



# Board Governance Public Engagement Summary Report

January 2018

Prepared by Vector Communications  
Authorized by the Saint Louis Public Schools Special Administrative Board



## EDUCATION



January 2018

Dear Saint Louis Public Schools Stakeholders,

**W**hen our governing body, the Special Administrative Board of the Transitional School District of the City of St. Louis, was established in 2007, we made a long-term commitment to the families of SLPS. Over the past 10-plus years, we have dedicated our time to re-establishing the district's fiscal health, placing strong leaders in key roles and improving educational outcomes for students.

After many years of hard work, it was a proud day when SLPS regained Full Accreditation on January 9, 2017. It is now up to us, as the Special Administrative Board, to make our recommendation to the Missouri State Board of Education on what the future governance structure should look like at Saint Louis Public Schools.

As to be expected, this topic is of significant interest to direct SLPS stakeholders, including staff, parents and students, and non-direct SLPS stakeholders, St. Louis residents who may not have children in SLPS, but still care deeply about the future of their city, including the city school system.

This report details the process we used to gather and disseminate information about the various forms of governance used in school systems nationwide. It also provides a detailed look at the three public engagement sessions that were held and more than 1,500 responses we received from the public.

Our sincere thanks to the special committee on governance for their time and attention to this important matter and to all SLPS stakeholders for your support of Saint Louis Public Schools.

Sincerely,

**Saint Louis Public Schools Special Administrative Board**



**Rick Sullivan**  
Chief Executive Officer



**Darnetta Clinkscale**  
SAB Member



**Richard K. Gaines**  
Special Committee Facilitator

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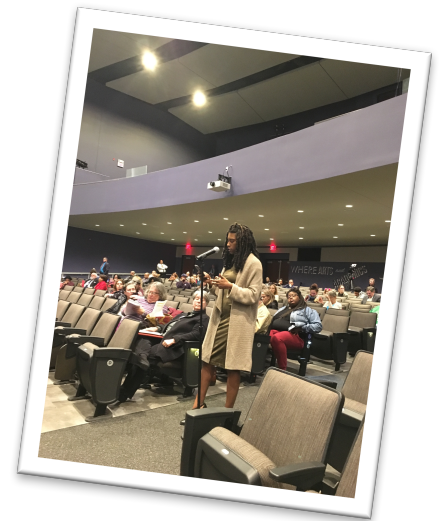
## EXECUTIVE SUMMARY

### OVERVIEW

The Saint Louis Public School District (SLPS) lost its accreditation in June 2007 and as a result, the Special Administrative Board (SAB) was appointed to oversee the District. Nearly ten years later in January 2017, SLPS regained full accreditation. The SAB, under the leadership of member Richard K. Gaines, launched efforts to fulfill its charge to explore governance models and then to make a recommendation to the Missouri Department of Elementary and Secondary Education (DESE). To help with this task, the SAB convened a ten-person special committee of community members with diverse backgrounds to make a recommendation.

In an effort to engage the public and to be transparent, SAB leadership sought public input through two additional channels: public meetings and an online engagement survey tool. A series of three public meetings led by Richard Gaines was held in November 2017 at various Saint Louis Public School locations. During these meetings, the Special Committee and the public listened to expert presentations on the elected, appointed, and hybrid forms of board governance. The public meetings involved a total of 427 attendees and 4.9 thousand live viewers on Facebook.

After the public meetings concluded, the online survey was opened for input for two weeks. The survey's structure complemented the public meeting process by soliciting public preferences for three board governance models explored during the public meetings: elected, appointed, or hybrid. The survey also asked participants to identify their priorities and share their thoughts on other related topics, such as length of the board transition process. Participants completed 1,554 online surveys and self-identified as members of one or more of the following categories: SLPS Parent (38%), SLPS Educator (31%), City Resident or Community Supporter (30%) and SLPS Student (1%).



### PUBLIC ENGAGEMENT RESULTS

The qualitative comment information collected during the public engagement process provides insight into public meeting and online survey respondents' priorities and views on the following topics:

- **Academic Outcomes** - Respondents expressed interest in SLPS students' learning outcomes. There is a strong desire for continued academic improvement and resources to facilitate this progress.
- **Board Accountability** - Respondents want board members to be held accountable for their actions and are concerned about the possibility of having a governance model that does not offer recourse when board members are ineffective.
- **Community Input** - Respondents emphasized the importance of community input. Some respondents feel that parents, students, and teachers should have more opportunities to participate in the decision-making processes that impact them.
- **Leadership** - Respondents are invested in public education and seek leaders who are similarly dedicated to improving public education. Respondents want board members who are knowledgeable about education, attuned to the community, and familiar with urban school districts'

needs. Respondents appreciate stability and want to sustain the positive momentum SLPS is experiencing.

- **Community Values** - Representation matters to respondents because it ensures another mechanism for community input and provides assurance that community interests will be understood, represented, and addressed. Respondents feel that the board should be diverse and more specifically, that students' and teachers' voices should be amplified.

The community is concerned about the decision DESE will ultimately make regarding SLPS's future governance structure as well as the processes that lead to this decision. Public meeting respondents commented most often about school board leadership and community values, such as accountability, transparency, and equity. Respondents also said they value the democratic process as a mechanism for community input and decision-making. The public meetings were designed to educate attendees on the three governance models under consideration. Some attendees used the public comment session as an opportunity to voice their board governance model preference. The attendees who opted to share their selection often preferred an elected board.

Online survey respondents were asked to select their preferred SLPS board governance model from three options: elected, appointed, or hybrid board. Survey respondents favored a hybrid board, closely followed by an elected board. Among the 1,426 respondents to this question the most preferred model was a hybrid board (46%) followed by an elected board (43%). The least preferred model was an appointed board (11%).

Survey respondents who preferred a hybrid board self-identified as parents (43%), educators (31%), community supporters/city residents (25%), and students (1%). Respondents who preferred an elected board self-identified as parents (34%), educators (33%), community supporters/ city residents (32%), and students (1%). Public meeting and online respondents similarly opposed a purely appointed board. Respondents expressed concern that appointed board members may feel less accountable to the community than elected board members who are chosen by the public. Respondents underscored the state's political climate and said they do not have faith in current appointing bodies' ability to select acceptable board leadership.

When asked about the timeline for transition between the current SAB to whichever board is selected, 89% of survey respondents expressed desire for a transition period greater than one month. Survey respondents identified academic outcomes and accountability as top governance priorities.

## **CONCLUSION**

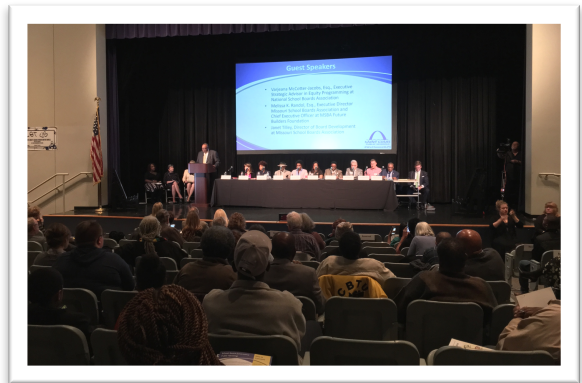
This month-long public engagement process reached a cross-section of primarily St. Louis city residents and a smaller group of St. Louis County or local residents. Public meeting and survey respondents said they want to ensure that the City of St. Louis has excellent public school options for all children. In order to sustain the District's academic progress, respondents said they want representative and invested board leaders who are deeply committed to public education as well as responsive to the community's needs. Respondents want representation, accountability, and progress. Ultimately, the community expressed a desire for the Saint Louis Public School District to provide a rigorous education to all students, and be a viable school option for all families. This summary report provides an additional source of information the Special Committee can use to formulate its recommendation to the SAB.

## PURPOSE

When the Saint Louis Public School District (SLPS) lost its accreditation in 2007, the Missouri Department of Elementary and Secondary Education (DESE) appointed a Special Administrative Board (SAB) to govern the District and maintain fiscal control. Missouri Senate Bill 781, Section 162.1100 vests the SAB with specific powers and duties, including the “exploration of alternative forms of governance for the District” (Senate Bill 781).<sup>1</sup>

In January 2017 when the SLPS regained full accreditation, the SAB began fulfilling one of its final legal obligations to the community, which is to explore future governance models for the District. It convened a committee of community members tasked with producing a recommendation regarding the District’s future governance structure. The ten Special Committee members are:

- Addie Bond, SLPS Parent;
- Charli Cooksey, Elected Board member;
- Ray Cummings, Local 420;
- Kaylan Holloway, Teacher, Central Visual Performing Arts High School;
- Stephanie E. Hudson, Law Professor, Lindenwood University and Saint Louis University;
- Pastor Mike Jones, Friendly Temple Baptist Church;
- Rich McClure, Retired President of Uni-Group and Former Co-Chair Ferguson Commission;
- David Merideth, SLPS Parent;
- Adolphus Pruitt, National Association for the Advancement of Colored People, City of St. Louis; and
- Richard K. Gaines, SAB member.



Richard K. Gaines, a member of the SAB since its inception, is responsible for facilitating the Special Committee. Rolonda Gladen, Teacher, Clyde C. Miller Career Academy resigned from the committee after the first public meeting and was replaced by Kaylan Holloway.

In an effort to solicit further public opinion, the SAB organized a series of public meetings during which Special Committee members and the public listened to expert presentations on the elected, appointed, and hybrid forms of board governance. Following the public meetings, the SAB sponsored an online survey.

## PUBLIC ENGAGEMENT

The SAB, in partnership with District leadership, publicized the public meetings using established District communications channels as well as other media outlets. SLPS issued a press release on October 23, 2017 inviting the community to participate in public meeting discussions about the District’s future governance model in person or via video stream. Attendees were offered childcare and light refreshments at each meeting.

<sup>1</sup> Senate Bill 781. Retrieved from <http://www.senate.mo.gov/98info/billtext/tat/SB781.htm>

Transportation was arranged for the first meeting but was discontinued due to low ridership. A complete list of subsequent outreach efforts can be found in Table 1.

**Table 1. SLPS Board Governance Public Outreach Summary**

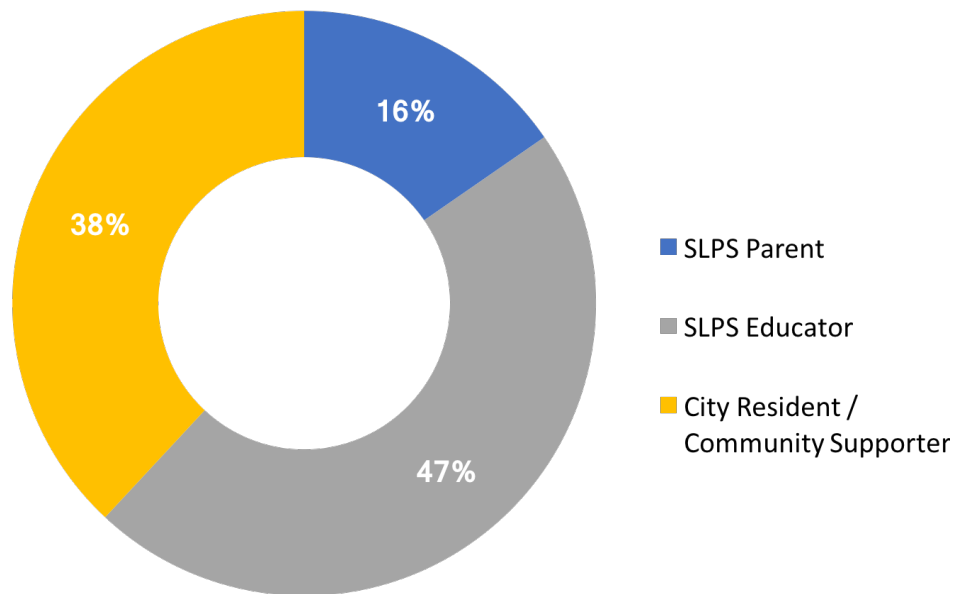
	<b>Date</b>	<b>Type of Communication</b>	<b>Target Audience</b>
<b>Internal Channels</b>	Oct. 27	<b>Letter from Dr. Adams</b> to SLPS families about the public meetings. Principals were asked to print the letter to send home with students. See Appendix A1.	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community
	Late Oct. – Early Nov.	<b>Robo calls</b> made in various languages notifying families of meeting details and dates.	✓ SLPS Parents/ Students
	Late Oct. – Early Nov.	<b>Text messages</b> sent to all SLPS families (who previously opted in to receive text message notifications from SLPS).	✓ SLPS Parents/ Students
	Nov. 3	<b>Spotlight News</b> email to all staff, all families (with addresses on file), and community partners. See Appendix A2.	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community
	Nov. 6	<b>Superintendent’s Bulletin</b> note to all staff urging participation in the meetings. See Appendix A3.	✓ SLPS Staff/ Educators
<b>External Outlets</b>	Nov. 2 – Nov. 28	<b>St. Louis American Print (Nov. 2, 9, 16, &amp; 23) &amp; Digital Advertisement</b>	✓ Community
	Oct. 30- Nov. 26	<b>RadioOne 95.5 FM Advertisement</b> - WFUN Old School 95.5FM, WHHL Hot 104.1FM	✓ Community
	Oct. 30- Nov. 26	<b>iHeart Radio Advertisement</b> - KATZ Hallelujah 1600 - Gospel Hits, KATZ 100.3 The Beat, Majic 103.7	✓ Community
<b>Social Media</b>	Oct. 30 – Nov. 27	<b>Facebook Advertisement</b>	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community
	Oct. 30 – Nov. 27	<b>Twitter Advertisement</b>	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community
	Oct. 30 – ongoing	<b>SLPS Website</b>	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community



## PUBLIC MEETINGS

SAB member Richard K. Gaines facilitated the three meetings in an identical format. All attendees were asked to sign-in and identify their role however, not all complied. For instance, there were school children who accompanied their parents to meetings, but did not sign in. Also, some meeting attendees self-identified as filling multiple roles. For example, some self-identified as both educators and parents. Attendees also had the option to sign up to comment publicly. The meetings opened with a welcome, a public engagement process overview, a meeting purpose explanation and guest speaker introductions. Following the expert presentation, Special Committee members had an opportunity to ask the presenter questions followed by a public comment period. Each speaker’s biography and slide deck can be found in Appendix B and C, respectively. Attendees, who spoke in the order in which they signed up, were given three minutes to speak and were allowed to ask one additional follow-up question. The Special Committee remained until all attendees who wanted to comment publicly had an opportunity to speak. The public meetings engaged 427 total attendees and reached 4.9 thousand total Facebook live viewers. There were 77 total public meeting speakers, including 52 unique respondents and 10 respondents who spoke at two or more meetings.

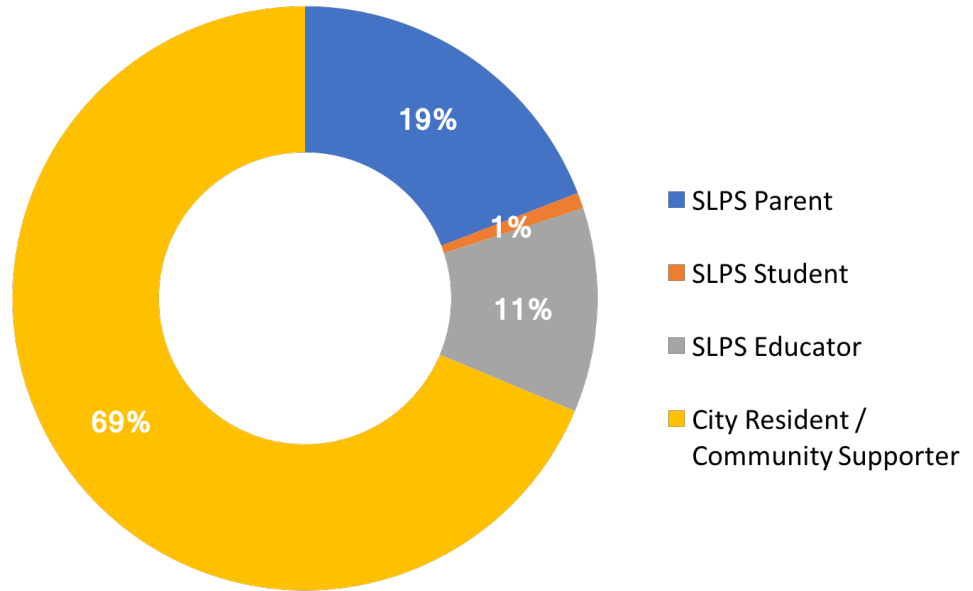
The first public meeting was held on Monday, November 6, 2017 at Vashon High School. Verjeana McCotter-Jacobs, Esq., Executive Strategic Advisor in Equity Programming at the National School Boards Association; Melissa K. Randol, Esq., Executive Director, Missouri School Boards Association and Chief Executive Officer at MSBA Future Builders Foundation; and Janet Tilley, Director of Board Development at the Missouri School Boards Association provided the expert presentation on elected board governance. A total of 234 people attended Public Meeting #1 and self-identified as SLPS educators (115), city residents or other community supporters (94), and SLPS parents (38). This meeting’s video stream received 1.9 thousand views. Some meeting attendees self-identified as filling multiple roles. See Figure 1.



**Figure 1. Public Meeting #1 Attendee Demographics**

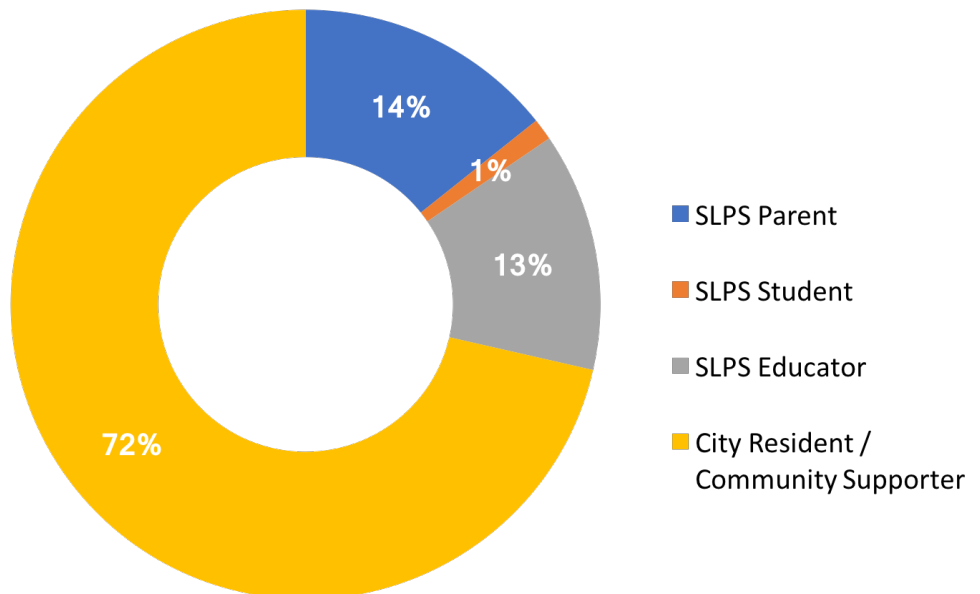
The second meeting on Thursday, November 9, 2017 at Central Visual and Performing Arts Academy focused on appointed board governance. Dr. Kenneth K. Wong, the Walter and Leanore Annenberg Professor of Education Policy and Professor of Public Policy and Urban Studies at Brown University, provided the expert presentation.

There were 110 people in attendance, including self-identified city residents/other community supporters (79), SLPS parents (22), SLPS educators (13), and SLPS students (1). This meeting’s video stream received 1.4 thousand views. Some meeting attendees self-identified as filling multiple roles. See Figure 2.



**Figure 2. Public Meeting #2 Attendee Demographics**

The third meeting on Monday, November 13, 2017 at Northwest Academy of Law High School focused on hybrid governance. Michael Casserly, Executive Director of the Council of Great City Schools, provided the final expert presentation. There were 83 people in attendance, including self-identified city residents/ other community supporters (60), SLPS parents (12), SLPS educators (11), and SLPS students (1). This meeting’s video stream received 1.6 thousand views. Some meeting attendees self-identified as filling multiple roles. See Figure 3.



**Figure 3. Public Meeting #3 Attendee Demographics**

## ONLINE SURVEY

The online public engagement survey provided respondents an opportunity to share their preference and opinions about SLPS’s future board governance. Since school board governance is a broad topic, the survey was designed to complement the public meeting structure, which explored three models of governance: elected, appointed, and hybrid. For this reason, the survey also provided opportunities for the public to prioritize and comment on various features of governing boards. Additionally, the survey asked participants to share their thoughts on other related topics, such as the board transition period and priorities that may inform the Special Committee’s recommendation.

The survey was promoted across various media outlets prior to its Tuesday, November 14, 2017 launch date. The Special Committee Facilitator, Richard K. Gaines, stated the survey purpose and timeline at every public meeting. This information was displayed in the meeting’s slide deck, on a comment area board, and on a sign-in area board. The survey information was also included in the official meeting flyer, which was distributed to all attendees. The District dedicated a webpage to survey information, where visitors could return to access the survey starting November 14. Additional survey promotion efforts can be found in Table 2.

**Table 2. Online Survey Public Outreach Summary**

Date	Outreach Method	Target Audience
Oct. 23 – Nov. 28	<b>SLPS Website</b> – The District dedicated a section on its official website to board governance engagement information ( <a href="https://www.slps.org/governance">https://www.slps.org/governance</a> ). This site included information about the public meetings, including logistics, speakers’ biographies and PowerPoint presentations, archived videos, details about the survey engagement process, and a link to access the survey.	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community
Nov. 14	<b>Good News E-blast</b> - SLPS included information about the survey and invited staff to share their opinions in this edition of the scheduled staff email blast. See Appendix A4.	✓ SLPS Staff/ Educators
Nov. 14 – Nov. 27	<b>Social Media Accounts</b> - SLPS promoted the survey using its Facebook and Twitter accounts.	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators ✓ Community
Nov. 15	<b>Governance Half Sheet</b> - The District provided principals flyers inviting SLPS families to share their thoughts on the board governance issue using the survey. Principals were asked to print this document and send home with students. See Appendix A5.	✓ SLPS Parents/ Students

**Table 2. Online Survey Public Outreach Summary continued.**

mid Nov.	<b>Text Message</b> - The following message was sent to all SLPS families (who previously opted in to receive text message notifications from the District): "We are seeking feedback from our SLPS families! Visit <a href="http://www.slps.org/survey">www.slps.org/survey</a> today to share your views on the future of SLPS board governance. The survey closes Nov. 28."	✓ SLPS Parents/ Students ✓ SLPS Staff/ Educators
Nov. 17	<b>School Leaders Bulletin</b> - A survey end date reminder was sent to all school leaders and administrators to encourage their participation and to provide information to share with their respective school community.	✓ SLPS Staff/ Educators
Nov. 27	<b>Superintendent's Bulletin</b> note to all staff encouraging participation in the online survey.	✓ SLPS Staff/ Educators

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The interactive engagement survey tool was designed to provide respondents an opportunity to share their thoughts and help the Special Committee better understand the issues that are important to the community.

### Online Survey Introduction Screen

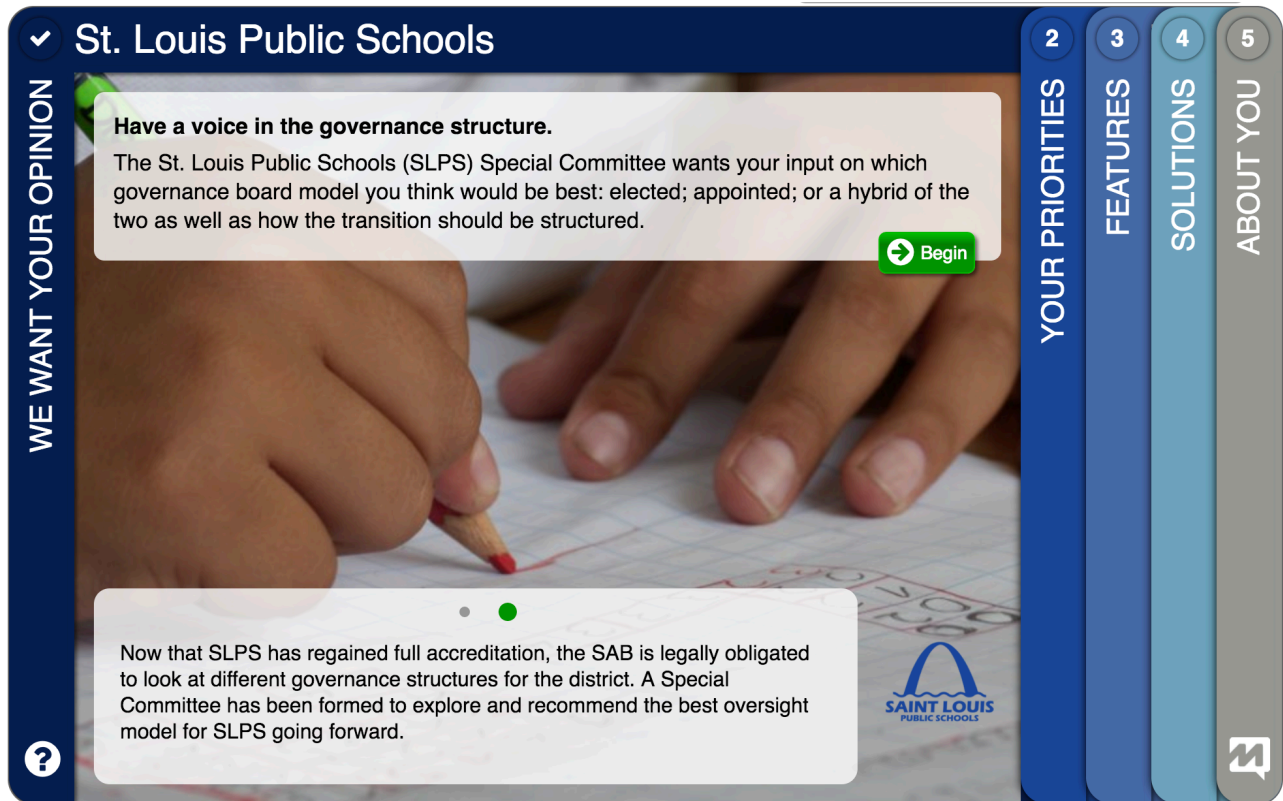


Figure 4. Screen 1 Introduction

This first screen explained why the SAB is exploring governance models for SLPS and the survey's purpose. It frames the comments around specific board features and possible outcomes. It also focused the comment process on three specific types of governance: elected, hybrid, and appointed board as well as the transition process timetable.

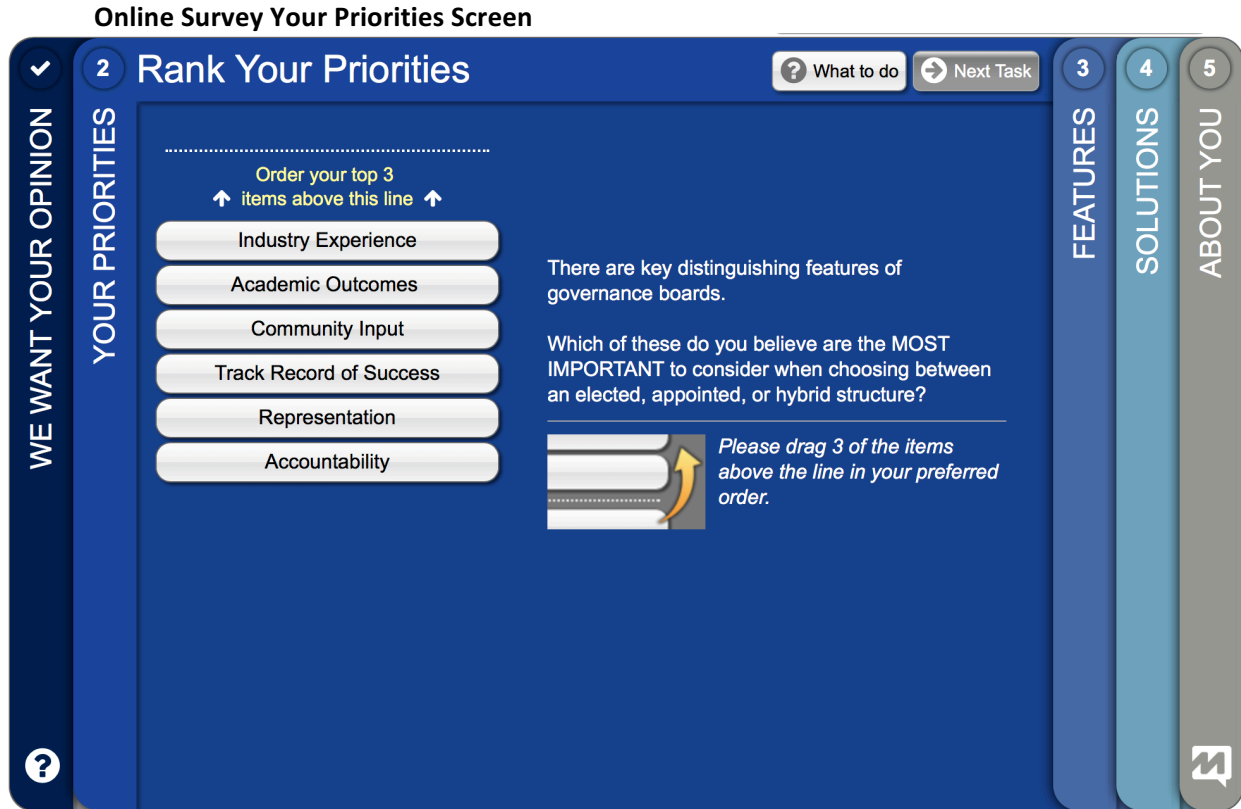


Figure 5. Screen 2 Your Priorities

*Instructions: Which of these do you believe are the most important to consider when choosing between an elected, appointed, or hybrid structure? Please drag 3 of the items above the line in your preferred order.*

The second screen asked respondents to select their top three priorities for selecting a governance model from a list of six options: accountability, academic outcomes, representation, community input, track record of success, and industry experience. These priority options were derived from distinguishing features of elected, appointed, and hybrid boards such as member selection process. These features have an impact on the governance board's level of accountability, ability to impact academic outcomes, and responsiveness to the community, to name a few. In addition to ranking these priorities, respondents could provide additional comments on each priority option. This information was requested in order to help the Special Committee better understand which features and outcomes matter most to respondents.

## Online Survey Feature Screen

**Tell Us More**

← 2 3 Tell Us More ? What to do ↻ Next Task 4 5

WE WANT YOUR OPINION YOUR PRIORITIES FEATURES SOLUTIONS ABOUT YOU

A B C D E

**Please answer all questions below.**

I am most concerned about improving student test scores.

Strongly Disagree Disagree Neutral Agree Strongly Agree

I think the biggest challenge is improving student enrollment.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Next

Figure 6. Screen 3 Features

*Instructions: Rate your level of agreement with the following statements.*

The third screen asked respondents to answer a series of nine questions. This information will help the Special Committee better understand respondents' values and priorities for whichever governance board is selected. Respondents were asked to rate their agreement (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) with the following nine statements:

1. I am most concerned about improving student test scores.
2. I think the biggest challenge is improving student enrollment.
3. The school governing board must focus their energies on improving student graduation rates.
4. I think the top concern of the governing board should be financial management and budget concerns.
5. I do not think governing school boards support teachers enough.
6. I want school board members to have a demonstrated commitment to public education.
7. I think transparency is an extremely important core value for school board members.
8. The most important task for the school board is to get things done to achieve their goals.
9. I think it is very important that the SLPS school board has a good working relationship with our elected officials St. Louis City Mayor, the St. Louis Board of Aldermen and the Governor of Missouri.

## Online Survey Solutions Screen

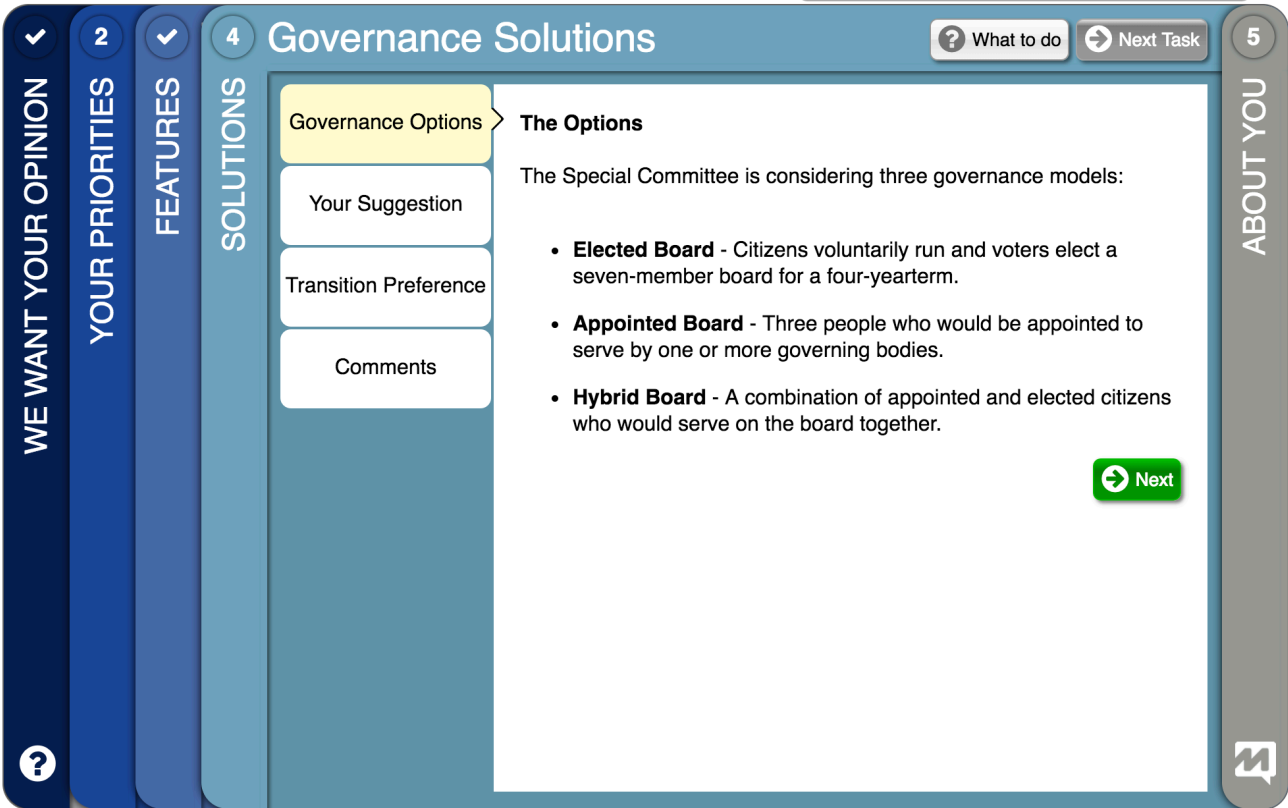


Figure 7. Screen 4 Solutions

*Instructions: The Special Committee is considering three governance models: elected, appointed, and hybrid. Read about the them and let us know your preference.*

The fourth screen described the three governance models and asked respondents to select their preferred governance model (elected, appointed, or hybrid) and transition timeline (1-3 months, 3-6 months, 6-12 months, or greater than one year). This screen also allowed respondents to provide additional comments about their preferences and general thoughts on SLPS board governance. The results will provide the Special Committee information about what governance structure and transition process respondents prefer.



## Online Survey About You Screen

**WE WANT YOUR OPINION** **2** **YOUR PRIORITIES** **4** **FEATURES** **SOLUTIONS** **5** **About You** **What to do**

**Tell us about yourself!**

I am a (Required. Select all that apply)

- SLPS Parent  SLPS Student
- SLPS Educator
- City of St. Louis resident with no children in the district's schools
- Other community supporter

If you selected Other above, please describe:

Type...

Home Zip Code (Required)

Type...

Email address (Optional):

Type...

**Submit Final Questions** Skip

**Thank You**

Thank you for your input! Your feedback will help the Special Committee decide which governance model is best for the St. Louis Public Schools District.

Please share this survey using the tools on the right.

**SAINT LOUIS PUBLIC SCHOOLS**

Twitter Facebook

Figure 8. Screen 5 About You

*Instructions: Thank you for your input so far! It has been recorded. Please answer a few optional questions. This helps us understand your input better. Your private information will be kept private. Use the sharing tools (on the right) to spread the word!*

The fifth and final screen collected demographic information. Respondents chose a role descriptor (SLPS Parent, SLPS Educator, SLPS Student, City Resident with no children in the District's schools, or Other Community Supporter). This screen also collected home zip codes in order to understand better where the response originated.

# ENGAGEMENT RESPONDENTS

## PUBLIC MEETING RESPONDENTS

At each meeting, there were four established mechanisms for attendees to share their thoughts: public comment during the meeting, paper comment form, private comment via a court reporter, and Facebook. Transcribed comment form responses, private comment transcripts, and Facebook comments can be found in Appendix D.

The public was also invited to share their input via a designated SLPS hotline and the SLPS website’s “Let’s Talk!” application. These comments can also be found in Appendix D. Respondent information for each meeting is provided in Table 3 below. A detailed summary of the meeting comments can be found in the “Public Engagement Results” section on page 16.

**Table 3. Public Meeting Respondent Summary**

	Meeting Public Comment	Paper or Online Comment Form	Meeting Private Comment	Facebook Live Comment
<b>Public Meeting #1</b> (Elected Board Governance)  <b>234 attendees</b> <b>1.9K live viewers</b>	2 SLPS Students 2 SLPS Parents 1 SLPS Educator 23 Community Supporters <b>28 Respondents</b>	0 SLPS Students 9 SLPS Parents 10 SLPS Educators 10 Community Supporters <b>29 Respondents</b>	0 SLPS Students 0 SLPS Parents 2 SLPS Educators 3 Community Supporters <b>5 Respondents</b>	<b>182 comments</b>
<b>Public Meeting #2</b> (Appointed Board Governance)  <b>111 attendees</b> <b>1.4K live viewers</b>	0 SLPS Students 3 SLPS Parents 1 SLPS Educator 20 Community Supporters <b>24 Respondents</b>	1 SLPS Student 3 SLPS Parents 0 SLPS Educators 1 Community Supporter <b>5 Respondents</b>	0 SLPS Students 2 SLPS Parents 0 SLPS Educators 0 Community Supporters <b>2 Respondents</b>	<b>121 comments</b>
<b>Public Meeting #3</b> (Hybrid Board Governance)  <b>84 attendees</b> <b>1.6K live viewers</b>	0 SLPS Students 3 SLPS Parents 2 SLPS Educators 21 Community Supporters <b>25 Respondents</b>	0 SLPS Students 0 SLPS Parents 0 SLPS Educators 4 Community Supporters <b>4 Respondents</b>	0 SLPS Students 0 SLPS Parents 0 SLPS Educators 1 Community Supporter <b>1 Respondents</b>	<b>67 comments</b>

## ONLINE SURVEY RESPONDENTS

The online survey remained open for a two-week period starting on Tuesday, November 14, 2017 and ending on Tuesday, November 28, 2017. The survey engaged 1,564 people, including 591 SLPS parents, 492 SLPS educators, 289 City of St. Louis residents with no children in District schools, 165 other community supporters, and 17 SLPS students. Again, respondents self-identified their roles. Together they generated 1,206 comments.

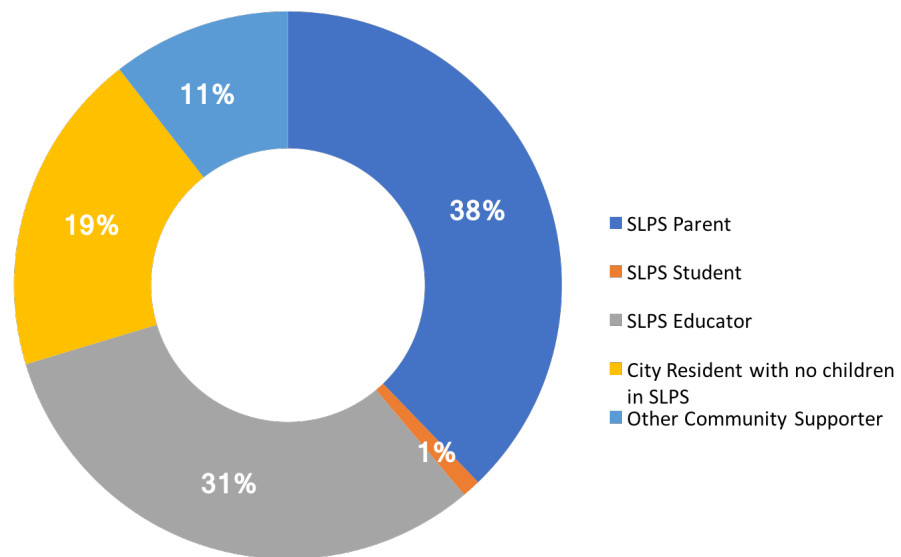
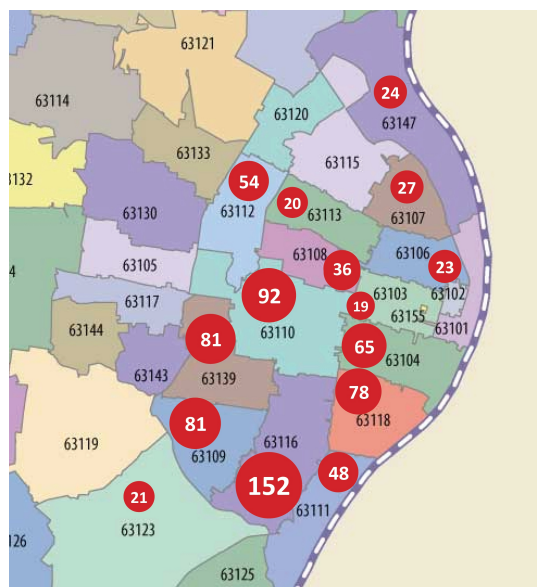


Figure 9. Online Survey Participant Demographics



Survey participants represent 95 unique zip codes. Most participants reported City of St. Louis home zip codes. Other respondents reported St. Louis County, greater Missouri area, out-of-state or unknown resident zip codes. The top 20 respondent zip codes are listed in Table 4. See full list of reported home zip codes in Appendix E1.

Figure 10. Online Survey Respondent Home Zip Codes Map

**Table 4. Online Survey Respondent Home Zip Codes**

<b># of Respondents</b>	<b>Zip</b>	<b>Neighborhoods</b>	<b>State</b>
152	63116	Tower Grove South, Bevo Mill, Dutchtown, Holly Hills, Princeton Heights, Boulevard Heights	MO
92	63110	Central West End, The Hill, Botanical Heights, Kings Oak, Forest Park Southeast, Clayton-Tamm, Cheltenham, Southwest Garden, Midtown, Tiffany, Shaw, Missouri Botanical Gardens	MO
81	63109	Lindenwood Park, St. Louis Hills, Princeton Heights, South Hampton, Bevo Mill, Tower Grove South, North Hampton	MO
81	63139	Hi-Pointe, Clifton Heights, Southwest Garden, Clayton - Tamm, Franz Park, Ellendale, The Hill, Lindenwood Park, North Hampton, Tower Grove South	MO
78	63118	Benton Park, Fox Park, Soulard, Benton Park West, Gravois Park, Marine Villa, Tower Grove East, Dutchtown, Tower Grove South, Kosciusko, Mount Pleasant	MO
65	63104	Soulard, Lafayette Square, The Gate, Fox Park, Clinton-Peabody, McKinley Heights, Compton Heights	MO
54	63112	Wells-Goodfellow, Hamilton Heights, West End, Skinker-DeBaliviere, DeBaliviere Place	MO
48	63111	Dutchtown, Mount Pleasant, Carondelet, Holly Hills, Boulevard Heights	MO
38	63108	Academy, DeBaliviere Place, Lewis Place, Vandeventer, Midtown, Covenant Blu-Grand Center, Central West End, Fountain Park	MO
36	63115	The Greater Ville, Kingsway West, Kingshighway East, Mark Twain, North Riverfront, Wells-Goodfellow, Penrose	MO
27	63107	Fairground Park, College Hill, Old North, Hyde Park, The Greater Ville, St. Louis Place, JeffVanderLou	MO
24	63147	North Point, Baden, North Riverfront, Near North Riverfront, College Hill, Hyde Park	MO
23	63106	Carr Square, St. Louis Place, Old North, JeffVanderLou, Covenant Blu-Grand Center, Old North, Downtown West, Columbus Square	MO
21	63123	South St. Louis County – Marlborough, Lemay, Wilbur Park	MO
20	63113	Kingshighway West, Kingshighway East, The Greater Ville, The Ville, JeffVanderLou, Academy, Fountain Park, Vandeventer, Covenant Blu-Grand Center	MO

**Table 4 continued.**

# of Respondents	Zip	Neighborhoods	State
19	63103	Downtown West, Midtown, Covenant Blu-Grand Center, JeffVanderLou, The Gate District	MO
16	63033	Old Jamestown, Florissant, Black Jack	MO
16	63130	Washington University, University City, Clayton, Wellston, Pagedale, Vinita Park	MO
13	63129	Mehlville, Oakville (South St. Louis County), Concord	MO
13	63143	Maplewood, Richmond Heights, Shrewsbury	MO

## PUBLIC ENGAGEMENT RESULTS

### OVERVIEW

The qualitative comment information collected during the public engagement process from both the public meetings and the online survey is reported in summary. Respondent data are organized into six themes, which reflect both the topics on which online survey participants were asked to comment and the emerging themes identified from comments made across all of the survey mechanisms. The themes are:

- Academic Outcomes
- Accountability
- Community Input
- Leadership
- Representation
- Values

Verbatim comments related to each theme are organized into two summary sections—public meeting comments and survey comments. Meeting comments include responses shared publicly and privately in a separate room before a court reporter, on a comment form, on Facebook Live, on the SLPS hotline, and through “Let’s Talk!” Session comments reflect the respondent’s view and not necessarily the general public’s view.

#### **Public Meetings**

Public meeting respondents asked questions and made comments about the various board governance models. Some comments provided insights into respondents’ concerns and priorities. Democracy and equity emerged as community values in meeting comments and are substantiated by online comment data. This emergent theme is further explored in the “Community Values” section on page 27.



## Online Survey

The online comment section includes information solely collected through the interactive survey engagement tool. The online survey captures responses from a larger number of people; however, data were not collected in a randomized manner and the survey's goal was to solicit a preference about the governance and transition timeline. Though the respondent data from the online survey provide deeper insight into the public's view, they are not necessarily generalizable to the public.

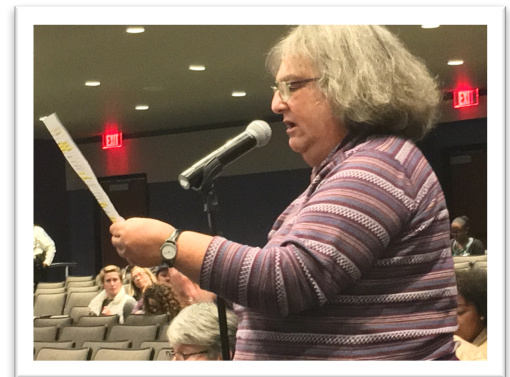
Careful review of respondent survey information identified duplicate IP addresses. The respondents who shared the largest number IP address duplicates all self-identified as educators, reported various home zip codes and identified differing priorities. These entries appear to be SLPS educators who accessed the survey while on the District's internet network. When other duplicate IP addresses are examined against the initial IP address entry, duplicate entries in most cases did not appear to be identical. It is possible that these duplicates are submissions from separate members of the same household. These data are all included in the analysis.

## PUBLIC MEETINGS SUMMARY RESULTS

The community reported concerns regarding the decision DESE will ultimately make regarding SLPS's future governance structure and the processes that will lead to this decision. Respondents commented most often about leadership and community values. Respondents state they want the best for city children. They value transparency, equity, and the democratic process.

Respondents feel that representation amplifies community voices and priorities. Respondents said they want a school board that is knowledgeable about their needs and other social determinants of St. Louis city students' academic outcomes. Respondents often cited a perceived lack of transparency regarding school board budget and management decisions as well as mistrust of current state-level elected officials as reasons why they do not support a purely appointed board governance model.

Respondents commented often on accountability. The community wants to know that it has power and that board members will act in students' best interest. Respondents said they are wary of the political nature of school board leadership and want to help choose school board leaders. Respondents cited voter turnout for the current elected school board as an example of the community's commitment to this issue.



The public meetings were designed to educate attendees on the three governance models under consideration. Some attendees used the opportunity to voice which board governance model they preferred. The attendees who opted to share their preference often preferred an elected board.

## ONLINE SURVEY SUMMARY RESULTS

Survey respondents were asked to select their preferred SLPS board governance model from three options: elected, appointed, or hybrid board. Among the 1,426 respondents to this question the most preferred model is a hybrid board (664 selections) followed by an elected board (608 selections). The least preferred model is an appointed board (154 selections). See survey respondent governance model preference in Figure 11 and comments in Appendix E.

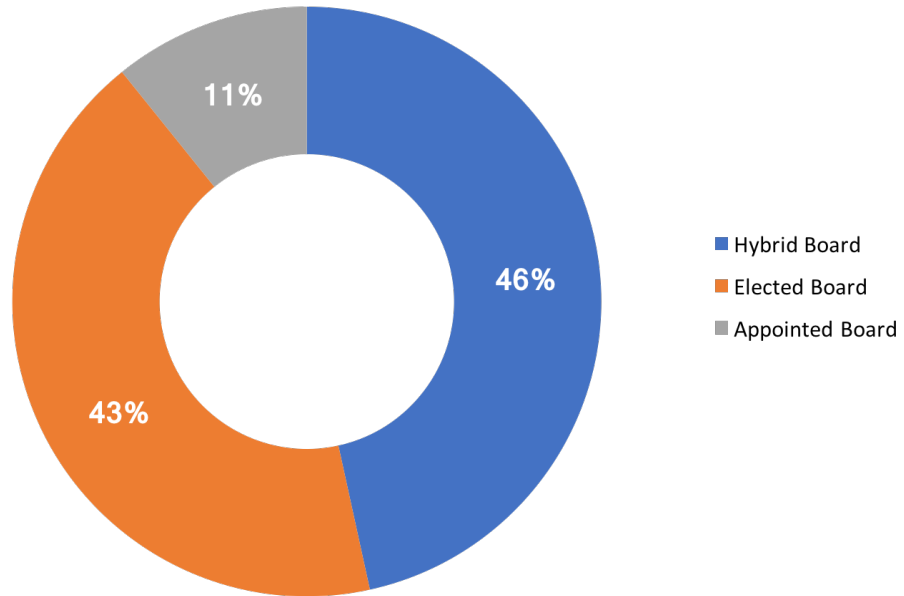


Figure 11. Online Survey Board Preference Results

Respondents who preferred a hybrid board self-identified as parents (43%), educators (31%), community supporters/ city residents (25%), and students (1%). Respondents who preferred an elected board self-identified as parents (34%), educators (33%), community supporters/ city residents (32%), and students (1%). Respondents who preferred an appointed board self-identified as parents (37%), educators (29%), community supporters/ city residents (33%), and students (1%).

Survey respondents were asked to select their transition timeline preference (one to three months, three to six months, six to twelve months, or greater than one year). Among the 1,406 respondents to this question, a majority of survey respondents expressed desire for the transition between the current SAB and the future board to be six months to one year. Only 11% prefer no transition period. See Figure 12 and respondents' transition comments in Appendix E.

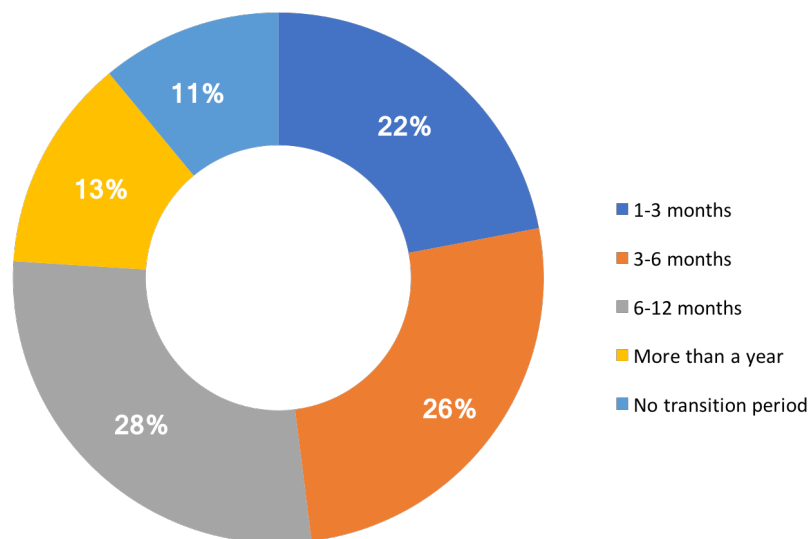


Figure 12. Online Survey Transition Timeline Results

### Online Survey Governance Priorities

Survey respondents chose **academic outcomes** as their top priority, receiving an average rank of 1.73 (1.00 would indicate that 100% of survey respondents indicated this item as their first of three top priorities) and 863 selections as a top-three priority. This outcome is consistent with public meeting comments. When considering what governance model would be best for the future of St. Louis, decision makers should evaluate the governance structure and potential board members' ability to support positive academic outcomes. It should also take into account the impact on the community and other factors that directly impact academic outcomes, including teacher support, material resources, and budget.

Among all respondents, **accountability** has the second-highest priority average (2.01) and was most often selected as a top three priority (911 selections). Public meeting comments also support this outcome. Respondents said they want the board to be responsible for their actions and have some measure of accountability to the public. When considering governance model options, decision makers should gauge the level of accountability the governance structure affords.

Following is **representation** (average rank of 2.07, 513 selections); **track record of success** (average rank of 2.09, 448 selections); **community input** (average rank of 2.12, 487 selections); and **industry experience** (average rank of 2.22, 247 selections). See Table 5.

**Table 5. Online Survey Priority Screen Results**

Priority Item Ranked	Average	Count
Academic Outcomes	1.73	863
Accountability	2.01	911
Representation	2.07	513
Track Record of Success	2.09	448
Community Input	2.12	487
Industry Experience	2.22	247

### ACADEMIC OUTCOMES



This theme includes responses about SLPS academic excellence, student achievement, resources, performance standards, and test scores.

Respondents expressed concern about SLPS students' learning outcomes. There is a strong desire to see schools continue to improve academically and to have the resources to facilitate this progress. Online survey



respondents also commented about academic outcomes. When asked about governance priorities, 62% of respondents strongly agreed or agreed with the statements, “I am most concerned about improving student test scores” and “I think the biggest challenge is improving student enrollment”. Most respondents agree with the statement that “The school board must focus their energies on improving graduation rates.” See Figure 13.

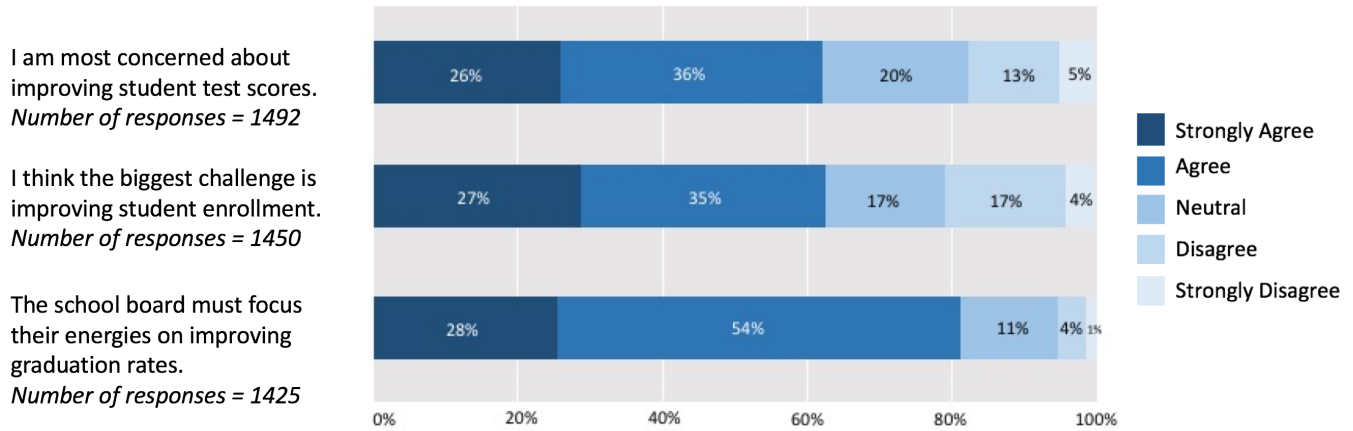


Figure 13. Online Survey Features Screen Result



### Representative Public Meeting Comments

- It often seems that public education is subjected to the latest trend, not necessarily what works over the long term. Especially low-performing districts.
- We are passing kids without ensuring that they can do grade level work. When we as a School District become more focused on educating children and not budgets, and filling up prisons, only then will our children be educated.
- We want to be engaged in the decisions that affect our children. We want our kids to achieve.
- The kids are the most important thing that we have in the city and we got to be concerned about them. You know, the best would be for the kids.

***“Now, the issue in St. Louis if you ask me is not about the school board. It is not about if it should be elected or appointed. It is about the kids in St. Louis not getting a fair opportunity, not getting the resources that they need to succeed fully in school.”***



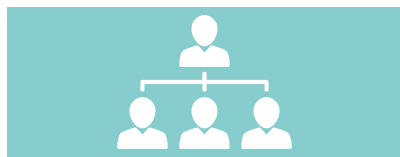
### Representative Online Survey Comments

- It's 100% about our students, plain and simple. If the board isn't helping increase academic outcomes and opportunities for our students, it doesn't deserve to be a part of the District.
- The board should be held accountable for our students learning and growth development because the students are our future.

- As long as we don't lower our standards to make our numbers look better, and efficient with resources, and people in charge are accountable, competent and responsible, you have my support.
- Without academic results, nothing else matters
- I think it is imperative to make our city public schools current, academically superior and safe for all children in the city. A quality education is necessary for the success of all children.
- It is exceedingly important that a real improvement in academic outcomes be achieved if the District hopes to improve the performance of its existing student body and to continue to attract and retain good students and dedicated and quality teachers and administrators.

***“If the board is acting in the best interest of the child we will have the academic outcomes everyone wants.”***

### BOARD ACCOUNTABILITY



This theme includes responses about the board’s interests, its responsibility for its decisions, and concerns about political influences.

Respondents said they want board members to be held accountable for their actions and are concerned about the possibility of having a governance model that does not offer recourse against ineffective board members. For respondents, having a board that is accountable to the community, parents, students, and teachers can mitigate negative political influences and competing agendas.

When asked about governance priorities, a majority of respondents agreed with the statement, “The most important task for the school board is to get things done to achieve their goals.” A majority of respondents also think that it is very important that the SLPS school board has a good working relationship with elected officials. See Figure 14.

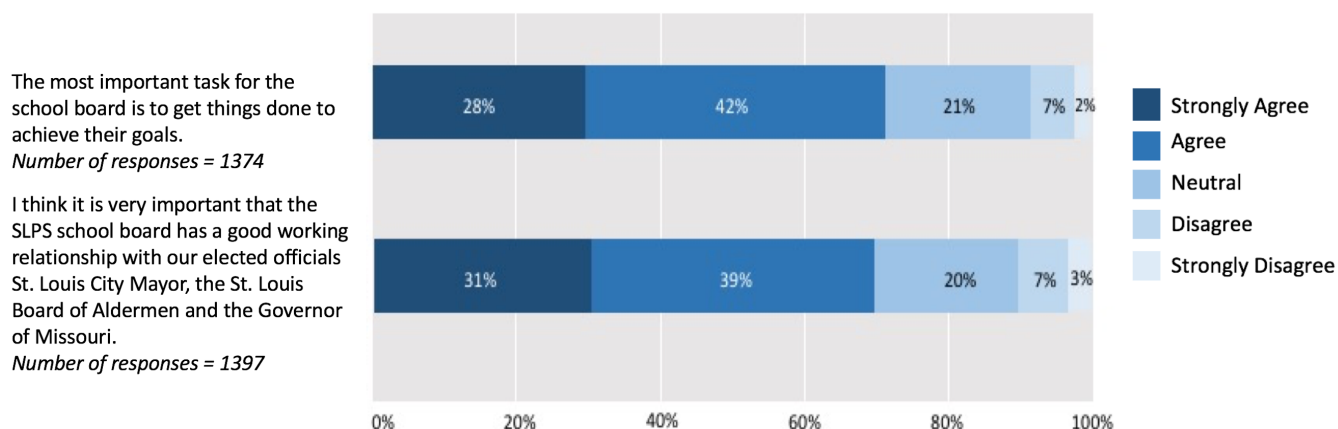


Figure 14. Online Survey Features Screen Results



### **Representative Public Meeting Comments**

- Just like any other elected official, the elected school board members are accountable to the taxpayers that they serve. For the most part, they are reflective of the democratic makeup of the city and in essence the voice of the parents, students, teachers and residents.
- And if we're going to go to an elected board, SAB board, hybrid board, we need to be able to have some that shows some accountability.
- What I will say as a politician, I am tired of politics in our schools, period.
- We cannot allow our children's education to be dependent on an ever changing and chaotic political landscape.
- The political squabbles that have affected the board in the past are counterproductive.
- Yes! Politics has ruined public schools!

***"Our students deserve accountable educated leadership."***



### **Representative Online Survey Comments**

- Accountability to the community is very important and an elected school board will make this more probably. Academic outcomes, track record of success and industry experience are all important in a school board. I feel that accountability, community input, and representation are the most important when deciding between the elected, appointed, and hybrid types of school board.
- All stakeholders, parents, students, teachers and administrators should be involved in school improvement and accountable for their responsibilities.
- Publicly-held elections allow the most important stakeholders -- the community -- to hold the board accountable for its decisions.
- Accountability is the key to success.
- Develop Accountability Trackers for every possible component of Education, be it directly or indirectly associated with the Educational process. Develop an Accountability System of measuring and guiding to the goals of our District Track all components of the Accountability Tracking System submit progress for parents, students and community, quarterly.
- Term limits should be considered - you don't want someone sitting on the board for 6 years who is working on a separate political agenda from Day One.
- The board should be completely accountable to the public which it serves and those constituents are the parents, teachers, students, and residents (in that order) in the SLPS community.
- An elected board creates accountability to the community they serve. However, there should be one or two appointed members who have a proven track record of success in public school education in underserved communities.
- I believe a hybrid oversight method provides accountability and transparency as both the government and the citizens have a say.

***"The board should be held accountable for our students learning and growth development because the students are our future."***

- For the sake of our children, please focus on the structure gives the greatest amount of stability, accountability (to student learning - not to public whim), and intelligence to board governance. History will repeat itself, so let's go with the version of governance that has brought the greatest success to our District in recent decades.

## COMMUNITY INPUT



This theme includes responses about the community having a say in board decisions as well as students' and parents' voices.

Respondents emphasized the importance of community input. Some respondents feel that parents, students, and teachers should have more opportunities to participate in the decision making processes that impact them. Additionally, respondents are interested in creating roles for students to be able to contribute more intentionally to the board's efforts.



### ***Representative Public Meeting Comments***

- I'm an 8th grade student at McKinley, and I was wondering do you all plan on having any students on the board because our voices aren't heard?
- We residents, teachers, we haven't had a voice, and it's time for us to have a voice again.
- Our parents need to feel that they can access District leadership. Our students need to feel that they belong to this community, that their rights, I guess, are represented. Our taxpayers need accountability.

***"The parents don't feel like they have a voice. They don't have a way to reach out."***



### ***Representative Online Survey Comments***

- I think the community should be able to vote who they want to represent the students on the board. Who would be the ears for changes and concerns students and parents have in the community. Will be a voice for the students when making decisions that will affect their education.
- The Board does not always know the needs and desires of the people they represent. Give the community a say in decision making so they can have ownership of the decisions and support them.
- The community should have input. These are our children that this SAB is making decisions for.
- Keep parents involved in the decision making process.
- The citizens and taxpayers need to have a voice in education!
- The public needs to have input on who is taking care of our education issues.

***"I think the community should be a strong part of the school board system because their children are the ones that attend public schools."***

## LEADERSHIP



This theme includes responses about management and board membership qualifications. This theme also includes responses about how governance impacts the District’s stability and the community.

Respondents are committed to public education and seeking board leaders who are similarly dedicated to improving public education. Respondents are also seeking board leaders who are knowledgeable about education, attuned to the needs of urban schools districts, and able to understand the community’s needs. Respondents appreciate stability and want to sustain the positive momentum SLPS is experiencing.

Respondents commented on the lack of resources in certain schools and identified this disparity as an obstacle to achieving improved academic outcomes. This is consistent with respondents’ comments on the importance of academic outcomes. Respondents said they want to see continued progress for District students and are concerned about teachers as well. Respondents did not feel strongly that financial management and budget matters are a top concern for the board. Though not a top priority, public meeting comments and online survey comments suggest that financial management is still an important issue.

When asked about governance priorities, over sixty percent strongly agreed or agreed that governing school boards do not adequately support teachers. Slightly more feel that the top concern of the governing board should be financial management and budget concerns. See Figure 15.

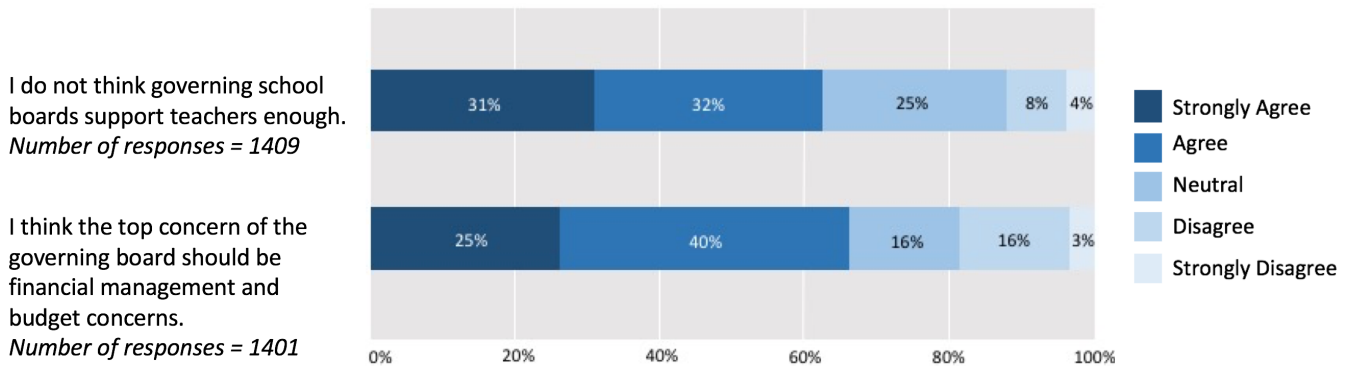


Figure 15. Online Survey Features Screen Results



### Representative Public Meeting Comments

- Why stop the progress we've made? While an elected board sounds ideal, I think our main focus should be on retaining an excellent superintendent and on what's best for our schools.
- However, the elected boards in the past have been something akin to a train wreck. The District has certainly improved over the past 10 years. I attribute that mostly to

***“We cannot have a great city without great schools.”***

Kelvin Adams, who was hired by the appointed board. Nepotism and cronyism are major problems in our District and every facet of our City government. The lack of faith in our institutions certainly makes a permanent appointed board scary, even with the presenter's data.



### **Representative Online Survey Comments**

- “Industry Experience” isn't as important as a real interest & proven involvement in education. In my experience, parents and family members who volunteer in classrooms, current/former educators, and education advocates who have had 'hands-on' experience in policy, pedagogy, etc. tend to provide better insight than merely a 'corporate' person who has successfully managed other businesses but has had limited engagement with schools.
- A combination of citizens that are elected to serve on a four-year term along with appointed experienced members with a background in education to help guide them.
- Governance is not an entry level position, nor is it a management position. Governance is fiscally responsible, sets policy and hires an effective superintendent to serve as both chief operating officer and chief education officer. Board members need experience and an open mind.
- History of elected board has been terrible. Nepotism, tolerance of athletic violations and refusal to initiate improvements in the face of the charter school surge was the character of the elected board ten years ago. The board needs management and business experience to oversee such a large organization.
- The parents of the District/community should have the final say as to who runs their public schools. HOWEVER, the members of a board of a District this size MUST be individuals with education background.
- We need real people in these positions who know what it's like in the classrooms and schools. Not people with no educational experience who just make decisions based on numbers and not students' actual needs.
- We need to attract the best and the brightest to our schools; therefore, we need to elect the best and the brightest to our school board -- local members of the community who have skin in the game.

***“I want our community to have a voice in choosing the Board, but also appreciate Board membership that has experience/knowledge/expertise.”***

## **REPRESENTATION**



This theme includes responses about community representation, board composition as well as board members' track record in K-12 education, District leadership, and school governance.

Representation matters to respondents because it ensures another mechanism for community input and provides assurance that the community's interests will be represented and that their needs will be understood and addressed. Respondents feel that the board should be diverse and more specifically that student and teacher voices should be amplified. Some respondents cited their taxpayer status as another reason for representation on the governance board.



### **Representative Public Meeting Comments**

- One of my biggest concerns and I think most of the people in here have really brought it out is who are the stakeholders in here? Because see these boards that you-all are coming up with, they're not stakeholders in here. We need people from our community to be stakeholders in what is going on with our children.
- Like I said, I think that St. Louis is a city where there is a need for representation from an elected board of community members, but I also see the need for more people who have an understanding of educational science and improvement.

***"I believe there should be no taxation without representation.."***



### **Representative Online Survey Comments**

- Different socio-economic and ethnic backgrounds, teachers, parents, financial field, and all genders should be represented.
- Diversity brings a wealth of knowledge to the educational platform.
- I believe a hybrid model provides more diversity amongst board members and helps to ensure both community input (elected members) and that various areas of expertise are represented (appointed members).
- I feel you have a mixture of elected people which consist of community members and other professionals, it would give it a balance.
- A board of members who live in the District and elected by the citizens of the District will have the better interests of the students in mind than appointed members who may have no local connections.
- Governance requires authentic knowledge of the people and the circumstances within which they reside in order to determine the appropriate strategies and make sound decisions on behalf of our children's academic and social success.
- I believe representation of the community is important and their voices must be heard through those elected persons, however, we need a balance of board members appointed to ensure a healthy balance of the board with members that have a track record of success and knows what it takes to move the District in the right direction.
- I really want teacher representation.
- It is VERY important that the board include long term experienced educators from the SLPS District who understand governing from a TEACHER's point of view.
- Should consist of educators, parents, and other that have a passion for education and want the best for our future generation.
- The people have a right to choose their representation. That is the basis for our system of government.
- This is TOO important not to have persons who have a proven record. This is essential!
- We want new ideas as well as proven methods for successful education in urban environments. Those of us who are home owners and who want to give our children a public school education want the best and most successful people making decisions to make St. Louis City a destination rather than something to run away from.

***"The more diversity of minds, the closer we can get to solving problems and creating successful, efficient, and manageable goals."***

## COMMUNITY VALUES



This theme includes responses about democracy, transparency, urban education, equity, and trust.

Respondents value public education and democracy. The democratic process, in this case, the ability to elect school board members, is perceived as a way to ensure that the community—voters—have control within the school system. Respondents expressed concern about inequity within the District and urge decision makers to focus on equity and to reference documents such as “The Ferguson Report” as a guide for how to do this.

An overwhelming majority of respondents wish to have board members who are committed to public education. When asked to rate their agreement with the statement, “I want school board members to have a demonstrated commitment to public education”, 93% of respondents answered “strongly agree” or “agree” with the statement. A majority also strongly agreed or agreed that transparency should be a key core value for board members. See Figure 16.

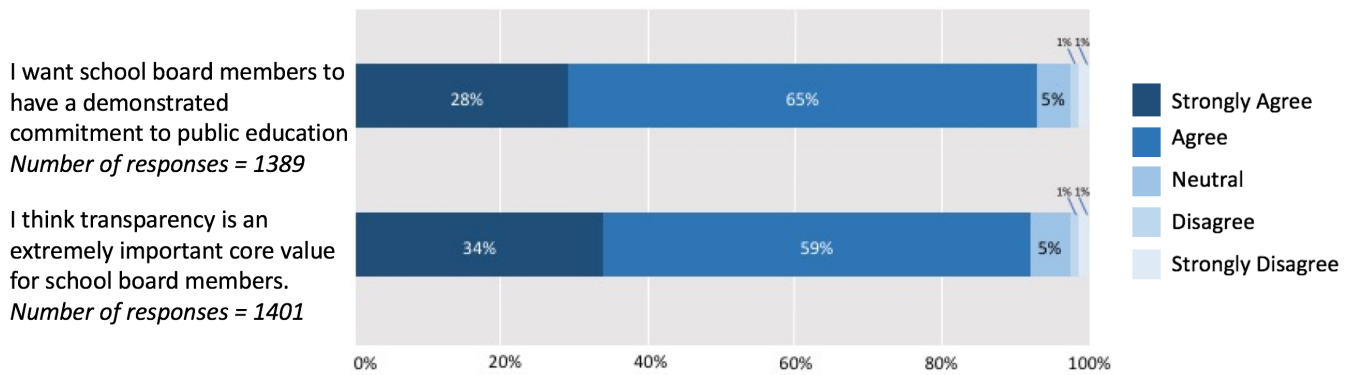


Figure 16. Online Survey Features Screen Result – I want school board members to have a demonstrated commitment to public education.



### Representative Public Meeting Comments

- This is not about the individual members who currently serve on the board of education. It is about the very concept of democracy in education. A few people right up the chain outside of St. Louis could very well take that basic right away from us.
- It is very clear of those in the City of St. Louis that we cherish our right to vote and that we

***“SLPS has a long journey ahead to ensure that each and every one of the students in this city gets the highest quality education possible. But we have seen great progress. I could not be happier with my daughter’s school, and I want every SLPS to have a similar experience.”***



believe that democracy, with some of the problems that it has.

- In a democratic society where taxpayers are allowed to elect those who govern, I think it is a pretty big ask to ask those same citizens to give up that right. In fact, in a lot of ways, it is insulting, especially to those who have in many cases given their life for the right to vote and to choose their representation, so in a lot of ways, it is insulting to ask those to give that up, to not be able to elect those in their community.
- What we need to do, we need to have democracy. We pay for the schools. And when you pay for something -- and the only way to change the system is through democracy because an appointed school board is going to be the same mayor and other people that are going to appoint people that they can control, and those are political appointments.
- People are emotional about the disenfranchisement of not being able to vote. It seems wrong.
- I'm asking you that when you do this report, as we did on the Ferguson Commission, we put on an equitable lens because you can go behind what you're charged to do and you can go beyond what is in the charge.
- SLPS has a long journey ahead to ensure that each and every one of the students in this city gets the highest quality education possible. But we have seen great progress. I could not be happier with my daughter's school, and I want every SLPS to have a similar experience.



### **Representative Online Survey Comments**

- Electing our school board is a democratic right that all citizens need as taxpayers of this state.
- I believe elected by the people for the people. These past years, the voting rights of the citizens of St. Louis have been violated.
- I believe it is a fundamental right of a community to exercise democratic control of its schools. Schools are an integral institution in any community, and the people in these communities deserve to have control over these institutions. This is a basic right of democratic society.
- I have been very pleased with the performance of the SAB. It truly saved the District. That said, I also value democracy and community engagement - hence a hybrid may be an effective compromise.
- Public education is a fundamental right in a democracy, and as such should be subject to democratic control.
- As a registered voter and a tax paying citizen I should be able to elect officials that represent me and my city, not the business sector.
- The SAB has done an excellent job restoring credibility to the school board. I grew up with a series of elected boards that were completely dysfunctional in their public displays of posturing and utter failure to communicate with key stakeholders. In the end, the model doesn't matter as much as the need to have board members that will work collaboratively and with total transparency.

***“The constituents must be involved in this process, and transparency is required for the success of future boards and relationships between community, SLPS superintendent, mayor and alderman.”***

## CONCLUSION

The SLPS School Board Governance Public Engagement process provided the Special Committee and the community with an opportunity to explore possible governance structures for the District transparently. This process was designed to collect community views on the governance issue both directly at public meetings and indirectly through an online survey. Over the course of a month, the SAB engaged with the community reaching a cross-section of parents, city residents, educators, students, and other community supporters.

The public meetings were designed to provide the Special Committee and the community with an opportunity to learn more about all three forms of board governance. The online survey engagement tool was designed to gather information about the community's governance model preference and priorities. The majority of survey respondents preferred the hybrid board governance model and would like a six to twelve month transition period between the current and future governance board. Survey and meeting respondents expressed a desire to see the Saint Louis Public School District provide a rigorous education to all students and be a viable school option for all families.

The community is invested in public education and cares deeply about the outcome of these governance board discussions. Respondents said they want the selected board to sustain the academic progress the District has experienced in recent years. They expressed that leadership should be representative of the community and focus on achieving equitable outcomes for all city students. Participants also said they want accountability and progress.

After ten years, SLPS is now reaccredited. The District is improving academic achievement and this public engagement process is another step toward the reestablishment of a permanent school board governance structure. This summary report provides an additional source of information the Special Committee can use to formulate its recommendation to the SAB.

## APPENDICIES

- Appendix A. Public Outreach Memos
  - Appendix A1. Letter from Dr. Adams
  - Appendix A2. Spotlight News
  - Appendix A3. Superintendent’s Bulletin
  - Appendix A4. Good News E-Blast
  - Appendix A5. Governance Half Sheet
- Appendix B. Public Meeting Speaker Biographies
  - Appendix B1. Speaker Biographies
- Appendix C. Public Meeting Slide Deck
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  - Appendix C2. Public Meeting 2 Speaker’s Slide Deck
  - Appendix C3. Public Meeting 3 Speaker’s Slide Deck
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  - Appendix D2. Public Meeting 1 Privately Recorded Comments
  - Appendix D3. Public Meeting 1 Comment Form Responses (Transcribed)
  - Appendix D4. Public Meeting 1 Facebook Live Comments
  - Appendix D5. Public Meeting 2 Transcript, including Public Comments
  - Appendix D6. Public Meeting 2 Privately Recorded Comments
  - Appendix D7. Public Meeting 2 Comment Form Responses (Transcribed)
  - Appendix D8. Public Meeting 2 Facebook Live Comments
  - Appendix D9. Public Meeting 3 Transcript, including Public Comments
  - Appendix D10. Public Meeting 3 Privately Recorded Comments
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  - Appendix D13. SLPS Hotline Comments
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  - Appendix E3. Online Survey Screen 4 Solutions - Elected Board Comments
  - Appendix E4. Online Survey Screen 4 - Solutions - Hybrid Board Comments
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Appendix A.  
Public Engagement Outreach Memos

## Appendix A1. Letter from Dr. Adams



Kelvin R. Adams, Ph.D.  
Superintendent of Schools

October 27, 2017

Dear Parents/Guardians:

The Saint Louis Public School District has been governed by the Special Administrative Board for more than 10 years now. The SAB is preparing to make a recommendation to the Missouri Department of Elementary and Secondary Education regarding the future governance of SLPS and would like to hear from you before submitting their recommendation.

Please consider attending one or more of the upcoming public engagement meetings to learn more about the different types of public school district governance models and let your voice be heard regarding the future of the Saint Louis Public School District oversight.

There will be three meetings, with each featuring a presentation about the different type of public school district governance structures currently being utilized around the country. The dates, times and locations are as follows:

**Monday, November 6, 6:30 p.m. at Vashon High School**  
**Topic: Elected Board Governance**

**Thursday, November 9, 6:30 p.m. at Central VPA High School**  
**Topic: Appointed Board Governance**

**Monday, November 13, 6:30 p.m. at Northwest Law Academy**  
**Topic: Hybrid Board Governance**

If you are unable to join us, or would like more information about the meetings and different types of governance, please visit [www.slps.org/governance](http://www.slps.org/governance). You will also have an opportunity to share your comments at the public engagement meetings or via the website.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelvin R. Adams".

Kelvin R. Adams, Ph. D.  
Superintendent of Schools

801 N. 11th St. | St. Louis, MO 63101 | Phone: 314-231-3720 | Fax: 314-345-2665

## Appendix A2. Spotlight News

# SLPS Spotlight



NOVEMBER 3, 2017

### Dear SLPS Stakeholder -

Welcome to the first SLPS Spotlight of November. We are almost at the halfway mark of the school year. In November, our seniors are working on, completing and submitting college and scholarship applications. The excitement is rapidly building toward life after high school as they prepare for college, trade school or enlistment.

At the same time, teachers are still engaging student learning with thoughtful and innovative lessons and activities for all students, Pre-K through 12th.

Thank you for your continued support!

Enjoy your weekend, and please keep the following dates in mind:

- November 10 – Veterans Day (District Closed)
- November 21 – SAB Meeting

We hope you enjoy this edition of SLPS Spotlight.

Remember, if you have a comment, thought or story idea for SLPS Spotlight, please send an email to me at [Willie.Prothro@slps.org](mailto:Willie.Prothro@slps.org)



### Community Engagement Sessions

The Saint Louis Public School District is hosting a series of community engagement sessions to gather public input prior to the Special Administrative Board (SAB) making a recommendation to the Department of Elementary and Secondary Education (DESE) on the future governance of SLPS. Each meeting will feature an expert presenter to discuss different types of governing structures being utilized by public school districts around the country.

We encourage you to attend the three public meetings to learn about three governance models



### Healthiest Schools in America

This week, President Clinton visited and toured Gateway Elementary and Gateway Michael School to witness how the Alliance for a Healthier Generation partnership has improved the health of St. Louis students with healthier lunch options, a community garden and exercise stations throughout the school.

and give your feedback.

**Public Meeting 1: Elected Board Governance**  
**Monday, November 6th, 2017 at 6:30 pm** at [Vashon High School](#)

**Public Meeting 2: Appointed Board Governance**  
**Thursday, November 9th, 2017 at 6:30 pm** at [Central VPA High School](#)

**Public Meeting 3: Hybrid Board Governance**  
**Monday, November 13th, 2017 at 6:30 pm** at [Northwest Academy of Law High School](#)

All meetings are handicap accessible and will have an interpreter for the hearing-impaired.

Each session will begin at 6:30 p.m. Childcare and light refreshments will be provided. Transportation has been arranged for the first meeting this evening at Vashon. Shuttle routes and additional details can be found at [www.slps.org/governance](http://www.slps.org/governance).

If you cannot join us, watch our livestream videos. [Like us on Facebook](#) to be notified when we go live.

[Click here](#) to learn more.

The Alliance for a Healthier Generation, founded by the American Heart Association and the Clinton Foundation, helps students develop healthier habits to promote overall health throughout their communities. Gateway Elementary and Gateway Michael School have been recognized as two of the country's healthiest schools. Major thanks to the Missouri Foundation for Health (MFH) for funding the five-year partnership and BJC's School Youth Outreach for its amazing work.

This opportunity was made possible through the leadership of SLPS Food and Nutrition Services, The St. Louis Public Schools Foundation and the Healthy School, Healthy Community Project.



#### Partnership: SLPS and UMSL

This year, 70 students from Carnahan High School of the Future, Northwest Academy of Law & Social Justice, Roosevelt High School, Sumner High School, and Vashon High School are enrolled in Senior English through a partnership with the University of Missouri-St. Louis.

This unique Advanced Credit opportunity blends the online learning platform found in many university settings with the traditional classroom setting and allows students to take a college English course in place of their typical senior course. In this new collaboration between SLPS and UMSL, students will receive three college credit hours through UMSL upon successful completion of the coursework. This is at no cost to the student.



#### Central VPA's *THE WIZ*

Central Visual and Performing Arts High School cordially invites the St. Louis community to its musical production of *THE WIZ* on Thursday and Friday, November 16-17, 2017. The performances will be held in the school's theatre at 7 p.m. nightly. Admission is \$5 for students and \$7 for adults. They are also taking group reservations in advance of the nightly shows. Please contact Dwayne Buggs at (314) 771-2772 to reserve tickets. [Click here](#) for a promotional flyer.



## Appendix A3. Superintendent's Bulletin



Nov. 6, 2017

# Superintendent's Bulletin

Dear SLPS Staff,

Starting this evening at 6:30 p.m. at Vashon High School, the district will host a series of public information and engagement sessions about our future governance structure. When we regained full accreditation in January, that opened the door for us to explore how we will be governed moving forward. A special committee, led by Special Administrative Board Member Richard Gaines, has asked experts from around the country to come to St. Louis to help inform the committee, SLPS families and staff, and the public at large about these governance options: Elected Board, Appointed Board and Hybrid Board.



As employees of the district, your views on this are critically important. I urge you to plan to attend one or more of these meetings and then share your thoughts with the committee.

### Monday, Nov. 6

- Topic: Elected Board Governance
- Location: Vashon High School

### Thursday, Nov. 9

- Topic: Appointed Board Governance
- Location: Central VPA High School

### Monday, Nov. 13

- Topic: Hybrid Board Governance
- Location: Northwest Academy of Law

## WORKPLACE GIVING

The 2017 Workplace Giving Campaign has begun! Please consider a donation to the St. Louis Public Schools Foundation or the United Way.

If you are at a school site, please connect with your workplace giving coordinator to make a donation. Cash, check and payroll deduction are accepted. If you run into any issues, please contact [Karen Hylton](#).

The deadline to turn in funds is Nov. 16.

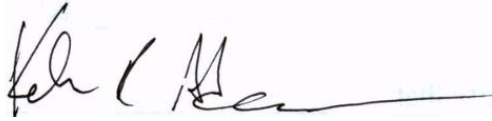
**SAFESCHOOLS**



All sessions will begin at 6:30 p.m. Childcare and light refreshments will be provided. Transportation has been arranged for the first meeting this evening at Vashon. Shuttle routes and additional details can be found at [www.slps.org/governance](http://www.slps.org/governance).

Thank you for your attention to this information. I hope to see you this evening or at one of the other sessions.

Have a great week,



## TRAINING

Please be sure to complete the SafeSchools online training. If you did not receive the SafeSchools email, you can still access the training by clicking [this link](#) and entering your Employee ID#. There are three mandatory sessions.

Share this email:



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Got this as a forward? [Sign up](#) to receive our future emails.

View this email [online](#).

## Appendix A4. Good News E-Blast



GOOD NEWS FOR NOVEMBER 14, 2017

### Dear SLPS Staff Member

Last night, the final of three public engagement meetings on the future governance of Saint Louis Public Schools was held. With all three sessions now completed, the special committee would love to hear your feedback on the various models of governance before it makes its recommendation to the Special Administrative Board.

If you were unable to attend the sessions, or need a refresher on the content, you can watch archived videos and access the PowerPoint presentations on the District's [website](#).

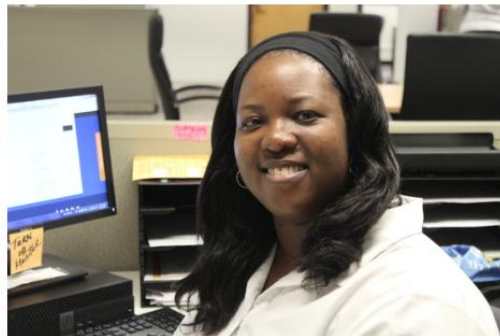
To access the survey and share your opinion, click [here](#).

Now, please enjoy this edition of Good News!

---

### And The Winner Is...

Ms. Garnita Echols, Human Resources Receptionist, is the October 2017 Welcoming Environment Employee of the Month. She received five nominations from co-workers and was selected by a blue ribbon panel as the overall winner for the District for the month of October. Her nominations included the following: "She is an expert in making everyone that comes to the HR Department feel welcomed and important." "She does her job with a smile, no matter how many interruptions, or how many disgruntled individuals appear at her window." "She treats each individual with dignity."



Ms. Echols will be officially recognized at the November SAB meeting, where she will be presented with a beautiful award and a \$50 gift card. After reviewing 65 nominations, the blue ribbon panel also selected Jennifer Wallace (ESOL teacher – Long Middle School) and Jacqueline Bonds-Fowler (Family and Community Specialist – Nottingham CAJT High School) as October Honorable Mention Welcoming Environment Employees of the Month. They will each receive a \$25 gift card.

Nominations are now being accepted for the November 2017 Welcoming Environment Employee of the Month. To nominate your co-worker for demonstrating outstanding customer service, please click [here](#) or visit [www.slps.org/nominate](http://www.slps.org/nominate).

---

### Oh the Places You'll Go!

This past Saturday, the Guided by Light Organization, a local non-profit that works to strengthen community, parent and student bonds, sponsored a Yummy Tummy Market Day field trip for Clay Academy of Exploration and Civics students and families.

The event was held at Mary Queen of Peace School in Webster Groves. Clay students took part in the Dr. Seuss grocery store, Dr. Seuss bookstore and various Dr. Seuss games. They also created a Cat in the Hat picture frame, won prizes and enjoyed delicious food. Both students and parents had an exciting time.



### Real Men Read

Washington Montessori Elementary recently held its annual Real Men Read Challenge. The event aims to heighten student awareness on the importance of reading and create a thirst for student reading. The school invited several male business, school and local leaders to bring their favorite childhood book to the school and read it to a class. It was coordinated by Suzanne Murphy, the school's Family and Community Specialist.



Remember, if you have a Good News item you'd like to share with the District, just drop me an email at [SLPSinfo@slps.org](mailto:SLPSinfo@slps.org) or [Willie.Prothro@slps.org](mailto:Willie.Prothro@slps.org) and put Good News in the subject line. I will do my best to share all good news, either in the Good News eBlast, on the District website, via Spotlight News, the Superintendent's Bulletin or a media release.



[WWW.SLPS.ORG](http://WWW.SLPS.ORG)

Share this email:



## Appendix A5. Governance Half Sheet



### SLPS Families –

As you know, the appointed Special Administrative Board (SAB) has been governing the Saint Louis Public Schools for the past 10 years.

Now that we have regained full accreditation, we want you to have a voice in the future governance structure of SLPS.

We held three public meetings this month to answer a very important question: Should the district continue to be governed by an appointed board? Should the elected board lead SLPS instead? Or should we move to a hybrid board that includes appointed and elected members?

The input of SLPS families is critical to this process. Please take the time to make sure your voice is heard.

Visit [www.slps.org/survey](http://www.slps.org/survey) from a smart phone, tablet or computer to take the poll. The survey closes Tuesday, Nov. 28.

**THANK YOU FOR YOUR SUPPORT OF SLPS, ITS STAFF AND ITS STUDENTS!**



### SLPS Families –

As you know, the appointed Special Administrative Board (SAB) has been governing the Saint Louis Public Schools for the past 10 years.

Now that we have regained full accreditation, we want you to have a voice in the future governance structure of SLPS.

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Visit [www.slps.org/survey](http://www.slps.org/survey) from a smart phone, tablet or computer to take the poll. The survey closes Tuesday, Nov. 28.

**THANK YOU FOR YOUR SUPPORT OF SLPS, ITS STAFF AND ITS STUDENTS!**

## Appendix B. Public Meeting Speaker Biographies

## APPENDIX B1. Public Meeting Speaker Biographies

### PUBLIC MEETING 1 SPEAKERS

**Verjeana McCotter-Jacobs** serves as the Executive Strategic Advisor in Equity Programming for the National School Boards' Association in Washington, D.C. She is an attorney, a Licensed Consultant by Maryland Nonprofits Standards for Excellence Institute, and a trained Mediator by the American Arbitration Association.

Ms. Jacobs has over 25 years in public service working with urban education systems, non-profit organizations, governmental agencies, and labor unions. She has served as Chair of one of the largest school districts in the United States, President of the Maryland Association of Boards of Education, Chair of the National School Boards' Council of Urban Boards of Education, and as a Chief Negotiator in labor relations and other contractual matters.

Ms. Jacobs is known for her effectiveness in bringing divergent stakeholders to the table to tackle contentious, yet necessary issues with the focus on developing effective communications strategies and strong professional relationships. Throughout her distinguished legal and public service career, Ms. Jacobs has continued to fight for the right of every child to have access to equitable educational opportunities.

**Melissa Randol** currently serves as the Executive Director of the Missouri School Boards' Association and the Chief Executive Officer of the MSBA Future Builders Foundation. Ms. Randol is a school law attorney and executive with over 23 years of experience advocating on behalf of public school children in Missouri. In addition, she is a wife and mother, with five grown children who are all graduates of Missouri's public schools.

Prior to being named the Executive Director for the Missouri School Boards' Association in 2015, Ms. Randol served the association for over 20 years in various roles, including General Counsel, Deputy Executive Director and Associate Executive Director of Governmental Relations.

Ms. Randol serves the education community in a number of roles, including Immediate Past Chair of the Missouri Education Roundtable, officer of the Missouri Securities Investment Program, Missouri Bar Committee Chair, Co-Chair of Local Leaders Partnership, Executive Director Central Region Liaison to the National School Boards Association and a member of the National School Boards Action Center's Advisory Committee.

Ms. Randol earned her Bachelor of Science from Missouri State University in Economics and Accounting and her Juris Doctor from the University of Missouri-Columbia.

**Janet Tilley** has served in public education for nearly 40 years as a teacher, administrator, consultant and trainer. She joined the Missouri School Boards' Association in 2013 as the Director of Board Development and assists in providing the state mandated training for all public school board members in Missouri. In addition, Ms. Tilley has worked extensively with the boards of the St. Joseph and Kansas

City Public School districts in implementing research-based governance practices, as well as an evidence-based superintendent evaluation process.

Ms. Tilley began her career in education at Lincoln University as a writing tutor in the Center for Academic Enrichment. She spent 30 years with the Columbia Public Schools as a high school English teacher and K-12 Language Arts Coordinator. After retiring from public education, Ms. Tilley worked as a national literacy consultant in Michigan, Illinois and Ohio. She also served as a literacy consultant for six elementary schools in Kansas City as a part of a federal School Improvement Grant.

Janet holds National Board Certification as a teacher and has been recognized for her contributions in the areas of literacy. She earned a Bachelor of Education in English and Speech and Theater from Missouri State University and a Master of Arts degree in Curriculum and Instruction from the University of Missouri, Columbia.

## **PUBLIC MEETING 2 SPEAKER**

**Kenneth K. Wong, Ph.D.**, is the Walter and Leonore Annenberg Professor of Education Policy and directs the Urban Education Policy Program at Brown University. Professor Wong is also professor of Public Policy and Urban Studies at Brown University.

Professor Wong has conducted extensive research in education policy (federal Title I), urban school governance, innovation, and accountability. Author of several books and over 100 articles, Professor Wong's research has received support from the National Science Foundation, the Institute for Education Sciences, the U.S. Department of Education, and several foundations. During 2013-14, he served as an advisor to the U.S. Secretary of Education and the U.S. Secretary of Interior on issues pertaining to Native Indian education. He was a key architect of the State of Rhode Island's school funding formula, the first major funding reform in twenty years. Professor Wong has engaged in numerous projects that use research to improve policy and practice in urban districts.

## **PUBLIC MEETING 3 SPEAKER**

**Michael Casserly** has served as Executive Director of the Council of the Great City Schools since January 1992. Casserly also served as the organization's Director of Legislation and Research for 15 years before assuming his current position.

As head of the urban school group, Casserly unified big city schools nationwide around a vision of reform and improvement; led the nation's largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP); guided the organization to be the first national education-membership group to call for the Common Core Standards; initiated an aggressive technical assistance program to improve urban education; directed the development of public education's first

performance management system; and led the first national study of common practices among the nation's fastest improving urban school districts. He is currently spearheading efforts to boost academic performance in the nation's big city schools; strengthen management and operations; and improve the public's image of urban education.

An article in USA Today some years ago called him a "Crusader for Urban Schools." He is a U.S. Army veteran, and holds a Ph.D. from the University of Maryland and B.A. from Villanova University.



## Appendix C. Public Meeting Slide Decks

**St. Louis Public Schools  
Long Term Governance Special Committee Task Force**

# **Elected Board Governance**

**Melissa Randol**, *Executive Director*  
Missouri School Boards' Association

**Verjeana McCotter-Jacobs**,  
*Executive Strategic Advisor in Equity Programming*  
National School Boards' Association

**Janet Tilley**, *Director of Board Development*  
Missouri School Boards' Association

**MSBA**

[www.msbanet.org](http://www.msbanet.org)



# MSBA

**Missouri School Boards' Association**

[www.msbanet.org](http://www.msbanet.org)

# Missouri School Boards' Association

- Private, non-profit established and governed by local school board members
- Unified voice of school board members in advocating for strong public schools
- Board of Directors represent 17 regions; St. Louis, Kansas City and Springfield
- Provide services, including training, legal and policy, to 400 member districts
  - (94% of Missouri students)



**MSBA**

[www.msbanet.org](http://www.msbanet.org)



# NSBA

**National School Boards Association**  
**nsba.org**

## National School Boards' Association

- Represent state school boards associations and more than 90,000 school board members
- Advocates for equity and excellence in public education through school board leadership
- Education is a civil right necessary to the dignity and freed of the American people
- All children should have equal access to an excellent education



# St. Louis Public Schools

## *Mission*

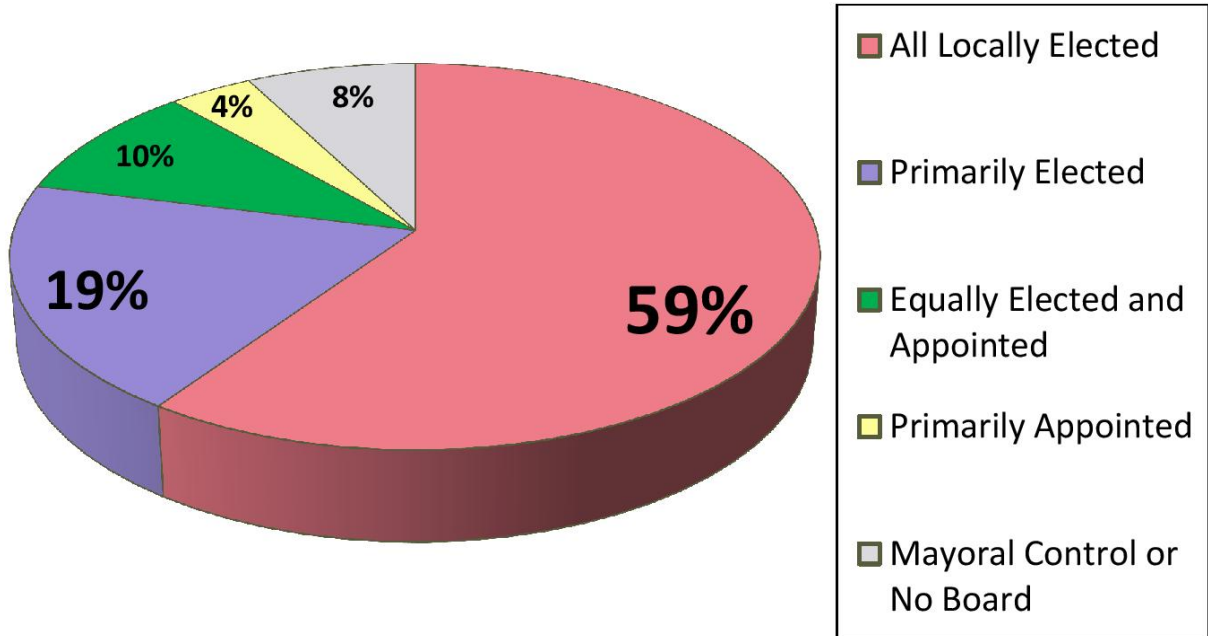
We will provide a quality education for all students and enable them to realize their full intellectual potential.



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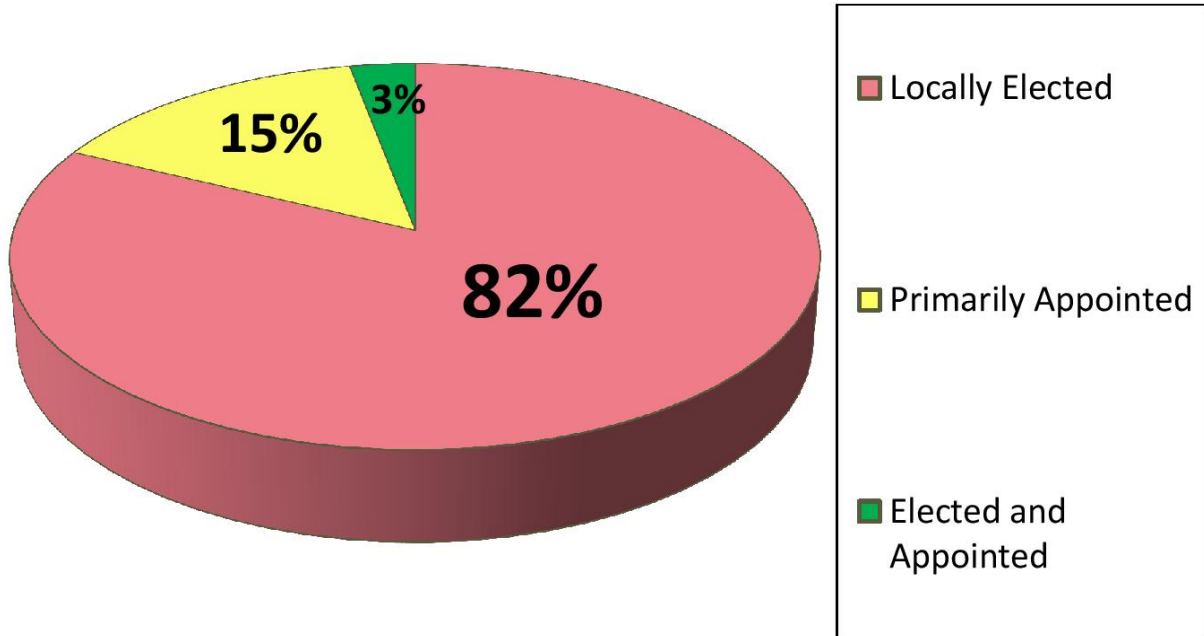
## Elected or Appointed School Board Members Percentage of 50 States and D.C.



Workman, E. (2013). Local School Boards. In 50-State Comparison: K-12 Governance Structures. Denver, CO: Education Commission of the States.



## Elected or Appointed Urban School Board Members (N=40)



Council of the Great City Schools (Fall 2011). Urban School Board Survey: Characteristics, Structure and Governance of Large Urban Public School Boards. Washington, D.C.

# Elected School Boards

- **96 % of school districts have elected boards**
  - including 2/3 of the 25 largest districts
- **Result of Progressive Movement**
  - Provide local control
  - Insulate from political influence
  - “Off-cycle” and non-partisan elections
    - Hess, Frederick (2008). *Assessing the Case for Mayoral Control of Urban Schools*. Education Outlook (4).

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# School Boards in Missouri

- **515 locally elected school boards**
  - Metropolitan (St. Louis)
  - Urban (Kansas City; St. Joseph; Independence; Lee’s Summit; Ft. Zumwalt; Columbia and Springfield)
  - Other
- **Governed by statutes and regulations**
  - Qualifications; ethics; terms; training
- **3 Specially Appointed Boards**
  - St. Louis; Normandy; Riverview Gardens
  - Additional statutes and regulations

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# Elected Board

- Models **democratic process** for stakeholders, including students
- Increases stakeholder and community **interest** and **engagement** in schools
- Allows for more **direct accessibility of families** to officials who make policies
- Non-partisan boards allow for **greater independence** to act in best interest of district and children

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# Models Democratic Process

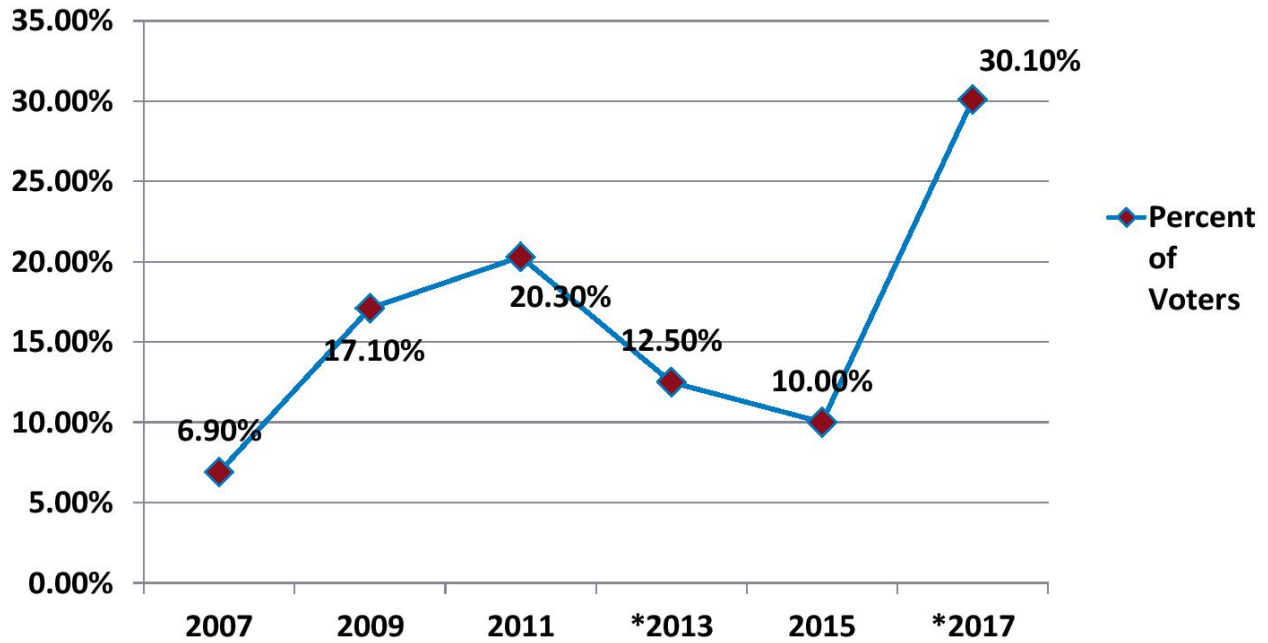
- School board members **largest number of elected officials**
  - 13,600 local school districts
  - 90,000 school board members
    - 86,400 elected school board members
  - 3,605 elected board members in MO
- National School Boards' Association (2017). 2017 State of the Association. Alexandria, VA (p. 24).
- Hess, Frederick (2002). *School Boards at the Dawn of the 21<sup>st</sup> Century: Conditions and Challenges of District Governance*. A Report Prepared for the National School Boards Association. University of Virginia, School of Education and Department of Government (p. 32).

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# Models Democratic Process

Percent of St. Louis Registered Voters  
Electing School Board and Mayor \*



St. Louis City (2007-2017). Election Summary Report. General Municipal Elections. Final Official Results.  
St. Louis, MO

## Increases Stakeholder Engagement

- Provides representation of **entire** community, wards and regions
- **Avenue for racial and ethnic minorities** to enter elected community service
  - Large districts
    - 21.8 % African American; 6% Hispanic
- Ensures **involvement of the public** in public education
  - Moscovitch, Ruth, et al. (2010). *Governance and Urban School Improvement: Lessons for New Jersey From Nine Cities*. Newark, NJ: Institute on Education Law and Policy (p. 2 & 9).
  - National School Boards Association (2017). *State of the Association*. Alexandria, VA: Author.
  - Ravitch, Diane (2013). *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*. New York: Random House (p. 286-7).

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# Direct Accessibility for Families

- Allows **taxpayers and parents** to choose those making the decisions
- Elected school board members have **increased responsiveness** to stakeholders
- Allows for increased **opportunities for public discussion** and criticism
  - Hess, Frederick (2008). *Assessing the Case for Mayoral Control of Urban Schools*. Education Outlook (4).
  - Moscovitch, Ruth, et al. (2010). *Governance and Urban School Improvement: Lessons for New Jersey From Nine Cities*. Newark, NJ: Institute on Education Law and Policy (p. 2 & 9).

**MSBA**

[www.msbanet.org](http://www.msbanet.org)



# Greater Independence

- **Non-partisan** elected officials
  - Inherently **more accountable** to stakeholders
- **Unpaid** positions
  - Missouri Revised Statutes 162.581
  - Hess, Frederick (2008). *Assessing the Case for Mayoral Control of Urban Schools*. Education Outlook (4).
  - Land, Deborah (2002). *Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement*. Review of Educational Research, 72(2).

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# Governance Challenges

- Serve as a **team** and not an individual
- Require **balanced leadership**
  - ***Governance*** - Board
  - ***Administrative*** - Superintendent/Central Office
  - ***Operational*** - Principals, Teachers, Staff
- Maintain **unity and focus** in achieving mission with **many demands, including constituents**
- Operate in a **dynamic and uncertain political climate**

# Individual Authority

- **No individual board member authority**
  - *Colombo v. Buford, 935 S.W.2d 690 (1996)*
  - “Unless otherwise authorized by the Board, individual members are not empowered to act and cannot govern.”
- **Govern as a team**
  - SLPS Board Policy B9270
- **Delegate to superintendent**
  - SLPS Board Policies P2111; P2400; P8331

# Maintain Unity and Focus

- **Increased national, state and local demands**
  - NCLB; ESSA
  - MSIP5
- **Increased financial challenges**
  - Reduced funding for education
- **Increased social and political issues**
  - Increased poverty and income inequity
    - 29.3% poverty rate for St. Louis City (2014)
  - Trauma related issues
  - Mental health of students, families and staff

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# Effective Governance

## Key Studies

- ***Does School Board Leadership Matter?*** (2014)  
Shober and Hartney, Fordham Institute
- ***The Problem: Low-Achieving Districts and Low-Performing Boards*** (2015)  
Lee and Eadens, University of Southern Mississippi and Northern Arizona University
- ***Eight Characteristics of Effective School Boards*** (2011)  
Center for Public Education
- ***Lighthouse Study #1 (2000) and Lighthouse Study #2 (2007), Standards of Effective Boards***  
Iowa Association of School Boards
- ***Foundations For Success. Case Studies of How Urban School Systems Improve Student Achievement***  
(2002). Council of Great City Schools



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# Effective Governance Teams

- **Primary focus -- student learning and performance**
- **Clearly established vision, mission and goals**
  - Clarify district purpose and critical priorities
  - Identify *measurable goals* for the district
- **Effectively fulfill board responsibilities**
  - **Ethical and legal** behaviors
  - Maintain and use current *policies*
  - **Delegate** authority; yet ensure accountability and *monitor progress*



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# Effective Governance Teams

- Respectful and **collaborative relationships** with each other, superintendent and staff
- Encourage **two-way reliable and representative communication** with all stakeholders
- Engage in **training and professional development** to improve governance practices



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# Transitional Formats Appointed to Elected Boards

- **Fully Appointed to Fully Elected**
  - Prince George County, MD (2002-2013)
    - 14 member hybrid board of elected and appointed
- **Shared Governance**
  - Logan County, West Virginia (1992-1996)
    - Now all elected
- **Incremental Governance Responsibilities**
  - Fayette County, West Virginia (2011- 2017)
  - Newark, NJ (2007-2017)
- **Staggered Replacement of Appointed Members**
  - Aberdeen, MS (2012-2017)
  - Hartford, CT (1997-2002)
    - 4 elected; 5 appointed

**MSBA**

[www.msbanet.org](http://www.msbanet.org)



# Governance Structure of SLPS Reflect What the Community Values

- Commitment to Serve All Children
- Democratic Process for Stakeholders
- Direct Accessibility to Policymakers
- Accountability and Transparency
- Non-partisan Governance Structure



**MSBA**

[www.msbanet.org](http://www.msbanet.org)

# St. Louis Public Schools

## *Mission*

We will provide a quality education for all students and enable them to realize their full intellectual potential.



**MSBA**

[www.msbanet.org](http://www.msbanet.org)

# Contact Information

- Melissa Randol, MSBA Executive Director  
[randol@msbanet.org](mailto:randol@msbanet.org)
- Verjeana Jacobs, NSBA Equity Programming  
[vjacobs@nsba.org](mailto:vjacobs@nsba.org)
- Janet Tilley, MSBA Director  
[tilley@msbanet.org](mailto:tilley@msbanet.org)

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# United for Public Education



Missouri School Boards' Association

# Considering the Design and Effects of Appointed Boards in Urban Districts: Lessons from Research



Kenneth K. Wong  
Annenberg Professor of Education Policy  
Brown University

Presentation at Saint Louis Public Schools  
November 9, 2017



## **UNIQUE CHALLENGES FOR URBAN SCHOOL SYSTEMS IN THE U.S.**

**SCALE:** 26.6% of the nation's K-12 students are served by the largest 129 districts, and about 45% are taught in the 400 largest districts; high concentration of high needs students in these districts

**FRAGMENTATION:** An elected school board constitutes multiple centers of power and lack of a single entity that is ultimately in charge to improve school performance; low turnout for school board elections

**DECLINE IN PUBLIC CONFIDENCE:** Growing parental demand on school improvement, out-migration of middle-class families, limited parental engagement from diverse communities, and taxpayers' concerns

## Why Focus on School Governance?

School governance serves several aims:

- *Representation* of school board members: Does the district embody a collective vision? Do board members reflect the changing populations in the city?
- *Accountability* of the policy making process: Can local voters' hold the district leadership accountable for their decisions? Is there policy and data transparency for parental and public engagement?
- *Capacity to act*: Does the governance system enable schools and teachers to take actions to improve teaching and learning?
- *Leverage partnership*: Is there collaboration between the school district and other sectors?
- *Incentives to innovate*: Does governance facilitate innovative practices at all levels?

## Governance by Appointed Board: Different Designs



- Governor and Mayor jointly appoint the school board in Philadelphia and, until 2016, Baltimore
- Mayoral appointed school boards govern several urban districts: Chicago, New York, Boston, Cleveland, New Haven, Hartford, and Providence, among others.
- The mayor in Washington DC is also in charge of the school system, while the DC city council maintains strong budgetary checks.
- Boston and Providence have nominating committees that submit a list of qualified school board candidates to the mayor.
- The appointed boards in New Haven and Hartford have expanded to include elected parental representatives.



## Appointed Board - Design Rationale

- **Integrated Governance: A system-wide elected office (e.g. governor or mayor or both) is ultimately accountable.** Integrate electoral accountability and public education performance at the citywide level.
- Enables the appointed board to rely on system-wide standards to hold schools and students accountable for their performance.
- Supports schools that are persistently underperforming, such as leveraging resources in the larger community.
- Reduces institutional fragmentation that often impedes strategic actions

## Enabling Processes



- State **legislation** that authorizes the governor/mayor to appoint the board (such as Philadelphia, Chicago and New York)
- State legislation that calls for a **citywide referendum** on whether to grant the mayor the authority to appoint the school board (such as Boston and Cleveland).
- Voter approval of **changes in the city charter** that allow the mayor to appoint school board members (such as Oakland in 2000).

## VARIATIONS OF APPOINTIVE POWER

District	Mayor/Gov appoints <u>majority</u> of board?	Mayor/Gov appoints <u>all</u> of board?	Mayor/Gov has <u>full appt. power</u> ?
Boston	Yes	Yes	No ^
Chicago	Yes	Yes	Yes
New Haven	Yes	Yes	Yes
Baltimore	Joint appt. with governor until 2016; Mayoral appointment since 2017		
Providence	Yes	Yes	No ^
Detroit <sup>a</sup>	Yes	No *	Yes
Cleveland	Yes	Yes	No ^
Wash. DC	Full Governance Authority		
Oakland	No	No	Yes
Philadelphia	No: Joint appt. with governor		
New York	Yes	No	Yes
Hartford	Yes	Yes	Yes

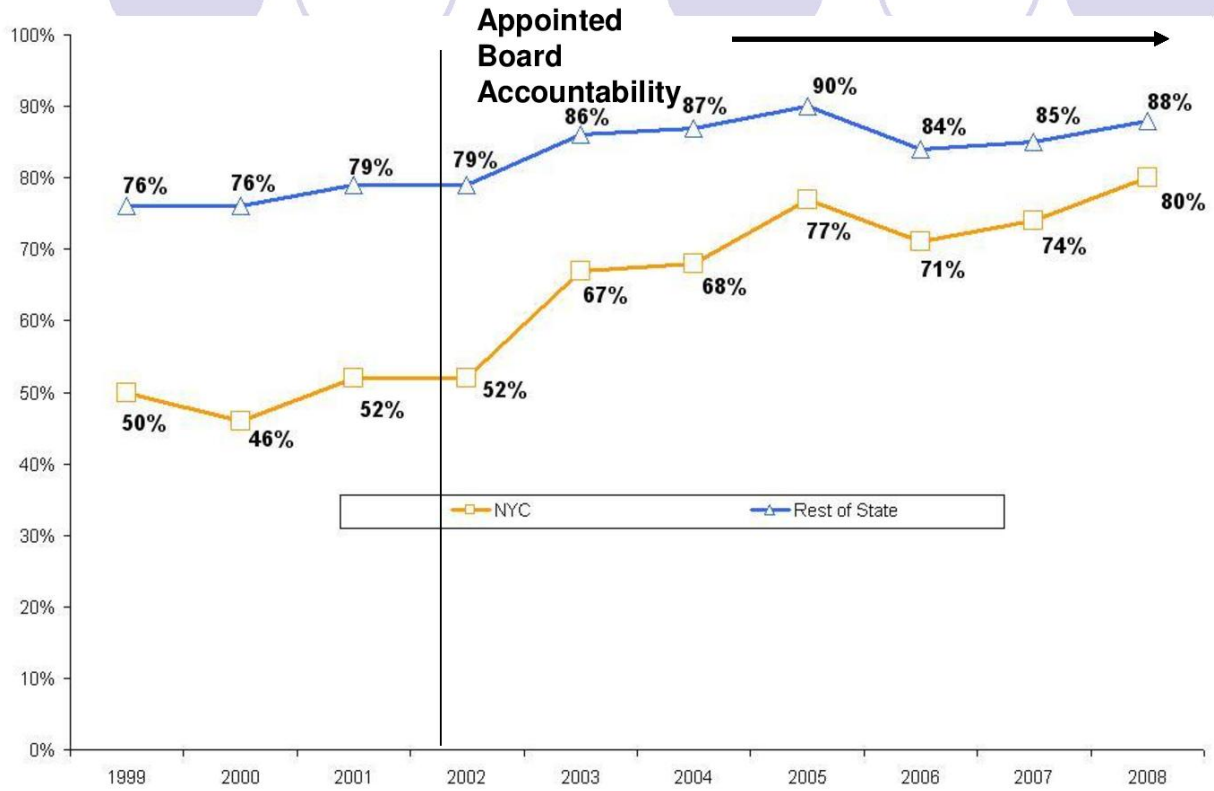
NOTES: a) In 2004, Detroit reverted to an elected school board. ^ Nominating committee pre-screens candidates and then gives a slate to the mayor. \* State places 1 of 7 on board for first five years.

## **Does Appointed Board Raise Student Performance?**

Consider Findings based on analyses of 100 urban districts  
(comparing appointed with elected boards)

- Appointed boards show a statistically significant, positive effect on student achievement in reading and math at both elementary and high school grades.
- The lowest performing schools show persistent improvement in student achievement in districts with appointed boards.
- Academic progress is also correlated to institutional checks and balances (such as school board nominating committee). There is an ongoing need for transparency and community engagement.

# New York City: 4<sup>th</sup> Grade Math Achievement, 1999-2008



## Does Appointed Board Work?

### Trial Urban District Assessment (TUDA-NAEP)

- Appointed boards have continued to improve student performance in urban districts.
- In 2015, New York, Boston, Chicago, and the District of Columbia have shown that they were able to outperform their urban district peers across multiple academic measures in both the fourth and the eighth grades.
- DC outperformed its urban district peers in 8 of the 12 measures in the fourth grade and in 3 of the 10 measures in the eighth grade in 2015.

## Does Appointed Board Work?

### State Assessment Shows Promising Results

- Appointed board tends to narrow the achievement gap in New York; New Haven, and Chicago. Further, Hartford, Boston, and Providence show progress on some academic measures in different subjects.
- Appointed board in New York City shows significant, positive effects on both fourth- and eighth-grade student achievement, especially for African American and Latino students.

## Does Appointed Board Work? Strategic Allocation of Resources

- Appointed board engages in strategic allocation of resources to support learning:
  - positively associated with an investment in the teaching staff, more spending on instruction, smaller student-teacher ratios, a greater percentage of resources allocated for K-12 student support
  - larger percentage of revenue coming from state sources.
  - Appointed school board members have complementary, specialized skills and experience



## Does Appointed Board Improve Management?



- Appointed board is strategic in prioritizing resource allocation and management. Appointed board lowers spending on general administration, while targeting resources on instructional purposes.
- Union-management collaboration is strengthened: Unions signed off on Race to the Top application and AFT President endorsed NYC appointed board.
- Appointed board governance improves data analytic functions and fiscal discipline.

## The Public Matters – Electoral Democracy Holds Appointed Board Accountable

- In 2004, Detroit voters chose to end the appointed school board after poor district performance
- In 2002, Cleveland voters chose to continue the appointed board governance after strong performance
- D.C. Mayor Fenty was voted out of office for not sufficiently engaging the public on reform
- Lesson: voters can discern school performance, and will hold board governance accountable

# Factors for Success in Appointed Board Governance

- Internal accountability:
  - Clear standards of accountability at different levels of the policy system
  - Strategic deployment of resources
  - Focus on capacity building and data use
  - Portfolio approach to school improvement
- External accountability:
  - A system-wide office ultimately accountable, with proper checks and balances
  - A nominating process for school board appointment
  - Budgetary approval by the City Council
  - External and independent evaluation

## Lessons on Appointed Board Governance

- Granting an appointed board the opportunity to be in charge of the district is only the beginning. The board has to be an active board.
- Cities should adapt appointed board governance to their unique local context.
- Even if the appointed board is initially successful, an ongoing process of evaluation and improvement is needed to sustain gains.

# Appointed Board Governance for Saint Louis?

What design features in appointed board governance work for Saint Louis?

- Consideration for governance design:
  - Representation
  - Accountability
  - Capacity
  - Partnership
  - Innovation
- Is there a collective will (and public support) to enact and implement meaningful governance change?

## Appendix C3. Public Meeting 3 Speaker's Slide Deck

### Great City School Boards: Elected, Appointed, or Hybrid



## Research Based on--

- ❖ Two major studies by the Council of the Great City Schools
  - Foundations for Success, 2002
  - Pieces of the Puzzle, 2011
- ❖ Extensive Surveying of Great City School Boards
- ❖ Scores of Strategic Support Teams on General Instruction, Special Education, and Bilingual Education
- ❖ Analysis of Trial Urban District Assessment of NAEP
- ❖ Case studies of urban school systems
- ❖ Ongoing analysis of trends in student achievement on state tests
- ❖ Technical assistance provided by the Council to members
- ❖ Decades of Experience with major city school boards

## Governance Characteristics of Great City School Boards

Elected School Boards (1)	Elected School Boards (2)	Appointed School Boards	No/Hybrid School Boards
Albuquerque	Los Angeles	Baltimore	Bridgeport
Anchorage	Miami-Dade County	Boston	District of Columbia
Atlanta	Milwaukee	Chicago	New York City
Arlington (TX)	Minneapolis	Cleveland	Norfolk
Austin	Nashville	Hawaii	
Birmingham	New Orleans	Jackson	
Broward County	Newark	Philadelphia	
Buffalo	Oakland	Providence	
Charleston	Oklahoma City	St. Louis	
Charlotte-Mecklenburg	Omaha		
Cincinnati	Orange County (FL)		
Clark County	Palm Beach County		
Columbus	Pinellas County		
Dallas	Pittsburgh		
Dayton	Portland (OR)		
Denver	Richmond		
Des Moines	Rochester		
Detroit	Sacramento		
Duval County	San Antonio		
El Paso	San Diego		
Fort Worth	San Francisco		
Fresno	Santa Ana		
Guilford County	Seattle		
Hillsborough County	Shelby County (TN)		
Houston	St. Paul		
Indianapolis	Toledo		
Jefferson County	Tulsa		
Kansas City (MO)	Wichita		
Long Beach (CA)			

# Who Appoints School Board Members

	Mayor	City Council	Governor	Other
Baltimore	X			
Boston	X			
Chicago	X			
Cleveland	X			
Hawaii			X	Input from state senate
Jackson	X			Confirmed by city council
Philadelphia	X		X	
Providence	X			
St. Louis	X		X	X



## Types of Hybrid Board

- ❖ School boards that have both elected and appointed members on them. (Examples: Bridgeport and Norfolk)
- ❖ School boards with members who are elected on both citywide and regional basis. (Examples: Atlanta, Austin, Birmingham, Broward County, Buffalo, Hillsborough County, Kansas City (MO), Portland (OR), and Seattle)
- ❖ School boards with members who are appointed by differing people. (Examples: Baltimore, Philadelphia, and St. Louis)
- ❖ No governing school board. (Examples: New York City and the District of Columbia)





## Advantages and Disadvantages of Hybrid School Boards

### Advantages

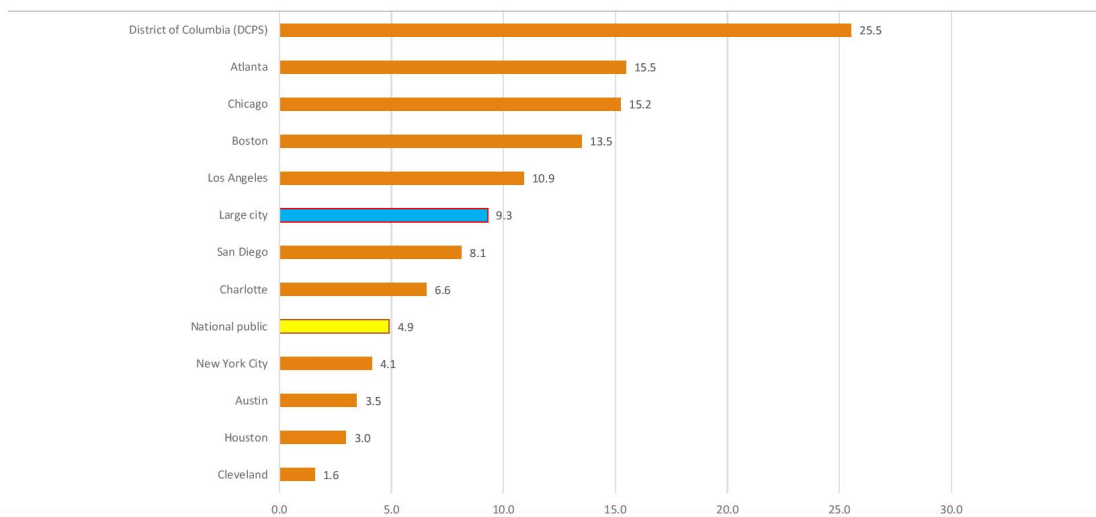
- ❖ Ensures a political diversity of board members
- ❖ Ensures that both city and regional interests are represented
- ❖ Requires differing political interests to come to agreement on appointments
- ❖ Can sometimes act faster when there is no governing board

### Disadvantages

- ❖ Risks not being able to reach consensus on plan for reform and improvement
- ❖ Exacerbates divided or fractured interests in school board decision making
- ❖ Has potential to undermine public confidence in board's ability to act
- ❖ Undermines public input—in cases where there is no board

## National Assessment of Educational Progress Average Scale Score Changes Over Time

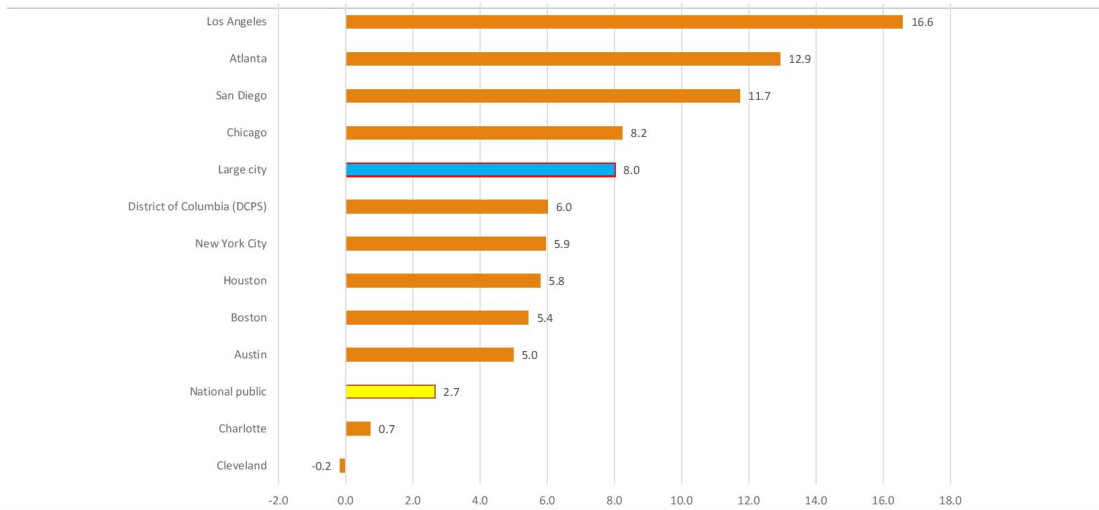
Grade 4 Reading Scale Score Changes, 2003-2015



Source: The Education Trust for Austin is 2009.

## National Assessment of Educational Progress Average Scale Score Changes Over Time

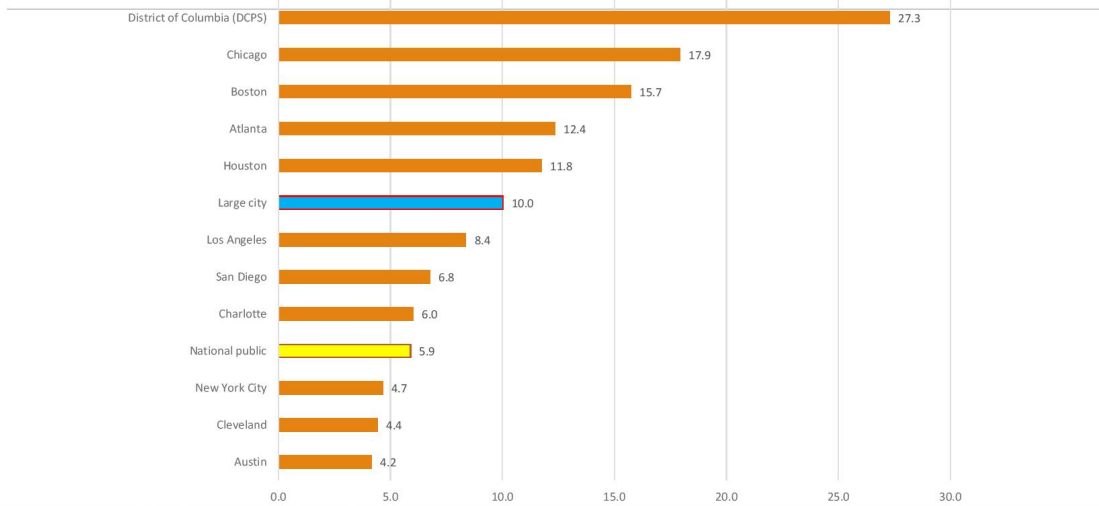
Grade 8 Reading Scale Score Changes, 2003-2015



\*Note: The baseline year for Austin is 2005.

## National Assessment of Educational Progress Average Scale Score Changes Over Time

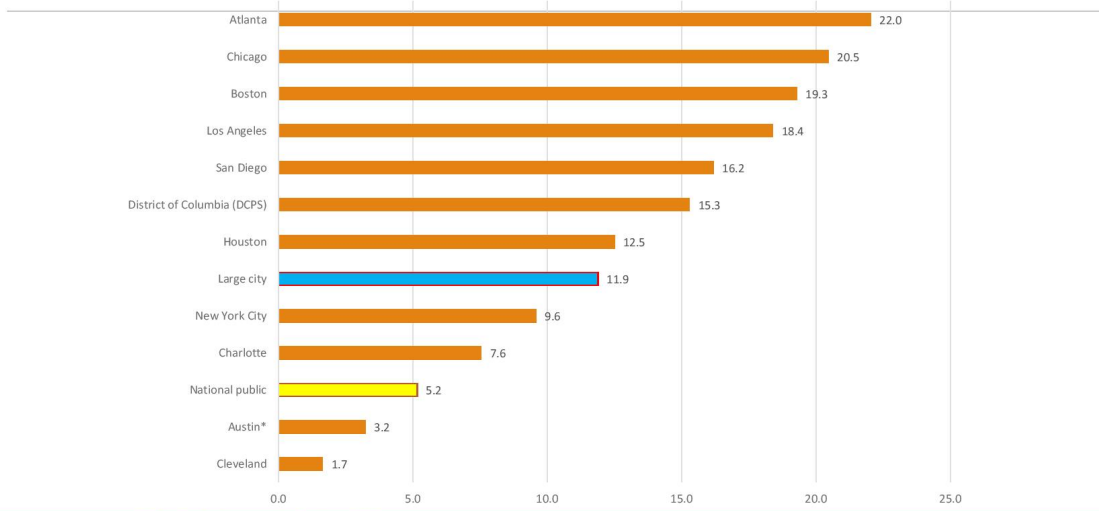
Grade 4 Mathematics Scale Score Changes, 2003-2015



\*Note: The baseline year for Austin is 2005.

# National Assessment of Educational Progress Average Scale Score Changes Over Time

Grade 8 Mathematics Scale Score Changes, 2003-2015



\*Note: The baseline year for Austin is 2005.

## Progress in 4<sup>th</sup> Grade Reading and Governance Structures

### Elected Board of Education

	2015 Scale Score	2003-2015 Gain
Atlanta	212	15.5
Los Angeles	204	10.9
San Diego	216	8.1
Charlotte	226	6.6
Austin	220	3.5
Houston	210	3.0
Average	214.7	7.9

### Appointed or No\* Board of Education

	2015 Scale Score	2003-2015 Gain
DC*	214	25.5
Chicago	213	15.2
Boston	219	13.5
New York City*	214	4.1
Cleveland	197	1.6
Average	211.4	12.0

## Progress in 8<sup>th</sup> Grade Reading and Governance Structures

### Elected Board of Education

	2015 Scale Score	2003-2015 Gain
Atlanta	252	12.9
Los Angeles	251	16.6
San Diego	262	11.7
Charlotte	263	0.7
Austin	261	5.0
Houston	252	5.8
Average	256.8	8.8

### Appointed or No\* Board of Education

	2015 Scale Score	2003-2015 Gain
DC*	245	6.0
Chicago	257	8.2
Boston	258	5.4
New York City*	258	5.9
Cleveland	240	-0.2
Average	251.6	5.1

## Progress in 4<sup>th</sup> Grade Math and Governance Structures

### Elected Board of Education

	2015 Scale Score	2003-2015 Gain
Atlanta	228	12.4
Los Angeles	224	8.4
San Diego	233	6.8
Charlotte	248	6.0
Austin	246	4.2
Houston	239	11.8
Average	236.3	8.3

### Appointed or No\* Board of Education

	2015 Scale Score	2003-2015 Gain
DC*	232	27.3
Chicago	232	17.9
Boston	236	15.7
New York City*	231	4.7
Cleveland	219	4.4
Average	230.0	14.0

## Progress in 8<sup>th</sup> Grade Math and Governance Structures

Elected Board of Education

	2015 Scale Score	2003-2015 Gain
Atlanta	266	22.0
Los Angeles	263	18.4
San Diego	280	16.2
Charlotte	286	7.6
Austin	284	3.2
Houston	276	12.5
Average	275.8	13.3

Appointed or No\* Board of Education

	2015 Scale Score	2003-2015 Gain
DC*	258	15.3
Chicago	275	20.5
Boston	281	19.3
New York City*	275	9.6
Cleveland	254	1.7
Average	268.6	13.3

## Why Some Urban School Systems Improve Faster than Others: Distinguishing Characteristics

- ❖ Leadership and Governance
- ❖ Goals
- ❖ Accountability
- ❖ Tiered Strategy—District, School, and Groups
- ❖ Instructional Program
- ❖ Capacity-building
- ❖ Data

# Leadership and Governance

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- ❖ Clear vision that is shared by the school board and superintendent of where the district is going and why
- ❖ A coherent theory of action that is built around a clear understanding of the district's capacity and where it is in the improvement process
- ❖ A school board and superintendent who are working together to accomplish the same goals
- ❖ Stable leadership
- ❖ Joint action of school board and superintendent is defined around improving student achievement
- ❖ The work of the board and the superintendent around student achievement is sustained over an extended period of time.



## Goals

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- ❖ Clearly stated goals that reflect the values and priorities of the community
- ❖ Academic goals that are stated in terms of student outcomes and reflect high expectations
- ❖ Agreement on the evidence (key performance indicators—KPIs) that will be used to determine whether there is progress on the goals
- ❖ Goals and KPIs are regularly monitored by the school board
- ❖ Consistent focus on goals—not distracted
- ❖ Ability to rally internal and external stakeholders around vision for improvement—strong buy-in and clear communications
- ❖ Board is clear on what it doesn't want to happen in pursuit of the goals

# Accountability

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- ❖ System has an identifiable mechanism—either administratively or culturally—to hold staff responsible for progress on the academic goals that the school board and superintendent have set
- ❖ Accountability that starts with the superintendent and school board, is built around the goals, and forms the basis of the superintendent and board’s evaluation
- ❖ Accountability that includes central office staff before defining it at the school or classroom level
- ❖ Accountability for school principals that is defined around and rolls up to the districtwide goals




# Tiered Strategy

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- ❖ District has a broad strategy for improving student achievement districtwide—reform at scale
- ❖ District has a clear and effective approach for turning around chronically low-achieving schools
- ❖ District has academic programming in place that addresses the needs of student groups that are falling behind, e.g., poor students, ELLs, struggling readers, etc.
- ❖ District is able to gauge its personnel capacity and the achievement level of its students in a way that effectively defines what its theory of action should be.


# Instructional Program

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- ❖ Coherent and uniform districtwide curriculum that is built around rigorous standards (not programs)
  - ❖ Curriculum that is clear about what should be taught and at what level of conceptual understanding
  - ❖ Curriculum articulates instructional coherence within and across grades on how concepts are built and how they progress
  - ❖ Clear articulation of what high-quality instruction looks like
  - ❖ Materials that are aligned to the standards and the curriculum, and supplemented where gaps exist
  - ❖ Classroom instruction at grade-level every day
  - ❖ Clearly defined interventions for students who are falling behind academically
  - ❖ Regular progress-monitoring and feedback mechanisms
  - ❖ All students have full access to the curriculum
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# Capacity-building

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- ❖ District has an ongoing process or processes for bolstering the capacity of its people to do the work, e.g., professional development, professional learning communities, etc.
  - ❖ Capacity building is defined primarily around the academic goals and priorities of the district
  - ❖ Capacity building is differentiated by personnel experience, skills, and student needs
  - ❖ Capacity building activities are tracked and evaluated for how well they are implemented and how effective they are in improving student achievement
  - ❖ Effective staffing can be identified, effectively deployed, and retained
  - ❖ The quality of student work and the instruction that leads to it are part of the capacity-building process
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# Data

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- ❖ Assessments of student learning are explicitly aligned to the standards and the curriculum—in terms of both content and rigor
- ❖ Data systems allow the school board and leadership team to track progress on district goals and priorities
- ❖ Data systems are accessible and provide information by district, school, student groupings, and student
- ❖ Assessments provide data in a way that will help personnel interpret results and inform instruction
- ❖ Data that are specific enough to inform the deployment of professional development and interventions




## Everything Starts with the Board

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- ❖ The vision and goals that it sets
- ❖ Its ability to accurately reflect the values and priorities of the community
- ❖ The superintendent it hires
- ❖ The culture and expectations it sets
- ❖ The signals it sends to staff and community about what it considers important
- ❖ The focus of its work and how it uses its time
- ❖ The sustainability of its focus
- ❖ And its ability through its monitoring process to keep the administration focused on student results

## Conclusions

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- ❖ More important than the structure of a school board is what it does to further the district's work to improve student achievement.
  - ❖ Generally, an elected school board is preferable in terms of public representation, but they can easily descend into factional politics that are not in the interests of students—no matter what the rhetoric to the contrary.
  - ❖ Appointed school boards can often find agreement more easily and accelerate the work of the administration, but sometimes they act like elected boards when members are allowed to represent special interests and not the welfare of the district as a whole and all district students.
  - ❖ The track record of hybrid boards is generally poor, particularly when the term is used to mean a board that is composed of both elected and appointed members.
  - ❖ It is the board's focus on student achievement, sustained partnership with administrative leadership around that priority, and clarity of roles are key to an effective board—elected, appointed or hybrid.
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## Appendix D. Public Meeting Transcripts and Comments

# Appendix D1. Public Meeting 1 Transcript, including Public Comments

BOARD GOVERNANCE PUBLIC MEETING #1 11/6/2017

Page 1

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2

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4 ST. LOUIS PUBLIC SCHOOLS

5 Topic: Elected Board Governance

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10 BOARD GOVERNANCE PUBLIC MEETING #1

11

12 Monday, November 6, 2017

13 6:30 p.m.

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1 MR. GAINES: Good evening. Thank  
2 you-all for being here tonight. I would like to  
3 call this meeting to order. Please stand for the  
4 Pledge of Allegiance.

5 (Pledge given.)

6 MR. GAINES: My name is Richard  
7 Gaines. I am a member of the St. Louis Public  
8 Schools Special Administrative Board and the  
9 chair of the special committee on governance,  
10 reviewing governance options. As well, I also  
11 like to recognize Mr. Rick Sullivan and  
12 Ms. Darnetta Clinkscale, fellow members of the  
13 SAB.

14 Rick may still be swimming his way  
15 down.

16 UNIDENTIFIED PERSON: He's here. He  
17 is over here.

18 MR. GAINES: I would also like to  
19 acknowledge any members from DESE who may be here  
20 this evening. Right down front. And any other  
21 elected officials that may be in the audience or  
22 any here this evening?

23 UNIDENTIFIED SPEAKER: Senator  
24 Nasheed is here.

25 MR. GAINES: Senator Nasheed. Any

1 others? As you may know, Senate Bill 781 of  
2 Missouri - who else did we have?

3 UNIDENTIFIED SPEAKER: Sir, you have  
4 the board president Susan Jones.

5 UNIDENTIFIED SPEAKER: (Inaudible)  
6 school board. We have some other board members,  
7 too.

8 MS. JONES: Donna Jones, school board  
9 member.

10 MS. WESSLING: Katie Wessling, vice  
11 president of the elected school board.

12 MS. ROHDE-COLLINS: Dorothy  
13 Rohde-Collins, school board.

14 MR. GAINES: Any others? As you may  
15 know, Senate Bill 781 Missouri law charges the  
16 Special Administrative Board with the task of  
17 reviewing the exploration of alternative forms of  
18 governance for the St. Louis School District. We  
19 realize this is one of the last main  
20 responsibilities we must accomplish before we  
21 complete our service to the children and families  
22 of this city.

23 With that in mind, we have taken  
24 great care to form a diverse special committee  
25 with representation from key stakeholder groups

1 across our community that will attend public  
2 meetings on the topic of school board governance.

3 The primary purpose of these meetings  
4 is to inform the special committee as fully as  
5 possible on three possible methods or models for  
6 school board governance; elected, appointed and  
7 hybrid models. Armed with this information, the  
8 committee is charged with making a recommendation  
9 to the SAB for the most appropriate model for St.  
10 Louis Public Schools moving forward.

11 After tonight's meeting on elected  
12 board governance, we will hold two more meetings;  
13 one for each remaining topic. On this Thursday,  
14 November 9th, we will meet at the Central Visual  
15 and Performing Arts High School to hear about  
16 appointed board governance from Dr. Kenneth Wong  
17 of Brown University. And then next Monday,  
18 November 13th, we will meet at Northwest High  
19 School to hear about hybrid board governance from  
20 Michael Casserly of the Council of Great City  
21 Schools. All of our meetings will begin promptly  
22 at 6:30 p.m. and will be broadcast live on the  
23 district's Facebook page.

24 The format for each meeting will be  
25 as follows; a 30 to 35 minute presentation by the

1 guest speaker, followed by questions from the  
2 special committee. Following that, we will take  
3 any and all questions and comments from the  
4 public. Public comments will be limited to three  
5 minutes. This time allowance will be strictly  
6 adhered to for the benefit of allowing anyone who  
7 wants to comment an opportunity to do so.

8           Those who do not wish to make a  
9 comment publicly can also speak directly to a  
10 court reporter in the next room. As you go out  
11 of the building, there's a room to your left  
12 where a court reporter will be there to take any  
13 comments from those who may choose not to speak  
14 publicly at this meeting this evening.

15           You may also leave a comment  
16 electronically or on a comment form in the  
17 vestibule just outside this room. As you came  
18 in, you would have seen some people outside  
19 sitting at some tables that have iPads and the  
20 like, wherein you can register your comment or  
21 question.

22           Before I introduce our speakers, I  
23 would like to take a minute to introduce the  
24 members of the special committee. Ms. Addie  
25 Bond, a parent of three elementary children at



1 one of our district neighbor schools. Ms. Charli  
2 Cooksey, representing the St. Louis Elected  
3 School Board. Mr. Ray Cummings, representing the  
4 teachers union, AFT Local 420.

5 Our next committee member is a new  
6 addition. James Park from Better Family Life was  
7 originally named to the committee, but this  
8 morning he resigned with the following words; "In  
9 response to the recent spike in gun violence in  
10 the St. Louis metropolitan area, I have been  
11 asked to sit on a special acting unit task force  
12 that will begin meeting this morning. I was  
13 honored to be asked to serve on the task force to  
14 decide the future governance of the St. Louis  
15 Public Schools. However, I am much more aligned  
16 and involved with the crisis of gun  
17 violence/crime." Mr. Park is replaced by  
18 Ms. Stephanie Hudson, an attorney and professor  
19 of law at St. Louis University and Lindenwood  
20 University, and I want to thank Ms. Hudson for  
21 agreeing to participate on such short notice as  
22 in this morning.

23 Pastor Mike Jones, Senior Pastor of  
24 Friendly Temple Baptist Church; Mr. Rich McClure,  
25 retired president of UniGroup and former cochair





1 governance special committee task force, members  
2 of the elected board and the appointed boards and  
3 Dr. Adams for the opportunity to be here with you  
4 this evening. I'm Melissa Randol, the Executive  
5 Director of the Missouri School Boards  
6 Association. I'm going to bring a few comments  
7 and then my colleagues -- you've already heard  
8 their bios -- they're going to be able to share  
9 some research with you tonight about elected  
10 school board members, and then we look forward to  
11 having a dialogue with you.

12                   You know, I just have to tell you, it  
13 is so exciting to be part of a conversation about  
14 how best to serve all of our children and to see  
15 the commitment that is here in St. Louis to serve  
16 all of our children. We cannot get distracted  
17 from that common goal that unites us.

18                   Over the coming weeks, we're going to  
19 have some conversations, some of it you are going  
20 to agree with. Some of it you may not agree  
21 with. But I hope that we can all stay focused on  
22 what is most important and what does unite us and  
23 our future depends on this, that we get it right  
24 for the 23,000 plus children that we are serving  
25 in this very important school district.

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1                   The governance of a school district  
2 matters. Good governance lays the foundation for  
3 a strong school system and weak governance will  
4 challenge the ability of the school system to  
5 meet the needs of our children. Tonight we're  
6 going to talk about the role of the elected  
7 school board as a form of governance.

8                   The school boards across the country  
9 govern. We have 15,000 school boards that govern  
10 our school districts throughout the country, and  
11 they are responsible for the wellbeing of 52  
12 million children.

13                   In Missouri, we have 518 school  
14 boards. 515 are elected and we have three  
15 appointed right now, who are responsible for the  
16 education of nearly 900,000 children. That is an  
17 awesome responsibility and one we take -- all of  
18 us take very seriously. You wouldn't be sitting  
19 here tonight on a very busy time of year if you  
20 didn't care about the governance of this school  
21 district, and I thank you so much for that.

22                   Elected school boards are the most  
23 common form of governance, as I mentioned, in  
24 public schools and they represent one of the  
25 purest forms of democracy we have in our country.

1 Let me explain what I mean by that. School board  
2 members in Missouri do not run on a partisan  
3 platform. They are not beholdened to a political  
4 party. They are not paid. In Missouri, school  
5 board members are not paid. So when they put  
6 their name on the ballot as an elected board  
7 member, they are running to serve children. They  
8 are held accountable by the community they serve  
9 by ensuring a quality education for all children  
10 and they are held accountable at the ballot box.

11 MSBA, Missouri School Boards  
12 Association, has been working with St. Louis and  
13 other school districts for over six decades. We  
14 have -- we're a nonprofit association, just to  
15 give you a little bit of background on who we  
16 are, and we work with most of the school boards,  
17 school districts around the state. In fact, we  
18 represent 94 percent of the children we serve in  
19 Missouri.

20 We provide guidance on governance and  
21 board policy, advocacy and school law, and as I  
22 mentioned, our -- we are created by and governed  
23 by school boards.

24 MSBA, along with our national  
25 association, National School Boards Association,

1 who we are lucky to have a representative here  
2 with us tonight, we're pleased to share with you  
3 a belief overview of the governance as  
4 represented by elected school board service.

5                   We'll attempt to keep our overview to  
6 about 35 minutes or less to save enough time for  
7 any kind of questions or comments that you may  
8 have for us or for the task force. And without  
9 further adieu -- I'll have some comments at the  
10 very end, but I'd like to bring to the podium an  
11 expert -- two experts, actually. I'm going to  
12 introduce both of them, and then they can follow  
13 each other.

14                   But Verjeana McCotter-Jacobs is from  
15 the National School Boards Association. She flew  
16 in today from Washington DC. She has experience  
17 in dealing with the kinds of issues that we are  
18 talking about here in Missouri. She served as  
19 board president at one of the largest school  
20 districts in the country, Prince George's County  
21 in Maryland. She has served in various  
22 capacities in her role as a school board member,  
23 including president of the Council of Urban  
24 Boards of Education. And so she is going to  
25 share some thoughts with us, and then she will be

1 here to answer questions.

2                   And then we have Janet Tilley, who  
3 Mr. Gaines has already introduced as well, who  
4 has spend many, many years working on education  
5 issues, and specifically, the last few years  
6 working on governance issues with elected school  
7 boards. So I'm very pleased to allow both of  
8 these individuals to spend a few minutes giving  
9 an overview of elected school board service, and  
10 then we'll open it up for questions. So  
11 Verjeana.

12                   MS. MCCOTTER-JACOBS: Good evening.  
13 Thank you. Let me just say I'm honored to be  
14 here to serve your community in this capacity and  
15 be able to answer some questions about the  
16 National School Boards Association.

17                   The National School -- the National  
18 School Boards Association is the leading public  
19 advocate for public education in this country.  
20 And the reason why this is important is because  
21 we have four key areas that I'll quickly go  
22 through that. I think it is critical for local  
23 school board governance.

24                   We deal with school law issues, and  
25 in doing that, we try to make sure that we're on



1 the cutting edge of every single thing that is  
2 happening in school law across the country. We  
3 have federal legislative priorities. We believe  
4 strongly in public engagement. We believe that  
5 in the local governance process, the public is  
6 intimately engaged and involved in the education  
7 of our students. And the reason why I am here  
8 tonight is because of the support that we provide  
9 to the state associations. So the state  
10 associations across this country belong to NSBA  
11 as well as the Virgin Islands. And when I say to  
12 you that when the call comes for the National  
13 Organization to come, we want to come to your  
14 community because we want you to know that we're  
15 here to support you.

16 I served ten years as a board member,  
17 and I can tell you that I understand the  
18 challenges that we face, not just in school  
19 boards in general, but I served in an urban  
20 district so we have some urban and urban like  
21 situations and challenges that are unique. So  
22 the Council of Urban Boards of Education, which  
23 is the Urban arm of the National School Boards  
24 Association, also provides specific support  
25 designed for school districts who need the extra

1 support for their board in terms of how to  
2 develop policies, how you vote on your budget,  
3 specific to issues and challenges in urban  
4 districts.

5 I would also say that we believe  
6 emphatically that public education and education  
7 for every single child is a civil right. And we  
8 fight for you and we fight for your children in  
9 that regard.

10 So we're your national office. We  
11 are in Washington DC and every year, we try to  
12 make sure we have a legislative agenda that is  
13 designed specifically for that.

14 When I served ten years on the school  
15 board, six and a half of those years I served as  
16 board chair. And at the time, it was the 18th  
17 largest school board in the country. I also  
18 served in a hybrid board. So I've served as an  
19 elected board member and I also served on a  
20 14-member hybrid board. So I'm here to answer  
21 questions that you may have, here to support your  
22 community from the National School Boards  
23 Association and to let you know that on behalf of  
24 our CEO Tom Gretzel, you have our full support  
25 and whatever direction you decide to go, we're

1 here to support you.

2 MS. TILLEY: I begin tonight with  
3 your mission statement, because what unites  
4 absolutely all of us in this room is this  
5 statement. And so as this task force begins this  
6 examination of the various forms of governance  
7 for your school boards and for your children, it  
8 is important to keep front and center what is  
9 foundational to this endeavor, and that is that  
10 the St. Louis Public Schools will provide a  
11 quality education for all students and enable  
12 them to realize their full intellectual  
13 potential.

14 I'm going to share a lot of research  
15 with you tonight, and I just want you to know  
16 that while you cannot see all of our references  
17 at the bottom of our slides, that our staff has  
18 put together for you an annotated bibliography  
19 and that will be posted, along with this Power  
20 Point and other documents, to help support you  
21 and especially to support the task force as they  
22 move forward in trying to find what is the best  
23 form of governance for the children in St. Louis.

24 But I'm going to start with this  
25 graphic, and this graphic or this pie chart looks

1 at the percentage of elected school boards across  
2 all 50 of the 50 United States and Washington DC.  
3 And what you can see here from what is shaded in  
4 pink with the 59 percent indicates to you that in  
5 59 percent of our states across the country, we  
6 have all locally elected school boards. It is  
7 the most common method or formation of governing  
8 schools.

9 Along with that, in kind of the  
10 purple area, there is an additional 19 percent of  
11 our states. And in those 19 percent, you will  
12 find that the majority of them are still locally  
13 elected school boards with certain isolations  
14 such as large urban areas where there may be some  
15 appointed boards.

16 The appointed boards will come and  
17 the hybrid boards will come in green, yellow and  
18 the gray. And what you will see with the 10  
19 percent and the 4 percent is that in the ten  
20 percent, this is where about 10 percent of our  
21 states have kind of a 50/50 split between those  
22 boards that are all locally elected and  
23 appointed. In 4 percent of our states, you will  
24 find that most or primarily most of the boards  
25 within those states are appointed by elected or

1 governmental officials. And in 8 percent, you  
2 will find that there is mayoral control within  
3 those states, or in fact, if you go into Hawaii,  
4 this is no school board because there is just one  
5 central district amongst of the islands.

6 I then wanted to set back and say  
7 then what does it look like in urban areas across  
8 the United States. And this is a study that came  
9 from the Council of Great City Schools and you  
10 will be hearing from them next week, I believe.  
11 But in a study that they did, what they looked at  
12 were 40 of our largest urban areas across the  
13 country, and again, they found that the most  
14 common form of governance was, in fact, the  
15 locally elected school boards. 15 percent were  
16 primarily appointed within those 40, and then  
17 only 3 percent then had kind of a combination of  
18 elected and appointed.

19 We show you this data to step back  
20 and to say there is a reason why in St. Louis and  
21 in other cities across our state we have locally  
22 elected boards, and that is because that's the  
23 most common form of school board governance. And  
24 in a few minutes, I'm going to share with you  
25 kind of the historical perspective as to why that

1 is the case.

2                   So if we step back, then what we know  
3 then is this; and that is that 96 percent of the  
4 school districts have elected boards, and that  
5 includes the two-thirds of our 25 largest cities.

6                   This is a result of our history. The  
7 progressive era, the progressive movement became  
8 kind of a movement in the early 20th Century.  
9 That was a time in our history of great political  
10 machines. You would have heard of them with Boss  
11 Tweed and others. And what they found at that  
12 particular time is that most school boards were  
13 appointed by usually mayors or other elected  
14 officials, and they were kind of kush  
15 appointments. And so what would happen then  
16 during the time of the progressive movement is  
17 that we pushed back, and we said, no, we want  
18 local control of the education of our students  
19 and our children.

20                   And so what happened then is that  
21 there was this huge shift across the entire  
22 country of moving from those appointed boards to  
23 elected boards to be able to provide that local  
24 control. This helped to insulate them, those  
25 appointments from any kind of political

1 influence. The other thing that is important to  
2 note with the progressive era is that they moved  
3 the elections from -- to what we call off cycle.  
4 This is why you vote for your school board  
5 members in April not during, you know, November  
6 types of elections. The other thing in order to  
7 insulate it from the political influence is that  
8 they made it non-partisan, and Melissa alluded to  
9 this, but normally if I'm going to run for mayor  
10 or president or whatever, I have to say I belong  
11 to the Republican party, the Democratic party.  
12 That is not the case with school board members,  
13 at least within the state of Missouri. We still  
14 hold to that, that they are nonpartisan. Oh, I  
15 hit the wrong button. Remember that button you  
16 told me not to hit? He is hiding from me now. I  
17 told her not to touch that.

18 All right. Melissa already told you  
19 and gave you some of this particular data, that  
20 we have 515 districts of locally elected school  
21 boards. St. Louis is special, and St. Louis is  
22 by statute what we call metropolitan, meaning you  
23 are not within a county. You are St. Louis City.

24 We then have some school districts  
25 that by law are determined to be what are called

1 urban, and you are going to see that they are in  
2 Kansas City primarily except we do have Columbia  
3 and Springfield there. The urban determination  
4 is made by kind of the concentration of  
5 population within a square mile area. And then  
6 we have the other, which will be all the other  
7 900 bagillion school districts that we have  
8 within the state of Missouri. Not exactly 900  
9 bagillion school districts, but close sometimes.

10 All of them are governed by statutes,  
11 and those statutes are very specific about the  
12 qualifications you have to have in order to run  
13 for school board. Kind of governing school board  
14 ethics, especially in terms of nepotism and  
15 conflict of interest. There are also statutes  
16 about terms for school board members and then  
17 also the mandated training that is required  
18 within the state of Missouri. You also have  
19 three specially appointed boards.

20 Specially appointed boards from this  
21 state come into play because of three different  
22 reasons. Number one is continued poor student  
23 performance or academics. The second reason is  
24 usually financial instability, and then the third  
25 one is ineffective governance of the board, the



1 team, those kind of things going on within the  
2 district. The three specially appointed boards  
3 that we have within the state of Missouri are  
4 here, obviously in St. Louis, Normandy and River  
5 View Gardens.

6                   So let's talk about the research then  
7 behind elected boards. This is just a summary  
8 slide, and so what I want you to know is that  
9 there really is research behind each one of these  
10 core bullets. I'm going to take each one in turn  
11 for just a moment, but please note that by  
12 looking at the bibliography that we are going to  
13 provide to you, you can go back to our original  
14 sources and look to see what the further research  
15 says.

16                   But these are the four core things  
17 that we know about elected boards based upon  
18 research and that is first of all that it models  
19 the democratic process and it models that process  
20 for our children as well because students will  
21 know that the people who are governing them are  
22 people who have to be elected by the committee.  
23 It increases naturally the stakeholder and  
24 community interest and then the engagement -- two  
25 different things -- within their particular

1 schools. It allows for more direct accessibility  
2 of our families to those officials who are making  
3 the policies regarding the education of their  
4 children. And then the other thing, again, that  
5 we've talked about with it being nonpartisan, it  
6 allows for that greater independence to act in  
7 the best interest of our children and away from  
8 political influence.

9                   So let's talk about the first one.  
10 Melissa talked about there are actually probably  
11 more than 13,600 school districts. I believe now  
12 we're really at about 14 or 15, if I'm not  
13 mistaken. But we do know that there are 90,000  
14 school board members, and we know then of that  
15 90,000, that 86,000, a little over of them, are  
16 elected school board members. Within the state  
17 of Missouri that is a little over 3,500 of our  
18 elected school board members.

19                   I want to talk to you about this  
20 graphic for just a moment, and if you cannot see  
21 the percentages, I'm going to share them with you  
22 as I talk you through this slide. One of the  
23 main criticisms about elected school boards that  
24 you have such a low turnout of your registered  
25 voters casting their ballots for school board

1 elections. And normally, what they will quote to  
2 you is that it is about 5 percent, 5 to 7, maybe  
3 5 to 10 percent of the registered voters who will  
4 come out and vote for school board members. St.  
5 Louis is different. And so what I did is that I  
6 went back and I pulled the data for the last ten  
7 years on your municipal elections, and what you  
8 will find beginning in 2007 is that 6.9 percent,  
9 about 7 percent, the national average, came out  
10 to vote in that particular year for your elected  
11 school board members.

12                   Now, that year is significant because  
13 as you recall that was the year that the St.  
14 Louis Public Schools were taken over and given a  
15 specially appointed board. We know that that  
16 board by statute was put into place for a minimum  
17 of six years. Even though this board -- these  
18 elected school board members knew that they would  
19 not have control or authority, we still had about  
20 7 percent of the constituents of registered  
21 voters come out to vote.

22                   You will see then that it goes up and  
23 it goes down, but I wanted you to know about 2003  
24 and then 2017. Those were the years that you  
25 were also electing mayors. In 2013, you had 12.5

1 percent of your registered voters coming out to  
2 vote for your school board members and your  
3 mayors and your aldermens and so forth.

4           Again, in looking at the data that is  
5 there, that 12.5 percent, were 12.5 percent of  
6 the voters who were giving their say as to who  
7 they wanted to be mayor or continue to be mayor  
8 and also who they wanted to serve on the school  
9 board.

10           Now, I know that in 2017 you elected  
11 a new mayor, and that, of course, naturally would  
12 draw out additional voters, but again, in looking  
13 at that data you will see that 30 percent or 30.1  
14 percent of the registered voters cast their vote  
15 for both mayor and for the elected school board  
16 members.

17           When I looked at that particular  
18 data, again, I wanted to see if there was some  
19 disparity, were there more people voting for  
20 mayor than they were for school board? And that  
21 was not the case. It was the same amount for  
22 both. I want you to know that as far as the  
23 demographic process is concerned, that St. Louis  
24 is different and has been different for the last  
25 ten years than other communities in the interest

1 of their voters in coming forth in elections.

2 So it increases the stakeholder  
3 engagement, obviously, then. We've seen that  
4 with your registered voters coming out to vote.  
5 But elected school board members, what the  
6 research has shown from these three different  
7 studies is the fact that it represents the entire  
8 community.

9 In St. Louis, you were divided, I  
10 know, into wards. The same thing in Kansas City  
11 as well and school board members are elected from  
12 those wards who were then elected at large.

13 It is also an avenue for racial and  
14 ethnic minorities to begin to enter into elected  
15 community service. It is the most common form  
16 for the racial and ethnic minorities to enter  
17 into this work. And according to some research  
18 from the National School Board Association, in  
19 large districts what you will find is the makeup  
20 of the school board is about 22 percent African  
21 American and 6 percent Hispanic. And so as Diane  
22 Ravage, who is quite the researcher on public  
23 education, says that this really ensures the  
24 involvement of the public in public education.

25 These two studies, one by Fredrick

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1 Press out of the University of Virginia, and then  
2 the other one by Ruth Mascovitch, who is out of  
3 Rutgers University, points to these three key  
4 factors; that elected school board members allow  
5 taxpayers and parents to chose those who are  
6 making the decisions regarding their children.  
7 Because of that, the elected school board members  
8 have an increased responsiveness to their  
9 stakeholders and it allows for increased  
10 opportunities for the public to enter into  
11 discussion, but especially criticism. And so you  
12 ask school board members who try to go to shop at  
13 Target or go to the grocery store and find  
14 themselves waylaid by someone in the produce  
15 section who has a concern about their children.  
16 It is a common, common factor, because that they  
17 are a part of the community and are out in the  
18 community in the areas that they represent. It  
19 allows for greater accessibility then of the  
20 stakeholders.

21 We have hit this point several times  
22 about the fact that they are nonpartisan, but  
23 because of that, it gives an inherently if they  
24 are more accountable to their stakeholders, and  
25 as Melissa pointed out, these are unpaid

1 positions. There are some states, believe it or  
2 not, where the school board members do receive a  
3 stipend or a salary, but that is not the case  
4 within the state of Missouri.

5 That being said, there are challenges  
6 to being a part of a governance group, and these  
7 challenges are not unique to elected boards.  
8 They really are unique to all boards, but I want  
9 to take each one of them in turn and again kind  
10 of talk to you about the research that is behind  
11 each one of them.

12 One of the first things that makes it  
13 very difficult is the fact that you have to serve  
14 as a team and not an individual. In giving our  
15 training to our new school board members, this is  
16 one of the first things we talk about that, that  
17 you were elected to a governance team.

18 With that then comes the fact that it  
19 requires balanced leadership and balanced  
20 leadership is a trifold. What happens is that  
21 the board has responsibility for governance  
22 leadership. They are the ones who determine the  
23 what. What is the mission, what are our goals,  
24 what is our direction, what is our vision for our  
25 children. It is then the superintendent and his

1 central office staff or her central office staff  
2 to do the administrative kind of governance and  
3 leadership. They are the ones who determine the  
4 how. How are we going to do this? How are we  
5 going to meet these particular goals?

6                   The people who should not be left out  
7 of this equation, however, fall into that third  
8 category, and that would be your classroom  
9 teachers. Your classroom teachers, your building  
10 principals, they are the ones who provide  
11 operational leadership because they make it  
12 happen every single day in the classroom with our  
13 children.

14                   The other thing that is difficult is  
15 about maintaining unity and focus, and that is  
16 because of many increase in demands that I'm  
17 going to talk about here in just a moment and the  
18 other one is you operate -- we operate in a very  
19 dynamic and uncertain political climate and  
20 culture.

21                   So let's look at these. The very  
22 first one in talking about no individual board  
23 authority. That is established by case law. In  
24 fact, it was a case here in Missouri. And in  
25 that particular case, it says that unless



1 otherwise authorized by the board, individual  
2 members are not empowered to act and cannot  
3 govern. This is further supported by your own  
4 St. Louis Public School Board policies. And  
5 Board Policy B9270 delineates the fact that you  
6 govern as a team. And then further, going back  
7 to that balanced leadership approach, there are  
8 three then other board policies that talk about  
9 the fact that the board then delegates to the  
10 superintendent for that administrative  
11 leadership.

12 We know that No Child Left Behind and  
13 then its successor of Every Student Succeeds Act  
14 has brought accountability to the forefront, and  
15 we know that even in our own state, we have kind  
16 of our accountability system of MSIP 5 which is  
17 soon to be, we know, MSIP 6 at sometime in the  
18 near future. But that increased national state  
19 and those national and state demands that we  
20 have, have again made it difficult to maintain  
21 that unity and focus in achieving our mission.

22 Financial challenges. When I looked  
23 at, again, posted on the St. Louis Public Schools  
24 web page was a delineation of your budgets. And  
25 in this last year, St. Louis lost over

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1 research studies that show a positive correlation  
2 between effective governance of elected boards  
3 and student performance. What that means is that  
4 correlational means that because these particular  
5 school boards were acting and using certain key  
6 principles and practices, it influenced -- not  
7 caused, but influenced then positive upward  
8 trends in student performance. These first four  
9 studies who were listed here were ones that were  
10 done predominately on school boards -- only on  
11 school boards. I don't mean predominately. Only  
12 on school boards. And the majority of those  
13 school boards were elected boards. Not all of  
14 them, but the majority of them were.

15           The last study, which also was done  
16 for the Council of Great City Schools was one  
17 that was done not specifically on school boards.  
18 It was done on three urban districts, three urban  
19 areas where they found significant improved  
20 student performance and closing of achievement  
21 gaps. And what they did is what they found is  
22 that those particular districts, their school  
23 boards practiced certain effective governance  
24 practices. They implemented them. And in fact,  
25 those were the same practices that were outlined

1 in those four other core studies.

2                   So I want to share with you what the  
3 practices are. Number one, the primary focus of  
4 these effective school boards where we found a  
5 correlation to positive increases in student  
6 performance is that, number one, their  
7 discussion, their focus and their work was around  
8 students and children, they kept at the forefront  
9 their mission and their vision. And they made  
10 sure that the things that they were talking  
11 about, that they were discussing, that was a part  
12 of their board meetings was about student  
13 learning and student performance.

14                   Along with that then, they had  
15 clearly established a vision and a mission and  
16 goals for that district, and it was done  
17 collaboratively. It wasn't someone in a room  
18 somewhere who came up with some nice sounding  
19 goals. It was done with the stakeholders. It  
20 was done with the children. It was done with the  
21 board. It was done with the district staff.  
22 What was extremely important or significant is  
23 what I was trying to say about those particular  
24 goals is that they were measurable. They weren't  
25 just pie in the sky, gee, I want peace and love

1 for all the world. They were measurable goals  
2 around student performance, student achievement,  
3 the district culture and moving forward.

4           The other thing we know about those  
5 boards is that they understood the importance of  
6 fulfilling their board responsibilities. Number  
7 one, they all acted as a whole board and  
8 individually in ethical and legal manners. It is  
9 very easy to pick up the newspaper and read about  
10 boards behaving badly. It is easy to do. But  
11 these boards knew that they had to be ethical and  
12 legal in their behaviors.

13           The other is that they were policy  
14 focused. They maintained current policies, and  
15 then they actually read their policies, and they  
16 used their policies. Whenever there was  
17 discussion, the primary question was do we have a  
18 policy about this? What does the policy say?  
19 Did we follow our policy, because they knew how  
20 important that was that they were all unified in  
21 how they approached their discussions and their  
22 decisions.

23           The other, they practiced balanced  
24 leadership. They knew they had to delegate  
25 authority to the superintendent, but they also

1 knew the importance of being able to monitor  
2 district performance.

3                   The other thing that was noted about  
4 these particular boards is they had respectful  
5 and collaborative relationships with each other,  
6 with the superintendent and with the staff. And  
7 what made it easy for that to happen is because  
8 that they were practicing all the things that I  
9 listed previously. They all knew that even  
10 though they disagreed with each other, the one  
11 thing that they were united on, children. They  
12 knew they had to be policy focussed. They knew  
13 they needed to follow their boards ethics  
14 policies. They engaged in two-way reliable and  
15 representative communication with their  
16 stakeholders. They knew how to push information  
17 out, but they also knew how to pull information  
18 in from all stakeholders. And the other is that  
19 they knew that they didn't know it all and they  
20 understood that they had to continually engage in  
21 professional development and training to help  
22 strengthen their governance practices.

23                   So that leads me to this particular  
24 point. One of the things that we were asked to  
25 look at and to help provide some information on

1 is about transition from an appointed board to an  
2 elected board. And when I sat back and I looked  
3 at the myriad of studies, research, information  
4 that was out there, I really kind of saw that it  
5 kind of sifted into really four different  
6 categories and I'm going to talk briefly about  
7 these areas.

8 It is the task force's responsibility  
9 to be able to then to identify which is the best  
10 form of governance that they see in moving  
11 forward. And so I would highly encourage them to  
12 spend more time than what we have this evening on  
13 each one of these different states in these  
14 districts to see how they are moving forward.

15 The one thing that I will tell you  
16 that unites all of these, however, is that  
17 everything that was done incrementally. It was  
18 not that on Monday, I have a specially appointed  
19 board and then on Tuesday, now I have the elected  
20 board or a hybrid board or some kind of board  
21 from there. And so I'll talk a little bit about  
22 some of the incremental steps that they took.

23 One of the first categories is that  
24 you can go from a fully appointed board to a  
25 fully elected board, but, again, there were some

1 incremental steps in helping with that particular  
2 transition.

3                   And I point to the school district  
4 that Ms. Jacobs is from, and she can answer more  
5 questions about this in just a moment. But in  
6 Prince George's County, Maryland, from 2002 to  
7 2013, they were a fully appointed board. They  
8 then went back to a fully elected board and then  
9 within 2000 and something -- '13, okay. Then by  
10 legislative mandate, they were then created for  
11 her particular county into a hybrid board.

12                   One that I found very interesting was  
13 one that happened in Logan County, West Virginia.  
14 This you can see was in the early to mid '90s.  
15 What happened there is that they decided that  
16 they weren't going to do an either/or, they were  
17 going to do a together. And so the appointed  
18 board and the elected board continued to govern  
19 together through these four years. And the  
20 thinking behind this was that when it was time to  
21 transition back to the elected board, then they  
22 would already know what were the key issues of  
23 the district. They would know what was going on  
24 financially. They would know some of those  
25 particular things that they would need to know in



1 order to take over governance. And they  
2 continued to be in that particular county an all  
3 elected board.

4           And when I went back again to look at  
5 how their student performance is doing -- and  
6 this is a very poor, poor district, but they were  
7 maintaining their student performance even now at  
8 or a little bit below the state average. In  
9 mathematics, they were continuing to struggle,  
10 especially at the high school level.

11           The other two are ones that are  
12 occurring really now and that will be incremental  
13 governance responsibilities. And what happened  
14 with Fayette County, West Virginia, they were  
15 taken over by the state in 2011, and then in  
16 2016, they were given most of the  
17 responsibilities back, except for financial,  
18 because that was one of the reasons that they  
19 were taken over in the first place. Within this  
20 past year, they've been able to demonstrate that  
21 they have the ability to handle the finances of  
22 the district and they've just recently been given  
23 full control back to the elected board.

24           Newark is a whole new story, and in  
25 Newark, what happens there within the state of

1 New Jersey, just like what we have with MSIP 5,  
2 how we have different categories, we have student  
3 performance. We have different areas of  
4 accountability. In Newark, from there, they have  
5 these categories. They are operational control.  
6 They have fiscal control, personnel, governance  
7 and then instructional. And what happened then  
8 beginning in 2007, just really the year that they  
9 were taken over by the state, that I had were  
10 given what was called operational control. In  
11 about seven more years, they were given fiscal  
12 control, and in 2016, they got control back over  
13 personnel, and then in 2017, in September, they  
14 received governance and instructional programs  
15 control, now full control. And they are working  
16 together with their state department on a  
17 transition plan back to local governance.

18 Staggered replacement of appointed  
19 members. These two districts, one of them in  
20 Mississippi and one of them in Connecticut, still  
21 have sort of a hybrid board of some were elected  
22 and some were appointed, but those who had served  
23 on that appointed board were incrementally  
24 replaced by elected members from the community.  
25 And so that's how they moved into that

1 transition. All right. I'm going to let Melissa  
2 kind of close this out here. And then please  
3 note that any questions that you have in just a  
4 moment, that any one of the three of us or our  
5 illustrious committee will be happy to answer for  
6 you and for you.

7 MS. RANDOL: Thank you, Janet. And  
8 Janet shared a pretty comprehensive overview of  
9 the governance of school districts through an  
10 elected school board. We do have additional  
11 research and a bibliography of some of the  
12 research that she pulled together for this  
13 particular presentation. I think it has been  
14 made available also on your site.

15 The challenge before you will be to  
16 evaluate and recommend the structure that best  
17 serves your students and represents the values of  
18 the St. Louis community. And if you're looking  
19 for a perfect model that will not ever have any  
20 challenges, quite frankly I think you're going to  
21 be frustrated. What we need to encourage each  
22 other to do is be willing to invest in a proven  
23 model that best represents the values of your  
24 community. And some questions you might want to  
25 ponder as you consider this, what model allows

1 your community voices to be heard? What model  
2 ensures accountability and transparency and what  
3 model limits partisan influences and focuses on  
4 serving all children?

5                   And so as you're debating and you're  
6 considering these things, those are some of the  
7 issues to take into consideration. But the most  
8 important thing that we cannot ever let us  
9 disregard is what you've articulated in your  
10 mission statement. This is what unites us as a  
11 district and as a community, and you've said it  
12 very, very well in what you've embraced in your  
13 mission statement. St. Louis Public Schools will  
14 provide a quality education for all students and  
15 enable them to realize their full intellectual  
16 potential. I thank you for allowing us to be  
17 with you this evening and to give a quick  
18 overview of the governance of school districts  
19 through elected school board service, and we'll  
20 turn it over to Mr. Gaines and the committee and  
21 we're happy to answered any questions. Thank you  
22 very much.

23                   MR. GAMES: This will represent the  
24 second stage of this evening's meeting, and that  
25 will be the questions that will be directed

1 toward the guests by the task force that sits  
2 here with me.

3                   The process will be as follows: Each  
4 task force member will be allowed a maximum of  
5 two questions, but they will be asked one  
6 question at a time. At the conclusion of that  
7 question that they ask and the response that they  
8 get, if they want to clarify a position they can  
9 ask the speaker to clarify any points that they  
10 may not have well understood. We are now open  
11 for questions from the task force.

12                   Please raise your hand so I can  
13 acknowledge you.

14                   MS. COOKSEY: So you mentioned how  
15 there is effectiveness under elected boards. I  
16 didn't necessarily hear you compare that to  
17 appointed or hybrid boards. Do you have the data  
18 on how it compares?

19                   MS. RANDOL: I do. However, the  
20 charge we were given this evening was to remain  
21 somewhat neutral and just to present the research  
22 of the facts about elected boards. In some of  
23 the research studies that are in our  
24 bibliography, and I can share some of those with  
25 you that I think will help point to those. One

1 of them is the study by Ruth Mascovitch out of  
2 Rutgers. What she looked at primarily was  
3 mayoral control. And what she was able to find  
4 is that while there are studies on both sides, it  
5 is that there is no causal link between having a  
6 mayoral or appointed board and increased student  
7 performance; that really what matters is  
8 effective superintendent and an effective  
9 classroom principals and elective teachers in  
10 every classroom and that that was the key point.

11 The other research sometimes that is  
12 pointed to is a research -- and I think you will  
13 hear from him later this week -- that is from  
14 Wong and Chin, I believe, out of Brown. And what  
15 they did is they looked at 104 urban cities that  
16 had mayorally appointed boards. They did not do  
17 a comparison study. They did not look at cities  
18 that did not have mayoral appointed boards, and  
19 they looked only at NAEP data. NAEP data is  
20 national data that is only for fourth grade in  
21 ELA and math. And what they found is that there  
22 was increases in elementary reading, I believe,  
23 but not the mathematics piece, but his data came  
24 from 1999 to 2003. And so you're going to find  
25 various things. But the more recent one is the

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1 one by Dr. Mascovitch and her associates out of  
2 Rutgers.

3 MS. COOKSEY: Thank you.

4 MR. GAINES: Next would be Ray  
5 Cummings.

6 MR. CUMMINGS: Could you share with  
7 us if your research showed that there's any  
8 particular governance model that can help  
9 overcome the effects of increased poverty and  
10 income that we likely experience here in St.  
11 Louis?

12 MS. TILLEY: I'm going to go to the  
13 research study that was done by the Council of  
14 Great City Schools and it was referenced on the  
15 slide where I had the list of the prior studies.  
16 It is the one that is listed at the bottom. And  
17 what happened there is they went in and they  
18 looked at three urban areas. They looked at  
19 Houston, Charlotte Mecklenburg and also  
20 Sacramento, and what they wanted to find is what  
21 was going on in those particular districts  
22 because in those districts student achievement  
23 increased, and they were able to close  
24 achievement gaps. And they contrasted that with  
25 three other urban cities that had vary similar

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1 demographics.

2                   What they found that was different in  
3 those cities is not so much that it was an  
4 elected board, appointed board or a hybrid board,  
5 but that those boards actually implemented those  
6 key effective governance principles that I  
7 pointed to. They also then, because they focused  
8 on student achievement, they were then focused  
9 on, again, hiring quality staff and having a  
10 curriculum that was aligned to their state  
11 standards and they had methodology to making sure  
12 that that curriculum was implemented in those  
13 classrooms.

14                   So I can't tell you that there's a  
15 direct causal link between one form of governance  
16 to another. What I can tell you is that there is  
17 a correlational link between school boards who  
18 actual implement those practices and increased  
19 student performance.

20                   MR. CUMMINGS: Thank you.

21                   MR. GAINES: Ms. Hudson.

22                   MS. HUDSON: So my question pertains  
23 a little bit to satisfaction with the governance  
24 form that you're suggesting. Do you have any  
25 statistics or any facts which support that the

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1 parents, the teachers are more satisfied with  
2 this particular model because they feel that it  
3 is more effective, their concerns, their angst  
4 are addressed more effectively, that they're more  
5 responsive?

6 MS. TILLEY: And the answer to that  
7 is -- and I can't tell you which one it is off  
8 the top of my head, but there is one of those  
9 particular studies that is in that annotated  
10 bibliography that did do that. They did it by  
11 surveys of their constituents and those kinds of  
12 things and what I'll have to do -- I'm sorry -- I  
13 have a colleague out there that is taking furious  
14 notes for me. I will make sure that I point out  
15 which one that is and point that to you, and I'll  
16 just have to e-mail you or I'll send it to all of  
17 the task force members tomorrow. I'm sorry I  
18 can't give it to you directly, but I'll follow  
19 up.

20 MR. GAINES: Mr. Pruitt.

21 MR. PRUITT: My question is were  
22 there any correlations between the size of  
23 elected board and the size of the population,  
24 whether the number of children in the district or  
25 just the total population within that

1 geographical area?

2 MS. TILLEY: And here I'm going to  
3 defer to the experts who are sitting behind me  
4 here for a minute, but when I did my preparation  
5 for tonight, sir, I'll be truthful. I didn't  
6 look at size of boards. I was really looking at  
7 the models and the research behind that, so  
8 Ms. Jacobs can answer that one.

9 MS. MCCOTTER-JACOBS: Good evening.  
10 So you have some states, Maryland, in particular,  
11 that looks at the size of the school district to  
12 determine the number of board members. So in a  
13 school district, if you have more than a hundred  
14 thousand students, you have to have at least nine  
15 members. In Prince George's County, where we  
16 have 137,000 students, there's 14 board members,  
17 but that also includes a student member that is  
18 elected by his or her peers. So and that model  
19 is increasing across the country as well where  
20 you have a student board member who is actually  
21 making decisions that are critical to the work.

22 So to answer the question, the number  
23 of board members, what I will tell you in terms  
24 of what the state of Maryland does, but then I  
25 will also tell you if you want your school board

1 meetings to be efficient and effective, then you  
2 would have -- the larger the size of the board,  
3 the longer your board meetings. And what some  
4 districts have done is -- we also provide  
5 training across the country. What some districts  
6 have done is make sure that they have designated  
7 times for their business meetings and other times  
8 that they're specifically talking about student  
9 achievement.

10 MR. GAINES: Did you have a  
11 follow-up?

12 MR. PRUITT: Sort of. I would love  
13 to know more about this story in Prince George's  
14 and moving from elective to this 14-member hybrid  
15 and what brought that on.

16 MS. MCCOTTER-JACOBS: Prince George's  
17 is a highly political community, and I'm sure  
18 most of us who live in our communities probably  
19 believe that. So in 2002, the elected board at  
20 that time was actually legislatively taken out of  
21 office, and in 2006 -- so the appointed board  
22 served from 2002 to 2006 when citizens regained  
23 their rights to back to vote for the elected  
24 board. In doing so, the Prince George's County  
25 started with four at large and five districts.

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1 And so in that model, what happened was you  
2 had -- even in the four at large members, I was  
3 elected at that time across the county. Prince  
4 George's is larger than six states in this  
5 country.

6 At that time, I was an appointed -- I  
7 was an elected member, but I was elected at  
8 large. And in that regard, you're not  
9 necessarily -- you're committed to the work,  
10 obviously, but you don't have -- the constituents  
11 say they couldn't touch their board member. So  
12 what happened four years later was that same  
13 legislature changed the model to nine elected  
14 members.

15 In 2013, the county executive -- the  
16 then county executive and now county executive  
17 that is running for governor in Maryland was also  
18 responsible for taking the 2002 board out when he  
19 was a delegate. So he is now county executive  
20 and he just emphatically believes in the  
21 appointed model.

22 He also knew, however, in that  
23 situation that citizens were outraged that if  
24 they didn't have the opportunity to vote for  
25 their elected official for school board, that

1 they wouldn't go over well. So instead of taking  
2 the board out again, the nine members remained  
3 and they appointed four additional members to the  
4 board, and that's how it became a hybrid board.  
5 What is unique about that model, though, is the  
6 county executive also convinced the legislature  
7 to place into law that if an elected member  
8 decided to leave for any reason, he would also  
9 get to appoint that seat, and then those persons  
10 would have to -- they could run for office, but  
11 they've now been appointed.

12 So in Prince George's County right  
13 now you have nine elected members and four  
14 appointed members, but the majority of the board  
15 is now -- were appointed either before the  
16 elected boards served in an appointed capacity.

17 MR. GAINES: Mr. Meredith.

18 MR. MEREDITH: I actually have a  
19 follow-up about that as well. So based on the  
20 slides, you said it was fully appointed and then  
21 went immediately back to fully elected?

22 MS. MCCOTTER-JACOBS: Yes.

23 MR. MEREDITH: Were there any issues  
24 with that transition that caused you to then go  
25 to a hybrid, or was it just the elected official

1 decided he preferred the appointed model?

2           A.    The elected official preferred the  
3 appointed model in 2013.  But let's just be real.  
4 Prince George's County has a 1.7 billion dollar  
5 budget and the county executive at the time was  
6 also -- the county was going through a process  
7 where it created -- the legislature had approved  
8 national harbor in the new -- what also happened  
9 in the state was Maryland went to lottery and  
10 gaming, and that created issues within the  
11 community, and access to -- you know, at the time  
12 it was called a power grab, but access to the 1.7  
13 billion dollar budget became more critical to the  
14 local government, quite frankly, in that  
15 situation.

16                   MR. MEREDITH:  Just a follow-up,  
17 there was no change to the school district  
18 themselves, like student scores didn't drop?  
19 There was no increase --

20                   MR. MCCOTTER-JACOBS:  Well, and you  
21 can look this up so I'm not making it up.  From  
22 2005 to 2012, before the 2013 takeover, the  
23 continued improvement in student achievement was  
24 steady.  When I started on the board on 2006, our  
25 third and fourth grade reading scores were in the

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1 40s and 50s. So that continuous improvement, not  
2 overnight improvement, but the continuous  
3 improvement showed significant gains. But it  
4 didn't happen by accident. So the board and  
5 superintendent team went through two years of  
6 intensive training together. And in that  
7 training, we focused specifically on what  
8 policies do we need to have in place that will go  
9 directly to student achievement.

10 So the 2013 takeover, if you will, if  
11 you just -- you can read any of the articles, any  
12 of the things that happened in that time, there  
13 was no student achievement reason for doing it.  
14 And then what I would say now, unfortunately,  
15 looking at the struggles in our district, you  
16 know, right now the district is going through a  
17 controversy around graduation rates and whether  
18 or not they were accurate, and that's all  
19 happened in the last four years.

20 MR. MEREDITH: Thank you.

21 UNIDENTIFIED SPEAKER: Mr. Gaines,  
22 you do us a disservice by -- we have a hundred  
23 people here that want to ask questions. You are  
24 doing this community a disservice by not allowing  
25 us to speak. It is a disservice.

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1 MR. GAINES: Next, Mr. McClure.

2 MR. MCCLURE: I'll be brief to my  
3 question to either Ms. McCotter-Jacobs or Ms.  
4 Tilley. The transitional formats appointed to  
5 elected that are on the slide here, so obviously,  
6 a number of different formats in the district you  
7 cited. Is there any best practices, either the  
8 National School Boards Association has identified  
9 or the studies have identified, that are common  
10 best practices that seem to have been successful  
11 to these transitions?

12 MS. MCCOTTER-JACOBS: We can honestly  
13 say to you that there's not enough data, which  
14 bothers us quite frankly because the issue is  
15 quite important. So the Center for Public  
16 Education through the National School Boards  
17 Association, we do look at that work, but I will  
18 be honest and say that we focus, the best  
19 practices are going to be around what are the  
20 boards doing, how are they governed, how are they  
21 going through professional development, how are  
22 they focused on student achievement? And there  
23 are certain characteristics, the key work of  
24 school boards, which we have published,  
25 specifically talks about best practices for

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1 school board members in their work.

2           The critical issue I think that is  
3 obvious to most people is that when you have an  
4 elected process, you believe that your vote is at  
5 the ballot box, you're deciding who represents  
6 your children and who is doing what you want them  
7 to do, so to speak. The other controversy is  
8 that there's this suggestion that because you're  
9 appointed that you're committed to whoever  
10 appointed you. And that just depends on the  
11 community. At the end of the day, what I think  
12 we believe is the community voice must be front  
13 and center in the decisionmaking process.

14           MR. GAINES: Follow up by McClure?  
15 Ms. Bond?

16           MS. BOND: So you provided some  
17 information about what effective boards look  
18 like, and you also mentioned that there are  
19 statutes, obviously, that govern election of  
20 those board members. Are there specific statutes  
21 that have been effectively put in place in other  
22 areas that have allowed for those boards to come  
23 about? Does that question make sense? So that  
24 the boards become effective relatively  
25 immediately because there's a diverse board that

1 are committed to the children? How are those  
2 boards elected?

3 MS. TILLEY: Okay. I don't know that  
4 I fully understand your question, but I am going  
5 to try, and then you help me with that. In  
6 Missouri, we do have a state statute about the  
7 training, and the training is mandated by our  
8 state board of education, and they are required  
9 that their training be in certain key areas and  
10 those key areas are ones that are absolutely  
11 critical and foundational to good governance,  
12 such as student performance. They've got to know  
13 how that is done in the state of Missouri, school  
14 findings, school laws, Sunshine Law, nepotism,  
15 conflict of interest, really those things that  
16 can get them in lots of trouble. I mentioned  
17 school law, but anyway, those areas; operations,  
18 strategic planning.

19 And so in the beginning, when someone  
20 is elected to the school board -- and one of the  
21 things I want to point out, too, is that all of  
22 your elected school board members, even though  
23 they are not under governance control, have  
24 completed their mandated 16 hours of training.  
25 So they've received that basic training. So have

1 your SAB members, your specially appointed board  
2 members as well. So they know that. They have  
3 that foundational piece.

4 I wish there was some magic law out  
5 there that would go, boom. All right. Not that  
6 you're not it, Mr. Gaines, but that would say  
7 boom, you are the magic school board member, and  
8 you're fabulous, because we're human beings and,  
9 you know, we are just human beings. I don't know  
10 that I truly answered your question so I'm  
11 watching your eyes so help me with the follow up  
12 of what you're really trying to ask.

13 MS. BOND: Okay. You did answer some  
14 of my questions. So I guess my question is I  
15 work for a nonprofit and so we have board  
16 members, but we also keep a metric of different  
17 things that we are looking for in school board  
18 members to ensure we have a variety of  
19 experience, a variety of backgrounds, we want our  
20 board to reflect and mirror who our students are  
21 who are participating in our programs. Are there  
22 statutes in place or could there be statutes in  
23 place from the city, from the state that say, you  
24 know, our board needs to look like X, Y, Z, to  
25 have some experience in X, Y and Z?

1 MS. TILLEY: I think what you are  
2 asking is, because I know sometimes with  
3 appointed boards, it is I'm going to appoint  
4 someone who is a finance expert. I'm going to  
5 appoint someone who is an attorney. I'm going to  
6 appoint somebody who is this over here. And  
7 while that sounds good in the beginning -- and I  
8 think, Ms. Jacobs, we were having this  
9 conversation earlier today and you can probably  
10 help answer this better than I can. While that  
11 sounds good in theory, it really -- going back to  
12 the democratic process is that the school board  
13 members are selected and elected by your  
14 stakeholders and that a lot of times some of the  
15 best boards are those that are a combination of  
16 your key professionals and the everyday people  
17 who have a vested interest in their children.  
18 I'm not answering your question exactly right.  
19 So I'm going to get my friend up here, okay, to  
20 help because she articulates it better than I do.

21 MS. MCCOTTER-JACOBS: So I think if I  
22 understand your question, there are boards in  
23 this county where -- and they're most likely  
24 appointed -- where you have -- you have to have a  
25 certain -- if a seat becomes vacant, you have to

1 put a person in that seat who is an educator, a  
2 finance person, and those are typically your  
3 appointed boards.

4 I can tell you that in 2006, when  
5 where we left from an appointed board to an  
6 elected board, that first four years -- because  
7 this became an issue -- every person on that  
8 board of the nine members, except for two, were  
9 college educated. The suggestion was you're  
10 going to be a highly effective board because  
11 everybody is educated. I can tell you four years  
12 from there, it flipped. Myself and one other  
13 colleague were the only two persons on the board  
14 who were educated.

15 What I can tell you is we had on that  
16 board committed people from the community who  
17 were parents, who were committed to their  
18 children's education and board members who -- one  
19 particular board member, she was up at two or  
20 three o'clock in the morning sending us stuff  
21 that she was reading because she was committed to  
22 the work.

23 At the end of the day, I think what  
24 we're saying here is that the community voice is  
25 what is critical. So what happens, I think, when

1 you're an elected office and someone elects you  
2 and their child is left at the bus stop and they  
3 want to know, well, I elected you. I need you to  
4 get me a bus. There's a difference in that and  
5 the board member who is trained in understanding  
6 his or her role saying I will make sure I will  
7 hold the system accountable for transportation,  
8 that there is reporting requirements, that the  
9 community has a transparent process where you can  
10 see who are you contracting with, where you can  
11 see that transportation is not going well,  
12 parents have to have advisory committees. What  
13 we're saying here is you can have that level of  
14 engagement on the board, but it doesn't take away  
15 from what the community's voice should be in that  
16 process.

17 MR. GAINES: Ms. Cooksey for the  
18 second time.

19 MS. COOKSEY: When looking at elected  
20 school districts -- when looking at urban school  
21 districts, do you have data on how the racial  
22 socioeconomic background compares with an elected  
23 board compared to an appointed board? And what  
24 percentage of an elected board compared to an  
25 appointed board is made up of parents, those who

1 live in the district?

2 MS. MCCOTTER-JACOBS: So, actually,  
3 we do have some data relative to that. We will  
4 have to send it to you. What I can tell you is  
5 that says that NSBA every year during the  
6 delegate assembly, we have -- we look at what do  
7 the school board members look like in the  
8 country. What I'll tell you is that we know that  
9 the demographic makeup of school districts in  
10 terms of children who live in those districts is  
11 not representative across the country on the  
12 school boards. That's a fact, all right?

13 So it is a fact that school boards is  
14 the route that racial minorities and ethnic  
15 minorities can enter into the process, but we  
16 know we're not there yet. We know that we have  
17 communities in this country where none of the  
18 children -- none of the school board members look  
19 like the children that represent in that  
20 community. So what I would tell you is the data  
21 that Janet showed you is clear, that it is  
22 predominantly in urban districts you're going to  
23 have elected boards. The key, though, is, again  
24 is the community involved in that process.

25 MR. GAINES: Mr. Pruitt?

1 MR. PRUITT: Yes.

2 MR. GAINES: For the second time.

3 MR. PRUITT: We just recently got  
4 some data from DESE. What we did was ask for a  
5 listing of every school district for the past 17  
6 years that has been unaccredited or provisionally  
7 accredited, and the list came out to about 64.  
8 And then when we counted the times that DESE had  
9 to classify a district, it is one of those  
10 matters it came up to about a little more than  
11 200 times in 17 years, roughly 200 times the  
12 state board of education had to declare a  
13 district as being unaccredited or provisionally  
14 accredited. And there is a group of 64 with the  
15 vast majority of them being rural. And at the  
16 same time, you say that in Missouri, the vast  
17 majority of them had elected boards. So when you  
18 hear those two stats, what does it bring out to  
19 you?

20 MS. TILLEY: I guess what is more  
21 important is what it brings out to you.

22 MR. PRUITT: I'm sorry. You  
23 stated -- I thought you stated in here this study  
24 said that most effective boards were --

25 MS. TILLEY: All boards in Missouri,



1 except for the three specially appointed boards,  
2 are locally elected, so all of them are.

3 MR. PRUITT: And all of those 64  
4 boards and the 200 and something were  
5 provisionally unaccredited. I'm just trying to  
6 understand -- let me say it different. Do you  
7 believe that the state, in looking at a district  
8 and declaring it unaccredited or provisionally  
9 accredited, should look directly also at the  
10 school board in make up and its impact in that  
11 district becoming that way?

12 MS. TILLEY: I have a thought on that  
13 but I'm going to let Verjeana answer first. You  
14 go first and then I'll --

15 MS. MCCOTTER-JACOBS: I do think you  
16 should ask that question. What I will state to  
17 you is that the very same question was asked in  
18 the school district that I was in. So if you  
19 have a state legislature, school boards are  
20 designed to be independent for a reason. Part of  
21 that reason is that they're supposed to be  
22 shielded from the political pressures, if you  
23 will. So what I would say is that what happened  
24 in the districts if you look across the country,  
25 and I would say particularly in that study, you

1 would probably need to also ask what was  
2 happening at the school board level, how stable  
3 was the school board. There's questions  
4 constantly that you will hear across the country,  
5 oh, that the average stay of a superintendent is  
6 two and a half to three years. What is the  
7 average stay of school board members?

8 Elections do come and go, but when  
9 you have stability at both levels -- you are  
10 going to see this work is hard work, so when you  
11 have a level of stability at both levels, that is  
12 when you are going to see the continuous  
13 improvement. I think it is a fair question for  
14 you to ask. If it is elected members and the  
15 state is consistently taking it over or whatever  
16 they're doing, what does that mean? Well, I  
17 would suggest to you that that's probably -- it  
18 is probably an area that you should look at, what  
19 is the stability of those local boards as well.  
20 So if you have the same transitions that you have  
21 for superintendent, you have for school boards.

22 MR. PRUITT: The reason I ask is the  
23 parents are being held accountable, the teachers  
24 are being held accountable. They say they are  
25 responsible, the administration, the principals,

1 and everybody is saying that they're responsible  
2 for the reason the district is that way, but I  
3 just haven't seen anything where anybody says the  
4 board and this governance and how it impacted the  
5 district getting that way.

6 MS. MCCOTTER-JACOBS: If you have  
7 boards that have no vision and aren't following a  
8 mission and are not going through training or are  
9 not letting the superintendent do his or her job  
10 or asking superintendents to hire their relatives  
11 or -- when you have those kinds of things going  
12 on in districts, you're not going to have student  
13 success.

14 MS. TILLEY: I can't really follow  
15 that, but here is what I am reading into your  
16 question, and I want to make sure that I'm not  
17 taking it the wrong way. But first of all, I  
18 have questions about the data that you're using,  
19 that we have that high number of entire districts  
20 that have been from their -- that they are said  
21 to be provisional or unaccredited. I know that  
22 every year we come out with our APR or 70 percent  
23 and you're above or below, but accreditation is  
24 determined on three years' worth of data. And so  
25 one of things that I will share with you -- and

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1 we have had these conversation with DESE -- is  
2 that when there is support for these districts,  
3 they get what is called the regional school  
4 improvement team, we have shared that we believe  
5 that part of that team should also be supported  
6 and assistance and training and help for the  
7 board as well. And so we agree that absolutely  
8 it is those three levels of leadership of the  
9 governance, administrative and at the teacher  
10 level.

11 MR. PRUITT: I can share the report  
12 with you from DESE.

13 MS. TILLEY: I would love that.  
14 Yeah. Okay. All right. We'll just share stuff  
15 back and forth.

16 MR. GAINES: Ms. Hudson.

17 MS. HUDSON: So I hear you talking  
18 about representation, and the importance of  
19 representation and that sometimes the makeup of  
20 the board is not representative of the community,  
21 and so I'm interested in knowing what successful  
22 strategies boards have implemented to ensure that  
23 those parents who were not represented on the  
24 elected board, their voices are heard and that  
25 their children's needs are advanced in addition

1 to the children's parents who are actually on the  
2 board?

3 MS. MCCOTTER-JACOBS: That is a very  
4 important question. We know that PTAs really  
5 aren't designed that way necessarily in the  
6 communities. So school boards that develop  
7 parent advisory groups tend to see success in  
8 that, and parent advisory groups are those that  
9 are going to have parents from all walks of life  
10 and they are specifically designed to have a  
11 parent on the parent advisory group that as a  
12 child or children with special needs. You will  
13 make sure that you have a parent on that advisory  
14 group who has children who are excelling with tag  
15 programs. The idea is to have a specific  
16 policy -- and there are policies across the  
17 country, and we could send you one -- several  
18 from the region -- where the superintendent is  
19 required to meet with the parent advisory group,  
20 and the parent advisory group is part of the  
21 board team. So we created what was called a  
22 disabilities advisory group where it was a group  
23 of parents and educators whose sole purpose was  
24 to be an ad hoc committee to the board about  
25 those kinds of issues.

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1           So the way you make sure you have a  
2 voice is to create policies that demand and  
3 mandate that parents be part of a group instead  
4 of just within the PTA process. And in other  
5 ways, make sure you have a student advisory  
6 group, make sure the student voice is heard. And  
7 then have reporting requirements.

8           Oftentimes, boards will develop  
9 policies but they don't include the reporting  
10 requirements. So the reporting requires that the  
11 superintendant periodically throughout the school  
12 district, throughout the school year will provide  
13 an update on where you are. And so boards have  
14 to trust and verify. It is not just giving you a  
15 report. It is a report with data, and school  
16 boards that are data driven are often more  
17 successful, except that you can't get so data  
18 driven that you forget the human voice.

19           MS. HUDSON: Can I just ask one real  
20 quick follow-up questions? Of those communities  
21 where there's a discrepancy of the  
22 representation, how often do you have statistics  
23 or facts that show how often those facts are put  
24 into place or those policies are put into place?

25           MS. MCCOTTER-JACOBS: Sure. We have

1 policies we can pull from various communities and  
2 make sure you get those. For example, the parent  
3 advisory counsel that I was talking about,  
4 depending on the size of the district, you want  
5 to make sure -- one way that one district did it  
6 was they had -- for board members, board members  
7 would choose two constituents from each district  
8 and that would form their committee, but they  
9 would vote on their own who was going to be chair  
10 and vice chair. They also did the same thing  
11 with the business community so you would have the  
12 business community voice. At the end of the day,  
13 the board just had the responsibility to make  
14 sure you're getting all of the information you  
15 can get from various info.

16 MR. GAINES: Is there anyone else  
17 wanting to ask a second question or a first? Not  
18 seeing any hands, we now go to the audience for  
19 questions. The audience, you will have three  
20 minutes to ask a question and/or a comment. At  
21 the end of the answer to your question and/or  
22 comment, you will then have the right to ask a  
23 follow-up. The first person based on sign-in is  
24 Mr. Robert Miller.

25 UNIDENTIFIED SPEAKER: I didn't know

1 we had to sign in for the questions.

2 MR. GAINES: Yes, you do. It is  
3 still not too late to sign in. Mr. Miller. We  
4 will take sign-ins all -- we will be here until  
5 the questions are answered.

6 MR. MILLER: I think you asked for my  
7 name, Robert Miller.

8 MR. GAINES: Yes.

9 MR. MILLER: That's me. My question  
10 is when I look at these schools that are  
11 accredited, I see Kansas City, the city Kansas  
12 City, the St. Louis city, which thank goodness  
13 now is accredited thanks to someone's good work,  
14 but then unaccredited I see Normandy, Ferguson,  
15 Florissant just online, River View Gardens. It  
16 seems to me these are all elected boards when  
17 they become unaccredited. I don't see much  
18 correlation between whether the board is elected  
19 by the democratic process or if it is a selected  
20 committee. Like St. Louis, they have three  
21 selected by the aldermen, the president, the  
22 governor selects one and the third one is by the  
23 whatever -- the major, thank you. And Normandy  
24 has seven members on their selected board by DESE  
25 or through federal state government. I don't

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1 know, and I don't care. And it is very volatile  
2 too. It changes. It has changed I think a  
3 number of times over the last two or three years  
4 it was selected. So here again, I don't see any  
5 correlation between the board.

6 To me, the board, whether it is  
7 selected like the city or Normandy or any other  
8 unaccredited where it has been selected and an  
9 elected board. To me, the elected board has the  
10 responsibility just like the appointed board to  
11 select a good superintendent, and they're going  
12 to follow the superintendent. And I see many,  
13 many, many elected boards by the democratic  
14 process where they don't follow the  
15 superintendent so the superintendent throws up  
16 his arms and gets out. Well, that hasn't  
17 happened in the City of St. Louis. Unaccredited  
18 ten years ago, you don't change these things, and  
19 now St. Louis City is not accredited because of  
20 the coming and going of many, many, many  
21 different what? Elected board members. I think  
22 they are where they are today because of a good  
23 superintendent who brought in specialized  
24 schools. Congratulations to him for Mallinckrodt  
25 school, which is a national blue ribbon school.

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1 Thank goodness for the special schools that they  
2 started for kids that can't go to college  
3 and don't --

4 MR. GAINES: Five seconds.

5 MR. MILLER: How much?

6 MR. GAINES: Five seconds.

7 MR. MILLER: All right. My question  
8 is look at what happened in Lindbergh, the NEA  
9 elected three --

10 MR. GAINES: Okay. You are out of  
11 time.

12 MR. MILLER: -- board members. The  
13 NEA, the teachers' union. I'm sorry, but I don't  
14 think a teachers' union should be electing school  
15 board members so that teachers can get more  
16 money.

17 MR. GAINES: Your time has expired.  
18 I'm going to name the next three or four people  
19 as I've been directed to do so you will know who  
20 should be going to the respective microphones.  
21 You may still sign up for questions right  
22 outside.

23 The next person to come -- next will  
24 be Byron Clemens, Finnos Coleman and Robert  
25 Vroman in that order. There are two microphones

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1 on each side. I mean, one microphone on each  
2 aisle. Byron Clemson.

3 MR. CLEMONS: Clemens. I'm on my  
4 way.

5 MR. GAINES: Clemons. I'm sorry.

6 MR. CLEMONS: Here I am. Byron  
7 Clemens, that's B-y-r-o-n C-l-e-m-e-n-s. I am a  
8 city resident associated with the American  
9 Federation of Teachers, but I'm a taxpayer and a  
10 citizen. I have some questions about this task  
11 force, but I'll bring those up at the last  
12 meeting, which I hope will be a public meeting  
13 when you take a vote about your recommendation to  
14 the SAB to move forward. I hope that last  
15 meeting will be a public meeting. I just want to  
16 say that now.

17 I read in the paper this weekend that  
18 the governor has made some moves on the Missouri  
19 State Board of Education again politicizing the  
20 process up there, and so I look at that and think  
21 of Mr. Cleanfeld (phonetic) and how he throws his  
22 money around, what the legislature looks like  
23 right now, I really strongly believe we should  
24 move in the direction of an elected school board  
25 as soon as possible and avoid all of that.

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1                   I started in 1956 with my association  
2 with the St. Louis Public Schools, and I haven't  
3 given up yet. I look back. I've gone through  
4 some interesting times with Mr. Schamel driving  
5 around on the parking lot. For a while, we had  
6 the White Citizens Council who was in charge of  
7 the school board. Anybody remember that? They  
8 didn't last long, but they were elected. I  
9 believe in elected school boards. I believe  
10 there should be no taxation without  
11 representation.

12                   You heard from the NSDA. I've looked  
13 at some of the same data that you talked about  
14 before this meeting, and I want people to think  
15 about this. You saw the numbers yourself, but 90  
16 percent of school boards are elected. That is a  
17 fact. And I'd like for you all to think about  
18 what separates the city of St. Louis from the 90  
19 percent of other school districts? Is it, it is  
20 a majority minority district? It is not right to  
21 single out urban school districts and have these  
22 mayoral takeovers and appointed boards, and  
23 sometimes they might work, but it is time for us.  
24 We've had this experiment. We've moved somewhat  
25 forward recently. We have a great

1 superintendent, but it is time to return to an  
2 elected school board.

3 MR. GAINES: 30 seconds.

4 Mr. CLEMENS: So I would like the  
5 presenters to address what I'm saying, what is it  
6 about our demographics that singles us out and  
7 makes us a great candidate for an appointed  
8 board? Can you address that, please? Thank you.

9 MS. MCCOTTER-JACOBS: I appreciate  
10 your comments, and what I would say to that is  
11 the inequities that exist in our society are in  
12 no different in the education systems in our  
13 society. And what do I mean by that? I heard  
14 earlier, I don't know all the details relative to  
15 how budget happens in the state of Missouri for  
16 education, but what I would say to you is that it  
17 is rare for states in this country to have a  
18 mandate to fund public education based on the  
19 needs of students. And so what tends to happen  
20 is that the inequities that exist, in particular  
21 in areas of poverty, if school boards are not  
22 equipped to understand and know what it takes to  
23 vote on a budget that is driven by student need,  
24 they can't be effective. One of the ways that  
25 elected boards, and quite frankly, appointed

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1 boards could do, if they're committed to that  
2 work, is that you trust what is verified. What  
3 is different? It is a fact that in urban  
4 districts and urban like districts, sometimes the  
5 funding is not directed towards the needs of a  
6 student. You have X number of students. You get  
7 a certain number of teachers. That's not about  
8 the children. That's about a formula. And so  
9 when I hear that a district like St. Louis has  
10 lost \$12,000,000, the question then becomes --  
11 and we've had this experience -- use your  
12 citizens as your leverage.

13 So the constituents in St. Louis, the  
14 residents of St. Louis, should be at the state  
15 house beating down the door saying we want the  
16 money for our children. And sometimes in the  
17 democratic process you need that to be able to  
18 get it done.

19 MR. GAINES: Mr. Finnos Coleman.

20 MR. CLEMENS: I'd like the other two  
21 presenters to address the same question, please.  
22 Why are urban districts that have the  
23 demographics we use singled out for the  
24 experiment of appointed boards?

25 MS. TILLEY: I think Verjeana did a

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1 nice job in answering the question. And quite  
2 frankly, I would just like to put a point of  
3 emphasis on what she said. This is a matter of  
4 statute that is decided in Jefferson City, and if  
5 these issues need to be addressed, they are  
6 designed and they're decided for us at the state  
7 capital. So communicating with our legislators  
8 what you want as a community needs to be done not  
9 just in a night like tonight. This is important  
10 to have this conversation, but it needs to be  
11 done year around and to share what is the values  
12 of this city and what we want for our children;  
13 define those, articulate those clearly and  
14 communicate. I think Verjeana said it better  
15 than I can, but I'm just like to put the emphasis  
16 on that's where the decisions are made in terms  
17 of the issues that you brought up.

18 MR. CLEMENS: I think it is  
19 unfortunate that --

20 MR. GAINES: I'm sorry, sir, but you  
21 cannot --

22 MR. CLEMENS: I did have a follow-up  
23 question.

24 MR. GAINES: You've already had that.

25 MR. CLEMENS: I had a question. I

1 haven't had a follow-up.

2 MR. GAINES: You've already asked  
3 that.

4 MR. CLEMENS: I thought the rules  
5 said I have a follow-up.

6 MR. GAINES: Now, you've had two  
7 answers to your question. One person already --  
8 we do have others here who want to ask questions.  
9 Next is Finnos Coleman, followed by Robert Vroman  
10 and Danny Jones. Finnos Coleman.

11 UNIDENTIFIED PERSON: He left.

12 MR. VROMAN: I'm Robert Vroman. I'm  
13 on the Missouri Republican Party Central  
14 Committee. I represent the 4th district. I am  
15 also on the city Republican party. I represent  
16 the 22nd ward. We had a meeting on the night of  
17 November 1st. We passed a very short resolution.  
18 I'm going to read that. "Be it resolved that the  
19 Republican Central Committee of the City of St.  
20 Louis opposes any long-term form of governance of  
21 the St. Louis Public School District other than a  
22 fully elected board of education." Thank you.

23 MR. GAINES: Donna Jones, Dorothy  
24 Rohde-Collins and Susan Jones.

25 MS. JONES: Good evening, everyone.

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1 My name is Donna Jones. I've been on the board  
2 for eleven years. It will be 12 years. I've  
3 only gotten one term in, one year, but you'll  
4 remember back in 2007, we took over the mayor's  
5 office because it was so important to us that we  
6 had local control and that our children's voices  
7 were heard.

8 I was a volunteer in St. Louis Public  
9 Schools for years. I had seven children that  
10 went to the St. Louis Public School, and I was  
11 hurt. I remember I lived down the street from  
12 Northwest High School and let's say it still  
13 looks like a prison just like it did when I was  
14 17 years living off (inaudible). It was so  
15 painful that was one of the motivating factors  
16 that made me want to run for the board.

17 Politics has destroyed St. Louis  
18 Public Schools, and this is the students talking  
19 right now. I sat inside of those board rooms so  
20 you can't say I read it somewhere. I'm telling  
21 you what the facts are. This is about millions  
22 of dollars. This is about big business wanting  
23 to take over that money. Millions of dollars  
24 disappeared from all those various contractors.  
25 Of course we had some wonderful contractors that

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1 did their job, but many of them weren't doing  
2 anything but stealing from St. Louis Public  
3 Schools.

4                   And it is really time for the public  
5 to stand up for our children. We have blood on  
6 the street. We have thousands of children who  
7 are homeless in St. Louis that have no one to  
8 stick up for them, and I'm frankly just tired.  
9 I'm a resident of the 27th ward, and we have the  
10 worst crime rate and we have the worst schools  
11 over there. We have unequal education. And I'm  
12 sorry, people are saying Donna Jones is so  
13 emotional. When do you get tired? Every night  
14 somebody is getting shot and somebody is getting  
15 killed. We've had enough.

16                   We have teachers that are doing a  
17 great job with what they can, but they are not  
18 receiving the resources that they need. I'm  
19 telling you big business needs to get their hands  
20 out of St. Louis Public Schools' money and some  
21 of these politicians, because we have just had  
22 enough. Enough is enough. So many times I've  
23 walked down the street. I've walked up in the  
24 schools and people are saying, well, the board  
25 members should stay out of the schools and let

1 the superintendent run it, that's fine, but still  
2 we want to hear what the parents have to say. We  
3 want to hear what the community has to say  
4 because they spend their tax dollars.

5 I'm looking at the schools and I'm  
6 wondering where is my tax dollars? Because our  
7 schools should look fabulous. We have millions  
8 of dollars for football stadiums, millions of  
9 dollars for a soccer stadium, everything else  
10 before our schools.

11 MR. GAINES: 30 seconds.

12 MS. JONES: Okay. When our children  
13 walk in the schools, they should look like a  
14 palace. They should be able to eat off the  
15 floors if they need to. They should have  
16 everything that they desire. They should have a  
17 technical school on north end and south St.  
18 Louis. This is wrong, and I'm looking for  
19 change, and I'm hoping that everyone here will  
20 ask everybody in their neighborhood to come out  
21 and support the schools like they should. Thank  
22 you.

23 MR. GAINES: Dorothy Rohde-Collins,  
24 followed by Susan Jones and Rebecca Rogers.

25 MS. ROHDE-COLLINS: Hi. My name is

1 Dorothy Rohde-Collins. I've been a St. Louis  
2 City resident since 2006. When I moved to the  
3 city, I moved here because I had a contract with  
4 the St. Louis Public Schools. So I taught at  
5 Northwest Academy. I taught chemistry and  
6 biology and math and just about everything else  
7 in the science department from 2006 to 2012,  
8 which was almost entirely under SAB leadership.  
9 I am a SLPS parent. My son is in kindergarten at  
10 Wilkinson, so I have seen the district from a lot  
11 of perspectives.

12 But what I think is really important  
13 is that our city is hurting right now, and it is  
14 hurting because people's voices are not being  
15 heard. What we need in this city is more  
16 democracy and not less, and I think it is very  
17 important that we consider how our schools  
18 interact with the community. So Donna was very  
19 passionate about everything that she was saying,  
20 and I support all of her words, but because that  
21 is so true. We cannot have a great city without  
22 great schools. And our teachers are not being  
23 provided the things that they need. The parents  
24 don't feel like they have a voice. They don't  
25 have a way to reach out. You can go to an

1 appointed board meeting and you still are not  
2 hearing a dialogue around where your tax dollars  
3 are being spent, where the policies are coming  
4 from. None of that is happening. That will  
5 happen at an elected board because the people  
6 will demand it. Thank you.

7 MR. GAINES: Susan Jones.

8 MS. JONES: Good evening. I stand  
9 before you tonight as a SLPS alum, a parent of a  
10 SLPS student, taxpayer, business owner, city  
11 resident and president of the elected board of  
12 education. I stand before you tonight to  
13 advocate for the students that have trouble  
14 getting the resources that they need, for the  
15 students at work right now making ends meet for  
16 their families, those at home watching their  
17 siblings, the disenfranchised, for the teachers  
18 that have gone years without a decent pay  
19 increase, basic resources needed for the  
20 classroom and for the on average 238 teachers  
21 population that leaves SLPS every year, for the  
22 families and taxpayers that are continuously  
23 ignored, moved to charters out of the St. Louis  
24 area and that weren't able to make it out  
25 tonight, for every voter that went to the ballot

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1 box voting for school board members over the last  
2 ten years hoping that one day their voices would  
3 be heard, for the 26,439 voters that casted a  
4 vote for me to come back for a second term to  
5 advocate and stand up for the interests and the  
6 needs for the St. Louis area, for the future of  
7 SLPS. I stand before you as someone who truly  
8 cares about the wellbeing and future of the St.  
9 Louis Public Schools. You see, the elected board  
10 is a critical link to successful public schools  
11 and leadership at SLPS plays an intricate part in  
12 the stability, crime rates, housing, jobs, future  
13 growth or lack thereof within this community.

14 Elected boards are better because we  
15 are stronger connected and represent the  
16 community because we are inclusive; trained by  
17 the Missouri School Boards Association because we  
18 are certified; transparent and accountable to the  
19 community because we are elected by the people  
20 and can be removed by the people because of  
21 democracy. And for the last ten years, SLPS has  
22 dealt with an education strategy whose  
23 substantial measures take control over education,  
24 acting as a community and conversing with  
25 affluent developers, out of state product school

1 boosters and to a system that favors little to no  
2 transparency in public education.

3                   The issues that SLPS faces will never  
4 happen in Ladue, Clayton or any other affluent  
5 school district. Are our residents really  
6 unworthy of receiving the control in public  
7 school districts? Why? A task force filled with  
8 noncity residents and no representation from  
9 African American parents, whose children make up  
10 the majority of this district, why? Questions  
11 and the answers. So while the SAB has served its  
12 time, our local civil rights have been abused and  
13 local tax dollars have been mismanaged because of  
14 state takeover. The State of Missouri can't meet  
15 its constitutional responsibility to provide each  
16 locality with the resources needed to ensure  
17 students have an equitable and valuable  
18 opportunity to learn, and at the same time claim  
19 the need to violate democratic rights of citizens  
20 because of state takeover. The only option  
21 charged for the state board right now is to  
22 return governance back to a fully elected board.

23                   Facts, any structure outside of an  
24 elected board would require legislative action  
25 and will hurt the families of SLPS. Facts,

1 continued community involvement has always been  
2 needed, hence an elected board and not just for  
3 the appointed board just looking to pass  
4 something. Facts, spending \$80,000 when the  
5 recommendation from the Danworth Committee  
6 (phonetic) has already researched this and while  
7 rushing this process shows how much you think of  
8 this community. Facts, the time is now --

9 MR. GAINES: Ms. Jones, your time is  
10 up.

11 MS. JONES: -- for governance to  
12 transition to (inaudible) and more importantly to  
13 the taxpayers in the city. Thank you.

14 MR. GAINES: Ms. Rebecca Rogers,  
15 followed by Darryl Smith and Andrea Branigan.

16 MS. ROGERS: Good evening. I want to  
17 thank the NSBA presenters. The presentation was  
18 very informative, I thought. My name is Rebecca  
19 Rogers. I'm a former elected school board  
20 member. I served from 2009 to 2012. I'm also a  
21 university professor of education. I am really  
22 proud to have be part of the collective effort to  
23 keep alive in the public imagination the  
24 importance of an elected school board. I think  
25 that you are hearing that that belief is strong

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1 tonight in the public comments that you're  
2 hearing. I'd like to offer just two of the  
3 reasons -- and there is more -- of why I am in  
4 support of a transition to an elected school  
5 board.

6           First, a state run school system in  
7 the long-term diminishes the capacity of the  
8 community to govern itself by removing leadership  
9 and decisionmaking from the community. This is  
10 particularly problematic because the appointed  
11 boards that exist in the state of Missouri exist  
12 in minoritized communities. Critical based  
13 scholars refer to this as accumulation by  
14 dispossession. So again, that is accumulation by  
15 dispossession, and it is the profit making that  
16 intersects of racism and race supremacy. And it  
17 is this disenfranchisement of the African  
18 American community which weakens community  
19 expertise, infrastructure and results in the  
20 accumulation of white privilege and supremacy.

21           Second, research and the West  
22 Virginia study really piqued my interest as well.  
23 Other states that have transitioned from an  
24 appointed board to an elected board, a key in  
25 that successful movement was the continued

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1 existence of an elected school board. So I think  
2 that St. Louis Public Schools is well poised to  
3 return to a democratic elected school board  
4 because our elected school board school has  
5 continued to remain active in its auditing and  
6 reporting powers, and I'm just really proud of  
7 their continued efforts to do so.

8 Last, I have a question and that has  
9 to do with state statute, and I thought, Addie  
10 Bond, you were getting at this, but maybe not,  
11 and that is the question of what I understand the  
12 current Missouri state statute is that it is  
13 written so that the power can return  
14 automatically to an elected school board. So  
15 would that state statute need to be rewritten in  
16 order to have any other form of school board?

17 MS. TILLEY: I think the question --  
18 I just want to just repeat it to make sure I  
19 understood it, but it is if there was to be a  
20 return of power given to another form of  
21 governance other than elected board would a  
22 statute have to be drafted? Is that your  
23 question?

24 MS. ROGERS: Yes.

25 MS. TILLEY: Okay. Legislation would

1 have to be implemented? I'm certainly not acting  
2 as counsel on behalf of this committee, but that  
3 is my understanding, that is my interpretation of  
4 the statute. There isn't -- the way the statute  
5 was drafted for the metropolitan district, which  
6 is St. Louis, you have a unique statute and to  
7 give governance to another form long term, there  
8 would need to be legislation, but again, I'm not  
9 speaking on behalf of the committee, but that is  
10 our interpretation.

11 MR. GAINES: That is our  
12 understanding as well. Darryl Smith, Andrea  
13 Branigan and Nick Metropoulos.

14 MR. SMITH: My name is Darryl Smith.  
15 I'm a concerned citizen, and you know, I've been  
16 in trouble about this. This is so important, and  
17 people are voting and they've got a board that is  
18 not the -- the people have spoke. They want this  
19 elected board to represent them, their kids,  
20 their family. And it is a connection, they're  
21 stakeholders, but this governance thing, the  
22 intentions might be good at first, but it is time  
23 for them -- they did their job. It is time to  
24 move over and let the school boards do what  
25 they've got to do. And I just am concerned about

1 that, you know. I want them -- the kids are the  
2 most important thing that we have in the city and  
3 we got to be concerned about them. You know, the  
4 best would be for the kids -- the best thing for  
5 the child is to be an example, but the kids are  
6 watching us. We've got to do a good job because  
7 they need us and we've got to educate them.  
8 We've got to have a way for the community to hold  
9 its people accountable, and that's the best way  
10 with the school board. Thank you so much.

11 MR. GAINES: Andrea Branigan?

12 MS. BRANIGAN: First, I didn't know  
13 that I was coming to speak, but since my name is  
14 on the list, I'm a graduate of Vashon High School  
15 and I just want to know -- I heard there was a  
16 meeting here so I came. I just want to know what  
17 can I do as an alumni graduate to help the  
18 committee? That's my question. What can I do to  
19 help? You don't want my help?

20 MR. GAINES: Well, I think your being  
21 here would certainly help. If there are other  
22 things that you would like to do on behalf of the  
23 schools, you can see someone outside who is  
24 taking names and just explain to them that you  
25 would like to be of help to the task force.

1 MS. BRANIGAN: All right. Thank you.

2 MR. GAINES: Nick Metropoulos,  
3 Richard Butltod, and Jay Ozier.

4 MR. METROPOULOS: Good evening. I'm  
5 Nick Metropoulos. I teach American History and  
6 American government at Collegiate School of  
7 Medicine and Bioscience, and I just want to talk  
8 to you from that standpoint of the history of  
9 politics. Every day I go to school and I talk  
10 with the children about how important civic  
11 engagement is and being a part of your community,  
12 and I think the first point that was made was the  
13 importance of modelling democracy. And the kids  
14 every day have a lot of questions about the  
15 institutions of democracy in our country, whether  
16 it is elections of presidents through the  
17 electoral college, or it is the gerrymandering  
18 that is taking over the state of Missouri, which  
19 does not represent the population. But my third  
20 question -- my question to you to think about  
21 quickly is why is the state involved? Why is the  
22 state so interested in SLPS, the St. Louis Public  
23 Schools, when they are districts in this state  
24 where they use corporal punishment, and they  
25 physically put their hands on children, but

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1 there's no hybrid board discussion. There are  
2 districts in the state where they have four days  
3 of school and there is no discussion of  
4 interference on the local control. And I'm just  
5 curious from your point of view what do you think  
6 is the difference between St. Louis City and this  
7 school district versus rural or other struggling  
8 districts? Thank you.

9 MR. GAINES: I don't think that is a  
10 question that can be well answered by the panel  
11 that has been assembled here in terms of our  
12 representatives. It is a good question. We will  
13 belabor to answer that question because all of  
14 your questions are being taken by a court  
15 stenographer, and we will attempt to get back  
16 with you. That's the reason for wanting your  
17 name and your e-mail address, we will to attempt  
18 to answer that in that manner. Richard Butltod.

19 MR. BUTLTOD: Thank you. I am not  
20 currently a school parent. I am not a  
21 schoolteacher. I am not a school vendor. I am  
22 absolutely a beneficiary of good public school  
23 governance or victim of bad school governance. I  
24 come at this a little different than some people.  
25 I am fixated on local politics. I don't like to

1 use militaristic terms like a foot soldier and I  
2 just as soon not think of myself as a  
3 streetwalker, so I will say I am a door knocker  
4 for democracy in St. Louis.

5           And here are my concerns. They've  
6 been stated before. They've been alluded to by  
7 Ms. Cooksey, Mr. Pruitt. Number one is the  
8 disenfranchisement of black people. The  
9 fraternalistic approach to school governance is  
10 counter to our very founding. The racism in  
11 these is unmistakable. Number two, the valuing  
12 of efficiency and short-term test scores over  
13 discussion and long-term learning as the measure  
14 of what is a successful school disturbs me. And  
15 finally, budgets. Budgets of hundreds of  
16 millions of dollars. Budgets of hundreds of  
17 millions of dollars that will be under the  
18 control of Donald Trump, Betsey DeVos and Eric  
19 Greitens, who has shown his willingness to  
20 politicize anything for his personal gain, not  
21 for the State's gain. I am very worried about  
22 that so I am very worried a governor like  
23 Greitens having a voice on our school board.

24           And as a previous questioner touched  
25 on, and one of our very first speakers made this

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1 beautiful point, what have our children learned  
2 in the last ten years? They have learned they  
3 have no voice in St. Louis Public Schools.  
4 Finally, with a few seconds to spare, my one  
5 question is this; how dare you consider stealing  
6 our votes from us.

7 MR. GAINES: Jay Ozier, Jessica Payne  
8 and Justin Idleburg. Jay Ozier.

9 MR. OZIER: Yes. I'm a taxpayer  
10 first. One of the things they always tell you  
11 that there are two things that you will go  
12 through for a working person, you are going to  
13 pay taxes and then you are going to die. And I'm  
14 a taxpayer and a citizen in St. Louis, but I  
15 wanted to say very clearly it was by the other  
16 people that spoke, everyone that I have heard --  
17 that I've heard about the importance of democracy  
18 and us having the right to vote and elect our own  
19 leadership, it is very important if we're going  
20 to call this a democracy.

21 Some of the information that was  
22 pointed out was that in this round of the budget,  
23 St. Louis Public Schools was short -- was  
24 shortchanged \$12,000,000. It is no way a belief  
25 that if we go to the state governor's office or



1 state legislator to ask him to change anything in  
2 the law, to do anything that they are going to  
3 not go in and use that as a crack to do more harm  
4 than they could ever attempt to do. It is not in  
5 them. You can't get it out of them. You can't  
6 talk to them. You've got 163 state  
7 representatives, 34 state senators and it is not  
8 going to work. You can't ask them for nothing.  
9 The best thing for us to go is to let the law  
10 as it is set -- the statutes as they are stated  
11 take their course, give us an elected board,  
12 because if these guys have any say -- Jefferson  
13 City, any say in what is to be done, it is going  
14 to be bad news. They just took a pay increase --

15 MR GAINES: 30 seconds.

16 MR. OZIER: Okay. They just took a  
17 pay increase from people that work in the city.  
18 They took it from them, took it. That's  
19 stealing.

20 MR. GAINES: Jessica Payne.

21 MS. PAYNE: Hello. My name is  
22 Jessica Payne. I'm a community organizer, social  
23 worker and the North City residence. I have more  
24 of a statement than a question.

25 In St. Louis, I don't really like

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1 what I see with appointed boards. There's two  
2 boards in particular, the LCRA board and the 10th  
3 commission. Since 2010, they have diverted at  
4 least 700 million tax dollars away from public  
5 schools, and that is an appointed board not  
6 representing the people that they're supposed to  
7 be serving.

8 In my neighborhood in North City,  
9 they did a study with all the school children to  
10 see what school they will be going to. Our  
11 closest school is Ames, but the study found in a  
12 neighborhood of less than 2,000 people the  
13 students went to more than 42 different schools.  
14 We need people on our board that understand the  
15 community where people actually live. We need  
16 people who understand these issues because they  
17 live them, and I don't believe an appointed board  
18 will get to that. So I'm here stating that the  
19 only way that we're actually going to get  
20 representation that represents our community is  
21 through an elected process. Thank you.

22 MR. GAINES: Rasheen Aldridge and  
23 Michael Butler.

24 UNIDENTIFIED SPEAKER: Hello, all you  
25 lovely people. I'm glad that you-all are at this

1 table today. First thing I'd like to point out  
2 is that I think it was the nice young lady up  
3 there with the gray jacket on, you presented some  
4 information from the National School Board  
5 Association and one of the boards points that you  
6 talked about, advocating for equity and  
7 excellence in schools, and I'd like for you-all  
8 to make a note and if a possible the document of  
9 signature of priorities from the Ferguson report  
10 that offers the opportunity to thrive and use  
11 that center. Now, let's get to some fun stuff.  
12 The nice next young lady, who I believe you came  
13 from the state of Missouri and the young lady  
14 sitting next to you-all talking about the example  
15 of Prince George's County, but you hear from  
16 educationweek.com, from NBC News Forum in DC and  
17 from Prince George's County Advocates for Better  
18 Schools, the Prince George's thing is really not  
19 working. The things they're saying to try not to  
20 do with politics, it is called playing dirty  
21 hands. They talk about the advocates for Prince  
22 George's County has did a study and reported on  
23 the things that have been going wrong over the  
24 last decade. So I wish for Prince George's  
25 County not to be an example for us to follow.

1                   It is one thing that separates St.  
2   Louis City schools from Prince George's County  
3   and that is the money. They are a minority  
4   owned -- minority run, but their population is  
5   minorities, us, African Americans. That are all  
6   in the upper tax brackets. They are in Forbes  
7   magazine, and even with their nicely appointed  
8   board, they still have the same issues we got  
9   going on now. I just sought this information out  
10  when the nice young lady got up there to talk  
11  about that data that she was using for an  
12  example.

13                   And last but not least, no disrespect  
14  to you all on this board, but with the exception  
15  of Ms. Cooksey and Reverend Jones, I can't knock  
16  on none of you-all's door. I don't have a  
17  relationship with you-all, so how do you-all  
18  represent me or any of these other people? None  
19  of you-all look like disenfranchised people up  
20  there. You know, I don't know this lady's tax  
21  bracket or nothing, but she don't look like she  
22  live behind the Delmar divider on the state  
23  streets of the south side. So all this looks  
24  real nice and dandy and, you know to me --

25                   MR. GAINES: 30 seconds.

1 UNIDENTIFIED SPEAKER: I appreciate  
2 that. This looks like -- because as to what  
3 President Jones said, she had so many residents  
4 to come out to voice their opinions as to who we  
5 want, not who the elected officials or state  
6 appointed people want, but who we want. When do  
7 the people get what they want? We do projects  
8 here in St. Louis when you-all wanted to get it  
9 done instead of on a regional level. When are  
10 you going to do something for the people that is  
11 within the region because everything that gets  
12 done here is --

13 MR. GAINES: Your time is done.

14 UNIDENTIFIED SPEAKER: -- based on  
15 us.

16 MR. GAINES: Michael Butler.

17 MR. ALDRIDGE: I think I was first,  
18 Michael second, but I'll go anyway. My name is  
19 Rasheen Aldridge. I'm a city resident all my  
20 life. I'm the 5th ward committee man, served on  
21 the Ferguson Commission. I'm a young man in the  
22 City of St. Louis trying to make change for my  
23 community. Three things. I grew up in the city  
24 of St. Louis, but I went to a county school. I  
25 went out to Parkway. I would drive out to

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1 Parkway and I would feel free. I would see the  
2 school and it would be lovely, like Ms. Donna  
3 said. That school out in Parkway was a palace.  
4 I could literally eat off of that floor, but when  
5 I came back home in the summer time to Jefferson  
6 Elementary and would go there for summer school,  
7 the schools was totally different. The resources  
8 that were provided was totally different. So  
9 that -- I'm 23, so that was back when I was six  
10 and eight, so the schools were accredited. So to  
11 act like it is the school board's fault or to act  
12 like it is any individual's who was elected's  
13 fault is truly wrong. It is the continuation of  
14 Missouri not wanting to give a damn about black  
15 lives, not wanting to put resources into black  
16 communities. And clearly being a student of  
17 Parkway is possible, but I was also one of those  
18 students who took dollars out of my community  
19 that eventually hurted the school districts in my  
20 community.

21                   The second thing, show me what a  
22 democracy looks like. This is what a democracy  
23 looks like, a hundred thousand people went out  
24 this last April and cast their votes. Could  
25 every person that ran for office this last

1 election, school board members please stand up?  
2 We casted our votes for these individuals. These  
3 individuals were the ones that was out on the  
4 pavement. These individuals were the ones  
5 knocking on our doors asking us what is your  
6 concerns about the school? Why do you like SLPS?  
7 These individuals are the ones at the community  
8 meetings. These individuals that ran for office  
9 are the ones that are trying to engage the young  
10 people, trying to engage the parents, trying to  
11 engage the community so we can make our school  
12 district the democratic state that we want to  
13 live in. The last thing -- and you guys can sit  
14 down, but thank you for your service.

15           The last thing, it is beyond  
16 disrespectful for you-all -- and I'm not going to  
17 say all of you, because -- it is beyond  
18 disrespectful for the three members of the SAB,  
19 Mr. Roberts, I don't know your name. I believe  
20 Mr. Gaines, I'm sorry. Mr. Rick Sullivan and  
21 there is another young lady, and I know you guys  
22 were appointed and your charge is to define these  
23 methods, but you showed up at the last school  
24 board meeting at Patrick Henry and you were so  
25 disrespectful to the community.

1 MR. GAINES: 25 seconds.

2 MR. ALDRIDGE: You were so  
3 disrespectful to the people. You would not even  
4 sit with the school board which you came to them  
5 and told them this is what they are going to have  
6 to do and then expected them to be here and then  
7 expect everyone to either pick an elected board,  
8 a hybrid board or a satellite board. A good  
9 option would actually be putting one of the young  
10 people from the school district on the board.  
11 But I'm going to make this very clear. I know my  
12 time is up. I recommend as a young person, as a  
13 resident of this community, if we do not put it  
14 back to an elected board, people are going to  
15 shut down this city because their voices are not  
16 being heard.

17 MR. GAINES: Michael Butler.

18 MR. BUTLER: I'm Michael Butler,  
19 state representative for the 79th district, where  
20 we are today. I'm also the house democratic  
21 caucus chair, and up until -- I'm a former St.  
22 Louis Public School educator, and up until this  
23 last year when I became the top incumbent for the  
24 budget committee, I also served on the education  
25 committee in the Missouri house. I will say that

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1 to say this, and it is a fact that we all know  
2 that the law is clear. State law is clear on  
3 this. The elected school board should be the  
4 governance. The law is perfectly clear that  
5 after a school board is no longer unaccredited,  
6 that the state appointed board is supposed to  
7 transition into an elected school board. Now,  
8 the law is incomplete because we're working on  
9 options that there is no timetable to that. But  
10 since that time of being provisional, we've now  
11 become fully accredited and the law is perfectly  
12 clear on our fully accredited school districts  
13 and they are to be governed by elected school  
14 boards, by elected school boards.

15 So the truth is what we're asking you  
16 to do today, we could already have done. The  
17 state appointed board could clearly advocate in  
18 Jefferson City for an elected school board. The  
19 state appointed board can clearly listen to  
20 everything that the current elected school board  
21 wants and then declare that be done. The state  
22 appointed board clearly appointed the task force  
23 and could clearly appoint the elected school  
24 board members and members of the task forces or a  
25 member of any board that can govern the school

1 district, but I think the statement from our  
2 speaker from the Missouri School Board  
3 Associations said it the best. It is what I've  
4 been saying in Jefferson City for years. At the  
5 end of the day, all government structures work  
6 and don't work. It really doesn't matter what  
7 the school governance structure is. What matters  
8 is that we have a good superintendant. This is  
9 another argument for the elected school board.  
10 The elected school board has already suggested  
11 they would keep our phenomenal superintendant,  
12 Dr. Adams, on board.

13                   The number one reason for our school  
14 board is to pick our superintendant. So I'm very  
15 happy that our state appointed put us back in the  
16 black. They have picked a phenomenal  
17 superintendant and they helped us regain our  
18 accreditation, but after ten years of great work,  
19 it is time, we've been waiting. And someone  
20 actually said we should be talking to our  
21 legislators. I've heard from many of you over  
22 the years.

23                   MR. GAINES: 30 seconds.

24                   MR. BUTLER: So my question is clear,  
25 because the people are clear on this, too. When

1 after this task force -- when after this task  
2 force is completed, we are sure that the people  
3 want to elect the school board, will the SAB and  
4 this task force go to Jefferson City and declare  
5 jointly that we need an elected school board to  
6 our state legislature and to our governor? That  
7 is my question to the task force and hopefully to  
8 the members of the SAB that are here.

9 MR. GAINES: That belies the process  
10 we're here to address here this evening.

11 MR. BUTLER: I have a follow-up.  
12 This is my district. But when the people of this  
13 -- the citizens of this school district make it  
14 clear, be it a survey or the town halls or by  
15 other means that they fully want an elected  
16 school board will this task force and SAB join  
17 myself in asking for an elected school board?

18 MR. GAINES: Mr. Butler, so that it  
19 is clear for you and all assembled here, we do  
20 not ask or we do not tell the state how they --  
21 I'm not going to involve -- get involved in back  
22 and forth here. I'm trying to explain what our  
23 role is. We have asked these people sitting  
24 before this group to gather information, to make  
25 a recommendation to us. We will follow what 781,

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1 which is the law that was promulgated in  
2 Jefferson City that develops the entire process  
3 for this. We will make a recommendation, that  
4 recommendation will be to DESE. DESE is the one  
5 who has the responsibility to basically work with  
6 the recommendation we make or any position that  
7 they should take. Now, what we are here to do or  
8 to do is make -- is get the bedrock information  
9 to make that recommendation. Although many of  
10 you who are gathered here have spoken, we have  
11 also send out 10,500 surveys to people throughout  
12 this community asking them for their opinions as  
13 well in terms of whether or not it should be  
14 become -- it should be turned back to an elected  
15 school board, an appointed school board and a --  
16 or a hybrid school board. Let me clear one other  
17 thing because I don't --

18 MR. BUTLER: Thank you. I'm going to  
19 take my seat --

20 MR. GAINES: No. Sir.

21 MR. BUTLER: -- (inaudible) and with  
22 our task force members, from SAB and from our  
23 elected school board.

24 MR. GAINES: I would not want to try  
25 and tell you what to do, the state rep, but I am

1 going to also ask that you also comport yourself  
2 in the same manner that we've asked others to.

3 MR. BUTLER: I'm going to take my  
4 seat, yes.

5 MR. GAINES: Lew Moye.

6 MR. MOYE: Good evening. My name is  
7 Lew Moye, and I came tonight as one who for over  
8 50 years has fought for representation at the  
9 table of governance in the City of St. Louis and  
10 fought governance as the citizen and as a  
11 minority citizen have fought for representation  
12 for our voices to be heard at all levels, all  
13 levels of government, whether it be alderman,  
14 whether we are fighting for a U.S. congressman to  
15 have a voice in congress, whether we are fighting  
16 with the board of alderman, whether we are  
17 fighting to have a voice of state representative  
18 or a state senator for over 50 years. We fought  
19 for that.

20 And so I came tonight basically to  
21 reaffirm our support for an elected school board.  
22 We have fought to have an elected board for the  
23 last ten years. And as a long time member of the  
24 Coalition of Black Trade Unions, I want to state  
25 for the record that we reaffirm our support for

1 an elected school board for the last ten years.

2 Also, I would like to say that we've  
3 had differences with elected officials, whether  
4 they be alderman, state representative or mayor,  
5 but we've never come and debated whether we  
6 should give up our right to elect them. We never  
7 had a debate about giving up the right to elect a  
8 mayor, to allow the governor to appoint the mayor  
9 in this state. So I don't think we should be  
10 even having a debate about giving up the right to  
11 elect folks to represent our students, to  
12 represent our kids. I mean, the best way, I  
13 believe, that parents indicated in the community  
14 can be involved and have a say so about our  
15 school system is through the electoral process.  
16 And as a minority, I don't even think we should  
17 even be debating -- as a minority citizen, we  
18 should even be debating whether we should be  
19 electing folks or --

20 MR. GAINES: 30 seconds.

21 MR. MOYE: -- or men for somebody to  
22 appoint to represents us when it comes to our  
23 school. Thank you.

24 MR. GAINES: Evelyn Hine.

25 MS. HINE: Good evening. I'm a

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1 retired teacher from St. Louis Public Schools. I  
2 am also an entrepreneur that's been in the city  
3 for many, many years, since I was a kid. One of  
4 my biggest concerns and I think most of the  
5 people in here have really brought it out is who  
6 are the stakeholders in here? Because see these  
7 boards that you-all are coming up with, they've  
8 not stakeholders in here. We need people from  
9 our community to be stakeholders in what is going  
10 on with our children. I had four children out in  
11 the county, and I brought them back into the city  
12 when I started to teach because I wanted them to  
13 be in here where I had a say in the city. And my  
14 kids did graduate from the city. The only reason  
15 why this district has gone the way it has is  
16 politics. You need to take it up out of our  
17 schools. These kids are hurting. The teachers,  
18 you're killing them. They're working around and  
19 every day somebody is dying, and it is because  
20 they don't get any support. They need support.

21           When I retired last year -- excuse  
22 me, when I retired last year, I didn't have a  
23 book to teach with. I begged for books. I  
24 didn't have pencils for children. See, all this  
25 has to do with what the children get from the

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1 teachers. So if the teachers don't have the food  
2 to feed the child, then they're going to go away.  
3 So we need to start back there because, see,  
4 before 2000, when I had children in the district,  
5 these teachers had things to work with. So now  
6 we need to get back to the basics.

7                   And when you say this is democracy?  
8 Wow. How are you going to take my right to vote?  
9 How do you do that? And I don't ever care if it  
10 is DESE or anybody else. I'm going to find out  
11 how do we go back because you shouldn't have to  
12 do that. You shouldn't have the right to take my  
13 right away to vote for who I want up in that  
14 board. Because, see, the average don't have  
15 anything to do with -- turn my mike back on. The  
16 average don't have nothing to do with what is  
17 going on with these kids and the average one  
18 don't care. You are going to get everybody out  
19 of the district. How about hiring some teachers  
20 that live in the district? How about that?  
21 Because then they have a say because --

22                   MR. GAINES: 30 seconds.

23                   MS. HINE: I see the clock. They got  
24 a say in this because their children go there.  
25 See, I'm used to all that rudeness and stuff



1 because as teachers, they dummed us down and  
2 made us stop teaching. You've got the teachers  
3 out of the class room because they've got too  
4 much of this silly stuff to deal with. Our  
5 children needs to come first. So all this is  
6 about what everybody else is doing, how about  
7 let's using a board that we elected.

8 MR. GAINES: Ms. Glenda Thornton.

9 MS. THORNTON: Good evening. My name  
10 is Glenda Thornton, but Mr. Gaines, you told me  
11 you were leaving? Are you or are you not?  
12 Second, do we have a board meeting at any time or  
13 when it is because I surely would love to attend?

14 MS. BOND: I would like to answer  
15 your question. So I was chosen to sit on this  
16 committee because I'm the chairman elect of the  
17 Parent Action Council, which is our district wide  
18 PTO. It is an opportunity for parents to come  
19 together from across all of the schools. We ask  
20 each school to send two representatives so that  
21 we have parent representation from across the  
22 district. We meet monthly. Typically, it is the  
23 last Tuesday of the month, and I can get you the  
24 dates. We would welcome you to come. Any parent  
25 that is in the district, anyone active locally,

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1 we would really appreciate your attendance. We  
2 want to know what is going on in our schools.  
3 Thank you.

4 MR. GAINES: Ms. Jala Gillespie. Ms.  
5 Jala Gillespie.

6 MS. GILLESPIE: Hello. My name is  
7 Jala Gillespie. I'm an 8th grade student at  
8 McKinley, and I was wondering do you-all expect  
9 to -- do you-all plan on having any students on  
10 the board because our voices aren't heard?

11 MR. GILLESPIE: I am Jonathan  
12 Gillespie, third grade student from Mason school.  
13 If not, do you have any chances of us having our  
14 voices heard or our input? How can I get -- how  
15 can I participate as a student with my future in  
16 the task force?

17 MR. GAINES: Mr. Bill Haas. This is  
18 my mistake. Mr. Haas was due to speak earlier.  
19 Mr. Haas.

20 MR. HAAS: I think they are waiting  
21 for an answer to the previous question.

22 MR. GAINES: If the question is  
23 whether or not we will allow a person to sit on  
24 the board who was quoted while we're here  
25 appointed, we could not do that. If we would

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1 like to come to school board meetings, we'll be  
2 more than happy for him to come to school board  
3 meetings, as we would anyone else who is here.  
4 Bill Haas.

5 MR. HAAS: Good evening, Mr. Gaines,  
6 Mr. Sullivan, Darnetta Clinkscale, task force, my  
7 follow elected board members, all members of the  
8 community. My name is Bill Haas. I've been on  
9 the elected board now for 15 years from '97 to  
10 2005 and again from 2010 to the present, the  
11 second one serving school board members since Dan  
12 Schafly, a generation ago. I've never been a big  
13 fan of the Missouri School Board Association, and  
14 I was going to be disappointed to say that they  
15 live down to my expectations, because I thought  
16 they were going to make the case for an elected  
17 board. And then the light came in on when I  
18 heard them say they were told to be neutral.  
19 Well, that's not fair. This clown Wong is to  
20 appear Thursday to say that the record of  
21 achievement from appointed board is better than  
22 elected boards. You can bet that he wasn't told  
23 to be neutral. From the third ranked Ivy league  
24 wannabe I guess because experts from Yale and  
25 Harvard weren't available to say that hybrid

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1 boards are better than elected boards. And I'm  
2 quoting the Post Dispatch what Wong is going to  
3 say Thursday based on their article today.

4 My next point, the fix is in in my  
5 opinion for a recommendation for hybrid board.  
6 So everybody ought to take all their spare change  
7 and find a good book they trust, and that's the  
8 recommendation is going to be for a hybrid board.  
9 My next point is to address what was perpetuated  
10 by the Post Dispatch for 15 years that the  
11 takeover was due to problems with the elected  
12 board; turnover in superintendents was the result  
13 of the Slay slate. Bad finances were the result  
14 of this fall off of state revenues. Bad  
15 achievement was the result of the Slay slate,  
16 which took us from within two points of full  
17 accreditation to two points of unaccredited, and  
18 the president of that board was Darnetta  
19 Clinkscale, who is my friend who is no longer  
20 speaking to me, with good reason, I think, who is  
21 now back on the SAB. Reagan used to say that the  
22 government wasn't the solution to the problem.  
23 Government was the problem. Appointed boards  
24 aren't the solution to the problem. Appointed  
25 boards are the problem. Scores under the SAB --

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1 MR. GAINES: 26 seconds.

2 MR. HAAS: -- have been essentially  
3 flat for ten years, and anybody who tells you  
4 differently is incorrect. Finally, the task  
5 force should note it doesn't matter what you  
6 think. Gaines and Sullivan are going to make  
7 their recommendation. They can ignore you. They  
8 can ignore the experts. Don't let yourself be  
9 used. Make your own recommendation and stand  
10 firm. And my final point is when there are no  
11 hybrid and takeovers among white middle class  
12 districts, they're is no good way to spin that  
13 other than people don't trust people of color and  
14 people in the city to run their own schools and  
15 that's a disgrace. And for two people to make a  
16 recommendation of the future of St. Louis  
17 schools, that's a disgrace, too. Thank you.

18 MR. GAINES: Katie Berry, Bruce  
19 Franks, William Grunn and Megan Betts, and after  
20 that, we will conclude.

21 MS. BERRY: Are the mikes on?

22 MR. GAINES: I think yours is on.

23 MS. BERRY: I can talk really loud.  
24 First I just want to say that, you know, I was  
25 impressed to see several students come up here

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1 and make their voices be heard, and I was pretty  
2 disappointed that they seemed to be kind of not  
3 even spoken to or addressed, their questions,  
4 people had to stand up to get their questions and  
5 even then, the answer was addressed to Mr. Haas,  
6 not to the kids, and I think that is pretty  
7 shameful. So it is about the kids. My name is  
8 Katie Berry. My son is a three year old at Stix,  
9 and I just want to say that I have seen as a St.  
10 Louis resident Jefferson City's overreach in St.  
11 Louis, and I'm kind of getting tired of Jefferson  
12 City and the politicians there, you know, present  
13 company excluded, some of you, overreaching into  
14 St. Louis. They're wanting to send their police  
15 officers to St. Louis. They're wanting to take  
16 away our pay increases. They're wanting to talk  
17 about what jobs women can have and discrimination  
18 against women, and I am not ready to give my  
19 schools to them, too. So that's my first point.

20 My second point is that I raise my  
21 son to be politically engaged. He may only be  
22 three, but he's met his state representative  
23 before. He comes with me every time I vote.  
24 He's disappointed because there is a playground  
25 next door, but to show up and tell him like I

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1 take you to vote with me, but, you know what,  
2 these folks are going to take your voice away and  
3 they're taking my voice away with the thing that  
4 impacts you the most at your age. That is your  
5 education.

6                   And lastly, I just want to point out  
7 because I know I'm short on time, mine might have  
8 been cut into, but when we are building our  
9 prisons based on third grade reading levels in  
10 this country, there is a problem. And right now,  
11 you-all's decision is impacting the lives of our  
12 students and who they will become and the  
13 violence that will happen in our city 15 years  
14 from now. The money we're supposed to spend on  
15 police 15 years from now is all going to be  
16 affected by the decisions you-all make. And so,  
17 you know, I appreciate your surveys. My last  
18 point, I appreciate you sending surveys out, but  
19 I would prefer a vote.

20                   MR. FRANKS: So I'm Bruce Franks,  
21 state representative of the 78th district right  
22 next door. I thank my colleague Representative  
23 Butler for some of his remarks as well as  
24 everybody else, but the most important remarks  
25 that I heard was from the two children about how

1 they want to do -- about how they want to be  
2 engaged, and I think that talking about a student  
3 task force and implementing students would be  
4 great. It is needed, period. I would much  
5 rather have a student task force than the task  
6 force up there. And that is with respects to a  
7 couple of people up there who I know and have  
8 worked with.

9                   What I will say as a politician, as a  
10 politician I am tired of politics in our schools,  
11 period. As a politician, I support -- I  
12 wholeheartedly support returning power back to  
13 where it needs to be with our elected board. As  
14 a protesting politician, what I will say is that  
15 the sentiments of my brother Rasheen Aldridge, if  
16 it is not returned, it will be issues in the  
17 city. It will be continued on top of continued  
18 because we protest for everyday so we definitely  
19 going to protest for our children.

20                   The law says it. So we even -- us  
21 even being here right now is truly a waste  
22 because the people selected who they needed to  
23 select, who they wanted to select. And about  
24 your surveys, your couple thousand surveys that  
25 we sent out -- that you sent out, not me, we've



1 got so disenfranchised -- so disengaged with the  
2 community that we don't know how to reach out to  
3 folks because you've got folks that have all  
4 types of challenges and variables that are not  
5 worried about them surveys because the state let  
6 the Republicans in this state -- took back the  
7 minimum wage so now they are working a couple  
8 extra hours, so if they overlooked that survey,  
9 it is not their fault. But now you are basically  
10 saying the same thing that the republicans said  
11 that when we put something in place, put a law in  
12 place and say this is what is supposed to happen,  
13 you basically show up and say, sike, I lied, and  
14 that's not okay to the disenfranchised community.  
15 Mike check.

16 AUDIENCE: Mike check.

17 MR. FRANKS: Mike check.

18 AUDIENCE: Mike check.

19 MR. FRANKS: Say I.

20 AUDIENCE: I.

21 MR. FRANKS: I know.

22 AUDIENCE: I know.

23 MR. FRANKS: I know that we will win.

24 AUDIENCE: I know that we will win.

25 MR. FRANKS: Say I.

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1 AUDIENCE: I.  
2 MR. FRANKS: I know.  
3 AUDIENCE: I know.  
4 MR. FRANKS: I know that we will win.  
5 AUDIENCE: I know that we will win.  
6 MR. FRANKS: If we don't get it.  
7 AUDIENCE: Shut it down.  
8 MR. FRANKS: If we don't get it.  
9 AUDIENCE: Shut it down.  
10 MR. FRANKS: If we don't get it.  
11 AUDIENCE: Shut it down.  
12 MR. FRANKS: If we don't get it.  
13 AUDIENCE: Shut it down.  
14 MR. FRANKS: If we don't get it.  
15 AUDIENCE: Shut it down.  
16 MR. GAINES: Mr. William Grunn.  
17 MR. GRUNN: I'm a resident of the  
18 third ward for a number of years, and I would --  
19 the voter turnout is so poor I was wondering if  
20 anyone has examined the quality of news coverage  
21 and voter turnout, wellbeing of the neighborhood  
22 and, for instance, school performance. Our --  
23 many municipalities have their own papers. The  
24 local news is offensively poor. So what  
25 correlation between news coverage and wellbeing

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1 is there?

2 MR. GAINES: Any questions that are  
3 not directed towards the person who came before  
4 you, we will attempt to answer at a later time.  
5 We have two more people who we will hear from.  
6 Megan Betts.

7 MS. BETTS: I do have a question and  
8 I think you should be able to answer this one.  
9 How much is this costing?

10 MR. GAINES: The total amount for the  
11 process will be approximately 75 to \$80,000.

12 MS. BETTS: And where is that money  
13 coming from?

14 MR. GAINES: It is coming from the  
15 school board.

16 MS. BETTS: Okay. Thank you. So  
17 \$80,000 for a law that already exists to say go  
18 back to -- so I just want it to be put out there  
19 that we're spend up to 80,000 and who is that  
20 money going to because you-all are volunteers,  
21 correct? You're not getting a dime. Who up here  
22 is getting paid?

23 MR. GAINES: You know, there is no  
24 one on this stage that is being paid. MSBA has  
25 come here, the people you see here came on their

1 own dime. None of us are being paid. I'm going  
2 to answer that only because I don't know that we  
3 have a true understanding of what this process is  
4 about. We don't make the decision. We make a  
5 recommendation. Our recommendation is to DESE.  
6 DESE makes the decision based on our  
7 recommendation. If you would like to  
8 recommendations, you have the opportunity to make  
9 your recommendation. We believed that this  
10 community needed to hear the process that has  
11 been developed by 781 to address the issue of the  
12 SAB going away and a new form of governance being  
13 put in place. We will make a recommendation and  
14 we are doing that in such a manner that it be  
15 done consistent with the state legislature being  
16 in session.

17 DESE has asked us to stay until 2019.  
18 We have asked that we try and create a process  
19 whereby the decision from DESE could be made  
20 prior to that. If DESE makes a decision in  
21 January or between January and April, they would  
22 be able then, depending on whatever their, quote,  
23 position is, if it is something other than to  
24 return the school system to the elected board, it  
25 would require legislation. There will be an

1 opportunity for that to be done this year as  
2 opposed to next year at the earliest.

3                   So I think it needs to be understood  
4 that the process here is simply to make a  
5 recommendation to DESE, but to be done in such a  
6 way that we involve as many people in this  
7 community as possible in terms of understanding  
8 that structure and the recommendation. That is  
9 all this process is about. And I think it is  
10 important that it be understood that we do not  
11 determine for DESE what that decision shall be.  
12 We're going to have two more questions, and there  
13 would be no more accepted at this meeting.  
14 However, this Thursday, at Central Visual and  
15 Performing Arts School, we will then address the  
16 issue of appointed boards. The notion of these  
17 meetings is for the community to understand how  
18 different boards govern, what the strengths and  
19 the weaknesses of those governance methods are.  
20 That's all this is about. Now, it is becoming  
21 something else. But that is all that is about.

22                   The process is to inform this  
23 community, this is the way different boards  
24 govern. The next person would be Megan Betts.  
25 We have one left then, and I cannot read this

1 well. I think it is Obra Holmes.

2 MS. HOLMES: Clara Holmes.

3 MR. GAINES: Clara Holmes.

4 MS. HOLMES: Clara Holmes, Safely  
5 Transforming Our People is my organization that I  
6 created. How are you doing? I just had a  
7 question, a couple of questions to ask. I just  
8 had a question to ask, by me being a person out  
9 here in the community, out here in the streets,  
10 my daughter goes to Hawthorn, all girls school on  
11 Kingshighway, and I know that is a fabulous  
12 school. I love Hawthorn, but I wish that we had  
13 more mentors into the school because a lot of  
14 kids have got personal issues going on and when  
15 they come into the school they're not doing what  
16 they're supposed to do. You know, they're  
17 aggravated, they can't sit still, and I wish they  
18 would get more mentors into the schools. They  
19 don't have mentors like they used to. And I wish  
20 that -- the question I would like to ask is what  
21 are they going to do with all the schools that  
22 are standing there -- like I found out one school  
23 has been sitting there for 20 years just sitting  
24 there. You know, embarrassing. We just looking  
25 at this school I used to go to. It is just

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1 sitting there. They ain't doing nothing with it,  
2 and the third question that I'd like to ask, I  
3 know a reverend who tries to buy schools to make  
4 it out of a shelter. And they gave him a hard  
5 time. That's Reverent Fraser in St. Louis. He  
6 wanted to make that school out of a shelter and  
7 they don't want a shelter in North City. He  
8 wanted to make that building out of something,  
9 and they gave him a hard time. So that's the  
10 three questions that I wanted to ask.

11 MR. GAINES: Yes, ma'am. This forum  
12 tonight is basically to ask questions and give  
13 comments on the different forms of governance.  
14 That question would probably best be asked at a  
15 regular school board meeting where we can take  
16 that up as a body, the SAB could take that up.  
17 And we give answers to all questions that are  
18 asked in those meetings.

19 MS. HOLMES: Yes, thank you.

20 MR. GAINES: Are there any other  
21 comments from our panel of presenters? In  
22 finalizing the first session, the next session  
23 will be held at Central Visual and Performing  
24 Arts High School and it will be this Thursday  
25 starting at 6:30. It will talk about appointed

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1 boards. Again, the aim of this is to basically  
2 help this community understand the different  
3 strengths and weaknesses of different forms of  
4 governance. Thank you so much for coming. See  
5 some of you Thursday and others, we will see  
6 possibly next Monday at Northwest High School.

7 (The hearing was concluded at 10:26  
8 p.m.)

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1 CERTIFICATE OF REPORTER

2

3 I, ERIKIA DAVIS, a Certified Shorthand Reporter  
4 (IL), do hereby certify that the testimony that  
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**BOARD GOVERNANCE PUBLIC MEETING #1 11/6/2017**

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## Appendix D2. Public Meeting 1 Privately Recorded Comments

TOWN HALL MEETING 11/6/2017

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1 ST. LOUIS PUBLIC SCHOOLS

2

3 ELECTED BOARD GOVERNANCE

4 TOWN HALL MEETING

5 NOVEMBER 6, 2017

6

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18 St. Louis Public Schools Elected Board

19 Governance Town Hall Meeting, taken on November 6,

20 2017 between the hours of 6:30 p.m. and 9:30 p.m. of

21 that day at Vashon High School, 3035 Cass Avenue,

22 St. Louis, Missouri 63106, before Christine Hoenig,

23 a Missouri Certified Shorthand Reporter within and

24 for the State of Missouri.

25

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14	A P P E A R A N C E S	
15	The Court Reporter:	
16	Ms. Christine Hoenig, CCR	
17	ALARIS Litigation	
18	711 North Eleventh Street	
19	St. Louis, Missouri, 63101	
20	(314) 644-2191	
21		
22		
23		
24		
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1 P R O C E E D I N G S

2 (The Town Hall Meeting commenced at 6:30 p.m.)

3 REBECCA ROGERS: I'm a former elected  
4 school board member of -- of the St. Louis Public  
5 Schools District from 2009 to 2012. I'm also a  
6 university professor in literacy education, and I'm  
7 really proud to have been part of the collective  
8 effort as a member of the elected school board to  
9 play our -- an important role in keeping alive the  
10 hope of democratically elected school boards. And I  
11 continue to believe that elected school boards are a  
12 cornerstone of democracy in the United States.

13 I was disappointed when I heard that after  
14 gaining accreditation that the district was not  
15 shifting back to an elected school board, and I  
16 would like to offer a few reasons why I am in  
17 support of the transition to an elected school  
18 board.

19 First, a state-run school system or a  
20 state-appointed board in the long term diminishes  
21 the capacity of a community to govern itself by  
22 removing leadership and decision-making from the  
23 community, and that has effects that ripple beyond  
24 just the public schools, but in terms of how  
25 communities organize themselves.

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1           The literature in educational reform  
2 demonstrates the changing management of schools, for  
3 example, in this case from elected school boards to  
4 a state-appointed board, will not address the  
5 complex and difficult issues that require  
6 educational expertise, nor the financial and  
7 systemic issues that confront urban schools.

8           I should also point out that it's -- the  
9 majority of takeovers in boards that are not elected  
10 are in urban and minoritized school districts. And  
11 so there's an intersection of race and social class  
12 in education that -- that can't be understated in  
13 terms of who has power to govern the schools in  
14 minoritized school districts.

15           So the second reason why I am in support  
16 of a transition to an elected school board is that  
17 democratically elected school boards play an  
18 important role in the community. Elected school  
19 boards, rather than appointed school boards, balance  
20 community goals and values in making decisions about  
21 the education of students, and they're often more  
22 responsive to community -- to community needs.

23           So when a district is run by the state,  
24 there can be a wide gap between parents and -- and  
25 the community and the people who are making

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1 decisions about their schools. Decisions are often  
2 not transparent with a state-appointed board, nor  
3 are they necessarily accountable.

4           So under local elected control, elected  
5 school board members, when -- when systems are  
6 running correctly and their decisions are held  
7 accountable, they have to be accessible, and they  
8 also are governed by state Sunshine Laws, which  
9 require school boards -- elected school boards to  
10 make their decision-making in public, whereas  
11 state-appointed boards can often make decisions that  
12 are less than visible to the public.

13           The process of democratically electing  
14 representatives to a school board also deepens the  
15 community engagement as people become invested in  
16 knowing that their -- their voice and their vote  
17 matters in terms of the schools.

18           So the third reason I am in support of a  
19 transition to an elected school board is that I  
20 believe St. Louis Public Schools -- I was on the  
21 board from 2009 to 2012, and during that time, we  
22 were very active in carrying out our -- our state --  
23 our -- our powers, that were reduced, of course, but  
24 they were in terms of auditing the school district  
25 and auditing and reporting, and so we were very

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1 active during that time. We developed a transition  
2 report, which I would urge people to look back at  
3 that transition report that we developed. It had  
4 very specific recommendations about how to not only  
5 maintain stability, but to move towards positive  
6 organizational and district growth.

7 We contextualized some of the  
8 decision-making within larger issues that were  
9 happening at the state level in terms of fully  
10 funding the -- the funding formula, for example, in  
11 looking at a growth model for assessment and  
12 achievement. We also contextualized it in terms of  
13 the racial disparity in the -- the so-called  
14 achievement gap, or what education scholars call the  
15 education debt, and, you know, pointed to the  
16 importance of contextualizing governance and -- and  
17 being mindful of all those different factors.

18 So my point there is that since my term  
19 ended on the board, the elected school board has  
20 continued to remain as active as they can with their  
21 reduced powers, and this existence -- the continued  
22 existence of the parallel boards is actually quite  
23 important, because, while there is not a ton of  
24 research on this, there is some. And the research  
25 shows that when school districts transition from a

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1 state-appointed board to an elected school board,  
2 that a key factor in the success is that the elected  
3 school board continued to be in existence.

4           And so without a doubt, this elected  
5 school board has, you know, continued to not only  
6 carry out their duties as per state statute, but  
7 really to, you know, keep alive in the public's  
8 imagination the promise of an elected school board.  
9 And so for those reasons, I'm in support of  
10 returning power to the elected school board.

11           ROSE BRUCE: At this point, I -- I am  
12 looking for more information. But at this point,  
13 I'm leaning toward an elected board. I want  
14 representation for my taxation. I live in the city.  
15 I'm an employee of the district. I would like  
16 elected board -- elected board, again, at this  
17 point.

18           And I've been thinking of -- reflecting on  
19 this and been talking to others. She noted  
20 something about a low voter turnout nationwide, but  
21 St. Louis is an outlier somewhat in that we had a  
22 higher percentage of voters for these last few  
23 elections.

24           But with that, the district needs to look  
25 at what it's doing to educate our children to become

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1 voters. Because I find -- people tell me I  
2 shouldn't teach social studies. People tell me I  
3 shouldn't do current events. And how else are we  
4 going to prepare our children to become concerned,  
5 knowledgeable, intelligent constituents if we don't  
6 do it in school?

7           So that is a concern that yes, it was  
8 noted St. Louis might be an outlier in some areas,  
9 but still our voter turnout is way too low. But I  
10 think the districts need to start looking at  
11 themselves and what they do as part of instruction  
12 and curriculum with social studies, current events,  
13 political awareness, and getting children involved,  
14 even at the early stages, to get them indoctrinated,  
15 get it embedded in them that it's their right and  
16 responsibility to vote in our society that is built  
17 on a voting process.

18           STEPHANIE TAYLOR: I'm a St. Louis  
19 resident. Retired teacher with St. Louis Public  
20 Schools. I am a voter. I live in the city. I love  
21 this city. I was partially a product of the public  
22 school system, as well as the parochial system.

23           And I'm concerned today because, as a  
24 voter and a taxpayer and a retiree, you know, and my  
25 profession being a teacher, an educator, I'm

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1 distressed today that they are taking the vote away  
2 from the people, from the taxpayer who -- who  
3 publicly, who financially support the school  
4 district.

5 I'm -- I'm upset today, and I'm distressed  
6 with the powers that be in this city. That it is a  
7 political school board, and that's not right. That  
8 is not fair. That is not just. And I condemn all  
9 of that that's been going on in the past few years  
10 when this district was taken over back in 2006, or  
11 whatever. I'm not real sure.

12 We were a point or two from accreditation.  
13 Then it went all the way down. Then it went all the  
14 way -- now it -- it went up, you know. They were --  
15 we were wondering how St. Louis Public Schools got  
16 accreditation last year. Or was it this year? I'm  
17 not -- 2016, 2017. We are wondering how they got  
18 accreditation because they were so many points away.  
19 They went in the negative after being one or two  
20 points away before it was taken over.

21 So what my concern is today is that the  
22 voters have a right. We have a choice. Our kids  
23 are in these schools. Those kids should -- those --  
24 they should be a product of a -- the board should  
25 represent what the people want.

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1           They do it in charter schools. I don't  
2 understand. They have a board. They run the  
3 school. They run it different. Everybody's school  
4 district is ran a different way except for St. Louis  
5 Public Schools. We have to be told what to do. And  
6 I do not agree with the way that DESE has  
7 contributed to the way this board has come about.  
8 Thank you.

9           KAREN NORMAN: I would like the Board of  
10 Education to be returned to an elective board as  
11 soon as possible. I don't think that it's part of  
12 our democratic process to have an appointed board.  
13 They've had ten years. They've done some good  
14 things. But it's time for the elected board to get  
15 back in position.

16           I am a St. Louis City resident. Three of  
17 my children went to St. Louis Public Schools,  
18 kindergarten through eighth grade. And I have been  
19 a teacher in St. Louis Public Schools for 20 years.  
20 So I feel like I have a pretty good view what's  
21 going on, and I would really like to see the  
22 elective board get a chance to help make some  
23 decisions that are community-based instead of, I  
24 feel like, business-based.

25           I feel like the appointed board has only

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1 been focusing on the business side instead of the  
2 whole picture, including students, community, staff.  
3 And we haven't had a voice. We haven't had a voice  
4 at all. We go to the meetings. We go to an SAB  
5 meeting. You know, they -- they sit, and they don't  
6 even seem like they listen to us. We residents,  
7 teachers, we haven't had a voice, and it's time for  
8 us to have a voice again.

9 NICK METROPOLIS: They need to be  
10 unanimous in their decision for a democratic school  
11 board so they can put that pressure on the state  
12 legislature, and it will have validity, and it will  
13 show that what the recommendation is for democracy.  
14 That would put the legislature in the position, and  
15 the governor, to have to shoot down democracy, and  
16 that is something that we can address.

17 KIM ROBINSON: Most democratic models of  
18 government include the voices of the people who are  
19 governed. Where is the voice of the teachers or  
20 parents or students in the current governing model?  
21 I recommend a governance model that includes  
22 representatives from those who are governed.

23 My middle school social studies teacher  
24 became the board president of Ladue. Teachers'  
25 voices matter so -- and that's one of the best

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1 school districts in the whole country, maybe the  
2 world. I think we can do the same thing if we had  
3 everybody's -- all the people who are actually being  
4 governed, if they had a voice, maybe not, you know,  
5 actually on the board, but they need to have a  
6 voice. And they don't currently.

7 SHIRLEY ANN JAMES: I was here tonight for  
8 the forum on the board governance public meeting,  
9 and I want to say as a registered voter in the City  
10 of St. Louis for over 20 years, I am in favor of an  
11 elected board. And I feel as though it is my right,  
12 along with other registered voters, to have a right  
13 to vote to have an elected board to run our school  
14 district.

15 And another thing, I feel as though that I  
16 have been cheated tonight. I was informed tonight  
17 about a survey. I, as a resident of the City of St.  
18 Louis, have always voted in elections. You can look  
19 at my voter background as far as election is  
20 concerned.

21 And it was told to me, along with the rest  
22 of the audience by Richard Gaines, that they had  
23 sent out a survey -- over 10,000 surveys. I did not  
24 receive one. And I think it's a ploy. This is a  
25 smoke screen. This is something that they don't

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1 want me, as well as others who are registered  
2 voters, to know about, to have input. And I will be  
3 sending a -- I will be contacting my state  
4 representative, which he was here tonight.  
5 Mr. Butler. I will let him know be aware of this,  
6 and I'm very upset about it.

7           And I feel as though, again, that we  
8 should have an elected board, an elected board that  
9 have already been elected, whom -- for the people  
10 that is in office. I voted for them. I want them  
11 to be seated. I want them to be seated to take  
12 their place as board members and not have the  
13 appointed board.

14

15           (The Town Hall Meeting concluded at 9:30 p.m.)

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CERTIFICATE OF REPORTER

I, Christine Hoenig, MO-CCR, do hereby certify that the witness whose testimony appears in the foregoing deposition was duly sworn by me; that the testimony of the said witness was taken by me to the best of my ability and thereafter reduced to typewriting under my direction; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this deposition was taken, and further that I am not a relative or employee of any attorney or counsel employed by the parties thereto, nor financially or otherwise interested in the outcome of the action.

\_\_\_\_\_  
Christine Hoenig, MO-CCR



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	<b>school</b> 1:21 3:4	<b>start</b> 8:10	<b>tell</b> 8:1,2	<b>urban</b> 4:7,10
	3:8,10,11,15,17	<b>state</b> 1:24 4:23	<b>ten</b> 10:13	<b>urge</b> 6:2

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TOWN HALL MEETING 11/6/2017

<b>V</b>	<b>10,000</b> 12:23			
<b>validity</b> 11:12	<b>11</b> 2:6			
<b>values</b> 4:20	<b>12</b> 2:7,8			
<b>Vashon</b> 1:21	<b>13</b> 2:9			
<b>view</b> 10:20	<b>2</b>			
<b>visible</b> 5:12	<b>20</b> 10:19 12:10			
<b>voice</b> 5:16 11:3	<b>2006</b> 9:10			
11:3,7,8,19	<b>2009</b> 3:5 5:21			
12:4,6	<b>2012</b> 3:5 5:21			
<b>voices</b> 11:18,25	<b>2016</b> 9:17			
<b>vote</b> 5:16 8:16	<b>2017</b> 15,20 9:17			
9:1 12:13	<b>3</b>			
<b>voted</b> 12:18	<b>3035</b> 1:21			
13:10	<b>314</b> 2:20			
<b>voter</b> 7:20 8:9	<b>4</b>			
8:20,24 12:9	<b>4</b> 2:3			
12:19	<b>5</b>			
<b>voters</b> 7:22 8:1	<b>6</b>			
9:22 12:12	<b>6</b> 1:5, 19			
13:2	<b>6:30</b> 1:20 3:2			
<b>voting</b> 8:17	<b>6310</b> 12:19			
<b>W</b>	<b>63106</b> 1:22			
<b>want</b> 7:13 9:25	<b>644-219</b> 12:20			
12:9 13:1,10,11	<b>7</b>			
<b>way</b> 8:9 9:13,14	<b>711</b> 2:18			
10:4,6,7	<b>8</b>			
<b>went</b> 9:13,13,14	<b>8</b> 2:4			
9:19 10:17	<b>9</b>			
<b>wide</b> 4:24	<b>9</b> 2:5			
<b>witness</b> 14:3,5	<b>9:30</b> 1:20 13:15			
<b>wondering</b> 9:15				
9:17				
<b>world</b> 12:2				
<b>X</b>				
<b>Y</b>				
<b>year</b> 9:16,16				
<b>years</b> 9:9 10:13				
10:19 12:10				
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# Appendix D3. Public Meeting 1 Comment Form Responses (Transcribed)

## Board Governance Public Meeting

#1

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon\_11.06.17 (Web Link)  
**Started:** Monday, November 13, 2017 10:09:38 AM  
**Last Modified:** Monday, November 13, 2017 11:37:08 AM  
**Time Spent:** 01:27:30  
**IP Address:** 108.75.25.66

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

**Q2** I am a (Check all that apply) **SLPS Educator**

**Q3** Home Zip Code

63136

**Q4** Email Address (Optional) **Respondent skipped this question**

**Q5** Your Comments

Vashon's students can be very proud of the seat.

**Q6** For Internal Use Only:

1

Board Governance Public Meeting

#2

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Monday, November 13, 2017 11:37:12 AM  
**Last Modified:** Monday, November 13, 2017 11:37:58 AM  
**Time Spent:** 00:00:45  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS  
Parent**

---

**Q3** Home Zip Code

63116

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

Elected board 100%

---

**Q6** For Internal Use Only:

2

---

Board Governance Public Meeting

#3

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon\_11.06.17 (Web Link)  
**Started:** Monday, November 13, 2017 11:59:57 AM  
**Last Modified:** Monday, November 13, 2017 12:23:35 PM  
**Time Spent:** 00:23:38  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS** ,  
**Parent**  
**SLPS Educator**

---

**Q3** Home Zip Code

63115

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

I loved the model that allows for a student on the board. How would we go about that if we adopt this model? Would there be a student at all levels. For examples high school board member and middle and elementary student member? How does this work?

---

**Q6** For Internal Use Only:

3

---



Board Governance Public Meeting

#4

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Monday, November 13, 2017 12:23:59 PM  
**Last Modified:** Monday, November 13, 2017 1:49:32 PM  
**Time Spent:** 01:25:32  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply)

**SLPS Educator,**  
**City of St. Louis resident with no children in the district's school**  
,  
**Other community supporter,**  
Other community supporter:  
AFT St, Louis Local 420

---

**Q3** Home Zip Code

63137

---

**Q4** Email Address (Optional)

kathymommn@aol.com

---

**Q5** Your Comments

It is time for a transition to an elected board. I am concerned that since this SAB has ignored the current elected board members (even at this meeting 11/06/17) I don't know if this SAB (Sullivan, Gaines, Clinckscale) could be trusted to work with elected board members. I think election of board members by geographic distincts is also needed. (rather than at large)

---

**Q6** For Internal Use Only:

4

---

Board Governance Public Meeting

#5

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Monday, November 13, 2017 1:49:39 PM  
**Last Modified:** Monday, November 13, 2017 1:51:07 PM  
**Time Spent:** 00:01:28  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS Educator**

---

**Q3** Home Zip Code

63114

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

I would like for the elected board to start their duties again.

---

**Q6** For Internal Use Only:

5

---

Board Governance Public Meeting

#6

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Monday, November 13, 2017 1:51:13 PM  
**Last Modified:** Wednesday, November 15, 2017 1:42:11 PM  
**Time Spent:** Over a day  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**  
,  
Other community supporter:  
Democratic Committeewoman

---

**Q3** Home Zip Code

63110

---

**Q4** Email Address (Optional)

Annierae8thward@gmail.com

---

**Q5** Your Comments

There has been no accountability to students, families, and voters in the SAB. Our students deserve accountable educated leadership. We need the best for our students!

---

**Q6** For Internal Use Only:

6

---

Board Governance Public Meeting

#7

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 1:42:13 PM  
**Last Modified:** Wednesday, November 15, 2017 2:44:43 PM  
**Time Spent:** 01:02:29  
**IP Address:** 108.75.25.66

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

**Q2** I am a (Check all that apply) **SLPS  
Parent**

**Q3** Home Zip Code

63113

**Q4** Email Address (Optional) **Respondent skipped this question**

**Q5** Your Comments

I personally believe that the people with DESE are disconnected with the needs of the urban (black) community. We are pushing data as oppose to actually educating children. We are passing kids without ensuring that they can do grade level work. How can a child go to 2nd grade when it is clear that they are failing a 1st grade reading test. DESE is very aware of this behavior but instead of accepting responsibility we just blame overworked and underpaid teachers. We blame teachers that we don't support. For example a teacher could have 20 children in a 4th grade class from kg - 6th but yet there is no adequate resource option for the children who are low and no exceleation option for the children who may be on level or advanced. I understand the politics behind selling children up a river with alack of education, so I don't understand the wasting of the time in calling families into these meetings. When we as a school district become more focused on educating children and not budgets, and filling up prisons, only then will our children be educated.

We are sick as a society because we fail children and then we medicate them because we (the adults) responsible for them don't look out for their best interest. Ask SLPS employees, how many of them have their children (or family) in public schools? The school that I work for no one has their children (or family) enrolled there.

Please help me undstand the purpose of testing?

**Q6** For Internal Use Only:

7

Board Governance Public Meeting

#8

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 2:44:49 PM  
**Last Modified:** Wednesday, November 15, 2017 2:45:14 PM  
**Time Spent:** 00:00:24  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS Educator,**  
**City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63112

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

None.

---

**Q6** For Internal Use Only:

8

---

Board Governance Public Meeting

#9

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 2:45:20 PM  
**Last Modified:** Wednesday, November 15, 2017 2:47:26 PM  
**Time Spent:** 00:02:06  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS Educator,**  
**Other community supporter,**  
Other community supporter:  
and spouse

---

**Q3** Home Zip Code

63110

---

**Q4** Email Address (Optional)

alan.mitchell@slps.org

---

**Q5** Your Comments

There public meetings are important, must hear the voices of the community.

Thank you

---

**Q6** For Internal Use Only:

9

---

Board Governance Public Meeting

#10

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 2:47:32 PM  
**Last Modified:** Wednesday, November 15, 2017 2:55:34 PM  
**Time Spent:** 00:08:01  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS Educator**

---

**Q3** Home Zip Code

63137

---

**Q4** Email Address (Optional)

nbrooks51517@slps.org

---

**Q5** Your Comments

Although tonight's meeting was informational we the public demand an opportunity to speak up on this topic sooner than later. The democratic process is at stake here, an election was held and the members should be allowed to govern.

---

**Q6** For Internal Use Only:

10

---

Board Governance Public Meeting

#11

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 2:55:37 PM  
**Last Modified:** Wednesday, November 15, 2017 2:56:13 PM  
**Time Spent:** 00:00:36  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63108

---

**Q4** Email Address (Optional)

Respondent skipped this question

---

**Q5** Your Comments

I believe in the need for an elected school board for SLPS.

---

**Q6** For Internal Use Only:

11

---



Board Governance Public Meeting

#12

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 2:56:18 PM  
**Last Modified:** Wednesday, November 15, 2017 2:58:42 PM  
**Time Spent:** 00:02:24  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS** ,  
**Parent**  
Other community supporter:  
Pastor

---

**Q3** Home Zip Code

63118

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

I sat through almost 3 hours of this meeting and Mr. Gaines was dismissive of voters and most disgustingly of STUDENTS the entire time.  
WE NEED AN ELECTED BOARD NOW!

---

**Q6** For Internal Use Only:

12

---

Board Governance Public Meeting

#13

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 2:58:46 PM  
**Last Modified:** Wednesday, November 15, 2017 3:01:36 PM  
**Time Spent:** 00:02:49  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63109

---

**Q4** Email Address (Optional)

jenryjacobsmeier@gmail.com

---

**Q5** Your Comments

No taxation without representation!

Sorry but transportation and accountability are best served by an elected board Appointed officials are un-american and are not to be trusted.

---

**Q6** For Internal Use Only:

13

---

Board Governance Public Meeting

#14

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:01:46 PM  
**Last Modified:** Wednesday, November 15, 2017 3:02:21 PM  
**Time Spent:** 00:00:34  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **Other community supporter**

---

**Q3** Home Zip Code

63107

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

Meeting was too long!

---

**Q6** For Internal Use Only:

14

---

Board Governance Public Meeting

#15

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:02:28 PM  
**Last Modified:** Wednesday, November 15, 2017 3:04:01 PM  
**Time Spent:** 00:01:33  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply)

**City of St. Louis resident with no children in the district's school**

,

Other community supporter:

A political organizer

---

**Q3** Home Zip Code

63112

---

**Q4** Email Address (Optional)

kannymollison@gmail.com

---

**Q5** Your Comments

The elected board member have little are no power compare against the appointed board members so much more power. Is this really fair for the public, WE THE PEOPLE

---

**Q6** For Internal Use Only:

15

---

Board Governance Public Meeting

#16

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:04:06 PM  
**Last Modified:** Wednesday, November 15, 2017 3:09:10 PM  
**Time Spent:** 00:05:04  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply)

**SLPS** ,  
**Parent**  
**SLPS Student,**  
**SLPS Educator**

---

**Q3** Home Zip Code

63106

---

**Q4** Email Address (Optional)

jrwalkerg@gmail.com

---

**Q5** Your Comments

Student perspective - My children Jala and Johnathon Gillespie said they both felt unheard and no one even attempted to answer their questions. Please tell me specifically besides the attorney how were participants selected for the task force. Thanks JoAnn

---

**Q6** For Internal Use Only:

17

---

Board Governance Public Meeting

#17

COMPLETE

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:09:31 PM  
**Last Modified:** Wednesday, November 15, 2017 3:28:51 PM  
**Time Spent:** 00:19:20  
**IP Address:** 108.75.25.66

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

**Q3** Home Zip Code

63110

**Q4** Email Address (Optional)

persnicketycrafter@att.net

**Q5** Your Comments

From the SAB's 7:30 p.m. meeting ( I was there) on October 27th -barely- publicity and made (illegible) to media before telling the elected board, to the inclusion of only people selected by the SAB themselves with no elected board representation the special task force, to the choice of 3 times for the S.T.F. to meet which exclude (illegible) and (illegible) parents and only residents; the SAB is obviously intent on an appointed board. That the 3 different S.T.F. board meetings will (illegible) be on a different subject is not helpful. For the SAB to choose any governance method for the t. Louis schools other than to (illegible) elected board is a travesty. Math 5/8 of 21 school districts in Missouri functioning with elected boards. amd for the SAB to propose governance other than the elected board, would fly in the face of Missouri current and past history and clear citizen desire. This models the democratic process. If we as St. Louis citizens are not worthy to elect and own our own school board, then the SAB does not believe that we should have has a revolutionary war, that we should still be governed from afar with no representation.

**Q6** For Internal Use Only:

16

Board Governance Public Meeting

#18

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:29:49 PM  
**Last Modified:** Wednesday, November 15, 2017 3:32:17 PM  
**Time Spent:** 00:02:28  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS  
Parent**

---

**Q3** Home Zip Code

63107

---

**Q4** Email Address (Optional)

satyenvora@gmail.com

---

**Q5** Your Comments

If there is little to no correlation between school board set up and student achievement, is there data to show how parental investment influences student achievement? Does the parental involvement statistics show more of direct relationship with achievement?

---

**Q6** For Internal Use Only:

18

---

Board Governance Public Meeting

#19

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:32:23 PM  
**Last Modified:** Wednesday, November 15, 2017 3:32:54 PM  
**Time Spent:** 00:00:30  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**  
,  
**Other community supporter,**  
Other community supporter:  
Retired teacher (40 years)

---

**Q3** Home Zip Code

63115

---

**Q4** Email Address (Optional)

Respondent skipped this question

---

**Q5** Your Comments

Respondent skipped this question

---

**Q6** For Internal Use Only:

19

---



Board Governance Public Meeting

#20

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:33:02 PM  
**Last Modified:** Wednesday, November 15, 2017 3:33:41 PM  
**Time Spent:** 00:00:38  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS** ,  
**Parent**  
**SLPS Educator**

---

**Q3** Home Zip Code

63112

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

Elected school board and nothing less! No justice, no peace!

---

**Q6** For Internal Use Only:

20

---

Board Governance Public Meeting

#21

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:34:04 PM  
**Last Modified:** Wednesday, November 15, 2017 3:36:09 PM  
**Time Spent:** 00:02:04  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **Other community supporter,**  
Other community supporter:  
A child

---

**Q3** Home Zip Code

Dont know

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

my name is Brianna Holmes. I am in 3rd grade I am nine I am the smartest person in my class I love math and reading I love computer lab and gym plus art I'm really really great at them my teacher grade me A+++++++ on my work. Have a nice day

---

**Q6** For Internal Use Only:

21

---

Board Governance Public Meeting

#22

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:36:37 PM  
**Last Modified:** Wednesday, November 15, 2017 3:38:14 PM  
**Time Spent:** 00:01:37  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **SLPS  
Parent**

---

**Q3** Home Zip Code

63110

---

**Q4** Email Address (Optional)

jessicawatson@gmail.com

---

**Q5** Your Comments

I strongly support returning power to the elected board along with continuing mentorship and training from the SAB members to support the elected boards success. No hybrid model.  
"community voice is critical" as the NSBA presenter said.

---

**Q6** For Internal Use Only:

22

---

Board Governance Public Meeting

#23

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:38:22 PM  
**Last Modified:** Wednesday, November 15, 2017 3:39:43 PM  
**Time Spent:** 00:01:20  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63112

---

**Q4** Email Address (Optional)

Respondent skipped this question

---

**Q5** Your Comments

Why is so much money being spent on the governing board. No one thought it necessary to ask the publics opinion when the state appointed a board. It seems to be all about the money that never seems to trickle down to the students, we claim we care so much about.

---

**Q6** For Internal Use Only:

23

---

Board Governance Public Meeting

#24

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:39:48 PM  
**Last Modified:** Wednesday, November 15, 2017 3:41:18 PM  
**Time Spent:** 00:01:30  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

---

**Q2** I am a (Check all that apply)

**City of St. Louis resident with no children in the district's school**

,

**Other community supporter,**

Other community supporter:

Reoublican party official

---

**Q3** Home Zip Code

63120

---

**Q4** Email Address (Optional)

vromanrobert@gmail.com

---

**Q5** Your Comments

the St. Louis city republican party opposes any long term form of governance for SLPS other than a fully elected board of education. Resolution passed by central committee November 1, 2017

---

**Q6** For Internal Use Only:

24

---

Board Governance Public Meeting

#25

**COMPLETE**

Answers Entered Manually

**Collector:** Vashon.\_11.06.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 3:41:25 PM  
**Last Modified:** Wednesday, November 15, 2017 3:41:54 PM  
**Time Spent:** 00:00:29  
**IP Address:** 108.75.25.66

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017**

**Q2** I am a (Check all that apply) **SLPS** ,  
**Parent**  
**SLPS Educator**

**Q3** Home Zip Code

63107

**Q4** Email Address (Optional) **Respondent skipped this question**

**Q5** Your Comments

Just teach the children to read! It is not rocket science

**Q6** For Internal Use Only:

25

## Appendix D4. Public Meeting 1 Facebook Live Comments

Facebook Comment
Hello
Oh good. I was waiting for it on the event page.
Hi
Thanks for broadcasting this.
Hu
Hi
So, will there be a vote on the governance models after we learn about all
Hi all
Hopefully that is answered here
Is there video footage, or just audio available?
Lynn
Michael - from what I understand the board that is seated is the one that will offer a recommendation" to the SAB after the 3 meetings"
Will Facebook comments or questions be taken?
Is there a way to see the slides while they talk?
The state decides
Listening carefully!
If the camera isn't showing the slides, will they be available to view after
Surely they will make them public. I would hope so
Tuning in late....I take it this speaker is trying to make the case for an elected board?
We are checking into adjusting the feed to allow viewers to see the presentation. In the meantime, the slideshow can be downloaded here: <a href="https://www.slps.org/Page/39467">https://www.slps.org/Page/39467</a>
Thank you.
Thank you!
hello
Lisa Clancy I think she is just explaining the model
But, she is making a strong case, IMO
So each of the three public sessions are organized by the varying perspectives/options. I.e. elected board (tonight), SAB (thurs), hybrid
Joined late. Who is presenter?
Well considering she's from the school boards association, I'm going to conclude she's in favor of elected boards. Msba lobbies strongly in JC against models with different forms of governance (i.e. charters).
I truly hope this series of meetings will feature experts who aren't paid to represent a certain opinion.
Retired teacher, listening.
Correlation doesn't necessarily mean influence.
Lol Susan I was hoping someone else would point that out
Yeah she quickly jumped off that slide

There's a copy of the slides in the pinned comment.
Personal feelings-the SAB has not successfully connected with operational staff, or school leaders, to pull down info. Relies too heavily on district adm for relaying info and sharing how things are functioning/not
Good questions
The annotated citations are also available for download at <a href="https://www.slps.org/Page/39467">https://www.slps.org/Page/39467</a>
Those are good questions. I don't think there's clear cut answers.
I feel like those working in the education system absolutely understand more than I do about how boards influence their jobs and the needs of our kids, but as a parent I have to wonder how it is possible without an
Thanks for asking that, Charlie!
How can one measure of student performance for one grade determine whether an elected board is effective or not?
Yes, to this question!!!
I think that matters so much more than the test scores of one acuity test
So much of this is board governance 101, whether school board or not. I want to know more abt the connection between a board member being elected, as opposed to appointed, and student achievement.
Sorry if this sounds naive/cynical, but SLPS was a mess prior to the takeover. How do we not backslide to that place if we go back to an
Nicole, I think you raise an important question: how did we get here in the first place?
That definitely crossed my mind.
Hopefully it is a lesson-learned situation.
So the public can give comments, the committee will decide what to recommend, and the SAB can go with the recommendation or not?
It often seems that public education is subjected to the latest trend, not necessarily what works over the long term. Especially low-performing
The committee will make a recommendation to the state
Are members of the SAB compensated for their time?
So I am 4 steps removed, as a parent, from the decision that will impact
With no vote and two rounds of recommendations?
Aside from the SAB, what other civic organizations, non-profits, or other committees will be making a recommendation to DESE about who should govern SLPS?
How was committee selected?
SAB members are not compensated
I love that
@Susan Bucher Plank. This task force was chosen at a "public" meeting held at 7:30 am at District headquarters. The Elected Board was asked to suggest people. Ultimately, the SAB went through a list and said "yes" or



SLPS had or has a parent committee. Did or does Adams meet with them?
Boom
Thank you Byron!
Yes!!! Elected school boards!!!
Listen up!!!
I like this lady.
Amen!!!
So how do we get the money? A petition?
Go Republican Committee!!!
Yes! Politics has ruined public schools!
27th Ward board member speaking. Wish I caught her name. She is
Donna Jones
More democracy, not less. Yes...
I am confused. Haven't the test scores and graduation rates increased markedly since the Sab and K. Adams taken charge?
yes
I would like to understand the accusations about corporations stealing from SLPS. What was Donna Jones referring to?
Is she speaking about charter schools?
I think for the last few speakers, they feel there has a many gaps and failures from an org culture and community relations standpoint during the SAB reign, despite increases in standardized test scores
Research Rex Sinqefeld about corporate \$
Hadn't thought of that.
I don't think that's it
I think they are making accusations about under the table deals
Susan Jones, president of elected board. She killed it, I can't wait to listen to this again.
Yeah, same. Had to jump off to put my kid to bed. This is the part I really want to hear.
Wouldn't an involved community be more likely to be an active community? Less of a chance for hopelessness and apathy.
Also @Nicole, some charter schools make a profit from tax payer money.
I wonder who will vote for this board. Turnout for local elections in STL is pretty dismal.
People who pay attention.
How much say does either an elected or appointed school board have over charter schools?
Yes, though i think most if not all of the charters in STL are non-profits.
What statute is she referring to?
In mo, zero
Answer to Lara

I vote for an elected board. Hands down.
So the outcome of this decision has no bearing on the charter schools?
What were the speakers talking about then, alluding to corporate money?
Behind the scenes money, contracts, politics, etc.
Family/friends reviewing contracts, nepotism, etc
*awarded
Great question!
What is the statute that the SAB is operating under that says they need to explore alternate governance?
Is there no procurement process that is followed at SLPS? Seems like an internal management problem.
Yay! Buthold!
Didn't the elected school board prior to Sab takeover have the same accusations levied against them?
Yes
How dare you consider stealing our votes from us? - Buthold
Who decides on this issue?
The state, it seems.
That seems like the worst aspect of an appointed board - having bad actors at the state level effectively running our schools.
Exactly.
Anyone know the backstory on the 12 million dollar story?
I was on the side of a local board before even hearing the arguments. STL is largely ignored by the rest of the state. We should speak for ourselves.
The legislature, the Governor, the State Board?
Not sure. Anyone?
Can someone give me more info on the \$12 million issue? I haven't heard about it prior to this
Does that have to do with the charter funding and the lawsuit?
Jessica Payne saw the only 2 appointed boards divert 700 million away from the schools!!
The finding issue has to do with how the state is implementing ESSA
*funding issue
All the SLDC boards are appointed as far as I know.
Meggie, please say more.
Port authority, land reutilization, affordable housing commission, etc.
The moderator should have interjected some points of reference on some of the particulars.
This Task Force is not representative of the minorities in the schools.
Rasheen!!!!
This is what a democracy looks likes!

Every Student Succeeds Act is the reformed or updated legislation following No Child Left Behind that was passed under Obama by Dept of Ed. It was intended to ensure students with diverse needs are guaranteed education and support, etc. the states are required to do certain things and provide certain things under ESSA. MO has to/had to decide how to pay for those things across the state. The way they shifted money and increased their take of federal funds off the top of the monies from fed
This guy knows whats up.
Shut it down!!
Ha!
Didn't Mr. Gaines run for SLPS school board last spring and was defeated?
Yes!
THANK YOU!!!!!!
Thanks for the background, Meggie
Mr. Gaines did not run for the school board last spring.
WHEN?
There are other entities that are doing "studies" to make recommendations to DESE about what type of governance there should be. One example is the St. Louis Public School Foundation. How do I know this? I attended the Elected Board work session meeting in September
Their level of condescension is exactly why we need an elected board
It seems like the presenters suggest that best practice recommendations point to a gradual transition over years if one is to occur. Did I hear that right? Does the law allow for that?
The SAB's term ends in 2019. A new governance needs to be in place by
Technically they'd have to change the rule of law to allow
He's not correct. Other cities have gone into receivership/been taken over by the state. Of course I would never hope that for STL!
For gradual transition
Exactly!!!
Some of these schools don't have enough books or paper to print homework. I saw it at Monroe Elementary. Terrible.
Answer the kids!
Patronizing
So do you guys know a lot of these speakers?
Some.
Name calling is not professional and not what we expect from an elected school board member, Mr. Haas.
He's blaming all the problems under his watch on other people!
People don't trust Bill Hass!
I'll take a vote over a survey everytime
Can anyone share the link to the survey?

Who was the survey sent to? I'm a SLPS parent and I don't think I received it (but I could be wrong)
I don't think I got it either!
Who shut it down? We shut it down!
Shut it down!!!
Great sign language!
\$75,000-\$80,000 for this process. So, on what is this money being
Exactly!!!
This is where the money went? And we had no say?
Communications consultants....I believe vector communications is the
That should have been explained at the beginning.
Mailings, etc
Again there are other groups that are organizing to make
I would love to meet with other parents who would like to make the recommendation to return to the Elected Board.
There was the survey link. I think it was slps.org/governance
The special committee will make a recommendation after considering governance model presentations and soliciting public comments.
Saint Louis Public Schools Michael Forbis its just that. Only a
So much of this just feels entirely disconnected with all of the parents and staff. Should be a vote by the people.
Correct.
Janet Tilley, Director of Board Development Missouri School Boards'
Close - the committee recommends to the SAB and the SAB makes the final recommendation to the state.
Members of the SAB are not paid.
The SAB is the only known group or committee to make a
The SAB reviewed recommendations from the Elected Board as well as their own recommendations. They held an open meeting last month to determine a diverse group of members representing key district
a public meeting held at about 7:30am in the morning
The Parent Action Council meets once a month. When they periodically request Dr. Adams to be present, he meets with the group.
Her name is Donna Jones
By the passage of Senate Bill 781, which was codified at Mo. Rev. Stat. §162.1100.4(2). In fact, with the sweeping transfer of power from the St. Louis Board of Education (the "Elected Board") to the SAB under Mo. Rev. Stat. §162.621, the duty to explore such alternative governance structures is singularly placed with the SAB.
Saint Louis Public Schools Cherie Stolze the only option at this time is for the state board to make a decision on is to return it back to a fully elected board. In structure outside of that will require legislative action.

Susan Jones MA, thank you for your response. Why didn't everyone who signed up last night get to ask their question?

Susan Jones MA, who do I contact to ask why everyone who signed up for questions didn't get a turn?

# Appendix D5. Public Meeting 2 Transcript, including Public Comments

## Board Governance Public Meeting

### #1

**COMPLETE**

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 12:52:59 PM  
**Last Modified:** Wednesday, November 15, 2017 1:08:57 PM  
**Time Spent:** 00:15:58  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017,**  
**Thursday, November 9, 2017,**  
**Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**  
,  
**Other community supporter,**  
Other community supporter:  
AFT Local 420

---

**Q3** Home Zip Code

63118

---

**Q4** Email Address (Optional)

Respondent skipped this question

---

**Q5** Your Comments

I believe that the return to the elected board is the best option moving forward for the future of SLPS and the city. SLPS has regained accreditation and the law suggest that the elected board shall return at this time. The only way to represent the will of the residents of St. Louis is to return to the elected board. It's been stated at these meetings that any other form of governance would go to the state legislators, which are overwhelmingly white, republican, and rural. They do not represent St. Louis values. Anything besides the return of the elected board is democratic and disingenuous to the very children SLPS educates by supporting white supremacy and saying to them black and brown people can't govern themselves.

---

**Q6** For Internal Use Only:

1

---

Board Governance Public Meeting

#2

COMPLETE

Answers Entered Manually

Collector: Northwest\_11.13.17 (Web Link)
Started: Wednesday, November 15, 2017 1:09:08 PM
Last Modified: Wednesday, November 15, 2017 1:20:23 PM
Time Spent: 00:11:15
IP Address: 108.75.25.66

Page 1: Comment Form

Q1 Which meeting did you attend? (Check all that apply) Monday, November 6, 2017, Monday, November 13, 2017

Q2 I am a (Check all that apply) City of St. Louis resident with no children in the district's school

Q3 Home Zip Code

63110

Q4 Email Address (Optional)

persnicketycrafter@att.net

Q5 Your Comments

The question before us is not which form of school governance is best. The question is: Shall the people govern themselves?

Wehn the S.A.B. recommends an appointed board or hybrid board the S.A.B. is saying that:The revolutionary war was a mistake, that reconstruction was a mistake, that voting by citizens itself is a mistake because rich white people and corporations know better.

Our presenter tonight gave plenty of statistics about other cities and that their boards are occasionally appointed. He concluded that whatever the board type the board needs to be caring and consistent. Our experience is that appointed boards fail this test. All but 3 MO. boards are elected. If we, the citizens of St. Louis (who pay for our school systems) do not directly control our school system. If we must beg the mayor and governor (who will appoint the board members for political gain) to provide books, to clean the schools, to not waste our money on empty busses, to treat our teachers with respect, to help them teach the children. Then we will not have a school system at all, and our city will continue to die. Flint, MI is the perfect example of how appointed administration with no interest in the people function as an uncaring business. We want and we need our current elected board!

Q6 For Internal Use Only:

2

Board Governance Public Meeting

#3

**COMPLETE**

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 1:20:57 PM  
**Last Modified:** Wednesday, November 15, 2017 1:38:30 PM  
**Time Spent:** 00:17:32  
**IP Address:** 108.75.25.66

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Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **Other community supporter,**  
Other community supporter:  
Metropolitan congregations united

---

**Q3** Home Zip Code

63108

---

**Q4** Email Address (Optional)

susan@mcustl.com

---

**Q5** Your Comments

We believe a public school system is best secured by an elected board. These are people elected by the people who depend most on the public schools. In Missouri's race to replace our public schools with charter schools our public schools are best secured by the elected board. Actions to replace the elected board seem too much a part of the governance plan to re-create education in Missouri in the image of Besty DeVoss. It failed in Michigan. We do not have to follow. Retain and properly seat the elected board.

---

**Q6** For Internal Use Only:

3

---



Board Governance Public Meeting

#4

COMPLETE

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 1:38:54 PM  
**Last Modified:** Wednesday, November 15, 2017 1:41:00 PM  
**Time Spent:** 00:02:06  
**IP Address:** 108.75.25.66

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Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63110

---

**Q4** Email Address (Optional)

Respondent skipped this question

---

**Q5** Your Comments

I believe the most effective school board governance structure is an elected board. I repeat ELECTED BOARD!!

Focusing on the themes mentioned in tonight's presentation and student outcomes will be the most effective approach to using improvements in the SLPS system.

---

**Q6** For Internal Use Only:

4

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## Appendix D6. Public Meeting 2 Privately Recorded Comments

TOWN HALL MEETING 11/13/2017

Page 1

1

2

3

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5

TOWN HALL MEETING

6

ST. LOUIS PUBLIC SCHOOLS

7

PRIVATE COMMENTS

8

NOVEMBER 13, 2017

9

REPORTED BY: REBECCA A. BREWER, CRR, RPR

10

11 (Starting time of the meeting: 6:30 p.m.)

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TOWN HALL MEETING  
ST. LOUIS PUBLIC SCHOOLS  
PRIVATE COMMENTS

Private Comments on the Town Hall Meeting  
of November 13, 2017 between the hours of 6:30  
p.m. and 10:00 p.m. at Northwest High School,  
5140 Riverview Boulevard, in the City of St.  
Louis, State of Missouri, before Rebecca Brewer,  
Registered Professional Reporter, Certified  
Realtime Reporter, Missouri Certified Shorthand  
Reporter, and Notary Public within and for the  
State of Missouri.

1 P R O C E E D I N G S

2 \* \* \* \* \*

3 UNIDENTIFIED SPEAKER: Is it true that one  
4 of your studies on mayoral control was criticized  
5 by a Montclair State University professor that  
6 made database claims without providing data  
7 sources, specifically you did not cite sources  
8 for the data and the methods section, thus I  
9 cannot confirm such claims, such as mayoral  
10 controlled districts have more money, which was  
11 limited to one page in the appendix?

12

13 (Ending time of the meeting: 9:45 p.m.)

14

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1 STATE OF MISSOURI)  
 )SS  
2 CITY OF ST. LOUIS)

3 I, Rebecca Brewer, Registered Professional  
4 Reporter, Certified Real-time Reporter, and  
5 Notary Public in and for the State of Missouri do  
6 hereby certify that the foregoing private  
7 comments section of the town hall meeting was  
8 taken by me to the best of my ability and  
9 thereafter reduced to typewriting under my  
10 direction; that I am neither counsel for, related  
11 to, nor employed by any of the parties to the  
12 action in which this meeting was taken, and  
13 further that I am not relative or employee of any  
14 attorney or counsel employed by the parties  
15 thereto, nor financially or otherwise interested  
16 in the outcome of the action.

17  
18  
19 \_\_\_\_\_ RPR, MO-CCR,  
20 Notary Public within and for the State of Missouri

21  
22 My Commission expires April 7, 2021

TOWN HALL MEETING 11/13/2017

<b>A</b>	financially 4:15 foregoing 4:6 further 4:13	outcome 4:16	St 1:6 2:5,18 4:2	<b>7</b>
ability 4:8 action 4:12,16 appendix 3:11 April 4:22 attorney 4:14	<b>G</b> G 3:1	<b>P</b> P 3:1 p.m 1:11 2:17,17 3:13	Starting 1:11 State 2:19,23 3:5 4:1,5,20 studies 3:4	7 4:22
<b>B</b>	<b>H</b> hall 1:5 2:4,15 4:7 High 2:17 hours 2:16	page 3:11 parties 4:11,14 private 1:7 2:6 2:15 4:6 Professional 2:20 4:3 professor 3:5 providing 3:6 Public 1:6 2:5 2:22 4:5,20	<b>T</b> taken 4:8,12 thereto 4:15 time 1:11 3:13 town 1:5 2:4,15 4:7 true 3:3 typewriting 4:9	<b>8</b>
best 4:8 Boulevard 2:18 Brewer 1:9 2:19 4:3	<b>I</b> interested 4:15	<b>Q</b>	<b>U</b> UNIDENTIFIED 3:3 University 3:5	<b>9</b>
<b>C</b>	<b>J</b>	<b>R</b> R 3:1 Real-time 4:4 Realtime 2:21 Rebecca 1:9 2:19 4:3 reduced 4:9 Registered 2:20 4:3 related 4:10 relative 4:13 REPORTED 1:9 Reporter 2:20 2:21,22 4:4,4 Riverview 2:18 RPR 1:9 4:19	<b>V</b>	9:45 3:13
C 3:1 Certified 2:20 2:21 4:4 certify 4:6 cite 3:7 City 2:18 4:2 claims 3:6,9 comments 1:7 2:6,15 4:7 Commission 4:22 confirm 3:9 control 3:4 controlled 3:10 counsel 4:10,14 criticized 3:4 CRR 1:9	<b>K</b>	<b>S</b> S 3:1 School 2:17 SCHOOLS 1:6 2:5 section 3:8 4:7 Shorthand 2:21 sources 3:7,7 SPEAKER 3:3 specifically 3:7 SS 4:1	<b>W</b>	
<b>D</b>	<b>L</b> limited 3:11 Louis 1:6 2:5,19 4:2	<b>X</b>	<b>Y</b>	
D 3:1 data 3:6,8 database 3:6 direction 4:10 districts 3:10	<b>M</b> mayoral 3:4,9 meeting 1:5,11 2:4,15 3:13 4:7 4:12 methods 3:8 Missouri 2:19,21 2:23 4:1,5,20 MO-CCR 4:19 money 3:10 Montclair 3:5	<b>Z</b>	<b>0</b>	
<b>E</b>	<b>N</b> N 3:1 neither 4:10 Northwest 2:17 Notary 2:22 4:5 4:20 November 1:8 2:16	<b>1</b> 10:00 2:17 13 1:8 2:16	<b>1</b>	
E 3:1,1 employed 4:11 4:14 employee 4:13 expires 4:22	<b>O</b> O 3:1	<b>2</b> 2017 1:8 2:16 2021 4:22	<b>2</b>	
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		<b>8</b>	<b>8</b>	
		<b>9</b>	<b>9</b>	

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# Appendix D7. Public Meeting 2 Comment Form Responses

Board Governance Public Meeting

## #1

**COMPLETE**

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 12:52:59 PM  
**Last Modified:** Wednesday, November 15, 2017 1:08:57 PM  
**Time Spent:** 00:15:58  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017,**  
**Thursday, November 9, 2017,**  
**Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**  
,  
**Other community supporter,**  
Other community supporter:  
AFT Local 420

---

**Q3** Home Zip Code

63118

---

**Q4** Email Address (Optional)

Respondent skipped this question

---

**Q5** Your Comments

I believe that the return to the elected board is the best option moving forward for the future of SLPS and the city. SLPS has regained accreditation and the law suggest that the elected board shall return at this time. The only way to represent the will of the residents of St. Louis is to return to the elected board. It's been stated at these meetings that any other form of governance would go to the state legislators, which are overwhelmingly white, republican, and rural. They do not represent St. Louis values. Anything besides the return of the elected board is democratic and disingenuous to the very children SLPS educates by supporting white supremacy and saying to them black and brown people can't govern themselves.

---

**Q6** For Internal Use Only:

1

---

1 / 4

Board Governance Public Meeting

#2

COMPLETE

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 1:09:08 PM  
**Last Modified:** Wednesday, November 15, 2017 1:20:23 PM  
**Time Spent:** 00:11:15  
**IP Address:** 108.75.25.66

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017,**  
**Monday, November 13, 2017**

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

**Q3** Home Zip Code

63110

**Q4** Email Address (Optional)

persnicketycrafter@att.net

**Q5** Your Comments

The question before us is not which form of school governance is best. The question is: Shall the people govern themselves?

Wehn the S.A.B. recommends an appointed board or hybrid board the S.A.B. is saying that:The revolutionary war was a mistake, that reconstruction was a mistake, that voting by citizens itself is a mistake because rich white people and corporations know better.

Our presenter tonight gave plenty of statistics about other cities and that their boards are occasionally appointed. He concluded that whatever the board type the board needs to be caring and consistent. Our experience is that appointed boards fail this test. All but 3 MO. boards are elected. If we, the citizens of St. Louis (who pay for our school systems) do not directly control our school system. If we must beg the mayor and governor (who will appoint the board members for political gain) to provide books, to clean the schools, to not waste our money on empty busses, to treat our teachers with respect, to help them teach the children. Then we will not have a school system at all, and our city will continue to die. Flint, MI is the perfect example of how appointed administration with no interest in the people function as an uncaring business. We want and we need our current elected board!

**Q6** For Internal Use Only:

2



Board Governance Public Meeting

#3

**COMPLETE**

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 1:20:57 PM  
**Last Modified:** Wednesday, November 15, 2017 1:38:30 PM  
**Time Spent:** 00:17:32  
**IP Address:** 108.75.25.66

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Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **Other community supporter,**  
Other community supporter:  
Metropolitan congregations united

---

**Q3** Home Zip Code

63108

---

**Q4** Email Address (Optional)

susan@mcustl.com

---

**Q5** Your Comments

We believe a public school system is best secured by an elected board. These are people elected by the people who depend most on the public schools. In Missouri's race to replace our public schools with charter schools our public schools are best secured by the elected board. Actions to replace the elected board seem too much a part of the governance plan to re-create education in Missouri in the image of Besty DeVoss. It failed in Michigan. We do not have to follow. Retain and properly seat the elected board.

---

**Q6** For Internal Use Only:

3

---

Board Governance Public Meeting

#4

**COMPLETE**

Answers Entered Manually

**Collector:** Northwest\_11.13.17 (Web Link)  
**Started:** Wednesday, November 15, 2017 1:38:54 PM  
**Last Modified:** Wednesday, November 15, 2017 1:41:00 PM  
**Time Spent:** 00:02:06  
**IP Address:** 108.75.25.66

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Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63110

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

I believe the most effective school board governance structure is an elected board. I repeat ELECTED BOARD!!

Focusing on the themes mentioned in tonight's presentation and student outcomes will be the most effective approach to using improvements in the SLPS system.

---

**Q6** For Internal Use Only:

4

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## Appendix D8. Public Meeting 2 Facebook Live Comments

Facebook Comment
No audio
There it goes
I hear now
Sorry about the technical difficulties. Thanks for hanging with us!
Will we be able to access the slides we missed?
The presentation can be downloaded here: <a href="https://www.slps.org/Page/39467">https://www.slps.org/Page/39467</a>
Appoint board buffer labor Vs management?
I may have missed this, but who appoints the board exactly?
Mayor, board of ald., and governor each get an appointee
Can appointee be recalled?
In this model, was the entire board appointed?
Not sure what you mean. Citizens cannot directly do anything to remove an appointee
The governor should be the last person to appoint anyone for our school board
They can advocate to the elected official(s) to remove an appointed individual
Sarah, he studied multiple appointed boards in large urban areas. They had various strategies for appointment. There is a slide in the deck about it around the time of the technical difficulties.
Saint Louis Public School students include some our city and state's most vulnerable students. The board should members should not be chosen by winning a popularity content or by a few people.
Yes, for the last eight or nine years we've had an appointee board
This guy supports an appointed board because its a way to limit parent voices.
Elected Board members need to return
Sarah, I agree. However, the elected boards in the past have been something akin to a trainwreck. The district has certainly improved over the past 10 years. I attribute that mostly to Kelvin Adams, who was hired by the appointed board. Nepotism and cronyism are major problems in our district and every facet of our City government. The lack of faith in our institutions certainly makes a permanent appointed board scary, even with the presenter's data.

Concentration of students of color whose parents have the right to vote. That's what denicracy is about.
Appointed boards have no more success than elected boards.
90 per cent of schol boards are elected.
That data about improving test scores and minimizing racial disparities was impressive, and mirrors the data under our appointed board in the last few years.
Elected boards are accountable and transparent. Appointed boards are not.
committee member here - I texted a question to Ms Bonds
Is he arguing against democracy?
My concern is that this is more opinionated than the previous, which was told to be more neutral." While the facts may be the facts
So that's an issue of term limits and term lengths
Denise LeBegue, I hear you there. I think Dr. Kelvin Adams has really helped the district, even though many disagree.
Appointed boards shouldn't necessarily be stagnant and last for longer terms than any elected board
I agree it leans toward having a appointed board
The task force is asking really good questions on this one.
To be fair the elected official who hand picks the appointees is selected by portions of the electorate as well, and may represent their interests over others
Elected by a segment of the population. Yup. Congress. Legislature. Aldermen. Can make the same argument for all of these?
Yep
Quite a stretch
I will be interested to see the next presentation. As citizens of the City we deserve the right to elect School Board members. Having good, qualified candidates is the difficult part. Maybe a hybrid board is the answer.
That was good.
He has received money from two Southern Poverty Law Center designated hate groups. Center for Immigration Studies and Federation for American Immigration Reform.
So, I was a SLPS student right before we lost accreditation.I would be interested to know what the voter turnout was back then. As I recall the issue of low voter turnout/re-election of the same old members was an issue and part of what contributed to us originally losing the acreditation. .

This guy can't support his research.
Oh yea emergency manager in Flint did really good
I have a question... what company is running this live stream? :)
That would be nice. Ha
Historically our City goby has not played well worth our district
*govt
*with
Does anyone know what mayor Krewson's stance is on charter schools? Slay was all for them.
She has very intentionally stayed away from that issue
She is definitely
Does anyone have a sense of Mayor Krewson's positions on charter schools? Seems she barely mentioned education in her campaign.
Friendly to them
But she does not advocate for hem they way slay and wahby did
What have you heard her say
Basically a neutral stance. Something along the lines of, "I welcome any school that works for our children and families"
Definitely stays far from suggesting we should bolster the district

<p>From her site: Continuing to strengthen SLPS A strong public school system is critical to the future of the City of St. Louis and to the futures of the thousands of children that enter them each day. The St. Louis Public School district has made dramatic improvements under the leadership of Dr. Kelvin Adams over the last ten years, recently becoming fully reaccredited. We must acknowledge that accreditation, while an important achievement, is a minimum standard and there remains much work to do.. While the district is not directly under the mayor’s purview, Lyda will work closely with Dr. Adams to make sure SLPS continues to move in the right direction until every school in the district provides the quality education our children deserve. Quality Education for Every Child “Choice without quality is no choice at all” Vetting Charter Public School Applications Well-run, community-focused charter public schools provide opportunity and choice in education to many St. Louis families. 10,000 kids are currently being educated by charter public schools in St. Louis. However, not every charter public school is successful. Providing a quality education to our children means demanding accountability for all our schools, whether public or charter public. This means that schools that are not high-performing should be closed. Lyda will build upon the mayor’s policy of vetting charter public school applications and support only the strongest of proposals that will result in quality educational opportunities for St. Louis students.</p> <p>Supporting choice in education Access to quality educational options is critical to keeping families in St. Louis. As such, we must make information on schools readily accessible to parents so they can make the best decision for their child. Currently, parents must apply to each charter, private, or magnet school separately. Lyda will work to create a streamlined, online</p>
<p>You have to have a district that actually allows decisions to be made and an agency to exist for individual schools and their leaders</p>
<p>We have an extremely centralized hand in our district</p>
<p>The people of Chicago don't support an appointed board.</p>
<p>That was a great question</p>
<p>Charter school example is interesting. My experience with a charter school board at a charter school here was that there was not a lot of accountability between the board and the parents of the school.</p>
<p>Charter schools have their own boards and are managed by a company with over-see and authorization by a University (in Mo). An appointed board who leans towards charter school growth, will have a smaller SLPS district and less in per pupil revenues.</p>
<p>I would hope that whatever board we will have will work to grow and strengthen SLPS, not expand charter schools.</p>

A school district can sponsor a charter, allowing it to use that district's facilities, keep its teachers under the same contracts, retirement etc, but it would still have its on board.
Who would make that decision.....would that be the board or the superintendent?
Tuning in!
Can the survey results be published?
He speaks as if elected boards wouldn't have interest in these issues as well
Why did the prior elected board fail and how can we prevent this from happening again?
Surely someone has written their dissertation on that topic....
I would like to ask the SAB to recommend that we go back to an elected board.
I <input type="checkbox"/> read the post dispatch articles on it, but I <input type="checkbox"/> am looking for other perspectives.
Amen
This lady knows what's up
What would be the best way to contact DESE directly to express our opinions?
DESE website actually is really good about posting actual people's contact info on the corresponding page. I've emailed people from DESE a handful of times with different questions and requests and they are great at responding In a timely manner
Ha!
Like it
Amen!
Woo! Amen!
Go sister!
I think she moderated a school board election debate. She was awesome.
I have received several phone calls if you really want to know
Kayla Reed!
It took 150 years to return the STL police dept to local control.
Kids in the district can eat and go to summer school for free now.
I think some of the things he is mentioning are being done.
Yes! More support to neighborhood schools!!
Correct. Just ask their superintendent and their mayor. I couldn't believe he kept mentioning Chicago.
Absolutely. They will be published on slps.org/governance.

In my opinion the past elected boards experienced in fighting and were dysfunctional. They did not seem to have the best interests of the children in mind. I'm not 100% certain but I believe there were no educators or SLPS parents on the board for quite some time. Right before the SAB takeover there was a concerted effort to change that. By then it was too late for a functional board to do anything.
Denise LeBegue, thanks for the background.
Yes, thank you. I would like to know. What concerns have you heard regarding both governance overall and the recommendation process itself? How have they shaped your opinions on your eventual recommendation? I'm happy to share constituents' concerns with you and any other members of the Task Force. Looking forward to hearing back from you. Thanks!
Here!
Hello?
Has it started
David Merideth
The meeting will begin momentarily. Thanks for tuning in!
Thanks
I'm listening in... 💡
Listening.
Thanks for streaming this
Listening
volume through live feed is very low
I am watching on the live feed
Yes.
Great! Please let us know if any part of the steam suffers complications.
Please come and study outmigration here!
Coincidence that the live feed goes down at the mention of transparency? ;)
Broadcast interrupted
Oh boy ... and it's gone.
Maybe part of the \$80,000 could have been spent on this smooth transmission?
Mine is still down.
are the slides attached somewhere to look at?
Frozen
We're working to restore the feed.
Hey!



Huh? Steam?
Does it sound any better now?

## Appendix D9. Public Meeting 3 Transcript, including Public Comments

BOARD GOVERNANCE PUBLIC MEETING #2 11/9/2017

Page 1

1 ST. LOUIS PUBLIC SCHOOLS  
2 BOARD GOVERNANCE PUBLIC MEETING #2

3

4

5

6 Topic: Appointed Board Governance

7

8

9 Thursday, November 9, 2017

10 6:30 p.m.

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1 MR. GAINES: Good evening. Thank you  
2 all for being here tonight for our second  
3 meeting. I would like to call this meeting to  
4 order. Would you please stand for the Pledge of  
5 Allegiance?

6 (Pledge given.)

7 MR. GAINES: Thank you. My name is  
8 Richard Gaines, and I'm a member of the St. Louis  
9 Public Schools Special Administrative Board and  
10 the chair of the special committee on governance  
11 reviewing the district's governance options. I  
12 would also like to recognize -- I don't know if  
13 Rick is here yet or not -- Rick Sullivan, who is  
14 a member of this body, the SAB, and Darnetta  
15 Clinkscale, who is a member of the Special  
16 Administrative Board.

17 In addition, Dr. Kelvin Adams.  
18 Dr. Adams, are you in the auditorium? Back in  
19 the back. Who is the superintendent of schools  
20 of St. Louis Public Schools. Now, there are or  
21 may be members of the Missouri Department of  
22 Elementary and Secondary Education. Would those  
23 members please either stand or raise your hand?  
24 And any elected officials in the audience, would  
25 you please stand and identify yourself by simply

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1 stating your name?

2 MR. TODD: My name is Jessie Todd.  
3 I'm the 18th Ward Democratic Committeeman, and  
4 the treasurer for the St. Louis Democratic City  
5 Central Committee.

6 MR. GAINES: Back in the back.

7 MR. ALDRIDGE: Rasheen Aldridge, 5th  
8 Ward Committeeman.

9 MS. RICE: Annie Rice, 8th Ward  
10 Committeewoman.

11 MS. JONES: Susan Jones, president of  
12 the St. Louis Board of Education.

13 MS. ROHDE-COLLINS: Dorothy  
14 Rohde-Collins, board of education.

15 MS. VOWELL: Natalie Vowell,  
16 secretary for the St. Louis Board of Education.

17 MR. GAINES: Is there anyone that did  
18 not get recognized or did not stand? Thank you  
19 for being here tonight. Before we begin tonight,  
20 I want to mention that we do have free childcare  
21 services available during our meeting. If you  
22 want to take advantage of this service, please go  
23 to our registration table and you will be  
24 directed to the childcare room.

25 Also before we begin, I want to

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1 address Senate Bill 781. It changes the Special  
2 Administrative Board -- it charges, rather, the  
3 Special Administrative Board with the task of  
4 reviewing the exploration of alternative forms of  
5 governance for the St. Louis School District. We  
6 realize this is one of the last major  
7 responsibilities we must accomplish before we  
8 complete our service to the children and families  
9 of the city. John Dalton, St. Louis Public  
10 School's general counsel, is going to provide  
11 further legal context to better frame our  
12 discussion this evening. John.

13 MR. DALTON: Thank you, Mr. Gaines.  
14 As Mr. Gaines said, my name is John Dalton. I'm  
15 a partner from the law firm of Armstrong  
16 Tealsdale. I have the privilege of serving this  
17 council to the St. Louis Public Schools and  
18 particularly to this Special Administrative  
19 Board -- I'm sorry -- to this committee on  
20 governance.

21 I've been asked to just comment and  
22 put some context to Senate Bill 781 and what is  
23 going on and what has been charged to this  
24 committee and how it intends to proceed and why.  
25 As most people know, Senate Bill 781 was enacted

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1 in 1998 by the Missouri General Assembly, and it  
2 was a landmark piece of legislation. It was  
3 heavily negotiated among all stakeholders and it  
4 did two major things. Number one, it facilitated  
5 the settlement of decades of desegregation  
6 litigation, and number two, it set up a specific  
7 system of governance in the event the St. Louis  
8 Public Schools lost accreditation. With respect  
9 to that second element, it is important to  
10 remember that the Missouri General Assembly  
11 created the Special Administrative Board, and the  
12 Missouri General Assembly conferred upon that  
13 body certain authorities and certain  
14 responsibilities. The SAB can do nothing more  
15 and nothing less other than what Senate Bill 781  
16 says it can do.

17 For purposes of this special  
18 committee's work, it is important to note two  
19 things; number one, the SAB stays in existence  
20 until the Department of Elementary and Secondary  
21 Education says so. They are not holding onto  
22 power. The SAB is just trying to complete the  
23 assignment that it was given.

24 Number two, the SAB is duty bound.  
25 It is obligated to explore alternative forms of

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1 governance for the district. That's what the law  
2 says. What the law does not say is how the SAB  
3 should discharge its duties and make those  
4 recommendations.

5                   Obviously, the path that the Special  
6 Administrative Board has chosen is to create a  
7 special committee, which it is authorized under  
8 law to do, and to populate that committee with  
9 individuals possessing diverse skill sets,  
10 experiences and perspectives. Moreover, this  
11 committee has reached out to noted experts and  
12 the community at large for advice in making its  
13 report. Then with the benefit of the committee's  
14 report, the SAB will be better equipped to  
15 fulfill its obligation under Missouri law. If I  
16 can answer any questions, Mr. Gains.

17                   MR. GAINES: Any questions in  
18 reference to our charge? Thank you, Mr. Dalton.  
19 With that in mind, we have taken great care to  
20 form a diverse special committee with  
21 representation from key stakeholder groups across  
22 our community. The primary purpose of these  
23 meetings is to inform the special committee as  
24 fully as possible on three possible models of  
25 school board governance; elected, appointed and

1 hybrid models. Armed with this information, the  
2 committee is charged with making a recommendation  
3 to the SAB for the most appropriate model for St.  
4 Louis Public Schools moving forward. After  
5 tonight's meeting on appointed board governance,  
6 we will hold more one meeting next Monday,  
7 November 14th. We plan to meet at Northwest High  
8 School to hear about hybrid board governance from  
9 Michael Casserly of the Council of Great City  
10 Schools. All of our meetings will begin  
11 approximately at 6:30 p.m. and will be broadcast  
12 live on the District's Facebook page.

13                   The format for each meeting will be  
14 as follows: A 30 to 35 minute presentation by  
15 the guest speaker, followed by questions from the  
16 special committee. Each committee member may ask  
17 up to two questions. Following that, we will  
18 take any and all questions and comments from the  
19 public. Those who wish to speak must sign in at  
20 the registration table, and we will call speakers  
21 in the order in which they signed in. Public  
22 comments will be limited to three minutes, and we  
23 have a timer up front that you can see and we can  
24 see.

25                   This time allowance will be strictly



1 adhered to for the benefit of allowing everyone  
2 who wants to comment an opportunity to speak.  
3 Please note that this meeting will continue until  
4 all people who want to speak publicly have  
5 spoken.

6           Again, if you wish to speak publicly  
7 and you have not done so already, please sign up  
8 at the registration table. We will call your  
9 name in the order in which you sign in. I want  
10 to take a moment to acknowledge Ms. Rebecca  
11 Addison. If she is here tonight, Ms. Addison was  
12 the last person to sign up to speak on Monday  
13 night at Vashon. She was inadvertently  
14 overlooked at the end of the meeting. If Ms.  
15 Addison is here tonight, she will be permitted to  
16 speak first when we get to the public comment  
17 sections.

18           If you do not wish to make a comment  
19 publicly, there are other ways to give your  
20 feedback. You can speak directly to a court  
21 reporter in the next room, complete the blue  
22 comment form you received when you signed in and  
23 drop it in a comment box at the comment area on  
24 your way out, type your comments on one of our  
25 iPads at the comment area or call our hotline at

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1 314-345-5755 and leave a voicemail message.

2 Again, that number is 314-345-5755.

3 Lastly, if you want to tweet, we have  
4 a hashtag. It is #SLPSgovernance. That's  
5 #SLPSgovernance.

6 Based on feedback from our last  
7 meeting, I also want to clarify that all  
8 comments, including those made on the Facebook  
9 Live broadcast, will be included in the final  
10 report which will also be posted on the district  
11 website at [www.slps.org/governance](http://www.slps.org/governance) in early  
12 January.

13 After we have held all three public  
14 meetings focusing on the different types of  
15 governance models, we will then administer an  
16 online survey. This survey will go live on  
17 November 14th and close at midnight on November  
18 28th. It will allow everyone; students, parents,  
19 educators and interested community members to  
20 give their preference on what form of governance  
21 they think the district should have going  
22 forward. The results of this survey will also be  
23 part of the final report.

24 One more housekeeping matter; there  
25 have been questions about the \$80,000 investment

1 that has been made in this process. We're doing  
2 all of this because we have an opportunity to do  
3 this process the right way as it will have a  
4 long-term impact on our children. The investment  
5 is paying for our community engagement and  
6 meeting consultants who are responsible for  
7 meeting facilitation, the online survey and data  
8 analysis and report generation, legal services,  
9 radio, print and social media advertising, audio  
10 visual services, court reporting services, deaf  
11 interpreters, childcare, meeting refreshments and  
12 printed materials.

13 Finally, none of us serving on this  
14 committee are getting paid. We are all  
15 volunteers who care and are committed to our  
16 children. Before I introduce our speaker, I  
17 would like to take a minute to introduce our  
18 volunteer special committee. They are Ms. Addie  
19 Bond, a parent of three elementary children in  
20 one of our district neighborhood schools; Ms.  
21 Charli Cooksey, representing the St. Louis  
22 elected school board; Mr. Ray Cummings,  
23 representing the teachers union, AFT Local 420;  
24 Ms. Stephanie Hudson, an attorney and professor  
25 of law at St. Louis University and Lindenwood

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1 University; Pastor Mike Jones, senior pastor of  
2 Friendly Temple Baptist Church; Mr. Rich McClure,  
3 who is absent this evening due to another  
4 appointment, and Mr. Dave Meredith, who as well  
5 is not here. He is in California at the  
6 graduation of one of his children who is  
7 graduating from boot camp, if you will;  
8 Mr. Adolphus Pruitt, Executive Director of the  
9 St. Louis Chapter of the NAACP and our newest  
10 member, Mr. Kaylan Holloway, a teacher from our  
11 home school this evening, Central Visual and  
12 Performing Arts High School. Mr. Holloway  
13 replaces Rolanda Gladden, who stepped down  
14 following the previous meeting. Thank you--all  
15 for accepting this role without hesitation. Your  
16 work has the potential to impact generations of  
17 St. Louisians.

18                   And now I would like to introduce our  
19 speaker on the topic of appointed boards --  
20 appointed board governance. I would also like to  
21 point out that all of the speakers' full  
22 information, as well as detailed information  
23 about this process, is all available online at  
24 [www.slps.org/governance](http://www.slps.org/governance).

25                   With that said, with us tonight we

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1 have Dr. Kenneth Wong. Professor Wong is the  
2 Walter and Leonore Annenberg Professor for Education  
3 Policy and directs the urban education policy program  
4 at Brown University. Professor Wong is also a  
5 professor of public policy and urban studies at Brown  
6 University.

7                   Processor Wong has conducted  
8 extensive research in education policy, urban  
9 school governance, innovation and accountability.  
10 He is the author of several books and over 100  
11 articles and his research has received support  
12 from the National Science Foundation, the  
13 Institute for Education Sciences, the US  
14 Department of Education and several foundations.  
15 Professor Wong has engaged in numerous projects  
16 that used research to improve policy and practice  
17 in urban districts. Please join me in welcoming  
18 Dr. Kenneth Wong.

19                   DR. WONG: Thank you so much,  
20 Mr. Gaines and members of the special committee.  
21 I really appreciate the opportunity to be here  
22 today and to share with you some of my research  
23 on urban school governance. And I also want to  
24 applaud the fact that this is a cross sectional  
25 stake holding participation committee where

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1 parents, elected school board members, SAB  
2 members, as well as teachers and NAACP, as well  
3 as other important community sectors. So I  
4 really appreciate the opportunity to speak to you  
5 with regard to my own research. And I am also --  
6 I am very heartened by the fact that there are so  
7 many of you that show up at 6:30 tonight  
8 participating in this public forum, and we do  
9 need a whole village to support public education,  
10 and we should all care about the future of our  
11 children and that's the future of the city. And  
12 so I'm very heartened by the fact that all of you  
13 are here tonight and setting aside some of your  
14 other activities and spending the time and the  
15 attention with us today.

16                   So I'm a researcher, and so what I am  
17 going to share with you is -- in a way, it is an  
18 easier job on my part because you are all the  
19 experts who know firsthand what is going on in  
20 St. Louis Public Schools, and I'm an outsider.  
21 I'm a researcher. I'm here today to bring to you  
22 perspective outside of the city. And maybe some  
23 of the ideas are relevant. Maybe some of them  
24 are helpful in terms of thinking about the next  
25 step and the next phase of school governance

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1 reform and maybe some of them are totally  
2 irrelevant. And so I leave it up to you to make  
3 those decisions and assess the relevance of the  
4 evidence, the relevance of the argument and the  
5 broader implications as well as the fact that you  
6 are actually in the middle of this in a very fast  
7 pace, and that there is a timetable and you're  
8 benefiting from a lot of experts, as well as the  
9 community's perspective.

10 So I would encourage you to take the  
11 totality of all the evidence in front of you, and  
12 I'm going to share with you what I've been doing  
13 in terms of my own research.

14 And today I'm going to share with you  
15 one area of my own work, and that is to really  
16 understand the design and the implementation as  
17 well as the effects of appointed boards in urban  
18 school districts. At some other time, I would be  
19 happy to talk about some other works that I have  
20 been doing. I also study decentralization and  
21 urban school leadership and so on. But they are  
22 all kind of interrelated. But most important of  
23 all today, I think we're going to talk about the  
24 very, very important system wide conditions.

25 I always look at urban school

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1 governance as a very important component in  
2 understanding and pushing our urban schools to do  
3 an even better job. And why is that? Because I  
4 think school governance can enable what is going  
5 on in a classroom, and I'll go through those  
6 kinds of thinking with you in just a few minutes.

7           The enabling conditions are the ones  
8 that we're trying to leverage and sometimes we're  
9 less successful doing that and sometimes we're  
10 more successful. And I'm going to share with you  
11 some of my findings on those considerations.

12           So again, I just want to underscore  
13 that I'm going to bring to you all of the  
14 research that I've done on the appointed boards,  
15 both the pluses and the limitations as well as  
16 what some of the key lessons that I feel that may  
17 be helpful in your conversation, in your  
18 deliberations in terms of the next phase of  
19 school governance here in the district.

20           So urban school systems have certain  
21 unique challenges across the country. First of  
22 all, the concentration of children, 45 percent of  
23 our children are attending the largest 400 urban  
24 school districts, and the scale and the  
25 concentration of children is what we need to

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1 think about.

2                   Now, imagine that across the country  
3 we have 16,000 school districts and 400 of them  
4 enroll 45 percent of our school children. So  
5 urban education must be a top priority from my  
6 perspective. In order to really move our public  
7 education system forward, we really need to  
8 improve all of our largest public school  
9 districts.

10                   And the challenge, of course, is that  
11 we have a high concentration of high needs  
12 students, not only in terms of racial, ethnic,  
13 linguistic, immigration status and so on, but  
14 also in terms of income and in terms of mental  
15 health and traumas. And so I think we really  
16 need to think about strategies from a governance  
17 perspective. How can the governance system work  
18 for those children who are in need in our urban  
19 schools? So that is first challenge that I see  
20 in a lot of urban districts across the country.

21                   The second one is the fragmentation  
22 within the system. We all know too well about  
23 what we call bureaucracy, right. So there are  
24 sides within bureaucracy, divisions, they don't  
25 talk to one another. But from a governance

1 perspective, we also have fragmentation of power  
2 and resources and commitment. So oftentimes when  
3 we have a school board, for example, who are  
4 elected by their own constituencies, their  
5 primary responsibilities often would be focusing  
6 on their constituencies who elect them. And so  
7 when we have to deal with systemic issues from  
8 the district as a whole then we have to think  
9 about ways to break down some of these boundaries  
10 of fragmentation.

11           And also, in a typical local school  
12 board election across the country, we usually see  
13 a pretty low -- pretty low turnout. So, for  
14 example, in New York City for a number of years,  
15 they would talk about 4 percent turnout rate for  
16 the eligible voters that come out for the elected  
17 school board members. So across the county, we  
18 do need to think about that challenge in urban  
19 districts.

20           And finally, the challenge is the  
21 commitment on the part of parents and the diverse  
22 community, and I have studied a lot in terms of  
23 the out-migration of parents across all racial,  
24 ethnic and income lines. So Chicago, for  
25 example, there has been a ongoing out-migration

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1 of African American middle class parents and  
2 there has been out-migration of Latino parents as  
3 well. And so in a lot of communities, we do need  
4 to think about why are these parents moving out  
5 of the district to look for schooling  
6 opportunities just down the street across to the  
7 other side of the district. So urban school  
8 leaders need to think about some of these  
9 challenges.

10 So why do we want to focus on school  
11 governance? I study school governance. That's  
12 why I want everybody to pay attention.  
13 Obviously, I'm biased, right, in that regard, and  
14 I do feel that there's tremendous opportunities  
15 for us to really think about the aims. What is  
16 the purpose of school governance? And I identify  
17 there are five potential aims for us to think  
18 about. So regardless of whether St. Louis is  
19 going to move forward with an elected school  
20 board or an appointed board or a hybrid or some  
21 other forms, we do need to think about the  
22 purpose of governance and what are some of these  
23 purposes that will serve the larger societal  
24 needs.

25 And number one is representation. We

1 do want to have a school governance system that  
2 is representative of the social demographic,  
3 characteristics of the community, but in addition  
4 to that, we also need to think about collective  
5 vision. It is not enough for us to have  
6 descriptive representation from different  
7 neighborhoods and income class and racial,  
8 ethnic, linguistic, sexual orientation  
9 representation. But more than that, I think we  
10 need to think about the conditions of governance  
11 that would encourage, motivate all the key  
12 participants to work with one another to create a  
13 collective vision for the urban district.

14           Number two is accountability. I  
15 think school governance, as a guiding principle,  
16 ought to think about how do we hold the leaders  
17 accountable? Do we have transparency? For  
18 example, Mr. Gaines just mentioned how that  
19 \$80,000 is being used. That's transparency.  
20 That's an example of transparency. So I think it  
21 is important for school governance to establish  
22 procedure and processes and make sure that the  
23 parents and the public are fully engaged and be  
24 able to have access to time and information so  
25 that they can be a part of this contributing to

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1 the conversation.

2                   Number three is capacity to act.

3 There is -- we have to think about the school  
4 board as a structure. Whether that structure is  
5 going to be passive or active is up to all of us  
6 to think about. So we want to turn the school  
7 governance into an active contributor to the  
8 public education improvement process. So we need  
9 to think about how governance can enable schools  
10 and teachers to do their job in the school in the  
11 classroom level.

12                   And number four is leverage  
13 partnership, and we know that schooling  
14 challenges is not isolated from social  
15 environment, right? We know what kind of  
16 neighborhoods that they have to deal with, gun  
17 violence. There's trauma. There's all kinds of  
18 mental health issues, and so schools cannot be  
19 insolated from some of these other domains. We  
20 need to work with one another. We need to work  
21 with the universities, for example, to improve  
22 their teacher training program. We need to work  
23 with mental health agencies. We need to work  
24 with social department of justice to track, you  
25 know, the in and out, school dropout problem and

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1 so on. So I think it is important to think about  
2 school governance as an opportunity to leverage  
3 broader community partnership.

4 And finally, can school governance  
5 create some incentives to continue to challenge  
6 the system so that we can continue to innovate.  
7 And we should not be complacent with what we have  
8 accomplished.

9 For example, I note that St. Louis's  
10 graduation rate has now improved to 72 percent,  
11 73 percent. That's very good compared to ten  
12 years ago, but we should not stop at this level.  
13 We should continue to create incentive to  
14 innovate and challenge, can we find different  
15 ways to get the kids to come to school, continue  
16 to raise our attendance rate beyond the 95  
17 percent. If they don't come to school, they  
18 cannot learn, right? So we need to continue to  
19 create those incentives to innovate.

20 So today I'm going to share with you  
21 one way to think about this school governance as  
22 an enabling entity. And so there are a  
23 variety -- when we talk about appointed boards,  
24 they are not one size fits all. They actually  
25 vary from district to district and state to

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1 state. Here is just a list of examples of  
2 appointed boards. So example, in New Haven and  
3 Hartford, it is a slightly hybrid, primarily  
4 appointed board, but they include two parent  
5 representatives elected across the city. So  
6 that's one model. But then on the other hand,  
7 you also have Chicago, Boston, New York, that is  
8 primarily appointed boards. There are no elected  
9 parents. And another way to think about that is  
10 that there might be other processes at work that  
11 allow community input.

12 For example, the fourth bullet here;  
13 Boston and Providence, they have nominating  
14 committees represented by the community's  
15 representatives, and they actually interview the  
16 potential school board -- qualified school board  
17 applicants and then they submit a list to the  
18 city council and the mayor's office and so on and  
19 then they would have to select from that  
20 qualified list of potential candidates and then  
21 put forward to the city council and then the city  
22 council would approve and consent and so on. So  
23 there is a multistep process that actually allows  
24 communities to have multiple ways to provide  
25 their inputs. The whole design issue of

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1 appointed board is really to clarify  
2 accountability. So depending on the sources of  
3 the appointment, right, the sources could come  
4 from the governor or the state superintendent or  
5 the state board or city council or the mayor.  
6 Regardless of what the source is, then we know  
7 that ultimately these entities are held  
8 accountable. If they are not putting their  
9 resources, if they are not putting their  
10 political capital behind the appointed school  
11 board, then we know that ultimately they are held  
12 accountable.

13 But more importantly, as I said, the  
14 capacity to act is very important. Appointed  
15 boards usually could galvanize and to create a  
16 unified vision of action that attack system wide  
17 challenges. For example, racial achievement gap,  
18 high level school dropout, dropout factors and  
19 things like that, measuring limited school  
20 findings. So how do we lobby the state  
21 legislature to make sure that they pay attention  
22 to the urban school district in terms of school  
23 funding. Those are the kind of the system wide  
24 challenges that appointed boards are oftentimes  
25 able to leverage the capacity to act.

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1                   And also, I also found that there are  
2 a lot of initiatives on the part of the appointed  
3 boards to actually focus more on the lowest  
4 performing schools. And why is that? Because  
5 appointed boards feel that in order to move the  
6 whole system forward, they really need to push  
7 more school support services to those lowest  
8 performing communities.

9                   So I'm seeing some very interesting  
10 results out of case decisions that I'm going to  
11 share with you in just a minute. There are  
12 different ways to get to the -- and I think  
13 Mr. Gaines already mentioned that earlier, there  
14 are different ways to kind of think about how do  
15 we make an appointed school board happen. So  
16 different cities, different states have different  
17 ways to do it. Some would have to require state  
18 legislation -- for example, Chicago and New  
19 York -- and some would require city wide  
20 referendum, Cleveland. For example, Boston and  
21 Cleveland are very interesting. When they  
22 started the appointed board, the legislation, the  
23 city council approved the legislation, okay, that  
24 you are going to do it for five years. And at  
25 the end of the five years, you are going to have

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1 a city wide referendum. And then they put it up  
2 in a ballot and let all the city residents decide  
3 whether they want to continue that going forward  
4 or not or if they want to go back to an elected  
5 board. And in these two cases, they decided --  
6 the voters in Boston and Cleveland decided --  
7 after they reviewed all the evidence, they  
8 decided, okay, they're going to continue this  
9 appointed system.

10 And in the case of Oakland, when  
11 Governor Brown, Jerry Brown was the mayor in  
12 Oakland, Mayor Jerry Brown, he actually initiated  
13 a charter of revision committee that proposed  
14 amendments to the charter so that he could  
15 appoint three members of the nine member school  
16 board. So that's another model that I found.

17 So there are different ways to  
18 analyze appointed board from a governing  
19 institutional perspective. That is one example  
20 in terms of the variations of the appointed  
21 power. Because the image of appointed board is  
22 that some of us are concerned about, you know,  
23 checks and balances, right? That is if you give  
24 an elected official, say, the governor or the  
25 mayor or city counsel, president, you know, the

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1 power to appoint a school board, does this mean  
2 that we are, you know, seeing a monopoly over  
3 centralization of power. The question here is  
4 yes and no. It depends on how you design the  
5 appointed governing system. I just want to  
6 underscore that. It really depends on how you  
7 design it. And you can design it in such a way  
8 that the appointed power has to face checks and  
9 balances such as the nominating city council  
10 members would have to consent and advise and  
11 approve and reject. And in Providence, there  
12 were times when the nominees were put before the  
13 city council and the city council members  
14 rejected those and then it came back to the  
15 nominating committee and then they had to do it  
16 again. So it really depends on how we design  
17 that.

18                   And then there are some systems for  
19 some of Baltimore up to early this year and for  
20 the last year, these are the systems where they  
21 share or what we call a joint governance system  
22 where you have the governor and mayor kind of  
23 share the appointed power. So there that kind of  
24 brings some types of checks and balances as well.

25                   So does an appointed board raise

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1 student performance? A few years ago I created a  
2 database with 104 largest urban school districts.  
3 And in that database of 104 urban school  
4 districts, it had about 15 appointed boards and  
5 then the rest are the elected boards. So I used  
6 those, and then taking into consideration racial,  
7 ethnic, special education, ELA student  
8 population, taking into consideration those  
9 variations what we call statistically controlled,  
10 for those factors and then we analyzed the fact  
11 that over a number of years from 1998 to 2006 at  
12 the time when the data stopped, how did the  
13 appointed boards compare to the elected boards.  
14 So what I find out was -- I ran all kinds of  
15 statistical analysis. This summary of the  
16 finding is that statistically significantly  
17 appointed boards showed a positive effect on  
18 student performance in reading as well as high  
19 school performance. And particularly important  
20 is that the lowest -- what I call the lowest  
21 performing 20 percent of the schools in all these  
22 districts when I look at comparing the lowest  
23 performance, the lowest performance in the  
24 appointed boards showed the steepest increase in  
25 terms of their growth, in terms of academic

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1 growth over the years. And then academic  
2 progress also associated with some checks and  
3 balances, like school board nominating committee  
4 and city council approval and things like that.  
5 So there seems to be some very positive  
6 correlation between institutional checks and  
7 balances and school performance in the appointed  
8 board district.

9           And so this is just a case study --  
10 so within that statistical analysis, if you just  
11 aggregated it basically district by district and  
12 school by school, right, so this is just to show  
13 you what I was trying to capture is that the  
14 vertical line was the before the appointed board  
15 in New York City and then after the appointed  
16 board in New York City. New York City, again, it  
17 is a mixed appointed board because the appointed  
18 board members came from the mayor's office, but  
19 also from each of the borough presidents, so  
20 there are four of them. So each, so to speak,  
21 counties, smaller quasi counties, kind of appoint  
22 the school board as well. So it is an appointed  
23 board, but it comes from different sources.

24           So what I'm seeing is that the blue  
25 line is the performance at that time, the fourth

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1 grade math achievement for the State of New York  
2 using that state assessment. So you can see that  
3 the rest of the state, mainly consisting of  
4 nonurban district, a lot of these big suburban  
5 communities and they're performing higher, the  
6 blue line. But then when we look at the  
7 appointed board in New York, under the appointed  
8 board you see that they are inching up and it was  
9 closing the achievement gap between the city and  
10 the state. And so that's just one example of how  
11 we -- it is just one example of findings that if  
12 I rolled that up, if I rolled up these individual  
13 case findings, that's what the statistical trends  
14 show us comparing across the 104 urban school  
15 districts.

16                   And so another way to look at it is  
17 that the nation's report -- the Trial Urban  
18 District Assessment, National Assessment of  
19 Education Progress, the Nation's reports also  
20 have a database of about 30 urban school  
21 districts, larger urban school districts,  
22 including both appointed and elected districts.  
23 And so I identify these two groups of districts,  
24 and in trying to see, okay, out of the latest  
25 2013 TUDA-NAEP assessment, how these appointed

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1 board appointed systems function. And so it is  
2 particularly important to point out that compared  
3 to their urban district peers, these over 30  
4 averaging in the NAEP database, and I do find  
5 that, you know, a number of these appointed  
6 boards are performing very well.

7                   And particularly interesting to see,  
8 Washington DC in recent years. They really show  
9 that they're outperforming their urban peers in  
10 terms of growth, academic growth rate in a number  
11 of these measures. And these measures, it is not  
12 just reading and math, but these measures include  
13 subcategories of students. So I have African  
14 American students as a category, how are they  
15 doing in 4th grade reading, 4th grade math? 8th  
16 grade reading, 8th grade math? How are the  
17 Latino students doing in these and then compare  
18 the appointed board and the elected board. So  
19 what I'm seeing is that DC, New York, Boston and  
20 Chicago and so on are outperforming these peers  
21 in some of these categories.

22                   And then finally, I also look at some  
23 of the more recent state assessments,  
24 particularly I was interested in racial  
25 achievement gap and so I zero in on New York

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1 City, which has the largest number of schools,  
2 which is a unit of analysis, and so I was able to  
3 look at the achievement gap in 4th and 8th grade  
4 and found that the appointed board -- during the  
5 years of the appointed boards, the achievement  
6 narrowed -- the achievement gap narrowed for  
7 African American and Latino students.

8           And so why is that? There are a  
9 number of reasons. One is the allocation of  
10 resources. And I use the term strategic, because  
11 resources are limited. Appointed boards are good  
12 at using data to drive their practice. So when  
13 they think about resource allocation, they  
14 understand that there is limited resources but  
15 how do we make those resources work more  
16 effectively. And data is part of that, but also  
17 thinking about leveraging those resources that  
18 would enable teachers and principals to do their  
19 job better.

20           And that's what I found is for the  
21 appointed board districts, we are actually  
22 spending more on instruction because there has  
23 always been a concern when you have an appointed  
24 board maybe they are no longer accountable, maybe  
25 they don't talk to parents, maybe they are

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1 distanced from classroom and community. So I  
2 paid particular attention to this question, that  
3 is that are they investing in teacher, staffing,  
4 instructional student ratio -- student pupil  
5 ratio factors. And what I found is that they  
6 definitely are moving towards that direction.  
7 And what is also interesting, I found they are  
8 moving more resources into student support  
9 services and that's related to what I mentioned  
10 earlier in terms of mental health and trauma and  
11 really thinking about kind of the wholistic  
12 environment to support learning and teaching.  
13 And so that's the strategic allocation of  
14 resources that I found.

15                   The other area is management. We  
16 know that large urban districts always have kind  
17 of an easy relationship between the union --  
18 teachers union and management, right? It is an  
19 ongoing -- it has been going on since 1960, since  
20 the collective bargaining rights have been  
21 granted. So it is a long history of that, and  
22 rightly so, because teacher unions do have a  
23 place and do have a legitimate role to play, and  
24 so there has always been tension.

25                   So the interesting thing is that in

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1 the appointed board system what I'm seeing is  
2 growingly, I'm seeing labor peace. Labor and  
3 management seems to be able to come to terms and  
4 there are definitely fewer strikes going on these  
5 days than in the '80s and the '90s, and  
6 particularly in all these appointed board  
7 systems.

8 I remember because I taught at U of  
9 Chicago for a number of years, and I lived in  
10 Chicago for 25 years and in the 1980s -- well,  
11 actually, in the late 1980s through the mid and  
12 late 1990s, there were so many strikes, really a  
13 lot of strikes. And then after the appointed  
14 board kicked into the system, then we see that  
15 there were fewer and fewer strikes, and I think  
16 there was only one major one about three years  
17 ago in Chicago.

18 So finally, I just wanted to  
19 emphasize that appointed boards are also held  
20 accountable by the public because the officers  
21 that appoint the members of the board are held  
22 accountable through the electoral process. And  
23 here are just some examples -- and I do feel that  
24 public matters throughout direct democratic  
25 electoral system. And so for example, in 2004,

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1 Detroit experimented. They appointed a board for  
2 a short period of time and the voters didn't  
3 really think that it was a good idea so they  
4 actually voted against it and then turned it back  
5 to an elected system.

6 Cleveland and Boston, I mentioned  
7 earlier. They put it on a city wide ballot  
8 referendum and the voters decided that, okay, we  
9 had lost that. We wanted it to continue.

10 And then the most interesting example  
11 is Mayor Adrian Fenty in Washington DC, and there  
12 was all kinds of lack of communication and  
13 frustration on the part of the communities and  
14 the community complained and protested and shared  
15 their concerns that, you know, the system was not  
16 transparent, and we didn't know which school was  
17 subject to closing, and we didn't know how the  
18 budget was allocated. And sure enough, Mayor  
19 Fenty was voted out of office in large part  
20 because of the concern about the direction of the  
21 school district.

22 And so these are real examples where  
23 offices are being held accountable and the voters  
24 have the choice to change the direction or keep  
25 the direction or bring somebody new to actually

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1 govern the school system. So I do feel that the  
2 public counts and the public matters a lot.

3           So from a broader perspective,  
4 appointed boards, in kind of summarizing what I  
5 learned -- some of the lessons I learned in terms  
6 of what works in the appointed board governance  
7 is that I would classify them into two big areas  
8 of improvement. One of them is internal  
9 accountability. The other is external  
10 accountability.

11           So the internal accountability is  
12 that we see a very functioning bureaucracy, a  
13 very functioning management system and an  
14 accountability system under the appointed board.  
15 And these are just some examples that I  
16 summarized that along the way as I was  
17 introducing to you some of my own research --  
18 strategic resource allocation, use of data in  
19 forming policy and practice and crossing the  
20 boundary between silence and getting everybody to  
21 be on the same page and hold people accountable  
22 for that.

23           External accountability is very  
24 important. I think oftentimes we feel that  
25 appointed boards are, okay -- a lot of us may

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1 feel that the beginning of the appointed board is  
2 the end of democracy, and in fact, that is only  
3 the beginning of democracy because appointed  
4 boards actually -- from my research and my  
5 findings, actually appointed boards show they are  
6 actually very strong in terms of building a  
7 structure and process of external accountability.  
8 So among these, budgetary approval by city  
9 council as one example of nominating process, all  
10 kinds of potential communication, checks and  
11 balances. But perhaps equally on an ongoing is  
12 that appointed boards invite a lot of external  
13 and independent evaluation to check on their  
14 progress or lack of progress. And so they are  
15 ordered and there are all kinds of research  
16 studies and evaluations done throughout those  
17 systems that I'm aware of.

18 So the big lessons is that this is  
19 not a -- and there is not silver bullet as we all  
20 know because urban schools are very complex. We  
21 need everybody to be a part of the solution and  
22 so what we see is that appointed board has to be  
23 an active board, that getting the appointment,  
24 getting a seat on the board is just a beginning.  
25 As we really need a proactive attitude. We want

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1 a can do spirit, and I think getting the  
2 appointed board -- at least the appointed boards  
3 that I study seem to be moving toward that  
4 direction, becoming a proactive board. And  
5 cities have to adapt.

6           What we learn from research is that  
7 no one size fits all. We really need to think  
8 about the situation in St. Louis. We need to  
9 think about what is good for the children of St.  
10 Louis.

11           And even if the appointed board is  
12 successful at the beginning, there is an ongoing  
13 need not to be complacent, but instead building  
14 in a process of ongoing evaluation, learning,  
15 reflection and improvement in order to make sure  
16 that the system continues to serve our children  
17 well.

18           So coming back to the very first  
19 second slide and I introduced this notion that  
20 whatever governing model that you are going to  
21 bring to the city, I would urge you to think  
22 about these five drivers; that is, is the  
23 governing model serving your representational  
24 needs, serving the accountability aspirations,  
25 serving the capacity to act, creating opportunity

1 to leverage partnership so that the school  
2 district is not in isolation from the rest of the  
3 policy domains, and finally, are there incentives  
4 that the new governing system will be able to  
5 create and sustain for the ongoing evaluation,  
6 self-reflection and innovation. And finally, is  
7 there collective will to make this work? Because  
8 once you set the model, it is very important to  
9 mobilize and sustain the mobilization so that we  
10 can all take ownership of this new governance  
11 structure. And I thank you very much for your  
12 time for listening. Thank you.

13 MR. GAINES: We will now begin with  
14 questions being asked by the committee of Dr.  
15 Wong. Dr. Wong, I will identify the people  
16 wanting to ask questions and if you would  
17 respond. Reverend.

18 MR. JONES: Dr. Wong, thank you so  
19 much for being here and we appreciate your  
20 research, your information. You mentioned  
21 representation. How do we -- how do you -- is  
22 there a process used typically or varied  
23 processes to choose among people with the limited  
24 number that a board can occupy, a capacity? Is  
25 there a standard?

1 DR. WONG: Usually across the  
2 appointed systems, there are two or three  
3 principles of practice. So number one is  
4 functional complementarity. So for example, in  
5 Chicago, in Providence and Boston, so what they  
6 have done is to make sure that members of the  
7 school board as a whole would cover a number of  
8 critical areas. Obviously, legal issues, because  
9 we are talking about collective bargaining needs,  
10 and so legal expertise. Public finance because  
11 we need to think about bond rating and capital  
12 improvement projects and things like that, and  
13 obviously school budget. And community  
14 engagement piece. Usually, the parents will play  
15 a very important role. So there are areas -- and  
16 then higher education, you know, there could be a  
17 connection and so former educators, former  
18 principals or professors or higher education  
19 representation.

20 So first of all, the guiding  
21 principal is to make sure that the functional --  
22 is to make sure that the critical functional  
23 areas that do the basic kind of the  
24 responsibility -- fiduciary as well as legal and  
25 educational responsibility with the board would

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1 be fulfilled. So one is functional  
2 complementarity. So in other words, I did not  
3 see an appointed board with five financial  
4 experts. I don't see that. You know, I usually  
5 see one financial, one legal, one educator, a  
6 couple parents, a couple of community  
7 representatives. So there is the functional  
8 compliment. The second one is geographic and  
9 neighborhood complementarity. I don't see that,  
10 all the board members in the appointed governance  
11 arrangement come from certain areas.

12                   So in Chicago, which is, you know,  
13 very diverse, and so I am seeing representation  
14 from Latino, African American, south side. I was  
15 a member of the south side community for a long  
16 time. So there are strong representation from  
17 the south side of Chicago and as well as the lake  
18 front area, right. And so that's a number two,  
19 geographic and neighborhood. And the third one I  
20 think is racial ethnic diversity, that's very  
21 important. And that would include immigration  
22 status, linguistic and cultural diversity. So  
23 I'm seeing those three as kind of the guiding  
24 principles in a lot of the appointed boards.

25                   And so the process is that then we

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1 need to create a pool -- creating the pool of  
2 eligible, qualified candidates to be appointed.  
3 And different cities have different operating  
4 strategies. One big one is actually the  
5 nominating commission. The nominating committee  
6 would advertise in Latino newspapers and African  
7 American neighborhood newspapers and so on, and  
8 they just wanted to make sure that the words get  
9 out there in public library and through word of  
10 mouth and then we also see a lot of network going  
11 on, community based organization. You kind of  
12 have to get the word out through those channels  
13 in order to get the broad pool, diverse pool of  
14 candidates.

15 So the nomination commission would go  
16 through that, ask them to complete an  
17 application. So the school board or one of the  
18 editors would have to have it either in the  
19 library, they can pick up a hard copy of the  
20 application to complete or they would -- so those  
21 are the basic stuff that I'm seeing.

22 MR. GAINES: Do you have a follow up?

23 MR. JONES: Yeah. Why do you think  
24 that larger districts tend to use this model and  
25 smaller districts do not?

1 MR. WONG: The larger districts -- on  
2 my very first slide, larger district has unique  
3 challenges. And the number one challenge is  
4 concentration of high need students, and we need  
5 the city to work together. There's no slack in  
6 resources. We cannot have inefficiency to  
7 address the challenges of education in urban  
8 districts. So we need everybody to be on the  
9 same page. So appointed board seems to -- based  
10 on my research -- seems to allow that to go  
11 forward and sustain it. So it is not just to  
12 create a vision and a unified collective  
13 commitment. It is how do you sustain it? That's  
14 the tough line. That is a lot of school boards  
15 may be able to get together and agree on unified  
16 vision today, but next year, there might be  
17 changes in the elected school board members.  
18 There might be changes, you know, and so that's  
19 one.

20 Number two is that the turnover of  
21 school superintendent is too high from my  
22 perspective in urban districts. The retainer of  
23 the school superintendent is very short, only  
24 about two, two and a half years, I think, on the  
25 average in urban districts. So imagine that. If

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1 you get a new job, okay, the first six months,  
2 the first year, you get to know people. You get  
3 to build your relationship. The second year you  
4 started doing some really important work and then  
5 the following six months they are reviewing your  
6 contract and the elected board will say, hello,  
7 it is time for you to go. All right. They're  
8 going to bring in another superintendent.

9                   So I think that a lot of the studies  
10 that I come across around the world, they look at  
11 the most effective education system, not only  
12 domestically, but around the world. What they  
13 found, one of the key factors is that the longer  
14 tenure of educational leader, the school  
15 superintendent, on the average, it should be  
16 seven years in order to actually bring, you know,  
17 some real progress, because otherwise the first  
18 couple are on-the-job training and then you kind  
19 of get to know people and then it is your time to  
20 leave. And I think that's another reason why I  
21 think the appointed board is helpful in large  
22 urban districts.

23                   MR. GAINES: Other questions?

24                   Ms. Hudson?

25                   MS. HUDSON: So in your research, you

1 talked a little bit about the purposes of putting  
2 together a governance board. And so I guess I'm  
3 trying to understand or wrap my arms around why  
4 we can't get some of the strategies from an  
5 appointed board and successfully implement them  
6 to an elected board. An example is, you know,  
7 you talked about with an elected board --  
8 appointed board can effectively allocate their  
9 resources better, they improved student/teacher  
10 ratios. Is there anything in your findings which  
11 points to why that strategy wouldn't be  
12 successful in an elected board?

13 DR. WONG: Yeah. I do agree that we  
14 can bring some of the strategies to the elected  
15 governance system. And in fact, I think the  
16 learning and the sharing of ideas and practices  
17 across different systems is very intense,  
18 actually. There are all kinds of networks. I  
19 think next Monday you'll hear from Michael, the  
20 Council of Great City Schools have both appointed  
21 and elected board members, so there are 75  
22 members that actually share a lot of practices,  
23 and US Conference of Mayors Association, so there  
24 are a lot of sharing of ideas and that is  
25 happening, actually, and that is happening big

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1 time. And I for one have been promoting, you  
2 know, cross sharing. That is ideas and knowledge  
3 should not have a boundary, right, so we need to  
4 share that.

5 One of the -- there are a couple of  
6 reasons why I think the appointed system is  
7 particularly helpful in pushing for some of these  
8 factors is that, number one, is the what I call  
9 the fragmentation that I see in a lot of large  
10 urban districts, and if we have an elected  
11 board -- elected boards are coming from a  
12 particular subdistrict of the city, so a  
13 particular community or cluster of neighborhoods.  
14 So it is only natural that elected board members  
15 know their constituencies well and care about the  
16 needs of their constituency, and they will put  
17 higher priority and that's only natural and  
18 that's understandable.

19 And so structurally speaking, that  
20 has always been a very close relationship. That  
21 is the elected school board member will talk to  
22 the superintendent and then ask for certain  
23 projects or certain services that pertain to  
24 their particular neighborhood needs. And so  
25 imagine -- so that gets to point number two is

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1 that imagine that the superintendent then would  
2 be getting -- if we have a seven member board, a  
3 five member board and each individual board  
4 members would call up the superintendent to ask  
5 the superintendent to pay attention to his or her  
6 community, so the superintendent's time would  
7 have to be allocated and, in fact, that's what a  
8 lot of superintendents have been telling me when  
9 I interviewed them in terms of their relationship  
10 with the school board members. And so the  
11 attention, the time allocation is very precious.  
12 And the superintendent would have to deal with  
13 demands and preferences coming from all different  
14 directions.

15                   And then the third one is the  
16 contract for the superintendent because the  
17 elected board, oftentimes there might be a  
18 cluster of votes. So in an elected board of five  
19 people or seven people, it could be a four/three  
20 today support of the superintendent, but next  
21 year it could be different. It could be the  
22 other way around. It is a three/four. So the  
23 superintendent's job is difficult. That explains  
24 why the superintendent's tenure is so short from  
25 my perspective, two and a half years and

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1 counting. And so the appointed board would be  
2 able to resolve some of those differences and  
3 push a unified vision in the contract  
4 negotiations with the superintendent instead of  
5 firing the superintendent. So that's how I see  
6 it.

7 MR. GAINES: Mr. Pruitt.

8 MR. PRUITT: I have a few questions,  
9 but I would like for you to go back to your last  
10 side, and that very last bullet point.

11 MR. WONG: Which one?

12 MR. PRUITT: The very last bullet  
13 point. So can an appointed board perform and  
14 exist without that? And if so, why?

15 MR. WONG: Can an appointed board --

16 MR. PRUITT: Yes. You said is there  
17 collective will and public support to enable and  
18 implement meaningful governance change? And I'm  
19 saying that can an appointed board be successful  
20 without the public support and collective will?  
21 I'm assuming you're saying this, period, has to  
22 exist in an appointed board. So can it be  
23 successful without this and why? And in  
24 addition, at the appointed boards you looked at  
25 and did your research on, did all of them possess

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1 this?

2 MR. WONG: Yes. Yeah. I can say a  
3 little bit about this issue. So what I'm trying  
4 to point out here is regardless of whether we are  
5 talking about an elected or an appointed board, I  
6 think to make sure that we have broad public  
7 support is important because even for an  
8 appointed board, we need the public's support.  
9 That's why I put it there is that ultimately this  
10 is a democratic institution and we want the broad  
11 based public commitment to public education and  
12 the agent to do the work, the support, and so we  
13 are agent of the people. So we are appointed  
14 here -- if we are talking about appointed board,  
15 we are appointed here because we have certain  
16 reasons to be here, expertise and racial  
17 representation and so on and neighborhood  
18 representation. But the important thing is that  
19 we are an agent of the children, we are an agent  
20 of the people. That's why I wanted to put it in  
21 here so that we don't forget about this  
22 relationship between the board and the people of  
23 the city, right.

24 Now, the elected board, we also need  
25 to think about this, because the elected board as

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1 I said, the elected board are elected by a  
2 particular segment of the population. Each  
3 member represents primarily a segment of the  
4 population. That's why I underscored the  
5 collective aspect of the public will. There is  
6 that can we overcome and can we make sure that,  
7 yes, we are elected by a segment of a particular  
8 neighborhood of the population, but then can we  
9 set aside some of our differences or some of our  
10 preferences or some of our demands so that we can  
11 then work together as a collective entity, yeah,  
12 to support.

13 MR. PRUITT: But did any of the  
14 appointed boards that you looked at, did any of  
15 them lack public support? And if so, how did it  
16 perform?

17 DR. WONG: So right now, the one  
18 that -- it is interesting. So the example that I  
19 gave earlier, Washington DC, right, Mayor Adrian  
20 Fenty, so there was a period when he actually had  
21 a lot of public support during the first couple  
22 of years when he started implementing the  
23 appointed board. But then during his last year,  
24 his public support declined. So by the time it  
25 gets to the election, you know, the declining

1 public support then basically converted into a  
2 vote for his opponent. So they elected his  
3 opponent to be the next mayor and so they voted  
4 Mayor Fenty out of office.

5 MR. PRUITT: Maybe you don't  
6 understand my question. My question is, again,  
7 did you find that any of the appointed boards  
8 lacked public support, and if they did not, how  
9 did they perform?

10 MR. WONG: They did not lack public  
11 support. The one that is functioning right now,  
12 they've got the public support.

13 MR. PRUITT: All the ones you looked  
14 at have public support?

15 MR. WONG: Yes. What I was trying to  
16 explain is that it comes through different  
17 channels. The public support could be  
18 articulated, you know, through the electoral  
19 process. That's one. But then there are other  
20 channels where public support would be  
21 articulated. And actually, a lot of times the --  
22 for example, the editorial in the newspaper or  
23 public opinion polls, there are a lot of very  
24 interesting information across different cities  
25 on public support.

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1 MS. COOKSEY: I have a follow-up  
2 question to that. How do you -- Dr. Wong, how do  
3 you define public support?

4 MR. WONG: Yes. So that gets to the  
5 mechanism of public support. So one is the  
6 electoral process. And I think that is -- I  
7 would say that is a basic -- I would consider  
8 that as a basic mechanism.

9 MS. COOKSEY: So the turnout for the  
10 mayor, how many people support the mayor is how  
11 you define support?

12 DR. WONG: Yes. To vote -- to  
13 continue to re-elect -- for example, just  
14 recently, just this week on Tuesday, I think,  
15 Mayor de Blasio in New York City and the mayor in  
16 Boston, they were reelected. And if you look at  
17 their campaign, they talk a lot about education  
18 and de Blasio, for example, invested -- the  
19 appointed board under his direction is not  
20 entirely his -- there are some other appointed  
21 members coming from other sources. The appointed  
22 board actually invested in all full-day  
23 kindergarten initiative and that was a very  
24 important initiative that the voters really liked,  
25 and so he got a very, very high voter turnout, as

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1 well as very high public support.

2 MR. GAINES: We have a telephone  
3 question from Mr. Meredith. Mr. Meredith is a  
4 part of this. As I indicated, he is now in  
5 California with one of his children, but he's  
6 live streaming this. His question is --

7 MS. BOND: If appointed boards show  
8 improvement and the SAB has been governing SLPS  
9 for many years, have we seen the same raise?  
10 Obviously, we've become accredited, but what  
11 about with our students' scores and things like  
12 that? Did you do any research on that?

13 DR. WONG: Yes. So a couple of the  
14 slides that I went through looking at different  
15 assessment over the years, so there are --  
16 definitely we need to look at graduation rates,  
17 and I did not show here, but the graduation rates  
18 for the appointed boards are also improving. And  
19 I know that under SAB, it has improved from maybe  
20 62 percent to 72 percent in terms of graduation  
21 rate and so that's another example. So  
22 graduation rate is one indicator.

23 Particularly in the last few years  
24 there is now a nationwide standard in measuring  
25 high school graduation. Many years ago,

1 different states, different districts used  
2 different measures, but now there is a uniformed  
3 standard, so you can compare across systems  
4 between the appointed and the elected board  
5 system. So that's one. Graduation rates to me  
6 is very important because we are talking about  
7 preparation of children and high school students  
8 to be college and career ready. So we are moving  
9 into that kind of area, so graduation rate I  
10 think is very important.

11                   And there are two other indicators  
12 that I mentioned. One is the NAEP data, the  
13 National Education Progress data, and that is  
14 also comparable across all the urban school  
15 districts that show that they are improving not  
16 only for the district as a whole, but for a  
17 particular subpopulation and I mentioned low  
18 income student as well Latino and African  
19 American students in those districts. And the  
20 third one is the state assessment, which is the  
21 up to this point primarily standardized test  
22 scores, which may not be the best indicator, but  
23 that's all we have. Usually, I would look at the  
24 gap between the state average and the district  
25 progress. So the chart that I show in terms of

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1 New York City, we are catching up -- are the  
2 urban districts catching up with their state  
3 average? I think that would be a good benchmark  
4 going forward with for us to continue to track  
5 how we are doing there.

6 MR. GAINES: Can you ask Mr. Meredith  
7 whether or not his question has been sufficiently  
8 answered? We're going to have Ms. Cooksey, this  
9 will be her first time. Her first question was  
10 in relation to Mr. Pruitt's questions.  
11 Ms. Cooksey.

12 MS. COOKSEY: Can you go back to your  
13 first slide?

14 MR. WONG: Okay. All the way?

15 MS. COOKSEY: Yes. So you mentioned  
16 some unique challenges for urban school systems,  
17 and it states that -- one, it includes low  
18 turnout of school board elections. So I was  
19 looking at some of the data for our city to  
20 compare. And so the democratic primary really is  
21 what constitutes our elections for city, so for  
22 our current mayor, she received about 17,000  
23 votes and one of our school members received  
24 26,000 votes. So would you say that that is  
25 invalid or irrelevant in this case?

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1 DR. WONG: It could be. What I'm  
2 looking at is across a lot of these cities and  
3 I'm glad that you pointed that out, but the -- so  
4 I congratulate. That is a good turnout. I think  
5 it is very important to keep up the high voters  
6 turnout. Like I said, regardless of whether you  
7 are going to go forward with an elected board --  
8 and I see some of the elected board members here.  
9 I congratulate you with high voters turnout. Or  
10 the appointed board.

11 I think the important thing is  
12 also -- so first of all, it is very good to hear  
13 that. I'm heartened by that. And equally  
14 important is that I would like to see if a system  
15 can be designed to sustain that. And so going  
16 forward, if there are ways that the governing  
17 system can push out information and encourage  
18 voters to turnout, you know, getting more  
19 volunteers across the entire city to do it, I  
20 think that would be very good.

21 MS. COOKSEY: So you're saying if we  
22 have consistent strong voter turnout for school  
23 board elections, that makes the case for not  
24 focusing as much on the idea of an appointed  
25 board?



1 MR. WONG: I'm not saying that yet  
2 because what I'm saying is this is one indicator  
3 that I look at in the nature of our governing  
4 system, and there are obviously many indicators,  
5 right? And so maybe one school board member is  
6 getting a lot of votes because she is extremely  
7 popular, extremely articulate and runs a very  
8 strong platform and really, you know, energized  
9 the community. But other board members may not  
10 have those kind of skills or may not have the  
11 same kinds of receptivity among the public.

12 So in other words, the elected  
13 boards -- the elected system allows us to  
14 appreciate a variation. There is a tremendous  
15 amount of variation between board members --  
16 among the board members. One board member may be  
17 extremely good in creating a very strong campaign  
18 finance, know how to raise money, but may run a  
19 very limited campaign. Other members might be  
20 able to use social media very effectively. So  
21 there is a lot of variation, I think. We would  
22 just have to take a closer look at that. But I  
23 agree that, you know, that is a good strong that  
24 we have such a strong voter turnout, which is  
25 important.

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1 MS. COOKSEY: And I just want to  
2 clarify some of the data I shared, actually, last  
3 election, all three of them had higher turnouts  
4 or support than our mayor.

5 MR. WONG: Ok. Right. So that's  
6 very good.

7 MR. GAINES: Mr. Cummings.

8 MR. CUMMINGS: Thank you, Mr. Gaines.  
9 Professor Wong, I've been studying your research  
10 since the last decade since 2007 and it is a  
11 pleasure to finally meet you.

12 DR. WONG: The same here.

13 MR. CUMMINGS: Yes. I did want to  
14 share with you for the record that our elected  
15 board members are not in certain districts.  
16 They're elected at large across the city.

17 My question is specifically  
18 concerning the integrated governance, in your  
19 third slide. And also, before I get to my  
20 questions, you had on the slides governors and  
21 mayors or both, and politicians are like that,  
22 that they too have a constituency and people who  
23 finance their campaigns, so they focus on their  
24 constituents, also.

25 MR. WONG: Yes.

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1 MR. CUMMINGS: My question with  
2 respect to integrative governance has to do with  
3 whether you're a governor or a mayor. During  
4 your four years in office and sometimes six  
5 years, you may have made thousands of decisions  
6 and that affected various areas of the city or  
7 something like that, you know what I'm saying?  
8 And I'd just like for you to share with me how  
9 you feel so confident that that will in turn be  
10 electoral accountability since many times voters  
11 aren't necessarily one issue voters.

12 DR. WONG: So first of all, I  
13 appreciate the point that all of the offices,  
14 city wide or system wide or statewide offices,  
15 they also have their constituencies, right? But  
16 what I'm trying to make a point here is that the  
17 scale of the constituencies encompasses a broader  
18 kind of a jurisdictional area so that it is a  
19 summation of a lot of diverse interests and a lot  
20 of diverse constituencies so that the appointed  
21 board would then be able to have -- I would say a  
22 higher likelihood of thinking about the needs of  
23 a system as a whole instead of just focusing on  
24 their own neighborhoods and their communities,  
25 right? So when we talk about focusing on the

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1 lowest performing school, say, to really address  
2 this problem of achievement gap, my research has  
3 shown that the appointed boards are more likely  
4 to allocate resources to the lowest performing 20  
5 percent of the schools as compared to the elected  
6 boards. That's one example.

7                   So if we have everybody just thinking  
8 about their own community, then if I'm coming  
9 from a community and I'm representing a community  
10 where my schools are doing fine, I might vote  
11 against that for the right reason. I might think  
12 that my community is doing fine, but I want to  
13 bring in a science lab. I want to bring in  
14 another library or things like that to my  
15 community, I would want to question whether we  
16 want to allocate more resources to support the  
17 lowest 20 performing percent of the schools.  
18 That's just my way of just capturing the research  
19 that I'm seeing. That's, yeah, that's what it  
20 is.

21                   MR. CUMMINGS: Once again I'd like to  
22 remind you that they are elected at large across  
23 the whole --

24                   DR. WONG: Yes. Right.

25                   MR. CUMMINGS: My other part is I'm a

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1 science teacher, and as I said, I have read a lot  
2 of your research and all of that, and you have  
3 made some substantial claims here for -- you have  
4 made some substantial claims here for advantages  
5 for the appointed board, and I would just ask you  
6 for those claims, if you could provide us with  
7 your underlying research on that.

8 MR. WONG: Yeah. Yeah. I could give  
9 you some references and citations, yeah.

10 MR. CUMMINGS: I appreciate that,  
11 thank you.

12 DR. WONG: And I appreciate that  
13 because I think that is what it is about because  
14 a lot of times when we do research, researchers  
15 and even non-researchers who agree on a different  
16 point, we use different measures and we have  
17 different timeframes and we have different  
18 examples. So sometimes we just talk about the  
19 work that we focus on, but then when they try to  
20 transfer the knowledge to a different setting,  
21 there might be some limitation. So I appreciate  
22 that question. Yeah.

23 MR. GAINES: Any other members of the  
24 panel that have questions? Mr. Holloway?

25 MR. HOLLOWAY: So in our city, in our

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1 region, people are really hesitant to change and  
2 transition and we have our good reasons for that.  
3 Have you noticed in your research where an  
4 appointed board reverted back to an elected board  
5 and there was shortly thereafter there was  
6 immediate, let's say, downfall of the district?  
7 Because I believe that's part of the hesitation  
8 that people may be feeling or part of fear, and I  
9 actually posed this scenario to my students, and  
10 they said that was one of the biggest issues that  
11 they would have if they were of an elected age or  
12 if they were able to participate in the process.  
13 If they had a say so, they would be afraid of a  
14 dramatic decline, just simply because people are  
15 just afraid when you change things or when you  
16 transition things may not go the way you want.  
17 So in your research, when an appointed board  
18 reverted back to an elected board, what is the  
19 likelihood of an immediate downfall of a  
20 district.

21 DR. WONG: There are a couple of  
22 examples that I could point to and I have not  
23 done extensive research, but I know a little bit  
24 about that, and one is Detroit. And in 200- --  
25 they had maybe four or five years of an appointed

1 board and they reverted to an elected board in  
2 2002, and the elected board was not able to turn  
3 around the system, so ultimately it actually  
4 invited the state to take over the school system  
5 by appointing -- not appointing an state board --  
6 not appointed an appointed board, but actually  
7 setting up kind of an emergency manager. That's  
8 the term that they use. Emergency manager to  
9 take over the whole enterprise of the district.  
10 That's one story that I would encourage you to  
11 take a closer look. And again, I haven't  
12 followed that. But most recently after a period  
13 of kind of state takeover and administrative  
14 control, now it is turning back to an elected  
15 board, but at reduced -- with reduced number of  
16 schools and I think there were under some kind of  
17 a negotiated settlement.

18 MR. HOLLOWAY: And this is all in  
19 Detroit, right?

20 DR. WONG: Yeah.

21 MR. HOLLOWAY: And earlier you  
22 mentioned how the people of Detroit, actually --  
23 I believe you said actually voted out the SAB so  
24 they had some power and then it was given to the  
25 elected board and then it was then given the

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1 state emergency --

2 MR. WONG: The state emergency  
3 manager.

4 MR. HOLLOWAY: And now it is back to  
5 an elected board?

6 DR. WONG: Yeah, but a somewhat  
7 different kind of an elected board. The size of  
8 the districts have changed significantly, because  
9 the state also created a lot of charter schools  
10 and so they basically take over the process of  
11 stayed management. They actually took away a lot  
12 of the schools and turned them into independent  
13 charter schools. So it is a very interesting  
14 governance story that we should all take a look  
15 at.

16 MR. HOLLOWAY: Thank you.

17 MR. GAINES: Ms. Hudson, for the  
18 second time.

19 MS. HUDSON: So you talked a couple  
20 of times in your presentation about, you know,  
21 how the students have academically performed once  
22 an appointed board has taken over and if I am  
23 understanding you correctly, their academic  
24 performance increases. And so my question is  
25 twofold, actually. It is, number one, since we

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1 have enough data going back to at least to '98 or  
2 '99, do we have any data in your research that  
3 shows whether or not that performance continues  
4 to increase or if it levels off, or does it at  
5 some point match the performance level of elected  
6 boards? And then the second part to that is --  
7 and I guess this is what the discrepancy that I'm  
8 trying to reconcile in my mind. You know, we  
9 heard in a different presentation, and I don't  
10 mean ask you to opine on that research, but that  
11 somewhere around 96 percent of school districts  
12 have an elected board. And so I guess I'm trying  
13 to understand if we are seeing higher  
14 performance, you know, closing the gap, why are  
15 we not seeing elected boards or school districts  
16 with elected boards switch over to appointed  
17 boards? I know it is a compound question, but if  
18 you can answer those.

19 DR. WONG: Yes. Yes. So the last  
20 part first is my understanding is there are state  
21 laws and it depends on the state statute as to  
22 whether there is -- like I said, whether there is  
23 a process that would enable the district to turn  
24 from an elected to an appointed board. If the  
25 state legislatures are not ready to do it for

1 various reasons -- in the earlier discussion with  
2 Mr. Cummings, we talked about state legislatures  
3 have their own constituency, too, right, so they  
4 might be thinking about a complete different set  
5 of agenda rather than thinking about governance  
6 in the urban district. That's one reason that  
7 I'm seeing why that there are.

8           The other reason is the district  
9 boundary is interesting. East of the  
10 Mississippi, a lot of the districts have the city  
11 boundary and the district boundary the same  
12 conterminous, and that's why I'm seeing a lot of  
13 the district on the eastern seaboard that kind of  
14 overlap because it makes sense for the city to  
15 work with the school board. And so it  
16 facilitates this sharing of resources and  
17 information and work together for unified  
18 district wide/city wide vision, right. But then  
19 if you go to a district over in the west coast,  
20 in California, for example, a lot of districts  
21 that multi cities or one city is being split into  
22 different part of a district, right, so it  
23 creates additional kind of a legislative hurdle  
24 to actually get -- for example, in California,  
25 the Los Angeles Unified really wanted to move

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1 towards an appointed board, but it was stuck by  
2 the Supreme Court because it is against the state  
3 constitution to actually have an appointed board  
4 in LA Unified area for various reasons.

5                   So there are some very interesting  
6 states for that specific reason why that, but I'm  
7 seeing -- I think your question is very important  
8 because I do see a growing interest and  
9 commitment on the part of city wide officials,  
10 city council, mayors and so on or city manager,  
11 that they are showing that they would like to  
12 work more closely with the school district.

13                   So from Nashville, Tennessee to some  
14 of the county managers in Maryland and mayors in  
15 Connecticut, you see that they are actually  
16 talking -- they are now spending a lot more time  
17 talking about their commitment to education. So  
18 occasionally, I did analysis on the -- for  
19 example, the state and the city messages and also  
20 the city resolution and things like that. And  
21 I'm see that a lot of these cities, for example,  
22 Louisville, the mayor -- it is a county system.  
23 For example, Louisville is a pretty big metro  
24 system, and the mayor is committed to the 80,000  
25 Diploma Project. And so he is actually working

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1 very closely with community colleges, school  
2 systems and universities to actually work  
3 together to push that. So I'm seeing a lot of  
4 interest and demonstrated interest with a lot of  
5 paperwork to back it up that a lot of the city  
6 wide, county wide officials are now moving more  
7 and more toward, you know, their education  
8 policy.

9 MS. HUDSON: Can you talk a little  
10 bit about the data again, how the students in the  
11 appointed -- where there is an appointed board,  
12 how they're measuring up against the students in  
13 districts where they are elected?

14 DR. WONG: Yeah. So the first set of  
15 data was from 1998 to 2006, right. There is  
16 actually a book that I published and I'll give  
17 you the citation and you can check out all the  
18 data and the statistical analysis and so on. And  
19 then the second wave is that -- because it takes  
20 a lot of time to complete a book, a lengthy  
21 project, so the second wave is that then I do a  
22 sequel to the book and then bring the data up to  
23 around 2012, right, and that's published by the  
24 Senate for American Progress. It is on the  
25 website so everybody can check it out. That's up

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1 to 2012 that I used some of this data to look.  
2 And then more recently, I'm in the process of  
3 updating that again. And so the data that I just  
4 showed you is actually ongoing work right now.  
5 I'm using the 2015 data. I'm using the 2015,  
6 which is quite recent. And so if I am  
7 synthesized the trend that I'm seeing right in  
8 1998 -- so there are three bodies of analysis,  
9 and I'm seeing a pretty consistent trend that the  
10 appointed board is narrowing the achievement gap,  
11 and they are outpacing some of their peers in the  
12 NAEP database.

13 MS. HUDSON: And so based on what you  
14 are seeing, are you expecting that the data will  
15 show that the students in this appointed district  
16 will eventually surpass their peers, or will they  
17 just become even? Will the data stagnate and  
18 level out? What do you think the trend, where is  
19 it headed?

20 DR. WONG: That is a very good  
21 question, and that is a difficult question to  
22 answer right now because it is difficult to  
23 predict for a number of reasons. One is that  
24 the -- and that applies to all the governance  
25 structure, not just the appointed board in

1 general. And that is the school governance  
2 structure -- and I mentioned it has to be  
3 proactive because our students keep coming in  
4 with different needs. And so, for example,  
5 Providence, the city that I'm living in right  
6 now, and there has been a -- in the last five  
7 years, there has been a significant increase in  
8 ELA students just in the last five years. So if  
9 I start the analysis five years ago, it is a  
10 different story. But then moving forward and how  
11 do they handle the accelerated growth, the growth  
12 in the ELA needs. And in Florida, in a lot of  
13 communities right now because of the situation in  
14 Puerto Rico, they are getting, you know, an  
15 influx of needs from the Puerto Rican community  
16 and they need to find ways to address them.

17           And so governance have to be  
18 proactive on an ongoing basis and they have to  
19 continue to change their strategy. And so if  
20 appointed boards cannot change their strategy,  
21 say, they would be behind. So I would not be  
22 surprised that if appointed boards cannot  
23 continue to think about strategic resource  
24 allocation, like the findings that I mentioned or  
25 external accountability, they are going to be

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1 behind. So then we have to revisit, well, maybe  
2 it is not a good idea. So I think the fact that  
3 I'm seeing the appointed boards, that they seem  
4 to be able to be in front of the issue, at least  
5 up to this point based on the research, that it  
6 gave me the confidence that they are likely to  
7 meet those challenges.

8 MR. GAINES: Mr. Pruitt for the  
9 second time.

10 MR. PRUITT: You mentioned that the  
11 appointed boards were better at enabling the  
12 teachers and the parents. Can you give me some  
13 examples of some of those that you looked at that  
14 on what they were doing that made them more  
15 proficient and especially in enabling teachers.

16 DR. WONG: Yes. So some concrete  
17 example is from Chicago Public Schools. So  
18 immediately after the appointed board took its  
19 place, I am seeing the creation of what they call  
20 the teacher academy, so they would create a city  
21 wide professional development hub for teachers to  
22 come and learn from other teachers, you know,  
23 innovate the practices.

24 At the time, one of the examples was  
25 that do we need to teach biology first before we

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1 teach physics and chemistry or can we reverse it?  
2 And so there was a big kind of debate going on in  
3 that teacher academy. Those are the kind of  
4 opportunities where I am -- and I'm capturing in  
5 some of these appointed boards. And then the  
6 principal academy is also very -- being pushed  
7 out big time. And then the other area that I see  
8 is, also from Chicago, is that because of the  
9 parental engagement at the school level, they  
10 have the local school council represented by  
11 parents and teachers, but school governing at the  
12 school site requires a lot of training. So there  
13 has been a lot of city wide funding to support  
14 organizations that do all kinds of training so  
15 that teachers at a school site and parents at a  
16 school site are able to actually make use of  
17 those kinds of materials and training  
18 opportunities to think about how they make their  
19 decisions at the school site. Those are just  
20 some examples.

21                   And then in Philadelphia for a while,  
22 they -- when Lee Oserman was the school  
23 superintendent, she started in 2000 and then she  
24 started talking about pushing more wholistic  
25 support, that is the teachers cannot do it by

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1 themselves, and so she created additional funding  
2 to move into the school so teachers work with  
3 social workers and community organizations to  
4 actually create kind of a team based supportive  
5 environment.

6                   Now, this is nothing new if you look  
7 at say a country like Finland. Finland and some  
8 other countries, the reason why they are very  
9 successful, according to international measures,  
10 is because they create those kind of school based  
11 social instructional support teams, that the  
12 teachers talk to social worker, talk to mental  
13 health specialists so that they can compare notes  
14 to map out the individualized learning programs.

15                   MR. GAINES: We're going to have one  
16 more question from the panel, and then we will  
17 move to the audience for questions.

18                   MS. BOND: So I apologize if I missed  
19 some of this information, but I did have some  
20 thoughts about why were these appointed boards  
21 put in place in the first place? Are they  
22 similar to the St. Louis situation where the  
23 state took over and then the appointed boards  
24 were put in place? And then I have a second  
25 question that is not as related, but about what

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1 size are appointed boards compared to elected  
2 boards that you may have been studying?

3 DR. WONG: Yes. They were in -- so  
4 different state legislation has different  
5 terminology. So sometimes it is called academic  
6 bankruptcy, sometimes it is academic financial  
7 stress, and so usually they lost some  
8 accreditation, some measures like that. And so  
9 it was usually on the verge of being under some  
10 kind of -- actually, in the case in Chicago is  
11 interesting. Chicago was under state  
12 receivership for over ten years before they moved  
13 into their locally appointed board system. And  
14 so in a way, it is an interesting story because  
15 finally the state decided, okay, that after these  
16 ten or so or 12 years of receivership, there is  
17 all this indication you're able to earn your  
18 accreditation back and so maybe you should think  
19 about the next phase of local school governance,  
20 and so Chicago turned to the appointed board  
21 system.

22 And so usually there are triggers  
23 based on the legislation at the time. So the  
24 trigger leads to a series of steps and ultimately  
25 leads to the community to get together to say

1 that, well, we want local control. You know, can  
2 we create the appointed board?

3 So Philadelphia's story is the same  
4 thing, and that is that the 2001 kind of a  
5 takeover state legislation identified  
6 Philadelphia as in need of some major  
7 intervention and the governor really wanted to  
8 have a hostile takeover, but then the mayor at  
9 the time negotiated a settlement with the  
10 governor and said why don't we agree to  
11 appoint -- okay you appoint three people. I  
12 appoint two people and why don't we have shared  
13 governance and so that's fine.

14 MR. GAINES: Ms. Cooksey has a short  
15 question for the third time.

16 MS. COOKSEY: My second time. I had  
17 a follow up that doesn't count. I'm wondering if  
18 there is any relationship between the rise of  
19 charter stores and increased prevalence of  
20 appointed boards? It seems like both of those  
21 became more prominent focus in the 1990s.

22 MR. WONG: It is interesting. So in  
23 the 1990s -- so the first appointed board in a  
24 large city was Boston. 1992. And if you recall,  
25 L. Shanka, the president of AFTU, well known,

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1 well represented educator. He championed the  
2 notion of charter schools, and he had started the  
3 very first charter in St. Paul in a shopping mall  
4 that had about 16 kids and wanted the charter  
5 school to be a laboratory. So 1992 was -- 1989  
6 was really the first time that charter became --  
7 so some of this earlier wave of appointed boards  
8 was not happening in a period where we identified  
9 charter school as kind of a market based  
10 strategy. So the earlier phase of charter  
11 schools was less of a market based. So I would  
12 say that from 1990s all the way to late 1990s or  
13 early 2000s, the charter schools -- a lot of them  
14 are home grown charter schools where teachers and  
15 educators from the public district wanted to try  
16 out some new ideas, they wanted to take some  
17 risks and felt that the environment was not  
18 supportive of risk taking so they wanted to try  
19 it out.

20 So that was the period where we saw  
21 Boston, Chicago and I think 2001, 2002, New York  
22 City, Cleveland in 1995, so there were a bunch of  
23 appointed boards that kind of happened around  
24 that time. Now, more recently, of course, we are  
25 talking about a charter management organization

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1 and things like that. So it is a little bit  
2 different in terms of a so-called portfolio  
3 management system.

4 MS. COOKSEY: I have a very quick  
5 follow-up question. So looking at -- I believe  
6 it is a quote from you, where it said diverse  
7 providers in charter schools should be involved  
8 and it said that one promising approach to  
9 strengthening student outcomes was the use of  
10 charter schools. So I am wondering do you  
11 believe mayoral control is the way to increase  
12 charter school expansion?

13 DR. WONG: Yeah. So there are two  
14 sets of consideration. One is charter schools  
15 are state creations. So a lot of time the state  
16 would have to enable the district to -- enable  
17 the city or enable the charter school to expand.  
18 So right now there are a lot of states that have  
19 charter school caps on both the campuses as well  
20 as the enrollment. So a charter school might be  
21 able to expand within the existing structure by  
22 maybe adding a kindergarten grade or expanding  
23 from a middle to high school. So that could  
24 happen.

25 So the other consideration is that

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1 some of the appointed boards that I'm aware of  
2 like to look at charter schools as an opportunity  
3 to address some of the needs of students. So  
4 charter schools, because of the fact that they  
5 are able to innovate and try out different ideas,  
6 they might be able to come up with particular  
7 thematic areas.

8           For example, in Providence, we have a  
9 charter school that is almost like this school  
10 here. It is a Trinity of Performing Arts for the  
11 charter school. It is a very small charter  
12 school, but every teacher has to be able to  
13 perform either musical, singing, vocal or  
14 instrument or dance, and then the students who  
15 come to this charter school also are expected to  
16 be able to make use of that as a program of  
17 study. So charter schools are very good at doing  
18 those kind of more customized innovative  
19 practices. And so a lot of the appointed boards  
20 that I'm aware of definitely are thinking about  
21 encouraging some of these charter schools to meet  
22 some of the particular learning interest of their  
23 students.

24           MR. GAINES: Thank you. We will now  
25 go to audience question and comments. I will

1 remind the audience of speaker rules. Sign in is  
2 at the registration table. Speakers will be  
3 called in order. We will remain until every  
4 speaker has been called. Speakers are limited to  
5 three minutes, state and spell your name before  
6 speaking. Three minutes. Again, that's three  
7 minutes. Speakers are limited to three minutes.

8           Again, if Ms. Rebecca -- I'm sorry.  
9 If Ms. Chelsea Addison is here tonight, she gets  
10 to speak first. At Monday night's meeting, she  
11 was the last person to sign up to speak, but was  
12 inadvertently overlooked. If Ms. Addison is here  
13 tonight, please come forward to a microphone to  
14 give your comment and/or question. Ms. Addison.

15           MS. ADDISON: Yes. So first, I would  
16 like to address the comment made about Finland.  
17 I do not believe the comparison of Finland and  
18 the States as one that is fair for several  
19 reasons. One, they are a homogenous society and  
20 teachers are held to a much higher regard in  
21 comparison to what they are in the States, and I  
22 just wanted to put that out there because there  
23 is a lot of conversation around that.

24           I'm a newly elected board member in  
25 the University City School District, and much of

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1 our training and initially MSBA, Missouri School  
2 Board Association, details the do's and don'ts on  
3 how to be effective school board members during  
4 our terms. The continued education will expand  
5 on the duties by taking into consideration  
6 evidence based research and feedback from our  
7 constituents. We are reminded to leave implicit  
8 biases to a specific sector of the community at  
9 the door in order to serve all children within  
10 our districts and how doing so can positively  
11 impact our districts. This includes, but is not  
12 limited to what other role is as a board member  
13 and how we can negatively impact our districts  
14 with certain behaviors such as being divisive or  
15 not working as a team or also not allowing the  
16 superintendent to do his or her job. With this  
17 notion, the speaker spoke highly -- excuse me --  
18 the speaker spoke highly of an appointed board  
19 and their means of impacting positive changes in  
20 a district. However, there is a lot of  
21 conversation within elected board members and  
22 training around good board governance behavior to  
23 positively impact change as well. As you heard  
24 Monday, there are elected boards who practice  
25 good school board governance, who make successful

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1 positive changes in their districts as well. Is  
2 there any research comparing the successful good  
3 board governance or good governing boards in  
4 comparison to successful appointed boards and are  
5 those positive gains an impact in similar areas  
6 such as academic, community involvement? If so,  
7 are there limitations to this as well and is  
8 there any research on group dynamics within  
9 appointed boards and how this can impact the  
10 district? We talk a lot about within elected  
11 boards how sometimes rogue dynamics can impact  
12 the district, so when you see the appointed  
13 boards is there any impact that that can make  
14 this negative as well? The way I see it is no  
15 matter what you have, when there is a group of  
16 people, you're not always going to get along, but  
17 if you are coming with the notion that you are  
18 coming here to impact lives of children  
19 positively and are following good governing  
20 behaviors, then you will see positive change and  
21 so how does that compare to appointed boards  
22 versus elected?

23 DR. WONG: Yeah. I agree with your  
24 overall comments, and I think good governance is  
25 very important and also the commitment to impact

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1 the lives of children is extremely important, and  
2 I do see regardless of whether we're talking  
3 about the elected or appointed board members, I  
4 see a lot of passion, a lot of commitment on the  
5 part of both sides, and so that is a big plus in  
6 terms of the people who are willing to give to  
7 this very important public service. The one  
8 thing that I am thinking about is that the reason  
9 why I'm thinking about what I presented today is  
10 that in the group dynamics that you talk about, I  
11 think it is very important and that is that in  
12 the appointed board because of the  
13 complementarity of the functional expertise and  
14 also the purposeful diversity that is built into  
15 the appointed board membership that kind of allow  
16 the entity as a whole to actually move toward the  
17 opportunity to share the expertise and to learn  
18 from one another and then come to some kind of a  
19 unified agreement. And instead of driven by, you  
20 know, factors that might be disproportionately  
21 leaning towards certain areas. So like I said,  
22 if we have a board -- I'm an educator. So if we  
23 have a board that is consistent of university  
24 educators, that doesn't work as well as a board  
25 that actually covers all of the functional areas.

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1 That's kind of the purpose for my design, yeah.

2 MR. GAINES: Byron Clemons, Max  
3 Maxeiner and Lew Moye.

4 MR. CLEMONS: Good evening. I want  
5 to thank the task force. I have a review for  
6 you, Mr. Gaines, when I'm finished, I would like  
7 to present it to you so you could make copies for  
8 the task force. It is a peer review of --

9 MR. GAINES: Let me just stop you for  
10 one minute. We have received letters from people  
11 who have not participated and were not here on  
12 Monday. We received letters, all of us have,  
13 from people who have basically begun writing in  
14 their positions and their opinions. All of that  
15 will be shared as well finalize this process. We  
16 welcome your documents.

17 MR. CLEMONS: I hope my time starts  
18 over again. This is a peer review of Dr. Wong's  
19 research, and I'll just quote one part of it. It  
20 says, "The report offers useful information about  
21 the context for shifts in mayoral control in  
22 different cities and the challenges that may  
23 arise in such governance changes. The  
24 limitations, however, preclude relying on either  
25 the report's finding or its recommendations in

1 making any policy decisions." It is a good  
2 review, and I recommend that everybody share it  
3 and take a look at it.

4 MR. GAINES: We will reproduce it and  
5 see that everyone gets a copy.

6 MR. CLEMENS: Thank you. I  
7 appreciate that, and I want to thank Mr. Gaines  
8 for his service on both the elected board and the  
9 appointed board. There are things we've worked  
10 on together, and I appreciate that. This is  
11 advocacy for pre-K expansion. That was a good  
12 decision, and I appreciate it. Keeping classroom  
13 sizes at the desirable standards, that's a great  
14 thing and I thank you for that. Finding funding  
15 for the schools. I applaud that. Thank you.  
16 The St. Louis plan, supporting teachers in the  
17 classroom. That was a great thing to collaborate  
18 with the local AFD affiliate on. We appreciate  
19 it. At the last meeting, it appeared that the  
20 last ten years of frustration that people have  
21 had of not being able to vote for the elected  
22 board was directed at you, and I don't think  
23 that's the case. I don't think people meant that  
24 personally. I really don't feel like it was a  
25 personal attack. You just happened to be the

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1 person at the podium.

2                   Saying that, people are emotional  
3 about the disenfranchisement of not being able to  
4 vote. It seems wrong.

5                   So some of my questions of Dr. Wong  
6 I'd like to ask you at the end of my comments,  
7 please, to answer some of the questions. Are  
8 there any school districts that have had  
9 appointed boards that are majority white? Are  
10 there any in the hundreds that you've studied?  
11 You can just answer, I guess, now? Are there any  
12 school districts that are majority white that  
13 have been taken over by an appointed board?

14                   DR. WONG: I think -- I think Prince  
15 George's County could be one of them. I'll have  
16 to double check.

17                   MR. CLEMENS: We had a presenter last  
18 week that gave us the answer about that one. My  
19 sincere hope is that Mr. Gaines' legacy is going  
20 to be about pre-K in St. Louis. Last week -- and  
21 I learned a lot from that presentation from the  
22 MSBA and the NSBA, and it has already been  
23 mentioned once again this evening that 96 percent  
24 of school boards in the United States are all  
25 elected. I think that is worth noting. The US

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1 once had appointed boards. We learned this on  
2 Monday. The appointed boards were taken away by  
3 a progressive reform movement to remove --

4 MR. GAINES: Mr. Clemens, I'm going  
5 to have to say your time has expired. I did give  
6 a few more seconds because of my asking.

7 MR. CLEMENS: Thank you. I  
8 appreciate that. The reform movement of the 19th  
9 Century was to put in elected boards to remove  
10 politics. And in the research review of Dr.

11 Wong's research, you'll see his research  
12 constantly reflects on inserting Republican  
13 politics into the process. He is represented and  
14 funded by right wing think tanks, and I think  
15 that taints his research, and I think the science  
16 will show the same thing. Thank you very much.

17 MR. GAINES: Max Maxeiner. I'm sorry  
18 if I'm not pronouncing that correct. Next will  
19 be Lew Moye, and following him will be Bob  
20 Topping.

21 MR. MAXEINER: I thank you--all for  
22 your participation. Dr. Wong, thank you. And a  
23 question to Counselor Dalton, and your law firm  
24 escapes me, but who are you representing? The  
25 state?

1 MR. GAINES: No, he represents --

2 MR. DALTON: I represent this  
3 committee.

4 MR. MAXEINER: You represent this  
5 committee. But you did say something to the  
6 affect that the ultimate decision will still come  
7 from some entity in the state of Missouri, was I  
8 correct?

9 MR. DALTON: No, that's not correct.

10 MR. MAX: Who is going to -- first of  
11 all, I'm here -- I know this is going to sound  
12 kind of trite, but I'm here to speak for  
13 democracy, and I won't waste your time saying  
14 anything cheeky like why don't we try this  
15 represented appointed reps out in Parkway or  
16 places like that, I won't waste your time talking  
17 about that sort of thing, equivalencies and that  
18 because I don't think the folks out in Parkway  
19 School District would stand for it. But what I'm  
20 concerned with, we've had our democracy taken  
21 away from us in voting for the board. Who will  
22 decide that the democracy and voting for our  
23 school board is returned to us? In other words,  
24 who will have that vote? Because under Dr.  
25 Wong's model, appointed members of the board,

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1 yes, someone votes for that, but only one or two  
2 people. So I still believe even with all of the  
3 lack of participation that we saw what happened  
4 recently, less than 20 percent turnout to vote  
5 for Proposition P, even with lack of  
6 participation in other democracy, all over and  
7 just representing the school board, I would still  
8 prefer that as opposed to someone somewhere,  
9 maybe someone that I'm in favor, of one person  
10 voting that I know what is good for you, I'm  
11 going to vote for it. So now explain to me once  
12 again, who will make this decision returning our  
13 democracy? Sorry for my voice.

14 MR. GAINES: I will speak to that.  
15 In terms of the way it is supposed to function,  
16 we make a recommendation. That is all we do.  
17 We, meaning the SAB. We have asked this panel to  
18 come before you and to listen to the speakers,  
19 listen to the different forms of governance.  
20 They will then say to us, this is what we think  
21 your recommendation to the Department of  
22 Elementary and Secondary Education should be. It  
23 should be we believe that it should be -- the  
24 school system should be run by a, quote, elected  
25 board, or an appointed board or a hybrid, which



1 would be a combination of the two. And if there  
2 is something else out there, that as well. These  
3 meetings are basically to allow this community to  
4 be able to say we like this. We don't like this.  
5 This is what we want. Here is why we like it.  
6 So we are bringing people who are well steeped  
7 into what it means to have these different kinds  
8 of boards so that people can question them on  
9 that. So the process goes like this; this  
10 committee, as well as will make a recommendation  
11 to us. Beginning on the 18th, I think it is, we  
12 will go live with a survey. That survey will  
13 include responses from students, educators,  
14 people who live in this community, parents, et  
15 cetera. We have an existing mailing list of over  
16 10,500 people this survey will go out to. The  
17 returns on that survey and whoever chooses to  
18 participate in that survey will be basically  
19 accumulated by the consultants, Vector  
20 Communications. They will basically scrub the  
21 information, determine how many people said they  
22 wanted this and how many people said they wanted  
23 that, how many people said they wanted this.

24 I will remind you, we are not  
25 suggesting this is a scientifically structured

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1 survey. We're simply getting information from  
2 throughout this region, probably 95 percent from  
3 the city, from city residents, what do you think?  
4 Once we get that information in, it is a symbol.  
5 It will be then used by this panel before you  
6 first to look through the summary of it and say  
7 based on what people have said, based on what we  
8 have heard, individual information that we have  
9 been able to glean on our own, we recommend to  
10 you, SAB, that you make this recommendation.

11 We make a recommendation. Our  
12 recommendation goes directly to DESE, the  
13 Department of Elementary and Secondary Education  
14 for the State of Missouri. They then make a  
15 decision, which way should this go; appointed  
16 board, elected board or a hybrid. Now, let me be  
17 very clear. I'm going to be as clear as I can to  
18 the audience here, as well as those listening --  
19 and incidentally, Monday night, we had 262 people  
20 to sign in here. We had over 1,600 people who  
21 streamed what was basically dealt with on Monday  
22 night. Every part of it.

23 What will happen is DESE will make a  
24 decision. They can make one of really three  
25 decisions from the way we understand this. If

1 they decide that they want this district to be  
2 run again by an elected board, all they have to  
3 do is say that and talk about when that change  
4 will happen. However -- and we've had some state  
5 representatives here who I hope they are aware of  
6 this. If they decide -- if DESE decides we do  
7 not want an elected board, that will require  
8 legislation and that legislation will come from  
9 the state legislature if, in fact, they decide  
10 they do not want to basically go back to an  
11 elected board. That is the process.

12 MR. MAXEINER: Thanks, again, sir, I  
13 would still prefer to vote on it. I don't trust  
14 our legislature, but I don't want to get into  
15 this. And Mr. Dalton, thank you, sir.

16 MR. GAINES: Thank you. Next we will  
17 have Lew Moye, followed by Bob Topping and then  
18 Megan Betts.

19 MR. MOYE: Good evening. First let  
20 me just thank the task force for volunteering  
21 your service for this important question, and I  
22 also like to thank the SAB on the leadership of  
23 you, Brother Gaines, for your years of service  
24 and dedication to our students and give a special  
25 thanks to the elected board who have stayed the

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1 course during all of this time, and we appreciate  
2 you as well.

3 In a democratic society where  
4 taxpayers are allowed to elect those who govern,  
5 I think it is a pretty big ask to ask those same  
6 citizens to give up that right. In fact, in a  
7 lot of ways, it is insulting, especially to those  
8 who have in many cases given their life for the  
9 right to vote and to choose their representation,  
10 so in a lot of ways, it is insulting to ask those  
11 to give that up, to not be able to elect those in  
12 their community.

13 My question is, Dr. Wong, are we  
14 seeing a trend or are we seeing trending where  
15 appointed boards, the decision to govern by  
16 appointed boards are made in urban areas where  
17 there are large concentrations of African  
18 Americans or other minorities and failure of  
19 students in a lot of ways are related to poverty?  
20 Are we seeing that trend in this country? That  
21 is the question.

22 DR. WONG: Clearly there is a high  
23 correlation between concentration of poverty and  
24 education performance. And so that is the clear  
25 challenge in our commitment to reduce inequality.

1 And there is a lot of new research that actually  
2 shows that that kind of correlation is so high  
3 that we really need to have a more comprehensive  
4 strategy. So that gets to the appointed board,  
5 and part of what I'm learning from the appointed  
6 board in terms of their practices and strategies  
7 is that they are able to leverage this kind of  
8 commitment and push it with entities outside of  
9 schools. So there is now conversation in  
10 Philadelphia and some other cities that talk  
11 about community schools and so that's one model  
12 that kind of brings the community and parents to  
13 actually work more closely together. And then  
14 there are initiatives that focus on two  
15 generation solutions, that is that we need to  
16 work with the parents as well as the children at  
17 the same time to actually break that cycle of  
18 correlation of inequality.

19 So the last thing that I would say is  
20 that a lot of the appointed boards are now  
21 pushing resources for early childhood education  
22 because a lot of research is suggesting that by  
23 the time they get to the third grade that the  
24 achievement gap or the reading gap is already  
25 there. So the earlier that we could, you know,

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1 eliminate those gaps, the better. That's why we  
2 are seeing a lot of appointed boards pushing for  
3 full day kindergarten and even earlier than head  
4 start -- even earlier than head start.

5 For example, Providence is organizing  
6 what is called Providence Talks that is actually  
7 working with diverse parents with their six month  
8 old children to actually push for curriculum and  
9 push for reading support environment to empower  
10 the parents. So that is what I'm seeing in terms  
11 of addressing those kind of inequality questions.

12 MR. MOYE: My question was more  
13 related to looking at the number of school boards  
14 in the country and even here in Missouri, over  
15 400 school boards, only three of them operated  
16 under appointed board. The rest of them elected,  
17 and it seemed like only in the urban areas where  
18 there are large concentrations of minorities and  
19 there is the high level of poverty is where we're  
20 seeing appointed boards being implemented. And  
21 so my concern is why is that? If it is such a  
22 good thing, why are we not seeing that all over  
23 the state of Missouri and other locations?  
24 That's the gist of my question --

25 DR. WONG: Yeah. So my earlier

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1 comment was that it depends on the state  
2 legislative framework. It may require state  
3 legislative changes and it may require city  
4 charter changes. And so when you get to that  
5 process, then there are all these additional  
6 stakeholders that would get involved in that  
7 process.

8 But the indication is that a lot of  
9 the civic community as well as the city wide  
10 leaders, the elected officials, they are showing  
11 their interest and commitment to be a part of the  
12 solution now, even though they may not be  
13 directly engaged in a formal way in governing  
14 public schools. So I'm seeing a lot of new  
15 partnership.

16 For example, in Louisville, the  
17 example that I just gave, the 8,000 Diplomas.  
18 That's an indication of the city wide commitment  
19 among the city wide leaders.

20 MR. GAINES: Thank you. Thank you,  
21 Mr. Moye. Ms. Megan Betts. I'm sorry. Bob  
22 Topping, Megan Betts and Susan Turk.

23 MR. TOPPING: My name is Robert  
24 Topping, and in the interest of full disclosure,  
25 my wife is Sally Topping, President of AFT Local

1 420. But I am not here tonight as her husband,  
2 but I'm here as a citizen in the city of St.  
3 Louis and as a stakeholder in this process  
4 because my family and I have the job of  
5 supporting Sally in her vocation as a teacher in  
6 the St. Louis Public Schools. And I attended  
7 Monday night's session as well as tonight's. And  
8 while I want to thank the committee seated in  
9 front of me for their service, I am really hard  
10 pressed to understand why this recommendation  
11 would be difficult to make.

12 We heard on Monday night, the key to  
13 successful education depends on four key elements  
14 that must be in place for any school system,  
15 regardless of the type of board that governs it.  
16 While there are places where appointed boards  
17 have functioned well, I think we need to admit  
18 that the situation in St. Louis is unique, and we  
19 need a St. Louis answer to our board governance,  
20 not a Chicago solution or a Boston solution or a  
21 anywhere else solution.

22 We need to recognize that any change  
23 in board governance, as Mr. Gaines pointed out,  
24 required innovation of Missouri legislature and  
25 Governor Greitens, who is not even here to listen

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1 to us and join us in this process. While I am  
2 glad he's not in his room, I'm sure he's enjoying  
3 himself. But no, he's got problems right here in  
4 Missouri that he needs to pay a little bit more  
5 attention to.

6 But at any rate, the point that I  
7 want to make is that in fact for anyone who has  
8 been following the media this week, he's doing  
9 everything in his power to take the state board  
10 of education and politicize it. But in fairness,  
11 I don't see Mayor Krewson in here, and I don't  
12 see Mr. Lewis here either. These are the people  
13 who have appointed the current board and they  
14 can't even be bothered to meet with us and listen  
15 to our concerns.

16 My daughter got her first job this  
17 summer bagging groceries for Schnucks for the  
18 then St. Louis minimum wage of \$10 an hour. The  
19 city wisely, I think, decided that it made sense  
20 to raise the working city up to a wage that would  
21 allow families to climb over the poverty line,  
22 that so many of our families struggled to  
23 breakthrough. The same state legislature you are  
24 asking us to trust if you recommend permanent  
25 change to an appointed or hybrid board snatched

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1 nearly one out of every \$4 out of the pocket of  
2 the working poor and returned it to their  
3 employer by forcing the minimum wage in St. Louis  
4 to the state minimum of 7.70 per hour. I am sure  
5 Mr. Schnuck will sleep easily at night knowing  
6 that the state legislature has his best interest  
7 at heart. And our governor wasn't even brave  
8 enough to sign that legislation. He, once again,  
9 slunk out of town and let it become law by  
10 default while he was gone. No. I do not trust  
11 these people to appoint our school board.

12 At best, an appointed board relies on  
13 the theory of the benevolent dictator. He's  
14 answerable to no one, but he's a pretty nice guy.  
15 I don't see how that is even conceivable with  
16 this legislature and this governor.

17 I know what to do if an elected board  
18 doesn't perform. You vote them out. And Mr.  
19 Gaines, with all due respect, I used to know how  
20 to get rid of you. I don't any more.

21 MR. GAINES: I'm sorry.

22 MR. TOPPING: No, no. No. That is  
23 not personal. That was anybody, but it is not  
24 just -- if you are an elected member of this  
25 board, we could vote you out. Now that you are

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1 appointed, we have no recourse.

2 MR. GAINES: I understand.

3 MR. TOPPING: One of the panel  
4 members mentioned on Monday night that there were  
5 64 districts in this state that over a several  
6 year period of time were in danger of losing  
7 their accreditation. The real common denominator  
8 among them wasn't the elected board. Every  
9 district in the state has an elected board, but  
10 the real common denominator was poverty.

11 Mr. GAINES: Mr. Topping, I have to  
12 cut it off because we do have three more speakers  
13 standing up. Ms. Megan Betts, Susan Turk and  
14 Kathleen Farrell. And I might just say, so it is  
15 understood, the initial decision on this will be  
16 made by DESE, the Department of Elementary and  
17 Secondary Education. And both Monday night, they  
18 had representatives in this room and they have a  
19 representative here tonight.

20 MS. BETTS: I'm going to yield my  
21 time to my Missouri State Senator to able to  
22 speak.

23 UNIDENTIFIED SPEAKER: Thank you.  
24 Good evening, everyone. Let me first and  
25 foremost thank you, Mr. Gaines, and as well as

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1 each and every one of you that are engaged in the  
2 community tonight. And I would be remised if I  
3 didn't thank Dr. Adams for getting us back to  
4 where we once were, and that is fully accredited.

5 I mean, in 2007, I was on the front  
6 lines. I was fighting the good fight when they  
7 took control and it was very contentious. All  
8 right. It was very divisive, and I think this  
9 conversation is the same way. I think what  
10 people want to hear now is how do we transition  
11 back to the elected board, and I'm adamantly  
12 opposed to any other kind of board; appointed  
13 board, hybrid board. I am supporting nothing  
14 more than an elected board. That's what the  
15 people want, and that's what we fought for in  
16 2007 so they wouldn't take the board away from  
17 the St. Louis Public, and DESE did it anyway.

18 But my question, though, to you is  
19 why are we not talking about how we get back to  
20 the elected board? Because I don't think people  
21 in this room -- if you raise your hand, how many  
22 of you want an elected board? Raise your hand.  
23 So the people in this room and the people that  
24 fought in 2007, which was thousands of us on the  
25 front line, saying this is not right, that we

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1 want to continue to elect our board members and I  
2 think that what we need to know and understand  
3 from you-all is how do we transition back now  
4 that we are fully accredited?

5                   And also, make no mistake about it,  
6 not under my watch will have we have an appointed  
7 board or a hybrid board. The people want an  
8 elected board, and we now have to listen to the  
9 people again. And you guys did a great job, you  
10 know, bringing us back to where we are. Because,  
11 again, in 2007, you had a graduation rate of 55.  
12 Now we are at 83. So we're not saying that you  
13 didn't do a good job. Now we're saying we can  
14 take over. Dr. Adams can stay if he wants to,  
15 because he's doing a great job, but let's allow  
16 for this board to be elected. And I think we  
17 should keep Dr. Adams because he is the one that  
18 brought us back to fully accreditation.

19                   So I'm just saying how to begin to  
20 talk about the transition back because I think  
21 that's what people want to talk about? How do we  
22 begin to talk about that?

23                   MR. GAINES: In reference to the  
24 conversation this evening, Monday night and next  
25 Monday, we are following the dictates that put

1 us -- we, meaning the SAB, not this panel. This  
2 panel was chosen by the SAB to basically  
3 represent giving us direction, information and  
4 their opinions on what should be the governing  
5 structure. Now, when you ask me or you ask the  
6 SAB what should we do or why we are not talking  
7 about going back to the elected board, we have  
8 never said we are not. The decision is not ours.  
9 Ours is to make a recommendation only. I think  
10 it is critically important that that be  
11 understood.

12           You know, we had a person who is an  
13 elected official, and of all of the things that I  
14 heard Monday night that I thought was horrible,  
15 for an elected official to come before you and  
16 basically say all that the SAB has to do is go to  
17 Jefferson City and tell us what to do. That was  
18 not at least a mistake. I would call it what I  
19 would normally call it, if I was not sitting in  
20 this chair tonight. We do not have the right to  
21 do anything other than formulate a  
22 recommendation.

23           What we are trying to do with this  
24 process to make sure that your wishes are heard  
25 in the recommendation that we form. That's why

1 we are having these meetings. That's why we're  
2 talking to so many people. That's why we have so  
3 many people that are being involved in this  
4 process. That's why it is an open process.  
5 That's why, although we had 262 people who came  
6 on Monday night to voice their opinion and ask  
7 questions, we had 1,600 who were live streaming,  
8 and we want more. We want to have as many and as  
9 diverse opinions as we can and we will make a  
10 recommendation.

11                   The first people to make a decision  
12 about that recommendation, and I repeat, will be  
13 DESE, the Department of Elementary and Secondary  
14 Education, who put us in place after the state  
15 legislature -- and it is important that that  
16 be understood. The state legislature designed  
17 the process under which we have served for the  
18 last ten years based on the conditions of this  
19 school system.

20                   Now, next Megan Betts gave up her  
21 speaking time. Next is Susan Turk, Kathleen  
22 Ferrell and then we have somebody here called  
23 Terry. And I don't understand that. We cannot  
24 understand it. We will not present it. The  
25 first one will be Susan Turk and Kathleen Farrell

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1 and then Natalie Vowell.

2 MS. TURK: There have been a lot of  
3 references to the state law that empowers the  
4 SAB, from Senate Bill 781, it became RSMO  
5 162.1100 and you can all read it. Here is some  
6 of what it says; the executive officer of the SAB  
7 shall be paid in whole or part with funds from  
8 the district and shall have all other powers and  
9 duties of a general superintendent of schools.  
10 His salary shall be set by the state board of  
11 education. The SAB and state board decided not  
12 to enforce that provision. More, the Special  
13 Administrative Board's powers and duties shall  
14 include creating an academic accountability plan,  
15 exploration of alternative forms of governance,  
16 authority to contract with nonprofit corporations  
17 to provide for the operation of the schools,  
18 oversight of facility planning, authority to  
19 establish school site councils to facilitate site  
20 based management and the authority to submit a  
21 proposal to district voters regarding the  
22 establishment of neighborhood schools.

23 The SAB has not enacted all of these  
24 powers and duties, and the state board of  
25 education may cause the transitional school

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1 district at any time upon a determination that  
2 the transitional district has accomplished the  
3 purposes for which it was established and it is  
4 no longer needed, the state board of education  
5 shall provide notice to the governor and the  
6 general assembly of the termination and the  
7 termination shall become effective 30 days  
8 following such determination. That sounds like a  
9 transition of 30 days is allowed for. They have  
10 cherry picked their shalls. They do not have to  
11 study alternative governance despite what you  
12 guys have been told.

13 Our state takeover did not happen  
14 because of academic failure. Kansas City Public  
15 Schools' test scores were much worse than ours  
16 for years. They were not taken over by the  
17 state. The alleged financial crisis was caused  
18 by the governor withholding \$60,000,000 from us  
19 in the middle of the school year when state  
20 revenues did not meet expectations in 2003. That  
21 was caused -- that was not caused by our school  
22 board. And the instability of the  
23 superintendant's office occurred during the three  
24 years Darnetta Clinkscale was president of the  
25 elected board of education, but Mayor Slay did

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1 not think that would disqualify her from being  
2 appointed to the SAB last year. The imposition  
3 of the SAB on the St. Louis Public Schools  
4 happened because the business leaders in St.  
5 Louis wanted it to. After the mess that they  
6 made hiring Bill Laberdy, who wasn't qualified,  
7 closed 16 schools and fired 2,000 people in 2003,  
8 they couldn't convince the voters to elect their  
9 candidates to school board anymore, so they went  
10 to the governor to get the state to take over.

11 Yesterday's Post Dispatch Editorial  
12 promoting appointed boards will refer to that  
13 effort to keep control in the hands of the city's  
14 own regards. Please consider the aspirations of  
15 the stakeholders who are speaking to you at these  
16 meetings. We want our democracy back. We want  
17 our accountable school board back. We want to be  
18 engaged in the decisions that affect our  
19 children. We want our kids to achieve. We can  
20 success of schools. Our elected school board has  
21 been patiently waiting in the wings for ten  
22 years. Please recommend the existing elected  
23 board be returned to governance.

24 MR. GAINES: Ms. Kathleen Farrell,  
25 Natalie Vowell and Jay Ozier.

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1 MS. FERRELL: My name is Kathleen  
2 Farrell. I speak on behalf of the League of  
3 Women Voters of Metro St. Louis. On February  
4 14th, 1917, we sent a registered letter to DESE  
5 saying that the League of Women Voters of Metro  
6 St. Louis supports quality public school  
7 supported by voters. In turn, we support the St.  
8 Louis Public Schools in their efforts to create a  
9 public education designed for the students of  
10 this city.

11 We said now that we are fully  
12 accredited, we urge DESE to return, as state  
13 statute stipulates, to an elected board. We went  
14 on to give the reasons, and this is a long  
15 letter. That letter was neither acknowledged nor  
16 was it answered, and that is the first step that  
17 you are asking us to trust, DESE.

18 Let me also say that this letter came  
19 after numerous members of the League of Women  
20 Voters not only from St. Louis, but across the  
21 state attempted to meet with every member of any  
22 legislative committee that dealt with the  
23 oversight and also the budget for St. Louis  
24 Public Schools. 281, we were told that if we  
25 were not their direct constituent, they didn't

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1 want to talk to us. This is the legislature that  
2 you are asking us to represent us in making this  
3 decision rather than the voters of the city of  
4 St. Louis.

5 We also attempted to talk to the new  
6 governor. You may all know that people don't  
7 talk to this governor. He certainly didn't want  
8 us to talk to him either. This is the third  
9 level of government you are asking us to trust to  
10 make this decision.

11 After listening to these meetings and  
12 we are at these meetings, we have these points.  
13 Number one, the public impact, Professor Wong --  
14 and I'm also a professor -- matters a lot. Why  
15 not let it happen? I think it is very  
16 interesting that many of the examples that you  
17 cite as good examples, the public directly voted  
18 to make the decision. That is not the case here  
19 and therefore, it is very difficult to compare  
20 those examples to us. If public input is so  
21 important, then why make it so indirect to those  
22 who say they don't want to listen to it? Why not  
23 make it direct and have the vote?

24 Professor Wong talked about  
25 quote/unquote fragmentation of elected boards.

1 Why are they fragmented, ladies and gentlemen,  
2 because they represent, according to your  
3 language, the constituents that they serve. You  
4 may call it fragmentation. The League of Women  
5 Voters and the people in this room call it  
6 democracy.

7 My last point, maybe we ought to  
8 allow the state legislature to appoint our mayor  
9 and board of alderman so that they are less  
10 fragmented or the state legislature or you know  
11 what, some mornings I wake up these days and  
12 would like Congress to be appointed too and maybe  
13 even the President of the United States. This is  
14 outrageous. The League of Women Voters has been  
15 protecting voting for a hundred years. This we  
16 will be on the front lines for.

17 MR. GAINES: Ms. Farrell, I think you  
18 would find we would welcome your petition, your  
19 letter. It will become a written part of our  
20 recommendation. Next is Ms. Natalie Vowell, Jay  
21 Ozier and then Wallie Amusa.

22 MS. VOWELL: There's been all this  
23 talk about community engagement. As an elected  
24 board member, since Sunday, I have been getting  
25 constituent phone calls until well after

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1 midnight; texts, e-mails, I've been responding to  
2 these things from all of you and other members of  
3 the community who are not able to be with us  
4 tonight. I won't go over who appoints who.  
5 That's been gone over with.

6 To remove any of the three of the  
7 Special Administrative Board members, we would  
8 have to go through quite a process. I would like  
9 to know how many of you, how many phone calls  
10 have you taken from the community? Any of you?

11 MR. GAINES: Excuse me. Are you  
12 referring that question be answered by members of  
13 the SAB?

14 MS. VOWELL: By members of the task  
15 force? No phone calls?

16 MR. GAINES: We have -- so that it is  
17 understood, we have purposely not given out the  
18 phone numbers, addresses, et cetera of task force  
19 members. Those of the SAB are readily available,  
20 but these are people who volunteered to listen to  
21 a large amount of information and then make a  
22 recommendation. They are not decision makers in  
23 any part of this. That are simply people who  
24 have volunteered and are not volunteers --

25 MS. VOWELL: (Inaudible) Mr. Gaines.

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1 MR. GAINES: I'm sorry?

2 MS. COOKSEY: I have received phone  
3 calls in support of an elected board.

4 MS. VOWELL: Thank you, Board Member  
5 Cooksey. So to remove any of you guys from  
6 power, we would really have to go through the  
7 president of the board of alderman and unelect  
8 Lewis Reed. We would have to unelect Mayor Lyda  
9 Crewson or Governor Eric Greitens is even better.  
10 The Special Administrative Board has stated that  
11 you now reign in power indefinitely, which brings  
12 us to the question of who would appoint a new  
13 fully appointed board? That would require new  
14 legislation. Nothing in state statute 162.1100  
15 allows for anything other than an appointed  
16 board -- or an elected board.

17 An appointed would require new  
18 legislation, and we don't know what that is.  
19 What would that start to look like for us? And  
20 who would be in charge of us? None of us have  
21 seen any examples of potential legislation. So  
22 how can we, the citizens, form educated  
23 decisions? How can we submit our opinions if we  
24 don't have all of the information?

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1 hashtag is we choose SLPS. Do we? Considering  
2 that nine appointed people will help chose the  
3 educational state of a city of 315,000 residents,  
4 25,000 SLPS students and \$225,000,000 a year of  
5 your tax dollars, I'm not sure who they mean by  
6 we.

7                   This is not about the individual  
8 members who currently serve on the board of  
9 education. It is about the very concept of  
10 democracy in education. A few people right up  
11 the chain outside of St. Louis could very well  
12 take that basic right away from us. Should they  
13 get their way, we will not stay quiet. Public  
14 education deserves a public voice and you cannot  
15 silence an entire city.

16                   MR. GAINES: Jay Ozier, Wallie Amusa,  
17 And Camron Rhodes.

18                   MR. OZIER: Yes. This is Jay Ozier.  
19 I think that with what we've heard over tonight  
20 and the earlier this week, it is very clear of  
21 those in the City of St. Louis that we cherish  
22 our right to vote and that we believe that  
23 democracy, with some of the problems that it has,  
24 and we surely can see that we've have some  
25 problems in that process, particularly as of

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1 late. One of the things about education in the  
2 public schools in particular that very seldom is  
3 mentioned in the process is on -- or we will pass  
4 very fast on this mission is the income  
5 disparities and poverty and in terms of housing.  
6 I think there was mention the other day that  
7 nearly 30 percent of the students in the public  
8 schools would not be at the address they are at  
9 today. They would not be at that address one  
10 year from this day. So every three years, we've  
11 got a tremendous -- that is a tremendous  
12 movement.

13 I do want also to acknowledge all on  
14 the panel, Richard Gaines, the SAB,  
15 Superintendent Adams for all of the work and  
16 volunteer work that has been done. I know and  
17 most of us do know the riches you have. I've  
18 spend a lot of time over the last 40 years in  
19 regards St. Louis Public Schools, but at no time  
20 do we really -- there's no way that we could  
21 really even contemplate giving up our right to  
22 vote. That would be like, you know, giving up  
23 your first born, your birth right, if we give  
24 that up.

25 That's basically what I wanted to

1 say, and I hope that in all this information that  
2 you have that was presented, that surely you will  
3 come to this same conclusion that most of us have  
4 come to, elected school board is the way to go  
5 and we do not want to give that state legislature  
6 any chance that anything that we can prevent from  
7 them getting into it. It is going to be in our  
8 best interest not to get -- give them the least  
9 amount of chance to be involved in the public  
10 schools in the City of St. Louis because their  
11 records show that they're not interested because  
12 they never put any money where their mouth is,  
13 and they always shortchange us. Thanks.

14 MR. GAINES: Wallie Amusa, Camron  
15 Rhodes and Kayla Reed.

16 MR. AMUSA: First of all, I want to  
17 say good evening. I want to thank the SAB, the  
18 superintendent and the great employees and  
19 members of the Local 420, the people that  
20 actually make it happen in the field. I have a  
21 comment and then I have a question for Professor  
22 Wong.

23 When dealing with what we call  
24 governance here tonight, it appears that  
25 Professor Wong kind of took it out of context.

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1 He made a lot of assumptions. He has quite a  
2 level of accomplishments that are totally out of  
3 place from one researcher to another and they are  
4 very disappointing. The claim that appointed  
5 boards are responsible for closing the  
6 achievement gap is just false. All boards in the  
7 country, appointed or not appointed or elected  
8 because of the incredible commitment that  
9 President Obama made to public education all  
10 across the country, school boards have been  
11 blessed for a long time and improving for all  
12 students. Whether they are appointed or elected,  
13 they are making progress. So it is not fair to  
14 come in here and try to sell us some nonsense  
15 about appointed boards somehow has some kind of  
16 preferred status in changing that achievement gap  
17 anywhere in this country. It is teachers that  
18 are working very hard, with superintendents that  
19 are working very hard, with parents that are  
20 doing a better job and students that are working  
21 very hard that are changing what is happening in  
22 this country today with the support of  
23 politicians that care about children, politicians  
24 that put the resources where they belong.

25 I remember President Obama and the

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1 Department of Education spending billions of  
2 dollars to specifically address that bottom 20  
3 percent all across the country that were  
4 underperforming. So don't come in here with some  
5 racist nonsense trying to deny us credits. Let  
6 me put it this way, because racism has a way of  
7 undervaluing the lives and the accomplishments of  
8 black people. So you are going to claim some  
9 kind of appointed board made all these particular  
10 achievements when, in fact, it was a black  
11 president that was elected in this country that  
12 put the resources in the Department of Public  
13 Education to help uplift all the schools that  
14 were failing all across the country. That is  
15 just some crap. We aren't going to stand for it.  
16 That's some bogus research.

17                   Number two -- number two, is there  
18 any research that an appointed board is  
19 inherently -- is inherently incapable of the lack  
20 of capacity to act in the interest of children or  
21 to prioritize resource allocation or to be  
22 accountable? The fact is that there is no  
23 research to that extent that says elected  
24 boards -- or rather elected boards are incapable  
25 of prioritizing resources, of having the capacity

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1 to act in the interest of children and so on and  
2 so forth or lacking the functionality that gugaly  
3 goop that you said earlier, the functionality of  
4 expertise, whatever that nonsense means. So I  
5 put it to you this way --

6 MR. GAINES: Mr. Amusa.

7 MR. AMUSA: I have 20 seconds, sir.  
8 The fact is that all the childhood education  
9 which in this community was put in by  
10 Superintendent Adams with the full support of  
11 Local 420 and parents in this community is what  
12 is beginning to make the changes. I appreciate  
13 what the SAB has done, but I tell you, without  
14 the teacher and the educators and the  
15 paraprofessional employees, that would not  
16 happen. It is time to restore democracy to the  
17 people of this community because black folks are  
18 being tired of those who want to go back to those  
19 days when we had no rights that anyone is bound  
20 to respect. Let's cut the crap.

21 MR. GAINES: Carmen Rhodes, Kayla  
22 Reed and Annie Rice. Please state your name  
23 first, please.

24 MS. REED: It is Camron Rhodes, and  
25 he said his question was already answered so I'm

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1 Kayla Reed. I am a citizen, resident, voter of  
2 if 6th Ward. I am the organizer of St. Louis  
3 Action Council, and I am a full-time student at  
4 Washington University. I have a couple of  
5 comments, and I have three questions. The first  
6 comment, it is my opinion that education should  
7 be a public constitutionally guaranteed right and  
8 for now it is treated as a public good. An  
9 appointed board, in my opinion, destroys the  
10 accountability mechanism that preserves our  
11 democracy, and those public goods. We cannot  
12 allow our children -- I don't have children. I  
13 have nieces and nephews. We cannot allow our  
14 children's education to be dependent on an ever  
15 changing and chaotic political landscape. A  
16 local elected school board provides the most  
17 transparent and accountable process progressing  
18 the St. Louis Public School District.

19 Our city also falls victim to big  
20 governors, private agendas and conservative  
21 propaganda, and appointed boards circumvents  
22 democracy and removes all bridges to  
23 accountability. There is a large and loud  
24 conservative movement to privatize education and  
25 this feels like a step in that direction. There

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1 is no body more representative and accountable to  
2 children's future than the parents and the voters  
3 who enroll their children in St. Louis Public  
4 Schools.

5                   So my question -- my questions are,  
6 one, how do you account for a difference in  
7 political ideologies and emphasis on a local and  
8 state level with regard to education and the  
9 needs of our students? Most notably, Eric  
10 Greitens and a veto proof Republican legislature  
11 having the powder to make decisions of a  
12 democratic city?

13                   Two, are you saying that an appointed  
14 board cannot be swayed by political ambitions,  
15 higher agendas, big donors or personal opinions  
16 because I would like to disagree.

17                   And three, when DESE does not grant  
18 people what they want, what we want, an elected  
19 board, what is our recourse? Because the same  
20 governor that appointed five new members to DESE  
21 is a part of the board, the party that has veto  
22 proof in the state legislature, and so we know  
23 how this cookie will crumble.

24                   And so it is my opinion that we need  
25 to not continue to waste time and resources

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1 listening to what we have already said. It is my  
2 opinion that we need to have a strategy for when  
3 they fail us because that is what they have done  
4 since I was a student in 1996 in the St. Louis  
5 Public School District to now when I am still a  
6 college student in 2017.

7 And so my suggestion and  
8 recommendation, my vote is pretty synonymous with  
9 the room. We have to return to an elected board.  
10 If our voices do not matter, how can you tell  
11 babies in schools that theirs will? Thank you.

12 MR. GAINES: Kayla Reed. Annie Rice.  
13 That was Kayla Reed.

14 AUDIENCE: She had a question.

15 MS. REED: It is okay. It is almost  
16 10:00.

17 MR. GAINES: It was pretty much  
18 rhetorical.

19 MS. RICE: I'm Annie Rice. I just  
20 wanted to make sure that if you wanted answers,  
21 you got answers tonight.

22 MR. GAINES: Would you please  
23 announce your name before you start?

24 MS. RICE: I'll say it again. I'm  
25 Annie Rice. I am the 8th Ward Democratic

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1 Committeewoman. So first of all, I want to  
2 highlight again what Chairman Cooksey said best,  
3 that our school board president received 26,000  
4 votes when our mayor received 17,000. I think  
5 that shows that the City of St. Louis already  
6 votes for school board. We care about school  
7 board and that's without a school board, an  
8 elected school board that has any power. And I  
9 think that should be indicative that we are ready  
10 to get back in this.

11           Also, if we do -- if this body or  
12 DESE decides to do anything other than an  
13 immediate return to elected control, we hand over  
14 our governance to the state legislature that has  
15 shown nothing but disdain for the City of St.  
16 Louis. There's a veto proof majority that we  
17 have to come up against. And as soon as they  
18 create an appointed scheme of their own, we will  
19 be their guinea pigs for school choice. We will  
20 be their guinea pigs to take away even more of  
21 our voice for the students in the City of St.  
22 Louis. They'll try to govern our teacher's  
23 unions and then also gut our ability to vote to  
24 get our control back.

25           And I also want to highlight again, I

1 feel like I'm repeating what Kayla said here, but  
2 if an appointed board is somehow still  
3 democratic, you put an extra barrier in there.  
4 If the people who appoint our school board are  
5 elected, that's one more extra layer that we have  
6 to get to have our voice heard and that's not  
7 acceptable in democracy.

8 I have two questions for Professor  
9 Wong. First of all, you have received money from  
10 the Smith Richardson Foundation. Are you aware  
11 that the Smith Richardson Foundation also  
12 supports a number of far right groups, including  
13 ones designated by the Southern County Law Center  
14 as hate groups such as the Federation for  
15 Immigration Reform, the Center for Immigration  
16 Studies, the Kato Institute? Not all of these  
17 are hate groups, but these are also ones  
18 supported by the Smith Richardson Foundation and  
19 the Manhattan Institute. Yes, you are aware that  
20 those are all --

21 DR. WONG: I don't think I'm aware of  
22 those organizations that receive money from the  
23 Smith Richardson Foundation that you identified.

24 MS. RICE: Okay. And also, what is  
25 your standard fee for appearing in these sorts of

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1 processes?

2 DR. WONG: For?

3 MS. RICE: For appearing in a  
4 situation like tonight, what is your standard  
5 fee?

6 DR. WONG: There's no fee involved.  
7 Yeah. Thank you.

8 MS. RICE: Thank you. To wrap up my  
9 comments, I support an immediate return to an  
10 elected board for the City of St. Louis. I think  
11 that is the best way for our students, for the  
12 future of our city, for representation and  
13 democracy. Thank you.

14 MR. GAINES: I will try and repeat  
15 again something that I did mention when we  
16 started. Most of the people you will see before  
17 you have volunteered to come and speak. We've  
18 requested them to come. You had three members on  
19 Monday night from MSBA and NSBA that came on  
20 their own costs on a voluntary basis. Rasheen  
21 Aldridge, 5th Ward Democratic Committeeman. If I  
22 mispronounce a name, please when you announce it,  
23 pronounce it please to let me know what it is.

24 MR. ALDRIDGE: You did a good job,  
25 Mr. Gaines.

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1 MR. GAINES: Thank you.

2 MR. ALDRIDGE: My name is Rasheen  
3 Aldridge, and I'm the 5th Ward Democratic  
4 Committeeman. I want to begin by thanking all of  
5 the volunteers on the task force. I know that  
6 you are just putting in a lot of time and a lot  
7 of countless effort to also make this a process  
8 hopefully just for the people.

9 I also want to thank everyone who  
10 came out today to make sure that we continue to  
11 make sure our voices are heard, to continue to  
12 inform the panel of whatever recommendation that  
13 they come up with, that we want one thing and  
14 that is an elected board. I also want to thank  
15 all of the elected board members, if they can  
16 stand, because while they're standing they have  
17 -- even though they do not have power, they  
18 continue to work to try to figure out a way to  
19 return power. We all know that this last  
20 election, we all went to the ballot box and made  
21 it very clear. This last election was one of the  
22 highest elections that we've had in a long time.  
23 It was actually at the meeting on Monday, about  
24 30 percent of the city had come out and voted,  
25 not just for the mayor and not just for state

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1 reps and not just for alder people, but they went  
2 all the way down the ballot to also elect school  
3 board members. And sometimes people do not  
4 always go down the ballot, but they did go all  
5 the way down the ballot this time.

6           At the last meeting, we saw that a  
7 majority -- and this is repeated, but a majority  
8 of our school boards across the country are  
9 elected. Now, the issue in St. Louis if you ask  
10 me is not about the school board. It is not  
11 about if it should be elected or appointed. It  
12 is about the kids in St. Louis not getting a fair  
13 opportunity, not getting the resources that they  
14 need to succeed fully in school. Like I stated  
15 at the last meeting back Monday, I went to  
16 Parkway so I seen day and night in these schools  
17 how one school had plenty of resources,  
18 after-school programs, things that you needed to  
19 excel to that next level. But in our own city  
20 schools, we didn't have those resources. And it  
21 wasn't due to the school board. It was due to  
22 money that is not flowing in these schools for a  
23 reason that who knows why.

24           At the end of the day, I'm sure that  
25 you guys are going to come up with this report,

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1 but I'm asking you that when you do this report,  
2 as we did on the Ferguson Commission, we put on  
3 an equitable lens because you can go behind what  
4 you're charged to do and you can go beyond what  
5 is in the charge. And putting on that equitable  
6 lens, we will see that an elected board is the  
7 right way to go and that we need to give the  
8 resources to the school board and to these kids  
9 so they can be successful. I don't think we want  
10 to go to appointed board. We know how politics  
11 work in this city, and it is not going to work in  
12 favor of the children, and it is not going to  
13 work in favor of the schools in north St. Louis.  
14 Please, please, please send us back to an elected  
15 board. Thank you.

16 MR. GAINES: Matt Heskamp, Jessie  
17 Todd and Carrie Berry. I'm sorry. Make that  
18 Katie Berry. Matt Heskamp, Jessie Todd and Katie  
19 Berry.

20 MR. HESKAMP: I'll keep mine rather  
21 simple and short and sweet and to the point. I  
22 founded a nonprofit recently called Missouri  
23 Political Literacy where we engage the board of  
24 alderman to make them transparent and accountable  
25 and accessible, and I find this is an important

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1 step outside of what I normally do because this  
2 is a really important facet to St. Louis and this  
3 is sincere, especially bringing the board back to  
4 a locally elected position -- elected board  
5 because it is transparent, democratic and  
6 accountable because the voters in this city  
7 aren't as dumb as this presentation today made  
8 them sound to be.

9 MR. GAINES: Jessie Todd.

10 MR. TODD: My name is Jessie Todd. I  
11 went to St. Louis Public Schools -- I attended  
12 St. Louis Public Schools. My kids attended the  
13 St. Louis Public Schools system. I taught in the  
14 St. Louis Public Schools system. I'm an elected  
15 official. I think, first of all, this is racism  
16 101, and the reason that it is racism 101 is the  
17 schools that have been taken over, appointed, are  
18 black, just like racism 101.

19 Number two, poverty. We haven't  
20 mentioned one time we had when I was in the  
21 classroom kids coming in hungry. That has an  
22 effect on test scores. Why haven't you studied  
23 that?

24 The other thing that happened, how  
25 about the summer? Did you mention that they get

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1 free lunch -- free breakfast and free lunch  
2 during the school year. When they're out of  
3 school, they don't get anything. You should have  
4 put some of that in your study, during the  
5 summer. But one solution would be to have the  
6 school -- they could go to extended school year  
7 to have increased test scores, changing the  
8 curriculum. You have a Euro sense curriculum.  
9 You need to emphasis some blackness in these  
10 schools because the schools are predominantly  
11 black. That would increase the self-esteem, the  
12 confidence and everything of the kids.

13                   So those are some of the things --  
14 and you cannot have accountability without  
15 democracy. You cannot. Look at right now, we  
16 are having the board -- the board of alder  
17 people. I mean the struggle with the democratic  
18 central committee petition to put it back on the  
19 ballot. They're cutting the wards in half, and  
20 the reason they're cutting them in half is so  
21 that it can cause more to elect people and take  
22 the elected official farther away from the  
23 voters.

24                   And then we have to deal with the  
25 crack cocaine. They came into our black

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1 community. They created lasting incarceration  
2 that was directed directly at black people.  
3 These are politicians that you're taking about  
4 that are going to appoint somebody to the school  
5 board. No. They are the ones who created the  
6 problem. Some of those parents right tonight are  
7 sitting up in prison with all of those long  
8 sentences because of crack cocaine. Now we have  
9 an opioids epidemic. You don't see any of those  
10 going to prison. So I say, again, it is racism.

11                   What we need to do, we need to have  
12 democracy. We pay for the schools. And when you  
13 pay for something -- and the only way to change  
14 the system is through democracy because an  
15 appointed school board is going to be the same  
16 mayor and other people that are going to appoint  
17 people that they can control, and those are  
18 political appointments. But it is an oligarchy,  
19 and we need to have -- instead of an oligarchy,  
20 we need to have democracy. Thank you.

21                   MR. GAINES: There is one thing I'd  
22 like to say because this is something that a  
23 number of us are very proud of. The children who  
24 go to St. Louis Public Schools receive two meals  
25 free. We have 80 percent of our students who

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1 meet the free meal statute. In the matter of  
2 approximately another three or four weeks, all  
3 children, regardless of their financial status,  
4 will be receiving free meals. Now, when I say  
5 free meals, we're talking breakfast and lunch.  
6 That's two of the, quote, three meals a day.

7 I think it is important that you  
8 understand that when we were impanelled, this  
9 school system was buying the lowest grade food  
10 stuff available by the Department of the  
11 Agriculture in the nation. We were ranked by the  
12 Physicians Mutual with an F for the quality of  
13 foods that were being served to the children in  
14 the school rooms. This school system now is  
15 ranked number one. I won't say number one. It  
16 is ranked A.

17 You will notice that Bill Clinton,  
18 former president, was here last week. He was  
19 here to congratulate the school on the food  
20 programs, the nutritional aspects now of the food  
21 programs in St. Louis Public Schools. There are  
22 a lot of things that have to be made better. We  
23 know that. All of us know that, but let's talk  
24 realistically about some things that are better,  
25 and that is one area in food service that this

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1 school system is doing better. The next speaker  
2 is Katie Berry, Jeanine Molloff and Tony  
3 Zebrowski. Katie Berry, Jeanine Molloff and Tony  
4 Zebrowski.

5 MS. MOLLOFF: I'm sorry. I'm a  
6 shorty. My name is Jeanine Molloff. I'm a  
7 retired speech language pathologist from the St.  
8 Louis Public Schools of some 30 years tenure. I  
9 did everything from early childhood special ed  
10 all through high school. I want to say very  
11 simply, I do challenge you, Dr. Wong, and on your  
12 accusations. You showed us old data. You did  
13 not actually establish causality between your  
14 claims and what your data said. You didn't  
15 produce a control group. Nothing.

16 That being said, however, what this  
17 is really about is about democracy. It is  
18 absolutely horrible -- no. It is disgraceful and  
19 obscene that we have to come here and plead with  
20 people from the state and volunteers for our God  
21 given right to self-govern through a democracy.  
22 What part of that is so difficult to understand?  
23 Right now we're supposed to be setting the  
24 example for our children. How in the world can  
25 we tell them that democracy is good when we

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1 actually don't have one right here, when we have  
2 the equivalent of a poll tax? Communities that  
3 are too poor to be able to actually afford to  
4 fully fund their schools, well, you don't get to  
5 have your votes counted and the results of your  
6 publically elected board members is going to be  
7 thrown out. That is a poll tax, a de facto poll  
8 tax, but that is what it is. It is Jim Crow, it  
9 is not just based on grades. It is also based on  
10 economic level. This is the 21st century version  
11 of Jim Crow. There is no moral justification for  
12 this at all.

13                   And even though some of you people,  
14 you sat up here and you volunteered your time,  
15 but did you give a thought even for a second as  
16 to what you were signing up for? To represent a  
17 group, an SAB, that is totally illegitimate.  
18 When they took over our publicly elected board  
19 and produced one to their liking and threw out  
20 the results of a fair election, they  
21 disenfranchised an entire city of voters. And I  
22 do believe that it was Dr. King that said  
23 injustice against one is an injustice against  
24 all. Well, Dr. Adams, our right to vote should  
25 count, and right now it doesn't and right now I'm

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1 going to announce frankly that I'm going to be  
2 joining, hopefully, my friend Bruce Franks in  
3 state legislature. And if I do get elected, I  
4 can guarantee you, there will, sir, be  
5 investigations and there will be possible  
6 criminal charges filed and subpoenas, because,  
7 frankly, the DESE, Mayor Slay, Jay Nixon, the  
8 SAB, none of you have the right to disenfranchise  
9 a single person here.

10 And everybody, we're in this  
11 together. We're all supposed to be Americans.  
12 So how do we make that document, the Bill of  
13 Rights, a living document and stand together  
14 because no matter what you say, we will have our  
15 democracy back again.

16 MR. GAINES: Tony Zebrowski, Phillip  
17 Weeks and Sid Chase.

18 MR. ZEBROWSKI: Good evening. It is  
19 late. My name is Tony Zebrowski, and I have a  
20 child in St. Louis Public Schools at Mason  
21 Elementary. I obviously support elected board.  
22 I worked hard to get the folks elected sitting  
23 here today. I did come to have -- to at least  
24 take a moment to listen to what Dr. Wong had to  
25 say and definitely was enlightened and encouraged

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1 by the questions that the task force asked this  
2 evening. So I want to thank you-all for the  
3 questions that you brought to Dr. Wong. I was  
4 given a flyer walking in here slandering Dr. Wong  
5 quite aggressively. I Googled him and his  
6 research, and unless the Center for American  
7 Progress is right winged and John Podesta and Tom  
8 Daschle are right wing, his main paper that he  
9 cited his research from was actually published by  
10 them, just in case anybody was interested. And I  
11 thought it was also very interesting that it was  
12 also majority of democratic mayors who seized  
13 control of that.

14 I'm only pointing these things out  
15 not to say that it is okay. I don't think it is  
16 okay. I think we should really look at the fact  
17 that I hear a lot of fear about  
18 Republican-elected officials, disenfranchised  
19 voters, but are we not also concerned about  
20 Democratic representatives disenfranchising the  
21 voters?

22 When I look at the history of this  
23 movement of mayor directed school boards,  
24 Jackson, Mississippi has had it for 200 years and  
25 then in 1995, Boston gave it a shot and a few

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1 other schools gave it a shot, and yeah, their  
2 main problem was fragmentation, right, but I  
3 think our schools have gone through periods that  
4 are reflective of our times. And I would love to  
5 talk to Dr. Wong more about his research could  
6 actually be effected by the time and the place  
7 that this movement has happened.

8 In earnest, you know, eleven cities  
9 were studied, five cities had great improvements  
10 in the education with the mayor appointed board  
11 and four had minor improvements, but I didn't see  
12 anything in my quick research I had -- well, I've  
13 had four hours to do it. I didn't see anything  
14 that showed correlation. I just wonder if it is  
15 more about time.

16 But anyway, I just got up here to say  
17 that Republican or Democrat, elected officials on  
18 both sides of the aisle are here to  
19 disenfranchise you. I would not -- I would be  
20 just as worried, I should say, about a mayor who  
21 did not receive as many votes as the school board  
22 president. I think we should keep that in mind.

23 MR. GAINES: Your time has expired.

24 MR. ZEBROWSKI: Thank you.

25 MR. GAINES: Phillip Weeks, Sid

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1 Chase, Dan Delpha. Please say your name first.

2 MR. WEEKS: Hello. My name is

3 Phillip Weeks. I think Dr. Wong's models really

4 don't apply to St. Louis City, and the models he

5 presented would not accurately reflect the

6 desires of the people of the St. Louis City. One

7 is because of the vision factor and two is

8 because of accountability. The vision that he's

9 talking about would be established by the

10 governor and the mayor. The governor received 15

11 percent of the vote of St. Louis City. Do we

12 want a governor with 15 percent of the vote of

13 St. Louis City deciding who is going to be on the

14 board? That was a majority. Second of all, how

15 do we hold a governor accountable who only

16 received 15 percent? Give him 10 percent? Okay.

17 So in addition, our St. Louis mayor only received

18 33 percent of the vote. So with this vision of

19 these two, we're not operating on a scale of

20 governmental -- I mean, democracy accountability.

21 There is not the democracy accountability you

22 would like. Your models don't apply to this

23 situation. So we need an elected board to

24 reflect the democracy of St. Louis City.

25 In fact, our model would be more

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1 similar to Michigan. In Michigan, they had an  
2 emergency manager who basically destroyed the  
3 Detroit school system. He took away one of the  
4 most successful public schools that had a high  
5 graduation rate. Okay. Second of all, we see in  
6 Michigan what happens when you take democracy  
7 away and you appoint basically what is an  
8 emergency management, whether it is a board or in  
9 the case of Flint, where you had the emergency  
10 management. We know what happened in Flint. We  
11 know what happened in Detroit. We know what  
12 happens when you have the interest of the state  
13 which is different from the interest of city.

14           You are talking about fragmentation.  
15 Fragmentation exists in our legislature, and  
16 unfortunately, the fragmentation of the Missouri  
17 legislature would be more fragmented than any  
18 representation in St. Louis City. We do not want  
19 to forfeit our democracy to a model that you have  
20 presented. Thank you.

21           MR. GAINES: Sid Chase.

22           MR. CHASE: My name is Sid Chase.  
23 I'm a teacher. Some of you know me. I'm on the  
24 Internal Board of Review. By the way, Kaylan,  
25 congratulations on your appointment to this and I

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1 hope you serve well. I have just a couple of  
2 things to say. The word fragmentation has been  
3 banded about, supported with Dr. Wong. I accept  
4 that, but you've got to realize something, Dr.  
5 Wong. Democracy is messy. It's always messy.  
6 That's what democracy is. It is a mess. But it  
7 is the best thing that there is. Okay? Town  
8 hall meetings are a mess, but they are what we  
9 have. Congress is a mess, and it is wonderful,  
10 okay? It is the people's house. That's what we  
11 are. We are not autocrats. We don't move from  
12 the top down. We move from the bottom up.  
13 That's what we do. And sometimes it takes a long  
14 time to make something happen. Sometimes it is  
15 more of a mess, but it is the greatest thing  
16 going. That is America, anything else is  
17 foreign.

18                   Okay. Secondly, Dr. Wong, you're  
19 being Pollyanna, completely Pollyanna.  
20 Philadelphia is dysfunctional. You always cite  
21 it. The mayor has to beg the governor to get  
22 five cents for the public schools in  
23 Philadelphia. It doesn't work. It is  
24 dysfunctional. Baltimore is dysfunctional.  
25 Detroit is dysfunctional. The governor has

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1 appointed a string of people before just now they  
2 went back to the elected board. They had a  
3 string of managers, none of whom could make it  
4 happen. What happens is democracy eventually  
5 rears its ugly head in America and we have it.  
6 Well, we'll get you there folks. It may take a  
7 while, but we'll get you there.

8 In Hartford -- in Hartford, they --  
9 what they did was they appointed so many -- they  
10 made it necessary to have so many different  
11 groups on the board that nobody can operate.  
12 Every single ethnic, religious, racial, whatever  
13 group had to be on the board. So in Hartford,  
14 nothing happens, because nobody has any power.  
15 The only way it happens is when everybody elects  
16 those who are standing for election.

17 Democracy is very important. It is  
18 what we are in this country. And Doctor, it  
19 doesn't work your way. Yours is neat. Yours is  
20 pretty, and it just doesn't work. Thank you.

21 MR. GAINES: Dan Delpha, Dorothy  
22 Rohde-Collins.

23 MR. DELPHA: My question has pretty  
24 much been answered at this point so I will just  
25 briefly say we want an elected board. Thank you.

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1 MS. DOROTHY ROHDE-COLLINS: My name  
2 is Dorothy Rohde-Collins. I'm a SLPS parent,  
3 former SLPS teacher and a member of the elected  
4 board. When I hear Dr. Wong speaking about a lot  
5 of the things that appointed boards can leverage,  
6 things like evidence based practices, emphasizing  
7 reading scores, all of those things are well  
8 established in research, they're available to  
9 anyone. They are not things that appointed  
10 boards are uniquely positioned to carry out. So  
11 to base this whole decision on something that  
12 anybody can do. And some of the task force  
13 members referenced that, there is no reason that  
14 some of those practices that appointed boards  
15 carry out cannot be implemented by appointed  
16 (sic) boards is kind of silly to make this  
17 assumption that only appointed boards can do  
18 those things.

19 In addition, I heard him speaking  
20 about teachers' unions and how somehow appointed  
21 boards would work more closely with teachers  
22 unions. Well, Local 420 has publically stated  
23 they are fully in support of an elected board.  
24 So if we have anything other than that, I fail to  
25 see how that is somehow going to allow the

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1 teachers' union and the school boards to work  
2 well together. All right. I've heard several  
3 people kind of mention, but I wanted to  
4 explicitly say it again that there seems to  
5 me there is a correlation between the rise of  
6 these appointed boards and the rise of charter  
7 schools in the '90s. Our former Mayor Slay,  
8 current Mayor Crewson and our current Governor  
9 Greitens are all on record in support of charter  
10 schools, are proponents of charter schools and  
11 proponents of vouchers. We don't need more  
12 charter schools in the City of St. Louis. We  
13 need neighborhood schools. We need community  
14 schools. Our teachers need supplies. Our  
15 parents need to feel that they can access  
16 district leadership. Our students need to feel  
17 that they belong to this community, that their  
18 rights, I guess, are represented. Our taxpayers  
19 need accountability. All of those things are  
20 things that we need, but we don't need more  
21 charter schools.

22                   And if you look at Dr. Wong's  
23 research, he explicitly states that in mayoral  
24 control, mayors should leverage charter schools  
25 and they should outsource these things. So it is

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1 hard for me to have some confidence in this  
2 research if the whole goal is designed to put  
3 more charter schools into cities.

4 MR. GAINES: Alderwoman Marlene  
5 Davis. Mabel Davis.

6 MS. DAVIS: I come to the conclusion  
7 where I'm not going to say much now because I  
8 realize that the purpose of being here, the topic  
9 should be about resolution. The appointed board  
10 has no authority to give a new direction. This  
11 task force has no authority to give new  
12 direction. The mayor or the board of aldermen  
13 has no authority to give new direction.

14 When I was president of this school  
15 board, I never argued with the -- I don't know  
16 who was mayor then, because you know what, you  
17 don't have the power over me. You have no  
18 authority to help me. You get on a bus, you get  
19 in a car and go to Jefferson City. We achieved a  
20 lot under a Republic controlled state house.  
21 That's where all of this energy needs to be  
22 bottled and taken to the steps, taken to the  
23 door, stay on it, because I'm going to tell you I  
24 stood on somebody's toes and he turned -- his  
25 little nose turned red and everything, but you

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1 know when we got through, we said, well, this is  
2 not how to do this. And the board members and  
3 the superintendent sat down and you figure out  
4 how to make it happen because at the end of the  
5 day, everybody wants to win and everybody want to  
6 look good. Use that to your advantage at this  
7 moment. Stop arguing with each other. Stop  
8 pointing fingers at each other. They didn't  
9 appoint themselves. They had nothing to do with  
10 that. And go back and do the research and see  
11 where the bill came from. Get it right. Get it  
12 right. That's all I'm going to say to the whole  
13 room. Get it right.

14 Don't waste your energy in the wrong  
15 place because you'll never get nothing and when  
16 people lead you down a wrong path with rhetoric  
17 in the wrong place, you will never get what you  
18 want. Because the ones that are sitting up there  
19 safe, because you're not even talking to them.  
20 Go get it done. I'll go with you. I'll pay for  
21 the bus.

22 MR. GAINES: Mabel Davis, Bruce  
23 Franks, Junior. Mabel Davis? Mabel Davis?  
24 Mabel Davis? Bruce Franks, Junior.

25 MR. FRANKS: I'm State Representative

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1 Bruce Franks, Junior. I'm going to say some  
2 things differently than I was going to say,  
3 especially because of the last comments from our  
4 well respected alderwoman.

5 First off, I want to genuinely thank  
6 Adolphus Pruitt for enlightening me at the last  
7 meeting about where to go. It is right to  
8 research. But this transition between  
9 generations when it comes to legislation and  
10 everything else, that communication gap is a  
11 problem. Because when we hear that often we're  
12 hearing pick yourself up out of your boot straps  
13 rather than educate those up under you and those  
14 that need that education. So I thank you for  
15 that. What I will say is that with all due  
16 respect to Marlene Davis, who I call Auntie  
17 Marlene, it was Republican ran then, but it don't  
18 look like it look now. We're talking about 163  
19 seats with 46 of those Democrats and 55 percent  
20 of the Democrats, I don't know if they're  
21 Democrats.

22 I ran for office for the same reason  
23 that everybody in this room has been standing up  
24 and saying different stuff about how they don't  
25 trust the legislature. They didn't differ

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1 between Republican and Democrat. They just said  
2 the state legislature, and I ran because I don't  
3 trust the state legislature. So if we have at  
4 least one person or two people or five people  
5 that the people can trust, that's what this is  
6 about.

7                   And we keep hearing this thing that  
8 this particular group doesn't make a decision but  
9 they give a recommendation. This wasn't put  
10 together for no reason. They were put together  
11 to hear concerns, to come from their different  
12 perspectives and give their perspective on what  
13 they heard. So they are absolutely helping and  
14 aiding in making a decision.

15                   And when I think about this process,  
16 I think about the last meeting and this meeting.  
17 The last meeting, the folks who got up to talk  
18 said that, well, we were told to not give a  
19 biased point of view. That is totally different  
20 from this one because that is about as biased as  
21 it gets. We didn't get the this side and that  
22 side and then let's meet in the middle. We got  
23 the this is why this particular board runs this  
24 way, and this is why it should run this way,  
25 which is an issue in itself. And I don't know if

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1 it got addressed or not, but Prince George's  
2 County is 65 percent black. So if you can look  
3 at another example and give us one, because that  
4 was one of the best questions that was asked,  
5 when you were talking about appointed boards and  
6 being in black communities.

7 So basically, I'm here to reiterate  
8 everything that everybody else said, but at the  
9 end of the day, when you get a buy in from the  
10 community and the community is telling you that  
11 this is what they want, as the folks that is  
12 listening to the community, it is your job to  
13 deliver that message.

14 MR. GAINES: This is for all of you  
15 who chose to come out this evening, share with us  
16 your thoughts about not only the process, but  
17 your thoughts about what education leadership in  
18 this community needs to be going forward. We  
19 welcome the comments, all comments. We  
20 appreciate your patience with this process, but  
21 it is honestly and earnestly an open process.  
22 And at the end of the day, a position reflective  
23 of what we as an SAB believe will go forward to  
24 the State, and the State being the Department of  
25 Elementary and Secondary Education.

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1                   The people who sit on this panel will  
2 help us make that decision. You and your  
3 involvement both here in this room and those that  
4 we think are thousands that are listening on  
5 social media this evening, we thank you. We  
6 appreciate you, and we will have one more  
7 session, which will be next Monday at Northwest  
8 High School as I knew it. It will start at the  
9 same time at 6:30, and at that time, we will have  
10 a presentation on hybrid boards, combinations of  
11 elected and appointed. Thank you so much this  
12 evening.

13                   (The hearing was concluded at 10:02  
14 p.m.)

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2

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**BOARD GOVERNANCE PUBLIC MEETING #2 11/9/2017**

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67:14 76:13 80:23 82:1 93:25 122:7 134:1 <b>year</b> 26:19,20 42:16 43:2,3 46:21 49:23 98:6 104:19 105:2 111:4 112:10 127:2,6 <b>years</b> 17:14 21:12 24:24 24:25 27:1,11 28:130:8 31:5 33:9,10,16 42:24 43:16 46:25 49:22 52:9,15,23,25 58:4,5 61:25 69:7,8,9 73:12 73:16 83:20 90:23 102:18 104:16,24 105:22 108:15 112:10,18 130:8 133:24 <b>Yesterday's</b> 105:11 <b>yield</b> 98:20 <b>York</b> 17:14 22:7 24:19 28:15,16 28:16 29:1,7 30:19,25 51:15 54:1 75:21 <b>you-all</b> 11:14 85:21 100:3 133:2	<b>1</b>	200 133:24 200-61:24 2000 71:23 2000s 75:13 200174:4 75:21 2002 62:2 75:21 2003 104:20 105:7 2004 33:25 2006 27:11 67:15 2007 57:10 99:5,16,24 100:11 2012 67:23 68:1 2013 29:25 2015 68:5,5 2017 1:9 119:6 21st 131:10 225,000,000 111:4 25 33:10 25,000 111:4 26,000 54:24 120:3 262 89:19 102:5 281 106:24 28th 9:18	420 10:23 95:1 113:19 116:11 139:22 45 15:22 16:4 46 143:19 4th 30:15,15 31:3	99 64:2
<b>Zebrowski</b> 130:3,4 132:16 132:18,19 134:24 <b>zero</b> 30:25	<b>2</b>	2 1:2 2,000 105:7 20 27:2159:4 59:17 87:4 115:2 116:7	<b>5</b>	55 100:11 143:19 5th 3:7 122:21 123:3
<b>0</b>	<b>3</b>	30 7:14 29:20 30:3 104:7,9 112:7 123:24 130:8 314-345-5755 9:1,2 315,000 111:3 33 135:18 35 7:14	<b>6</b>	63:30 1:10 7:11 13:7 146:9 60,000,000 104:18 62 52:20 64 98:5 65 145:2 6th 117:2
	<b>4</b>	4 17:15 97:1 40 112:18 400 15:23 16:3 93:15	<b>7</b>	7.70 97:4 72 21:10 52:20 73 21:11 75 44:21 7814:1,22,25 5:15 103:4
			<b>8</b>	8,000 94:17 80 128:25 80,000 9:25 19:19 66:24 80s 33:5 83 100:12 8th 3:9 30:15,16 31:3 119:25
			<b>9</b>	9 1:9 90s 33:5 140:7 95 21:16 89:2 96 64:11 84:23 98 64:1

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## Appendix D10. Public Meeting 3 Privately Recorded Comments

TOWN HALL MEETING 11/13/2017

Page 1

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2

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4

5

TOWN HALL MEETING

6

ST. LOUIS PUBLIC SCHOOLS

7

PRIVATE COMMENTS

8

NOVEMBER 13, 2017

9

REPORTED BY: REBECCA A. BREWER, CRR, RPR

10

11 (Starting time of the meeting: 6:30 p.m.)

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TOWN HALL MEETING  
ST. LOUIS PUBLIC SCHOOLS  
PRIVATE COMMENTS

Private Comments on the Town Hall Meeting  
of November 13, 2017 between the hours of 6:30  
p.m. and 10:00 p.m. at Northwest High School,  
5140 Riverview Boulevard, in the City of St.  
Louis, State of Missouri, before Rebecca Brewer,  
Registered Professional Reporter, Certified  
Realtime Reporter, Missouri Certified Shorthand  
Reporter, and Notary Public within and for the  
State of Missouri.

1 P R O C E E D I N G S

2 \* \* \* \* \*

3 UNIDENTIFIED SPEAKER: Is it true that one  
4 of your studies on mayoral control was criticized  
5 by a Montclair State University professor that  
6 made database claims without providing data  
7 sources, specifically you did not cite sources  
8 for the data and the methods section, thus I  
9 cannot confirm such claims, such as mayoral  
10 controlled districts have more money, which was  
11 limited to one page in the appendix?

12

13 (Ending time of the meeting: 9:45 p.m.)

14

15

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1 STATE OF MISSOURI)  
 )SS  
2 CITY OF ST. LOUIS)

3 I, Rebecca Brewer, Registered Professional  
4 Reporter, Certified Real-time Reporter, and  
5 Notary Public in and for the State of Missouri do  
6 hereby certify that the foregoing private  
7 comments section of the town hall meeting was  
8 taken by me to the best of my ability and  
9 thereafter reduced to typewriting under my  
10 direction; that I am neither counsel for, related  
11 to, nor employed by any of the parties to the  
12 action in which this meeting was taken, and  
13 further that I am not relative or employee of any  
14 attorney or counsel employed by the parties  
15 thereto, nor financially or otherwise interested  
16 in the outcome of the action.

17  
18  
19 \_\_\_\_\_ RPR, MO-CCR,  
20 Notary Public within and for the State of Missouri

21  
22 My Commission expires April 7, 2021

23  
24  
25

TOWN HALL MEETING 11/13/2017

<b>A</b>	financially 4:15 foregoing 4:6 further 4:13	outcome 4:16	St 1:6 2:5,18 4:2	<b>7</b>
ability 4:8 action 4:12,16 appendix 3:11 April 4:22 attorney 4:14	<b>G</b> G 3:1	<b>P</b> P 3:1 p.m 1:11 2:17,17 3:13	Starting 1:11 State 2:19,23 3:5 4:1,5,20 studies 3:4	7 4:22
<b>B</b>	<b>H</b> hall 1:5 2:4,15 4:7 High 2:17 hours 2:16	page 3:11 parties 4:11,14 private 1:7 2:6 2:15 4:6 Professional 2:20 4:3 professor 3:5 providing 3:6 Public 1:6 2:5 2:22 4:5,20	<b>T</b> taken 4:8,12 thereto 4:15 time 1:11 3:13 town 1:5 2:4,15 4:7 true 3:3 typewriting 4:9	<b>8</b>
best 4:8 Boulevard 2:18 Brewer 1:9 2:19 4:3	<b>I</b> interested 4:15	<b>Q</b>	<b>U</b> UNIDENTIFIED 3:3 University 3:5	<b>9</b>
<b>C</b>	<b>J</b>	<b>R</b> R 3:1 Real-time 4:4 Realtime 2:21 Rebecca 1:9 2:19 4:3 reduced 4:9 Registered 2:20 4:3 related 4:10 relative 4:13 REPORTED 1:9 Reporter 2:20 2:21,22 4:4,4 Riverview 2:18 RPR 1:9 4:19	<b>V</b>	9:45 3:13
C 3:1 Certified 2:20 2:21 4:4 certify 4:6 cite 3:7 City 2:18 4:2 claims 3:6,9 comments 1:7 2:6,15 4:7 Commission 4:22 confirm 3:9 control 3:4 controlled 3:10 counsel 4:10,14 criticized 3:4 CRR 1:9	<b>K</b>	<b>S</b> S 3:1 School 2:17 SCHOOLS 1:6 2:5 section 3:8 4:7 Shorthand 2:21 sources 3:7,7 SPEAKER 3:3 specifically 3:7 SS 4:1	<b>W</b>	
<b>D</b>	<b>L</b> limited 3:11 Louis 1:6 2:5,19 4:2	<b>X</b>	<b>Y</b>	
D 3:1 data 3:6,8 database 3:6 direction 4:10 districts 3:10	<b>M</b> mayoral 3:4,9 meeting 1:5,11 2:4,15 3:13 4:7 4:12 methods 3:8 Missouri 2:19,21 2:23 4:1,5,20 MO-CCR 4:19 money 3:10 Montclair 3:5	<b>Z</b>	<b>0</b>	
<b>E</b>	<b>N</b> N 3:1 neither 4:10 Northwest 2:17 Notary 2:22 4:5 4:20 November 1:8 2:16	<b>1</b>	<b>10:00</b> 2:17 <b>13</b> 1:8 2:16	
E 3:1,1 employed 4:11 4:14 employee 4:13 expires 4:22	<b>O</b> O 3:1	<b>2</b>	<b>2017</b> 1:8 2:16 <b>2021</b> 4:22	
<b>F</b>		<b>3</b>	<b>3</b>	
		<b>4</b>	<b>4</b>	
		<b>5</b>	<b>5</b>	
		<b>5140</b> 2:18	<b>5140</b> 2:18	
		<b>6</b>	<b>6</b>	
		<b>6:30</b> 1:11 2:16	<b>6:30</b> 1:11 2:16	

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# Appendix D11. Public Meeting 3 Comment Form Responses (Transcribed)

Board Governance Public Meeting

## #1

**COMPLETE**

Answers Entered Manually

**Collector:** Central V.P.A\_11.09.17 (Web Link)  
**Started:** Tuesday, November 14, 2017 4:33:44 PM  
**Last Modified:** Tuesday, November 14, 2017 4:36:17 PM  
**Time Spent:** 00:02:33  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017,**  
**Thursday, November 9, 2017**

---

**Q2** I am a (Check all that apply) **SLPS**  
**Parent**

---

**Q3** Home Zip Code

63110

---

**Q4** Email Address (Optional)

jessicawatson@gmail.com

---

**Q5** Your Comments

I have a PhD in a social science, and I did not find Dr. Wong's presentation convincing. Much of it was largely anecdotal and under-sourced. All of the strategies he listed as qualities of appointed boards could be just as easily applied to elected boards - and often are. I strongly feel that power must be returned to the elected board.

---

**Q6** For Internal Use Only:

2

---

Board Governance Public Meeting

#2

**COMPLETE**

Answers Entered Manually

**Collector:** Central V.P.A\_11.09.17 (Web Link)  
**Started:** Tuesday, November 14, 2017 3:53:40 PM  
**Last Modified:** Tuesday, November 14, 2017 4:36:28 PM  
**Time Spent:** 00:42:47  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Thursday, November 9, 2017**

---

**Q2** I am a (Check all that apply) **City of St. Louis resident with no children in the district's school**

---

**Q3** Home Zip Code

63107

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments **Respondent skipped this question**

---

**Q6** For Internal Use Only:

1

---

Board Governance Public Meeting

#3

**COMPLETE**

Answers Entered Manually

**Collector:** Central V.P.A\_11.09.17 (Web Link)  
**Started:** Tuesday, November 14, 2017 4:36:31 PM  
**Last Modified:** Tuesday, November 14, 2017 4:37:00 PM  
**Time Spent:** 00:00:29  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Thursday, November 9, 2017**

---

**Q2** I am a (Check all that apply) **SLPS  
Parent**

---

**Q3** Home Zip Code

63109

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments

Bring back elected board!

---

**Q6** For Internal Use Only:

3

---

Board Governance Public Meeting

#4

**COMPLETE**

Answers Entered Manually

**Collector:** Central V.P.A\_11.09.17 (Web Link)  
**Started:** Tuesday, November 14, 2017 4:37:11 PM  
**Last Modified:** Tuesday, November 14, 2017 4:37:34 PM  
**Time Spent:** 00:00:23  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 13, 2017**

---

**Q2** I am a (Check all that apply) **SLPS Student,**  
**Other community supporter,**  
Other community supporter:  
A Child

---

**Q3** Home Zip Code **Respondent skipped this question**

---

**Q4** Email Address (Optional) **Respondent skipped this question**

---

**Q5** Your Comments **Respondent skipped this question**

---

**Q6** For Internal Use Only:

4

---

Board Governance Public Meeting

#5

**COMPLETE**

Answers Entered Manually

**Collector:** Central V.P.A\_11.09.17 (Web Link)  
**Started:** Tuesday, November 14, 2017 4:37:39 PM  
**Last Modified:** Wednesday, November 15, 2017 12:51:17 PM  
**Time Spent:** 20:13:38  
**IP Address:** 108.75.25.66

---

Page 1: Comment Form

**Q1** Which meeting did you attend? (Check all that apply) **Monday, November 6, 2017,**  
**Thursday, November 9, 2017**

---

**Q2** I am a (Check all that apply) **SLPS**  
**Parent**

---

**Q3** Home Zip Code

63106

---

**Q4** Email Address (Optional)

jrwalkerg@gmail.com

---

**Q5** Your Comments

Please consider getting a different facilitator. While I have no problems with Mr. Gaines abrasiveness and abruptness. It is considerably off-putting to many and members based upon reactions and comments made.

---

**Q6** For Internal Use Only:

5

---

## Appendix D12. Public Meeting 3 Facebook Live Comments

Facebook Comment
What's wrong with the feed?
The meeting will begin shortly. Thanks for tuning in!
Stipends for students good grades program. Were the Casinos that suppose to back me in this. And stipends for good behavior sold separately by school guidelines. Turnover the St. Louis Saint Louis Public Schools rights to the St. Louis County Public Schools.
Thank you for sharing.
The sound isn't clear. Too much echo!
The sound is better but still not great.
Please consider having the board nominated (by the mayor, governor, etc.) then having the members approved by a vote of the electorate. This will have the advantages of an appointed board but still give the people a voice.
Darnetta is on line
The sound quality is very poor!
Thanks for the feedback. We're working to improve the sound quality.
Or you could have the Governor appointed by the president of the U.S. and then approved by the voters.
As a voter we should always have a voice.
I got mumbling I can't hear
The speaker needs to speak into the microphone.
What was the question?
We didn't hear Rev Jones question!!! The speaker needs to repeat his question
Give him a HAND MICROPHONE
How can you not have politics if a mayor is appointing? Last time a mayor had a say we had to him on a state imposed time out".
I would call public elections a pretty reasonable tool for how the public rights a board.
Right here! Thank you Mr. Cummings for clarifying this comment he made.
Sound is still poor.
YES! Put the prison out of business!
I <input type="checkbox"/> love the idea of having a student on the board.
Susan Jones MA speaks truth once again!
Great quesion David Boger!
Elected board!!!!

Thanks Bill Haas for giving a historical perspective as to what really happened even if you editorialized a little. You did a pretty good job stating how we went down hill. Remember the debate use to be about the students.
Greetings and thanks for listening.
Please visit our Facebook at Board of Education - City of St. Louis
St.Louis Board of Education email boardmembers@slps.org you can also reach me at rjones.susan@gmail.com
Susan Jones, will your meeting be broadcast on Facebook live as well?
Yes the elected board must be allowed to represent the district as voters intended. The speaker who assumed that elected board members didn't understand academics--I'm curious what he based that assumption on.
To view a schedule of our upcoming meetings please visit SLPS.org or our facebook page. Tomorrow's meeting will be located at Mann School -6:30 pm.
The DESE meeting December 1st on the website now says it's in Jefferson City. It did used to say it was going to be in St. Louis.
<a href="https://dese.mo.gov/state-board-education">https://dese.mo.gov/state-board-education</a>
no question
elected board, no hybrid, no appointed
Amen!
Ummm... I know 63109 is a City zip code. What is to prevent me from putting in a zip code even if I don't live in that zip code?
Thank you, Megan Betts! Who is going to knock on the doors?
Does anyone know how long the current elected board members terms are?
Do you count those of us who have shown up online?
Right now 13 people are viewing the feed.
4 year terms.
Do they hear ?
How will we know your decision?
Do they hear the people saying over and over that they want the board they elected to represent them?
why if the law mandates an elected board is there a question?
Shut it down.

Let's hear it for the elected board!
go bruce franks
Watching now, couldn't when it was live.
Audio is barely audible, post live.
Are the test scores in the previous graphs the only indicators of student achievement? What about dropout rate, advancement to post high school education, attendance, enrollment trends?
Where's the data for point 2 on the last set of conclusions?
Please speak into the mic
"Probably the appointed board..." (self correction), is this an opinion?
I'm hearing editorializing, not seeing data to support these qualitative remarks by the speaker.
The previous graphs showed a span (2003-15) of student test scores and in these examples, did those corresponding districts have the SAME kind of board throughout that 12 year period?
The state of MO was a party in the Desegregation Case, not just STLPS.
I voted for school board members last March. Those who won are the ones who should serve, fair and square, no appointed board.
The speaker is very low on data, except antidotally. I hope the committee gets more from him later.
How does student achievement fair when the Board of Aldermen gives tax breaks, continuously to developers, lessening revenue to SLPS?
No surprise (A Jeff City meeting) but that doesn't bode well for STLPS, IMO.
The mayor should join the community by demanding the duly elected SLPS board members be the only one.
We don't live stream (usually because of connectivity issues). However, I do post the full meetings and work sessions to YouTube. The first link is to our most recent meeting, at which the SAB appeared to inform us of this process on determining the next form of governance. <a href="https://youtu.be/F3f7-euzQzI">https://youtu.be/F3f7-euzQzI</a> <a href="https://youtu.be/hNAAG7I_Or0">https://youtu.be/hNAAG7I_Or0</a> <a href="https://youtu.be/y19an_ZhmZE">https://youtu.be/y19an_ZhmZE</a>



## Appendix D13. SLPS Hotline Comments

### COMMENTS FROM ST. LOUIS PUBLIC SCHOOL DISTRICT'S PHONE LINE:

- 8:46 a.m. – Nov. 14, 2017: I am Michelle Austin, and I am a parent of a new preschooler, and I think it's important to have an elected board for Saint Louis Public Schools. I think it's the only way to get the schools better and for the schools to reclaim what they need and have the community's voice be heard. If you have any questions, you can always call me back. My telephone number is 513-907-3744.
- 12:01 p.m. – Nov. 27, 2017: Francine Strain – S-T-R-A-I-N. My zip code is 63112, and I would like an elected. Thank you.

## Appendix E. Online Survey Comments

## Appendix E1. Online Survey Respondent Home Zip Codes

# of Respondents	Zip	Neighborhoods	State
152	63116	Tower Grove South, Bevo Mill, Dutchtown, Holly Hills, Princeton Heights, Boulevard Heights	MO
92	63110	Central West End, The Hill, Botanical Heights, Kings Oak, Forest Park Southeast, Clayton-Tamm, Cheltenham, Southwest Garden, Midtown, Tiffany, Shaw, Missouri Botanical Gardens	MO
81	63109	Lindenwood Park, St. Louis Hills, Princeton Heights, South Hampton, Bevo Mill, Tower Grove South, North Hampton	MO
81	63139	Hi-Pointe, Clifton Heights, Southwest Garden, Clayton - Tamm, Franz Park, Ellendale, The Hill, Lindenwood Park, North Hampton, Tower Grove South	MO
78	63118	Benton Park, Fox Park, Souldard, Benton Park West, Gravois Park, Marine Villa, Tower Grove East, Dutchtown, Tower Grove South, Kosclusko, Mount Pleasant	MO
65	63104	Souldard, Lafayette Square, The Gate, Fox Park, Clinton-Peabody, McKinley Heights, Compton Heights	MO
54	63112	Wells-Goodfellow, Hamilton Heights, West End, Skinker-DeBaliviere, DeBaliviere Place	MO
48	63111	Dutchtown, Mount Pleasant, Carondelet, Holly Hills, Boulevard Academy, Debaliviere Place, Lewis Place, Vanderverter, Midtown, Covenant Blu-Grand Center. Central West End,	MO
38	63108	Fountain Park	MO
36	63115	The Greater Ville, Kingsway West, Kingshighway East, Mark Twain, North Riverfront, Wells-Goodfellow, Penrose	MO
27	63107	Fairground Park, College Hill, Old North, Hyde Park, The Greater Ville, St. Louis Place, JeffVanderLou	MO
24	63147	North Point, Baden, North Riverfront, Near North Riverfront, College Hill, Hyde Park	MO
23	63106	Carr Square, St. Louis Place, Old North, JeffVanderLou, Covenant Blu-Grand Center, Old North, Downtown West, Columbus Square	MO
21	63123	South St. Louis County – Marlborough, Lemay, Wilbur Park	MO
20	63113	Kingshighway West, Kingshighway East, The Greater Ville, The Ville, JeffVanderLou, Academy, Fountain Park, Vandeventer, Covenant Blu-Grand Center	MO
19	63103	Downtown West, Midtown, Covenant Blu-Grand Center, JeffVanderLou, The Gate District	MO
16	63033	Old Jamestown, Florissant, Black jack	MO

16	63130	Washington University, University City, Clayton, Wellston, Pagedale, Vinta Park	MO
13	63129	Mehlville, Oakville (South St. Louis County), Concord	MO
13	63143	Maplewood, Richmond Heights, Shrewsbury	MO
12	63136	Bellefontaine Neighbors, Dellwood, Castle Point, Moline Acres, Jennings, Walnut Park West, North Point	MO
10	63121	Ferguson, Cool Valley, Berkley, Jennings, Bel-Ridge, St. John, Bellerive, Normandy, Pasadena Hills, Bel-Nor, Northwoods, Greendale, Velda City, Pine Lawn, Velda Village Hills, Hillsdale	MO
9	63101	Downtown West, Downtown, Carr Square, Columbus Square	MO
9	63117	Richmond Heights, Brentwood, Clayton, Maplewood, Demun (St. Louis)	MO
9	63122	Kirkwood, Glendale, Oakland, Warson Woods, Crestwood, Des Peres, Sunset Hills, Valley Park	MO
9	63137	Bellefontaine Neighbors, Glasgow Village, Jennings, Riverview, Baden, North Riverf	MO
8	63021	Manchester, Ballwin, Ellisville, Des Peres, Wildwood, Twin Oaks	MO
8	63119	Webster Groves, Shrewsbury, Rock Hill, Ladue, Brentwood	MO
8	63120	Walnut Park West, Walnut Park East, Mark Twain, Wells-Goodfellow	MO
8	63128	Sunset Hills, Sappington, Green Park, Concord	MO
7	63131	Westwood, Creve Couer, Ladue, Frontenac, Town and Country, Hunleigh, Des Peres, Kirkwood	MO
7	63146	Maryland Heights, Chesterfield, Creve Couer	MO
7	63376	St. Charles, St. Peters, O'Fallon, Cottleville	MO
6	63026	Valley Park, Fenton, Murphy	MO
6	63031	Florissant, Hazelwood, Old Jamestown, Ferguson	MO
6	63114	Overland, St. John, Sycamore Hills, Breckenridge Hills, Vinita Park, Olivette, Charlack, Berkley, St. Ann	MO
6	63135	Hazelwood, Calverton Park, Dellwood, Ferguson, Normandy	MO
5	63105	Clayton	MO
5	63125	Affton, Green Park, Lemay, Mehlville	MO
5	63141	Chesterfield, Creve Couer, Ladue, Westwood, Town and Country	MO
5	63144	Richmond Heights, Brentwood, Rock Hill, Maplewood, Webster Groves	MO
4	63034	Old Jamestown	MO
4	63042	Bridgeton, Hazelwood, Florissant, Berkeley	MO
4	63126	Crestwood, Sappington, Webster Groves, Sunset Hills	MO
4	63301	St. Peters, St. Charles, West Alton	MO
3	63011	Wildwood, Ellisville, Ballwin, Chesterfield, Town and Country, Manchester	MO

3	63133	Wells-Goodfellow, West End, Hamilton Heights, University City, Normandy, Hanley Hills, Pagedale	MO
2	63010	Arnold, Imperial	MO
2	63017	Maryland Heights, Chesterfield, Town and Country, Ballwin, Clarkson Valley, Lafayette, Missouri River	MO
2	63043	Champ, Bridgeton, Maryland Heights	MO
2	63052	Kimswick, Imperial	MO
2	63074	Bridgeton, St. Ann, Woodson Terrace, Breckenridge Hills	MO
2	63102	Downtown, Downtown West, La Salle, Columbus Square, Near North Riverfront, Old North	MO
2	63124	Olivette, University City, Clayton, Ladue, Richmond Heights	MO
2	63005	Wildwood, Chesterfield, Clarkson Valley, Ballwin, Ellisville	MO
1	63006	Chesterfield	MO
1	63012	Meramec, Imperial, Joachim, Windsor, Pevely, Barnhart Hillsboro, De Soto, Olympian Village, Big River, Central, Kingston, Plattin, Valle	MO
1	63025	Wildwood, Eureka, Byrnes Mill, LaBarque Creek, Chesterfield, Meramec, High Ridge	MO
1	63038	Chesterfield, Ellisville, Wildhorse, Wildwood	MO
1	63044	Hazelwood, Bridgeton, Champ, St. Ann, Maryland Heights	MO
1	63050	Big River, Central, Joachim, Meramec, Hillsboro	MO
1	63080	Oak Grove Village, Miramigoua Park, Sullivan, West Sullivan, St. Loud	MO
1	63089	Villa Ridge, Gray Summit	MO
1	63127	Bonhomme, Gravois, Tesson Ferry	MO
1	63132	Overland, Creve Couer, Olivette, University City	MO
1	63134	Hazelwood, Berkley, Kinloch, Bridgeton, St. Ann, Edmundson, Woodson Terrace, Ferguson, Bel-Ridge	MO
1	63138	Bellefontaine Neighbors, Spanish Lake	MO
1	63304	Cottleville, O'Fallon, Weldon Springs, St. Peters, Weldon Springs Heights	MO
1	63368	O'Fallon, Cottleville, St. Peters, St. Charles	MO
1	63385	Flint Hill, Wentzville, Lake St. Louis, New Melle, O'Fallon	MO
1	63670	Grayhawk, Weingarten, Ste. Genevieve, Ozora	MO
1	64109	Longfellow, Beacon Hills, Mount Hope, Key Coalition, Linwood Homeowner-Ivanhoe, North Hyde Park, Central Hyde Park, Squier Park, Ivanhoe Northeast	MO
1	47714	Evansville	IN
1	61883	Belgium, Westville	IL
2	62014	Gillespie, Hillyard, Brighton, Bunker Hill, Dorchester	IL
1	62025	Holiday Shores, Wood River, Roxana, Edwardsville, Glen Carbon	IL

2	62034	Pontoon Beach, Glen Carbon, Edwardsville, Troy Granite City, Madison, Edwardsville, Mitchell, Glen Carbon,	IL
1	62040	Pontoon Beach	IL
1	62202	East St. Louis	IL
1	62206	Cahokia, Sauget, Centreville	IL
2	62208	East St. Louis, Belleville, Fairview Heights, O'Fallon, Swansea	IL
2	62221	Swansea, Shiloh, Belleville, Freeburg, Mascoulah Centreville, East St. Louis, Fairview Heights, Swansea, Belleville,	IL
2	62223	Milstadt	IL
4	62226	Swansea, Shiloh, Belleville, Freeburg, Mascoulah	IL
1	62232	Fairmont City, Caseyville, Collinsville, Fairview Heights, O'Fallon	IL
2	62234	Pontoon Beach, Maryville, Troy, Collinsville, Caseyville	IL
2	62269	Swansea, O'Fallon, Shiloh	IL
1	94118	Inner Richmond, Presidio Heights, Western Addition	CA
1	67113	Guadalupe	MX
1	63239	Alytus	Lithuania
1	3114	Unknown	
1	61118	Unknown	
1	6311e	Unknown	
1	6313o	Unknown	

## Appendix E6. Online Survey Screen 2 Comments

The screenshot shows a survey interface with a blue header and a dark blue background. At the top, it says "Rank Your Priorities" with a "What to do" help icon and a "Next Task" button. On the left, a vertical sidebar contains the text "WE WANT YOUR OPINION" and "YOUR PRIORITIES". On the right, another vertical sidebar contains "FEATURES", "SOLUTIONS", and "ABOUT YOU".

The main content area is titled "Academic Outcomes" and features a list of priorities. The priorities are: Representation, Industry Experience, Accountability, Community Input, Track Record of Success, and Academic Outcomes (highlighted in yellow). Above the list, it says "Order your top 3 items above this line" with arrows pointing up and down. To the right of the list is a graphic with the text "Academic Outcomes" and a graduation cap icon.

Below the graphic is a comment box with the text "Comment on: Academic Outcomes" and a "Submit" button. A red "x" icon and a partially visible error message "You want the academic" are also present.

### ACADEMIC OUTCOMES PRIORITY COMMENTS

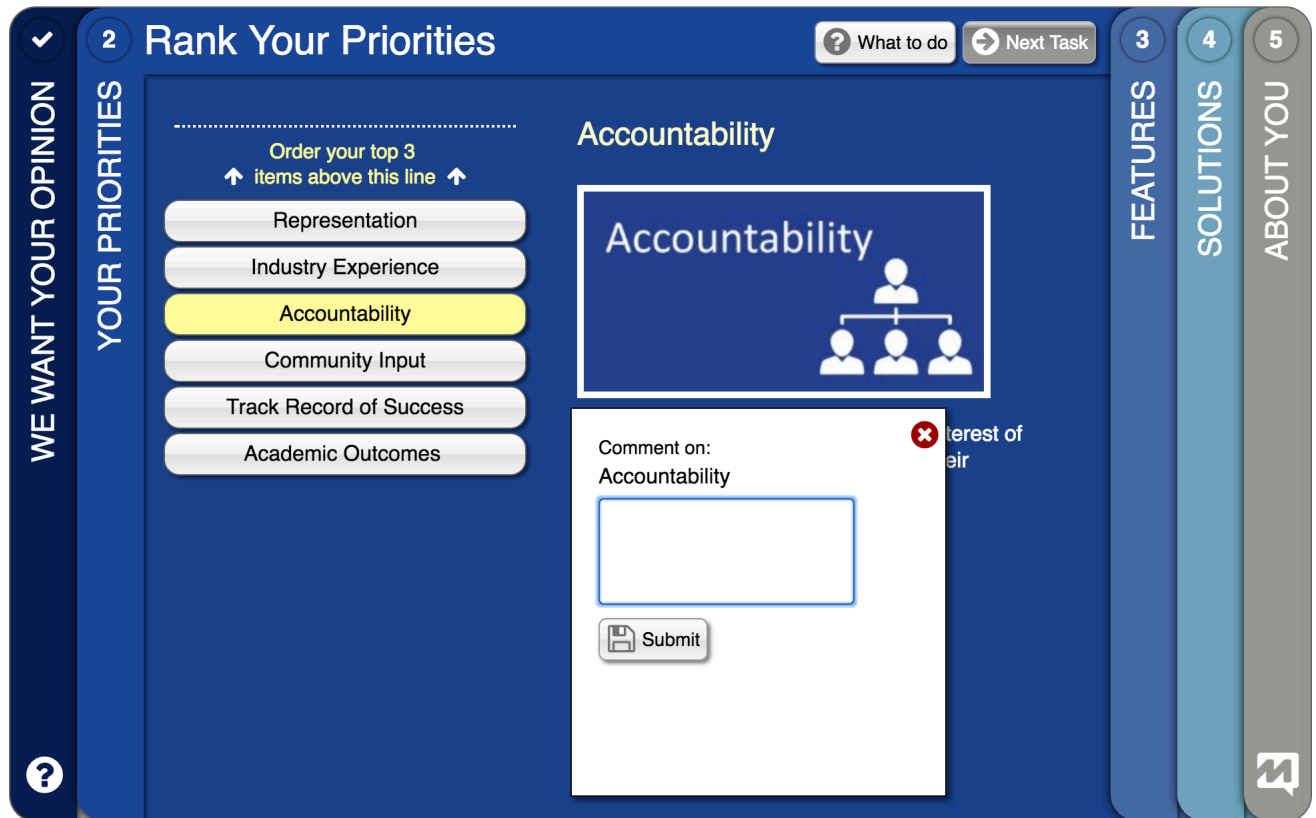
1. We should not have to ask for governance of our schools to be of our elected board. We the voters and citizens of the city of St. Louis, MO and SLPS District cast our ballots to have those individuals elected represent our interest and not these types of flawed, not transparent, practices that pop up over night.
2. A return to elected board will result in increased engagement and improved academic achievement. Local control. Local involvement. Community as problem solvers.
3. I would strongly support Academic Outcomes if they were holistic and student-centered, and meant more than MAP testing.
4. This is vital but it requires trust in our teaching staff and listening to their expertise on how this can be achieved best.
5. Without academic results, nothing else matters
6. Empowering students. Empowering parents to see to it their children value their education. Parents to work with teachers for a better student.
7. Our kids need the training to make them competitive nationally so they can succeed at college.
8. Always because that way academic achievements can be achieve
9. I want teachers to treat All students equal. I believe that the ratio should be even not more of one race than the other.
10. The curriculum in the St. Louis city public school seriously has to be challenged the parents need to have more power and more control of the academic that are being taught to the schools as well the teachers need to have a E valuation overall on how they're teaching the keys because we have a lot of teachers that are just passing kids along they can't read and write my son is a prime example

11. This can only be accomplished with community input and accountability of an ELECTED school board
12. I want the school district to better accommodate excelling students with more challenging curriculum and to eliminate a cookie cutter education. Please provide work fitting for all students so not even the above average ones get left behind in fulfilling their fullest potential.
13. Academic outcomes is very important in achieving excellent academic standards for our young people.
14. I want St. Louis public school to receive the same funding as county. The children to have access to new technology, better food, and more opportunities.
15. I want the elected board. These are people who care about students which is why they want to be on the board. Appointed board members aren't accountable. When parents have a say and elected board members listen and learn rather than thinking they already know what's good for the community, that's when student success becomes possible.
16. Already answered. An elected school board can be more responsive to community needs for a good learning environment
17. Standardized test scores are a poor measure of academic outcomes.
18. Without academic success, what is the point?
19. I think the curriculum of the SLPS needs to be weighed and compared against the top performing schools in the country. If we want to make a change in the city, it starts in the schools. Stop teaching just the basics.
20. The appointed board has led to success. Why would we want to create "cronyism" again
21. Academic outcomes are the most important priorities for students- however, ... creating fair standards to measure outcomes becomes more complex- hopefully, education boards and institutions recognize that this is a high priority as all other measures for student success follow this objective.
22. Get your clowns to go to school everyday and respect the teachers
23. Saint Louis cannot be a successful city without a well performing school district.
24. St. Louis city school should be up there with Parkway. It can be done
25. Academic outcomes should not be tied to standardized testing, but to student individual needs.
26. I think it is imperative to make our city public schools current, academically superior and safe for all children in the city. A quality education is necessary for the success of all children.
27. "<https://video.search.yahoo.com/search/video?fr=aaplw&p=naperville%2C+IL+public+school+Gym+bnfd+you+tube#id=1&vid=f9dbfecae13b50fecf675e14592580da&action=click>"
28. Do the above in the St. Louis Public School System, Please."
29. Yes
30. I am tired of the standardized tests as a tool to measure academic outcomes. All children do not respond to tests well and it is a poor measurement of academic outcome.
31. Board must ensure that teachers are thoroughly screened using relevant references, academic competency, a writing sample, and academic questioning relative to their intended teaching levels.
32. Absolutely. I want to see evidence by improved academics with student achievement
33. It is exceedingly important that a real improvement in academic outcomes be achieved if the district if the district hopes to improve the performance of its existing student body and to continue to attract and retain good students and dedicated and quality teachers and administrators.
34. I'm very concerned about the lack of a written curriculum followed by every school. Some are not even using Missouri standards!
35. If you help the students who are not doing well could help all students in academic and be successful. All of us can be successful. And parents involvement can help in their children outcomes
36. Before losing accreditation in 2007 there were successful programs in place for student success, that are ALL gone now and has been replaced by a bunch of rhetoric/displaced workers that come to work



for a paycheck and are so detached from our students and their academic needs until it grieves me to see the salaries of personal that are in my opinion are sabotaging the district and now the spirit has been broken to no help anyone because one day you might come to work and be given the pink slip. Some of the resources that were in place since the loss in 2007 those programs worked and was successful. So we talk about success, my question is for who? or whom? It's certainly is not for the sake of students.

37. "Kids success =
38. Graduation, progress in regular classrooms & for kids with special needs, attendance, college/trade/post-high school education attendance, engagement level in extracurriculars, special learning opportunities, test scores, community volunteering & engagement"
39. I believe that all children should be able to work at their own potential. They should be able to fit into the working community because of what they have learned in school. The teachers at Gateway are doing a great job of challenging the students and helping the students who need extra help.
40. The academic should be for all attending public school should be basic on each students abilities .
41. I believe the only way to improve academics is to make the curriculum as a whole more relevant. Students don't care about what they cannot use in their daily lives. I know I didn't.
42. At the end of the day, the most important metric by which to measure SLPS must be how well it prepares the students of St. Louis City for well-paying jobs. Given the achievement gap between SLPS students and students in St. Louis County, we need to focus on how to prepare students to succeed.
43. Yes I do
44. Yes I do, we need more help from. downtown than than numbers and more pay 💰.
45. Academic outcomes for ALL children and truly looking at why certain schools have better outcomes than others and trying to problem-solving to help those schools
46. Academic outcomes for ALL children and truly looking at why certain schools have better outcomes than others and trying to problem-solving to help those schools. Also, academic outcomes mean are children reading and writing at their grade level? Are they performing math and science at grade level? (Not necessarily based on MAP scores)
47. The school and district should always aim for a higher goal than what they set.
48. Education of the students main focus .
49. The public school system is a mess and has been for quite sometime - I would not send my dog there
50. Scores from standardized tests are not a very good measure of outcomes.
51. Academic outcomes are valuable because it will support with their post-secondary options.



## ACCOUNTABILITY PRIORITY COMMENTS

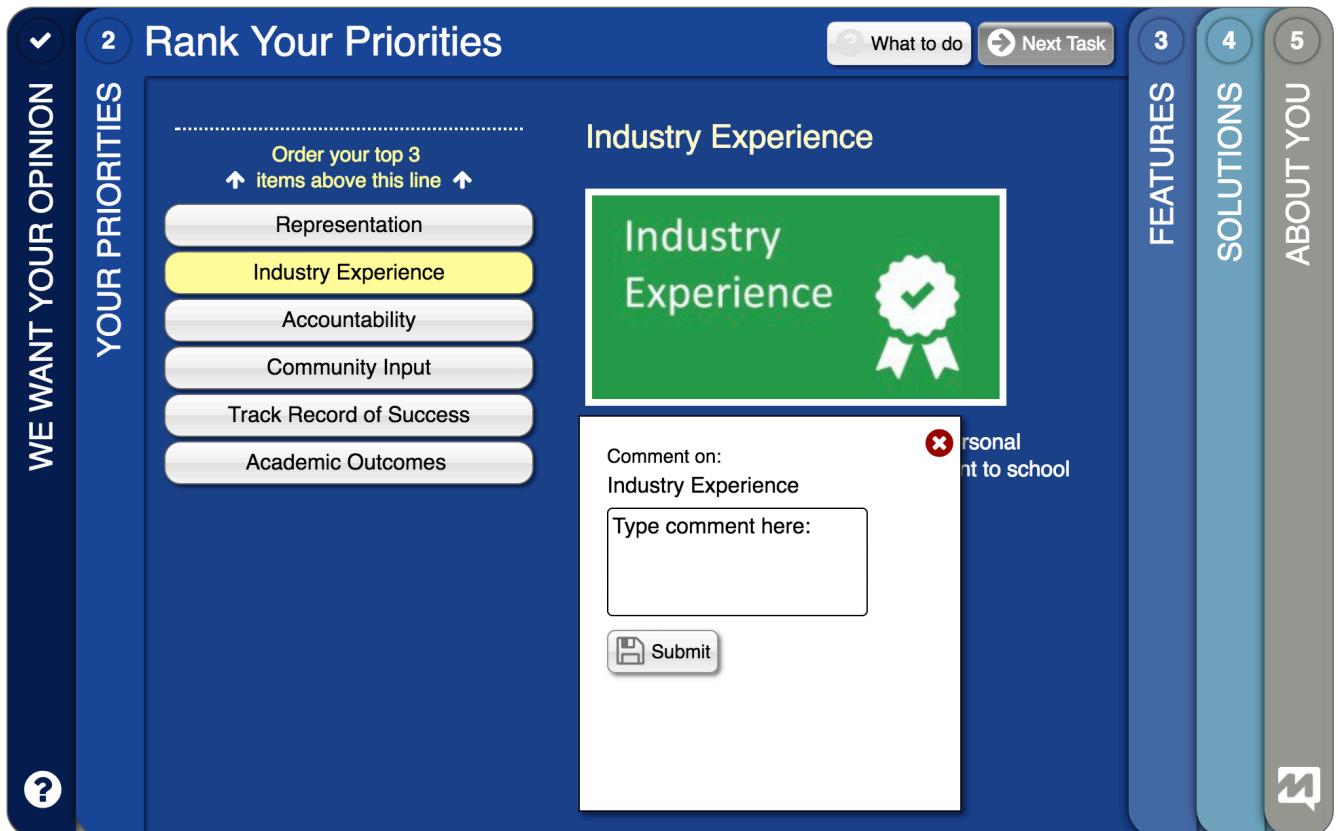
1. All stakeholders, parents, students, teachers and administrators should be involved in school improvement and accountable for their responsibilities.
2. The Board members need to be held accountable for their decisions. Looking over history of elected board, you saw how the district crashed and burned. The SAB has done a great job.
3. Yes it is important that they hold administrators accountable that funds for supplies actually end up in the classroom to help the teachers teach and the students learn. Teachers should not have to beg or use their meager salaries to provide needed basic supplies like books and writing materials.
4. The elect board should govern the school district as previous.
5. Only an elected board can be accountable to parents and the community.
6. All members of the Board should be held accountable for the success of St. Louis Public Schools. It's important.
7. Yes always because then they would know how to make better of the decisions they made.
8. I feel that all students should be held accountable for their actions. I don't feel students should be allowed to bully other students & get away with it.
9. Hodgen Tech help their students out
10. Depending on the situation
11. I appreciate the work that the board along with the superintendent & staff have done. Lets keep moving forward. There is an old saying, if its not broke don't fix it. It has been the district best interest to have the members of the board that we have. Keeping in mind that they will always keep all involved informed of any and all decisions that are made with the best of their ability.
12. Accountability is very important to me, an official should be accountable for what he or she has committed to do.
13. I think they should look at each School as an individual

14. Publicly-held elections allow the most important stakeholders -- the community -- to hold the board accountable for its decisions.
15. It's 100% about our students, plain and simple. If the board isn't helping increase academic outcomes and opportunities for our students, it doesn't deserve to be a part of the district.
16. In 2003, elected board members Clinkscale, Jackson, Schoemehl, etc. did not mention during their campaign that they were going to turn the district over to Alvarez and Marsal. Elected boards can do very bad things.
17. If one stands for responsible ty one should be accountable
18. Accountability is the key to success.
19. children need to learn to read and write to be successful in life
20. If the board is acting in the best interest of the child we will have the academic outcomes everyone wants.
21. An elected board is the only board that can be held accountable. If the voters feel they are not effective , they can vote them off the board.
22. They should be directly accountable to the community who use the schools and pay for the schools
23. The person who are voted into these positions are to be held accountable to the voters who are the community
24. school administrators must be held to a very high standard to assure that the education of children is their top priority. Any use of funds for personal reasons should be heavily punishable
25. I completely agree that student issues, if valid, need to be supported. However, teachers are the center of the teaching universe and need complete support
26. I want discipline back in school. Write down the agreed upon rules for student behavior. Write down the punishment/discipline for each rules if bent or broken, Have "Guidance Counsellors" ENFORCE the children bending/breaking the rules as described. Teacher's failure is due to their ability to have a learning environment. Without discipline, students will continue to drop out each year in St Louis Publics Schools; 1000+ plus drop out in each of the last two years.  
<https://video.search.yahoo.com/search/video?fr=aaplw&p=naperville%2C+IL+public+school+Gym+bandf+you+tube#id=1&vid=f9dbfecae13b50fecf675e14592580da&action=click>
27. Yes
28. If I can only rank 3, then these are the ones, however "Input" and "Representation" deserve to be there as well...
29. Yes
30. They should be accountable to the community. For example, the district seems to have trouble getting people to the schools to fix problems with crumbling concrete on playgrounds and broken water fountains. They seem to have no accountability to make these corrections or to answer as to why the repairs can't be made.
31. Yes
32. Yes
33. Best interest of the students and staff.
34. If they want the position they should be accountable to the taxpayers and students. This idea of no comment is over. You need to provide answers to why you did something.
35. They should be held accountable. They should have a committee overseeing them to make sure they are doing what they are suppose to do.
36. It is very important that the board be held accountable to the voters who elected them to cared out the improvement of academic outcome and bring discipline and good behavior back into the school system.
37. Take time to hear from a cross-section of staff. They tell a different story.

38. Hold the principals and students of their respon of their own behavior, knowing how to respect other staff member , that treble to the learn of the students success
39. Student are not held accountable for their actions and is being swept under the rug by administrators
40. Term limits should be considered - you don't want someone sitting on the board for 6 years who is working on a separate political agenda from Day One.
41. my kids are homeschool do to the board decision of how they handle bullying and so on there is no justice for our children
42. The board should be held accountable for our students learning and growth developement because the students are our future.
43. If the board is held accountable,for their decisions regarding the students it would be trackable.
44. Everybody should be account to the students in the public school system.
45. Exactly..... if and when the system is failing then it is important to work to new initiatives to change with the way students and their parents continue to receive information and education. The curriculum is old as dirt it needs to be changed in order to interest the students more. More Arts need to be added to the curriculum because I'm pretty sure a lot of students learn from applied learning.
46. Develope Accountabilty Trackers for every possible component of Education , be it directly or indirectly associated with the Educational process. Develop an Accountability System of measuring and guiding to the .goals of our District Track all components of the Accountability Tracking System submit progress for parents, students and community,quarterly.
47. Depend again what it is. To me you keep asking the same question in a round about way. I like it the way the board is now.
48. The board should always act in the best interest of the kids.
49. Accountability is away for everyone, to know what's being done, how
50. and by whom.
51. There is too much waste - and giving presents for attendance it should be eliminated
52. School board should have an understanding of school law and mandates, testing requirements as well as supporting the needs of students and staff. It should be a representation from community who understands the families who are attending the schools. Everyone needs a voice because eveyone attends public ed.
53. Accountability to the community is very important and an elected school board will make this more probably. Academic outcomes, track record of success and industry experience are all important in a school board. I feel that accountability, community input, and representation are the most important when deciding between the elected, appointed, and hybrid types of school board.
54. This is a horribly written survey. Why forced to pick three?
55. COMMUNITY INPUT PRIORITY COMMENTS
56. Our elected board will be much more responsive than an appointed board, filled with political appointees we have no control over.
57. Very
58. yes because the community will either benefit from those decisions or suffer from them.
59. Transparency in governance is vital. This should be a partnership between the community and the board.
60. YES DEFINETLY
61. Absolutely! Why not! We pay the taxes in the community and we should have a say so about what goes on and effect the community.
62. Yes because these schools are in the community
63. Hodgen tech fight their students
64. We the people make the world 🌍 go round with us there will be no u!!!!

65. I think the community should be a strong part of the school board system because they're children are the ones that attend public schools
66. This will ensure that the board can relate to concerns by the public and bridge the gap of communication, ensuring accountability from all representations. Allowing inputs, improvements, and helpful collaborations.
67. An open democratic process where the community chooses the board leads to the best academic outcomes.
68. I think the community should be able to vote who they want to represent the students on the board. Who would be the ears for changes and concerns students and parents have in the community. Will be a voice for the students when making decisions that will affect their education.
69. Academic outcomes are important too. I believe everyone needs to be heard when it comes to the school board and not just a few people making the decisions. It should be fair.
70. I believe in elected representation, it is of deep concern that slps does not have an elected school board. I moved back to the city 20 years ago, I am now moving out of the city to find elected representation again.
71. Yes, very much so!
72. Yes, very much so the parents and the community! Instead of the governor, mayor, and alderman president.
73. The community needs a way to prevent one person with all the power from making bad decisions, such as turning all of the St. Louis public schools into charter schools. Currently the Governor appoints the SAB member with all the power.
74. Yes I do because without community there would be no need for schools.
75. I don't believe it is possible to achieve success without listening to the voices of parents and students who are in the thick of the experience. I have been at a charter school where the board refused to listen to parents until it was far too late and the school was far along the path to failure. Everyone loses when board members refuse to listen.
76. Elected Boards are best in all three areas Community members can communicate best with elected members of the community. Poor board members may be removed at election time. Not possible with appointed members. Important for the community to be able to get involved with public education.
77. The community pay the taxes for the schools. We should have the same rights as all of the other districts in Missouri. All board members should be elected by the citizens of Saint Louis, the tax payers.
78. All members of the community who support the schools should have a meaningful voice in the governance of the schools NOT just select interest groups.
79. Parents are the community. We need their involvement.
80. Yes
81. yes. It should reflect the voices of the parents whose children attend the schools.
82. As what was stated by me concerning representation applies the same for community input. The people have spoke through their votes
83. To have a majority black school district be constrained by a plantation mentality that they can't choose what is best for their own children is an abomination.
84. The community must have impute on all board decisions and how the money is spent and filling the teaching gaps with qualified teachers and not full-time substitutes.
85. Yeas, the Board does not always know the needs and desires of the people they represent. Give the community a say in decision making so they can have ownership of the decisions and support them.
86. Yes

87. I believe this should be an elected position and, as such, they should be accountable to the community.
88. People in the community may have some good ideas when it comes to governing some situations, especially if the Board is at odds.
89. Yes
90. Yes they need to be involved
91. Yed
92. Yes
93. Yes. The parents and teachers have rights and responsibilities towards the children.
94. To the extent possible, the Board should work with community agencies to address some critical social needs for SLPS students. While not directly under the board's control, they should work with community agencies to reduce the very high proportion of entering girls who bear one or more children prior to graduation age. Many students are doomed to failure academically and in the future because of negative social influences over which the schools have limited control without liaisons with other support groups.
95. The community should have input. These are our children that this SAB is making decisions for.
96. For too long, the community has not had adequate input and as a result many in the community have lost confidence in the decisions the SAB has rendered. Hence, it is very important for the community to have an input and to regain control of the board and the decision making power that goes along with its control.
97. The community support and they input can help with the success of students learn and the district success
98. yes
99. The student in our communities are why we have employment, and these are the students we serve, but when there is a issue with students and we as a public/community school reach out to our parents of the students we serve they shut the doors in our faces, curses us out and leave us stranded trying to service their children, I'm at a lost. We need trauma informed district before a tragedy occur.
100. it doesnt matter they still want follow the rules i have witness they with other parents
101. By getting the community on the board to be like a watch dog to be aware of what the students and teacher and the administration are doing to make our students successful.
102. The community is the one who is going to be effected. If they have input in decision making process they would support and/or decide what is best for their community,
103. Depend what the community is allow to say. In some of our communities people move in and out and they are not stable.
104. The community has many resources that can help students to achieve goals outside of school .
105. must have strong community, sch. and community must have strong relationship be seen as one, to the student and their family.
106. Politicians that have never taught are not experts on teaching.
107. Community members should have the opportunity to speak at board meetings and give their viewpoints on the various issues being decided on.



## INDUSTRY EXPERIENCE PRIORITY COMMENTS

1. Someone is has high will and values the community
2. Community input and accountability are equally important to me.
3. I agree. It's also important that all are represented on this School Board
4. Hodgen tech is a good who has helped my daughter better herself more even with her been special needs
5. If you put more people that can relate to the struggle in the message Acacian of the people in the community and put more people like that in chores they can better relate to the people and how to work with the students will have a better outcome
6. I would like for industry experience in addition to them being held accountable for the decisions they make.
7. Governance is not an entry level position, nor is it a management position. Governance is fiscally responsible, sets policy and hires an effective superintendent to setve as both chief operating officer and chief education officer. Board members need experience and an open mind.
8. We need to attract the best and the brightest to our schools; therefore, we need to elect the best and the brightest to our school board -- local members of the community who have skin in the game.
9. Yes
10. If they are looking for the "big bucks" then they better show experience. Without the experience for the position, I could do the job. And I will do it for a fraction of the money they demand.
11. You have experience people who comes to work, that get under pay for their work. Security Department losing good Officers and make hard on other Officers that is trying to help were help is need. But if you can give them some more money it can keep people with the district

12. Our community leaders that are in the past/future has been the driving force for our students, the parents, community leaders, clergy were and is a part of that process, often a few bad apples spoils the pot for everyone else and then governed by outsiders such as SAB board that has absolutely no attachment to the SLPS identity... We don't need new boards we need an overhaul of the members we have that has a personal underlining agenda to destroy the public school system.
13. "Industry Experience" isn't as important as a real interest & proven involvement in education. In my experience, parents and family members who volunteer in classrooms, current/former educators, and education advocates who have had 'hands-on' experience in policy, pedagogy, etc. tend to provide better insight than merely a 'corporate' person who has successfully managed other businesses but has had limited engagement with schools.
14. When board members have working experience, they can share their expertise. If possible, perhaps students could have on the job experience.
15. yes there must be public input on what happens in the schools.
16. I believe we need board members who care enough to keep caring. I don't think it matters much these days if a person has any experience because half the teachers and board members are tired and lacking encouragement.
17. Don't change let it alone please. If it's not broke don't try to fix it. You want to change the board and why? I don't get you all.

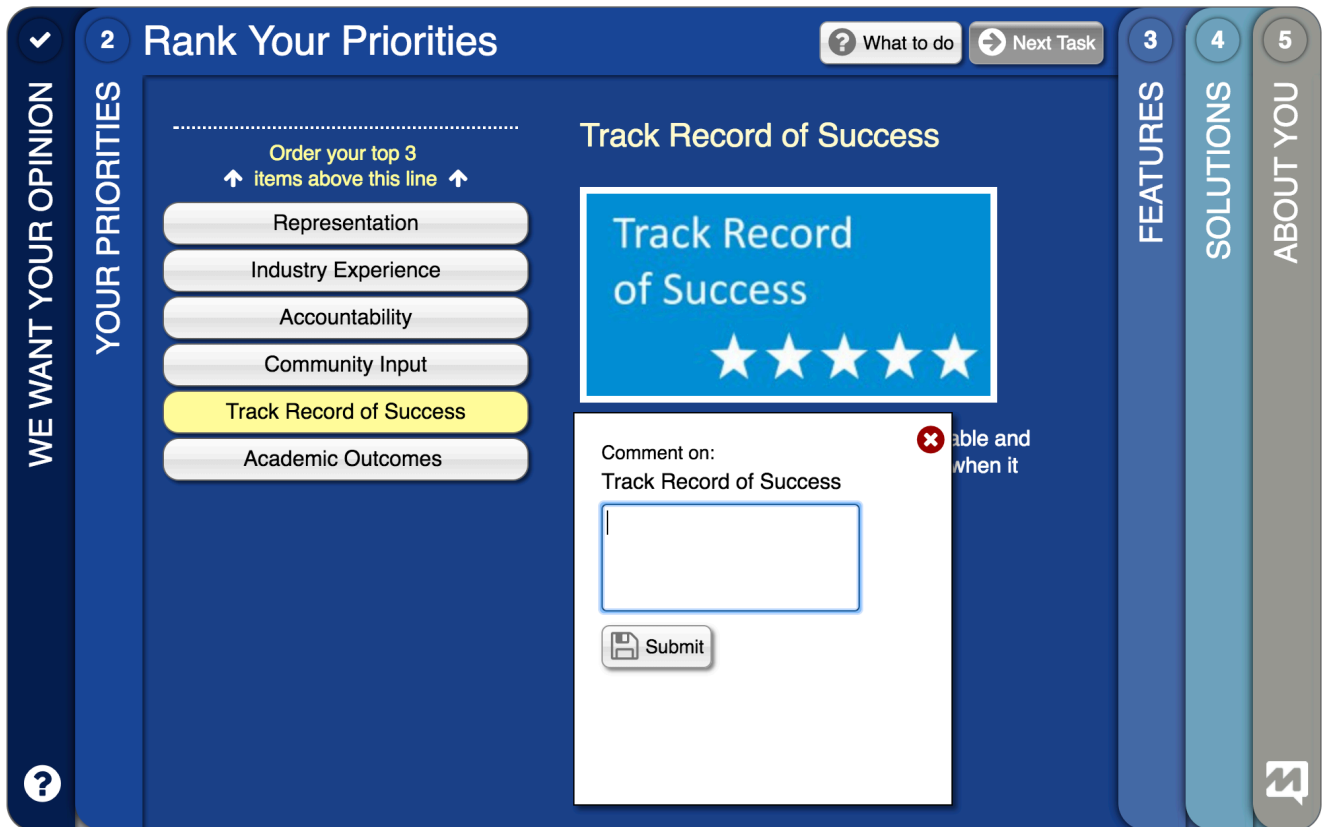
## REPRESENTATION PRIORITY COMMENTS

1. Parents and educators should top this list, then residents, and business leaders need to stick to business--i.e. an elected board
2. Appointed or hybrid board = taxation without representation. Elected board will be more responsive to STL stakeholders. This will result in improved community involvement.



3. There were no school administrators on the list.
4. Yes, representatives must have the best interests of the multi cultural children/students in mind and not just personal or professional or political gain.
5. While we may suffer some of our old setbacks, we must give the elected board another chance just like we our asking a lot of parents to give us another chance with their children.
6. Parents, Teachers, Professionals, etc... We invest our energy in these students and we what them to succeed. They deserve the best to represent them.
7. I believe schools board members should be elected by the community it serves
8. We should not have the SAB board. It completely alienates parents. They are clearly not interested in our kids based on their past decisions.
9. They will fight to keep ur child to take at a good school
10. Stronger staff that really cares about the Missouri students
11. When a citizen pays taxes that support the school system, they should have the largest voice.
12. All six priorities are critical and are necessary.
13. The residents of the District should be a part of the Board selection and well-represented on the board, to increase community buy-in and student success.
14. Should consist of educators, parents, and other that have a passion for education and want the best for our future generation.
15. I agree with this type of representation. They should be elected by Districts from a cross section of the city. We have a 7-Member BOE. We should have 7 subdistricts, too.
16. Elections are the best way to achieve representation, community input and accountability.
17. Public schools should be governed by elected boards
18. The board should consist of the people elected voters.
19. The board should consist of the people elected by the voters. Their back ground doses not matter.
20. Governance requires authentic knowledge of the people and the circumstances within which they reside in order to determine the appropriate strategies and make sound decisions on behalf of our children's academic and social success.
21. Must represent the needs of the children & parents they serve and the taxpayers who support the schools.
22. Board should come from the community.
23. Yes I feel representation is important entity of being apart of thus Board. Especially the Board should be made up person voted on my those person living in the city of St Louis which I am a voter in the City and feel my voting Rights are being violated by having an appointed Board
24. our city is diverse and the education system should address the needs of all children regardless of race, ethnicity, income or zip code. And the input from involved parents is crucial to success.
25. The administration needs to support the teachers as to reinforce their self-confidence and ability to teach.
26. We need people of all areas of the community -- parents, educators and others who have a stake in excellent public schools.
27. accountability of principals to stsff
28. Board members must represent the best interests of students. Unrelated political agendas have no place in board members' agendas.
29. It is VERY important that the board include long term experienced educators from the SLPS district who understand governing from a TEACHER's point of view.
30. This looks good on paper, computer but where are they. The people you are talking in the survey?
31. I choose representation because we other input to provide the best concerns for our schools.
32. The representatives and the community leaders should meet and discuss the concerns of the schools involved.

33. All stake holders should play a part in the decision making process that affects them.
34. Great 👍 they don't get paid it's out of The goodness of their heart ❤️. You must remember time is valuable and since they take time they are concern. As you said before we weren't accreditability until they stepped in. I like the board we have now. Let's not polictic at this late day, let's be right and keep it like it is with the people.
35. We the people speak, I believe the district should respect their choice.
36. School board members should be who the citizens voted for in the school board election.



## TRACK RECORD OF SUCCESS PRIORITY COMMENTS

1. I feel that when a school is highly recommended by someone. It should back up what is being said about them. Not wait until a parent puts their child in a school , then change everything.
2. I don't know yet child won't know that until next year and I'm really hope Hodgen keep her at that school
3. Kids - not grownups - should be front and center in this decision.
4. Success should mean growing well rounded kids in a physically and psychologically safe environment. Not just producing kids who can score well on a test.
5. Success should mean more than just test scores. Develop well rounded kids in a physically and psychologically safe environment.
6. I want people on the board who are in the community or have children in the st louis public school. Parents and citizen see more and expect more for our children than an outside organization or committee.
7. No current board members moving forward.
8. I want grown ups to be in charge, not people like Bill Haas and Earl Holt.

9. This to me has been the major achievement of the SAB: as someone who has two children in the district now, but who has been paying attention to school board issues long before we had kids there, I think some people may not remember what a hot mess it was before the SAB under Mr. Sullivan, in partnership with Dr. Adams, brought some professionalism and stability to the whole process.
10. We had a good track record before the takeover.
11. I think it's important that a portion of the board has been successful in the past. There is also value in having members who come from different fields.
12. Board members need to know what to do ... Doing the same things that have failed for years is not "a passing grade". Show them the program at Naperville, IL public schools...  
<https://video.search.yahoo.com/search/video?fr=aaplw&p=naperville%2C+IL+public+school+Gym+band+you+tube#id=1&vid=f9dbfecae13b50fecf675e14592580da&action=click>
13. We want new ideas as well as proven methods for successful education in urban environments. Those of us who are home owners and who want to give our children a public school education want the best and most successful people making decisions to make St. Louis City a destination rather than something to run away from.
14. Yes
15. Yes show them that you see them
16. Board members must display a firm commitment to the needs of students and the system.
17. This is TOO important not to have persons who have a proven record. This is essential!
18. Some students in help in read. Teacher need to keep students in the classroom, or report them to the principals
19. Where are the people with the proven track record in our district?
20. we need ones who took anger management classes that show they have plenty of patience with our children our children are not just a pay check to them
21. When board members are knowledgeable of expectations of each grade level, they are more apt to make sure that all students are on task.
22. We need someone who came through the system who knows how to relate to staff, parents, community, and provide the correct knowledgeable information.
23. By getting the community on board communication between the community, teachers and the administration can get the vocal connection going.
24. Keep the board. This is what this about. Don't change now
25. Get some folks in there that will clean the swamp

## Appendix E3. Online Survey Screen 4 Solutions - Elected Board Comments

The screenshot shows a survey interface for 'Governance Solutions'. The main content area is titled 'Your Suggestion' and contains the question 'Which oversight model do you prefer?'. There are three radio button options: 'Elected', 'Appointed', and 'Hybrid'. Below the options is a text input field for 'Comments' with the placeholder text 'Type...'. A green 'Next' button is located at the bottom right of the main content area. The interface includes a left sidebar with navigation options: 'WE WANT YOUR OPINION', 'YOUR PRIORITIES', 'FEATURES', and 'SOLUTIONS'. The right sidebar is labeled 'ABOUT YOU'. At the top, there are navigation buttons for 'What to do' and 'Next Task'.

1. We have been fully accredited since Jan 2017. State statute needs to be followed and governance returned to the current elected board!
2. The voters in the district should elect the school board members they feel will best represent them and meet the needs of their students
3. Why should SLPS not have an elected school board, as most school districts do? It is inherently racist to think the SLPS community should not have control through the board members they elect.
4. Elected is the only option. If you ever want to see a bond issue pass again, we must have our elected board.
5. I voted to have the elected members do their jobs and I expect you to respect my vote and step out of the way of progress.
6. The choice here is an elected board or else the closure of the school system. Appointed boards in Missouri have proven to be used as a racist cudgel against majority-black school systems.
7. Only an elected board is truly responsible to STL city stakeholders. As an STL homeowner, retired teacher, parent and grandparent I am very concerned with the notion that it's okay for the Governor to appoint the state school board who would then appoint the STL board. Voters in Ladue, Kirkwood, Parkway would never put up with this outrage. Those who care about our city, our neighborhoods, our children should be in charge. The STL school board should be composed of those understand the unique challenges of STL, and are elected by voters in STL.
8. The school board should represent the people they serve. This can only happen when people elect and hold accountable the board.

9. "I would perhaps be most supportive of a NYC model - Mayoral appointed Chancellor, no elected or appointed board - because that way the mayor's office would be accountable for the work, not just able to pay lip service to it. In the absence of that, I prefer an elected board. "
10. I strongly prefer an elected body that maintains accountability to voters, taxpayers, and community stakeholders that gave them power and authority. I believe this model ensures the highest level of transparency and accountability that our community desperately needs to restore trust in our school system.
11. The current elected board includes parents who are the people most concerned about the education of children and who have the most tie to the school system. I think voters of the City should have the right to choose the Board members without the interference from political leaders at the local or state level.
12. This is the most fair and equitable option. An appointed or hybrid board is too political. Look at what the governor is doing to the state board right now, an appointed board. It's all political infighting and the children end up at the bottom. Let the people of St. Louis choose our school board to represent us, not represent some politician they are beholden to!
13. Anything other than elected board at this time is the contradict an overriding commitment to BLACK LIVES MATTER.
14. Although a hybrid board could have potential benefits, I believe the most representative model of St. Louis City families would be elected members who have their community's best interest at heart, and would also provide more transparency and accountability.
15. I support the current elected Board of Education
16. My children go to SLPS schools. I chose to buy a home in the city and send my kids to SLPS schools because I believe in public education, by and for the community. As part of this, I strongly believe that the COMMUNITY should elect the school board. The whole damn system is guilty as hell but one thing we can get right is giving the community a say in our children's education.
17. St. Louis Public Schools should be elected as do over 95% of the school board in the state of Missouri. Electing our school board is a democratic right that all citizens need as taxpayers of this state.
18. Board members should be people from the community who demonstrate strong support for public education.
19. The school board is specifically designed to be the voice of the community helping to govern our public schools. We should be allowed to elect our representatives just as every other district in MO is allowed to elect their representatives.
20. The board should be completely accountable to the public which it serves and those constituents are the parents, teachers, students, and residents (in that order) in the SLPS community.
21. "
22. I like the idea of people living in the school attendance area having the say in making decisions for their student population.
23. "
24. We need a board who is elected, and these people will have the students needs in mind and the teachers. Without one the other would not succeed. If we keep ignoring our students and underpay our teacher. No one is succeeding. We must raise our children and our teacher up higher in order to be successful.
25. The School Board should be selected by members of the community, parents, teachers, former students, leaders, and all others, and they should be held accountable by the citizens of St. Louis City.

26. The citizens of the City of St. Louis should have the right to run the school district the way they believe it should be run.
27. It was clear from the presentations that hybrid version would be dysfunctional - so elected would be the only way to have the community input. Without favoritism, nepotism or political favors clouding the held seats. It would be imperative to keep board on track in regards to children's education and district staff capacity needs over eventual slide to elected board corruption or politicized favors.
28. An elected board is vital for accountability and transparency in governance. After all this is the model that works in every successful school district.
29. As an SLPS parent and a tax payer to the public schools, I feel that the best option for our schools will most certainly be the elected school board. This gives the public a voice on whom they feel would be the best fit for the board and who will be able to lead the public schools in the best direction for the SCHOOLS and STUDENTS. Not is what is best or most profitable for the board. Please consider these young children and young adults and the opportunity they are given, by having the best opportunity for an education. It is their right!!! An elected board would be a result of the community seeing the best candidates in the positions.
30. Why is this a question? No one wants an appointed board of education.
31. The elected board was chosen by the people and I feel the elected board have the students best interest as a priority.
32. Elected school boards have been successful all over the United States. There needs to be accountability of the people in charge to the families and citizens that they serve.
33. Boards provide loose guidance and shouldn't micromanage. They are a way for citizens to hold the administration accountable, be above the fray and listening to the wider community.
34. I feel confident that the people, already elected locally, are vested in the schools and community and I know their values. I don't have trust in the State Board of Ed or DESE to have the same kinship to SLPS District.
35. The elected board currently is made up of intelligent, committed individuals with stellar board leadership. They work together well and seem focused on a common goal of improving test scores, particularly in ECE. I think community engagement is very important and respecting their vote is key. I trust this board, with great community support, to govern our schools well.
36. This is the only acceptable form.
37. "A board of members who live in the district and elected by the citizens of the district will have the better interests of the students in mind
38. than appointed members who may have no local connections."
39. This way is fair, period.
40. I feel like this is what the St. Louis community is asking for, and the board should reflect the will of the residents. The schools are essential to improve our communities, and right now we need resident buy-in and unity. A hybrid board is the worst option (due to their record for not being successful in other cities). A second choice is an appointed board if an elected board is not possible.
41. The appointed school board does not treat teachers with respect and does not pay them a professional salary.
42. Citizens must have a direct say in who is on the school board. Of course there are drawbacks, mainly the time and money required to run a campaign can be a deterrent for qualified candidates and most voters end up voting for people for arbitrary reasons, but I still feel that appointing board members is the wrong way. Tax payers must be able to hold all board members accountable.
43. We live in a democracy--why is this even being debated?

44. We should have governance from those in our community who understand our needs. We are most likely to have more transparency with budgeting and policies.
45. The SAB needs to stop wasting tax-payer dollars, stop wasting our time and move out of the way so the elected school board members can do their jobs! The people have spoken!
46. I voted for the people I wanted to oversee the schools. I still want those people to oversee the schools.
47. We the citizens of St.Louis voted for who we trusted in this position.
48. The citizens and taxpayers need to have a voice in education!
49. I am a parent of two children in a neighborhood school. I am concerned about the erosion of public education on the state and local level. I want the board that I elected to represent the interests of me and my children, as well as the interests of all of the children in the SLPS system.
50. I don't trust that appointed officials have the students best interests at heart. This is a structure that favours the capitalist system and not a social services one.
51. "I believe elected by the people for the people. These past years, the voting rights of the citizens of St. Louis have been violated. It was criminal what happened to the citizens and the destruction of
52. St. Louis Public Schools. You telling me the citizens cannot put good quality people on this School Board? I believe they can! "
53. 90% of the school boards in the county are Elected. Data!
54. Because the public has a voice in the elected board decisions.
55. This is the most democratic and efficient way to govern school boards.
56. The public needs to have input on who is taking care of our education issues.
57. This survey is a complete sham. You will not listen to parents. You will do whatever you want to do. These questions do not address the poor governance of this appointed board. This appointed board has wasted money, and completely alienated parents and teachers. I do not recommend SLPS to my friends and neighbors. Thank goodness my child graduates this year.
58. Gotta get the vote out, reaching out to the community for that voter turn out will be necessary
59. The school board must be directly accountable to the St. Louis City public.
60. I think we people are voted in it eliminates favoritism
61. It really doesn't matter to me. Cause after this school year I'm pulling my child out of SLPS. I'm not really happy with how the schools are ran. So I will be enrolling my child in a charter school, county school, or home school. Cause the way that schools are ran now are a lot different than when I went to SLPS. So unless things change there will be one less student in those schools.
62. Those responsible for governing our children's education ought to be chosen by the parents of our children.
63. Need someone who will take charge and be responsible if something fails. SLPS schools are lowest ranked schools, fix that and rest will be easier to get done
64. The people/families that live in the community should be able to determine their own faith
65. Only for Hodgen tech staff and students
66. I'd like to be able to elect school board members that are against charter schools.
67. The only way for success is a school board elected by the people to represent our children's best interest.
68. Appointed boards seem to not have the best interest of educators or students. They are business people and they run the school system as that. These are real lives and futures within this system not just \$

69. It doesn't make sense for the public to not have decision making power when it comes to public education. The people should elected leaders, who will then be held accountable by the people.
70. Why be different than other school boards? Plus appointed members always have a bias towards those who appointed them. Not neutral
71. We deserve a democratically elected school board who we as voters can hold accountable.
72. 96% of school districts around the country have an elected board and Sllps should as well.
73. As long as we don't lower our standards to make our numbers look better, and efficient with resources, and ppl in charge are accountable, competent and responsible, you have my support
74. I don't fully understand who would be doing the appointing. I'm concerned that appointments would become too political, I would rather elect.
75. Elected boards give the people more choice and voice when it comes to the district
76. I believe it is a fundamental right of a community to exercise democratic control of its schools. Schools are an integral institution in any community, and the people in these communities deserve to have control over these institutions. This is a basic right of democratic society
77. Only an elected school board can be truly held accountable and is able to represent St. Louis residents' concerns
78. I believe the people in the community should have a say so in who is over the school board. With that being said, those who are are elected must be qualified and held accountable for meeting the needs of students.
79. The citizens and voters should have a voice on who they elect to be a board member.
80. This is the type of school board that was created and has been utilized throughout our country for over a hundred years. The schools are local and should be controlled by local, elected officials and not state appointees.
81. Community control of who governs their school board makes them fair and accountable.
82. I would challenge the authority of the SAB to disenfranchise voters by rejecting an elected board. It strikes me as un American and possibly not constitutional. This entity has great input into spending tax dollars and raising revenue. Not having elected officials handle this is a mistake.
83. With an elected school board, people are voted in and have a four year term to serve. This will allow better new ideas to the school board, such as retired teachers, parents, and community leaders.
84. It would be easy to elect unqualified people to the board. If it were a hybrid, whoever is responsible should have a mixture of people, who will hopefully reflect the population of our school district.
85. If kids be good in school they should be sent home with a gift big things ps4 xbox hover board like that
86. For a school board to represent the preferences and needs of District families, it needs to be chosen by (and therefore accountable to) the people it serves. A board chosen by the state will always prioritize the state's interests, which are not always in the best interest of our students.
87. I think the board should be individuals the community voted to represent them. We want individuals who live or work in the community who has a better understanding of what goes on in the schools. They can relate to citizens concerns and have a passion for education. They strive to make sure the students receive the best education possible because they have attended the st louis public schools or have children in st louis public schools. The appointed board is a political board that is picked by elected officials that does not allow the citizens to have a say or express their opinion about who they chosen. The elected board was established when the schools lost accreditation and Missouri Department of Education took over. Since the schools have gain accreditation I think the elected board should regain control.



88. The current elected board who have been without power should be put back in power.
89. My tax dollars should be managed by elected representatives.
90. I do not think that government officials have the expertise to appoint people to the board. If anyone is appointed it should be by educational experts.
91. An elected BOE makes the BOE accountable to the electorate.
92. I prefer the elected board. The elected board should also have knowledge of a public educational system and the needs of the student population.
93. This is one area in which we are able to see the results of our exercising the right to vote.
94. The citizens of St. Louis--who pay for an use the local school system--deserve a direct voice in the governance of our public schools.
95. Unfortunately in this state, appointments are too often tied to big money and dark politics. An elected board would better represent the community served by SLPS.
96. To be representational of the community, the board members need to be chosen by the community.
97. If the voters elected the board then the PEOPLE have spoken as to their preference, which holds them accountable to the immediate stakeholders (parents, students and local community)
98. I want the same rights as the rest of the state.
99. Everyone has a opportunity to run for this position. In the appointed view some people would never be considered. In the Hiybrid method it would narrow down the choices again. Most school boards are open to the public and they should answer to the public and not be just behind doors dictators who do things with the rich and famous people in town. Many people have great talents and views that never get reviewed because of the folks looking over them for various reasons. Give everyone a chance to be considered for the office on the school board and not just the ones who are your friends and famous. We need dedication, honesty,committed, and vested people working for the interest of our students and community at large.
100. The taxpayers and parents of the district deserve control over local schools. Period. Why would St. Louis be treated any differently from other Missouri school districts?
101. It is usually urban districts who lose elected boards due to outsiders not thinking they can handle their affairs after they are handicapped with declining tax bases. This is patronizing.
102. St. Louis already has too many negative special bills that affect slps and not other district in MO. If it is not good enough for Clayton and Ladue why should we have to have it. (Charters appointed boards)
103. "Officials have a vested interest and the community has a say in who is elected, holding the public accountable.
104. Appointed officials are not respected by the majority of the community nor do they tend to value public input. The closest our community had to a hybrid school board was a total disaster."  
"
105. The people, parents, and the community should have the only voice in what goes on with SLPS instead of elected officials who's concerns is only what benefits them in the long run.
106. Give them a chance!!!
107. Without an elected school board, we are being taxed without representation. A revolutionary war was fought over this.
108. By far. I think it's very important after years of having the board not controlled locally, for it to be back in the hands of the folks who live here and have a vested interest in our schools' success.
109. Governing officials don't always represent the people like they should. An elected board would be another safeguard to protect the voices and rights of students and their families.

110. Someone whom the community feels has the best interest for the students, staff, and community at large.
111. It's working. There's been drastic improvements and positive change. Still room for for better, bigger improvements
112. We need fresh talent
113. people have to elect the most qualified
114. I prefer an elected board St. Louis citizens who are devoted to the task of improving the SLPS.
115. For a true democracy to work, it has to be for the people, of the people, by the people, and only thru elections.
116. School board members should be people who are elected so that the community has input into who is running the school district. People know what they want.
117. For the board to truly represent our community, it must be elected by community members. How can St. Louis move forward when outsiders (aka the governor or Jeff City) are dictating how SLPS runs?
118. We must return power where it belongs: democratically-elected representatives from our community.
119. Elect people that understand the needs of the students and the teachers as well.
120. I think it is important to have an elected board to have community involvement in the operation of SLPS.
121. It is important for the community to choose the school board. This will give power to those who care. This will also aid in accountability. If a board member is appointed, then the community will be more concerned on if the appointed board member is actually acting in the community's best interest. Whereas, if the board member is elected, then the community will be able to learn from its own successes and mistakes on who to elect for such positions.
122. If the state wants to help they can send advisors.
123. Public Schools should be governed by the public through elected boards
124. This best supports the community. It involves people who live in and are invested in the city school system. Hybrid and appointed boards are not proven models and have less community involvement. They disempower people directly involved in the district.
125. Feel strongly that elected boards work best and that is the reason that 99% of Missouri Boards are elected. Why should St. Louis be different?
126. The community buy-in that results from the election process makes many of the elements of quality education possible.
127. It is time for the appointed board to go away.
128. This is not only a preference, it is essential in order to properly represent our community and to ensure long lasting and stable governance.
129. I will not feel adequately represented with anything but an elected board
130. Elected board requiring a super majority to dismiss a superintendent. Clearly defined that the elected board develops the policies and the superintendent runs the district. This provides the stability everyone likes to see and avoids constant change.
131. The parents of the district/community should have the final say as to who runs their public schools. HOWEVER, the members of a board of a district this size MUST be individuals with education background.
132. Return power over the schools to the citizens who use the schools and who pay for the schools
133. SAB is done with its work and should allow the elected board to do their job!
134. Elected by the citizens of the City. It is their children.
135. I strongly prefer a school board voted in by the community. I do not feel the current board connects to the community at large.

136. Ultimately it is community members who are most impacted by the successes
137. It's time to stop paying Rick Sullivan, period. An appointed board is most useful. They have an interest in thier community.
138. Community members who are elected have proven that the community is willing to vote for them!
139. At issue is 'public' education. Elected officials support the model of a democracy, as messy as that can become. While a democracy may not be perfect (perfect would be to have experts who have experience in successful school management), it is dangerous to stray from a political model that allows communities to elect their own representatives.
140. Unfortunately, appointees serve at the whim of whoever did the appointing
141. School boards are incapable to run anything!
142. As a resident, tax payer, employee and voter in the city of st louis I feel it should be decision of the voters to elect the School Board
143. An appointed Board is too political and does not represent the citizens but represents the people(usually politicians) who appoint them. They don't have to listen to the teachers, students or the citizens who are most affected by their decisions.
144. "Hire one person to be paid by the efficiency of the amount of students staying and learning in school. Require each teacher to be paid by the same standards. Drop outs will be a deduction of pay. Ad more motivational teachers and ... implement rules of behavior/discipline / discipline/penalties for student's bad behavior / enforcement of discipline/penalties by guidance counsellors. Our country has 3 generations of parents which were not taught discipline in school, since 1979. Don't use the excuse that discipline should be taught at home. Our teachers are paid to teach. Put discipline as a required class. Teach the students to be examples to their parents.
145. "
146. Diversity brings a wealth of knowledge to the educational platform.
147. Elected board members are stakeholders in our school community.
148. An appointed board removes any real possibility of community input and accountability. I am strongly against having an appointed board for SLPS.
149. I want to vote for school board members.
150. Hybrid boards, as the expert hired demonstrated, do not work. Appointed boards and elected boards both have issues, but as a parent and voter in St Louis Public Schools, I have more faith in a democratic election than in appointments.
151. The people have a right to choose their representation. That is the basis for our system of government.
152. Because I come from a school district that the parents get to choose the board
153. Many times if you have a love and compassion for what and who you represent you will more likely fight for their best interests.
154. They could make it more better for the children...
155. By the people and for the people. The people's voice.
156. appointed by friends in academics...no
157. The SLPS was only accredited for one year as they are back to provisional! The appointed board has done nothing to support teachers in a failing system. Students are not being educated in SLPS which is going to bring about more poverty which will result in more crime. The appointed board does not seem to realize the seriousness of this systemic problem.
158. "We need a board of ELECTED (chosen by the community which it serves) officials.
159. Officials with a track record in education who will SUPPORT TEACHERS and view education as the anchor of civilization (which it is) and not as a business (which it is NOT)."

160. Vote them in for us, vote them out if noncompliance
161. everyone will have to help solve the problems in the district.
162. I think in the long run they'd do better and are more responsive when they dont. 10 years of SAB with essentially flat improvement speaks for itself.
163. By the people for the people.
164. The community should be directly involved in the choice of who runs the board. I think our biggest problems occurred when the parents felt they had no controls, checks or balances. The only option felt by many was to walk away and the city really began to bleed students when that happened. The political and business entities do not REALLY have a horse in the race in that for the most part they have not sent their flesh and blood to the city schools. It's easier to make decisions for someone else's children when your own don't face the consequences.
165. Without knowing who would be appointing board members, I favor the elected board option.
166. I strongly support a 6-month transition training model for an appointed board to help prepare the elected board.
167. "The only reasons to appoint people instead of elect them are:
168. 1. Because you want to insulate the position from election pressures (keep them neutral)
169. 2. Because the appointing body has significantly more knowledge than the electorate about what the position requires.
170. AND
171. those two things both have to be true to such an extent to make up for the inherent butt-kissing and tendencies toward corruption that appointing people always produces. i.e. people tend not to be appointed to things unless they are politically connected, and that takes qualified people out of consideration.
- 172.
173. Elected positions aren't perfect, but they are preferable unless there is a very significant reason not to have them."
174. Why should SLPS be any different from other school districts in St. Louis?
175. An elected board would represent the community
176. For too long, the SLPS have been governed by appointed board that has not been accountable to the voters in the community which include parents and teachers living in the community. I therefore feel that the district and the community would be better served if the elected board was brought back as a governing body to run the Saint Louis Public Schools.
177. We need governance that is accountable to the community..
178. I would prefer that voters choose who they want on their school board. The appointed board was supposed to fix the district's problems, but took 10 years to get the schools accredited. There is no reason to think that, given the same amount of time, the elected Board might not have been able to do the same thing.
179. An elected board is more accountable to the constituents.
180. I'm torn. As a teacher, a parent of an SLPS student, and a resident of the city, I've been impressed with the stability that the appointed board has brought to the district. However, I do believe that it is important for citizens to have a voice. Now seems the best time to transition back to an elected board since the finances have been stabilized and we have very good superintendent in place.
181. The Hybrid Board is a important piece to use a for results.
182. The elected board cares about the people and their concerns for the students well being.
183. It would be better for the community to be more involve since the community is the one whom fills up the schools and are most important. But at the same time you have to understand the

commitments and concerns of the community. You can build up but everyone must maintain the build and at the same time with people who are committed at all times.

184. Why is it necessary change tradition when we did not change rules for the Appointed Board to be put in place?
185. These members were elected by voters. I think they should be given a chance. If a hybrid model is chosen, it should include all elected board members.
186. When boards are appointed, the interests of a few, sometimes financial interests or political interests, are often given priority over what is in the best interest of the students.
187. The community should be very involved in the election of the board with understanding of qualifications required for the position. That each person MUST meet the requirements and have management skills. There must be an clear view understanding of education.
188. If you allow followers of God and Christ to be on either board you will not go wrong.
189. No other type of school board has demonstrated long-term success at keeping fully public schools thriving, students achieving, and the community feeling a part of their kids' futures. No taxation without representation, as well.
190. We need real people in these positions who know what it's like in the classrooms and schools. Not people with no educational experience who just make decisions based on numbers and not students actual needs.
191. we should be able to pick the best person who fits they field
192. An elected board would prove a better selection. An elected board would be new every year and would have new ideas to present and help the district.
193. And paid professionals. Masters/Doctorate level people who know the field of education.
194. The city community deserves the right to determine who presides over their schools and manages their tax dollars.
195. I think to improve community buy in, they need a voice in choosing the board members. I also think school boards should not be influenced by companies/politics so they can stay focused on our kids. I do not like the idea of an appointed board at all.
196. The community must have an input from the beginning in order to feel and be involved.
197. We're talking about PUBLIC education. This affects everyone and the public should have the final say in who is leading the efforts.
198. I like the mix o
199. I would like to see teachers appointed to the board who have retired. They know what the SLPS need because they have worked for 30 plus years. They should have several years of experience.
200. They are responsible to the voters.
201. Only if they show results; training and standards around board conduct is needed; we need to invest as a community to make them successful.
202. It's the only method that truly is representative and accountable to the community. The overwhelming majority of school districts have an elected board for a reason.
203. The Elected Board has worked for years. The progress of such board is evident. I strongly support the continuation for the elected board.
204. First of all I had to look those words up as they pertain to the school board. Let's try and the confusion in the future.
205. Long-term the citizens of St. Louis City must be held accountable for the education of their children. However, the transition must be done in a way that the members of the elected school board have actually been elected by the People to perform the large responsibility given to them. This is currently not true for the elected board.

206. Members of the communities have the greatest investment in the success or failure of the school system.
207. Board members need to be representative of, and living in, the communities they are meant to serve. We need innovative solutions that are designed for St. Louis schools first and foremost, rather than trying to get models that were successful elsewhere to fit our unique environment. We need innovation that takes into account our unique regional structure and St. Louis' role in the racial equity movement. We need St. Louisans in charge of St. Louis schools.
208. These are the people we have chosen. There is no reason for someone to overturn this.
209. Public education is a fundamental right in a democracy, and as such should be subject to democratic control.
210. The elected board is what the people chose go with because they have their best interest in their children learning.
211. I believe anybody should be able to run for school board. SLPS school board shouldn't consist of individuals in higher up positions within the district, individuals appointed by our board now, and individuals who think they should be elected because their child attends SLPS.
212. As long as the highest priority is students.
213. Hybrid would be acceptable as well, but elected is preferred. I think the best way to be accountable is to be elected.
214. I strongly believe only elected respects the rights and responsibilities of taxpayers, parents, and children of the district.
215. I prefer the elected model because we have already had the appointed SAP Board which did not have the teachers' best interest at heart. The hybrid may have appointed individuals that could hinder the progress of the district like we are experiencing in congress.
216. It is important for there to be public voice to the representation of the school district. I do find it to be imperative to work to engage the community in all areas of St. Louis for elected members to actually fairly represent all areas.
217. a combination all of three.
218. I think this is the best way to ensure accountability.
219. I believe a great many of our problems began with the interference of the business and political sector.
220. I would support a hybrid board of 2 appointed, 5 elected.
221. I believe that elected boards are more accountable to the people they were elected to serve.
222. I have never agreed with the state appointed board after the way Slay's slate of board members manipulated the school district to unaccreditation. For better or for worse, a school district needs to be run by an elected board. If they do bad, more people will leave the city and it will be their own fault. When it is run by an appointed board that is too much overreach by city government.
223. The school board members need to be accountable and accessible to the and public. The remoteness of the appointed board from the staff and community is a big problem. I do not believe any hybrid would work because as long as political appointments are involved, the children's welfare is never going to be a priority.
224. I believe in the elected board model. That being said, I believe the current SAB has done an excellent job putting the district on solid (financial) footing. A hybrid could retain these strengths IF they were committed to working together. If a hybrid model is adopted, all elected board members should be kept on the board.
225. Our school board should represent the community. Period.
226. While I acknowledge that it can be difficult to find committed, qualified citizens to serve on the school board I do think it's the best form of oversight.

227. The elected board is accountable to voters. More power should be designated with this model which best represents the community and is interested in the progress of the students. It would best serve in addressing the needs and challenges of the community enriching the academic concerns of the students; as they become reputable citizens in our society.
228. I'm really torn on this question but ultimately do believe that our community has to feel a sense of ownership and pride in our schools again. I don't believe hybrid governance will be best for students.
229. People should elect the governing board. We live in a democracy.
230. The district is accredited. The appointed board needs to step down -- and stop trying to hang on to power & manipulate the system.
231. The citizens of St Louis should be represented by the board members who have been voted in.
232. An elected board is the only way to get true representation of the community and will be held accountable by the community.
233. democracy isn't dead
234. Parents are the most concerned and it touch people when it comes to their children's education. The are the primary consumers of education
235. An lect4ed Board will best represent the communities being served by the publci school system.

## Appendix E4. Online Survey Screen 4 - Solutions - Hybrid Board Comments

The screenshot shows a survey interface titled "Governance Solutions". On the left, a vertical navigation bar contains the text "WE WANT YOUR OPINION", "YOUR PRIORITIES", "FEATURES", and "SOLUTIONS". The "SOLUTIONS" section is active, indicated by a "4" in a circle. The main content area is titled "Your Suggestion" and contains the question "Which oversight model do you prefer?". Below the question are three buttons: "Elected", "Appointed", and "Hybrid". Underneath these buttons is a "Comments" section with a text input field labeled "Type...". At the bottom right of the main content area is a green "Next" button. The top right of the interface has a "What to do" button and a "Next Task" button. The right side of the interface has a vertical bar with the text "ABOUT YOU" and a "5" in a circle.

1. While I am not opposed to either of the methods, I am leaning towards the hybrid method because it will minimize the opportunity for popular vote but would allow for a balance of interest and expertise. I strongly believe that the only private interest should be students. I also feel there should be term limits.
2. I see that we've had success over the recent past with the appointed board, so maybe we need a transition to an elected board via a hybrid model. But I would prefer to ask Dr. Adams what HE prefers: Hybrid or fully Elected? Either way, my preference is to have elections for some or all of board members.
3. "While generally I favor the community having a voice, I have seen the vast improvements of the district under the SAB.
4. I feel moving to a hybrid model would be the next best step - as long as the board can function effectively in this model."
5. One "expert" in education /administration should serve with an elected board and there should also be 2 teachers & 2 students from different schools serving as liaison or advisers perhaps only attending a quarter of the meetings as to not drag down the entire process during meetings.
6. I feel that the current elected board is not really ready to take over, but that it is time to make a transition back to a fully elected board, which a hybrid board would allow for. The most important issue to me is that the initiatives Dr. Adams has underway not be rolled back or discontinued.
7. I think it's important that city residents feel included and "heard" when it comes to SLPS governance, but it is clear that a fully elected board does not and has not worked. An appointed



board turned the school district around. A hybrid of the two would be a nice balance and could potentially keep ALL parties happy.

8. I have been very pleased with the performance of the SAB. It truly saved the district. That said, I also value democracy and community engagement - hence a hybrid may be an effective compromise.
9. My heart is with an elected system, but the pragmatic side of my knows that having some appointed members will keep the SLPS connected to statewide stakeholders (and perhaps give those stakeholders some incentive to care).
10. I think there should be 3 appointed seats 2 elected. SLPS has made tremendous progress without political influence but community support and representation will provide a voice for stakeholders.
11. I would have a 5 member board, the Mayor, Comptroller and President of the Board of Aldermen serving ex officio (w/Mayor as chair) and 2 members elected at large in citywide elections. So not exactly a "hybrid" as you define it.
12. The discussion we should be having is how can we empower and elevate the voices of parents, teachers, and involved community members at the school site level. In Chicago, they use a Local Schools Council model where each school has a board that governs that school and represents its interest. We should do this, and then send a representative once per year to a meeting to evaluate the superintendent, approve opening/closing of schools, and approve the annual budget.
13. I believe a hybrid board would combine the best of both models
14. I believe representation of the community is important and their voices must be heard through those elected persons, however, we need a balance of board members appointed to ensure a healthy balance of the board with members that have a track record of success and knows what it takes to move the district in the right direction.
15. The boards need to effective transition to an elected board to evaluate the effectiveness of returning to this model with the final decisions being made by the appointed board if there is a disagreement that prolongs a decision.
16. I want our community to have a voice in choosing the Board, but also appreciate Board membership that has experience/knowledge/expertise
17. Keeps parents involved in the decision making process
18. The bleeding heart liberal in me wants a return to the elected board, but I realize that my children have benefitted from the stability provided by the SAB. I think a hybrid board offers the chance for city voters to have a significant voice while hopefully maintaining the stability of the district. Roles should be extremely well defined, with significant teacher input.
19. People in the know, placing forward those qualified to do the job and others put forward from the those being served at large.
20. It seems like a good idea to have representation from the city's citizens, chosen by them, as well as those who may have credentials necessary to be appointed. I am concerned about who actually appoints members though. Is it the mayor?
21. A mixed body would give expertise coupled with a democratic view of professionals with a track record of success, experience and that want to fill that need.
22. I was not able to go to any of the presentations. But I definitely do NOT want to see SLPS governed only by an elected board. My son is a fifth grader in SLPS and past elected boards were completely ineffective.
23. This way there is a mixture of people

24. It would be nice to have a mix of members. Appointed, Hybrid, and Elected. Schools are mixed so why not have the board mixed. If you want the schools to be able to get along, why not be leaders and show how mixture can come together and make a beautiful cake.
25. I think it should be hybrid in the sense that the members should be appointed then approved by a vote of the people. Then you get the advantages
26. Theoretically prefer elected, but do not want to revisit the mid 2000s when the elected board was a dumpster fire.
27. To ensure that popularity doesn't override skill.
28. Our track record of competent elected board members has been spotty at best.
29. I totally agree with a Hybrid model because when you have community elected and appointed members joined forces they are allow to work hand-in-hand on issues that are known within the community and issues that are within the system and they can be addressed all at one time by coming together to give the best possible solution for both sides while providing a common goal to benefit the whole which are our children.
30. A combination of citizens that are elected to serve on a four year term along with appointed experienced members with a background in education to help guide them.
31. we have had both one failed over time and the other has had tremendous success in a short period of time. We need both
32. All the options give me pause. Appointed is nice because there is accountability, but the board members are beholden to whom ever appointed them. There is less direct accountability (and arguably competence) with elected officials, but the incentives between the community and Board are probably better aligned.
33. Why would we want to turn the schools back over to an elected board when they are the ones who got st louis in so much trouble to begin with!!!
34. I want the appointed members to be education professionals and the elected ones to be laymen.
35. Appointed members bring expertise and consistency while elected officials encourage community involvement and ownership.
36. The appointed board has brought stability, but at the cost of voter voice. Most problems by previous boards stemmed from the political nature of those who were on the board. I feel like a hybrid would be beneficial, as no one group should have all the power to make decisions.
37. The appointed board has had a strong track record of turning academic performance around and improving graduation rates. I am afraid that returning to an elected board will make the process more, not less political and will decrease focus on quality education. However, having the community feel like they have a voice is also a valuable.
38. I think a combination of the two would be the best option.
39. I prefer a hybrid model which avoids the political circus previous boards had become, but also allows for more LOCAL control which the state-appointed board lacked. Hopefully a hybrid board would strike a positive balance between local representation and state oversight.
40. the last time we had an elected board we lost accreditation, test scores were abysmal and we were deeply in debt. Why would we want to repeat that?
41. I think it is important to have mix of elected and appointed to have a variety of viewpoints on the board.
42. I don't really know the best answer here but what I want is people who are aware of the \*structural\* nature of the challenges that SLPS families and teachers face and address those as best they can, as well as being able to convince the alderpeople to stop giving out tax breaks that take away from the school resources.
43. so that the Board can get things done given the know-how of navigating the system while simultaneously hearing from people who are close to the outcomes

44. I appreciate the gains made by our appointed board, and that elected boards may not always be experts in education or be held accountable. However, I don't want school board appointees being placed into our district by a politician who doesn't know our region or who doesn't truly serve or represent our public schools' students. In these partisan times, it seems more important than ever that we keep politics out of our children's education, and that we let the people have a voice.
45. I would like to see a 5 person board consisting of 2 community elected, 1 from AFT so staff feel represented, 1 from Govt. official appointed and 1 from DESE to help stay regulated.
46. It will be a potential disaster if criteria is not set around the ability to be appointed and/or elected to the board. A portfolio of professional ability as well as education ability is a must have for any board candidate.
47. With low voter turnout and low public school enrollment, a purely elected board runs the risk of attracting nut jobs.
48. phase out the appointed board over time.
49. We've had elected and appointed and so far the district makes small gains in one area, but loses in another. I say try the hybrid.
50. The previous board was a joke, I do not want to any of them loose on their own-they must work with the proven appointed board and must prove their worth
51. The people of St. Louis repeatedly elect Bill Haas, mainly because they recognize his name. Big money also gave us the terrible board of Clinkscale, Jackson, Schoemehl, et al. Letting an elected board have all the power did not work well. Mayor Francis slay endorsed Rochelle Moore; she also was a bad choice.
52. Needs of the students must come first. I am very concerned that elected people will have a personal agenda. I am also concerned as to who would be in charge of appointing members. The current appointees have done a fabulous job of turning around our district. I would ideally like to keep them.
53. Some positions need to be appointed and some positions need to be voted on by the citizens in which they are to serve. That's why I believe the Hybrid system may work the best
54. We need elected and appointed. People and government to be hands on in the spls
55. No one persons should have a say. All should work together for the student.
56. "allows for both representation of people with ability to appoint individuals with a specific skill set to improve education.
- 57.
58. That being said, appointments can be done as political patronage which defeats the point of doing what is in the best interest of our kids"
59. I feel conflicted because there are advantages and disadvantages to each model. At this point I definitely do not want Governor Greitens interfering with our public schools, but a Democratic, pro-public education governor might do a good job helping to appoint a cohesive school board. I want school board members to be accountable to parents and teachers, but am worried about reports of infighting and inefficiency that can occur with some elected school boards. I'm not sure if a hybrid would provide the best or the worst of the two traditional options.
60. I think this model may offer more accountability and more community input, since some of the members are part of the community in which this education services will be dispensed.
61. I believe it's best to have both forms of representation in order to achieve the ultimate goal.
62. Given what we currently have in the form of an elected board I just do not believe that the people typically elected to these boards really know enough about the district to govern it well. I understand the desire for elected representation but given the track record here I just don't think it is feasible to turn everything back over to an elected board at this moment. The SAB

has done well in getting things back on track and from an internal standpoint like mine, if it ain't broke, don't fix it. I think we should gradually shift this to an elected and appointed board and try to keep the local politics out of it as much as possible.

63. Hybrid - the best of both worlds.;
64. Hybrid is the best of both worlds checks and balances.
65. People can elect unqualified dolts. This method - if appointees are highly qualified - can act as an insurance policy.
66. We need to hear from all parties.
67. board should focusnonncommunity involvement
68. We must have some way to move forward, and based on the worst-case scenarios of some of the folks elected in the past few cycles, you can have a person with no experience, outrageous and uninformed opinions, and little ability to actually get things done. Electing our school board completely sounds great in theory but has not been good for SLPS in practice in recent years.
69. It appears to me that the appointed board has worked well with the school district to make progress. I also think that having community voice through elected board members may encourage more buy-in from the community. I'm concerned that going straight to an elected board will push us backwards.
70. I think that there should be some sort of elected board, but also some people who have experience overseeing a school district successfully.
71. Hyprid governance model seems he most air because it allows qualified community appointed leadership paired with community elected members who most likely will present views of staff and parents thereby providing a stronger body.
72. the experience of the special and the representation of the elected could be beneficial to the district and its families (students, parents, teachers, etc)
73. Each board member, whether elected or appointed, should be held to the same standards and same length of time in office.
74. The deeply entrenched practices and mentality of SLPS needs to be changed and brought into the present. Appointed members lack the commitment to the community, and elected members are too often swayed by personal bias. A combination hybrid seems the best option.
75. Community choice is essential, and strong leadership to listen to the community and staff is necessary.
76. This would allow for a better balance of powers to keep the best interests of the students at heart.
77. I believe sometimes people may want to be on the board for status purposes, so if you elect and appoint, power can be balanced.
78. I think when voters go to the polls they do not always know those who are running for the school board. Some are elected at random, therefore. But having everyone appointed is not the democratic way. A combination might be the best solution.
79. TThere are many different voices involved in public education. There needs to be a representation of many voices to achieve results. All these groups - parents, teachers, government officials/appointees, business leaders, education leaders - need to learn to work together. Not one of them has the total answer.
80. I think at this time hybrid would be best. We have had an appointed board for such a long period of time. I think it would be good for the elected and appointed to work together for a time and then transition back into a fully elected board after a period of time.
81. "watchofficialsThe needs to look at other school districts in the nation and see how the successful one turned the school around. A lot of the problems come from lack of parenting.

The teachers, school administrator, elected officials, police and firefighter need to be put on teams and knock on the doors of all the students to tell the parents that they're there to support them and their children. Do it and watch wonders happen in your school.

82. This method would be best for the next several years, than perhaps change to all elected
83. I really want teacher representation.
84. Hybrid allows for the orderly transition from appointed to elected.
85. Nothing wrong with a mixture of professions and citizens with fresh ideas.
86. 4 appointed and 3 elected
87. Affords a cross section of community to have input into school education concerns
88. I believe a hybrid model provides more diversity amongst board members and helps to ensure both community input (elected members) and that various areas of expertise are represented (appointed members).
89. I believe this would be the best of both worlds.
90. Attempt to find people not hung-up on political correctness.
91. Neither all elected nor all appointed achieves the desired outcome as both serve
92. For a transition period, say 5 to 10 years, Hybrid makes the most sense, ultimately becoming entirely elected [ with a clause that if some measurement goes down (test scores or grad rates) that the appointed members come back to right the ship ]
93. Appointed members to make all decisions. Elected members to provide input in open sessions. Decisions to be made by appointed board in closed session. Elected board prohibited from participation in any financial or employment decisions.
94. Elected board members got us into the mess in 2007. I still remember the arguments.
95. I chose hybrid because I feel elected officials run more out of desire to see these get better and they have invested interest, while appointed officials may have more connections that could aid financial backing. The two could ideally work together to do great things.
96. The City has shown that they seem to lean to the power brokers on boards and other committees. Unfortunately St. Louis has the "good old person" mentality. Look at City Hall. Old timers making a lot of money with no action or change in their departments to make it better. This bleeds into the school system. Too much emphasis on show and no results. Also fiscal responsibility is lacking.
97. Because combination of both
98. An elected board creates accountability to the community they serve. However, there should be one or two appointed members who have a proven track record of success in public school education in underserved communities.
99. I think it is important to trust the expertise of those that will appoint officials, while maintaining/encouraging community involvement by having some roles voted into position. It provides a sort of checks and balances, in my opinion.
100. The more diversity of minds, the closer we can get to solving problems and creating successful, efficient, and manageable goals.
101. Students need individual text books to bring home and study. Educational field trip and out of town experiences.
102. I think there are benefits to the checks and balances when people are both appointed and elected.
103. Fully appointed board creates issues that people appoint family and friends to accomplish their wants and needs. I have seen this issue with several surrounding districts. Elected officials are sometimes chosen by popularity not by what they have to offer. The hybrid may be the best option.
104. I would eventually want a fully elected board but a hybrid is good for transition.

105. This allows the local concerns to be heard along with an appointed member's knowledge of education.
106. I have been extremely impressed with the appointed board. I actually prefer a fully appointed board but I see the benefit of some local representation in case the Governor manages to take over DESE and the appointed board members are political appointments. People who seem very concerned with an entirely elected board don't realize the time and trouble a Supt puts into trying to manage a group of people who often know very little about public education. The appointed board gave clear direction and paved the way for Dr Adams to focus on a set of objectives that would dramatically improve the district in the least amount of time. It was effective. That's because we had the right Supt and the Board made it reasonable for him to do his job. I know teachers who felt that the appointed board did not respect them. I think an elected board can be the same way. We live in a city in which the power browsers have discounted SLPS. The voters are not invested in the best possible board members, nor do this community's voters really have any idea what a great board member should be, as citizens know even less about education than typical board members. I do NOT prefer a fully elected board for all the reasons described.
107. I think we should have a combination of parents, teachers and elected officials.
108. I believe a hybrid board would allow some checks and balances
109. The appointed members should balance out the elected board. Different socio-economic and ethnic backgrounds, teachers, parents, financial field, and all genders should be represented.
110. you get the best of both worlds; not all one-sided.
111. As director of Evaluation, Assessment, and Research, I saw some very effective elected boards. They usually resulted from having a couple of very strong members who were heavily committed to student results and other members who had the best interests of students. Conversely, there were times when a small cadre of members were highly disruptive by deviating from the role of board members. Given the current protest climate in the City, board members could be elected for political purposes rather than student interests. Thus, I would opt for a balance in the form of a hybrid board.
112. It should be a combination.
113. I think that all people on the board should be required to have a background in education. They should have been in the classroom at some point so that they know first hand the reality that our students and teachers face
114. This would be the best one IF both branches of the model have equal say in governance. Also, the appointed board members should be people with considerable positive experience with public education.
115. I believe this type of governance will allow all publics to be represented.
116. A collaborative approach in achieving students' outcomes on every level is important from all realms. One entity is not more important than the other. Everyone's input counts, from public community support, staff input as well as other relevant professionals.
117. SLPS needs a checks and balances system....one type of board member won't work here.
118. I think hybrid at this point is essential because there needs to be a transition from the appointed to the elected. The appointed has an excellent relationship with the superintendent and it would take some time to develop that relationship if we were all brand new.
119. Those already on the committee could assist with an elected board and provide expertise and political insight.
120. A hybrid model would give the representation from the community that is needed with the experience of elected officials.
121. I think all stakeholders should be involved in forming the school board.

122. Elected school board members can just be a popularity contest on who markets themselves the best.
123. Hybrid, I believe, is the best option as it gives a well rounded amount of input, but the appointed would balance out the board so all aspects are represented.
124. I think its very important to have representation elected from the community blended with members appointed who have been hired/appointed to do the job.
125. A combination of the two would be a start, let's go for there
126. I do not trust the old system. Too many officials did not oversee the district. appointed people have done a great job with that. If it is not broke, dont fix it. Good compromise.
127. In theory I think officials should always be elected, however, we have been burned by fully elected board in the past and to have some balance on the board would be good.
128. The community needs a voice, but the president, Vice President, and secretary need to be appointed.
129. I believe hybrid is best because it will create a balance.
130. I believe the appointed board has done a good job helping the district get back on track to regain accreditation. I also think it is important to give interested and qualified citizens an opportunity to run for the school board and give their opinions to make a difference. I do not believe the current elected school board is the best board to take over the district as they were elected during a period of time when everyone knew they did not have decision-making authority. I do not believe these are the best people to be inheriting full power/responsibility of the school board. I believe a hybrid model will allow the district to retain a highly qualified board that could some day return to being completely elected.
131. if representation is equal
132. "I'm concerned that an elected board will devolve into a single-issue and/or partisan body that pursues ideology vs. what's actually beneficial for kids, educators, and the financial health of our local schools. Board elections in other cities (Denver, etc.) have become million-dollar sideshows driven by national agendas -- that's not good for kids.
133. The current SLPS appointed board & superintendent deserve credit for their turn-around work and governance that has stabilized the schools in many ways. There is still a lot of work to do, but that underscores the importance of a professional, thoughtful board. Elected representation is important, but a hybrid would help counter any extreme partisanship & electoral show-boating."
134. Multiple styles of government increases the chances of having the most appropriate, knowledgeable and passionate people in these positions
135. I think it would be useful to involve a hybrid of individuals so that we can appoint those with a vested interest and political and civic connections and experience to help accelerate school board work. Likewise, it is vital that new voices from the community are heard and their experience is represented. I think the ultimate goal should be to move to a completely elected board.
136. I think you need people from the community, who are directly impacted by SLPS, and those that have the appropriate training and oversight to ensure goals are met.
137. This model best ensures a balance between having invested stakeholders and qualified experts on the board.
138. I believe a hybrid oversight method provides accountability and transparency as both the government and the citizens have a say.
139. I think experience is important as well as Motivation.
140. the board itself should have 2 appointed members but the majority should be elected by the parents of students enrolled in the current school pool.

141. I believe citizens should have a voice, so there should be some representation based on election. But, we don't need political game playing, and the SAB has proven to be more effective than the elected board.
142. I think 3 appointed members who are vetted and qualified, plus 4 members are elected from the community would be best.
143. I believe everyone should have a voice. By being hybrid, you will be allowing all individuals who value education to have a voice, not just appointed individuals.
144. I fear appointed members not being qualified and instead being 'political favors' but I also think that school board elections have poor participation and the average citizen may not have the knowledge or skill to determine who is most appropriate for the job
145. I believe a hybrid would be good for the transitional board and then it should return to elected.
146. This assures leaders of all sectors have a say.
147. Having only 3 people on the board is just silly. I also like having a mixture of the greater accountability that comes with elected officials and the greater stability that comes with appointed officials.
148. There needs to be a mixture of ideals and practices from a variety of people. I really believe that teachers should be apart of this board because we know students the best!
149. Prefer a system similar to MO judiciary. Board members should be locally appointed with periodic retention via election.
150. The Hybrid Board encompasses people from the educational and community/political arena for the best
151. The collaboration of parents, citizens and teachers would definitely be a good factor in maintaining effective boundaries and guidelines of maintaining a successful school and community.
152. I like the idea of continuity and experience that an appointment model can offer, but I also think having fresh ideas coming from the citizenry is important.
153. Do you appointed board has made good progress I would hope that the next board would continue in with this type of success
154. To often in St. Louis people run for election just to be elected. I want to see people with skin in the game, parents and educators, on the board, not people running to make a point or grind an axe.
155. Representation from community parents who use the system and partnership with elected city officials
156. Although, I would be concerned about the length of appointment for those appointed.
157. I think an appointed board that is informed about the realities of our schools from teachers, principals, students and parents would be great. The board should have a true understanding of the realities and challenges that the district and public schools face without being held back by the
158. Most positions should be elected.
159. Elected School Board Officials should also be term limited to ensure all community perspectives are weighed in policy decisions for St Louis Public Schools.
160. Mayoral appointments and local elections make the most sense.
161. I think it is important to have community involvement by having an elected board. It is also important to have balance behaving an appointed board.
162. I feel you have a mixture of elected people which consist of community members and other professionals, it would give it a balance.
163. It has taken us 10 years to fix the problems that an elected school board helped to create. I understand that newly elected board members can bring new and great ideas to the table, but I



think it would be best if there was still some appointed individuals on the school board for the time being. I would be devastated if we started moving backwards because we did not have a clear path to follow.

164. You need input for both, the average citizen and a knowledgeable staff member
165. I believe in Elected officials and that an appointed system be designed with proper community input on the process.
166. I do not trust the electorate nor the board of alderman but a hybrid model would help balance the board.
167. I think an Elected Board with some type of nominating committee to screen applicants would provide for both choice and quality control.
168. I often think that that a fully elected board often has to end up tailoring their support of policies and governing to voters rather than to what is best for students. At the same time, I recognize that it is important for school board members to ultimately be accountable for their decisions. Therefore, I think a hybrid model has the greatest chance for success.
169. Although I ultimately support a completely elected board, I believe a Hybrid would be a great transition solution.
170. Hybrid legislation should empower a 5 member (3 Elected / 2 Appointed) or 7 member (4 Elected / 3 Appointed) board of education. Term duration should be the same for elected and appointed members. Re-election or re-appointment should not be subject to a term limit.
171. I think having both elected and appointed allows for there to be monitoring of political and personal agendas
172. The people of St Louis have elected some very unfortunate board members, so I don't support elected only. Also, I am terrified of letting one politician have total control. The Governor appoints the one person who has total control. Something with checks and balances would be best.
173. I believe a hybrid board will work the slps can compete with other leading school districts in the area.
174. It would be good to have people with school board experience blended in with eager people from the community willing to make the school board the best I could be.
175. As transition period only, then back to elected

## Appendix E5. Online Survey Screen 4 - Solutions - Appointed Board Comments

**Governance Solutions**

WE WANT YOUR OPINION | YOUR PRIORITIES | FEATURES | SOLUTIONS | ABOUT YOU

What to do | Next Task

**Your Suggestion**

Which oversight model do you prefer?

Elected  Appointed  Hybrid

Comments

Type...

Next

1. We have roughly 50yrs of experience in an elected Board not work and 10yrs of experience in which it did.
2. The elected board sounds best in theory, but in practice the elected board has not produced a good outcome for students, parents and taxpayers.
3. Under the appointed model the district has seen dramatic gains and been able to retain its most important asset: a strong, smart, balanced superintendent. Returning to an elected board would put all of this at risk.
4. The track record, in this city, of elected board governance is abysmal. The voter turnout rate for elected officials is equally poor. SLPS is a \$400M organization and we need someone who has experience managing and overseeing an organization of this size.
5. History prices SLPS can't govern themselves effectively. We are city residents and homeschooled our children because it was a horrible experience.
6. Our children's education should not be dependent upon individuals with limited qualifications. We don't have public elections for the boards that run our hospitals; why have them for our schools?
7. The track record of elected boards in the city of St. Louis is horrendous. The appointed board brought stability, accreditation, and improvements. Let's not return to what didn't work, but double down on what is working!
8. The elected school board of SLPS has had many problems historically. Constant change in leadership, professionalism and knowledge/expertise have all been a problem. The school district has done very well under the appointed school board. The SAB has had a commitment

toward making our schools stronger and being successful. We have done well under consistent leadership and I fear that we will soon have the same problems of leadership if the elected school board resumes.

9. An appointed board has stabilized the district. While an elected board is theoretically accountable to the community, they have not demonstrated an ability to solve any of this district's challenges in the past.
10. SLPS elected boards have a proven track record of failure. Those who run either represent narrow special or personal interests, or have naive expectations of how a business should operate.
11. When an elected board was in place, SLPS failed financially, academically and in safety/security issues. When an appointed board was in place, SLPS got its financial house in order so it could counter inequities, improved academically, and reduced safety/security issues. The appointed board gave SLPS freedom to innovate (with magnet/choice schools and pre-K) and the accountability it needed to drive disciplined decision making.
12. We've had an appointed board for several years and this has been the most functional governing board in years!!!
13. A great deal of progress has been made by the appointed board, which is composed of dedicated, knowledgeable and people who only have the students' best interest at heart. The appointed board has proven its value.
14. Increased possibility of the Board focusing on Fiscal Management, Student Achievement, Labor Relations
15. Local control got us to where we are today. Strongly oppose local representation.
16. History of elected board has been terrible. Nepotism, tolerance of athletic violations and refusal to initiate improvements in the face of the charter school surge was the character of the elected board ten years ago. That elected board preThe board needs management and business experience to oversee such a large organization.
17. I remember when the district was a mess and we had a new superintendent every year. I'm thrilled with the stability that has been brought to the district in the past years and happy to have my child enrolled in the public schools.
18. St. Louis Public Schools is barely stabilized at this point. Teacher and leader turnover in schools is significant, and though the district has worked to limit suspensions, it is struggling immensely to stabilize schools where there are critical masses of students who are experiencing trauma. SLPS is barely accredited, and the reality in terms of the percent of children reading on grade level is grim. Now is not the time to release governance back to a community that let the schools flounder. We must continue the upwards-movement we've seen, and when we have 3-5 years of academic success (i.e. success that is sustained) we should reopen the conversation about who governs. Anyone working within the school system has heard that there is a lot of fear about what will happen if we have an elected board, and rumo
19. The appointed board brought the stability and fiscal responsibility that was lacking during the governance of the previously elected boards.
20. An appointed board has stabilized the district and we've earned accreditation back. I am worried changing the process without this being the main priority (as opposed to the calls for democracy I heard at EVERY meeting) would put our students in jeopardy.

21. They're doing a great job. Keep up the good work!
22. Appointed
23. This board has gotten them back to accreditation.
24. Far too much favoritism in past and Present school board members. Especially those who have never had a child in SLPS.
25. Appointed board has been successful, elected board was a miserable failure
26. The appointed school board of the last few years has provided stability and professionalism. I don't see a reason to change at this point.
27. Keep the School Board appointed. Before the appointed school board elected members were more concerned with having a title instead of the job behind it. However the appointed school board should have not only have a business person for financial responsibility/accountability
28. The sole reason we've had stability and have seen improvement within the STLPS system is because of the appointed board. The chaos in the years preceding were due largely to the self-serving nature and dysfunction within the elected Board. I would hate to see us return to that model in the city of St Louis.
29. District outcomes have improved under the appointed board (including reaccreditation), and the proof of the pudding is in the eating.
30. Puts more responsibility on hiring/keeping a great superintendent who is then able to focus on running a great district office and improving outcomes at schools. Is less political and can focus more on holding superintendent and district staff accountable to achievement without worrying about elections.
31. Schools began to improve with an appointed board.
32. We should stick with what is working. Too much to risk to change the model at this stage.
33. The appointed board has made huge strides with SLPS. These types of improvements were never seen with the elected board.
34. Our experience with an elected board has resulted in disfunction, political theater and an inability to focus on the the outcomes of the children. It seemed to focus too much on adults
35. During my time with SLPS I have seen elected board members put their children a head of other children because of who they are. While appointed board members would find out why a child couldn't not get in a magnet school.
36. City Voters are too stupid to elect qualified candidates.
37. The SAB has proven to be the best choice for SLPS. I am afraid if we choose a hybrid model that we may face some division.
38. I believe the appointed board has done a good job of managing the District during its tenure. My view of the elected board in the past was that personal interests weighed heavier than providing good education for students.
39. Appointed by the mayor, not the state.
40. One of the appointees should be identified by the people, but people should not vote. Our turnout is too low and leads to disproportionate influence in the elections.
41. Our city runs poorly with its current elected officials. The elected board failed us in the past. My children have been in a total of 4 districts, and my oldest child is 22. The three who have been here started after the appointed board, under which the district thrived. I am happier here than I ever was in previous districts by far.

42. SLPS continues to need oversight.
43. If they are appointed, they can be terminated for not doing their jobs.
44. The appointed Board is doing a good job
45. History of dysfunction by previous elected school board and inability to maintain a direction or initiative makes me hesitant to support and fully elected board. I feel the district has been better served by their appointed board and fear losing the progress made in the district.
46. appointed
47. Elected school boards containing parents of students enrolled in the district schools are too focused on their individual child and that child's school, not the best interests of the district as a whole.
48. The appointed members should have some background in administration, education, teaching, counseling, social work etc. Or have worked with students and children in K-12 settings before.
49. I believe they have concern of the community and parents. And the concern of the schools and staff.
50. If you are appointed you are aware of the person's capabilities.
51. They should be appointed to the job if they fail to do what they were appointed to do are be disappointed.
52. The appointed board has moved the District in the right direction.
53. People who have a degree in education and understand the needs of the teachers.
54. I prefer an appointed board but would also support a hybrid board. With any board, particularly appointed, I think it would be best for SLPS to have a board with some "skin in the game". So, board members who are city residents, who have kids in SLPS or at that age level, etc.
55. I appreciate the fact that appointed board members do not have to worry about re-election and are more empowered to make tough, sometimes unpopular decisions. Elected board members are much more prone to making decisions based upon remaining popular so that they are re-elected. (FYI I am a teacher and union member.)
56. The elected board has been an embarrassment. I would not want to return to the chaos and discord that we had. The SAB has been able to successfully achieve the goals expected.
57. Keep what you have now
58. The track record for elected boards for many years prior to the appointed board was embarrassing. There is no reason to think it will get better.
59. After watching the elected board destroy the district for years and then watching an appointed board rebuild it, I think an appointed board should succeed the re-accreditation. Elected boards have agendas. Appointed boards only agenda was to have the District achieve!
60. Only an appointed board will be focused on outcomes in the best interest of children and not adults.

## Appendix E5. Online Survey Transition Comments

### TRANSITION COMMENTS PRIORITY COMMENTS

1. We have been fully accredited since Jan 2017. The law needs to be followed and governance turned back over to our current elected board
2. The elected board members should represent the district. Any other selection goes against the democratic process and is unfair to voters.
3. This would not be an issue in a suburban white district. The SLPS community deserves more respect.
4. These steps are unnecessary and take away from the bottom line of our district. Put the focus back into our classrooms with our children, teachers, administrators and the ELECTED BOARD MEMBERS.
5. Some of these questions are flawed... For example, asking survey takers whether "is the most important thing for the board to do is achieve their goals?" Means nothing because it all depends on what their goals are!
6. If the elected board would make a commitment to the following, I would not object to the elected board option over the hybrid option, but I don't think a commitment is forthcoming. They would need to commit to: 1) always and only acting as a board, with all members abiding by the majority decision of the board and not as individuals; 2) retaining Dr. Adams and continuing his initiatives; and 3) not meddling in matters at individual schools. The elected board, in my opinion, should have developed a transition plan and approach several years ago, but to my knowledge, did not do that.
7. Return the governance of SLPS to the residents of STL ASAP!!!
8. We were SLPS parents for 10 years. A big part of the reason we pulled our children and sent them to a charter was because of a lack of support for teaching staff, and a lack of accountability (for anyone except the student/parents) when there were issues. I don't like the fact that charters use public funds with no public oversight, but frankly, don't see that much difference between the SAB and a charter board.

- 9.
10. I believe the SAB has been successful because they hired a terrific superintendent and let him do his job without undue interference. That was certainly not the case with many previous board members who seemed more interested in amassing power and stoking conflict than working to build a stable, functioning district.
11. Unfortunately I am not confident that there are enough qualified, competent, and willing members of the city of St. Louis community to fully staff an elected schoolboard on a continuing basis. Thus, I believe a hybrid board will give continuity and professionalism while allowing greater transparency and accountability than we currently have.
12. Citizen participation is very important for our City right now. I think the younger people becoming involved have enough sense to elect people to the Board that have the skills, interest, and common sense to do a good job. Some of the problems in the past with the Board were from an appointed member and from the "elites" thinking they new better how to run things and then manipulating the system when they didn't get their slate elected. People have to have faith in the system and the schools have to perform or people will go elsewhere.
13. This process was rushed. There was little to no media coverage. There was no letter sent home to parents requesting their participation. No notices on each school's Facebook page with information about this process. It was a very unprofessional roll out of such an important topic.
14. Despite DESE giving accreditation back to SLPS our black children/students are still failing. Sumner, Vashon, Roosevelt and Cleveland High Schools are still scoring Unaccredited and are part of the poorest performing high schools in Missouri, among the least prepared for college, career, and life success High Schools in whole United States.
15. Despite DESE giving accreditation back to SLPS our black children/students are still failing. Sumner, Vashon, Roosevelt and Cleveland High Schools are still scoring Unaccredited and are part of the poorest performing high schools in Missouri, among the least prepared for college, career, and life success High Schools in whole United States. The Elected Board is ready to recommend, help and work with Superintendent Adams to overcome African American and low income family academic, social and justice deficits.
16. The key to stability is accountability. That is why I would have the 3 members of the Board of Estimate and Apportionment serving ex officio as a majority of a 5 member board. This is Eddie Roth, btw, if you want to hear more. Dr. Adams knows how to find me.
17. The voters of St. Louis should elect there School Board members.
18. The business community needs to step up and support the public schools and pay their fair share to improve our schools. Our children are our future and they need to prove it by putting money where their mouth is. Support "freedom and justice for all" not just for some.
19. I do not trust Jeff city with my children's education
20. We need board members who are focused on the quality of life for our students after they graduate SLPSs System. They are essentially future citizens of our city and we have a redponsibility to consider the needs of these students—those that will transition to college and especially those that will opt out of college and will begin immediately working to support their growing families.
21. Care
22. I do live outside the district, however I would like to see SLPS rise to the occasion and strive to manage to achieve parity with the county schools. The community just voted to help police officers achieve such a goal. Elected, local control will answer to the population that supports students and teachers with their dollars.
23. Teachers need 100% support & basic supplies for the work they do in the classroom. Many students come to class with a lot of baggage when they do show up and many need personalized attention far

- more important than data on a spread sheet. Teachers compete with all of the "happenings" & attitudes on the street and in poverty stricken homes.
24. The elected board should be back immediately.
  25. We need people who care about education for our city public school population--mostly not white, mostly low income; and who can figure out how we can offer a free, rigorous education to all our children.
  26. Public elections do not ensure competence; the past 30-year history of the Board of Education is proof positive of this.
  27. The constituents must be involved in this process, and transparency is required for the success of future boards and relationships between community, SLPS superintendent, mayor and alderman.
  28. The parents and children of SLPS deserve to have their voices heard. The elected school board is our voice in the governance of our schools. If it's a good enough model for Clayton, Ladue, and Lindbergh it should be the model for St Louis as well.
  29. As a parent of a 4 year old and soon to have another small child in the SLPS school system, I am truly
  30. As a parent of a 4 year old and soon to have another small child in the SLPS school system, I am truly begging you to do what is right by them and the community. You know what is right, I am
  31. As a parent of a 4 year old and soon to have another small child in the SLPS school system, I am truly begging you to do what is right by them and the community. You know what is right!
  32. For the sake of our children, please focus on the structure gives the greatest amount of stability, accountability (to student learning - not to public whim), and intelligence to board governance. History will repeat itself, so let's go with the version of governance that has brought the greatest success to our district in recent decades.
  33. I look forward to the citizens of the community having a voice again and hold people accountable.
  34. Please listen to the voice of the voters of St. Louis, who overwhelmingly support returning power to the Elected Board.
  35. Board should make improving discipline in the schools the top priority.
  36. I just hope we get the elected board, and that once these people are in office, that they are committed to making positive and lasting changes. They need to work on the long-term goals for the district, not simply immediate tasks. They need to support teachers a lot more than has been done in the past. I also think it would be good for each board member to visit various schools to get a first-hand look at the challenges teachers and principals have to deal with daily.
  37. The elected board is ready. Let them do their job.
  38. nothing
  39. No Justice No Peace!
  40. PLEASE pay our teachers more so they quit leaving for higher paying districts. It's unacceptable. This should be a TOP priority.
  41. We elected the school board. They ought to represent us. Thank you.
  42. As a registered voter and a tax paying citizen I should be able to elect officials that represent me and my city, not the business sector.
  43. none
  44. Keeping us all informed is important no matter which type of board is determined. Ensuring that members of the community who may be disadvantaged or not have the same access to being heard as others is also important. Please consider looking at all decisions made through a racial equity lens to ensure that all of the city's population is kept in mind.
  45. Elect teachers to participate at meetings and discuss educational issues and policies that effect them. Allow them to speak on how they can be supported by this governing body. Work from the bottom up and not the top down. Teachers are in the trenches! Allow no excuses but listen! Thank you for allowing us to provide feedback. My daughter is in the PIIP program and I am a teacher in the district.



In one year she will be entering a ECC program and I want to ensure her success in our district. She and I will finish together. I want to see her succeed in SLPS. I believe in public school education. Thank you!

- 46.
47. TEAM-Together Everyone Achieves More!
48. ELECTED ELECTED ELECTED!!!!
49. Transition should be done as quick as possible.
50. I predict that status quo shall triumph. The city is in a sad state of affairs.
51. Reaching and supporting parents and addressing the disadvantages faced by middle school students needs to be addressed thru the community. The school board will have to find ways to bridge a divide that has been ignored by the current board, and I'm sure it's not without reason. this is in my opinion the weak link in what appears to be a very strong school system.
52. Lets get ghings right. Its not about adults its about the children. Our future.
53. I think it should be hybrid in the sense that the members should be appointed then approved by a vote of the people. Similar to state judges. Then you get the advantages of appointed but the people have a voice. I would stager the appointments so that there is consistently. I would also explore having the union make one of the appointments so that the teachers feel more engaged.
54. Critical that elected board has deep understanding of finance and governance.
55. I am new to St. Louis' public education system. I am fully confident in the educational competencies of the educators in my child's school. What I am concerned with is the condition of some aspects of the school itself. True pride in your school system would be reflected by a clean and well maintained environment. Fundraisers should be used for extraneous supplies, not basic necessities such as lunch room tables.
56. Get these people -Governance Board out our lives. They are out for themselves. Power Trip. Hurting our children/ families
57. Use this method to improve relationship with bus companies and the parents.
58. The so-called "elected board" is a joke, people who waste their time playing make believe when they have no power or responsibilities.
59. We should abolish all charter schools and use that wasted money to expand our magnet schools.
60. The elected boards in the past have demonstrated so much conflict with in the board that I feel that an appointed board can work together in a more positive, effective manner.
61. Many of the behavior management practices that I've seen as a teacher aide at elementary, middle, and high schools in this district (some that are district-wide policies) replicate those seen in prisons. The district needs to provide all educators and administrators with intensive professional development sessions on topics like childhood trauma, cultural competency, and anti-racism.
62. Education is changing. We need to have a strong district to retain City families so that they are not terrified to send their kids to neighborhood schools. And we need to keep the magnet schools. And find a way to work with the charter schools. And keep our teachers and staff. All tall orders.
63. I am a product of SLPS and I am proud that the district has received full accreditation but it is imperative that the community, teachers, and supporters, of the SLPS work together as whole to rebuild the district. I am a parent of two whose children attends SLPS and I believe that finding funding for programs to offer them is a must. It is critical for the survival of our children to offered them alternative after-school programs for them to become involved in that are positive and healthy extra curriculum activities because it helps with their cognitive, emotional, and behavioral, aspect of their brain which is critical to learning. If children believe that there is something better than what they see daily such as drugs and violence in their community they will changed and strive for better but we have to put those programs in place first. We must save our children because they are our future.

64. I feel as though someone's attempted to stay in power and eliminate the voice of the people! Don't subvert the power of the elected board. There should be no appointed board. Let the people speak and be represented! It's their tax dollars being spent!
65. It is a complicated process that cannot be decided by a short survey.
- 66.
67. What financial, logistical, and feasibility studies and research have been conducted? At this point i have more questions and concerns as i do not have enough information.
- 68.
69. I can only say that my son is a student at Mann Elementary and because of the quality of teachers and administration there, he has flourished. I know it can be done.
70. Return governance to the elected board now. Please stop treating the citizens of St. Louis like children who can't make their own decisions.
71. With elected boards, 20% of the population (that votes) determines the outcome for 100% of the people. That's how you get wackos like Bill Haas on the Board. When a small number of citizens vote, you generally get people with the most extreme views, and that is not good enough for our city's scholars.
- 72.
73. With an appointed Board (e.g., a Board of 12), you can ensure representatives from all parts of the community. The teachers union can provide a representative, parents group can provide a representative, the Mayor can provide a representative, etc. An appointed Board actually ensures better representation for the community in a system in which a small minority actually votes.
74. I doubt any positive change will happen. I am glad my daughter will graduate this year. If the power does not return to the elected board, I will continue to warn my friends and neighbors about this district.
75. Neighborhood schools must become more valuable than charter or even magnets. If the only students are the ones whose parents have to get it together before a deadline to get into a better school we are failing our most vulnerable students.
76. I would like to see the schools to open their eyes about kids bullying and the victims are scared to tell and behaviors n the classroom that disrupt others from learning the teachers I feel have no right cursing at the students AMES school staff does that Ames school staff needs to show students more respect for the students to show them respect EXAMPLE miss inlow at pick up time yells at the kids to shut up and slams the door on us parents telling the kids she don't have to open the door to let them leave and yes this is a real example of what we go through at that school
77. The priorities listed are all necessary. Ranking them is not helpful as they must all be done well.
78. There is already too much focus on test scores and our teachers pay is embarrassing low. Some testing is necessary, but it is out of control. Time with technology should be limited, especially in Pk-4th. At least 2 recesses per day mandatory for Pk-8. School start times for HS are too early. Look at the research. This is not an impossible task.
79. Every school district in county is run by elected board. Let citizens decide.
80. The city is too politically divided to allow the elected board to return.
81. This is a power play by the existing appointed board and superintendent to keep control for themselves without having any accountability to the local community. Regaining accreditation was mostly achieved through the hard work of the students and teachers, and only minimally influenced by the appointed board. Since SLPS lost its accreditation and its elected board, it should now regain its elected board since it regained its accreditation. The superintendent will still be in charge of running the district and can hire financial experts from outside of education to maintain financial stability. There is no good argument to keep the board out of the hands of locally elected officials, except to allow power to remain in the hands of those without accountability.

82. Whichever model there must be accountability. If someone is not performing their duties at a high level they should be terminated. Not kept on because they were voted in. We are talking about children's lives and lively hood NOT politics! That should be the biggest consideration with the people who run the school district. Get into the schools the high performing ones and the low. Look at what is working and support the people on the front lines! Talk to parents. Most of us know what is needed in schools. But the people must be willing to put in the hard work and do it for the kids and the city not for their own political, financial or career gain.
83. The teachers have had a limited to non-existent voice in many decisions being made. Some decisions have come at a cost to students and teachers. We need to know why so many teachers are fleeing SLPS, and much of it stems from policies currently in place.
84. It will give enough time to transition over.
85. Educational outcomes should be at the forefront of this decision. After watching all 3 of the public forums, it seems that those who spoke put the value of democracy above the value of quality education. I was impressed by the outcomes data that the speaker for the appointed board presented.
- 86.
87. IF an appointed board is retained, perhaps the structure could be changed to include specific categories- i.e. a parent, a teacher, a student, etc.
- 88.
89. If we are forced to move to a fully elected board, perhaps the citizens should get the opportunity to vote on a new slate of candidates. Votes that were cast when the elected board had no power were meaningless.
- 90.
91. Either way, I think that the inclusion of a student member (even a non-voting one) could be powerful.
- 92.
93. Teachers (not administrators) need to be better represented. They know what is going on in the classroom and better know the needs of students and schools. They know what is going wrong, what is going right, and what is most needed to focus on. Plus, they don't have a political interest in the outcome.
94. In addition to it being just for the district's constituents to once more elect the Board of Education,
95. In addition to it being just for the district's constituents to once more elect the Board of Education, an elected board would help invigorate the buy-in of City residents and families, re-energizing the school system and possibly boosting enrollment. Retaining any appointed positions implies that the District is still failing, still in need of state control; an elected board signals that the St. Louis Public Schools is like any other public district. As the City is experiencing repopulation and new creating of jobs, there is the potential for increased enrollment and exciting projects at SLPS -- but only if it is trusted. People will trust SLPS more if they have the opportunity to hold board members accountable.
96. The city public schools are failing our children by not having the same opportunities as the county public schools.
97. Not at this time.
98. .lkm
99. 95% of school boards in the United States are elected. Our district is accredited and no longer needs the state imposed appointed board. Return power to parents, citizens, tax payers. Choose democracy.
100. too many claims not being backed up, i.e. diversity in many public schools is not where it should be. part of the reason is how inflexible the testing and application process is.

101. Pay teachers and those who work in administration more.
102. The SAB has been highly effective, transparent, and efficient.
103. It is extremely important that local government be controlled locally--including our public schools. St. Louis is populated with a diverse, committed and informed citizen base and we demand accountability and local control over our schools. This is a necessary part of growth and development for a city that is so different from the surrounding state, with concerns that will directly affect our children.
104. The children of St. Louis would be place is harms way if the elected board as previously constituted were allowed to have governance over the schools. If the children are the priority then all parties involved agree there must be a lengthy process involved in changing the governance mode of it needs changing.
105. Thank you for giving us this opportunity to share our voices.
106. Why would there be a hold up? The district has be in charge with the SAB board long enough now lets get back to normal. You have proven your point and now its time to let the community speak its mind about the desires of the people. SAB is a stop gap solution and its over time to let the people have some input into the situation. Being honest and true means let it go since we are back on track with the district. Always remember its not to be permanent for the SAB board just temporary.
107. I appreciate this online survey. I appreciate the effort to hold public hearings on this issue. I do not understand why St. Louis taxpayers, voters and parents must justify regaining local control of our schools.
108. This is really a no-brainer. Get the mayor AND the governor AND the state board out of our business. Let's do this before the governor has a chance to stack the state board of education and put his own choice for commissioner into place.
109. I've got two kids in SLPS. I care about the district a lot.
110. It should have never come to this pointed in the Special Administrative Board being put in place and taking over. Nothing that has been done has benefited SLPS thus far. It should have stayed with the elected board that the community voted for. It is time for the elected board to be put into place immediately.
111. When Clinkscale and Jackson got elected in 2003, they voted according to how they thought Civic Progress wanted them to vote. They should have voted according to what was best for students. Alvarez and Marsal along with McConnel, Jones, Lanier and Murphy were not acting in the interest of the students.
112. SLPS is going to have to continue to provide quality schools to attract families and keep students in the district. This must continue to be our top priority.
113. I believe the governing board needs to be willing to research what has made other districts successful and to think out of the box. I likewise believe that if that means reconfiguring the downtown ADM , then let's do it. For too long, the administration has been a system of status quo. We need to value teachers so that we don't have constant turnover. I want to see an elected board that is willing to stand up to administration when changes are needed. The students of SLPS deserve so much better as do the teachers.
114. The appointed board is the only governing board to improve the district in 20 years!
115. I would like to see a school board whose members are accountable to parents, teachers, and students, and who can work together as an effective team.
116. Had the appointed board not existed, my children would not be in St. Louis Public Schools.
117. We need to have vouchers to insure good education for all students
118. Representation
119. Elected boards got us in the mess of ten years ago, why would we do that again?

120. While the district has made gains both financially and academically, it is still not in "great shape". At this point I don't think we really should even be discussing a transition like this until this district has a proven track record that is sustainable over five or so years. Way too early to start doing high-fives over what is really, at best, mediocre testing results and a lack of long-term financial stability.
121. I think the biggest problem in the city public schools was not addressed in any of the questions. Student inappropriate behavior in the classroom and in the schools is the biggest challenge to the success of the SLPS. The next problem is keeping quality teachers. Teachers can't teach when they have to focus much of their attention on difficult/challenging student behavior. Until behavior is improved, it won't matter what a board does. Until behavior is improved, it won't matter how much money is spent on books, salaries, etc.
122. I think the biggest problem in the city public schools was not addressed in any of the questions. Student inappropriate behavior in the classroom and in the schools is the biggest challenge to the success of the SLPS. The next problem is keeping quality teachers. Teachers can't teach when they have to focus much of their attention on difficult/challenging student behavior. Until behavior is improved, it won't matter what a board does. Until behavior is improved, it won't matter how much money is spent on books, salaries, etc.
- 123.
124. Stop fighting the charter schools. If SLPS improves, students will return. In the meantime, this lawsuit is hurting St. Louis schools and therefore St. Louis students. Who may return one day...
125. The district needs to focus on hiring and keeping quality teachers. The recent "raise" still does not put teachers on the same level as other districts. Also, micromanaging the teachers will lead to more turnover.
126. Whatever type of board leads the district it is essential that they have an accurate understanding of what is going on in the homes and schools of our students and create REALISTIC expectations based on facts. Our school demographics are radically different from one building to the next and the days of one-size-fits-all solutions MUST be over.
127. It takes time, several seasons (4) to see progress being made.
128. I am glad to see the process returning to the people, Missouri is known as such a backwards irresponsible place to live based upon legislative treatment of its citizens. So, you are moving in the correct direction.
129. I am the parent of a 7th grader and and 4th grader in SLPS Magnet schools. Our experience has been very positive and I trust that it can be improved for all students in the city.
130. I feel quite invested in SLPS as a teacher and I want to see us succeed. There are too many days where I feel the walls are falling down around me and that the system will just crumble. All we need is a little initiative, and people who are working solely for the students, community, and teachers. As we all know, our students are watching our every move, and when they see us doing a whole lot of nothing to get things done, they feel they can do the same. If they see us holding ourselves accountable to succeed, then, in time, they will begin to do the same.
131. Continue the process
132. Begin and/or Continue the process of transparency
133. Begin and/or Continue the actions of transparency, accountability, parental involvement, and current information as it relates to board changes.
134. I think the low response rate to this survey relates directly to the years St. Louis has functioned with an appointed school board. People don't pay attention.
135. Our city and region has been dealing with strife that is the result of centuries of inequality, and the marginalization of people of color and people of little economic means. At this moment, we have the opportunity to set things right, by listening to the people and showing respect and deference to their needs and wishes, by bringing real reform, and by bringing representative democracy back to

- the people. The Elected Board's power should never have been taken away, the State should never have stepped in to take over. When will those who maintain power by only taking care of their own wake up and realize it is a power structure built on sand, that it cannot sustain, that people need to believe that their government, whether state, city, or school board will see them, hear, them, and respect them, and allow them a place at the table. Enough is enough, let us elect our school board!
136. My husband and I enrolled our daughter with St. Louis Public Schools in 2007/08 and we have been committed to the public school system since her enrollment. We have second child whom is also enrolled. We are not originally from St. Louis or even from this region, so we have zero history with education in Missouri or Illinois. We have witnessed and have been involved with the evolution of this district and we support the public school system. I would like to see stronger curriculum support/guidance for the staff and further education offered through local universities, and fair pay for the staff. I would also like up-to-date facilities in the school buildings which include bathroom renovations (most needed), drinking fountains/ water bottle, handicap accessible and upgrades to the music/theaters if offered and gymnasiums.
  137. While the appointed board has done its job in providing a stable superintendent, they have done very poorly at winning the hearts of the voters. The district however has regained accreditation thanks to the appointed board allowing a superintendent to do their job.
  138. If an elected board is not the choice, the hybrid would be next best.
  139. 3 appointed persons does not give the depth of knowledge or diversity needed to really govern our diverse District AND to communicate effectively with diverse community members/segments. The board needs to retain or select a solid superintendent who can keep the District moving forward AND support him/her while continually monitoring results, presenting culturally relevant and creative possible solutions to District problems. Board members should have a stake in the results either as parents, educators, or taxpayers in the District. Appointed Boards often do not have a stake in the results.
  140. Elected board needs a vested motive. Their children would be the best motive.
  141. 3 year term
  142. I attended SLPS years ago and know how great it can be. I feel that the majority of problems faced by the district can be overcome by concerned public citizens, not political interlopers.
  143. In my short time at the district it is evident that the right hand does not know what the left hand is doing and there are too many cooks in the kitchen.
  144. Come on SLPS it's time to get this one right. You have so many children that need a board that have their best interest. Like getting children at reading level the current setup isn't working. Rick Sullivan needs to go.
  145. All decisions should be made from the primary stance what is in the best interest of the academic achievement and growth of students in SLPS. This isn't about what makes adults happy or who has can be more powerful/political but ultimately what will ensure students walk into schools and classrooms every day that are helping them fulfill their promise and potential.
  146. I believe having a Hybrid Board
  147. A Hybrid Board will accommodate a variety of citizens' viewpoints about how to represent
  148. A Hybrid Board will accommodate a variety of citizens' viewpoints about how to represent the district and
  149. A Hybrid Board will accommodate a variety of citizens' viewpoints about how to represent the district and
  150. A Hybrid Board will accommodate a variety of citizens' viewpoints about how to represent the district and the academic achievement of the students.
  151. A Hybrid Board will accommodate a variety of citizens' viewpoints about how to best represent the district and the academic achievement of the students.

152. Being on an elected board is certainly a thankless job- it is important for board members, whether elected or appointed, to understand that they are essentially volunteering for a critical position and should base decisions upon information received from the milieu they represent.
153. The key is to get qualified people in education, finances and childhood development to work together to improve the education process with the help of state, local and regional authorities. Of course the student's family will also play a large part in the child's education and a program to educate parents on parenting a child on how to succeed educationally would be beneficial.
154. This is a priority - or should be - for all citizens in Saint Louis.
155. The success of any school should be how successful are the student 5,10 and 15 years after graduations. Most of the millioares I know never graduted from college.
156. The success of any school should be how successful are the student 5,10 and 15 years after graduations. Most of the millionaires I know never graduated from college.
157. Return the board to the people.
158. My preference is an elected board. However, I would be open to a hybrid model that retained a majority of elected positions
159. I think time is of the essence in improving our city's education system. There needs to be a working relationship among school board members, administration and government but the process of improvement cannot be held up by infighting and red tape. Our children have been without quality public education for far too long, and this is one of the reasons the city's population is shrinking- the lack of good quality public education within the city.
160. I think time is of the essence in improving our city's education system. There needs to be a working relationship among school board members, administration and government but the process of improvement cannot be held up by infighting and red tape. Our children have been without quality public education for far too long, and this is one of the reasons the city's population is shrinking- the lack of good quality public education within the city.
161. I have 3 grandchildren who live in the city. When my children were school age the availability of good quality public education was non-existent. Sending children to private or parochial schools on a city employee's salary is a financial hardship to many. If city employees are required to live in the city, the least they deserve is the opportunity for their children to receive high quality public education.
162. The school board needs to use schools like Mallinkradt
163. The slps should look at schools that have success, like Mall
164. The slps should look at schools within the district that have success, like Mallinckrodt Elementary school, to model the way for the other schools!
165. No one voted for an appointed board. They are political Pawns and they did what politicians told them to do and expected them to do.
166. SLPS has made so much progress under an appointed board. It seems like the clear choice to continue with that model.
167. When responding to the survey, the top priority is to do what is best for educating children! It encompasses a balance between focusing on enrollment, academics, test scores, budget, etc.
168. The goal should be to educate the children, not to make everyone happy!
169. This process of seeking input from others should be transparent in the delivery of information on keeping the public informed of each step as this process moves forward.
170. If we start at BIRTH and do a truly QUALITY JOB for 18 straight years our goals should be near completion in the next 20 years!
171. No additional comments
172. I think that the city needs to look at why so many Charters do so well and then imitate it.
173. Don't let the state have control of St. Louis schools.

174. Not only is the community against an appointed school board model, but also the community is against a hybrid school board model that offers no real power to elected SLPS board members.
175. Put the cap back on the retirement system where no one gets a higher pension than the highest paid classroom teacher on the teacher salary schedule with 30 years of service.
- 176.
177. Yes, grandfather and/or freeze all those who are currently at higher salary levels.
- 178.
179. Do school-by-school academic and financial accounting and separate financial accounting for the central office cost.
180. Recruit qualified people. This does not mean we have to have so many of this race, so many of this gender, or a conglomeration of mixed perverts. QUALIFIED PEOPLE, if you know how to find them.
181. The real answer for the SLPSD is to cease to exist, and carve up the territory into pieces that are then attached to nearby county districts. SLPS will never crawl out of the hole they have created, so why continue to pour good money on a never ending problem.
- 182.
183. It's time to start over...
184. The elected board has proven themselves to be corrupt and incompetent. The complexities of managing an urban school district far exceed the capabilities of the elected board. The appointed board has shown that capable management can move the program forward. Why put it back into the hands of the dim-wits?
185. The board should also be concerned with the teacher student ratios. Difficulties arise when some students want to be disruptive and one teacher can't control the environment. This causes the other students that want to learn to miss out on the lessons being taught.
186. The number one priority needs to be children and their education. The education provided falls far behind other districts. The children who attend STLPS can't even compete when they attend college. They aren't prepared for the curriculum.
187. Do right by the children. support family values.
188. Our children are the ones that are losing out when we have so many persons concerned with their own agendas.
189. They need more time to understand the children
190. Our children need their individual text books to bring home and study. They need educational field trips and out of town experiences. Students that are disruptive need to be held accountable for their actions.
191. There is way too much pressure to improve test scores that teachers are being forced to teach to the test. The best and the brightest teachers are not allowed to use their own creativity to teach children in the way that they learn the best. Additionally, the schools are falling down around themselves. Children need a bright, clean environment in which to learn where it is in good repair and orderly. They need to have the best equipment. Teachers need a salary that gives them the incentive to stay. It is not a zoo, it's a school. We need educators, not zoo keepers. Again, we need to attract the brightest and the best and make St. Louis City a destination city. Stopping crime starts with a GOOD EDUCATION! Many of these kids have no concept of what a good education will do for them. Many are coming from extreme poverty and broken homes. As such, it is more important than ever to have top notch education and to partner with the community to help this happen.
192. I think this a very touchy issue. But we don't want our district to return to an unaccredited status. I also want to commend the those begin the "We Choose SLPS" marketing campaign. It was genius.
193. I think this a very touchy issue, but we don't want our district to return to an unaccredited status. I would not want the progress gained over the last ten years lost too poor governance in the future.
- 194.



195. Additionally, I want to commend those behind the "We Choose SLPS" marketing campaign. It was genius. For those families who kept their children enrolled in SLPS, it was a source of pride to see that marketing campaign in full use.
196. I think a hybrid board would bring the strengths of each type of board, while mitigating the weaknesses of each as well. Elected officials are more likely to represent the community and to be more responsive to community needs, but might lack institutional knowledge and might devote a lot of time to re-election campaigns. Appointed members might have just the opposite position. A board of both could ensure that members who are representative of - and accountable to - the community will work alongside appointed members with more solid institutional knowledge.
197. School board should also be focused on students overall experience and abilities to retain and use subjects taught in schools..
198. Why not go to other successful districts and seek advice and information I realize that many school districts have larger budgets and etc, but they must be doing something right...so why not find out what it is? It is always smart to be open to new ideas and information, this allows for growth and improvement of an individual or group. My child lives in the Parkway district and attends the Collegiate School of Medicine and Bioscience. Thus far, I have seen many very good things from this specific school!
199. The number one thing is our children education and being ready for there future
200. Our schools need a bigger budget to provide the children with a higher quality of education. They need textbooks of their own to bring home and read and study, teachers that love their jobs and hold their students accountable for the actions whether good or bad.
201. The board should give schools all resources needed to make student academics a success. Mental health providers, school counselors, social workers, psychologist, psychological examiners are a must. Strong leadership is needed. A school is only as strong as its leader!!!!
202. Strong staff should be allowed to work their expertise and that their expertise shouldn't intimidate leaders.....
203. There should be some way for teachers to appoint/elect a member
204. Not sure how discipline would fit into the "governance" aspect of the Board, but I've heard nothing to the sort to the area of "discipline in the schools." Discipline in our schools are a problem...an epidemic. The discipline problems have become so extreme it's as if no one cares about teachers taking the brunt of the conflicts coming from students and parents (i.e. being cursed at, being hit, repeat offenders of other disruptions). Teaching has become mechanical at the testing grades...more of a business. The abb
205. Not sure how discipline would fit into the "governance" aspect of the Board, but I've heard nothing to the sort to the area of "discipline in the schools." Discipline in our schools is a problem. Curbing this problem has not been satisfactorily managed from the administrative level. I'm a teacher, not a social worker, or a therapist. I should not, nor should my colleagues and the student population who come to school to learn,
206. Not sure how discipline would fit into the "governance" aspect of a "Board" of any kind in our district, but I've heard nothing to the sort. Discipline in our schools is a problem. Curbing this problem has not been satisfactorily managed from/by the administrative level. I'm a teacher, not a social worker, or a therapist. I should not, nor should my colleagues and the student population who come to school to learn, continue to contend with behavior that slows and/or disrupts the learning process. The discipline problems that exists is one major cause of low test scores in our schools. SAB? Elected Board?
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should my colleagues and the student population who come to school to learn, continue to contend with behavior that slows and/or disrupts the learning process! The discipline problems that exists is one major cause of low test scores in our schools. SAB? Elected Board? Selected Board? Hybrid Board? Whichever "Board" is elected, please fix the "discipline" problem in our schools before the issue of "improved test scores" become a major discussion. One can't cover a major stab wound with a bandage and expect the wound to heal correctly.

208. The Govenor,
209. The Governor, the Mayor, and the citizens of St. Louis should be more concerned with the failing school system in the City. The conduct of the students is mostly out of control. Murderers as Principals, what is becoming of our SLPS schools!! This should be the city's number 1 concern after the high percent of murderers in the city. Who would want to move to St. Louis!!
210. The school board should operate as a business making difficult decisions, but also be aware of how those decisions affect the students. The students are human not just numbers and they also go through many obstacles daily. School board members need to be aware of these issues when making decisions that directly impact students and staff members.
211. I think the most important task of the board is to insure that the students are academically successful, safe, and accountable for their actions. I also feel that school administration, staff, and the board must be consistent, accountable, and transparent.
212. I think the most important task of the board is to ensure that students are academically successful, safe, and accountable for their actions. I also feel that school administration, staff, and the board must be consistent, accountable, and transparent. Board ties to the local government, is not a top list issue; however, the boad should have a close enough relationship to voice concerns about important educational issues that can impact education to local government.
213. We have to get past the ill-conceived notion that all students should progress to the next grade or graduate if they have not mastered the knowledge and application of it.
214. Thank you to Dr Adams and the appointed board for great work over the last decade!
215. The school board should and must be elected from St. Louis.
216. n/a
217. I would just like to see board members focus more on educating the students in a safe environment. I took my kids out of City public schools in the past because the focus was on enrollment and numbers not on education. The curriculum was not great.
218. The present school board is a sham. A bunch of Greedy people with their agendas and bank accounts. They are paid great money and not held accountable for failing to do their jobs. Their number one goal is to ensure every child in St. Louis gets an education that will excel them into the future. Their number two goal is to support the teachers/educators. Their number three goal is to provide the children and teachers a perfect environment to receive that education. Building should be in great shape and all systems working. Surrounding area should be clean and safe. Their number four goal is not to steal the money and provide answers to all questions no matter who is asking. It seems the previous boards agenda was to live high on the hog. Make as much money as they can without concerns for education. And St. Louis let them get away with it. They should provide their own transportation, their own cell phones, with business calls reimbursed, an expense account that is overseen by the city comptroller or treasurer, and they should be accountable for all their actions. Any trips or workshops should go to our educators and not the board. The Board is not the Educators, but only the bureaucrats that ensure education in our schools is being accomplished. Maybe then St. Louis can start changing from a crime hub to an educated city.
219. Education is a very different entity from business or government. Board members should not necessarily feel allegiance to either of those; allegiance is to the students whom they are undertaking responsibility.

220. Yes, there should be positive and ongoing liaisons to local and state government, as well as local businesses, but not subservience to either.
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223. Education is a very different entity from business or government. Board members should not feel allegiance to either of those; allegiance is to the students for whom they are undertaking responsibility.
224. Yes, there should be positive and ongoing liaisons to local and state government, as well as local businesses, but not subservience to either.
225. This entire charade is funny. Everyone knows what you all are going to do anyway.
226. An elected board must be prepared to help the teachers who serve our students. We need to get back to teaching basic skills- so many of our children are falling through the cracks and not getting help. We need to get our children with behavior issues the help they need and we need to support our teachers in the area of difficult students. Test scores do not mean a thing if we can't teach because our classrooms have so many students who have behavior and emotional issues. An elected school board does not need to re-invent the wheel. Let's re-visit our commitment to our students and our staff. Let's work with the union to increase teacher and staff wages so that we can compete with the county schools. We need a fresh new set of eyes.
227. I wish that we could go back to "children are the focus" and really mean it! I don't think that we have had the focus where it should have been and that is placing our energies within the area of academics and not purchasing program after programs. How much of the research do we believe? Programs don't change outcomes; people do! Have faith in the teachers that if they are given the supports they need, they will teach our children. We have done it before, rather than buying all these programs that don't get implemented well because people are overwhelmed by the breath of programs. We have been there before and it got us into a mess. Why do we go back to things that did not work?
228. I hope the board acts in the best interest of all the student in St. Louis City. I was very disappointed to see the district sue for money from charter schools immediately after asking the citizens for a tax increase. I am familiar with several charters schools that are working hard to improve the lives and opportunities for their students. I feel the district's action harms those students. The district must work with and do no harm to all successful schools in the city.
229. The board's first agenda should include developing a salary schedule that is comparable to the county schools. This first step would both attract teachers/staff and also keep the good ones that we have. I have seen many great teachers and staff move to county schools after a year or two in SLPS because the pay is significantly higher. Rotating staff--especially during the school year--is a detriment to student success.
230. The board's first agenda should include developing a salary schedule that is comparable to the county schools. This first step would both attract more teachers/staff to our district and keep the good ones that we have. I have seen many great teachers and staff move to county schools after a year or two in SLPS because the pay is significantly higher. Rotating staff (which is mainly a result of staff leaving for better paying jobs) is a detriment to student success.
231. The elected board was too political in the past and lost sight of the students evidenced by the lost accreditation and the finances as evidenced by the \$54 million negative fund balance.
232. I have 2 children in the slps system and don't believe there getting the best education available due to the lack of resources and budget cuts and the neighbor hood schools are far worse. I couldn't imagine sending my children to one until there they have the prior resources. If the city board of

- education what the children to stay in the city and uplift the neighborhoods they need to do better or all the children will be in county school with no culture and no one to identify with.
233. It takes a village to make a good community but it also takes a community to make a village.
234. The success of the SLPS has much more to do with the teachers than the appointed board. The turn around has been due to the hard work of teachers. The downtown administration is top heavy and many resources are wasted at the district level. More emphasis should be put on hiring and keeping EXCELLENT teachers, which is, of course, accomplished by paying
235. The success of the SLPS has much more to do with the teachers than the appointed board. The turn around has been due to the hard work of teachers. The downtown administration is top heavy and many resources are wasted at the district level. More emphasis should be put on hiring and keeping EXCELLENT teachers, which is, of course, accomplished by paying them a competitive salary. This would make a HUGE difference in student success.
236. I'm so fearful of the politics involved with the administration of the SLPS board that possibly there could be an over site board of 3 from outside resourcing to mandate whatever board selected.
- 237.
238. The community needs to know there is transparency in how the board is governed and the concern is for the community in building and restructuring the community.
- 239.
240. The fabric of education is the fabric of the community in which people live. Neighborhood schools give the community a sense of belonging and partnership.
- 241.
242. The Board MUST acknowledge and accept ti is not only the Teachers that make the fabric but all workers of education are twined together for a great educational experience for mankind.
243. Gradual change needs to occur.
244. All of this should be done for the "students" and staff that is with them each and every day.
245. Rome was not build in a day, and I think setting up these board/team players is vital in having a combination of players when gathering at any school provide childcare, possibly foods, or icecream something that is not costly but would appeal to the community, in getting them out to meeting.
246. Need time to make sure the new board knows how to operate effectively. The old board did that well. Give the new folks time to learn and the old board oversees their progress.
247. Hybrid boards allow for further influence of school choice interests that take away from community, fully public schools. Hybrid or appointed boards happen in areas of diverse and more minority schools where white electeds think they know better for our communities than we know for ourselves. Our appointed board was never accountable to the people, and it is past time to get back to financial accountability as well - and that only comes through elections.
248. It is time to shake things up, get rid of "The Good Ole Boys Club" and all the nepotism going on down at 801 and actually put students first instead of saying that's what they do when actions show the exact opposite.
249. I've volunteered for SLPS, and have seen the difference that the appointed board and Dr.
250. I've volunteered for SLPS, and have seen the difference that the appointed board and Dr. Adams have made in the past few years. It's monumental, and shouldn't be discounted.
- 251.
252. My family has moved quite a bit, and we've been actively involved in other school districts - some with fully elected boards & one with a fully appointed board. There is no 'perfect model,' but the big-dollar, hyper-politicized attack on public schools is no joke, and we've seen two school districts very much undermined by elected board members who seemed only interested in grandstanding against 'Big Government' and the promotion of school privatization. These candidates came with huge advertising dollars that your average local citizen couldn't muster -- and only one had children

- in the schools. The damage they did to their districts hurt KIDS in the community...I hope that St. Louis citizens are willing to be vigilant enough to avoid this same, sad outcome.
253. i hope you all make the best decision for the children in public schools still before all of them start homeschooling their children good luck
  254. The children should be a priority when making decisions. The teachers should also be taken consideration.
  255. Radical changes in education are necessary. Get the politicians out of the mix for a greater experience for the youth of today and citizens for tomorrow. Public education is being held hostage by mere pursestrings in order to promote tax savings for families serving privileged schools. A stupid populace invites corruption, fascism and anarchy.
  256. Appointed Board for SLPS
  257. Many average IQ, well behaved kids are falling through the cracks at SLPS (and leaving) due to a lack of the school system helping average, well behaved kids not be bullied or overlooked due to 1.) teachers being overwhelmed with trying to manage the bullies as the rest of the class suffers, 2.) The kid is not magnet material. And refer to number 1.) Good luck at keeping up a positive status as long as the average, well behaved kid is taking the hit while SLPS focuses on only the super bright or poorly behaved.
  258. We already have a board who was elected by the public. Let them serve!
  259. The transition period should be short. No more than one year.
  260. One focus for the board that I feel is important is recruiting and maintaining Master Teachers. Raises should not be lower for those of us who have stayed in the district for our whole career. Even if it is a small difference it says that those of us who have dedicated our lives to SLPS and our students are not valued as much as newer staff. If anything, we should get slightly higher raises than newer employees.
  261. The success of students needs to be at the center of all conversations. No room for politics or egos.
  262. The existing 3 appointed members would serve WITH the elected 4 members until the 3 new appointed members are selected and sworn in.
  263. Experience in education is very important. Sometimes elected officials have many connections in the community, but do not have the expertise to manage such a huge educational endeavor as SLPS. I support the appointed board.
  264. The elected board should work with the appointed board for a smooth transition before the end of the school year.
  265. The change of curriculum would probably change everything practically in no time. It needs to be more relevant. We need to ask ourselves what do we want our students to learn, remember, receive. Figuratively speaking, is it the trying times of 1849 or the trying times of NOW. Then we need to ask ourselves what do the students care about learning, remembering and receiving.
  266. Ultimately, I feel the people of St. Louis City are responsible for selecting the persons who will run our public schools. However, as a 6 year resident of the City, I do not feel that the current elected school board has been taken seriously by the voters because it is well known that the elected school board does not have any authority. Therefore, a transition needs to be long-term and include at least one election, so the voters of the City can weight the magnitude of electing the persons they wish to lead this Board. I do not believe the current board was elected to lead SLPS.
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willing to discuss my opinions and solutions in depth via the email address on the following page. Also, I would be willing to serve on any appointed board.

268. There is no reason we should not have an elected board. Legally we are supposed to have an elected board.
269. The SAB has worked to get the schools accredited. It is time to turn control back to the community.
270. We need local control of school back.
271. Seriously, elected is best.
272. We should have people on the school board that are elected by the population that it is supposed to serve.
273. Look how other successful school districts use their school board and what they do to earn a seat on the board.
274. The school board is there to support the teachers, students, and community by being the mediator through meetings every month. The school board proposes ideas that will help maintain the accreditability of our school district, they are to enhance student involvement/achievement, and take into consideration what the community/tax payers say about proposed ideas.
275. They need to have teachers do their own lesson plans again, and involve the student body in what they are academically building on. Test scores are not what is most important. The smartest person could have the lowest test scores. The problem is that they don't teach what needs to be learned in order for the children to grow up and become successful. The need to learn real life
276. They need to have teachers do their own lesson plans again, and involve the student body in what they are academically building on. Test scores are not what is most important. The smartest person could have the lowest test scores. The problem is that they don't teach what needs to be learned in order for the children to grow up and become successful. The need to learn what is really going on in the world not fake book smarts. Children in France, Italy, Greece and other places are well rounded because they go out into the world and get hands on school lessons. World history cannot be learned out of a book that has only partial history in it. Science is a hands on subject and believe it or not, so is math. Also, the lunch in SLOW is horrible. So many don't eat at school or purchase junk because the lunch is not fit for a dog to eat.
277. Whoever is elected or appointed needs to understand that public schools are not a for-profit business and should not be run like a for-profit business.
278. Although budget and fiscal issues are important, any board highest priority should be success of the students. Trying to save money causes higher student/teacher ratio which is not keeping our students first and affects the test scores which seem to be a priority.
279. Thank you for community input
280. I think an elected board would care more about the schools and the real and specific issues.
281. Teamwork makes the dream work and if I can help out in anyway feel free to contact me at (314)333-2679 Ms. Janese C. Banks proud parent and former student of SLPS and Magnet Schools.
282. There are many committed people in the city of St. Louis, let's get the show on the road!
283. 10 years with an appointed board I think we need as much time as possible to transition comfortably and continue to move forward in a positive direction
284. Kelvin Adams has been fantastic for SLPS. The appointed board lead the way to his success. The elected board was a total embarrassment. That said, as a parent of an SLPS student (Kennard) we are very happy with the results under the appointed board but would like to see appointed members that have kids in the district or are at least not part of the old white dudes who don't live in the city power structure.
285. Being a parent of a child in the SLPS should be a minimum requirement to run for an election. People who want to use this as a stepping stone to further political positions are not good candidates, these

- should be people focused on the kids and the outcomes. Messaging the good things in SLPS should be front and center. We have a good story to tell, let's tell it.
286. My name is Gordon Bowers and I am a teacher at Vashon. If the SAB/801/Dr. Adams ever need a teacher's support, just let me know. I believe that socio-economic forced outside of SLPS are the true source of our problems and we have not only coped with our given situation but progressed and grown with what extremely limited resources we have at our disposal.
  287. Keep what you have no politics
  288. The city needs to be focused on racial inequality in all aspects of our governance. People of color are provided with an inadequate education in our system, and are not afforded the basics of proper education, let alone the country club amenities afforded to predominantly white schools.
  289. 1-3 three months, people should already be prepared
  290. to take the position, when they start job.
  291. Heaven help us the way these kids are not going to school and getting educated. All that is turning out and growing up will be on welfare or disability because they can't perform.
  - 292.
  293. L A Z Y
  - 294.
  295. The parents are not parenting. Beginning in the 70's there has been an great increase of kids having kids. The kids see that their parents don't do anything but sit on their butt all day, collect welfare and deal drugs!!!! Since the kids who have kids don't get an education, they make more money sitting back as opposed getting an entry level minimum wage job.
  296. The families of the SLPS need to demand more of themselves and demand less of their schools. SLPS provides free breakfast, free lunch, and after school programs. Accountability needs to start in the homes and with the families of the SLPS students.
  297. The current administration makes decisions that frequently seem corrupt and not in the student's best interests, and virtually never in the teacher's best interests.
  298. Everything the board focuses on should keep education of children as the #1 priority. The SAB has spent too much time focusing on purely financial concerns over a very long 10-year period and has damaged the schools reputation, including the ability to recruit new teachers by pushing legislation until like minded individuals in Jefferson City passed law in 2017 that will damage the viability of the retirement system in the long-run.
  299. I think it is time for the nepotism and favoritism in this district to stop. So many people are hired because they know somebody even if they aren't qualified.
  - 300.
  301. We must stop hiring people with a known history of impropriety and start building leaders based on track record of excellence.
  - 302.
  303. There are too many "Process Coordinators" that don't do anything related to managing the people underneath them in rank. There is so little accountability and such a lack of leadership ability that it is obvious why there aren't greater improvements from all of the efforts being made.
  - 304.
  305. We need to streamline the amount of people in "leadership" positions and start reconfiguring how the entire district is run.
  - 306.
  307. It is time to spend the money on actual curriculum development that includes proper training and management in Early Childhood and beyond.
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- 315.
316. It is time to spend the money on actual curriculum development that includes proper training and management in Early Childhood and beyond.
317. I have been a teacher with SLPS for 30 years. Before the SAB took over, the elected board was always available to give staff and community a voice. Now, there is no voice for anyone.
318. I have worked under the elected board and the SAB. I can honestly say that there is an enormous negative difference in accountability, staff morale and student learning now as compared to under the elected board. The SAB is too remote from the operations of the school and inaccessible. No one has a voice. When the district mandates things, there is no follow-up to make sure it works. Teachers are overwhelmed with trivial tasks that not only do not help instructional time, but detract from it. There are glaring red flags in our students and schools. No one is listening to the teachers. Our schools are in crisis. We need elected officials who will be responsive to the staff and community immediately.
319. Parents and community members must be included on this board as they are effected by it's decisions directly.
320. Vince Shoemehl, Bill Haas and Rochelle Moore were not good board members. Most voters don't have a clue.
321. The SAB has done an excellent job restoring credibility to the school board. I grew up with a series of elected boards that were completely dysfunctional in their public displays of posturing and utter failure to communicate with key stakeholders. In the end, the model doesn't matter as much as the need to have board members that will work collaboratively and with total transparency.
322. I am for the elected board which best represents the community it serves. I feel they would make favorable fiscal decisions and support the teachers, staff, and students. I also feel the elected board is more transparent and responsible as it relates to meeting the needs of the clientele its a part of and serves.
323. I feel the current elected school board members are very committed to doing what is best for the students and the community. They are professionals with diverse backgrounds. Some of them have many years of teaching experience which is an asset to the school board. They live in the community and interact with their fellow St. Louis citizens. This is very important and helps the community feel their voices are heard.
324. I feel the current elected school board members are very committed to doing what is best for the students and the community. They are professionals with diverse backgrounds. Some of them have many years of teaching experience which is an asset to the school board. They live in the community and interact with their fellow St. Louis citizens which helps the community members feel their voices are heard. This is very important to the well being of the the community.
325. I am confident the current elected school board members are very committed to doing what is best for the students and the community. They are professionals with diverse backgrounds. Some of them have many years of teaching experience which is an asset to the school board. They live in the



community and interact with their fellow St. Louis citizens which helps the community members feel their voices are heard. This is very important to the well being of the the community and students.

## Appendix E7. Online Survey Screen 4 Solutions Additional Comments

The screenshot shows a survey interface for 'Governance Solutions'. The left sidebar has four items: 'WE WANT YOUR OPINION', 'YOUR PRIORITIES', 'FEATURES', and 'SOLUTIONS'. The 'SOLUTIONS' item is selected and highlighted in blue. The main content area is titled 'Governance Solutions' and contains a sidebar with four items: 'Governance Options', 'Your Suggestion', 'Transition Preference', and 'Comments'. The 'Comments' item is highlighted in yellow. To the right of the sidebar is a large text area labeled 'Additional Comments? (Optional)' with a placeholder 'Type...'. At the bottom right of the main content area is a green button labeled 'Next'. The top right of the screen has two buttons: 'What to do' and 'Next Task'. The bottom right of the screen has a small icon.

### SOLUTIONS ADDITIONAL COMMENTS

1. We have been fully accredited since Jan 2017. The law needs to be followed and governance turned back over to our current elected board
2. The elected board members should represent the district. Any other selection goes against the democratic process and is unfair to voters.
3. This would not be an issue in a suburban white district. The SLPS community deserves more respect.
4. These steps are unnecessary and take away from the bottom line of our district. Put the focus back into our classrooms with our children, teachers, administrators and the ELECTED BOARD MEMBERS.
5. Some of these questions are flawed... For example, asking survey takers whether "is the most important thing for the board to do is achieve their goals?" Means nothing because it all depends on what their goals are!
6. If the elected board would make a commitment to the following, I would not object to the elected board option over the hybrid option, but I don't think a commitment is forthcoming. They would need to commit to: 1) always and only acting as a board, with all members abiding by the majority decision of the board and not as individuals; 2) retaining Dr. Adams and continuing his initiatives; and 3) not meddling in matters at individual schools. The elected board, in my opinion, should have developed a transition plan and approach several years ago, but to my knowledge, did not do that.
7. Return the governance of SLPS to the residents of STL ASAP!!!
8. We were SLPS parents for 10 years. A big part of the reason we pulled our children and sent them to a charter was because of a lack of support for teaching staff, and a lack of accountability (for anyone

except the student/parents) when there were issues. I don't like the fact that charters use public funds with no public oversight, but frankly, don't see that much difference between the SAB and a charter board.

9. I believe the SAB has been successful because they hired a terrific superintendent and let him do his job without undue interference. That was certainly not the case with many previous board members who seemed more interested in amassing power and stoking conflict than working to build a stable, functioning district.
10. Unfortunately I am not confident that there are enough qualified, competent, and willing members of the city of St. Louis community to fully staff an elected schoolboard on a continuing basis. Thus, I believe a hybrid board will give continuity and professionalism while allowing greater transparency and accountability than we currently have.
11. Citizen participation is very important for our City right now. I think the younger people becoming involved have enough sense to elect people to the Board that have the skills, interest, and common sense to do a good job. Some of the problems in the past with the Board were from an appointed member and from the "elites" thinking they new better how to run things and then manipulating the system when they didn't get their slate elected. People have to have faith in the system and the schools have to perform or people will go elsewhere.
12. This process was rushed. There was little to no media coverage. There was no letter sent home to parents requesting their participation. No notices on each school's Facebook page with information about this process. It was a very unprofessional roll out of such an important topic.
13. Despite DESE giving accreditation back to SLPS our black children/students are still failing. Sumner, Vashon, Roosevelt and Cleveland High Schools are still scoring Unaccredited and are part of the poorest performing high schools in Missouri, among the least prepared for college, career, and life success High Schools in whole United States.
14. Despite DESE giving accreditation back to SLPS our black children/students are still failing. Sumner, Vashon, Roosevelt and Cleveland High Schools are still scoring Unaccredited and are part of the poorest performing high schools in Missouri, among the least prepared for college, career, and life success High Schools in whole United States. The Elected Board is ready to recommend, help and work with Superintendent Adams to overcome African American and low income family academic, social and justice deficits.
15. The key to stability is accountability. That is why I would have the 3 members of the Board of Estimate and Apportionment serving ex officio as a majority of a 5 member board. This is Eddie Roth, btw, if you want to hear more. Dr. Adams knows how to find me.
16. The voters of St. Louis should elect there School Board members.
17. The business community needs to step up and support the public schools and pay their fair share to improve our schools. Our children are our future and they need to prove it by putting money where their mouth is. Support "freedom and justice for all" not just for some.
18. I do not trust Jeff city with my children's education
19. We need board members who are focused on the quality of life for our students after they graduate SLPSs System. They are essentially future citizens of our city and we have a redponsibility to consider the needs of these students—those that will transition to college and especially those that will opt out of college and will begin immediately working to support their growing families.
20. Care
21. I do live outside the district, however I would like to see SLPS rise to the occasion and strive to manage to achieve parity with the county schools. The community just voted to help police officers achieve such a goal. Elected, local control will answer to the population that supports students and teachers with their dollars.

22. Teachers need 100% support & basic supplies for the work they do in the classroom. Many students come to class with a lot of baggage when they do show up and many need personalized attention far more important than data on a spread sheet. Teachers compete with all of the "happenings" & attitudes on the street and in poverty stricken homes.
23. The elected board should be back immediately.
24. We need people who care about education for our city public school population--mostly not white, mostly low income; and who can figure out how we can offer a free, rigorous education to all our children.
25. Public elections do not ensure competence; the past 30-year history of the Board of Education is proof positive of this.
26. The constituents must be involved in this process, and transparency is required for the success of future boards and relationships between community, SLPS superintendent, mayor and alderman.
27. The parents and children of SLPS deserve to have their voices heard. The elected school board is our voice in the governance of our schools. If it's a good enough model for Clayton, Ladue, and Lindbergh it should be the model for St Louis as well.
28. As a parent of a 4 year old and soon to have another small child in the SLPS school system, I am truly
29. As a parent of a 4 year old and soon to have another small child in the SLPS school system, I am truly begging you to do what is right by them and the community. You know what is right, I am
30. As a parent of a 4 year old and soon to have another small child in the SLPS school system, I am truly begging you to do what is right by them and the community. You know what is right!
31. For the sake of our children, please focus on the structure gives the greatest amount of stability, accountability (to student learning - not to public whim), and intelligence to board governance. History will repeat itself, so let's go with the version of governance that has brought the greatest success to our district in recent decades.
32. I look forward to the citizens of the community having a voice again and hold people accountable.
33. Please listen to the voice of the voters of St. Louis, who overwhelmingly support returning power to the Elected Board.
34. Board should make improving discipline in the schools the top priority.
35. I just hope we get the elected board, and that once these people are in office, that they are committed to making positive and lasting changes. They need to work on the long-term goals for the district, not simply immediate tasks. They need to support teachers a lot more than has been done in the past. I also think it would be good for each board member to visit various schools to get a first-hand look at the challenges teachers and principals have to deal with daily.
36. The elected board is ready. Let them do their job.
37. nothing
38. No Justice No Peace!
39. PLEASE pay our teachers more so they quit leaving for higher paying districts. It's unacceptable. This should be a TOP priority.
40. We elected the school board. They ought to represent us. Thank you.
41. As a registered voter and a tax paying citizen I should be able to elect officials that represent me and my city, not the business sector.
42. none
43. Keeping us all informed is important no matter which type of board is determined. Ensuring that members of the community who may be disadvantaged or not have the same access to being heard as others is also important. Please consider looking at all decisions made through a racial equity lens to ensure that all of the city's population is kept in mind.
44. Elect teachers to participate at meetings and discuss educational issues and policies that effect them. Allow them to speak on how they can be supported by this governing body. Work from the bottom

up and not the top down. Teachers are in the trenches! Allow no excuses but listen! Thank you for allowing us to provide feedback. My daughter is in the PIIP program and I am a teacher in the district. In one year she will be entering a ECC program and I want to ensure her success in our district. She and I will finish together. I want to see her succeed in SLPS. I believe in public school education. Thank you!

45. TEAM-Together Everyone Achieves More!
46. ELECTED ELECTED ELECTED!!!!
47. Transition should be done as quick as possible.
48. I predict that status quo shall triumph. The city is in a sad state of affairs.
49. Reaching and supporting parents and addressing the disadvantages faced by middle school students needs to be addressed thru the community. The school board will have to find ways to bridge a divide that has been ignored by the current board, and I'm sure it's not without reason. this is in my opinion the weak link in what appears to be a very strong school system.
50. Lets get things right. Its not about adults its about the children. Our future.
51. I think it should be hybrid in the sense that the members should be appointed then approved by a vote of the people. Similar to state judges. Then you get the advantages of appointed but the people have a voice. I would stager the appointments so that there is consistently. I would also explore having the union make one of the appointments so that the teachers feel more engaged.
52. Critical that elected board has deep understanding of finance and governance.
53. I am new to St. Louis' public education system. I am fully confident in the educational competencies of the educators in my child's school. What I am concerned with is the condition of some aspects of the school itself. True pride in your school system would be reflected by a clean and well maintained environment. Fundraisers should be used for extraneous supplies, not basic necessities such as lunch room tables.
54. Get these people -Governance Board out our lives. They are out for themselves. Power Trip. Hurting our children/ families
55. Use this method to improve relationship with bus companies and the parents.
56. The so-called "elected board" is a joke, people who waste their time playing make believe when they have no power or responsibilities.
57. We should abolish all charter schools and use that wasted money to expand our magnet schools.
58. The elected boards in the past have demonstrated so much conflict with in the board that I feel that an appointed board can work together in a more positive, effective manner.
59. Many of the behavior management practices that I've seen as a teacher aide at elementary, middle, and high schools in this district (some that are district-wide policies) replicate those seen in prisons. The district needs to provide all educators and administrators with intensive professional development sessions on topics like childhood trauma, cultural competency, and anti-racism.
60. Education is changing. We need to have a strong district to retain City families so that they are not terrified to send their kids to neighborhood schools. And we need to keep the magnet schools. And find a way to work with the charter schools. And keep our teachers and staff. All tall orders.
61. I am a product of SLPS and I am proud that the district has received full accreditation but it is imperative that the community, teachers, and supporters, of the SLPS work together as whole to rebuild the district. I am a parent of two whose children attends SLPS and I believe that finding funding for programs to offer them is a must. It is critical for the survival of our children to offered them alternative after-school programs for them to become involved in that are positive and healthy extra curriculum activities because it helps with their cognitive, emotional, and behavioral, aspect of their brain which is critical to learning. If children believe that there is something better than what they see daily such as drugs and violence in their community they will changed and strive for better

but we have to put those programs in place first. We must save our children because they are our future.

62. I feel as though someone's attempted to stay in power and eliminate the voice of the people! Don't subvert the power of the elected board. There should be no appointed board. Let the people speak and be represented! It's their tax dollars being spent!
63. It is a complicated process that cannot be decided by a short survey.
64. What financial, logistical, and feasibility studies and research have been conducted? At this point i have more questions and concerns as i do not have enough information.
65. I can only say that my son is a student at Mann Elementary and because of the quality of teachers and administration there, he has flourished. I know it can be done.
66. Return governance to the elected board now. Please stop treating the citizens of St. Louis like children who can't make their own decisions.
67. With elected boards, 20% of the population (that votes) determines the outcome for 100% of the people. That's how you get wackos like Bill Haas on the Board. When a small number of citizens vote, you generally get people with the most extreme views, and that is not good enough for our city's scholars.
68. With an appointed Board (e.g., a Board of 12), you can ensure representatives from all parts of the community. The teachers union can provide a representative, parents group can provide a representative, the Mayor can provide a representative, etc. An appointed Board actually ensures better representation for the community in a system in which a small minority actually votes.
69. I doubt any positive change will happen. I am glad my daughter will graduate this year. If the power does not return to the elected board, I will continue to warn my friends and neighbors about this district.
70. Neighborhood schools must become more valuable than charter or even magnets. If the only students are the ones whose parents have to get it together before a deadline to get into a better school we are failing our most vulnerable students.
71. I would like to see the schools to open their eyes about kids bullying and the victims are scared to tell and behaviors n the classroom that disrupt others from learning the teachers I feel have no right cursing at the students AMES school staff does that Ames school staff needs to show students more respect for the students to show them respect EXAMPLE miss inlow at pick up time yells at the kids to shut up and slams the door on us parents telling the kids she don't have to open the door to let them leave and yes this is a real example of what we go through at that school
72. The priorities listed are all necessary. Ranking them is not helpful as they must all be done well.
73. There is already too much focus on test scores and our teachers pay is embarrassing low. Some testing is necessary, but it is out of control. Time with technology should be limited, especially in Pk-4th. At least 2 recesses per day mandatory for Pk-8. School start times for HS are too early. Look at the research. This is not an impossible task.
74. Every school district in county is run by elected board. Let citizens decide.
75. The city is too politically divided to allow the elected board to return.
76. This is a power play by the existing appointed board and superintendent to keep control for themselves without having any accountability to the local community. Regaining accreditation was mostly achieved through the hard work of the students and teachers, and only minimally influenced by the appointed board. Since SLPS lost its accreditation and its elected board, it should now regain its elected board since it regained its accreditation. The superintendent will still be in charge of running the district and can hire financial experts from outside of education to maintain financial stability. There is no good argument to keep the board out of the hands of locally elected officials, except to allow power to remain in the hands of those without accountability.

77. Whichever model there must be accountability. If someone is not performing their duties at a high level they should be terminated. Not kept on because they were voted in. We are talking about children's lives and lively hood NOT politics! That should be the biggest consideration with the people who run the school district. Get into the schools the high performing ones and the low. Look at what is working and support the people on the front lines! Talk to parents. Most of us know what is needed in schools. But the people must be willing to put in the hard work and do it for the kids and the city not for their own political, financial or career gain.
78. The teachers have had a limited to non-existent voice in many decisions being made. Some decisions have come at a cost to students and teachers. We need to know why so many teachers are fleeing SLPS, and much of it stems from policies currently in place.
79. It will give enough time to transition over.
80. Educational outcomes should be at the forefront of this decision. After watching all 3 of the public forums, it seems that those who spoke put the value of democracy above the value of quality education. I was impressed by the outcomes data that the speaker for the appointed board presented.
81. IF an appointed board is retained, perhaps the structure could be changed to include specific categories- i.e. a parent, a teacher, a student, etc.
82. If we are forced to move to a fully elected board, perhaps the citizens should get the opportunity to vote on a new slate of candidates. Votes that were cast when the elected board had no power were meaningless.
83. Either way, I think that the inclusion of a student member (even a non-voting one) could be powerful.
84. Teachers (not administrators) need to be better represented. They know what is going on in the classroom and better know the needs of students and schools. They know what is going wrong, what is going right, and what is most needed to focus on. Plus, they don't have a political interest in the outcome.
85. In addition to it being just for the district's constituents to once more elect the Board of Education,
86. In addition to it being just for the district's constituents to once more elect the Board of Education, an elected board would help invigorate the buy-in of City residents and families, re-energizing the school system and possibly boosting enrollment. Retaining any appointed positions implies that the District is still failing, still in need of state control; an elected board signals that the St. Louis Public Schools is like any other public district. As the City is experiencing repopulation and new creating of jobs, there is the potential for increased enrollment and exciting projects at SLPS -- but only if it is trusted. People will trust SLPS more if they have the opportunity to hold board members accountable.
87. The city public schools are failing our children by not having the same opportunities as the county public schools.
88. Not at this time.
89. .lkm
90. 95% of school boards in the United States are elected. Our district is accredited and no longer needs the state imposed appointed board. Return power to parents, citizens, tax payers. Choose democracy.
91. too many claims not being backed up, i.e. diversity in many public schools is not where it should be. part of the reason is how inflexible the testing and application process is.
92. Pay teachers and those who work in administration more.
93. The SAB has been highly effective, transparent, and efficient.
94. It is extremely important that local government be controlled locally--including our public schools. St. Louis is populated with a diverse, committed and informed citizen base and we demand

accountability and local control over our schools. This is a necessary part of growth and development for a city that is so different from the surrounding state, with concerns that will directly affect our children.

95. The children of St. Louis would be place is harms way if the elected board as previously constituted were allowed to have governance over the schools. If the children are the priority then all parties involved agree there must be a lengthy process involved in changing the governance mode of it needs changing.
96. Thank you for giving us this opportunity to share our voices.
97. Why would there be a hold up? The district has be in charge with the SAB board long enough now lets get back to normal. You have proven your point and now its time to let the community speak its mind about the desires of the people. SAB is a stop gap solution and its over time to let the people have some input into the situation. Being honest and true means let it go since we are back on track with the district. Always remember its not to be permanent for the SAB board just temporary.
98. I appreciate this online survey. I appreciate the effort to hold public hearings on this issue. I do not understand why St. Louis taxpayers, voters and parents must justify regaining local control of our schools.
99. This is really a no-brainer. Get the mayor AND the governor AND the state board out of our business. Let's do this before the governor has a chance to stack the state board of education and put his own choice for commissioner into place.
100. I've got two kids in SLPS. I care about the district a lot.
101. It should have never come to this pointed in the Special Administrative Board being put in place and taking over. Nothing that has been done has benefited SLPS thus far. It should have stayed with the elected board that the community voted for. It is time for the elected board to be put into place immediately.
102. When Clinkscale and Jackson got elected in 2003, they voted according to how they thought Civic Progress wanted them to vote. They should have voted according to what was best for students. Alvarez and Marsal along with McConnel, Jones, Lanier and Murphy were not acting in the interest of the students.
103. SLPS is going to have to continue to provide quality schools to attract families and keep students in the district. This must continue to be our top priority.
104. I believe the governing board needs to be willing to research what has made other districts successful and to think out of the box. I likewise believe that if that means reconfiguring the downtown ADM , then let's do it. For too long, the administration has been a system of status quo. We need to value teachers so that we don't have constant turnover. I want to see an elected board that is willing to stand up to administration when changes are needed. The students of SLPS deserve so much better as do the teachers.
105. The appointed board is the only governing board to improve the district in 20 years!
106. I would like to see a school board whose members are accountable to parents, teachers, and students, and who can work together as an effective team.
107. Had the appointed board not existed, my children would not be in St. Louis Public Schools.
108. We need to have vouchers to insure good education for all students
109. Representation
110. Elected boards got us in the mess of ten years ago, why would we do that again?
111. While the district has made gains both financially and academically, it is still not in "great shape". At this point I don't think we really should even be discussing a transition like this until this district has a proven track record that is sustainable over five or so years. Way too early to start doing high-fives over what is really, at best, mediocre testing results and a lack of long-term financial stability.



112. I think the biggest problem in the city public schools was not addressed in any of the questions. Student inappropriate behavior in the classroom and in the schools is the biggest challenge to the success of the SLPS. The next problem is keeping quality teachers. Teachers can't teach when they have to focus much of their attention on difficult/challenging student behavior. Until behavior is improved, it won't matter what a board does. Until behavior is improved, it won't matter how much money is spent on books, salaries, etc.
113. I think the biggest problem in the city public schools was not addressed in any of the questions. Student inappropriate behavior in the classroom and in the schools is the biggest challenge to the success of the SLPS. The next problem is keeping quality teachers. Teachers can't teach when they have to focus much of their attention on difficult/challenging student behavior. Until behavior is improved, it won't matter what a board does. Until behavior is improved, it won't matter how much money is spent on books, salaries, etc.
114. Stop fighting the charter schools. If SLPS improves, students will return. In the meantime, this lawsuit is hurting St. Louis schools and therefore St. Louis students. Who may return one day...
115. The district needs to focus on hiring and keeping quality teachers. The recent "raise" still does not put teachers on the same level as other districts. Also, micromanaging the teachers will lead to more turnover.
116. Whatever type of board leads the district it is essential that they have an accurate understanding of what is going on in the homes and schools of our students and create REALISTIC expectations based on facts. Our school demographics are radically different from one building to the next and the days of one-size-fits-all solutions MUST be over.
117. It takes time, several seasons (4) to see progress being made.
118. I am glad to see the process returning to the people, Missouri is known as such a backwards irresponsible place to live based upon legislative treatment of its citizens. So, you are moving in the correct direction.
119. I am the parent of a 7th grader and and 4th grader in SLPS Magnet schools. Our experience has been very positive and I trust that it can be improved for all students in the city.
120. I feel quite invested in SLPS as a teacher and I want to see us succeed. There are too many days where I feel the walls are falling down around me and that the system will just crumble. All we need is a little initiative, and people who are working solely for the students, community, and teachers. As we all know, our students are watching our every move, and when they see us doing a whole lot of nothing to get things done, they feel they can do the same. If they see us holding ourselves accountable to succeed, then, in time, they will begin to do the same.
121. Continue the process
122. Begin and/or Continue the process of transparency
123. Begin and/or Continue the actions of transparency, accountability, parental involvement, and current information as it relates to board changes.
124. I think the low response rate to this survey relates directly to the years St. Louis has functioned with an appointed school board. People don't pay attention.
125. Our city and region has been dealing with strife that is the result of centuries of inequality, and the marginalization of people of color and people of little economic means. At this moment, we have the opportunity to set things right, by listening to the people and showing respect and deference to their needs and wishes, by bringing real reform, and by bringing representative democracy back to the people. The Elected Board's power should never have been taken away, the State should never have stepped in to take over. When will those who maintain power by only taking care of their own wake up and realize it is a power structure built on sand, that it cannot sustain, that people need to believe that their government, whether state, city, or school board will see them, hear them, and respect them, and allow them a place at the table. Enough is enough, let us elect our school board!

126. My husband and I enrolled our daughter with St. Louis Public Schools in 2007/08 and we have been committed to the public school system since her enrollment. We have second child whom is also enrolled. We are not originally from St. Louis or even from this region, so we have zero history with education in Missouri or Illinois. We have witnessed and have been involved with the evolution of this district and we support the public school system. I would like to see stronger curriculum support/guidance for the staff and further education offered through local universities, and fair pay for the staff. I would also like up-to-date facilities in the school buildings which include bathroom renovations (most needed), drinking fountains/ water bottle, handicap accessible and upgrades to the music/theaters if offered and gymnasiums.
127. While the appointed board has done its job in providing a stable superintendent, they have done very poorly at winning the hearts of the voters. The district however has regained accreditation thanks to the appointed board allowing a superintendent to do their job.
128. If an elected board is not the choice, the hybrid would be next best.
129. 3 appointed persons does not give the depth of knowledge or diversity needed to really govern our diverse District AND to communicate effectively with diverse community members/segments. The board needs to retain or select a solid superintendent who can keep the District moving forward AND support him/her while continually monitoring results, presenting culturally relevant and creative possible solutions to District problems. Board members should have a stake in the results either as parents, educators, or taxpayers in the District. Appointed Boards often do not have a stake in the results.
130. Elected board needs a vested motive. Their children would be the best motive.
131. 3 year term
132. I attended SLPS years ago and know how great it can be. I feel that the majority of problems faced by the district can be overcome by concerned public citizens, not political interlopers.
133. In my short time at the district it is evident that the right hand does not know what the left hand is doing and there are too many cooks in the kitchen.
134. Come on SLPS it's time to get this one right. You have so many children that needs a board that have their best interest. Like getting children at reading level the current setup isn't working. Rick Sullivan needs to go.
135. All decisions should be made from the primary stance what is in the best interest of the academic achievement and growth of students in SLPS. This isn't about what makes adults happy or who has can be more powerful/political but ultimately what will ensure students walk into schools and classrooms every day that are helping them fulfill their promise and potential.
136. I believe having a Hybrid Board
137. A Hybrid Board will accommodate a variety of citizens' viewpoints about how to represent
138. Being on an elected board is certainly a thankless job- it is important for board members, whether elected or appointed, to understand that they are essentially volunteering for a critical position and should base decisions upon information received from the milieu they represent.
139. The key is to get qualified people in education, finances and childhood development to work together to improve the education process with the help of state, local and regional authorities. Of course the student's family will also play a large part in the child's education and a program to educate parents on parenting a child on how to succeed educationally would be beneficial.
140. This is a priority - or should be - for all citizens in Saint Louis.
141. The success of any school should be how successful are the student 5,10 and 15 years after graduations. Most of the millions I know never graduated from college.
142. The success of any school should be how successful are the student 5,10 and 15 years after graduations. Most of the millionaires I know never graduated from college.
143. Return the board to the people.

144. My preference is an elected board. However, I would be open to a hybrid model that retained a majority of elected positions
145. I think time is of the essence in improving our city's education system. There needs to be a working relationship among school board members, administration and government but the process of improvement cannot be held up by infighting and red tape. Our children have been without quality public education for far too long, and this is one of the reasons the city's population is shrinking- the lack of good quality public education within the city.
146. I think time is of the essence in improving our city's education system. There needs to be a working relationship among school board members, administration and government but the process of improvement cannot be held up by infighting and red tape. Our children have been without quality public education for far too long, and this is one of the reasons the city's population is shrinking- the lack of good quality public education within the city.
147. I have 3 grandchildren who live in the city. When my children were school age the availability of good quality public education was non-existent. Sending children to private or parochial schools on a city employee's salary is a financial hardship to many. If city employees are required to live in the city, the least they deserve is the opportunity for their children to receive high quality public education.
148. The school board needs to use schools like Mallinkradt
149. The slps should look at schools that have success, like Mall
150. The slps should look at schools within the district that have success, like Mallinckrodt Elementary school, to model the way for the other schools!
151. No one voted for an appointed board. They are political Pawns and they did what politicians told them to do and expected them to do.
152. SLPS has made so much progress under an appointed board. It seems like the clear choice to continue with that model.
153. When responding to the survey, the top priority is to do what is best for educating children! It encompasses a balance between focusing on enrollment, academics, test scores, budget, etc.
154. The goal should be to educate the children, not to make everyone happy!
155. This process of seeking input from others should be transparent in the delivery of information on keeping the public informed of each step as this process moves forward.
156. If we start at BIRTH and do a truly QUALITY JOB for 18 straight years our goals should be near completion in the next 20 years!
157. No additional comments
158. I think that the city needs to look at why so many Charters do so well and then imitate it.
159. Don't let the state have control of St. Louis schools.
160. Not only is the community against an appointed school board model, but also the community is against a hybrid school board model that offers no real power to elected SLPS board members.
161. Put the cap back on the retirement system where no one gets a higher pension than the highest paid classroom teacher on the teacher salary schedule with 30 years of service.
162. Yes, grandfather and/or freeze all those who are currently at higher salary levels.
163. Do school-by-school academic and financial accounting and separate financial accounting for the central office cost.
164. Recruit qualified people. This does not mean we have to have so many of this race, so many of this gender, or a conglomeration of mixed perverts. QUALIFIED PEOPLE, if you know how to find them.
165. The real answer for the SLPSD is to cease to exist, and carve up the territory into pieces that are then attached to nearby county districts. SLPS will never crawl out of the hole they have created, so why continue to pour good money on a never ending problem.
166. It's time to start over...

167. The elected board has proven themselves to be corrupt and incompetent. The complexities of managing an urban school district far exceed the capabilities of the elected board. The appointed board has shown that capable management can move the program forward. Why put it back into the hands of the dim-wits?
168. The board should also be concerned with the teacher student ratios. Difficulties arise when some students want to be disruptive and one teacher can't control the environment. This causes the other students that want to learn to miss out on the lessons being taught.
169. The number one priority needs to be children and their education. The education provided falls far behind other districts. The children who attend STLPS can't even compete when they attend college. They aren't prepared for the curriculum.
170. Do right by the children. support family values.
171. Our children are the ones that are losing out when we have so many persons concerned with their own agendas.
172. They need more time to understand the children
173. Our children need their individual text books to bring home and study. They need educational field trips and out of town experiences. Students that are disruptive need to be held accountable for their actions.
174. There is way too much pressure to improve test scores that teachers are being forced to teach to the test. The best and the brightest teachers are not allowed to use their own creativity to teach children in the way that they learn the best. Additionally, the schools are falling down around themselves. Children need a bright, clean environment in which to learn where it is in good repair and orderly. They need to have the best equipment. Teachers need a salary that gives them the incentive to stay. It is not a zoo, it's a school. We need educators, not zoo keepers. Again, we need to attract the brightest and the best and make St. Louis City a destination city. Stopping crime starts with a GOOD EDUCATION! Many of these kids have no concept of what a good education will do for them. Many are coming from extreme poverty and broken homes. As such, it is more important than ever to have top notch education and to partner with the community to help this happen.
175. I think this a very touchy issue. But we don't want our district to return to an unaccredited status. I also want to commend the those begin the "We Choose SLPS" marketing campaign. It was genius.
176. I think this a very touchy issue, but we don't want our district to return to an unaccredited status. I would not want the progress gained over the last ten years lost too poor governance in the future.
177. Additionally, I want to commend those behind the "We Choose SLPS" marketing campaign. It was genius. Fur those families who kept their children enrolled in SLPS, it was a source of pride to see that marketing campaign in full use.
178. I think a hybrid board would bring the strengths of each type of board, while mitigating the weaknesses of each as well. Elected officials are more likely to represent the community and to be more responsive to community needs, but might lack institutional knowledge and might devote a lot of time to re-election campaigns. Appointed members might have just the opposite position. A board of both could ensure that members who are representative of - and accountable to - the community will work alongside appointed members with more solid institutional knowledge.
179. School board should also be focused on students overall experience and abilities to retain and use subjects taught in schools..
180. Why not go to other successful districts and seek advice and information I realize that many school districts have larger budgets and etc, but they must be doing something right...so why not find out what it is? It is always smart to be open to new ideas and information, this allows for growth and improvement of an individual or group. My child lives in the Parkway district and attends the Collegiate School of Medicine and Bioscience. Thus far, I have seen many very good things from this specific school!

181. The number one thing is our children education and being ready for there future
182. Our schools need a bigger budget to provide the children with a higher quality of education. They need textbooks of their own to bring home and read and study, teachers that love their jobs and hold their students accountable for the actions whether good or bad.
183. The board should give schools all resources needed to make student academics a success. Mental health providers, school counselors, social workers, psychologist, psychological examiners are a must. Strong leadership is needed. A school is only as strong as its leader!!!!
184. Strong staff should be allowed to work their expertise and that their expertise shouldn't intimidate leaders.....
185. There should be some way for teachers to appoint/elect a member
186. Not sure how discipline would fit into the "governance" aspect of the Board, but I've heard nothing to the sort to the area of "discipline in the schools." Discipline in our schools are a problem...an epidemic. The discipline problems have become so extreme it's as if no one cares about teachers taking the brunt of the conflicts coming from students and parents (i.e. being cursed at, being hit, repeat offenders of other disruptions). Teaching has become mechanical at the testing grades...more of a business. The abb
187. Not sure how discipline would fit into the "governance" aspect of the Board, but I've heard nothing to the sort to the area of "discipline in the schools." Discipline in our schools is a problem. Curbing this problem has not been satisfactorily managed from the administrative level. I'm a teacher, not a social worker, or a therapist. I should not, nor should my colleagues and the student population who come to school to learn,
188. Not sure how discipline would fit into the "governance" aspect of a "Board" of any kind in our district, but I've heard nothing to the sort. Discipline in our schools is a problem. Curbing this problem has not been satisfactorily managed from/by the administrative level. I'm a teacher, not a social worker, or a therapist. I should not, nor should my colleagues and the student population who come to school to learn, continue to contend with behavior that slows and/or disrupts the learning process. The discipline problems that exists is one major cause of low test scores in our schools. SAB? Elected Board?
189. Not sure how discipline would fit into the "governance" aspect of a "Board" of any kind in our district, but I've heard nothing to the sort. Discipline in our schools is a problem. Curbing this problem has not been satisfactorily managed from/by the administrative level. I should not, nor should my colleagues and the student population who come to school to learn, continue to contend with behavior that slows and/or disrupts the learning process! The discipline problems that exists is one major cause of low test scores in our schools. SAB? Elected Board? Selected Board? Hybrid Board? Whichever "Board" is elected, please fix the "discipline" problem in our schools before the issue of "improved test scores" become a major discussion. One can't cover a major stab wound with a bandage and expect the wound to heal correctly.
190. The Govenor,
191. The Governor, the Mayor, and the citizens of St. Louis should be more concerned with the failing school system in the City. The conduct of the students is mostly out of control. Murderers as Principals, what is becoming of our SLPS schools!! This should be the city's number 1 concern after the high percent of murderers in the city. Who would want to move to St. Louis!!
192. The school board should operate as a business making difficult decisions, but also be aware of how those decisions affect the students. The students are human not just numbers and they also go through many obstacles daily. School board members need to be aware of these issues when making decisions that directly impact students and staff members.

193. I think the most important task of the board is to insure that the students are academically successful, safe, and accountable for their actions. I also feel that school administration, staff, and the board must be consistent, accountable, and transparent.
194. I think the most important task of the board is to ensure that students are academically successful, safe, and accountable for their actions. I also feel that school administration, staff, and the board must be consistent, accountable, and transparent. Board ties to the local government, is not a top list issue; however, the board should have a close enough relationship to voice concerns about important educational issues that can impact education to local government.
195. We have to get past the ill-conceived notion that all students should progress to the next grade or graduate if they have not mastered the knowledge and application of it.
196. Thank you to Dr Adams and the appointed board for great work over the last decade!
197. The school board should and must be elected from St. Louis.
198. n/a
199. I would just like to see board members focus more on educating the students in a safe environment. I took my kids out of City public schools in the past because the focus was on enrollment and numbers not on education. The curriculum was not great.
200. The present school board is a sham. A bunch of Greedy people with their agendas and bank accounts. They are paid great money and not held accountable for failing to do their jobs. Their number one goal is to ensure every child in St. Louis gets an education that will excel them into the future. Their number two goal is to support the teachers/educators. Their number three goal is to provide the children and teachers a perfect environment to receive that education. Building should be in great shape and all systems working. Surrounding area should be clean and safe. Their number four goal is not to steal the money and provide answers to all questions no matter who is asking. It seems the previous boards agenda was to live high on the hog. Make as much money as they can without concerns for education. And St. Louis let them get away with it. They should provide their own transportation, their own cell phones, with business calls reimbursed, an expense account that is overseen by the city comptroller or treasurer, and they should be accountable for all their actions. Any trips or workshops should go to our educators and not the board. The Board is not the Educators, but only the bureaucrats that ensure education in our schools is being accomplished. Maybe then St. Louis can start changing from a crime hub to an educated city.
201. Education is a very different entity from business or government. Board members should not necessarily feel allegiance to either of those; allegiance is to the students whom they are undertaking responsibility.
202. Yes, there should be positive and ongoing liaisons to local and state government, as well as local businesses, but not subservience to either.
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206. Yes, there should be positive and ongoing liaisons to local and state government, as well as local businesses, but not subservience to either.
207. This entire charade is funny. Everyone knows what you all are going to do anyway.
208. An elected board must be prepared to help the teachers who serve our students. We need to get back to teaching basic skills- so many of our children are falling through the cracks and not getting help. We need to get our children with behavior issues the help they need and we need to support

our teachers in the area of difficult students. Test scores do not mean a thing if we can't teach because our classrooms have so many students who have behavior and emotional issues. An elected school board does not need to re-invent the wheel. Let's re-visit our commitment to our students and our staff. Let's work with the union to increase teacher and staff wages so that we can compete with the county schools. We need a fresh new set of eyes.

209. I wish that we could go back to "children are the focus" and really mean it! I don't think that we have had the focus where it should have been and that is placing our energies within the area of academics and not purchasing program after programs. How much of the research do we believe? Programs don't change outcomes; people do! Have faith in the teachers that if they are given the supports they need, they will teach our children. We have done it before, rather than buying all these programs that don't get implemented well because people are overwhelmed by the breath of programs. We have been there before and it got us into a mess. Why do we go back to things that did not work?
210. I hope the board acts in the best interest of all the student in St. Louis City. I was very disappointed to see the district sue for money from charter schools immediately after asking the citizens for a tax increase. I am familiar with several charters schools that are working hard to improve the lives and opportunities for their students. I feel the district's action harms those students. The district must work with and do no harm to all successful schools in the city.
211. The board's first agenda should include developing a salary schedule that is comparable to the county schools. This first step would both attract teachers/staff and also keep the good ones that we have. I have seen many great teachers and staff move to county schools after a year or two in SLPS because the pay is significantly higher. Rotating staff--especially during the school year--is a detriment to student success.
212. The board's first agenda should include developing a salary schedule that is comparable to the county schools. This first step would both attract more teachers/staff to our district and keep the good ones that we have. I have seen many great teachers and staff move to county schools after a year or two in SLPS because the pay is significantly higher. Rotating staff (which is mainly a result of staff leaving for better paying jobs) is a detriment to student success.
213. The elected board was too political in the past and lost sight of the students evidenced by the lost accreditation and the finances as evidenced by the \$54 million negative fund balance.
214. I have 2 children in the slps system and don't believe there getting the best education available due to the lack of resources and budget cuts and the neighbor hood schools are far worse. I couldn't imagine sending my children to one until there they have the prior resources. If the city board of education what the children to stay in the city and uplift the neighborhoods they need to do better or all the children will be in county school with no culture and no one to identify with.
215. It takes a village to make a good community but it also takes a community to make a village.
216. The success of the SLPS has much more to do with the teachers than the appointed board. The turn around has been due to the hard work of teachers. The downtown administration is top heavy and many resources are wasted at the district level. More emphasis should be put on hiring and keeping EXCELLENT teachers, which is, of course, accomplished by paying
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218. I'm so fearful of the politics involved with the administration of the SLPS board that possibly there could be an over site board of 3 from outside resourcing to mandate whatever board selected.

219. The community needs to know there is transparency in how the board is governed and the concern is for the community in building and restructuring the community.
220. The fabric of education is the fabric of the community in which people live. Neighborhood schools give the community a sense of belonging and partnership.
221. The Board MUST acknowledge and accept it is not only the Teachers that make the fabric but all workers of education are twined together for a great educational experience for mankind.
222. Gradual change needs to occur.
223. All of this should be done for the "students" and staff that is with them each and every day.
224. Rome was not build in a day, and I think setting up these board/team players is vital in having a combination of players when gathering at any school provide childcare, possibly foods, or icecream something that is not costly but would appeal to the community, in getting them out to meeting.
225. Need time to make sure the new board knows how to operate effectively. The old board did that well. Give the new folks time to learn and the old board oversees their progress.
226. Hybrid boards allow for further influence of school choice interests that take away from community, fully public schools. Hybrid or appointed boards happen in areas of diverse and more minority schools where white electeds think they know better for our communities than we know for ourselves. Our appointed board was never accountable to the people, and it is past time to get back to financial accountability as well - and that only comes through elections.
227. It is time to shake things up, get rid of "The Good Ole Boys Club" and all the nepotism going on down at 801 and actually put students first instead of saying that's what they do when actions show the exact opposite.
228. I've volunteered for SLPS, and have seen the difference that the appointed board and Dr.
229. I've volunteered for SLPS, and have seen the difference that the appointed board and Dr. Adams have made in the past few years. It's monumental, and shouldn't be discounted.
230. My family has moved quite a bit, and we've been actively involved in other school districts - some with fully elected boards & one with a fully appointed board. There is no 'perfect model,' but the big-dollar, hyper-politicized attack on public schools is no joke, and we've seen two school districts very much undermined by elected board members who seemed only interested in grandstanding against 'Big Government' and the promotion of school privatization. These candidates came with huge advertising dollars that your average local citizen couldn't muster -- and only one had children in the schools. The damage they did to their districts hurt KIDS in the community...I hope that St. Louis citizens are willing to be vigilant enough to avoid this same, sad outcome.
231. i hope you all make the best decision for the children in public schools still before all of them start homeschooling their children good luck
232. The children should be a priority when making decisions. The teachers should also be taken consideration.
233. Radical changes in education are necessary. Get the politicians out of the mix for a greater experience for the youth of today and citizens for tomorrow. Public education is being held hostage by mere pursestrings in order to promote tax savings for families serving privileged schools. A stupid populace invites corruption, fascism and anarchy.
234. Appointed Board for SLPS
235. Many average IQ, well behaved kids are falling through the cracks at SLPS (and leaving) due to a lack of the school system helping average, well behaved kids not be bullied or overlooked due to 1.) teachers being overwhelmed with trying to manage the bullies as the rest of the class suffers, 2.) The kid is not magnet material. And refer to number 1.) Good luck at keeping up a positive status as long as the average, well behaved kid is taking the hit while SLPS focuses on only the super bright or poorly behaved.
236. We already have a board who was elected by the public. Let them serve!



237. The transition period should be short. No more than one year.
238. One focus for the board that I feel is important is recruiting and maintaining Master Teachers. Raises should not be lower for those of us who have stayed in the district for our whole career. Even if it is a small difference it says that those of us who have dedicated our lives to SLPS and our students are not valued as much as newer staff. If anything, we should get slightly higher raises than newer employees.
239. The success of students needs to be at the center of all conversations. No room for politics or egos.
240. The existing 3 appointed members would serve WITH the elected 4 members until the 3 new appointed members are selected and sworn in.
241. Experience in education is very important. Sometimes elected officials have many connections in the community, but do not have the expertise to manage such a huge educational endeavor as SLPS. I support the appointed board.
242. The elected board should work with the appointed board for a smooth transition before the end of the school year.
243. The change of curriculum would probably change everything practically in no time. It needs to be more relevant. We need to ask ourselves what do we want our students to learn, remember, receive. Figuratively speaking, is it the trying times of 1849 or the trying times of NOW. Then we need to ask ourselves what do the students care about learning, remembering and receiving.
244. Ultimately, I feel the people of St. Louis City are responsible for selecting the persons who will run our public schools. However, as a 6 year resident of the City, I do not feel that the current elected school board has been taken seriously by the voters because it is well known that the elected school board does not have any authority. Therefore, a transition needs to be long-term and include at least one election, so the voters of the City can weight the magnitude of electing the persons they wish to lead this Board. I do not believe the current board was elected to lead SLPS.
245. Ultimately, I feel the people of St. Louis City are responsible for selecting the persons who will run our public schools. However, as a 6 year resident of the City, I do not feel that the current elected school board has been taken seriously by the voters because it is well known that the elected school board does not have any authority. Therefore, a transition needs to be long-term and include at least one election, so the voters of the City can weight the magnitude of electing the persons they wish to lead this Board. I do not believe the current board was elected to lead SLPS. I would be willing to discuss my opinions and solutions in depth via the email address on the following page. Also, I would be wiling to serve on any appointed board.
246. There is no reason we should not have an elected board. Legally we are supposed to have an elected board.
247. The SAB has worked to get the schools accredited. It is time to turn control back to the community.
248. We need local control of school back.
249. Seriously, elected is best.
250. We should have people on the school board that are elected by the population that it is supposed to serve.
251. Look how other successful school districts use their school board and what they do to earn a seat on the board.
252. The school board is there to support the teachers, students, and community by being the mediator through meetings every month. The school board proposes ideas that will help maintain the accreditability of our school district, they are to enhance student involvement/achievement, and take into consideration what the community/tax payers say about proposed ideas.
253. They need to have teachers do their own lesson plans again, and involve the student body in what they are academically building on. Test scores are not what is most important. The smartest person

- could have the lowest test scores. The problem is that they don't teach what needs to be learned in order for the children to grow up and become successful. The need to learn real life
254. They need to have teachers do their own lesson plans again, and involve the student body in what they are academically building on. Test scores are not what is most important. The smartest person could have the lowest test scores. The problem is that they don't teach what needs to be learned in order for the children to grow up and become successful. The need to learn what is really going on in the world not fake book smarts. Children in France, Italy, Greece and other places are well rounded because they go out into the world and get hands on school lessons. World history cannot be learned out of a book that has only partial history in it. Science is a hands on subject and believe it or not, so is math. Also, the lunch in SLOW is horrible. So many don't eat at school or purchase junk because the lunch is not fit for a dog to eat.
  255. Whoever is elected or appointed needs to understand that public schools are not a for-profit business and should not be run like a for-profit business.
  256. Although budget and fiscal issues are important, any board highest priority should be success of the students. Trying to save money causes higher student/teacher ratio which is not keeping our students first and affects the test scores which seem to be a priority.
  257. Thank you for community input
  258. I think an elected board would care more about the schools and the real and specific issues.
  259. Teamwork makes the dream work and if I can help out in anyway feel free to contact me at (314)333-2679 Ms.Janese C. Banks proud parent and former student of SLPS and Magnet Schools.
  260. There are many committed people in the city of St. Louis, let's get the show on the road!
  261. 10 years with an appointed board I think we need as much time as possible to transition comfortably and continue to move forward in a positive direction
  262. Kelvin Adams has been fantastic for SLPS. The appointed board lead the way to his success. The elected board was a total embarassment. That said, as a parent of an SLPS student (Kennard) we are very happy with the results under the appointed board but would like to see appointed members that have kids in the district or are at least not part of the old white dudes who don't live in the city power structure.
  263. Being a parent of a child in the SLPS should be a minimum requirement to run for an election. People who want to use this as a stepping stone to further political positions are not good candidates, these should be people focused on the kids and the outcomes. Messaging the good things in SLPS should be front and center. We have a good story to tell, let's tell it.
  264. My name is Gordon Bowers and I am a teacher at Vashon. If the SAB/801/Dr. Adams ever need a teacher's support, just let me know. I believe that socio-economic forced outside of SLPS are the true source of our problems and we have not only coped with our given situation but progressed and grown with what extremely limited resources we have at our disposal.
  265. Keep what you have no politics
  266. The city needs to be focused on racial inequality in all aspects of our governance. People of color are provided with an inadequate education in our system, and are not afforded the basics of proper education, let alone the country club amenities afforded to predominantly white schools.
  267. 1-3 three months, people should already be prepared
  268. to take the position, when they start job.
  269. Heaven help us the way these kids are not going to school and getting educated. All that is turning out and growing up will be on welfare or disability because they can't perform.
  270. L A Z Y
  271. The parents are not parenting. Beginning in the 70's there has been an great increase of kids having kids. The kids see that their parents don't do anything but sit on their butt all day, collect welfare

- and deal drugs!!!! Since the kids who have kids don't get an education, they make more money sitting back as opposed getting an entry level minimum wage job.
272. The families of the SLPS need to demand more of themselves and demand less of their schools. SLPS provides free breakfast, free lunch, and after school programs. Accountability needs to start in the homes and with the families of the SLPS students.
  273. The current administration makes decisions that frequently seem corrupt and not in the student's best interests, and virtually never in the teacher's best interests.
  274. Everything the board focuses on should keep education of children as the #1 priority. The SAB has spent too much time focusing on purely financial concerns over a very long 10-year period and has damaged the schools reputation, including the ability to recruit new teachers by pushing legislation until like minded individuals in Jefferson City passed law in 2017 that will damage the viability of the retirement system in the long-run.
  275. I think it is time for the nepotism and favoritism in this district to stop. So many people are hired because they know somebody even if they aren't qualified.
  276. We must stop hiring people with a known history of impropriety and start building leaders based on track record of excellence.
  277. There are too many "Process Coordinators" that don't do anything related to managing the people underneath them in rank. There is so little accountability and such a lack of leadership ability that it is obvious why there aren't greater improvements from all of the efforts being made.
  278. We need to streamline the amount of people in "leadership" positions and start reconfiguring how the entire district is run.
  279. It is time to spend the money on actual curriculum development that includes proper training and management in Early Childhood and beyond.
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  283. We need to streamline the amount of people in "leadership" positions and start reconfiguring how the entire district is run.
  284. It is time to spend the money on actual curriculum development that includes proper training and management in Early Childhood and beyond.
  285. I have been a teacher with SLPS for 30 years. Before the SAB took over, the elected board was always available to give staff and community a voice. Now, there is no voice for anyone.
  286. I have worked under the elected board and the SAB. I can honestly say that there is an enormous negative difference in accountability, staff morale and student learning now as compared to under the elected board. The SAB is too remote from the operations of the school and inaccessible. No one has a voice. When the district mandates things, there is no follow-up to make sure it works. Teachers are overwhelmed with trivial tasks that not only do not help instructional time, but detract from it. There are glaring red flags in our students and schools. No one is listening to the teachers. Our schools are in crisis. We need elected officials who will be responsive to the staff and community immediately.
  287. Parents and community members must be included on this board as they are effected by it's decisions directly.
  288. Vince Shoemehl, Bill Haas and Rochelle Moore were not good board members. Most voters don't have a clue.

289. The SAB has done an excellent job restoring credibility to the school board. I grew up with a series of elected boards that were completely dysfunctional in their public displays of posturing and utter failure to communicate with key stakeholders. In the end, the model doesn't matter as much as the need to have board members that will work collaboratively and with total transparency.
290. I am for the elected board which best represents the community it serves. I feel they would make favorable fiscal decisions and support the teachers, staff, and students. I also feel the elected board is more transparent and responsible as it relates to meeting the needs of the clientele its a part of and serves.
291. I feel the current elected school board members are very committed to doing what is best for the students and the community. They are professionals with diverse backgrounds. Some of them have many years of teaching experience which is an asset to the school board. They live in the community and interact with their fellow St. Louis citizens. This is very important and helps the community feel their voices are heard.
292. I feel the current elected school board members are very committed to doing what is best for the students and the community. They are professionals with diverse backgrounds. Some of them have many years of teaching experience which is an asset to the school board. They live in the community and interact with their fellow St. Louis citizens which helps the community members feel their voices are heard. This is very important to the well being of the the community.
293. I am confident the current elected school board members are very committed to doing what is best for the students and the community. They are professionals with diverse backgrounds. Some of them have many years of teaching experience which is an asset to the school board. They live in the community and interact with their fellow St. Louis citizens which helps the community members feel their voices are heard. This is very important to the well being of the the community and students.

## Appendix D14. SLPS “Let’s Talk!” Comments

### COMMENTS FROM ST. LOUIS PUBLIC SCHOOL DISTRICT’S “LET’S TALK”:

- Nov 5, 6:38pm - Please return the elected board to power. The board elected by the people should be the ones in charge of the school district, not the appointed board. – Diana, community member, [dianabb@att.net](mailto:dianabb@att.net)
- Nov 4, 3:25pm - It is time for the St. Louis Public Schools to return governance to our elected school board. Thank you. – Bonnie Boime, community member, (314) 630-3702, [Bonnie.boime@hotmail.com](mailto:Bonnie.boime@hotmail.com)
- Oct 27, 9:23pm - Time to transition to an elected board. – Dennis Trask, parent/guardian, (314) 226-0989, [dennistrask@gmail.com](mailto:dennistrask@gmail.com)
- Nov 7, 9:37am - I understand that there were people who signed up to ask questions last night who did not get to ask their questions. How do i contact the Task Force to ask about this? – Cherie, parent/guardian, (314) 223-6291, [cheriestolze@gmail.com](mailto:cheriestolze@gmail.com)

RESPONSE: Dear Cherie, indeed there was one speaker who was signed up and the meeting was closed before she was given the opportunity to speak. This was an oversight, and she will be allowed to speak first if she attends the next meeting. Thank you for your concern and interest in Saint Louis Public Schools.

- Nov 6, 10:32am - Would it be possible for SLPS to publish a guide to all 3 forms of suggested governance for comparative purposes? - Becky Rentchler, parent/guardian, (573) 356-4562, [brentchler@gmail.com](mailto:brentchler@gmail.com)  
 RESPONSE: Dear Becky, the slides from each presentation will be posted online at [www.slps.org/governance](http://www.slps.org/governance) following each meeting. Each model has variations which makes it hard to create an easy reference guide that is universal. Thank you for your interest in this process and the future of the district.
- Oct 25, 10:39am - I would like to participate in any committee, task force, process to complete transition in governance between SLPS SAB and Elected BOE. Would you please include me in the process with at least 2 weeks notice of meeting schedule? – Byron Clemens, employee/community member, (324) 497-1509, [bclemens@stltu.org](mailto:bclemens@stltu.org)  
 RESPONSE: Hi Byron - Thank you for reaching out to the district via Let's Talk! I will submit your request to the SAB for consideration. I hope all is well with you! Take care.

**COMMENTS OFF WEBSITE:**

- 11/01/2017: I would like to see governance of the district returned to the elected school board. As a parent in the district this is my opportunity to have a say in how things are run.
- 11/01/2017: Twenty years ago, I watched nasty board infighting with disgust and dismay. I swore I would never send a child to SLPS. Now I am a proud SLPS parent and champion. I give all of the credit to Dr. Adams and to the SAB. I am leery of the return of an elected board and hope the transition takes place over a long period of time so as to better guarantee the codification of SAB policies and guidelines. I know Dr. Adams will be recruited by another bigger district. My hope would be the SAB would still be place to select the district's next leader.
- Karen Norman, [karen.norman@slps.org](mailto:karen.norman@slps.org)
  - Which meeting did you attend? Monday, November 6, 2017
  - I am a SLPS Educator, City of St. Louis resident with no children in the district's schools

3. Home Zip Code: 63116

4. Email Address: thereillynormans@yahoo.com

5. I think the elected board should take over the board. If desired by the elected board, the SAB could mentor the elected board for one year.

- Anonymous

1. Which meeting did you attend? Monday, November 6, 2017, Thursday, November 9, 2017

2. I am a: SLPS Parent

3. Home Zip Code: 63110

4. Email Address: [No Answer Entered]

5. Return power to the elected board! No other alternative will be acceptable.

- Anonymous

1. Which meeting did you attend? [No Answer Entered]

2. I am a: SLPS Parent

3. Home Zip Code: 63109

4. Email Address: jessica.schuh@gmail.com

5. I believe that we should maintain the appointed board because it has worked better for the district. Why stop the progress we've made? While an elected board sounds ideal, I think our main focus should be on retaining an excellent superintendent and on what's best for our schools. The political squabbles that have effected the board in the past are counterproductive. SLPS has a long journey ahead to ensure that each and every one of the students in this city gets the highest quality education possible. But we have seen great progress. I could not be happier with my daughter's school, and I want every SLPS to have a similar experience. This is a massive district with a massive budget, and I think it should be managed by only the most qualified people--not just anyone who wants to run for the board. Thank you!!

- Karen Norman, [karen.norman@slps.org](mailto:karen.norman@slps.org)
  1. Which meeting did you attend? Monday, November 6, 2017
  2. I am a: SLPS Educator, City of St. Louis resident with no children in the district's schools
  3. Home Zip Code: 63116
  4. Email Address: thereillynormans@yahoo.com
  5. I would like to return to the elected board.
  
- Anonymous
  1. Which meeting did you attend? [No Answer Entered]
  2. I am a: SLPS Parent
  3. Home Zip Code: 63136
  4. Email Address [No Answer Entered]
  5. I SUPPORT A FULLY ELECTED BOARD
  
- Anonymous
  1. Which meeting did you attend? Monday, November 6, 2017
  2. I am a: Other, please specify: Education leader with Metropolitan Congregations United
  3. Home Zip Code: 63135
  4. Email Address [No Answer Entered]
  5. The citizens of St. Louis must not be disenfranchised any longer. The people they elect to the School Board should be leading the district.
  
- Anonymous
  1. Which meeting did you attend? [No Answer Entered]
  2. I am a: Other, please specify: [No Answer Entered]



3. Home Zip Code: 63104-1430

4. Email Address: eartousky10@att.net

5. I support a locally elected School Board for the Saint Louis Public Schools. A citizen-elected school board has successfully governed the City's schools for many years. If former Mayor Slay had not hired an unqualified school administrator and implemented other dubious changes to the school governing body, the City's schools would have been state-accredited much sooner.