

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

February 18, 2020

I. CALL TO ORDER

The meeting was called to order at 6:06 p.m.

II. ROLL CALL

Present: Ms. Xiong, Ms. Allen, Ms. Kopp, Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Superintendent Gothard, Mr. Long, General Counsel, and Ms. Dahlke, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Xiong moved approval of the Order of the Main Agenda. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

IV. RECOGNITIONS

BF 31938 Acknowledgement of Good Work Provided by Outstanding District Employees and Students

1. **Emily Yang**, a teacher at Harding Senior High School since 2006, was recently awarded the Economic Educator of the Year Award (Grades 9-12) at the Minnesota Council on Economic Education's (MCEE) annual EconFest celebration in December. The award recognizes a teacher who implements creative lessons that increase personal finance understanding. MCEE is a non-profit organization housed at the University of Minnesota with a mission to equip Minnesotans with the economic and personal financial understanding needed to succeed in today's complex economy.
2. **Samuel Skinner**, a 10th grade student at Como Park Senior High School, and **Courtney Major** a Social Studies teacher at Murray Middle School, will participate in the second annual *Sacrifice for Freedom: World War II in the Pacific Student & Teacher Institute in Hawaii* this summer. Courtney was Samuel's Social Studies teacher in sixth grade when he was at Murray, and she remains his advisor to this day.

The program brings together student-teacher teams from Hawaii, American Samoa and the U.S. mainland to study World War II by touring historical sites and landmarks to learn firsthand about the impact of World War II in the Pacific. The pair from SPPS are one of 16 teams throughout the U.S. chosen for this opportunity. The *Sacrifice for Freedom: World War II in the Pacific Student & Teacher Institute* is coordinated through National History Day.

3. **Craig Anderson**, Principal at Battle Creek Elementary, was awarded with the 2019-20 Minnesota Elementary Principals' Association (MESPA) Division Leadership Award recently at the MESPA Winter Institute. Craig received the Saint Paul Division Award.

The Division Leadership Award is an annual recognition made by each of the 12 MESPA divisions and the Retired Principals of MESPA (RPM). The award expresses appreciation to the many outstanding individuals in the principalship who have contributed generously to improving education, their communities, and their profession. They serve as role models and sources of inspiration to other principals and educators.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Xiong moved approval of the Order of the Consent Agenda with items D3 - Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services; E4 - Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment; E5 - Ramsey County Proposal to Purchase Rights to District Property – 1780 West Seventh Street, St. Paul, MN; E6 - RiverEast Environmental Covenant and Easement; E7 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN; E8 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN; E9 - Upgrade of the Unclassified Position of Community Learning Center Site Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment; E10 - Phase Gate Approval of American Indian Magnet Renovation and Building Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E11 - Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E12 - Phase Gate Approval of Frost Lake Elementary Renovation and Building Addition Project (Project #1100-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E13 - Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project # 1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E14 - Phase Gate Approval of Window Replacements Project (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update; Bid No. A20-0540-A Window Replacement Project at Journeys Secondary School and Wellstone Elementary; E15 - Phase Gate Approval of Como Senior Renovation Project (Project # 4110-16-01): Gate #4A – Finance Plan Update and Release of 2020C Certificate of Participation Sale Proceeds pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of January 21, 2020

MOTION: Ms. Xiong moved approval of the Minutes of the Regular Meeting of the Board of Education of January 21, 2020 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes

Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

B. Minutes of the Board Retreat of February 15, 2020

MOTION: Ms. Xiong moved approval of the Minutes of the Board Retreat of February 15, 2020 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of February 11, 2020

At the Committee of the Board Meeting on February 11, Superintendent Gothard started the meeting welcoming board members, community, and staff, and our SEAB representative. He noted the start of the legislative session at the Capitol and reiterated the current funding gap due to the general education formula and inflation. He also reviewed the current SPPS legislative agenda. He urged all to be informed on the events at the Capitol and to join session activities and continue to support SPPS and public schools in the state of Minnesota.

Next, SEAB member Raymond provided an update on their current projects, and their experiences this year, including the work in Ethnic Studies. Board members requested information on how they will be able to help SEAB with community engagement, and ensuring authentic engagement with students in our work.

Next, Saint Paul City Councilmember Rebecca Noecker presented information on the 3K program in Saint Paul. She reviewed the mission of the program - to coordinate and expand access to high quality early learning to 3 and 4-year-olds in Saint Paul, so that all children are ready for kindergarten and all families can thrive, as well as details on the need for the program, strategy, work to date, partners, community engagement, program design and next steps. This presentation sparked questions and more information on items such as supports for family, friend, and neighbor care providers, different levels of support depending on care type, a note about students with special needs and funding sources in this work, the importance of resources to early childhood, and investment and positive impacts to our city. Board members also shared that engagement with our communities will be very important to ensure this program is a success and to make all voices heard. Details on the funding for the program and the role of the State were also shared. Board members also requested information on next steps and the role of the District as this work moves forward.

The Board then received a presentation on the FY19-20 budget revision, including changes in revenue and expenditures within all funds and the general fund, expenditure changes in the building construction fund, and changes in fully financed funds. Board members requested more information on the changes in Personalized Learning, and the importance of investing in technology for both students and staff. The next budget cycle was also noted, and to be strategic in the priority-based budget model. Enrollment and the impact of the revenue figures were also shared, and the need to be mindful as we are planning the upcoming budget. The Board approved the recommended motion to approve the revised budget for the fiscal years 2019-2020.

The Board and Administration then conducted a work session to further discuss items related to capital planning project plan presentation, factors to renovate versus replace at Bruce Vento Elementary, American Indian Magnet School, and Frost Lake Elementary, and gate checks for upcoming projects.

MOTION: Ms. Foster moved the Board accept the report on the February 11, 2020 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

B. Minutes of the Equity Committee Meeting of January 27, 2020

At the January 27, 2020 Equity Committee meeting, Tri-Chair Myla Pope began the meeting by welcoming members and inviting them to reflect on those who have allowed them to think differently and examine other perspectives.

Next, the purpose of the Equity Committee was reviewed – “The Equity Committee is...charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Schools Administration.”

Next, the committee reviewed the Courageous Conversations agreements, and Seven Norms of Collaborative work to guide them in their journey.

A video was shared to ground the Committee in their work, which told the story of a SPPS student and graduate, and his experiences in high school compared to those of his peers, including reflections on reasons for the differing experiences and disparities. We need parents, families, teachers, staff, and the community to be involved and to look at these untold stories so that there are not places for students to fall through – but pathways for them to thrive.

Committee members were then led through a series of exercises, which allowed them to synthesize their previous work, and differentiate hopes of the Committee with dreams for the District. Identification of potential recommendations were also shared. Within the potential recommendations, Committee members were encouraged to think about the purpose of the committee and how these recommendations relate to the disparities impacting students, staff, families, and community. Previous homework of identifying 3-5 inequities from one’s own perspective was reviewed.

In closing, members were given the task to ask others from within their stakeholder groups to identify 3-5 inequities that exist in SPPS for discussion at the February 24, 2020 meeting.

MOTION: Ms. Foster moved the Board accept the report on the January 27, 2020 Equity Committee Meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes

Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VIII. SUPERINTENDENT'S REPORT

A. SPPS Achieves Strategic Plan Update

Superintendent Gothard then shared that the district's strategic plan of SPPS Achieves is focused the district's work on our students' achievement and long-term students outcomes. We have much work underway, and welcomed Karen Randall to introduce updates to two if the twelve initiatives in implementing the strategic plan.

Strategic Initiatives – SPPS Achieves

- The 12 initiatives currently underway were reviewed:
 - Positive School and District Culture
 - 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - 2a. Improve culture by using input from students, staff and families
 - Effective and Culturally Relevant Instruction
 - 3a. Implement culturally relevant practices within all student learning and programming
 - 3b. Ensure all students have access to a well-rounded education
 - Program Evaluation and Resource Allocation
 - 5a. Implement a system for assessing program effectiveness
 - 5b. Determine a districtwide middle school model
 - 5c. Allocate resources more strategically
 - College and Career Paths
 - 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
 - 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
 - 7b. Expand high-quality instruction in targeted career fields
 - Family and Community Engagement
 - 8a. Identify ways to engage the community in district decisions and initiatives
 - 9a. Review and revise relationships with external organizations to better meet student needs

Positive School and District Culture

1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

- **2019-2020 actions include:**
 - Implement culturally relevant PBIS framework, integrating Social-Emotional Learning: In progress
 - Develop and launch a series of professional development opportunities for paraprofessionals: In progress
 - Pilot social-emotional learning curriculum at 12 middle school sites in Foundations: In progress

Professional Development

- Began a series of 5 PD opportunities:
 - Special education topics
 - Conflict resolution
 - Restorative Practices
 - Self Care Saturday

1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

- A video showing highlights of PBIS work in SPPS schools was shown with social-emotional learning with the Central High School Drum class.

Family and Community Engagement

8a. Identify ways to engage the community in district decisions and initiatives

- 2019-2020 actions include:
 - Develop a toolkit of public engagement strategies: In progress
 - Provide engagement design training to district leaders: In progress
 - Publish district engagement guidelines: In progress
- Core SPPS practices as defined by the 8a initiative that are necessary to equitably improve stakeholder engagement in decision-making in SPPS
 - Project design
 - Engagement design
 - Implementation plan
 - Use of engagement results
- 8a. Identify ways to engage the community in district decisions and initiatives
 - An example of this process was shared in the stakeholder engagement plan for E-STEM Middle School

QUESTIONS/DISCUSSION:

- How do PBIS and Restorative Practices work together when Restorative Practices is a culture and PBIS is consequences-based? Response: We see PBIS as a framework, and an analogy of a bookshelf with different shelves, or tiers, of support. The bottom tier is for all students, and in thinking about introducing RP to improve school culture and change of mindset to a restorative culture, an example at the bottom tier may be experiencing community-building circles in a classroom, and many sites implementation is three years – with all those sites experiencing community-building circles in classrooms so all or most students experiencing that and building the restorative culture to ensure all voices are heard. Once that happens, then we move to how we repair harm, and we don't need to rely on consequences, but restorative practices to do problem solving.
- When we say we're creating a restorative culture, it's not about consequences – it's about learning. When a student makes a mistake, and we give them one consequence or another, it doesn't create trust that's needed to create the culture. If presenting one thing, and saying another and it's not building the culture, the intent and impact is not the same. How can we start the framework of building a restorative culture out of restorative practices, but is hard inside the schools when mindset is about the consequences. Our teachers and admin are grappling, and creates inequality. That's a concern about this topic.
- Around the engagement – why does the principal have the privilege of deciding the looks of it when they are temporary, but the building and community will be engaged for far longer? They will recognize the E-STEM school and needs to be connected. Please reach into community, and for engagement.
- Within the PBIS framework, it would be helpful to know how we will assess the effectiveness of the work. Appreciate the qualitative experiences and information, and also want to hear about what to expect as a Board and community to assess the effectiveness of our work. Response: The team is also talking about this, and noted reported about discipline data and attendance data to be used in correlation, as well as piloting a student climate survey which will give information about student experiences, and to be brought a large student group next Fall, and working with REA to look at that tool and begin using it as a concrete measure to analyze programming to address concerns. It was also noted that the strategic plan teams will also be partnering with REA on a formal evaluation for all initiatives for this year, and long-term student outcomes, and measures and metrics on how to document the progress.
- Director Marchese noted the appreciation for the planned survey. He also noted for future presentations that it will be helpful for the Board to tie these conversations to the assessment of our work. Within the initiatives, it seems abstract and will be helpful to show where the differences will be made and to show those differences. We shouldn't leave these conversations as only process. We should be looking at baseline data for the survey and compare it year over year, and relate it to other

information available, such as discipline data. Response: That is great feedback to incorporate into future presentations. We are at the stage to think about our guiding work and priorities and report to the community about our progress.

- There was clarification requested on the five sessions for PBIS and the dates of the sessions. Is it voluntary or expected that staff attend? In seeing it spaced out, and the ebb and flow of sessions, what are the ongoing points for staff to receive ongoing PD around PBIS? Response: They are spread out throughout the school year, and they are voluntary. Some of the staff are contracted to work on those days, and some are not contracted, but can choose to be paid at the hourly rate or credits and can choose one of those options instead. Director Foster noted that she appreciated that the sessions are spread out throughout the year.
- SEAB Member Ali asked for more details on 3a – implementation of culturally relevant practices. That is a main topic of SEAB and asked for more details. Response: We will be bringing the coordinator for the next meeting, and a report. The work of that committee has been to identify the framework using for culturally responsive instruction, and to start training those working directly with teachers in that framework.
 - Are those teacher or people doing this, people who know the culture or training of staff already exist? Or bringing new staff, or additional, or have experience? Response: One has been to do considerable amount of background research on kids of programs that are there and to identify the way that we want to approach how we think about cultural responsiveness and relevance. It's research based and pulled together with consideration on the background for those that created the program. We have to work with teachers and staff in our district – they are the people we are working to train to be aware of and addressing framework. If we bring in people from the outside, it is not sustainable in the long-term. We need to build the capacity of people within the district to work with relevance, rigor, and realness with students. Superintendent Gothard also added that we will be bringing additional information, and don't want to every think cultural relevance has an end. We need to continue to reflect on our practices and experiences of our students, and ensure we have a system and framework in place that are relevant in time. There's a lot of research to draft great framework and tools, and continue to find time to reflect on our impacts to students and if they feel seen and heard and valued as part of their learnings. That's one of the most important parts of the evaluation of being culturally responsive. Also add that not only about framework, but ongoing intensive work in curriculum instruction office and looking at each individual content area and examining curriculum available and help to shape it in a way of cultural relevance.

B. Envision SPPS

Superintendent Gothard then introduced Chief Jackie Turner to follow-up on a plan to focus on topics around District operations including enrollment and building usage, with our SPPS Achieves commitment to a well-rounded education, we believe it is time to review the most effective method of staffing, and bring recommendations forward. This is the next logical piece of SPPS Achieves maximizing opportunities for students and staff to thrive in SPPS.

Purpose

- Review Envision SPPS Project Plan
- Accept Administration's recommendation to move forward with the Envision SPPS project.

Our Belief Statement and Purpose

- Strategic Plan Initiative / Function of:
 - Program Evaluation / Resource Allocation
 - Initiative 5A: Implement a system for assessing program effectiveness.
 - Initiative 5C. Allocate resources more strategically.
- Belief Statement
 - We believe that the input from our community of stakeholders, research and industry best practices will help inform our decisions to align our resources, programs and sites to ensure sustainability while committing to the success of all of our students, their families, and staff.
- Statement of Purpose:

- Develop and implement a plan and timeline to strategically:
 - Align district resources, programs and schools.
 - Ensure that all students and families have viable school options and access to high quality programming.

Our Objectives

1. Align school programs with their physical space in an effort to support enrollment and market share increases.
2. Ensure we have the space to support program innovation.
3. Create a plan that considers long-term choices families make by:
 - a. Incorporating stakeholder engagement
 - b. Developing comprehensive communication plans
 - c. Creating timelines to support manageable transitions for families, staff and communities

How Will We Achieve This?

We will accomplish this through:

- Data - Use all applicable data resources (quantitative and qualitative) and information to inform our decision, while being transparent with how they inform our recommendations.
- Equity - Ensure that we create structures that will interrupt systems that perpetuate inequities.
- Sustainability - Ensure that our solutions are viable and cost effective and aligns with our long-term outcomes.
- Communication - Provide timely, ongoing and transparent communications.

Strategies:

- Seek multiple perspectives
 - Develop and implement new programs that are developed and/or created with our staff, students, their families and other community members.
- Strategically allocate our resources
 - Administer our resources with purpose and intention.
- Combine, merge and repurpose sites
 - Maximize building usage by merging and/or repurposing underutilized buildings, while prioritizing our capital improvements.

Examples of Resources:

- Written reports
- Building use and utilization reports
- Capital Improvement Plan
- School Choice Data
- District Policies
- Task Forces, Committees and Workgroups

The IAP2's Public Participation Spectrum was reviewed.

Workgroup and Report Examples

Workgroups <i>currently underway</i>	Reports <i>we will be using</i>	Data <i>we will be analyzing</i>
Enrollment Taskforce	Winning Students	Exit Survey
Montessori Pathway Taskforce	The Blue Ribbon Commission on Diversity and Equity	School Choice Fair Data
Hmong Dual Immersion	The Superintendent's School Choice Task Force	Budget Survey/Superintendent
Integration Task Force	Webinar: "Learn the reason why students leave Public Schools."	

High-level Project Organization Chart

- A chart showing the organizational chart of projects was shown, with the Executive Leadership, Project Leadership, and Project Work Teams

Proposed Timeline

Key Upcoming Dates and Timeline

- 2019-2020
 - Pre-Planning: Plan, Research and Analysis
- 2020-2021
 - Design: Review, Evaluate and Recommend
- 2021-2022
 - Phasing: Begin implementation of recommendations
- 2022-2023
 - Full Implementation: Completion

Board Action:

- Accept Administration's recommendation to move forward with the Envision SPPS project.

QUESTIONS/DISCUSSION:

- Director Kopp noted questions as this process unfolds, and experience as community member and being helpful. Knowing how deeply personal to our communities. Think about the core of design is empathy and never lose sight of that, and these are special places to people and we need to be respectful and mindful and engage them thoughtfully.
- About the work groups, some of them are existing like Enrollment and Integration – how are we inviting people to participate to these work group assignments? Who are the folks in these groups, and how are people welcomed and encouraged to be involved in thinking about representation? Response: The work groups are happening in a number of different ways – including organically, as in the case of the Hmong Dual Immersion. There are some intentional about – such as Montessori community about a K-8 program. It's happening throughout, internal work groups – about 10-20 throughout the city. Special education is one. We are being intentional. The NAACP Saint Paul local chapter will likely be participating in Integration, or work group on its own. Our only parameters are that we would like to help them shape that work group so they can be successful – range and believe right spot of 8-22 people – anything above will be difficult to be effective, anything below miss out on stakeholder. The core group will provide framework of doing their work, and we provide the technical assistance. Inviting all work groups to a training or kick off to understand how to put together a framework that makes sense for them.
- Do we know why students and families are choosing other options outside SPPS? Also, is the enrollment of students who are immigrants increasing or decreasing and the reasons? Response: Overall, we know reasons families are leaving and want to support that with data. We have learnings for years, parents telling us the same reasons and know overarching 3-4 reasons, and part of it some things believe they can get somewhere else, and we can do that here and have ability and need to structure schools and programs differently to provide programs for families. The immigrant population is also decreasing in SPPS.
- Most of the family members who left SPPS and the reason is it's not relevant to our culture or our community based teaching, and most of the schools have some part of the studies that represent from cultures, but doesn't reflect most of population in SPPS from East African side within SPPS, and wondering how can improve that with implementation of this report? Response: a couple of task forces, Hmong work group and a Somali based community work group that has started to be intentional and to have conversations about what SPPS needs to do to increase retain, and have our Somali community become reinterested in SPPS again. That work is happening.
- In looking at the statement of purpose, we came to this conversation because of the enrollment trends, and curious about why it is not as a purpose in our statement the specific issue of addressing recent or ongoing enrollment trends? Was that something discussed in the creations? Response: Yes, it was, and that is a friendly amendment that can be made. The team did have conversations about enrollment, and that can be embedded and be purposeful about adding.

- Another item come up in conversations, ensuring equitable access to district programs and resources. We have created through system of attendance zones and pathways, different parts of the city, areas of the city and types of schools with access to schools or programs, we haven't had a through review of our attendance zone systems since implemented in 2013. Seems to take opportunity to look at all of this, opportunity to examine this and frame it as equitable access to programs and resources. Those choices that families make are driven by what is open to them in access. That should be in either the purpose statement, or within the project planning. Response: On the organizational chart, the demographic analysis , that will get to that as well in looking at boundaries and choices, and our core attendance areas are aligned and equitable access. Our REA team will also be looking at that as well.
- In looking at the slide about how it will be achieved – about the Equity bullet, there's a lot within that point. What are examples envisioned in that? What will be in the framework that will address this? Response: This question needs to be prominent in our work, and also within the Equity Committee of searching for the inequities brought forth to the forefront. We need to look at access to programs that folks want, and programs and offerings that students are achieving success. The second is opportunity – we can open doors and provide space, but also support to ensure student are successful, parents and engaged, and students take charge of their education. The third, we need to hold high expectations for all students. No matter the design, those three needs to be addressed in all we do.
- Questions on this comes because look t these questions deeply and not chant it as expected element and need to address concrete choices around resources and how to provide opportunities, who comes through the door, and how to remedy that. We need to be very concrete in what we're talking about – the Equity Committee parallels this and may address and provide recommendations. When talking about specifically about how to use our resources and where we provide access and programs, the more concrete to demonstrate to community to acknowledge, see and understand what's going on and what needs the change, the better. We will need to make choices in this – the more honest about this and the more clear and transparent we are about this, the more trust to build upon that. Push that we not operate at high level, when know people experiencing it on the ground – we need to be specific.
- On the Integration Taskforce, there was a report delivered in 2017. It would be helpful in looking at that, that group always contemplated a Part 2 to identified through data analysis and review, the issues were and possible interventions. We don't want to set up another group of people to recreate what exists, nor want to ask more things of people's time when haven't necessarily implemented the previous group's work. What are you thinking this will look like? Response: We have had similar conversations, and participated in conversations with SPFE that work together and continue work started. Don't see adding anything to Integration task force, but to build upon the recommendations that have been laid out and worked on.
 - More we can do to show we have listened, heard, taken in and absorbed information, and taking it to next stage, the more people will appreciate it and want to engage.
- Director Brodrick thanked our SEAB members for this questions, and fit into the last conversation by Director Marchese in the questions on the declining enrollment trends. He's glad both stressed that, and the work on the Integration task force.
- He noted the opportunity to share it with friends who are current and retired SPPS educators. He noted the list of questions and concerns as they read the report.
 - In looking at the document, many were put off that it was written not in plain language with not a lot of information and short on specifics. These documents not only don't sell with staff, or in faculty lounges. How can we get around the wordiness and vague language? Response: we can bring regular information to the Board to demonstrate the process and involvement, and ensure we are distilling it down to decisions that need to be made by the Board. There will be recommendations brought forward through this work.
 - In talking about the information as short on specific and input from people implementing the efforts? Response: An example about the conversation about K-8 Montessori was shared, and to convene a group in the Fall to begin to talk about Montessori pathways and ways to achieve the same outcomes as an example of a workgroup in Envision SPPS.
 - In the 2nd to last slide, we have a chart showing the organizational chart – like to see more specifics about who will be in the project work teams if having people from “rank and file” to have input within these stages. In looking at the project work team, it was difficult to determine where the classroom teachers. Response: All project work groups will be public and informed members on the work groups to be public and devote time. There will be a time with scrutiny and construction criticism

and questions on recommendations. In order to be a part of work group, agree that their information be public. Bring forth all the names of the work group participants. External participants – definition is majority of people are external and do not work for the District and not staff. We are being intentional on those work groups with staff, and the purpose and role in the work group within each topic, and to work together to create a sustainable pathway for the entire district. They understand their parameters and work and purpose – they are also not a decision-making body, which is the Board and Superintendent. There will be classroom teachers on the work groups, and will be shown when brought forth with the names to be public.

- In looking at these charts, as a board members, looking at it to ensure and can be assured of a breakdown of representation in each work group – and by representation and ensuring a significant representation by classroom teachers, and also assured - at the end of a product asking to fully implement and trust that we did have representation from staff and community, and representation was across the board. This kind of chart, and informed as we go along, and anxiously waiting to get more specific information.
- On the chart, it appeared to be top-down. We're not seeing those directly working on this and their input, and want to ensure we have dug into the details. Response: This chart is built on a project management philosophy. The rationale is to ensure who is responsible for what at each level. It's intent is to show who is responsible at each stage of the overall project. Our project management office is highlighting to helping to push this forward. The project management philosophy is highlighted to show not who is giving input to the decisions, but to show who is responsible at each level of the project. We have a project management office and to show a project is successful from the beginning of implementation to closing, that these specific need to happen. If not implemented, then things fall into the cracks.
- As we move along, and take a new step forward and the Board gives the “green light”, and will be able to tell more about the real project management philosophy is about and who is involved in giving the input, and making the decisions that will be brought to the Board based on the recommendation and trust on the options recommended? This particular document did not give that reassurance. Response: We will be structuring this and have a lot of data, including from Public Comment. In order to do that, we need certain economies of scale to do that. To go out and ask again what families want in schools, we can find that data from surveys and responses. We have years of data, and will be using that. We have also heard that we need to get more teachers on and classroom participants, and we will work with that. The members of the task force are voluntary.
- In the fact that we have years of data and listening information – it seems strange that we need to turn this into a four-year plan. One of the observations made is that it appears to be a re-wording of many things talking about for years, and their question of why we need four more years and have data and heard from people, and strong ideas about enrollment. Response: We are going to be intentional and respectful of families. While four years may seem like along time, we know every September new families arrive, and cannot change that date. We try to inform families about choices about schools. Some of the timeline comes when school starts and need to work around those current dates to be respectful to families. Hope to not see a four year timeline, but an intentionality around being respectful in merging, closing, combining, growing, innovating and creating new schools is emotional and close to heart, and want to be respectful . Will see some recommendations in the design and during phasing, and not wait for all decisions until Fall 2022, and some things implemented over several years, such as opening a new school. Asking the Board and community not stagnant, but timeline for phases in and out with decision points throughout.
- To the Superintendent, understand the nature of those questions that come from old-time colleagues. Help with some responses to the folks and how we are going to sell this to the people that will implement it? Response: This timeline looks like four years, but two years from now will be making decisions for the full implementation. Two years to work and gather information for us to make what we feel are best long-term decisions for the District. We could easily have individualized decisions, but want it all to be related to create systems to create better opportunities that will be sustainable and not limited by transportation or location – look at it holistically. Project management chart is to trace where the information began and details. It's a way to organize our work and will take an incredible amount of organization with the many different groups, and rely on communication and reporting. He will keep the Board informed for it to be successful. Anyone who

has concerns about this has concerns about the District. We can try something different to listen to families in a new and different way and implement some of the things we have been hearing. To implement anything, we need a method to do it and a plan to deliver what we said we were going to do.

- Director Brodrick also noted that we are doing this right, but in the meantime we do have a problem with trust and is reflected in our declining enrollment. The more specific and more detailed we can be, and the sooner, the better. He applaud and admire your attention and consciousness, and methodical nature. There's a lot of folks that need encouragement and need someone to say we understand your concerns, fears, frustrations, and we are working on this, and the more we can say that the better we will be.
- As we are moving forward to reshaping the District and SPPS community, it goes back to our values and how are we showing that in the people we are touching and work doing everyday – giving space and voice to, sharing power – not leading from top down, but from teachers, staff, students, and families and partnering with them. People need to feel they are part of decisions, and have to be intentional . Expect to hear about how we are hearing from folks at all levels. It goes back to our values and intentionally showing that value and appreciation for all members in our SPPS community.
- Director Allen thanked everyone for the dialogue. In talking about trust, and this top-down and creating distrust with communities, and ultimately, the community decides where to send their kids. We have a broken system that has taken place long ago with several communities in Saint Paul and be intentional about rebuilding trust. Language within the report and we need to dig in and start to come common – it's the common people who have a problem with what we're doing. Response: Superintendent Gothard noted that the Board's support is to allow him to empower his team to get into community to do this work. Not going to community to say this is what we're going to do – want community and team to come to life and bring recommendations to share to the Board for consideration. Don't want to be decision maker, but the broker, vet ideas, yes we can do that, have you thought about this or cost. That's his role – not to judge; role to try to make it happen.
- Wondering are we looking at data from public comment, and are there topics from public comment or data that we can start to implement this upcoming year to build trust with families and keep kids in SPPS and maybe something to build trust between now and then, and maybe bring them back to SPPS this year? Response: One example is learning about data in past years, is the loss of students in middle school and need to do something and become main focus to strategic plan. We developed and provided resources to look at the middle school model and it's important – we value middle school, students, and staff and have seen results. Hope to see achievement results, and have seen enrollment results with a high continuation rate in 7th grade and 250 more students in 6th, 7th, and 8th and made it a priority. Opened a new school through innovate steam school on great site and the Board made that happen. Build off opportunities like that and bringing people together. Get into cycle of unfulfilled promises is sustainability in this work. We can say yes to everything start it but not finish it. What is it we can limit and focus on and see them through and do them well. Another example heard from enrollment and community members to look at why people leaving, and work with our Student Placement Office to help families understand and potentially immediately actions to come back. One thing we will also begin to implement that will not take four years is to work with an organization to help us do similar work to Select SPPS that was with our SPFE partners where we went back and worked together to bring families back to SPPS, and to look at retention and recruitment efforts and put together specific strategic to recruit for a school or area of the city.
- Chair Xiong noted that as we heard earlier in the Equity Committee and their charge – within the organizational chart, and that the Equity Committee is a committee of the Board, and their location in the chart, and if not included, that they be added. Response: Yes, it would be considered an external work group, and the Superintendent did note the Equity Committee, and it would be external because there are members that are not staff of SPPS.
- What are the thoughts behind how we will engage students in this process as well? Response: That is one area that we are hoping to engage with SEAB and other student leadership groups. The groups presented were examples, and not all-encompassing. There will be 15-25 work groups that will be a part of this. We are hoping for SEAB to share their strategies to be able to implement.
 - These are example of work groups. In following SEAB Member Ali's question about the fact that we have heard from many East African community members about the need for Somali specific history and studies and language in Somali or Oromo. How can community members give input

and engage in this process and the timeline? Response: The pre-planning is this year, and will be taking work groups all this year. By Fall of next year, hope to be set on particular work groups. The culturally relevant program mentioned, and how to incorporate into this project or plan. If one has an opinion or belief about how to deliver instruction, if there isn't a physical facility impact to that, that will likely not be within the scale or scope of this project plan. We are working to align our facilities with our programs. If there is a belief of a building primary where provide instruction and curriculum design or language and need physical space, that would be the time to be a work group. If primarily academic in nature and physical space does not cross it, handle within Chief Academic Office.

- How would they be able to create work group if interested? Response: If the Board positively move forward, we will be rolling out communication plan, a website, and that will be a way for folks to ask questions or ask to start a group and be trained on the framework to engage with that particular group to start to share with broader community. Somewhat reluctant to talk about it now without Board's full support.
- How will this relate to the FMP? Response: This will coincide with the FMP and working alongside, as well as working alongside SPPS Achieves. We will be making decisions that fit together and align.
- Director Kopp thanked everyone for their perspective and deepened her understanding, and enriched the conversation. Bringing it into community is the hope. She also noted her deep and difficult experience with questions on building usage, alignment and choice. When look at this as experienced it, see real thoughtfulness and intention. Realize it looks top heavy, but as someone from experience from feeling there wasn't a plan, this feels so much more reassurance. Communication will be critical. She also suggested that part of her experience in working on these issues, started at place to increase enrollment, which is crazy-making and asking for constant details. What changed for community when started thinking about who we wanted to be – who are our kids, who do we see ourselves as – not from deficit? Talk about keeping people here, that's the key to it – invite to participate in imaging what SPPS can be, and be prepared to deliver and work with them. So excited to support this and grateful for this and excited to work with colleagues and district staff.

MOTION: Ms. Xiong moved the Board accept Administration's recommendation to move forward with the Envision SPPS project. The motion was seconded by Ms. Allen.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

C. Human Resource Transactions

MOTION: Ms. Xiong moved approval of the HR Transactions for the period January 1, 2020 through January 31, 2020. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

IX. CONSENT AGENDA

MOTION: Ms. Xiong moved approval of all items within the Consent Agenda with items D3 - Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services; E4 - Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment; E5 - Ramsey County Proposal to Purchase Rights to District Property – 1780 West Seventh Street, St. Paul, MN; E6 - RiverEast Environmental Covenant and Easement; E7 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN; E8 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN; E9 - Upgrade of the Unclassified Position of Community Learning Center Site Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment; E10 - Phase Gate Approval of American Indian Magnet Renovation and Building Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E11 - Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E12 - Phase Gate Approval of Frost Lake Elementary Renovation and Building Addition Project (Project #1100-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E13 - Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project # 1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E14 - Phase Gate Approval of Window Replacements Project (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update; Bid No. A20-0540-A Window Replacement Project at Journeys Secondary School and Wellstone Elementary; E15 - Phase Gate Approval of Como Senior Renovation Project (Project # 4110-16-01): Gate #4A – Finance Plan Update and Release of 2020C Certificate of Participation Sale Proceeds pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

A. Gifts

BF 31939 Acceptance of Anonymous Donation in the Amount of \$20,000 for the Mary Mackbee Auditorium at Central High School

That the Board of Education authorize the Superintendent (designee) to accept this very generous donation for Central High School’s Mary Mackbee Auditorium.

BF 31940 Acceptance of Gift from the Como Park Booster Club

That the Board of Education authorize the Superintendent (designee) to accept the gift from the Como Park Booster Club.

BF 31941 Gift Acceptance from Data Recognition Corporation

That the Board of Education authorize the Superintendent (designee) to allow Hazel Park Preparatory Academy to accept a monetary gift from Data Recognition Corporation in the amount of \$6,882.00. The money will be deposited into the Hazel Park Preparatory Academy general account, 19-489-291-000-5099-U001, and will be used as determined by the school.

BF 31942 Acceptance of a Gift from Global Arts Plus PTA

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Global Arts Plus PTA.

BF 31943 Donation of New Books from First Books via Fraternity of Service Day by the Phi Beta Phi Fraternity for Woman

That the Board of Education authorize the Superintendent (designee) to accept the gift of new books to our Elementary classrooms.

B. Grants

BF 31944 Request for Permission to Accept a Grant from Metro ECSU

That the Board of Education authorize the Superintendent (designee) to accept a grant from Metro ECSU for the funds to support assistive technology training; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31945 Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Dollar General Literacy Foundation for the funds to support developing a system of benchmarks that align with federal and state ABE standards; to accept funds if awarded; and to implement the project as specified in the award documents.

BF 31946 Request for Permission to Submit a Grant to the Minnesota State Arts Board

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for the funds to partner with Copper Street Brass in music education at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements

BF 31947 Approval of Memorandum of Understanding with Saint Paul Vista Program and Saint Paul Public Schools, Specifically at Community Education, Office of Early Learning and Early Childhood Special Education

That the Board of Education of Independent School District No. 625 approve and enter into a Memorandum of Understanding with Saint Paul Vista Program.

BF 31948 Lease Agreement with Youth Farm - Revised

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Youth Farm to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN 55107 for the term February 1, 2020 through December 31, 2021, with monthly rent of Two Hundred Eighty-Nine and 91/100 dollars (\$289.91) subject to all other terms and conditions of said agreement.

E. Administrative Items

BF 31949 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2019 – December 31, 2019.

(a) General Account	#720235-721603	\$58,593,385.73
	#0003577-0003615	
	#7003560-7003594	
	#0004182-0004282	
(b) Debt Service	-0-	<u>\$13,425.00</u>
(c) Construction	-0-	<u>\$3,817,023.13</u>
		<u>\$62,423,833.86</u>

Included in the above disbursements are two payrolls in the amount of \$38,245,068.73 and overtime of \$242,720.44 or 0.63% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending May 31, 2020.

BF 31950 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective February 27, 2020, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31951 Appointment to Civil Service Commission

That the Board of Education approve the appointment of Michael Banks to the position of Commissioner on the Civil Service Commission as requested by the Office of the Mayor of the City of Saint Paul.

F. Bids

BF 31952 Bid No. A-21-8855-A District-wide Emergency Communication System Replacement

That the Board of Education authorize the award of Bid No. A21-8855-A District-Wide Emergency Communications replacement to Professional Wireless Communications for the lump sum based bid of \$951,173.66 with provision of 50% down payment at the time of project commencement.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31953 Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services

The Board requested additional information on this item. Darren Ginther and Heather Kilgore provided more information on this item.

The 3M STEP program has been around for nearly 50 years, and it's looking at supporting students through STEM career exploration through a partnership with 3M. SPPS has assumed employment responsibility for the program and hire the students. We received our annual funding from 3M Gives in the summer of 2019 – 38 students have been recruited. This December, in working with our Legal team, a contingency upon employment for 3M is drug testing, which we are no longer able to do through our Board policy. We've looked to create an agreement with Merrick Community Services to be the hiring organization for students – they will provide the drugs testing for students eligible to work at 3M, which is a requirement for all employees at 3M. Merrick will be a sub-granter for us and receiving 3M Gives funding to provide services for the hiring side including stipends for students. The reason that Merrick is the partner for this situation is because Merrick runs the East Side Summer Jobs program with 3M already and it was a natural fit.

- Are the students employees of 3M or of Merrick? Response: The students will be employees of Merrick because 3M does not hire students.
- Are there any liability issues or things that change due to Merrick being the employer versus the District? Response: We have had extensive discussions with Merrick and 3M and have talked through it and the employer and those liabilities.
- How are these students chosen? Response: They go through an application process with a GPA requirement of 2.0 or above, interested in STEM-related fields, and willingness to commit to spring training and the summer full-time employment. There's an interview process, and a limited number of spots at 40 or less, with 38 this year.
- Are we ensuring it is equitable for all students as we interview and how? Response: That's improving. A key part of our partnership with 3M has been the addition in OFECP and 3M partnership coordinator. Mr. Parks has worked very hard to get into the high schools to provide students with information. Our data shows that through his work in 2 years of recruiting, our students who apply are more accurate of our population, and for the students selected, it's improving – not where we want to be, but improving.

MOTION: Ms. Foster moved approval that the Board of Education authorize the Superintendent (designee) sign the Memorandum of Agreement between Saint Paul Public Schools and Merrick Community Services. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31954 Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Brodrick requested more information on this item.

- Involve 3rd paragraph from the consent agenda item:

The Capital Improvements Program Director will oversee major capital improvement projects. The Director will also work closely with plant operations in an effort to align both Long Term Facilities Maintenance and Capital Construction budgets, resources, and timelines. The individual will report directly to the Chief

Operations Officer and have a secondary reporting responsibility to the Superintendent. This position has management-level employees as direct reports. The position will also work closely with the Chief Finance Officer and a team of capital construction finance team members.

- Explanation about where exactly this role will fit in terms of being embedded, in particular, who will be reporting to them? Know that in the External Review Team, part of the reason is recommendations they made, and in favor, but interested to see at what level this role will be operating, and who will be reporting to them? Response: The project manager and team will report to this position, including project managers, assistant project managers, and those within the FMP reviews at the recent work session.
- Will the Director of Facilities be reporting to this role, or be working closely? What will be the nature of that relationship? Response: They will be working closely together. Both positions are directors, and will work alongside each other in this work. Both will report to Chief of Operations, with secondary to the Superintendent. Neither one will report to the other, but work alongside each other.
- It indicates this person will have a secondary reporting responsibility to the Superintendent. Does anyone else have that? Response: We all report to the Superintendent, ultimately. The reason we want that to be present in this, is to create an executive team that meets regularly for this. A \$112M budget is bigger than most school districts in MN, and requires more attention and commitment to deliver. Both this position and a position in Finance will report to Chief Turner and Chief Schrul respectively, will also be reporting secondarily to the Superintendent through the management team that can oversee the FMP.
- We've created a corresponding job within Finance that will be doing what this person will be doing in Facilities? Response: There is still work to be done, but will be a recommendation to come before the Board in the future with sole focus on FMP-related activities, with oversight by the Superintendent.
- Also highlighted the External Review Team, with this position, as well as the corresponding role within Finance, were specific recommendations. The division of labor based on the scope and scale of the FMP was needed for these two positions.
- Why would we hire a person underneath two people if the reason for hiring was to improve the process that seemed to not work well a couple years ago? Are we giving this person a high enough job title and status and authority to accomplish the things that the review team suggested that we needed? Concern is this role and other in Finance will be another member of Administration, and have not brought in someone who will be the "lifesaver" for part of our problems. Is the creation of this position strong enough to alleviate and improve upon the original issues? Response: Yes, and based on recommendations from External Review Team. Jacobs has also signed off and supported this coming before the Board.
 - Could we find out more in terms of Jacobs direct recommendation in regard to the plan that will be discussed in alter consent agenda items? And also, if getting the full benefit of the help asked from Jacobs? Going back to External Review Team, we relied on them considerably for advice and recommendations. At the Committee of the Board, absolutely astounded that they were not present to verify or support the recommendations hearing then, and not sure what we know what they think about this. Concerns as individual board member, that we are given as much information as possible every step of the way so not accused of being asleep at the switch during the debacle of the FMP a year and a half ago. Response: Duly noted and prepared to answer those questions.
- Other concern is that because so in favor of having person in position and having amount of authority and direct report to the superintendent to really carry weight within the organization.
- How soon would we expect to have this person onboard? Even after onboard, realistically how soon could we expect them to have an impact on the workings of the organization? We may be months away from having this person on board and able to do the types of things advised to us by the External Review Team. Response: In the Review, some of the particular talked about this particular position and the work being aligned, and not isolated role. Ultimately, if doing this work right, all working cohesively together for one goal. We all carry the weight of this important work. The role of this person is to manage the capital improvement projects, timeline, along with budget, and be transparent with the work. Part of the FMP review encouraged us to continue to meet as Facilities and Finance team and have been doing that since the review and will continue to meet to be transparent and keep communications between departments. We have been doing active recruiting and networking with construction companies and local and national organizations about this position. Anticipate have a

decent interview pool within the upcoming weeks, and cannot stop the FMP from moving, there are things to continue, and continue as a team to work on bring forth FMP, and a new vision around the construction and capital improvement work. With any new employee, learn the organization and how to work as a team, and will allow this position to do that.

- Assure that in the meantime, the work that is being done is being done completely collaboratively. We need to have equal weight, and hoping Facilities and Finance departments will work collaboratively.

MOTION: Ms. Xiong moved approval that the Board of Education of Independent School District No. 625 approve the establishment of the Capital Improvements Program Director job classification effective February 19, 2020; that the Board of Education declare the position of Capital Improvements Program Director as unclassified; and that the pay rate be Grade 32 Saint Paul Supervisors' Organization standard ranges. Ms. Allen seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31955 Ramsey County Proposal to Purchase Rights to District Property – 1780 West Seventh Street, St. Paul, MN

BF 31956 RiverEast Environmental Covenant and Easement

BF 31957 State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN

BF 31958 State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN

Director Brodrick requested further information on these items.

A quick explanation on selling property to State or County. Understand this is done occasionally, and concern about known negative impact of our usage of this property. By us not having that property, will there be a negative impact on the overall usage of the rest of the property? Response: Yes, these do go together with E7 and E8 temporary easements for MNDOT for temporary use of property to stage construction and do work related to sidewalks, accessible ramps and curb cuts and work to I-94. These are short term easements for them to do this work and coordinated work with them to do work on non-student contact days and should not see any real impact on our work other than the Dale Street bridge.

E5 is different is that it is temporary and permanent easement for property at 1780 West 7th in relation to realignment of Lexington Parkway through formerly owned site at 900 Albion, and connecting Lexington to Elway and forcing us to lose a bit of property at Elway side of 1780. We've worked with Ramsey County to review the site design, timing, and impacts to SEAB program and staff at 1780.

These are routine in right of way improvements throughout the city. They will approach with the need to do this. We'll talk through impact. The valuation is a standard process with independent appraisers that form basis of the compensation to the district and prorated for time and impact overall. A pretty fair process. The District can't say no – eminent domain in which they can take it anyways. There is no real negative impact. Only one is permanent loss of property, which will not affect us negatively.

On E6, Director Brodrick noted RiverEast when first decided to buy property and put school there, and so glad school is there and toured it, and think it represents what trying to do with FMP in general – to have schools that are pretty, but are constructed and designed in a way to be conducive to the program that is taking place there and students at the school. Way back when first started to this, concerned about contamination issue, soil, and nervous about that. Main concerns when all said and done, were we making a bad buy? Would it in any way impact the health and safety of the students? Response: This was a great purchase for the District and a great long-term value. This was a property when bought it had some environmental issues. It was cleaned to a level appropriate for an industrial site by the previous owners, but maybe not schools or houses and they limited their liability by placing a restrictive convenient to only use for industrial purposes. The District in purchasing the site, negotiated with the people with the long-term restrictive covenant and long term environmental liability to establish a path by which we will clean, safe and long term available for use as school meeting the requisite standards, and in doing that, free them from the restrictive covenant and environmental long term liability. It was a multi-step process by enrolling in Minnesota Pollution Control Agency’s voluntary response action plan and compliance plan to lay out our plan, and proceeded over course of construction with monitoring by environmental assessment company and PCA, so that at the end, receive a no further action determination by PCA that we did everything and met standards. Closing it out is this items with the PCA, those things we did that safe long term ,w ill stay, management plan in place, adhere to it, and PCA to inspect it if they want. It’s a long term commitment to staff and students and PCA site safe for users long term. All environmental clean up funded through grant to remediate site and it was less then thought it was – cleaner site than anticipated.

Director Brodrick noted his fear of the terms that didn’t know what they meant, including the phrase about the agreement that requires District to operate and maintain vapor mitigation system. Even if didn’t know what it all means, can look and say our kids are okay? Response: Absolutely.

MOTION: Mr. Brodrick and Ms. Foster moved approval, respectively:

- **That the Superintendent (or designee) approve Ramsey County’s proposal to purchase rights to District property located at 1780 West Seventh Street in the amount of \$20,400 for the Lexington Parkway Realignment Project.**
- **That the Board of Education authorize the Superintendent (or designee) to execute the Environmental Covenant and Easement in order to remove the deed restriction from the RiverEast property located at 1055 Mackubin Street.**
- **That the Superintendent (or designee) approve MnDOT’s proposal to purchase rights to District property located at 304 Dale Street in the amount of \$13,100 for the Highway 94 improvement project.**
- **That the Superintendent (or designee) approve MnDOT’s proposal to purchase rights to District property located at 1142 Concordia Ave in the amount of \$2,900 for the Highway 94 improvement project.**

The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31959 Upgrade of the Unclassified Position of Community Learning Center Site Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment

Director Brodrick requested more information on this item. About a year ago, there were discussions brought forth to look at their work and worked with Human Resources and determined because of increase

in scale and work, they should be retitled. As looked at significant increase in duties, current team of 6 site coordinators, more coordination of work; previous work was more reactionary. Now, the group, given the requirements of the 21st century learning grant in federal and state, there are significantly more requirements and expectations for this group of staff.

MOTION: Mr. Brodrick moved approval that the Board of Education of Independent School District No. 625 approve the establishment of the unclassified Community Learning Center Site Coordinator classification effective February 19, 2020 to Schedule 2; that the Board of Education declare the position of Community Learning Center Site Coordinator as unclassified; and that the pay rate for this position would be equivalent to Schedule 2 School and Community Service Professionals. In addition to updating the classification to Community Site Coordinator. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31960 Phase Gate Approval of American Indian Magnet Renovation and Building Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31961 Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31962 Phase Gate Approval of Frost Lake Elementary Renovation and Building Addition Project (Project #1100-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31963 Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project #1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31964 Phase Gate Approval of Window Replacements Project (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update; Bid No. A20-0540-A Window Replacement Project at Journeys Secondary School and Wellstone Elementary

BF 31966 Phase Gate Approval of Como Senior Renovation Project (Project # 4110-16-01): Gate #4A – Finance Plan Update and Release of 2020C Certificate of Participation Sale Proceeds

Director Brodrick requested further information on these items.

- The transition from gate Check 3, and want to know more about the timing between Gate Check 3 and Gate Check 4. Ready to move on Gate Check 3 and all these items, with the exception – bring up that personally hear more from Jacobs? Response: Administration has has worked on a brief presentation to spill over from COB discussion. Chief Turner then provided more information. To remind that we are bringing before under the FMP review, a new process called Gate Checks – an opportunity to engage with Administration on where we are in the process of project implementation. At 3A for number of the projects presented, which is schematic design – scoped out work, worked with community, engagement with staff, have a budget before to be approved – whenever see in consent agenda asking for approval of gate check 3 – asking to approve budget amount to put forth particular project to go out

to bid. Correct in that “proof of truth” is actually gate check 4 – when we actually have resources in hand, and once Gate Check comes before the Board, giving Administration approval to spend that budgeted amount on that particular project. Always come before the Board based on individual projects – not as a pool of projects – each individual board action item will have its own Gate Check point to vote on individually, which was also a recommendation by Jacobs. Gate Check 3 for the projects of American Indian Magnet, Frost Lake and Phalen Lake – we have the estimated contingencies involved and computed for those gate point checks in schematic designs, as well as the budget for each. The other piece is that we did the other projects previously seen, had go through schematic design last month for the Windows and Washington Tech. Tonight bringing American Indian Magnet, Frost Lake, District Service Center, and Phalen Lake to approve to go to schematic design to go out to bidding. Once have gone out to bid and received bid offers, and confirmation of funding source, see projects come through for Gate Check 4. To show you what the Board will also have access is the project budget, how much under obligations and funding source of part project. This part board action item focused on funding of it.

- Chair Xiong clarified that this presentation and discussion covers E10-E15.
- Director Marchese thanked staff for the presentation and discussion at the previous work session. In regard to E10 for American Indian Magnet, he is pleased to have heard from Dr. Brown and from, and also to see the design, impacts of the various choices, recommendations, considerations and discussion on disruption to the program and physical space. That discussion gave comfort and understanding to the project as a whole given the circumstance in the size, scale, and scope, which was helpful. He also noted that he followed-up separately with Dr. Brown to ask questions about how he and others in the community were thinking about addressing the substantial disruptions over a long period of time, and felt good about the thought into the process and taking care of the community during the disruptions. He feels more confident in the renovations versus building-new. It was helpful to hear and see the different considerations in why, and important to have information on this topic in response to questions asked by the community and for the Boar to be able to defend and justify and point to information that supports this. There is an absolute need to improve this building for the community which is such an anchor for the East Side and Indigenous community with the kind of building and space and place that our students deserve, staff deserve, and community deserves. In walking through the different aspects of renovation and hearing from those connected to the community and level of intentionally this elevates and shows to our community and the larger community, Indigeous community and the City the value of the work happening here, and the importance of investing in this site. We create spaces worthy of dignity and dignifying the work there, and from the materials, this is evident with AIMS.
- Director Allen noted that as a new board member, it was important for her to dig into engagement, and pleased to hear as evident at the Committee of the Board about the engagement. She appreciated the intentionality of ensuring we are honoring the Dakota land and community as we make this move.

MOTION: **Mr. Brodrick moved approval, respectively:**

- **That the Board of Education approve the American Indian Magnet Renovation and Building Addition project (Project # 1160-19-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check #3A – Finance Plan Update.**
- **That the Board of Education approve the District Service Facility Addition and Renovation project (Project #4000-16-01) at Phase Gate Check #3 – Schematic Design; Gate #3A – Finance Plan Update.**
- **That the Board of Education approve the Frost Lake Elementary Renovation and Building Addition project (Project #1100-19-01) at Phase Gate Check #3 – Schematic Design; Gate #3a – Finance Plan Update.**
- **That the Board of Education approve the Phalen Lake HVAC & Controls Upgrade project (Project # 1200-19-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check #3A – Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0540-A Window Replacement**
- **Project at Journeys Secondary School and Wellstone Elementary to S & J Glass, Inc. for a lump sum base bid with Alternates 1 & 2 of \$991,100.**

- **That the Board of Education approve the Como Senior High Renovation (Project # 4110-16-01) at Phase Gate Check #4A –Finance Plan Update and authorize the release of \$14,800,000 of the 2020C Certificate of Participation sale proceeds for the reimbursement of the costs of the Como Senior High Renovation Project.**

Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

X. OLD BUSINESS - None

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Allen requested information on the juvenile justice program, and referenced a grant to aid in this, and to ensure there are supports in place for our students in JDC and Totem Town and entering the school system.
- Director Brodrick requested that the Executive Team discuss a clear explanation of the gate check process, with the transition of Gate Check 3 to Gate Check 4. He also requested the Executive Team to discuss the role of Jacobs as we go further with the FMP
- Director Marchese requested information with Metro Transit about the use of public buses to transport students. There have been conversations in the past, and thinking about infrastructure and SPPS process, and the three-tier system of transportation, and an update on those conversations would be helpful for the community.
- Director Ellis requested information about plastic utensil usage in SPPS, as a follow-up from Public Comment. She also requested the Executive Committee to consider a presentation about Health Start clinic in our schools, and recounted her experience in visiting the clinic at Harding.
- SEAB Member Ali requested information how schools are helping seniors to stay in check as graduation nears, including supports from teachers and emotional support for students.
- Director Foster reiterated her previous request on PSAT and thinking about equity and opportunity, and how it is paid, who it is open to, and demographics on students taking the test. She requested clarity and that this may be a missed opportunity for students. She also requested that with the coldest days upon us, the correlation between transportation and our family experiencing homeless or who may be highly mobile, and our efforts to support them, as well as the current work with the City. She also stated that with the change to school start times this year, it is an ideal time to collect data and analyze the impacts of the changes.
- Chair Xiong noted that with the recent change to celebrations of graduation, and how schools are preparing for this year, and some of the wonderings, opportunities and challenges that schools are encountering as we move towards graduation season.
 - Director Foster noted her experience in seeing the beautiful stoles and caps at the previous graduations, and how they showcase the beauty of the diversity of our students and how they celebrate graduation. Director Allen also noted that SPPS is a wealth of cultures and to use our asset as a learning base to center identity and diversity in our schools.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp shared her experiences at the recent RCLLG meeting, which included information on the 2020 census; she attended Jie Ming’s Lunar New Year celebration, as well as the musical at Global Arts Plus; she toured John A. Johnson to learn more about the Achievement Plus model, and celebrated National African American Parent Involvement Day at Chelsea Heights. Director Kopp also noted that she attended a lunch with families and staff at Hamline Elementary, and attended Indian Education’s Sweetheart Powwow with her family, and noted that the vote to renovate AIMS made it all the more meaningful, and looks forward to sharing more.
- Director Ellis noted that she had concerns on the School Choice Fair location, and appreciated conversations with families. She heard concerns about start times for PreK and elementary students. She also noted her visit to the Health Start clinic at Johnson, and provided details on their great work while asking about renovations to Johnson and the correlation with the clinic. She noted her time at the Global Arts Plus 4th Grade Opera. She also noted concerns about celebrations and activities for NAAPID in our schools and the celebrations for Black History Month.
- Director Foster noted similar concerns about NAAPID and Black History Month celebrations in our schools. She shared her experience at Global Arts Plus performances. She also noted the upcoming Friday Forum featuring the topic of Immigrant Communities. She also shared details about the Thinking College and Career Early Fair scheduled for February 22 at Harding High School.
- Director Marchese shared details of the recent Board Retreat and the discussion of the Board’s work in engaging the community.

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Xiong moved to schedule a special meeting of the Board of Education on March 10, 2020 regarding the FY21 budget, to follow the Committee of the Board Meeting. Ms. Allen seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

A. Board of Education Meetings (6:05 unless otherwise noted)

- March 24, 2020
- April 14
- May 19
- June 9 (Special – Non-Renewals)
- June 23
- July 21
- August 18
- September 22
- October 20
- November 17
- December 15
- January 5, 2021 (Annual)
- January 19
- February 23
- March 23
- April 20
- May 18
- June 22
- July 20

- August 24

B. Committee of the Board Meetings (4:30 unless otherwise noted)

- March 10, 2020
- April 7
- May 5
- June 9
- August 5 (Wednesday)
- September 8
- October 6
- November 10
- December 8
- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

XIV. ADJOURNMENT

Ms. Xiong moved to adjourn the meeting; Ms. Foster seconded the motion. It passed by acclaim.

The meeting adjourned at 9:48 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by
Sarah Dahlke
Assistant Clerk,
St. Paul Public Schools Board of Education