committee to develop the platform. December 1 is the pre-introduction of bills.

The governor has put together a commission to make recommendations on a new foundation formula. Those recommendations have to be submitted by December 2026. Unfortunately, he is not confident in what is going to come out of this. Some members have no background in school finance or public education. There is one retired superintendent and one current superintendent. There are several school choice members. The governor has already indicated he wants them to come up with a formula that was based on his recommendation this year, which means \$300M less than what we need to fund the formula. You cannot have a formula moving forward with less money than what is in the current formula now. It makes no sense. He was involved in writing two foundation formulas: 1993 and 2005. That is the hardest legislation to try to pass. Every member is trying to protect their school districts. In 1993, you had weighted factors for SPED and free/reduced lunch. In 2005, he put in a weighted factor for ESOL. Now as we move forward, we should look at a weighted factor for students with high mobility.

It has been his honor and privilege to serve this district. There are a lot of good things happening here. Our kids have challenging circumstances. The people in Jeff City need to know that. He tries to tell them that every day he walks into the Capitol.

Conover thanks Carroll for his immensely impactful work. As a member of the legislative committee, he is amenable to continue developing a legislative platform for the next session. Conover asks him to reiterate the retirement fix and where they stand with that: The district negotiated with the SLPS retirement board over the last three years. Last year, the retirement board tried to pass a bill that would have been devastating to the district, at a price of more than \$10M/year. At the same time, the retirement system is on the watch list because it is below 70% funded. Even though we killed that legislation a year ago, the retirement board chairmen directed us to figure out a way to fix this or they may write a bill we may not like. We negotiated this summer, fall, and through December. The retirement board wanted a bigger contribution rate from us than we were willing to give because we just couldn't afford it. Banks (former SLPS CFO) gave us a number we could use going forward to get us to 70% funded. The retirement board and some charter schools did not like it, but we arrived at a bill, and it passed in HB147, which caps our contribution at 14%. We can afford this, and it will get us to the 70% funded threshold by 2031.

Conover has heard that may be something the governor may be considering for a line item veto: Carroll is certain he will sign the bill because it is part of a larger retirement bill. The chairmen have also recommended the governor to sign it.

We've had a lot of success partnering with our rural neighbors across the state. He hopes we can strengthen these partnerships to support public education because we face many of the same issues: Carroll says when he interviewed to become the lobbyist, he touted being a former out-state legislator who could be a bridge between the district and those other legislators. He's been able to work with both sides on these issues.

Jones is so proud of Carroll. She thanks him for all of the positive things he's done for the district. Dr. Borishade thanks him for his advocacy for us in Jeff City. Carroll has been our champion and our voice. She thanks him for the literacy funding, the exemption from open enrollment, and he's there to advocate every time. Dr. Collins-Adams thanks him for guiding her through this process with everything there is to learn. His advocacy is extremely valuable.

Academics – Dr. Allison Deno

[Academics Update](#)

Dr. Deno discusses the Spring 2025 STAR assessment data and the Academics year in review.

Slide 6 provides a summary of testing. The testing window was April 14-May 2. DESE will not allow us to start our spring assessment window too early, which explains the overlap between STAR testing and state MAP testing. KG-12 tested in STAR Early Literacy (SEL)/STAR Reading and Math. The reading and math scale scores are used to provide MAP performance level projections for 2-12 grade students. There is a correlation between how students do on STAR Reading and Math and how they fare on the MAP test, especially grades 3-8. Those correlations are not the same at the high school level because those students take EOC assessments specifically around English II and Algebra content, which are not mapped well to STAR. SEL or STAR Reading percentile rank score below 32% indicates a student requires a Reading Success Plan (RSP). In '23-24, the percentile cutoff rank 25%. KG students are not accountable to DESE until the January window. SLPS goes "above and beyond" to have those students take all three assessments.

Slide 7 discusses SEL & RSPs. DESE recommends administering SEL to 1st graders. Second grade students and beyond who do not meet the threshold to be considered a probable reader will take the SEL assessment also. SEL is for all students KG-2. When they meet the threshold of being a probable reader, they take STAR Reading. All third graders take STAR Reading. The RSP cutoff score set by DESE for '24-25 is below the 32nd percentile for KG-3.

Slide 8 reiterates STAR Reading is traditionally given to 2nd grade students and higher. Students not meeting the threshold will take SEL. This is our second year for RSPs. Our first group of students will be moving to middle school next year which is why this data is KG-5 in Reading.

Slide 9 contains data for KG-1 students who scored below the 32% for those that took SEL and STAR Reading across three testing periods: fall, winter, and spring. KG moved from 47% to 41% and up to 43%. First Grade held steady at 51-52% across the three testing periods. In some cases, students take both assessments. Overall, there are fewer students with RSPs in these grades compared to last year, even with the percentile going up. We have a greater capture rate at the 32% than the 25%. In SLPS, that was 500 fewer students needing RSPs.

Slide 10 contains data for 2nd-3rd grade students who scored below the 32% for those that took SEL and STAR Reading across the three testing periods. Second grade moved from 59% to 54% to 53%. Third grade moved from 60% to 59% to 57%.

Slide 11 contains data for 4-5 grade students who scored below the 32% for those that took STAR Reading across the three testing periods. Fourth grade moved from 58% to 57% to 55%. Fifth grade moved from 60% to 58% to 56%. Even though we are seeing decreases, there are large numbers of our students who qualify for RSPs. We need to work on foundational reading skills. She appreciates the BOE's approval of the supplemental phonics materials. We anticipate seeing even greater decreases going forward as we get these materials and teachers get the PD needed to be successful with these programs.

Slide 12 charts the data for STAR Reading Mean Scale Scores and Targets. Ms. Douglas explains this is another metric used comparing fall and spring data. The black lines across the top are the targeted measure for students to be projected proficient or above on MAP testing. The alignment is really close even though 2nd grade doesn't take the MAP, they get a projection. The data shows an increase in the mean scaled score from the fall to the spring, except for the 9th graders. When digging deeper to see why, we are going to change the way we present the data next year because this is unmatched data showing all of the students who took it in the fall and all of the students who took it in the spring regardless of whether they took both tests. The average is different for each of those bars. One of the factors, they think, that impacted the -12 number on the 9th grade line is we had many more students who took the test in the spring but not in the fall because they were new students. If you take just the matched students, they actually increased 23 on that line.

Slide 13 charts the data for STAR Math Mean Scale Scores and Targets in the same format as on Slide 12. Douglas explains the change in the scale score at the bottom shows the increase. If we looked at the data with matched sets, those numbers would be higher as well.

Dr. Deno resumes to speak about why we needed to make 2.5 years' growth because we want to see greater increases in proficiency. To do that, we need to move within the bands. On Slide 14, the left table provides the MAP Reading projection levels and the right table shows the MAP Math projection levels. The difference between fall and spring is represented for Grades 2-5. We are experiencing growth in the basic proficiency level, which is where we start. We know we have many students who need to grow to reach proficient and advanced. Increases in the scaled scores contributes to increases in the MAP projections. The same data is presented for Grades 6-8 on Slide 15 with growth in the basic column. She will come back at the end of the summer with actual MAP data, which is released on July 7. We can then see how close these projections are to actual performance levels.

Slide 16 contains district STAR Reading Fall to Spring Growth data. They accounted for every student who had two measures because you can't show growth if you only took the test once. The # of students column measures students who took the STAR at least twice and any change across the columns. The "maxed out" column means the student cannot take more questions because they have reached the ceiling of the capacity of the assessment. For reading, all grades can max out at 12 grade, 9 month. Slide 17 contains district STAR Math Fall to Spring Growth data. On Math assessments, it maxes out on three grade levels ahead of the current grade level placement. Slide

18 compiles Slide 16 and 17 data to state 5,549 students districtwide either had 2.5 years' growth or maxed out the test for Reading and Math. We are focused on growth to get to proficiency. As schools continue to write school improvement plans, they will have growth and proficiency targets. You can't do one without the other. Dr. Deno pauses for questions.

Hubbard asks how likely it is the reading growth and the math growth are the same kids: There are some students who maxed out or had their growth category in both. It's not a 1:1 correspondence.

Is the 32% a national average: The percentile range means 32% of students nationally also scored at that rate. It is a bell curve when talking about percentiles. The state use to be focused on the bottom quadrant (25%) but they increased the score to 32%. In '23-'24, in the spring, we had 4,262 students who needed RSPs at the 25%. At that time, if we applied the 32%, it would jump to 4,655 students. This year in applying the 32%, we have 4,150 students who qualify for RSPs. That means several students successfully completed these plans.

How does the mean scale score you are using work: The target is STAR has indicated for any student who achieves this scale score, there is a high likelihood they will score proficient or advanced on the MAP. The orange and green bars are the mean scale scores of our students. Our mean scale score in 2nd grade was 895. It was just above the mean score STAR has identified as the cut point for likely to be proficient on the MAP.

Dr. Collins-Adams asks if the 32% is a national norm or Missouri norm because Missouri requires the RSPs: Missouri selected the 32%. The actual percentile is applied as a national percentile.

With the development and implementation of an RSP, are these shared with parents: Yes, with parents and students as part of a conference update. This includes what will happen at school, what the student can do, what parents can do at home, and then they do progress monitoring.

Foster asks what the difference and process is for advocating to get an RSP versus my students needs an IEP or assessment. Are those similar or different processes: Dr. Borishade says for a student to qualify for an IEP, there has to be several layers including our students understand our core instruction. If they do not understand the core instruction, then we implement Tier 2 interventions for a number of weeks. If they do not understand or respond to Tier 2 interventions, we implement Tier 3 interventions. If they do not respond then, then there may be a request from the parent or teacher to have an IEP meeting, then go from there. An RSP is different. Dr. Deno explains DESE requires any student in the state who meets or is below that threshold be provided an RSP with certain required components. The school develops this alongside the families. The process for evaluating for SPED services once, and if, students qualify for SPED and get an IEP, is also a team process. It is not related to one score and is not required. Dr. Borishade says every student has a reading goal.

The reading goal is different from an RSP. Now that the BOE has approved a new curriculum, she is excited to see progress for our students.

She goes back to the point of presenting the data in a more clear and accessible way because we aren't sure if students were counted twice or if they scored at 2.5 years' growth: Dr. Deno returns to Slide 17 and says each student is only represented once. A student is either in the 2.5 column or the "maxed out" column. In Slide 16, no student is counted twice. Every student represented in some column in both slides. Dr. Borishade states the "twice" might mean the same student maxed out in both reading and math. Dr. Deno says they can break that number down further if the BOE is interested.

Conover asks if it would be correct to say we are seeing significant success and improvement across reading and math for our students: Dr. Deno says she is not a statistician, but they are definitely seeing growth in all students on both assessments.

We typically face false information around this data so its good to get these numbers out there. He is excited to see the curriculum improvements also.

Slide 20 provides a table for the initiatives as part of the Academics Year in Review, beyond classroom instruction and PD. Dr. Deno highlights language access with every school having its own dedicated language access line. We had tens of thousands of more calls from families than in the past since this service began. 117 teachers participated in mentoring PD. We had a student from Sumner in Washington DC this week participating in National History Day events.

(Slides 22-83 are the appendix with reading and math scores broken down by school site.)

Hykes wants these accomplishments put on our websites and social media because we get so many negative comments, but we need to tell our success stories. Watch your child read. Watch your child write. Be proud of them.

Dr. Borishade mentions we had our budget presentation at the last meeting. She wants to ensure the BOE knows the budget presentation has been updated and is Item 15.18 in the consent agenda. If there are questions, she is happy to answer them. Amendments were made either because additional revenue has come in or we have some actual numbers.

Public Comment

Marston reads the public comment guidelines and notes the item has been moved up to hear from the public earlier in the meeting.

Bill Monroe: Monroe notes they may have seen a yellow bus when they pulled up to the building. He has some grandchildren. He is unhappy with the way our children have been treated with these buses, Metrolinks, and cabs. He took it upon himself to acquire a 13-passenger school bus (*He shows a picture to the audience and the BOE*). It's air-conditioned. He spent a lot of money on it to make it right. He thinks about his 8 grandchildren, who he loves, when he does this. He asked the BOE to consider this project. He's been listening to the things going on in our community, school buildings, and especially the Northside. He saw a news article recently where a city took schools and made places where kids can go be safe. We have enough vacant buildings to make it happen. We have enough to make it happen. He asks them to consider all of these things.

Lauren Rea Preston: One of these times maybe she won't talk about reading and just be shocked, but not today. She is a parent and educator. We have so many challenges going on right now. Her heart goes out to all of the families and schools impacted by the tornado. This is a really difficult time. As a school district, we have to be able to walk and chew gum at the same time: primarily, teach your children how to read. She dug into the data this afternoon that was posted in the Academics PowerPoint but also the school by school data. What she found was 172 third graders tested in the 32% or below on the SEL. From her professional perspective, this means 172 third graders cannot functionally read and likely those students do need to be referred to be evaluated for SPED according to SPED laws. Fifty percent of the students in K-12, 4,150, are on RSPs. The students seem to be making small gains, with some exiting, but the gains are very small. She would love to see statistical significance because it is very small. Half of the students in the district made less than a year's growth in reading. That's from your data. She's not up here being negative. She's reading data, which is what she does. She is a parent. Some people may not know what it's like to have a child who's struggling to learn how to read, but she does. This is her story. Her only motive is that kids learn how to read and they don't have to fight like she did to ensure her daughter learned how to read. Your own data shows we're not doing enough, we aren't moving fast enough or moving with enough urgency. She is asking the BOE to do what is right, not because the state will come in and make you. Eventually, they will. Do it because it is the right thing to do.

Greg Michaud: Michaud's grandson is in 2nd grade at Mallinckrodt and his subject is vacant schools. He lives across from one, Fanning. He realizes education is the main focus, but three quarters of the education children receive is in their neighborhoods and environments they grow up in. The school district is getting set to abandon more schools, further contributing to declining neighborhoods. Strong schools mean strong communities. Dr. Borishade and the BOE must take the leadership role in supporting vacant schools and reuse them to ensure healthy environments for children and their parents. The mayor and BOA do not want to leave neighborhoods behind, and they are a part of addressing these concerns. Yet, this BOE must take the lead and speak out on environments left behind by the vacant schools. The BOE should embrace this role. It will make SLPS a place to be, where the action is, and will cast the BOE as a positive force in the community. He provided a handout with additional information regarding Kansas City and its four-step process for repurposing schools. It is a process involving citizens in every step in the search for new uses while striving to build healthy environments for families and growth in education. Please read and consider the importance of positive outcomes for the community. Education is the key to unlock success for St. Louis.

Velma Bailey: Bailey comes to speak once again about swimming lessons, water safety, and learning to swim lessons for children in SLPS. She received a letter today from the BOE's attorney saying SLPS isn't interested and it written on the BOE's behalf. She would like to make a presentation at a meeting on this topic since she was invited then disinvited. She wants them to understand they are not trying to create a program within the district's regular curriculum. They have an after-school program that could probably be an after school club so it shouldn't have to pass through the same criteria. Her organization is providing funding for two chaperones for the children, buses, a driver, and swimwear at no cost to the district. Lessons occur at City recreation centers which extends the sphere of instruction because there is a place to go, after school, and they can stay until 7 or 8p, where they can have a dinner and more fun activities. If this BOE reached out, she feels they would be amenable to having academic support. Many have computer

labs and provide tutoring. This is a great opportunity. She hopes the tragedy of the tornado opens itself to a triumph where we'll reach out to the mayor and BOA to establish ourselves as the educational leaders that we are in the City. She started a summer day camp in Fairground Park. When she was a kid, she remembers reading a story about a man in 1492 that sailed the ocean blue. He went to a country, stuck a flag in the ground, and he claimed it for himself and his country. We've done that in Fairground Park, but guess what. You don't have to do that kind of work. SLPS is established as the educational leader in this region. Even when they took schools and children from our district, we still rise. She would like the district to approve her request for inclement weather space and food service because they start summer camp on June 16. Please reconsider the swimming program. The letters say they've been asking for years. That is not true. Some things need to be clarified when we have more time to speak and she can fully inform them. She believes there are at least four of you who want children to live...and maybe more. She sent them a letter with two pictures: one was a teenaged boy who rescued people who were drowning and (*her mic is cut before she finishes*).

Chester Asher: Asher congratulates the new BOE members. He wants new BOE leadership to know the Coalition of STL Kids is here to support this BOE change. The voters voted for change. We want to support and help you change and turn this district around in any way you can, hopefully starting with literacy and having more of our babies read. He reiterates they have that support from his organization. Your rules state the BOE will respond to those who comment in writing. That never happened with the previous BOE. He hopes with this BOE that will be different. Regarding the data presented and how less kids this year have an RSP than last year, this is good. Also know the district has less kids so that many not necessarily correlate. Next time, ask for percentages because that may not be indicative of actual improvement. He reiterates his call for a citywide goal. Only 20% of our babies are reading on grade level. What will it be next year? We are suggesting the district set a 10% improvement as an expectation. You can support your superintendent to achieve it and hold her accountable. If our schools are not teaching our kids to read, and only 20% are on grade level, what are we really doing as an educational institution? We hope this year will be very, very successful.

Consent Agenda

The consent agenda is approved in full without discussion.

Items for Discussion

None

Items for Information

Item 14.1 Superintendent DESE Travel (no discussion or vote required)

Items for Action

Item 15.1: Foster abstains due to a conflict of interest. Item approved.

Item 15.2: Conover, Hubbard, and Dr. Collins-Adams abstain due to conflicts of interest. Item approved.

Item 15.3: Conover, Hubbard, and Dr. Collins-Adams abstain due to conflicts of interest. Item approved.

Item 15.4: Conover, Hubbard, and Dr. Collins-Adams abstain due to conflicts of interest. Item approved.

Item 15.8: FY25-26 Assessment Calendar; Marston asks about the assessment calendar and dyslexia screenings. Are they administered universally to all K-12 students or only those below the 32% on the STAR assessment. Dyslexia affects 20% of the population. We want to ensure any dyslexic students are identified and receive the support they need: Dr. Borishade will provide that response. Item approved.

Item 15.16: Refugee Grant; Foster notes the application deadline is July 1. Do we feel good that we will hit that target to apply: Dr. Borishade says yes. Item approved.

Item 15.17: K-12 Safety Emergency Operation Tool; Hubbard asks for more information because when she hears tool, she thinks Swiss Army knife: Watson explains the tool is a repository to house all of our emergency operation plans. It comes through MSBA. It is a new tool to utilize for the new school year. Item approved.

Item 15.18: FY25-26 Proposed Budget; Marston asks for highlights of the updates and whether any of them were surprising: Dr. Borishade says there are 15 updates and asks Johnson to speak to them.

Johnson reminds the BOE of her May 27 budget presentation. She spoke about how budgets are developed based on grant estimates. Usually, after the budget is approved, we get the true allocation. We were notified of the actual allocation for some grants and have updated the budget accordingly. For example, some estimates turned into actual allocations of \$7.5M: Perkins (\$1M); CTE (\$330K); IDEA Part B (\$5.2M); ECSE611 transportation grant (\$568K); Refugee grant (\$117K); Afghan Refugee grant (\$223K).

When we talk about the overall net decrease in this line item, this is for both revenues and expenditures. We estimate the grant in total in the revenues. In expenditures, we are estimate every grant dollar received will be spent. She directs them to Summary #4. The overall net reduction was \$868,395. She has included a crosswalk taking them through every page, every fund, and whether it was a decrease or increase.

The federal revenue decrease was \$877,547 due to cuts in four grants: Afghan Refugee grant (-\$756K); Refugee grant (-\$22,173); Perkins (-\$88,770); and ECSE611 (-\$14,256). We received an increase in two grants: CTE (+\$9,152); and IDEA Part B (+\$4,471). Remember we may have estimated higher than the grant came in. If we get less grant money, we spend less money. Our largest reduction occurred in Supplies & Materials (-\$774K) and Purchase Services (-\$94K). There is a crosswalk for this. If the figure is in parentheses, it signifies a decrease. If not parentheses, it signifies an increase (*Ignore that for my figures since I used + or -. I'm no accountant*). There are some functional area codes that will have decreases such as bilingual education, grants management, and vocational tech education.

Dr. Collins-Adams asks if there is a decrease in the grant budget and we are obligated to provide the services, we have to get those funds from other sources: Yes. It creates a spending decrease in our fund balance. Johnson goes back to the accounting exercise about which items would you increase or decrease. There are certain grants that support teachers, supplies, materials, and purchase services. Those costs do not affect those persons, but decreases in some services and/or supplies that we are providing under that grant.

Conover asks about item 2311, BOE Education Services. There is an almost \$2.5M increase in expenditure this year. What is that increase about: Johnson will report back.

Regarding legal settlements, we have a big increase in that line item also: Johnson will report back.

Foster notes this is an item for action and we have two outstanding questions. Conover says he has some idea about the details to his questions, and looks forward to more information, but they won't prohibitively affect his vote. Dr. Collins-Adams acknowledges the questions, but seeks assurance it won't impact their votes. Both agree. The item is approved.

All other items approved without discussion.

Board Reports – Reports, Announcements, and Remarks

Conover speaks for the legislative committee to reiterate the commitment to creating a policy draft of our goals for the next legislative session as Carroll suggested. He is looking forward to making progress on that because we anticipate a difficult legislative session. He and Dr. Collins-Adams are excited to work together on that.

Foster attended College Bound's Cap and Gown Gala. She went in her individual capacity, but it was a very exciting event because one of our Roosevelt students received a huge scholarship to attend Washington University. While we are living through a disaster, we are working through it. Our students are showing up every single day. She was excited to congratulate that student and thanks the staff that supported her also.

Hubbard visited some of the receiving schools who are going to take staff and students from the damaged schools. There weren't that many kids there especially given the damage, but it was encouraging to see everyone working together. She cried a little bit. She thanks all of our schools who received children. She reminds the schools that were damaged that the BOE hasn't forgotten them. We are committed to North City getting rebuilt. She does not want it to be a wasteland. She thanks Dr. Borishade for her emergency plans. One principal shared she had followed the emergency plan and it was not as stressful.

Jones recognizes the students who graduated and notes all of the ceremonies she attended: CVPA, Vashon, Virtual Academy, Soldan, Metro, Clyde C. Miller, CSMB, Gateway, and McKinley. She was so happy to look into the children's faces. It is one thing to talk and another to actually be there to know why we spend this time on this BOE. There is no pay. The pay for her is rich in helping someone else's child and changing a family's life by giving them an opportunity to experience a great education. It was so enlightening to see the parents, students, and the joy they

had. We talked a lot about kids going to college. She is hoping in the future, there will be a bigger focus on the trades in our schools and at graduation. In rebuilding our city and SLPS, our students need to be included in that with the trades.

Jones continues to say many people talk about our school buildings. When the school buildings close, especially where she lives on the northside because she doesn't live on the fancy side, there is nothing going on. As soon as schools close, professional groups come in and destroy the schools intentionally. You can see this is a professional job by cutting pipes causing water damage and taking windows out. These are not drug addicts. This is done intentionally. When you destroy the school, you destroy the neighborhood. Then they come in and talk about the BOE and what we're not doing. What are they doing? We all have an opportunity to help our community. This is not an easy job. She has spent 19 years of her life here. These graduating seniors need us when they go out into this world with support and financial stability. It was so hurtful to see what happened to those affected by the tornado. Help our students with CTE and to go school after they graduate.

Dr. Collins-Adams thanks those who have given from their hearts to help the tornado victims. She and Jones rode through the neighborhoods after leaving a graduation ceremony. They saw the devastation and how horrific it was. She is proud of so many people who came together to uplift the community. She is especially proud of the BOE. She commends Jones especially for attending all of the graduation ceremonies: they know her, expect to see her, and love her. We will all do a better job of being there to support our students. Conover came to 801 immediately to help. Marston now has a chainsaw so if you see him with it, don't ask. He has been cutting down trees throughout the community. Hubbard visited schools. Hykes has been out in the communities to see what they need. Foster is attending events, staying around, and staying in touch with the community. She is the voice of young people. The day we had to work with the National Guard, she, Dr. Borishade, and her cabinet were out there in the rain during the newscast. She commends Watson for his tremendous effort.

Dr. Borishade thanks the BOE, the cabinet, and community for their support in continuing to uphold us in SLPS.

Trane – Square Watson

The representative from Trane did not attend earlier so Dr. Borishade calls Watson forward to speak. Watson says there was work done at Ashland. After the tornado, the work in terms of production for a lot of the HVAC has been paused until we decide if we are going to move forward with the manufacturing of their chillers and rooftop units. It was a big project under the energy management company to do many upgrades. Dr. Borishade says the ask from Trane is if we move forward with that work or do we pause.

Conover asks if we need to vote or approve something or do we affirm and then ratify a contract: Dr. Borishade says there is a need for approval going forward. They want to hear whether we approve continuing the work.

Watson says there is a cost impact. Because they are manufacturing the chiller, we would have to pay 20% or 25% of the chiller, which is around \$300K because they have started the process.

Hykes clarifies we would pause because of the tornado, but they want to start back working because they were in the middle of their process. The tornado added extra infrastructure problems: Dr. Borishade says we cannot speak definitely. Trane is asking for more funds to continue the project if it is a go.

Hubbard asks if we go forward, can this chiller be used at any other building: Watson says this chiller is customized to fit that particular school.

Marston asks if we pay the \$300K to pause, would we get it back as a credit later: Watson will have to follow up to get that answer.

Hykes asks if we go forward, will that allow us to have Ashland ready for the school year or close: Dr. Borishade says we cannot give that answer at this point. We don't know what their timeline is or what they will find on the inside. We would love to say yes but we don't know.

Dr. Collins-Adams doesn't know how we can approve one way or the other when they didn't send a representative to answer our questions: Dr. Borishade does not disagree, but that means by default the work stops. Dr. Collins-Adams notes the stoppage has a price tag, but work continuing and us not being able to use it later also has a price tag.

Hykes asks what does Trane need now to go forward: Watson does not have the figure. Hykes says they stopped progress on manufacturing the chiller: Dr. Borishade says there is a shipment date of June 26.

Conover thinks Hykes is making the case that this is something we need for the building. The problem is without a representative from Trane and no answers about prices, it puts us in a difficult position to vote.

Hykes understands what Trane is trying to do because they need to continue to move forward for the project. The project will not be done for the school year anyway, but that wasn't the plan. To continue to build the equipment, they need funds. Watson has been on the jobsite and can assess. Hykes believes we should go forward.

Foster asks Watson for his professional opinion based on his experience and assessing Ashland: Watson notes the cost impact. We don't know what that will be or how long it will be. It is the unknown that impact will be. That does not include price hikes in general.

Hykes notes Trane already has a contract to do this work. They aren't trying to scam us. We have a contract for this particular work. We have extenuating circumstances with the tornado. Sometimes you have to pay for those extenuating circumstances.

Dr. Collins-Adams asks if it's in our best interest to move forward. Hykes says yes.

Conover asks if this is an amendment: This is already within the scope of the project. The ask is if we choose to delay or pause, then we have to pay that 25%.

Dr. Collins-Adams says we would approve not delaying the contract and moving forward. Hykes disagrees since the work is already encompassed under the contract.

Dr. Borishade repeats Trane wants to know whether we want them to stop working or continue working on the chiller. Conover wonders if this is part of a contract if it is a governance decision or if we need to approve it. If we aren't amending the contract or approving an additional cost, the BOE may not have official action to take. Hykes agrees it may be an operational decision.

Conover makes an amendment to the motion. He moves we go forward with the contract we have in place with Trane subject to any amendments coming before the BOE should they involve additional action or cost.

Dr. Collins-Adams says Dr. Borishade put this item on the agenda for a reason. It was to either stop or go forward with the work and she needed that decision approved.

Conover moves to table this item. Marston seconds. Hubbard supports the district in making this decision. They know what happened at Ashland and what needs to happen going forward. Hykes thinks they made this harder than it needed to be. We just need to say they are already under contract and they can move forward.

Conover repeats the motion is to table. Item tabled.

Adjournment

They are adjourned.

June 12, 2025 Special BOE Meeting

The BOE held a special meeting on June 12, 2025 via Zoom. The only item on the agenda was to further discuss the Trane work with a Trane representative. Watson and Trane representatives are also present.

Dr. Collins-Adams explains Dr. Borishade forwarded an email from Trane regarding a scheduled summer job completion at Ashland and the scope of the work in light of the damage Ashland suffered during the May 16 tornado. Trane has a custom modular chiller unit slated to be installed at Ashland with an estimated shipment date of June 26. This involves a change order with a change in finances exceeding the Superintendent's authority to authorize so it needed BOE approval. Dr. Borishade notified the BOE of Trane's request. Trane did not send a representative to the June 10 meeting. The contract contains a force majeure clause (*concerning events typically beyond the parties' control such as natural disasters, acts of war, terrorism, epidemics, or labor disputes*).

The discussion was tabled at the June 10 meeting. Dr. Collins-Adams called this meeting to open the discussion, ask for a vote, and provide Trane with an answer although it is past the deadline Trane requested. The action item requires BOE consideration because the continuation of work does not change anything but to stop the project, it has a financial impact.

Dr. Collins-Adams asks for a motion to un-table the item and move it to today's agenda: The fails with Conover, Hykes, Jones, and Marston voting no.

Dr. Collins-Adams says that ends our discussion for today. Conover moves to go into recess for 15 minutes and return. The motion passes with Marston voting no.

After the recess they resume via a new Zoom link. Dr. Collins-Adams recaps the previous proceedings and explains they have no additional information. Conover moves to adjourn.

Foster asks why they went into recess rather than adjourn: Dr. Collins-Adams explains they did not have enough information for the BOE to follow through on the motion on the floor. Everyone has expressed an opinion that they need additional information and will submit questions to Dr. Borishade and the cabinet will respond. We can have another open session at that time to determine what we will do with Trane. Foster thanks Trane for coming out.

Dr. Collins-Adams says they will provide detailed questions so they don't belabor this topic and she can consult with Trane and Watson to answer the questions.

They are adjourned with Foster and Hubbard voting no.